1/09 OVERVIEW: PATRICK TAYLOR FOUNDA-TION

September 30, 2008

Mr. Dan Bockhorst, Borough Manager
Ketchikan Gateway Borough
144 Front Street
Ketchikan, AK 99901

Dear Mr. Bockhorst:

This is in response to your July 8 letter to Governor Palin regarding restoring public trust in government as it relates to state assistance to local governments. I appreciate the thorough and comprehensive documentation of laws creating borough governments, challenges that have come from the current structure and also providing options for relief. Please accept my apology for the delay in responding.

The Governor has asked the departments of Law; Commerce, Community, and Economic Development; and Education and Early Development to review your material. As you know, significant work has been done over the past year to address education funding and work is continuing that may address some of the challenges you highlight in your letter. You also raise important questions regarding Title 29 of Alaska Statutes. These are complex policy questions that will require careful analysis to ensure that any changes result in a system that is in the best interests of all Alaskans.

We are working with state agencies to develop the budget and legislative package for consideration by the 26th Alaska State Legislature. We look forward to working with legislators and communities to address critical issues in Alaska.

Sincerely,

s/s

Lynne Smith
Special Staff Assistant

LS/JM/lc
Code: 0812 Tourism

H:/Correspondence/Commerce
CTS 8009 Dan Bockhorst

KETCHIKAN GATEWAY BOROUGH

344 FRONT STREET • KETCHIKAN, ALASKA 99901
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OFFICE OF THE BOROUGH MANAGER

8:009
~~OMB~~
LS lead
GOV

July 8, 2008

OFFICE OF THE GOVERNOR
JUL 11 2008
HAILROOM

The Honorable Sarah Palin
Governor
State of Alaska
P.O. Box 110001
Juneau, AK 99811-0001

RE: **Restoring Public Trust in Government**

Dear Governor Palin:

The Palin administration is closely identified with the issue of public trust. In fact, an internet search for the words "Governor Palin public trust" yields, amazingly, "about 316,000" results (see enclosure). The Ketchikan Gateway Borough commends you for your commitment to that important value.

The Ketchikan Gateway Borough respectfully invites you to consider the need to restore public trust in the context of keeping a crucial promise made by the State of Alaska to its citizens.

Forty-five years ago, the Alaska Legislature passed a bill mandating the creation of borough governments in Ketchikan and seven other regions of Alaska. At the time, the bill was considered by its sponsor, Representative John Rader, to be the most controversial bill ever passed by the Legislature. To defuse the contentious nature of that legislation (i.e., imposition of a form of local government having significant duties on selected Alaskans without the consent of those affected), the Alaska Legislature offered the following promise in Section 1 of the bill:

> **No area incorporated as an organized borough shall be deprived of state services, revenues, or assistance or be otherwise penalized because of incorporation.**

The bill ultimately passed the Legislature by a narrow margin. As such, it can be stated with reasonable certainty that a veto by then-Governor William Egan would have ended the legislative mandate to incorporate boroughs. However, Governor Egan neither vetoed

the bill nor simply allowed it to become law without his signature. Instead, he embraced the action of the Legislature and signed the bill into law as Chapter 52, SLA 1963.

By signing the bill, Governor Egan joined the Alaska State Legislature in promising that organized boroughs would not be deprived of state services, revenues, or assistance, and that boroughs would not be otherwise penalized by the State of Alaska.

Regrettably, the 1963 promise by the legislative and executive branches of the State of Alaska was breached in a serious manner more than two decades ago. The greatest impact is felt with respect to funding for public education – a constitutional duty of the State of Alaska that has been delegated to borough governments in those parts of Alaska where boroughs exist.

In the current fiscal year alone, the Ketchikan Gateway Borough will be deprived of nearly $9.5 million in State funding for schools compared to what it would receive had the 1963 promise been upheld. Other mandates applied to the Ketchikan Gateway Borough will add nearly $2.3 million in additional burdens during the current fiscal year (see enclosure for details). For a community of 13,160 residents, the fiscal impact of the penalties and unfunded mandates is enormous.

When the legislative and executive branches of State government failed to honor the 1963 promise in relation to education funding, the Matanuska-Susitna Borough and its citizens turned for relief during the mid-1980s to the third branch of State government – the Alaska Court System.

Following an 11-year appeal initiated in 1986, the Alaska Supreme Court denied a petition for justice in terms of unequal treatment of borough governments and taxpayers by the State of Alaska. In rejecting the appeal, the Court stressed that "[b]oroughs are not entitled to equal protection under the Alaska Constitution" because "[t]he purpose of the Alaska due process and equal protection clauses is to protect people from abuses of government, not to protect political subdivisions of the state from the actions of other units of state government."[1]

With respect to borough taxpayers, the Court concluded in the same case that, "any disparate impact on taxpayers . . . does not rise to the level of an equal protection violation."

[1] *Matanuska-Susitna Borough School Dist. v. State*, 931 P.2d 391, FN2 (Alaska 1997).

Many elected State officials today appear to be either unaware of or unmoved by the breach of the promise made by their predecessors 45 years ago. The 1963 promise has been dismissed by some on the basis that it was "merely a statement of intent" rather than a binding obligation on the part of the State of Alaska. Others have pointed out that even if it were an obligation of the State at the time the law was passed, the 1963 Legislature could not legally bind future legislatures. Still others seem to be willing to accept the status quo simply because the promise has not been honored for such an extended period of time. As noted above, the Alaska Supreme Court dismissed the concerns by concluding that our Constitution does not protect boroughs from abuse by the State and that any disparate treatment of taxpayers is not serious enough to warrant intervention. While any of those arguments may be technically accurate, they certainly do not absolve the legislative and executive branches of government from the moral obligation expressed in 1963.

The effect of the breach of public trust has been chilling in terms of the achieving the constitutional goal of borough formation. On the eve of the 50th anniversary of statehood and 45 years after the Mandatory Borough Act, more than half the geographic area of Alaska remains outside organized boroughs.

Study after study in the post-mandatory-borough era has indicated that the biggest deterrent to voluntary formation of boroughs is the financial penalties that result. The late Jay Hammond expressed the matter well when he stated:

> Attractive enough on paper, in practice, the organized borough concept had little appeal to most communities. After all, why should they tax themselves to pay for services received from the state, gratis?[2]

Less than one year ago, residents in the Deltana region of interior Alaska were among the latest to prove the validity of Governor's Hammond's candid observation. Although the Deltana region has fiscal resources that would be the envy of the Ketchikan Gateway Borough and most every other organized borough, Deltana area voters rejected, by a margin of more than nine to one, a proposal initiated by local voters to incorporate a borough. The following sentiments expressed on the record by one Deltana citizen are apparently shared by many in the region:[3]

[2] *Tales of Alaska's Bush Rat Governor*, page 149.

[3] *Final Report to the Local Boundary Commission Regarding the Deltana Borough Proposal*, page 33.

> The people here did not promise to pay for the educational system that we currently have. The State has paid for most of that. I think it's great that we have it. We could pay a head tax. There are different ways to take care of the necessities that we have as a community other than having a borough. A borough is not the answer to taking care of the community's needs. It might be the State's answer. With a borough, you have borough taxes. I don't want to be that stupid.

Those areas of the state that were compelled by the legislative and executive branchs to organize boroughs have, of course, suffered huge fiscal impacts because the 1963 promise was not upheld. With the fiscal burden imposed by the State, the Ketchikan Gateway Borough and many other borough governments in Alaska are hard pressed today to fund needed facilities and services. In stark contrast, the State Treasury is bulging.

Relief could take different forms, including any of the following three options:

1. Repeal laws that provide for disparate education funding for boroughs. AS 14.17.410(b)(2) reduces the level of State education aid to the Ketchikan Gateway Borough by more than $5 million annually.[4] Additionally, AS 14.11.008 requires the Ketchikan Gateway Borough to pay 30 percent of major maintenance costs for schools while unorganized areas are required to pay only 2 percent. Moreover, AS 14.11.100 requires the Borough to pay 30 percent of debt service for school construction. School construction in unorganized areas is fully funded by the State.

2. As an alternative to permanently repealing the disparate-funding laws, the Legislature could appropriate funds to compensate boroughs for inequitable funding during times when the State enjoys large-scale surplus revenues as it does today.

3. When evaluating State capital funding requests and appropriations, take into consideration the impact on boroughs that has resulted from the failure to uphold the 1963 promise. In other words, recognize that boroughs would be far better able to fund capital projects in their communities through local appropriations if they were not obligated to close the fiscal gap resulting from the breach of the 1963 promise for equitable funding for boroughs.

[4] From 1969 to 1986, the State fully funded each district's basic need (*see Public School Financing in Alaska*, pages 5 and 9, House Research Agency, February 1987). However, when State revenues dropped precipitously in the mid-1980s, the State reduced education aid to boroughs by an amount equal to a 4-mill tax levy or 35 percent of basic need (increased later to 45 percent of basic need), whichever was less.

Your leadership in addressing this matter would be most welcome. The citizens of the Ketchikan Gateway Borough look forward to your consideration of the concerns raised here. We hope you will share your thoughts concerning this matter.

Respectfully,

Dan Bockhorst
Borough Manager

Enclosures:

- Page showing results of Google™ search for "Governor Palin public trust"
- Details of $9.5 million penalty regarding FY 2009 State education funding for the Ketchikan Gateway Borough

Summary of Penalties Imposed on the Ketchikan Gateway Borough Regarding Fiscal Year 2009 Funding by the State of Alaska

1. State Funding for Operation of Schools

Education is a fundamental responsibility of the State of Alaska as reflected in Article VII, Section 1 of the Constitution of the State of Alaska, which provides that the State must "establish and maintain a system of public schools."

State law (AS 29.35.160) mandates that the Ketchikan Gateway Borough provide public education on an areawide basis. Moreover, State law (AS 14.17.410(b)(2)) mandates that the Ketchikan Gateway Borough pay a significant portion of the cost of education that would otherwise be borne by the State of Alaska. The requirement in AS 14.17.410(b)(2) is imposed only on organized boroughs and home rule and first class cities in the unorganized borough. Nineteen of the fifty-three school districts in Alaska (35.8 percent) are not subject to the requirement.

In the current fiscal year, the penalty in terms of State funding for operation of schools within the Ketchikan Gateway Borough will amount to $5,003,574.

2. Major Maintenance Grants for Schools

State law (AS 14.11.008) mandates that the Ketchikan Gateway Borough pay 30 percent of the cost of major maintenance grant projects for its schools. Here again, the nineteen regional school districts in the unorganized borough are treated differently. Those districts are required to contribute only 2 percent of the cost. The contribution required of the Ketchikan Gateway Borough is 15 times greater.

In the upcoming fiscal year, the Ketchikan Gateway Borough will be mandated to pay $2,885,810 for two major maintenance projects; while the State will pay $6,733,557. If Ketchikan received education services from a regional educational attendance area, the required local payment would be only $192,387, while the State payment would be $9,426,979. Thus, the penalty in this case amounts to $2,693,422 for FY 2009.

3. School Construction Debt

State law (AS 14.11.100) mandates that the Ketchikan Gateway Borough pay 30 percent of the costs of school construction debt. In the current year, that local share is projected to

be $1,794,578. In contrast to municipal school districts, no local contribution is required for construction of new schools in regional school districts in the unorganized borough.

4. Property Tax Exemptions

State law mandates a number of exemptions with respect to property taxes levied by local governments. For example, AS 29.45.030(e)) mandates that the Ketchikan Gateway Borough exempt from taxation the first $150,000 of the assessed value of real property owned and occupied as the primary residence and permanent place of abode by a resident 65 years of age or older; a disabled veteran; or a resident at least 60 years old who is the widow or widower of a person who qualified for an exemption. At one point, the State substantially reimbursed local governments for the fiscal impact of that mandate. However, no reimbursement is currently offered. The fiscal impact to the Ketchikan Gateway Borough of the mandate in AS 29.45.030(e) is projected to be approximately $635,000 in the current fiscal year.

5. Assessment and Collection of Taxes

State law (AS 29.35.170) mandates that the Ketchikan Gateway Borough assess and collect property, sales, and use taxes that are levied in its boundaries, subject to AS 29.45. In the current fiscal year, $607,175 has been appropriated to carry out property assessment functions in the Ketchikan Gateway Borough. That cost is separate from the expense of collecting property, sales, and other taxes. The cost of collection, while not identified as a discrete component of the Finance Department, is estimated to be in excess of $300,000 annually.

6. Planning, Platting, and Land Use Regulation

State law (AS 29.35.180) mandates that the Ketchikan Gateway Borough provide for planning, platting, and land use regulation in accordance with AS 29.40. In the current fiscal year, $743,063 has been appropriated to carry out planning, platting, and land use regulation in the Ketchikan Gateway Borough.

Summary of Penalties in Terms of FY 2009 State Funding for the Ketchikan Gateway Borough	
Mandate	Penalty
Mandatory contribution for schools (does not include $3,030,000 voluntary contribution)	$5,003,574
Disparity in funding for major maintenance for schools (figure may vary sharply from year to year)	$2,693,422
School construction debt	$1,794,578
Property tax exemptions	$635,000
Assessment and collection of taxes	$907,175
Planning, platting, and land use regulation	$743,063
Total	$11,776,812

Public School Funding Program Overview

Updated January 2009

2396

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STUDENT BASED FORMULA

District Adjusted Average Daily Membership (ADM)

Step 1. Adjust: ADM for School Size
Step 2. Apply: District Cost Factor
Step 3. Apply: Special Needs Factor
Step 4. Add: Intensive Services Count
Step 5. Add: Correspondence Student Counts
= **District Adjusted (ADM)**

ADM Reporting Requirements

ADM – is the average number of enrolled students during the 20-school day count period. The 20-school day count ends the fourth Friday of October.
Reports are due within two weeks after the end of the 20-school day count period.

School Size Adjustment [Step 1]

For each school in the district subtract from the ADM **all** correspondence counts. Adjust the remaining ADM of each school using the school size factor table.

1. A community with an ADM under 10:
   Added to the smallest school with an ADM greater than 10.
2. A community with an ADM from 10 - 100:
   Grades K-12 ADM combined and adjusted once, adjusted as one school.
3. A community with an ADM from 101 – 425:
   ADM for grades K-6 and 7-12 are adjusted separately; adjusted as two schools.
4. A community with an ADM greater than 425:
   - Each facility administered as one school, counted as one school, ADM is adjusted as one school.
   - Alternative schools with an ADM of less than 200 combined are adjusted with the school with the greatest ADM in the district.
   - If an alternative school ADM is greater than 200 and administered as a separate facility, the ADM will be adjusted separately.
   - A Charter school with an ADM of 150 or greater will be adjusted as separate facility.

Using the proper formula from the school size factor table, calculate the adjusted ADM for each school.

School Size Table

Reference:	School Size:	Formula:
1.	10-19.99	39.60
2.	20-29.99	39.60 + (1.62 * (ADM - 20))
3.	30-74.99	55.80 + (1.49 * (ADM - 30))
4.	75-149.99	122.85 + (1.27 * (ADM - 75))
5.	150-249.99	218.10 + (1.08 * (ADM - 150))
6.	250-399.99	326.10 + (.97 * (ADM - 250))
7.	400-749.99	471.60 + (.92 * (ADM - 400))
8.	Over 750	793.60 + (.84 * (ADM - 750))

Correspondence student counts are not adjusted for size.

Hold Harmless [Step 1a]
House Bill 273 established a Hold Harmless [HH] provision for those districts experiencing a reduction in enrollment. To determine eligibility for this provision the district's sum total of the adjustment for school size is compared against the prior fiscal year [FY] to see if a decrease of five percent or greater has occurred. The HH provision is available to eligible districts for up to three years provided the total school size adjustment continues to stay below the base year. The district uses the fiscal year before the decrease as a base fiscal year to offset the decrease, according to the following method:

- 75% of the school size adjustment difference between the current FY and the base FY.
- 50% of the school size adjustment difference between the second FY and the base FY.
- 25% of the school size adjustment difference between the third FY and the base FY.

District Cost Factors [Step 2]
- Cost factors are specific to each school district.
- With the implementation of ISER in HB273, District cost factors will range from 1.000 to 1.948. [FY09 = 50% ISER with 12.5% added each subsequent year for next four years.]
- The department monitors the district cost factors and submits a report to the legislature on January 15 every other fiscal year, beginning in FY01.

The districts school size adjusted ADM is multiplied by the district cost factor.

Special Needs Funding [Step 3]
Vocational education, special education (except intensive special education), gifted/talented education, and bilingual/bicultural education are block funded. A district must file a plan with the department indicating the special needs services that will be provided, Section 14.17.420(2)(b), to qualify for special needs funding.

The districts' previously adjusted ADM is now multiplied by the Special Needs factor of 1.20.

Intensive Services Funding [Step 4]
A school district receives funding for intensive special education students that:
- Are receiving intensive services, and;
- Are enrolled on the last day of the 20 school day count period, and;
- Have an established Individual Education Plan (IEP).
- The districts intensive student count is multiplied by 11. [FY09 is multiplied by nine]

The district's Intensive count is added to previously adjusted ADM.

Correspondence Programs [Step 5]
Funding for correspondence programs is calculated by multiplying the correspondence ADM by 80%.

The district's correspondence count is now added to the previously adjusted ADM to arrive at the Final Adjusted ADM.

Basic Need
Multiply the district Final Adjusted ADM by the Base Student Allocation [BSA] to determine Basic Need. The BSA is $5,580 for FY10. [FY09 BSA is $5,480]

PUBLIC SCHOOL FUNDING ELEMENTS
The components of Public School Funding are *State Aid, Required Local Contribution,* and *Title VIII Impact Aid.*

State Aid Entitlement
Basic Need minus a required local contribution minus 90% eligible Federal Impact Aid plus the amount of funding 'Floor' plus Quality School Grants equal State Aid Entitlement.

Required Local Contribution
The equivalent of a 4-mill tax levy on the Full and True Value of the taxable real and personal property in the district not to exceed 45% of the district's Basic Need for the preceding fiscal year. *However*, beginning in FY02, only 50% of the *increase* in real and personal property over the 1999 Full and True Value is used for the 4 mill equivalent calculation. If the latest Full and True Value doesn't exceed the 1999 Full and True Value, then the latest value is utilized.

Title VIII Impact Aid
Federal Impact Aid provides funds to school districts for children of parents living and/or working on federal property "in-lieu of local tax revenues." 90% of the eligible funds are used in the calculation of state aid.

ADDITIONAL FUNDS ABOVE BASIC NEED

Maximum Local Contribution

If the City or Borough would like to contribute more than Required then the Maximum Local Contribution applies. To calculate this use the Required Local Contribution plus 23% of Basic Need **or** a 2-mill equivalent of the Full and True Value of the taxable and real property within the district, whichever is *greater*. The additional amount is added to the Required Local Effort to reach the Maximum Local Contribution.

For Example:

Nome's: *23% of Basic Need = $2,096,229* OR
.002 of Full & True Value = $571,848

RESULT:

Required Local Effort:	$ 955,700
Additional Local Contribution:	+$2,096,229 *[23% of Basic Need]*
Maximum Local Contribution:	$3,051,929

Quality School Grants

The districts adjusted ADM multiplied by $16 generates the amount the school district is eligible to receive.

Example: *Nome School District*			**Column**
I. Basic Need Calculation			
Projected ADM		676.50	L
Determining School Size Adjustment			
[Utilizing Table from page 4]	ADM		
Nome Elementary School	355		
Anvil City Science Academy	+ 44	*[Anvil (Alt.) School is adjusted with Greatest ADM see pg. 3]*	
	399	326.10+(.97x(**399**-250)) = 470.63	
Nome/Beltz Jr. & Senior High =	**255**	326.10+(.97x(**255**-250)) = 330.95	
Nome Youth Facility =	**14**	**14** = 39.60	
		FY10 School Size adjusted ADM	**841.18**
Hold Harmless Provision:		Less FY09 School Size adjusted ADM	965.08
		loss in School Size adjustment over PY	(123.90)
Determine 5% eligibility			
Divide difference by the base FY09		123.90/965.08 = 12.84% [eligible]	
75% of difference added back to FY10 School Size		841.18	
123.90 x 75% = 92.93		+ 92.93	
New Adjusted ADM-School Size		934.11	O
Apply District Cost Factor		x 1.402	
		1,309.62	Q
Apply Special Needs Factor		x 1.20	
		1,571.54	R
Add Intensive Service Counts		55.00	T
(5 x 11) = 55.00		1,626.54	U
Add Correspondence Counts		6.80	V
(8.5 * .80) = 6.80			
District Adjusted ADM		1,633.34	W
Multiply by $5,580 base allocation		x $5,580.00	
Basic Need:		**$ 9,114,037**	**B**
II. Nome's State Aid			
Basic Need		$9,114,037	B
Required Local Contribution		(955,700)	C
Impact Aid		(36,967)	F
State Aid		$8,121,370	G
III. Quality Schools Grant			
District adjusted ADM **x** $16		1,633.34	
		x $16.00	
		$26,133	I
IV. Components of State Aid			
State Aid		$8,121,370	G
Quality Schools Grant		26,133	I
Total State Aid Entitlement		**$8,147,503**	J

January 2009 Updated
FY2010 Projections
Department of Education & Early Development
Foundation

				L+M			O x P	O x 1.20		S x 5	R+T	M x .80	U+V
	K	L	M	N	O	P	Q	R	S	T	U	V	W
1	School District	PROJECTED FY10 ADM	PROJECTED FY10 Corresp. ADM	FY10 PROJECTED Total ADM	Adj for School Size ADM; HH included where eligb.	District Cost Factor	Adjusted for Cost Factor	Special Needs Factor 1.20	Special Ed Intsv.	Adjust for SPED Intsv *11.00	Students - Intensive Special Education	District Corresp. 80%	District Adjusted ADM
2	Alaska Gateway	343.00	58.00	401.00	599.58	1.481	887.98	1065.58	5	55	1120.58	46.40	1166.98
3	Aleutian Region	37.00	0.00	37.00	118.80	1.864	221.44	265.73	0	0	265.73	0.00	265.73
4	Aleutians East	256.00	0.00	256.00	515.70	1.778	916.91	1100.29	1	11	1111.29	0.00	1111.29
5	Anchorage	47464.25	896.00	48360.25	52164.21	1.000	52164.21	62597.05	809	8899	71496.05	716.80	72212.85
6	Annette Island	268.00	0.00	268.00	395.56	1.216	481.00	577.20	1	11	588.20	0.00	588.20
7	Bering Strait	1653.00	0.00	1653.00	2672.56	1.821	4866.73	5840.08	19	209	6049.08	0.00	6049.08
8	Bristol Bay	140.00	2.00	142.00	261.98	1.397	365.99	439.19	2	22	461.19	1.60	462.79
9	Chatham	154.00	3.00	157.00	289.53	1.405	406.79	488.15	3	33	521.15	2.40	523.55
10	Chugach	70.00	170.00	240.00	144.85	1.420	205.69	246.83	0	0	246.83	136.00	382.83
11	Copper River	454.25	50.25	504.50	788.28	1.264	996.39	1195.67	4	44	1239.67	40.20	1279.87
12	Cordova	365.00	0.00	365.00	529.08	1.182	625.37	750.44	8	88	838.44	0.00	838.44
13	Craig	332.00	394.67	726.67	469.62	1.133	532.08	638.50	7	77	715.50	315.74	1031.24
14	Delta/Greely	785.00	300.00	1085.00	1080.75	1.191	1287.17	1544.60	11	121	1665.60	240.00	1905.60
15	Denali	234.00	175.00	409.00	409.32	1.326	542.76	651.31	1	11	662.31	140.00	802.31
16	Dillingham	508.00	6.00	514.00	659.74	1.312	865.58	1038.70	7	77	1115.70	4.80	1120.50
17	Fairbanks	14075.00	293.00	14368.00	15938.04	1.059	16878.38	20254.06	303	3333	23587.06	234.40	23821.46
18	Galena	234.00	3400.00	3634.00	345.34	1.376	475.19	570.23	0	0	570.23	2720.00	3290.23
19	Haines	261.00	15.00	276.00	437.70	1.128	493.73	592.48	6	66	658.48	12.00	670.48
20	Hoonah	115.00	0.00	115.00	205.77	1.270	261.33	313.60	4	44	357.60	0.00	357.60
21	Hydaburg	60.00	0.00	60.00	118.22	1.348	159.36	191.23	0	0	191.23	0.00	191.23
22	Iditarod Area	193.00	100.00	293.00	394.34	1.705	672.35	806.82	0	0	806.82	80.00	886.82
23	Juneau	4840.00	81.00	4921.00	5476.37	1.093	5985.67	7182.80	130	1430	8612.80	64.80	8677.60
24	Kake	95.00	0.00	95.00	160.81	1.296	208.41	250.09	3	33	283.09	0.00	283.09
25	Kashunamiut	318.00	0.00	318.00	454.69	1.533	697.04	836.45	4	44	880.45	0.00	880.45
26	Kenai Peninsula	8112.00	935.00	9047.00	10389.02	1.109	11521.42	13825.70	77	847	14672.70	748.00	15420.70
27	Ketchikan Gateway	2060.00	35.00	2095.00	2706.32	1.106	2993.19	3591.83	20	220	3811.83	28.00	3839.83
28	Klawock	119.10	0.00	119.10	216.31	1.196	258.71	310.45	3	33	343.45	0.00	343.45
29	Kodiak Island	2535.00	80.00	2615.00	3120.29	1.216	3794.27	4553.12	23	253	4806.12	64.00	4870.12
30	Kuspuk	326.00	0.00	326.00	679.97	1.622	1102.91	1323.49	3	33	1356.49	0.00	1356.49
31	Lake & Peninsula	364.00	0.00	364.00	750.30	1.831	1373.80	1648.56	2	22	1670.56	0.00	1670.56
32	Lower Kuskokwim	3948.00	0.00	3948.00	5852.79	1.599	9358.61	11230.33	62	682	11912.33	0.00	11912.33
33	Lower Yukon	2038.80	0.00	2038.80	3093.87	1.703	5268.86	6322.63	13	143	6465.63	0.00	6465.63
34	Mat-Su	15079.00	1485.00	16564.00	17229.33	1.048	18056.34	21667.61	270	2970	24637.61	1188.00	25825.61
35	Nenana	187.00	800.00	987.00	317.88	1.313	417.38	500.86	2	22	522.86	640.00	1162.86
36	Nome	668.00	8.50	676.50	934.11	1.402	1309.62	1571.54	5	55	1626.54	6.80	1633.34
37	North Slope	1571.00	0.00	1571.00	2191.14	1.684	3689.88	4427.86	10	110	4537.86	0.00	4537.86
38	Northwest Arctic	1854.00	0.00	1854.00	2705.43	1.720	4653.34	5584.01	21	231	5815.01	0.00	5815.01
39	Pelican	16.00	0.00	16.00	39.60	1.408	55.76	66.91	0	0	66.91	0.00	66.91
40	Petersburg	510.00	0.00	510.00	745.61	1.153	859.69	1031.63	10	110	1141.63	0.00	1141.63
41	Pribilof	106.00	0.00	106.00	176.77	1.589	280.89	337.07	0	0	337.07	0.00	337.07
42	Saint Mary's	180.00	0.00	180.00	283.80	1.522	431.94	518.33	1	11	529.33	0.00	529.33
43	Sitka	1268.00	35.00	1303.00	1556.19	1.123	1747.60	2097.12	32	352	2449.12	28.00	2477.12
44	Skagway	95.00	0.00	95.00	164.12	1.163	190.87	229.04	3	33	262.04	0.00	262.04
45	Southeast Island	167.00	1.00	168.00	479.25	1.299	622.55	747.06	3	33	780.06	0.80	780.86
46	Southwest Region	633.50	0.00	633.50	1064.45	1.587	1689.28	2027.14	6	66	2093.14	0.00	2093.14
47	Tanana	40.00	0.00	40.00	89.70	1.677	150.43	180.52	1	11	191.52	0.00	191.52
48	Unalaska	410.00	0.00	410.00	555.00	1.368	759.24	911.09	2	22	933.09	0.00	933.09
49	Valdez	682.00	0.00	682.00	886.29	1.143	1013.03	1215.64	8	88	1303.64	0.00	1303.64
50	Wrangell	305.00	4.00	309.00	469.43	1.100	516.37	619.64	5	55	674.64	3.20	677.84
51	Yakutat	101.00	0.00	101.00	188.23	1.275	239.99	287.99	0	0	287.99	0.00	287.99
52	Yukon Flats	270.80	0.00	270.80	535.63	1.948	1043.41	1252.09	3	33	1285.09	0.00	1285.09
53	Yukon/Kovukuk	274.00	975.00	1249.00	578.97	1.711	990.62	1188.74	8	88	1276.74	780.00	2056.74
54	Yupiit	450.00	0.00	450.00	766.34	1.628	1247.60	1497.12	2	22	1519.12	0.00	1519.12
55	Mt. Edgecumbe	430.00	0.00	430.00	499.20	1.123	560.60	672.72	0	0	672.72	0.00	672.72
56													
57	TOTALS	118,054.70	10,302.42	128,357.12	143,896.18	0.000	167,395.75	200,874.92	1,923	21,153	222,027.92	8,241.94	230,269.86

January 2009 Updated
FY2010 Projections
Department of Education & Early Development
Foundation

	A	B	C	D	E	F	G	H	I	J
1	School District	$5,580 Basic Need	Required Local Effort	Eligible Federal Impact AID	Impact AID Percent	Deductible Impact AID 90.0%	State AID	FY2010 PROJECTED Adjusted Floor	Quality Schools	FY10 PROJECTED Total State Entitlement
2	Alaska Gateway	6,511,748	0	312,928	100.00%	281,635	6,230,113	0	18,672	6,248,785
3	Aleutian Region	1,482,773	0	94,083	100.00%	84,675	1,398,098	0	4,252	1,402,350
4	Aleutians East	6,200,998	450,128	718,486	35.72%	230,979	5,519,891	0	17,781	5,537,672
5	Anchorage	402,947,703	101,145,807	12,567,783	54.69%	6,185,988	295,615,908	0	1,155,406	296,771,314
6	Annette Island	3,282,156	0	1,488,698	100.00%	1,339,828	1,942,328	0	9,411	1,951,739
7	Bering Strait	33,753,866	0	8,818,685	100.00%	7,936,817	25,817,049	0	96,785	25,913,834
8	Bristol Bay	2,582,368	806,424	174,176	75.05%	117,647	1,658,297	0	7,405	1,665,702
9	Chatham	2,921,409	0	336,084	100.00%	302,476	2,618,933	0	8,377	2,627,310
10	Chugach	2,136,191	0	129,604	100.00%	116,644	2,019,547	179,084	6,125	2,204,756
11	Copper River	7,141,675	0	167,392	100.00%	150,653	6,991,022	0	20,478	7,011,500
12	Cordova	4,678,495	755,869	35,117	45.40%	14,349	3,908,277	0	13,415	3,921,692
13	Craig	5,754,319	397,755	577,296	48.64%	252,717	5,103,847	0	16,500	5,120,347
14	Delta/Greely	10,633,248	0	301,560	100.00%	271,404	10,361,844	0	30,490	10,392,334
15	Denali	4,476,890	702,934	11,428	40.20%	4,135	3,769,821	0	12,837	3,782,658
16	Dillingham	6,252,390	631,792	1,156,677	50.34%	524,044	5,096,554	0	17,928	5,114,482
17	Fairbanks	132,923,747	27,131,178	10,162,549	60.59%	5,541,740	100,250,829	0	381,143	100,631,972
18	Galena	18,359,483	95,616	84,142	9.84%	7,452	18,256,415	0	52,644	18,309,059
19	Haines	3,741,278	1,081,719	0	77.30%	0	2,659,559	0	10,728	2,670,287
20	Hoonah	1,995,408	139,041	308,360	50.56%	140,316	1,716,051	0	5,722	1,721,773
21	Hydaburg	1,067,063	34,396	321,616	28.69%	83,044	949,623	0	3,060	952,683
22	Iditarod Area	4,948,456	0	476,654	100.00%	428,989	4,519,467	0	14,189	4,533,656
23	Juneau	48,421,008	13,816,916	0	57.07%	0	34,604,092	0	138,842	34,742,934
24	Kake	1,579,642	77,607	253,479	26.52%	60,500	1,441,535	0	4,529	1,446,064
25	Kashunamiut	4,912,911	0	1,753,215	100.00%	1,577,894	3,335,017	0	14,087	3,349,104
26	Kenai Peninsula	86,047,506	23,192,450	0	56.04%	0	62,855,056	0	246,731	63,101,787
27	Ketchikan Gateway	21,426,251	5,259,305	0	57.82%	0	16,166,946	0	61,437	16,228,383
28	Klawock	1,916,451	137,801	554,479	41.66%	207,896	1,570,754	0	5,495	1,576,249
29	Kodiak Island	27,175,270	4,353,652	1,577,158	41.84%	593,895	22,227,723	0	77,922	22,305,645
30	Kuspuk	7,569,214	0	1,552,475	100.00%	1,397,228	6,171,986	0	21,704	6,193,690
31	Lake & Peninsula	9,321,725	279,808	1,398,727	18.09%	227,727	8,814,190	0	26,729	8,840,919
32	Lower Kuskokwim	66,470,801	0	13,802,820	100.00%	12,422,538	54,048,263	0	190,597	54,238,860
33	Lower Yukon	36,078,215	0	8,631,293	100.00%	7,768,164	28,310,051	0	103,450	28,413,501
34	Mat-Su	144,106,904	23,355,306	0	52.18%	0	120,751,598	0	413,210	121,164,808
35	Nenana	6,488,759	95,907	1,152	73.77%	765	6,392,087	0	18,606	6,410,693
36	Nome	9,114,037	955,700	81,920	50.14%	36,967	8,121,370	0	26,133	8,147,503
37	North Slope	25,321,259	11,158,305	4,406,637	41.87%	1,660,553	12,502,401	0	72,606	12,575,007
38	Northwest Arctic	32,447,756	2,105,556	4,542,792	32.79%	1,340,623	29,001,577	0	93,040	29,094,617
39	Pelican	373,358	46,270	0	93.12%	0	327,088	97,647	1,071	425,806
40	Petersburg	6,370,295	1,147,665	0	60.54%	0	5,222,630	0	18,266	5,240,896
41	Pribilof	1,880,851	0	596,489	100.00%	536,840	1,344,011	0	5,393	1,349,404
42	Saint Mary's	2,953,661	34,565	0	48.68%	0	2,919,096	0	8,469	2,927,565
43	Sitka	13,822,330	3,604,320	24,451	64.96%	14,295	10,203,715	0	39,634	10,243,349
44	Skagway	1,462,183	662,121	0	53.32%	0	800,062	0	4,193	804,255
45	Southeast Island	4,357,199	0	15,145	100.00%	13,631	4,343,568	0	12,494	4,356,062
46	Southwest Region	11,679,721	0	3,060,391	100.00%	2,754,352	8,925,369	0	33,490	8,958,859
47	Tanana	1,068,682	27,918	24,342	100.00%	21,908	1,018,856	0	3,064	1,021,920
48	Unalaska	5,206,642	1,674,958	13,160	58.70%	6,952	3,524,732	0	14,929	3,539,661
49	Valdez	7,274,311	3,254,652	8,881	51.05%	4,080	4,015,579	0	20,858	4,036,437
50	Wrangell	3,782,347	624,990	2,081	77.46%	1,451	3,155,906	0	10,845	3,166,751
51	Yakutat	1,606,984	231,990	200,311	45.71%	82,406	1,292,588	0	4,608	1,297,196
52	Yukon Flats	7,170,802	0	705,762	100.00%	635,186	6,535,616	0	20,561	6,556,177
53	Yukon/Kovukuk	11,476,609	0	1,196,353	100.00%	1,076,718	10,399,891	0	32,908	10,432,799
54	Yupiit	8,476,690	0	2,417,205	100.00%	2,175,485	6,301,205	0	24,306	6,325,511
55	Mt. Edgecumbe	3,753,778	0	881,853	100.00%	793,668	2,960,110	0	10,764	2,970,874
56									Military/Other	26,027,300
57	TOTALS:	1,284,905,816	229,470,421	85,945,889		59,427,254	996,008,141	276,731	3,684,318	1,025,996,497

HB273 & Formula Changes

In addition to the hold harmless provision that was implemented, HB273, enacted in 2008, changed three other components of the formula over a period of five years.

Fiscal Year	District Cost Factor	Intensive Multiplier	Base Student Allocation
FY2009	50% of ISER	x 9	$5.480
FY2010	62.5% of ISER	x 11	$5.580
FY2011	75% of ISER	x 13	$5.680
FY2012	87.5% of ISER		
FY2013	100% ISER		

Area Cost Differential Table FY09 FY10 FY11 FY12 FY13

	Education Task Force District Cost Factors				
District	50% ISER	62.50% ISER	75.0% ISER	87.50% ISER	100% ISER
Alaska Gateway	1.443	1.481	1.519	1.557	1.594
Aleutian Region	1.838	1.864	1.890	1.916	1.939
Aleutians East Borough	1.707	1.778	1.849	1.920	1.991
Anchorage	1.000	1.000	1.000	1.000	1.000
Annette Island	1.175	1.216	1.257	1.298	1.338
Bering Strait	1.762	1.821	1.880	1.939	1.998
Bristol Bay Borough	1.370	1.397	1.424	1.451	1.478
Chatham	1.348	1.405	1.462	1.519	1.576
Chugach	1.395	1.420	1.445	1.470	1.496
Copper River	1.246	1.264	1.282	1.300	1.316
Cordova	1.165	1.182	1.199	1.216	1.234
Craig	1.108	1.133	1.158	1.183	1.206
Delta/Greely	1.174	1.191	1.208	1.225	1.241
Denali Borough	1.323	1.326	1.329	1.332	1.332
Dillingham	1.300	1.312	1.324	1.336	1.346
Fairbanks North Star Borough	1.055	1.059	1.063	1.067	1.070
Galena	1.370	1.376	1.382	1.388	1.391
Haines Borough	1.104	1.128	1.152	1.176	1.200
Hoonah	1.227	1.270	1.313	1.356	1.399
Hydaburg	1.295	1.348	1.401	1.454	1.504
Iditarod Area	1.658	1.705	1.752	1.799	1.846
Juneau Borough	1.075	1.093	1.111	1.129	1.145
Kake	1.242	1.296	1.350	1.404	1.459
Kashunamiut	1.504	1.533	1.562	1.591	1.619
Kenai Peninsula Borough	1.088	1.109	1.130	1.151	1.171
Ketchikan Gateway Borough	1.085	1.106	1.127	1.148	1.170
Klawock	1.160	1.196	1.232	1.268	1.302
Kodiak Island Borough	1.191	1.216	1.241	1.266	1.289
Kuspuk	1.584	1.622	1.660	1.698	1.734
Lake & Peninsula Borough	1.776	1.831	1.886	1.941	1.994
Lower Kuskokwim	1.577	1.599	1.621	1.643	1.665
Lower Yukon	1.650	1.703	1.756	1.809	1.861
Mat-Su Borough	1.040	1.048	1.056	1.064	1.070
Nenana	1.304	1.313	1.322	1.331	1.338
Nome	1.385	1.402	1.419	1.436	1.450
North Slope Borough	1.648	1.684	1.720	1.756	1.791
Northwest Arctic Borough	1.686	1.720	1.754	1.788	1.823
Pelican	1.384	1.408	1.432	1.456	1.477
Petersburg	1.122	1.153	1.184	1.215	1.244
Pribilof	1.555	1.589	1.623	1.657	1.691
Saint Mary's	1.488	1.522	1.556	1.590	1.624
Sitka Borough	1.098	1.123	1.148	1.173	1.195
Skagway	1.159	1.163	1.167	1.171	1.174
Southeast Island	1.264	1.299	1.334	1.369	1.403
Southwest Region	1.554	1.587	1.620	1.653	1.685
Tanana	1.641	1.677	1.713	1.749	1.786
Unalaska	1.343	1.368	1.393	1.418	1.441
Valdez	1.133	1.143	1.153	1.163	1.170
Wrangell	1.080	1.100	1.120	1.140	1.159
Yakutat	1.229	1.275	1.321	1.367	1.412
Yukon Flats	1.892	1.948	2.004	2.060	2.116
Yukon/Koyukuk	1.669	1.711	1.753	1.795	1.835
Yupiit	1.596	1.628	1.660	1.692	1.725
Mt. Edgecumbe High School	1.098	1.123	1.148	1.173	1.195

Taylor Plan History

Mr. Patrick F. Taylor conceived the idea of the Taylor Plan in 1988 when he was asked to speak to 183 underachieving inner-city seventh and eighth-grade students at Livingston Middle School in New Orleans East. These students had been held back in school, many more than once. They were not expected to make it past the eighth grade, let alone enter high school. Most had lost all hope in themselves and were planning to drop out of school.

When Mr. Taylor asked the Livingston students whether they wanted to go to college, every hand in the room went up. Curious about this paradox, Mr. Taylor soon learned that the students' parents had given up on their children. Since the parents could not afford to send their children to college, they were not pushing their children to do well in school. Mr. Taylor challenged these middle school kids (who became known as "Taylor's Kids"): if they maintained a B average in school in a college prep curriculum and stayed out of trouble, he would make sure they could go to college.

Approximately half of these original "Taylor's Kids" graduated from high school, and half of those students entered college. Five of the original Taylor's Kids were selected for *Who's Who Among American High School Students.*

The students' response to his challenge caused Mr. Taylor to examine the status of access to higher education in the late 1980s. He discovered numerous national reports and surveys showing that more than 80% of American parents felt they could not afford to send their children to college. Yet survey after survey showed that if kids were given an opportunity to break the financial barrier, many would strive for a college education.

In 1989, Mr. Taylor gathered data on college performance and costs. He learned that virtually every university in Louisiana had an open admissions policy. As a result, students came to college unprepared and dropped out in alarming numbers. This proved an expensive proposition for both the students and the state taxpayers footing the bill for the higher education system in the state. He also found the ACT was below the national average, and students graduating from high school needed remedial instruction in virtually every basic subject at the college level.

After much hard work, Mr. Taylor convinced the Louisiana Legislature to adopt what the news media named the "Taylor Plan." It guaranteed access to college for low and moderate-income students based on their academic achievements, and not on their ability to pay. The first Taylor Plan was signed into law on July 10, 1989.

The original 1989 Taylor Plan required that students earn a 2.5 GPA in a 17.5 unit college prep curriculum and score of 18 on the ACT. Because the program was implemented initially for low-and moderate-income students, the legislature capped the family income requirement at $25,000 (two year adjusted gross) for families with one dependent child, increasing it by $5,000 for each additional child up to a maximum of $35,000. The Taylor Plan awarded qualified students with tuition and fees at any four-year public college or university of their choice in Louisiana.

When longtime CBS newsman Mike Wallace featured Mr. Taylor with the Taylor's Kids on a *60 Minutes* segment in September 1989, Mr. Taylor's mission took on a national scope, as other states called wondering how to implement a similar program. That same year, Mr. Taylor convinced New Mexico to enact a version of the Taylor Plan program. In 1990, Texas, Florida, and Indiana, voted for state-paid college tuition assistance programs for their children. In 2005, Wyoming became the 22nd state to enact a Taylor Plan.

In Louisiana, the current version of the Taylor Plan is known as "TOPS" (Tuition Opportunity Program for Students). TOPS requires a 2.5 GPA, a 16.5 unit college prep curriculum while in high school and a minimum score of 20 on the ACT. In 1997, at Mr. Taylor's urging, the Louisiana Legislature eliminated family income as a requirement.

To obtain more information on TOPS, students should contact their high school counselor, or the Louisiana Office of Student Financial Assistance at (800) 259-5626, ext. 1012. Students may also visit www.osfa.state.la.us

Patrick F. Taylor

1937-2004

President, Chairman, CEO, and sole owner of the Taylor Energy Company in New Orleans
Creator of the Taylor Plan (TOPS)

In Louisiana, Texas, and throughout this great nation, the name "Patrick F. Taylor" is synonymous with access to quality education. A successful oilman, inspiring leader, and a prominent citizen in his community, Mr. Taylor wholly committed himself to the ideal that every young person should have the opportunity to achieve a quality college education in the United States.

Mr. Taylor was born in Beaumont, Texas, on June 12, 1937. He received a full scholastic scholarship from the Kinkaid School in Houston and completed school, despite leaving home at age 16. After high school, he left Texas to attend Louisiana State University. Because LSU did not charge tuition, Mr. Taylor was able to receive a college education. During his sophomore year at LSU, Mr. Taylor joined the Marine Corps PLC Officer Training Program. Unfortunately, a heart condition prevented the completion of his senior course, and Mr. Taylor was honorably discharged from the Corps on October 16, 1959.

After graduating from LSU with a degree in Petroleum Engineering, Mr. Taylor worked for Texas oilman John Mecom, Sr. until 1966. He then formed his own consulting and production company. In 1974, he joined with Mr. Mecom and started Circle Bar Drilling Company. That very successful drilling contracting company was sold in 1979, at which time Mr. Taylor formed Taylor Energy Company in New Orleans. Today, Taylor Energy Company is one of the larger independent oil companies in the Gulf of Mexico and remains solely owned. Taylor Energy Company LLC is the only individually owned company ever to explore for and produce oil and natural gas in federal offshore waters in the Gulf of Mexico. Mr. Taylor was the Chairman, President, and CEO of Taylor Energy Company LLC until his death on November 5, 2004. Mr. Taylor died of complications due to bacterial endocarditis.

In March of 1988, Mr. Taylor was asked to speak to 183 underachieving and troubled inner-city 7th and 8th grade students who planned to drop out of school. Remembering the significance of his own college opportunity, Mr. Taylor decided that he would not give a typical "role model" speech. Instead, he promised the kids that he would see to it that they went to college. They would be required to stay in school, stay out of trouble, and complete a college preparatory high

school curriculum with a B average. The response from the students and their parents was overwhelming. Many went on to college, and five of those students were recognized in *Who's Who Among American High School Students*.

During the course of these efforts, Mr. Taylor realized for the first time that an entire generation of America's low-income youth was growing up thinking that college was "for other folks." Mr. Taylor initiated research in Louisiana to determine the reason for this belief. That study confirmed that a full three-quarters of Louisiana families could not afford college for their children. Moreover, this was not limited to Louisiana.

Convinced that all children are entitled to the opportunity to achieve success, Mr. Taylor conceived and prepared legislation for Louisiana to address the issue. The first bill introduced provided for state-paid college tuition for academically qualified students from families with less than a $25,000 annual income (income cap has since been removed). Applicants had to complete an advanced high school core curriculum with a 2.5 grade point average and receive a minimum score of 18 on the American College Test (raised to 20, effective Fall 1999). After a ferocious battle in the Louisiana Legislature, this bill became ACT 789, and the first "Taylor Plan" was signed into law on July 10, 1989. In Louisiana, a college education for all children was now based on their ability to learn rather than their ability to pay.

In the meantime, the national media coverage of Mr. Taylor's unique offer to the original 183 "Taylor's Kids" had attracted the attention of Mike Wallace, longtime CBS newsman. Mr. Wallace had CBS cover the legislative battle during the summer of 1989, and he personally interviewed the kids and their parents. In September of that year, *60 Minutes* ran a feature on the "Taylor's Kids," the Taylor Plan, and Mr. Taylor. The national attention caused by the *60 Minutes* feature led to a flood of invitations for Mr. Taylor to carry his message around the nation.

What began in Louisiana as the first state-paid, merit-based tuition program has now spread to include 22 states with Taylor Plan programs. Today, thanks to Mr. Taylor, millions of American children have the opportunity to go to college based on their ability to learn, and not their ability to pay.

In 1985, Mr. Taylor founded the Patrick F. Taylor Foundation, a philanthropic organization benefiting education, law enforcement, military, charitable community organizations, and other humanitarian efforts.

Mr. Taylor established an endowment of more than a $1,000,000 to carry the college opportunity message to students and their families in Louisiana. Each student in grades 7th through 12th who has completed the school year with 2.5 or higher grade point average is rewarded with a year's membership to New Orleans Audubon Aquarium and Zoo, as well as the New Orleans Museum of Art. Since its inception, over 1,000,000 Louisiana students have received Taylor/Audubon/NOMA Students and Scholars Program awards. Mr. Taylor's endowment guarantees that the program will continue in perpetuity.

Mr. Taylor received awards and honors from many organizations, including the United States Marine Corps, Marine Forces Reserve, Marine Corps League, Department of the Navy, Veterans of Foreign Wars, U.S. Olympic Committee, Horatio Alger Association of Distinguished Americans, National Brotherhood of Christians and Jews, NAACP, Urban League, Society of Petroleum Engineers, Caring Institute, Kiwanis International, Rotary International, Volunteers of America, Freedoms Foundation of Valley Forge, and the National Football League. Pope John Paul II bestowed upon him the Medal of Benemerente, the highest award given by the Vatican to a non-Catholic. Numerous local, state, and Federal law-enforcement agencies, including the Federal Bureau of Investigation, the U.S. Customs Service, and the U.S. Secret Service have cited Mr. Taylor's efforts. In addition to his numerous awards and honors, Mr. Taylor received several Honorary Doctorates from colleges and universities. He served on various boards of national charitable foundations, as well as the National Petroleum Council.

Mr. Taylor was recognized as the first and only billionaire from Louisiana by *Forbes* magazine's 400 Richest Americans list (October 2004 issue). As a poor kid from East Texas, he had never chosen to publicly emphasize his wealth, but preferred to be recognized for his contributions to education, law enforcement, the military, and his community.

AWARDS/HONORS

- The 1986 Horatio Alger Award.
- The 1988 35th Annual Weiss Award from the New Orleans Chapter of the National Conference of Christian and Jews.
- The 1988 Young Leadership Council Role Model Honoree.
- The 1989 Outstanding Business Leader Award from Northwood University.
- The 1989 Benemerente Medal from Pope John Paul II, February 26, 1989.
- Received the Distinguished Service Medal (Gold) awarded by the Marine Corps League on April 13, 1989. This is the League's highest honor and was awarded for the first time to a citizen outside the military.
- The 1990 NAACP Louisiana Man of the Year.
- The Freedom Foundation National Service Medal, March 1990.
- Urban League of Greater New Orleans 1990 Whitney M. Young, Jr. Memorial Award.
- Louisiana Federation of Republican Women's 1991 American Hero Award.
- The Department of the Navy's 1993 Meritorious Public Service Award from the Commandant of the Marine Corps.
- Society of Petroleum Engineers' 1993 Public Service Award.
- Louisiana State University Foundation's 1993 Foundation President's Award for Lifetime Support.
- 1993 National Caring Award from the Caring Institute of Washington, D.C.
- 1995 Louisiana Citizen of the Year Award from the Louisiana Association of Student Councils.
- 1998 Volunteers of America (VOA National), Outstanding Community Service Award.
- Mayor's 1998 Medal of Honor, City of New Orleans, October 1998.
- New Orleans Police Department, Commendation Award, January 1999.
- Top 10 Businessmen in New Orleans, WYES-TV 15th Annual "Informed Sources" Show, March 1999.

- Louisiana State University, the College of Engineering Hall of Distinction, April 1999.

- Honored with "Patrick F. Taylor Day" in Louisiana as designated by Governor Foster to honor Mr. Taylor on July 10, 1999, on the Taylor Plan's 10th Anniversary.

- Honored by Proclamation by the New Orleans City Council for the Taylor Plan's 10th Anniversary, August 5, 1999.

- Honored by the New Orleans Hilton, Walk of Fame, for Taylor Plan/TOPS, October 6, 1999.

- Honored by the Mayor's Military Advisory Committee of Greater New Orleans, Outstanding Achievement Award, November 4, 1999.

- Honored by Network '99, Humanitarian of the Century Award, November 26, 1999.

- Honored by the Kiwanis International Foundation, the George F. Hixson Fellowship, January 26, 2000.

- Honored by Rotary Foundation International, the Paul Harris Fellow Award, February 2000.

- Honored by the National Football League Alumni Association, Caring for Kids Award, February 2, 2002.

- Honored by the New Orleans Museum of Art, the Isaac Delgado Award, April 4, 2002.

- Honored by the Kingsley House, the Beverly Warren Award, May 2002.

- Honored by Kappa Delta Pi, Points of Excellence, October 16, 2002.

- Honored by United Daughters of the Confederacy, Jefferson Davis Historical Gold Medal Certificate, January 19, 2003.

- Honored by the Republican Professional Women of St. Tammany, Carol Beck Scholarship Award, May 6, 2003.

- Selected as 1 of 70 outstanding leaders throughout the world to receive the Toastmasters International Communications and Leadership Award, May 17, 2003.

- Honored by the New Orleans Regional Chamber of Commerce, Stephen Ambrose Esprit de Corps Award, May 29, 2003.

- Honored by National Council of Negro Women of Greater New Orleans, Bethune Trailblazer Award, November 15, 2003.

- Honored by the Executive Women International/New Orleans Chapter, Executive of the Year, November 18, 2003.

- Honored by Urban League of Greater New Orleans, Equality Award, December 4, 2003.

- Honored by Memorial Hall Foundation of New Orleans, Frank T. Howard Award, January 24, 2004.

- Honored by the Sons of Confederate Veterans, Horace L. Huntley Award, January 24, 2004.

- Named Part-time Superintendent of the New Orleans Police Department by Chief Eddie Compass, Superintendent NOPD, February 5, 2004.

- Honored by the Child Welfare League of America in Washington D.C., Champion for Children Award, February 25, 2004.

- Honored by Minerals Management Service, New Orleans District Safety Award for Excellence, April 15, 2004.

- Streetcar named in his honor by Regional Transit Authority, May 18, 2004.

- Honored by Big Brothers/Big Sisters, Tribute of Excellence Award, November 6, 2004.

- Posthumously honored by the Louisiana Legislative Black Caucus, Pinkie Carolyn Wilkerson Humanitarian Award, November 27, 2004.

- Posthumously honored by the Louisiana American Italian Sports Hall of Fame, Civic Recognition Award, January 15, 2005.

- Posthumously honored by the City of New Orleans/Martin Luther King Holiday Planning Commission, Quiet Hero Award, January 15, 2005.

- Posthumously honored by the Pelican State Pachyderm Club of Louisiana, 2004 Pachyderm Republican Achievement Award, February 15, 2005.

- Posthumously honored by Minerals Management Service, Corporate Leadership Award, April 26, 2005.

HONORARY DEGREES

- Doctor of Science, University of New Orleans.
- Doctor of Laws, Northwood University.
- Doctor of Humanities, Northwestern State University.

- Doctor of Science & Humane Letters, Louisiana State University.

APPOINTMENTS

- Board of Supervisors of the LSU System, 1983-1986.
- The National Petroleum Council, an advisory committee to the U.S. Secretary of Energy, 1990-1997.
- Executive Professor, Graduate School of Business Administration, Northwood University, 1992.
- Honorary Director, Lajos Markos Art Foundation, 1996-1997.
- Member of the Tobacco Settlement Financing Corporation Board, appointed by Governor Foster, August 21, 2001.
- Member of the Marine Corps Heritage Foundation, 2000-2004.
- Board of Directors, National College Access Network, 2002-2003.

CIVIC, EDUCATIONAL, AND POLITICAL ACTIVITES

- Louisiana Olympic Committee.
- Chairman Republican State Finance, 1986.
- Member of Louisiana State University Board of Supervisors, 1983-1986.
- Chairman LaFete Prelude, 1985.
- Chairman March of Dimes "Team Walk" for New Orleans, 1985-1990.
- Member of Board of Directors of the University of New Orleans Foundation, 1987-1999.
- Member of Board of Directors for March of Dimes, 1987.
- Co-Chairman March of Dimes Gourmet Gala, 1987.
- Finance Chairman of the New Orleans Commission on the Bicentennial of the Constitution.
- Chairman of the Greater New Orleans Convention Fund.
- Member of the Board of Directors of Junior Achievement of Southeastern Louisiana, 1989-1991.
- Founding Member of the World War II Museum.
- Member of Louisiana Maritime Museum.
- Member of the Board of Directors of the U.S. Coast Guard Foundation, 1988-1996.
- Member of the Board of Directors of the Louisiana Association of Business and Industry, 1989-1992.
- Established the Taylor Scholarships for National Merit/National Achievement Finalists at University of New Orleans, March 2, 1988.
- Established "Taylor's Kids" program to provide a college education for 183 under-achieving students at Livingston Middle School in New Orleans, March 16, 1988.
- Created the Taylor Plan to achieve equal opportunity of college education for qualified Louisiana youth statewide. A bill based on the plan was passed by the Louisiana legislature and signed into law on July 10, 1989.
- Featured on the September 24, 1989 and the September 2, 1990 telecasts of *60 Minutes* in a documentary on Mr. Taylor by Mike Wallace.

- The Taylor Plan became law in 20 states, including Louisiana with several others considering such action, 1989 to current date.
- Member of the Board of The National Conference of Christians and Jews, 1989.
- Chairman of the 1989 Greater New Orleans Area Unit Crusade for the American Cancer Society, Louisiana Division, Inc.
- Member of the Dean's Advisory Council of the College of Arts and Sciences at Tulane University, 1990.
- President and Chairman of the Board Project New Orleans, founded with the cooperation of 18 corporate entities, which committed $2 million to cover living and personal expenses to Taylor Plan students from poverty and low-income families.
- Appeared on February 6, 1991 telecast of the *700 Club* in an interview with Dr. Pat Robertson.
- Member of the National Petroleum Council, an advisory committee to the U.S. Secretary of Energy, 1990-1997.
- Associate Lifetime Member of the Military Order of Foreign Wars, Louisiana Chapter, July 30, 1998.

MILITARY INTERESTS AND ACTIVITIES

- Participated in the Marine Corps PLC Program as a student attending Louisiana State University.
- Attended the U.S. Naval War College Current Strategy Forum in Newport, Rhode Island, in June 1985-1988.
- Participated in Exercise Black Bird, an anti-terrorist training exercise with the U.S.S. Forrestal (CV59) in the Atlantic, April 1986 in his offshore race boat, Tiger Tayl.
- Participated in the Launching of the U.S.S. San Juan (SSN 751) in Groton, Connecticut, and in August 1988 in its commissioning in Groton.
- Selected by the United States Secretary of Defense to participate in the 53rd Joint Civilian Orientation Conference on a nationwide tour of U.S. Military activities in May 1988, in recognition of his achievements, support, and as a distinguished American citizen.
- Attended the Defense Orientation Conference Association seminar in Colorado Springs, Colorado, July 15-17, 1989.
- Received the 1993 Meritorious Public Service Award from the Commandant of the Marine Corps on April 17, 1993.
- Member of the Board of Directors of the U.S. Coast Guard Foundation.
- Received an Associate Lifetime Membership to the Louisiana Chapter of the Military Order of Foreign Wars on July 30, 1998.
- Actively supported the United States Marine Corps and Young Marines Program.

Alaska State Legislature

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HOUSE EDUCATION COMMITTEE

Representative Paul Seaton, Chairman

Memorandum

From: Representative Paul Seaton, Chairman
To: House Education Committee Members
Date: January 26th, 2009
RE: Letter between Ketchikan Gateway Borough and Governor's office regarding Required Local Effort

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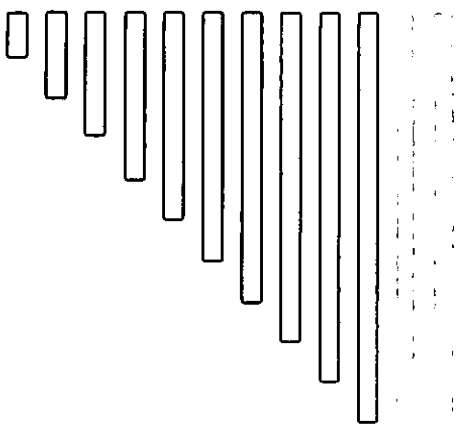
The attached letter from the Governor's office in response to the Ketchikan Gateway Borough (KGB) letter mentions that the issue raised by the KGB has been referred to the Departments of Law, Commerce, and Education. We have not at this point received a response from the departments on this issue, and won't be taking action on this issue at this time. The inclusion of these materials in your packet is to make the committee aware of the issue. Further discussion of the issue will take place when we receive responses from departments.

Taylor Plan Overview



State of Alaska

January 2009

Patrick F. Taylor Foundation ◊ One Lee Circle ◊ New Orleans, LA 70130
(504) 589-0555
www.TaylorPlan.com
Dr. James Caillier, Executive Director
Bill Schilling, Special Representative
President, Wyoming Business Alliance / Wyoming Heritage Foundation
(307) 262-5990

Taylor Plan Philosophy

- No qualified student turned away
- 2.5 G.P.A.; core college preparatory curriculum; state average on ACT test
- Tuition "earned;" not an entitlement
- Post – secondary tuition / up to four years of college / continuous
- Incentive based / reward concept—better you do, greater the scholarship

Benefits

Better Preparation = Better Success

- Greater parental involvement
- Increased high school graduation rates
- Better preparation for college and post-secondary education
- More high school graduates going to college in the state
- Less remedial education / Increased college completion rates
- A competitive workforce for the future

Origin and History

Taylor's Three Questions in 1988/183 New Orleans inner city kids

1.) "Would you like to go to college?"

All of the students raised their hands and said "yes".

2.) "Can you go to college?"

Not one of them raised their hands.

3.) He again asked, "How many of you would like to go to college if you could?"

All raised their hands and said "yes".

Continues

Origin and History

Patrick Taylor

- Billionaire oilman from New Orleans
- Founder of Taylor Energy and Taylor Foundation
- Featured on 60 Minutes twice
- Died in November 2004
- Taylor Foundation Commitment Continues

"Taylor Plan's" First Class

- Louisiana "TOPS"—first merit based scholarship program
- Five listed in Who's Who for High School Graduates
- 100 of 183 went to college
- Completion rate better than nation's
- Yearly ranch gathering

"Taylor Plan" States

- 1989 – Louisiana
- 2005 – Wyoming
- 22 as listed

Alabama	Maryland	Oklahoma
Arkansas	Massachusetts	Rhode Island
California	Mississippi	South Carolina
Florida	Missouri	Tennessee
Georgia	Nevada	Virginia
Indiana	New Mexico	West Virginia
Kentucky	North Carolina	Wyoming
Louisiana		

- 2007 Presentations

Alaska	6/18-19; 9/8-12; and 11/29
Montana	3/19; 4/23-24/ 5/11; and 10/23
Utah	2/16 and 2/24-25

- 2008 Presentations

Alaska	2/8; 6/25
Montana	8/15; 9/4

Wyoming Legislative Process

2004	Wyoming Forum "How Are the Children"
2005	Concept Approval / Funding Mechanism
2006	Scholarship Categories / Levels
2006	Constitutional Amendment
2007	Success Curriculum

Wyoming "Hathaway Plan" Model

- 4 Scholarship Categories
- 3 Tuition Levels
- Success Curriculum / Graduation Requirements
- $400 million endowment / $15 million yearly interest income
- University of Wyoming / Community Colleges
- Administrator: Department of Education
- Named after former Governor Stan Hathaway

Scholarship Categories / Levels

- Honors – 3.5 G.P.A. / 25 Act / 100% Tuition ($1600 per semester);

  Performance – 3.0 G.P.A. / 21 ACT / 75% Tuition ($1200 per semester);

  Opportunity – 2.5 G.P.A. / 19 ACT / 50% Tuition ($800 per semester); and

  Career – 2.5 G.P.A. / 17 ACT or 12 cumulative WORKKEYS score / 50% Tuition ($800 per semester);

- Applicable for community colleges and the University of Wyoming for full-time students for four years
- Career scholarship is for technical degrees
- Need based scholarship available for unmet need greater than $2000

Success Curriculum

- **Honors and Performance**

  Four years math, science and language arts; three years social studies; and two years foreign language

- **Opportunity**

  Four years math and language arts; four years science and three social sciences; and proficiency for state standards in foreign cultures

- **Career**

  Two years math, state standards for foreign cultures proficiency, and state standards required for language, science and social sciences for graduation

Endowment

- 4 Year ramp-up
- 2009 – Fully operative
- 2006 – 1500 Scholarships / $3 million
- 2009 – 8000 Scholarships / $15 million

Wyoming's Challenges

- Energy Boom
- Least diversified state
- Declining K – 12 population / aging population
- Number one in K – 12 and higher education funding:
  - Average, not great, educational quality
  - Four year degrees / below national average
  - 28th in high school graduation rate
  - Class 2007 dropouts / $460 million cost
- $10 million yearly in remedial education

U.S. Challenges

- World is flat / new centers of influence
- Intellectual capital / resource wealth
- Of the 29 OECD countries: reading literacy, 15th; mathematics, 24th; science, 19th; and problem solving, 15th.
- Graduation rates, 18th of 23; top seven / graduation rates of over 90%
- College attainment—2% increase in the U.S. while 11% in OECD countries / three generations
- High School dropouts over a lifetime earn $260,000 less than graduates.

  The class of 2007 drop-outs will cost the nation $329 billion in lost wages, taxes, and productivity.

Policy Questions

- Target audience / kids or parents / "haves" versus "have nots"
- Need based or merit based
- Small schools / curriculum requirements
- C+ launch pad / reachable for most
- Supporter and opponent landscape
- Institutional resistance / acceptance
- Grassroots support: parents, business and community
- Affordability and funding mechanism / General Fund or endowment
- Return on investment
- State advocate(s)

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Taylor Foundation Role

- Multi-state involvement nationwide
- Presenting and consulting
- Meeting convener
- Research
- "Taylor Plan" models / variations

Taylor Plan

Louisiana TOPS Education Backgrounder

May 21, 2008

Education is essential for a strong economy and individual advancement. Louisiana's commitment to education and the TOPS program is a testament to the belief that despite horrendous hurricanes and economic setbacks, progress and hope for the future persist.

Louisiana was hit by four major hurricanes between 2003 and 2005. Hurricanes Rita and Katrina in 2005 were devastating. Of the top ten U.S. disasters, Katrina at $30 billion was three times greater the 9/11/01.

Louisiana's population decreased by 250,000 after the 2005 hurricanes. The state's population in 2005 was 4,507,331; in 2007, 4,293,204, including the return of some 50,000 residents. Louisiana for a number of years has had minimum population growth. Between 1990 and 2005 the population increased by 287,358 a scant 6% in 15 years.

In the 2004-2005 school years, there were 42,450 TOPS (Taylor Plan / Tuition Opportunity Program for Students) students enrolled in Louisiana's two year, four year and technical schools. In the 2007-2008 school year, the number was 41,949, a slight decline from the 2004-2005 mark because of the 2005 hurricanes. For this academic year (2007-2008), the total scholarship expenditure is set for $116,068,652—the average payment being $2767. Between 1998 and 2007, the number of TOPS students grew from 23,509 to 41,949—78%.

Baseline Summary

- Despite a population growth of just 4% between 1998 and 2005 (pre-Katrina / Rita), the number of TOPS students increased from 23,509 to 42,450—an increase of 81%.
- Hurricane Katrina and Rita resulted in the displacement of 96,631 K-12 students.
- In 2007 66% of high school graduates completed the Core success curriculum for college (27,230 of 41,370 graduates); in 2003, 56% (25,546 of 45,226).
- The high school graduation rate has increased from 61% in 1991 (48th in the nation and 11% below the national rate of 72%) to 69.4% in 2004 (39th and 5% below the nation). In 2006 it dropped to 64.8%--no doubt a hurricanes causal factor.
- College readiness improvement between 1991 and 2002—from 22% to 35%--was second best in the nation.
- High School graduates eligible for and enrolled with TOPS has improved since Katrina—91% in 2004 (pre-Katrina) – 83% in 2005 (years of Katrina) – 88% year after Katrina.
- ACT average scores for first-time post-secondary freshman increased from 19.4 in 1996 to 20.1 in 2006—above the minimum ACT standard of 19 for college preparedness.

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- Persistence of TOPS students is much better than non-TOPS students—4th year for the class that entered 2003 is 77%--well above the national average. It was 42% for non-TOPS students.

- The TOPS program is administered by the Louisiana Office of Student Financial Assistance. According to Richard Ordal, (225) 922-1043, TOPS has 14 employees. Its operational budget of $1.296 million ($31 per TOPS student) represents 1% of TOPS' $119,121 million budget for the current school year. TOPS' has two additional employees for the Go Grant Program and Dual Enrollment Program.

High School Performance

High School enrollment in Louisiana declined by 4% between 1990 and 2000. The percent of minority students for the school year 1999-2000 was 51%, versus a national rate of 38%; percent of children under 18 years in poverty (1999) was 26% versus 19% nationally. College readiness increases for Louisiana high schoolers has surpassed the national rate—35% versus 34%.

Core Curriculum

- 66% of 2007 high school graduates took the more rigorous Core curriculum versus 56% in 2003.

- 64% of Louisiana students scored a 3 or higher on the advanced placement exam versus 61% nationally.

ACT Scores

- **Louisiana** 1991 – 19.4; 1999 – 19.6; 2006 – 20.1; **U.S.** 1991 – 20.6; 1999 – 20.0; 2006 – 21.1.

- 79% of all Louisiana high schoolers took the ACT test in 2007; Montana's rate in 2004 was 56%; the national rate 40%.

- Over the past 5 years Louisiana's state composite has risen .5 points versus nationally .4.

- 71% of Louisiana's ACT test takers in 2001 completed ACT's Core curriculum versus 60% nationally.

Graduation Rate

- Louisiana: 1991 – 61%; 2003/2004 – 69.4%.
  U.S.: 1991 – 72%; 2003/2004 – 74.3%.

- For the time frame, Louisiana's improvement of 7.4% was one of the best in the nation.

- All young adults with a high school diploma or GED: 82% Louisiana; 85% U.S

- **By Sector**

White		African-American Graduation Rates	
Louisiana	1997 – 63%; 2002 – 69%	Louisiana	1997 – 52%; 2002 – 56%
U.S.	1997 – 76%; 2002 – 78%	U.S.	1997 – 54%; 2002 – 56%

College Readiness

- Louisiana 1991 – 22%; 2002 – 35 %
  U.S. 1991 – 25%; 2002 – 34%
- Louisiana's improvement of 13%--from 22% to 35%--was the second best in the nation

College Preparation

- 56.5% of high school graduates in 2003 took the Core versus 65.8 in 2007
- The number taking the Core has increased despite devastating hurricanes, loss of student population and minimum state population growth.
- Eligibility for TOPS awards continues to grow – from 14,797 in 2003 to 15,273 in 2005. It declined slightly in 2006 due to Katrina.

College Performance

The number of college students in Louisiana with TOPS Scholarships continues to grow—despite devastating hurricanes, overall population decreases, and increases in Core curriculum rigor. ACT scores have increased from 19.4 to 20.7—to a level above the minimum predictor for college success and yet another positive attribute of the core high school success curriculum. Almost 90% of high school graduates eligible for TOPS stay in Louisiana for their college education.

Enrollment Growth

- Between 1989 and 1999 the percentage of adults earning post-secondary and technical degrees increased by 24% in Louisiana versus 7% in the U.S.
- Between 2004 and 2005, higher education enrollment in Louisiana declined by 19.7% due to Katrina and Rita.
- In 2004 Louisiana had 214, 144 students in higher education; in 2006 195, 380—a decline of 18, 764, or 9%, as a result of the hurricanes.

Admissions Criteria

- 81.9% of the Fall 2004 entering class met 2005 admission criteria.

- Anticipated even better preparation for Fall 2005 according to the Board of Regents.

Student Retention

- Between the 1996-1997 school year and 2001-2002 year, freshman to sophomore year retention increased from 71% to 75%.
- For students who enrolled in post-secondary in 2003, 88% returned for their second year versus 60% for those without TOPS.
- For fourth year students in 2007, 77% were still in college versus 42% for non-TOPS counterparts.

Degrees Awarded

- Between 1994-1995 school year and 2003-2004, the number of degrees and certificates awarded annually increased from 22,904 to 26,449—a 15% increase.
- 59% TOPS students at four year institutions graduate within six years, versus only 25% of non-TOPS students.

Funding

- Between 1983 and 1993 Louisiana ranked 48th in the nation in percentage of post-secondary funding increases. For the years 1994-2002, the state was second in the nation.

Brain Drain

Louisiana's challenges in terms of keeping college graduates in the state are no different than other historically slow growth and traditional industry (i.e., moderately dependent economy versus diversified economy) states across the country, including Montana. Since the 1980's Louisiana has struggled with mediocre population growth and image problems. That has changed, and continues to change as evidenced by efforts to restructure the economy and higher education endowed chairs (33) and professorships (265) at LSU.

- The 2005 hurricanes decreased jobs in the state to 1997 levels. By the end of 2007 the state was within 3700 jobs of 2005.
- By mid – 2008, with a projected increase of 37,700 jobs (1.9%), the state will set new employment records.
- A unique program through Louisiana State's E.J. Ourso College of Business promotes jobs for Louisiana graduates—www.LouisianaGrads.com
- The oil and gas industry is booming and is hiring college graduates.

- According to Cathy Breaux (Louisiana Economic Development Department (225) 342-5375) TOPS graduates want to stay in Louisiana, but jobs for graduates continue to be a problem.
- Louisiana (43rd place), like Montana (38th) and nine other states, has a moderately dependent economy versus states like Georgia (11th) and Texas (13th) which have moderate diversification.

Report prepared by Bill Schilling, Taylor Foundation Representative, Casper, Wyoming, 307-262-5990.

National Center for Education Statistics

Sort ↓

Table 1. Revenues and percentage distribution of revenues for public elementary and secondary education, by source and state or jurisdiction: Fiscal year 2006

State or jurisdiction	Revenues [in thousands of dollars]				Percentage distribution		
	Total	Local[1]	State	Federal	Local[1]	State	Federal
United States[2]	**$520,643,954**	**$230,939,051**	**$242,151,076**	**$47,553,827**	**44.4**	**46.5**	**9.1**
Hawaii[3]	2,703,718	48,403	2,431,735	223,580	1.8	89.9	8.3
Vermont	1,348,836	92,275	1,154,694	101,868	6.8	85.6	7.6
New Mexico	3,148,752	451,153	2,241,203	456,396	14.3	71.2	14.5
Minnesota	9,191,384	2,052,372	6,543,838	595,175	22.3	71.2	6.5
Alaska	1,712,601	416,227	1,005,181	291,193	24.3	58.7	17.0
North Carolina	11,137,110	2,971,285	6,966,133	1,199,692	26.7	62.5	10.8
West Virginia	2,910,905	821,067	1,739,376	350,462	28.2	59.8	12.0
Mississippi	4,132,345	1,166,890	2,108,727	856,727	28.2	51.0	20.7
Delaware	1,533,399	436,604	969,854	126,940	28.5	63.2	8.3
California	63,785,872	19,048,880	37,847,078	6,889,913	29.9	59.3	10.8
Washington	9,759,939	2,948,407	5,933,610	877,922	30.2	60.8	9.0
Kentucky	5,909,930	1,835,133	3,383,793	691,004	31.1	57.3	11.7
Arkansas	4,282,506	1,364,486	2,432,920	485,100	31.9	56.8	11.3
Alabama	6,346,033	2,040,115	3,547,078	758,840	32.1	55.9	12.0
Michigan	18,978,793	6,158,717	11,259,666	1,560,410	32.5	59.3	8.2
Idaho	1,909,489	629,337	1,073,734	206,418	33.0	56.2	10.8
Oklahoma	4,859,546	1,618,449	2,591,377	649,719	33.3	53.3	13.4
Utah	3,441,688	1,214,036	1,897,355	330,297	35.3	55.1	9.6
Kansas	4,934,817	1,798,263	2,692,219	444,335	36.4	54.6	9.0
Louisiana	6,760,714	2,576,922	2,933,287	1,250,505	38.1	43.4	18.5
Montana	1,372,561	546,073	633,923	192,565	39.8	46.2	14.0
Oregon	5,427,586	2,160,833	2,737,046	529,706	39.8	50.4	9.8
Arizona	8,833,520	3,520,951	4,272,320	1,040,249	39.9	48.4	11.8
Wisconsin	9,726,952	4,053,773	5,086,692	586,486	41.7	52.3	6.0
Indiana	11,211,313	4,935,499	5,504,585	771,230	44.0	49.1	6.9
South Carolina	6,706,259	2,990,559	3,033,281	682,419	44.6	45.2	10.2
Wyoming	1,149,155	525,837	507,043	116,274	45.8	44.1	10.1
Iowa	4,734,934	2,169,503	2,158,230	407,201	45.8	45.6	8.6
Tennessee	7,307,380	3,385,282	3,105,334	816,764	46.3	42.5	11.2
Georgia	16,117,459	7,474,154	7,155,591	1,487,715	46.4	44.4	9.2
Massachusetts	13,850,962	6,571,045	6,507,612	772,305	47.4	47.0	5.6
Maine	2,372,152	1,133,513	1,004,899	233,741	47.8	42.4	9.9
North Dakota	958,109	459,781	347,093	151,235	48.0	36.2	15.8
Ohio	21,106,426	10,285,836	9,217,115	1,603,474	48.7	43.7	7.6
Colorado	7,269,475	3,648,933	3,089,571	530,970	50.2	42.5	7.3
New York	46,776,452	23,533,105	19,859,481	3,383,866	50.3	42.5	7.2
Florida	24,816,807	12,518,858	9,795,679	2,502,270	50.4	39.5	10.1
South Dakota	1,094,021	551,962	361,531	180,528	50.5	33.0	16.5
Rhode Island	2,047,019	1,049,791	840,435	156,794	51.3	41.1	7.7
New Jersey	22,799,624	12,155,282	9,642,530	1,001,813	53.3	42.3	4.4
Virginia	12,922,017	6,942,601	5,112,423	866,993	53.7	39.6	6.7
Texas	39,691,436	21,496,767	13,421,855	4,772,813	54.2	33.8	12.0
Maryland	10,680,716	5,828,189	4,189,323	663,204	54.6	39.2	6.2
New Hampshire	2,363,964	1,307,123	926,256	130,585	55.3	39.2	5.5
Pennsylvania	22,683,987	12,815,649	8,028,829	1,839,508	56.5	35.4	8.1
Connecticut	8,711,814	4,942,541	3,351,644	417,629	56.7	38.5	4.8
Missouri	8,908,447	5,131,324	2,982,806	794,318	57.6	33.5	8.9
Nebraska	2,972,026	1,728,024	946,683	297,318	58.1	31.9	10.0
Illinois	22,344,947	13,858,385	6,619,663	1,866,900	62.0	29.6	8.4
Nevada	3,696,968	2,474,464	958,743	263,761	66.9	25.9	7.1
District of Columbia[3]	1,201,091	1,054,392	†	146,698	87.8	†	12.2
Other jurisdictions							
American Samoa	86,082	89	15,856	70,136	0.1	18.4	81.5
Guam	207,709	154,679	†	53,030	74.5	†	25.5
Commonwealth of the Northern Mariana Islands	66,905	322	37,210	29,372	0.5	55.6	43.9
Puerto Rico	2,917,236	133	1,984,178	932,924	#	68.0	32.0
U.S. Virgin Islands	193,291	152,997	†	40,294	79.2	†	20.8

† Not applicable.

Rounds to zero.

[1]Local revenues include intermediate revenues.

[2]U.S. totals include the 50 states and the District of Columbia.

[3]Both the District of Columbia and Hawaii have only one school district each; therefore, neither is comparable to other states. Local revenues in Hawaii consist almost entirely of student fees and charges for services, such as food services, summer school, and student activities.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey (NPEFS)," fiscal year 2006, Version 1a.

Components of Basic Need (Who Pays?)

⇦ Required Local Contribution

⇦ Federal Impact Aid

⇦ State Aid

SB 174 Full & True Value/Local Effort Calculation

As a result of Senate Bill 174: (enacted in 2001)

Beginning FY2002, half of the increased current year full & true value over 1999 (base year), is added to 1999 base year to determine the full & true value for the purposes of calculating Required Local Effort for education.

(If the full & true value did not increase over the 1999 base year, then the current full & true value stands and is multiplied by .004 mills to reach local effort.)

Calculating Nome's Full & True Value

Nome's 2008 Full Value	285,923,800
Nome's 1999 Full Value	191,926,100
Full Value Increase Difference	93,997,700
Divided in Half	46,998,850
Half of the Increase is Added to 1999 Value	
191,926,100 + 46,998,850 =	**238,924,950**

Required Local Contribution

Example: Nome City Schools

The **Lesser** or minimum of 4 mills of the education full & true value, but not to exceed 45% of the school districts prior year basic need.

.004 of Tax Base: (*Education Full & True Value*)

.004 x $ 238,924,950 = **$955,700**

45% of Prior Year Basic Need:

.45 x $8,972,788 = $4,037,755

(Shown on Column C, page 9)

- The Alaska Student Loan Corporation (ASLC), created by the legislature in 1988 to provide a source of financing for state-administered education loans, has successfully issued bonds from 1988 through 2007. ASLC's tax-exempt bond issues have been structured using education loans as collateral.

- In 2008, due to the extended disruption in the capital markets, ASLC was unable to issue bonds. One reason for that was contagion from the sub-prime mortgage-backed bond market had spread to student loan-backed bonds—particularly in regards to non-federally guaranteed education loans such as the Alaska Supplemental Education Loans (ASELs). Rating agencies, financial partners and investors have substantially altered their level of scrutiny and qualitative standards for asset-backed bonds, resulting in ASELs being viewed as sub-prime loans.

- In short, ASELs as they exist today are no longer of sufficient quality to be effectively used to back bonds. In order for ASLC to be able to efficiently use ASELs to back bonds in the future, the credit standards applied to borrowers of these loans must be strengthened.

- Failure to make the proposed changes will seriously compromise ASLC's ability to finance its programs and operations in the capital markets. In that event the options will be 1) the State of Alaska will have to directly fund the ASEL program at an annual cost of approximately $50 million, or 2) ASLC will substantially cease originating ASELs effective in 2009.

- In addition to the proposal to raise the credit standard for the ASEL, because in the increases in the costs of financing the loan program, there is also a need to alter the interest rate on the Alaska Family Education Loan (FEL). That loan rate is currently set in statute at 5%. The proposal is to set the FEL rate at the same rate charged on the ASEL—currently that rate is 7.3% and is capped in statute at 8.25%. Proposal would allow the Corporation to set the rate on these loans using the same program-costs based formula used for the ASEL.

- The timing of a change in the ASEL credit standard is fortunate in that it coincides with the 2008 increase in the federal Stafford loan limits.[1] Stafford loans, also offered by ASLC for Alaska students, are a federal entitlement to any student attending an accredited institution and no credit standard is considered in making these loans (except that the borrower may not be in default on an existing federal education loan). Furthermore, in January 2009 congress introduced a stimulus bill which provides for an additional increase in the Stafford loan limits of $2,000 per year for an undergraduate program.

The actions described above are proposed at the recommendation of ASLC Executive Officer and Alaska Commission on Postsecondary Education Executive Director Diane Barrans. She is available to respond to questions or concerns and can be contacted at diane.barrans@alaska.gov or 465.2113.

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[1] Annual Stafford borrowing limits are for dependent and independent students respectively: 1) $5,500 and $9,500 (freshman), 2) $6,500 and $10,500 (sophomore), 3) $7,500 and $12,500 (junior/senior), and 4) $20,500 (all graduate).

BILL NO.

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SIXTH LEGISLATURE - FIRST SESSION

BY

Introduced:
Referred:

A BILL

FOR AN ACT ENTITLED

"An Act relating to eligibility for the Alaska Supplemental Education Loan Program; relating to the establishment of the interest rate for Alaska Family Education Loan Program; and providing for an effective date."

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

* **Section 1.** AS 14.43.172(c) is amended to read:

(c) In addition to the provisions of (a) of this section, a borrower is eligible for a loan under AS 14.43.170 - 14.43.175 if the borrower

(1) is not delinquent in payment on a loan previously awarded by the commission;

(2) at the time of application or loan disbursement, does not have a past due child support obligation established by court order or by the child support services agency under AS 25.27.160 - 25.27.220;

(3) has not, within the previous five years, had a loan discharged or written off by the commission for any reason;

(4) does not have a status, at the time of application for a loan or disbursement of loan money, that would prevent the borrower from repaying the loan as it becomes due;

(5) has not, within the previous five years, defaulted on another loan made to the borrower by a lending entity unless the borrower can show good faith efforts to repay the loan and extraordinary circumstances that led to the default;

(6) **has** [DOES NOT HAVE] a credit history, at the time of application for a loan, that demonstrates **an ability and willingness** [CHRONIC INABILITY OR UNWILLINGNESS] to pay an extension of credit or loan as it becomes due; and

(7) has complied with the military selective service registration requirements imposed under 50 U.S.C. App. 453 (Military Selective Service Act), if those requirements were applicable to the person.

*** Sec. 2.** AS 14.43.740(c) is repealed and reenacted to read:

(c) The interest rate on a loan made under AS 14.43.710 - 14.43.750 shall be set by the corporation, but the annual rate may not exceed 8.25 percent.

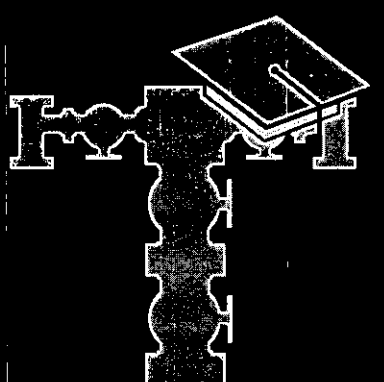
*** Sec. 3.** The uncodified law of the State of Alaska is amended by adding a new section to read:

TRANSITION: REGULATIONS. The legislature finds that the changes made by sec. 1 of this Act constitute an emergency under AS 44.62.250, and that the adoption of emergency regulations under AS 44.62 is necessary for the immediate preservation of the general welfare in order that loans under the Alaska Supplemental Education Loan Program will constitute assets the quality of which is such that they may be used as security for bonds issued by the Alaska Student Loan Corporation to finance the operations of its education loan programs. Therefore, the Alaska Commission on Postsecondary Education may adopt as emergency regulations under AS 44.62 the regulations necessary to implement the changes made by this Act.

*** Sec. 4.** The uncodified law of the State of Alaska is amended by adding a new section to read:

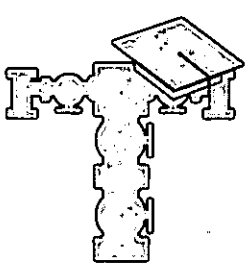
TRANSITION: APPLICABILITY. This Act applies to loans made under AS 14.43 for the 2009 through 2010 loan year and for subsequent loan years. This Act does not apply to loans made under AS 14.43 before the 2009 through 2010 loan year.

*** Sec. 5.** This Act takes effect immediately under AS 01.10.070(c).

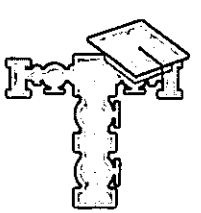


PATRICK F. TAYLOR FOUNDATION

2447



The Taylor Plan



Patrick F. Taylor Foundation

One Lee Circle
New Orleans, Louisiana 70130
504.589.0555 (office)
504.589.0408 (fax)
www.TaylorPlan.com

2448

The Taylor Plan lays the
groundwork for high school students
to achieve their goals
by motivating them to earn a
state-funded, merit-based opportunity
to further their education
and realize their ambitions.

The Plan is a contract between students
and state - students can earn their
college tuition in high school
if they meet specific core curriculum,
standardized test scores, and
grade point average requirements.

The Taylor Plan

"Students are not dropping out because it's too hard, but because it's too easy."

Patrick F. Taylor

Objective:

The Taylor Plan sets the standards for student achievement in high school, offering students a state-funded, merit-based opportunity to attend college or vocational/technical school. The Plan is a contract between students and state - students can earn up to a four-year, state-paid college tuition if they meet specified criteria.

Criteria:

The Taylor Plan is three-pronged: Students must take a specific core curriculum, make the required standardized test score, and meet grade point average requirements.

1. Curriculum

A college preparatory high school core curriculum, one both rigorous and appropriate, is necessary to fully prepare students for the challenges of college. The goal is to ensure high school graduates are college ready and graduation oriented.

The ideal high school core curriculum will include:

Units	*Courses*
4	***English***
4	***Mathematics***
4	***Social Studies***
4	***Science***
2	***Foreign Language***
1	***Fine Arts***
.5	***Computer Science***
19.5	***Total***

2. Standardized Test Scores

The Taylor Plan requires a student's ACT or SAT composite score to be at or above the state average.

3. Grade Point Average

A student's high school grade point average must demonstrate reasonable academic success. Therefore, the Taylor Plan requires a minimum 2.5 grade point average.

4. Vocational/Technical School

Students interested in pursuing careers requiring vocational or technical training are also able to earn a state-funded, merit-based opportunity to attend vocational/technical school.

College Eligibility:

The main focus of the Taylor Plan is college graduation, not simply enrollment. Therefore, to remain eligible, a student must achieve an appropriate level of academic success in college.

- ***Students must maintain full-time status.***
- ***At the end of year one, a student must earn a 2.3 minimum cumulative grade point average.***
- ***At the end of years two through four, a student must earn a 2.5 minimum cumulative grade point average.***
- ***Students must earn a minimum of 24 credit hours per academic year.***
- ***The plan encourages students to graduate in four years (eight semesters).***

"We cannot today celebrate the life of our children
if we are not prepared to both guarantee their opportunity and defend it.
We can do no less."

Patrick F. Taylor

Patrick F. Taylor Foundation Beneficiaries

The following is a list of some of the organizations that have received contributions from the Patrick F. Taylor Foundation

- Academy of the Sacred Heart, New Orleans
- Adopt-A-Family School Uniform Campaign
- Advocates for Science and Math
- Agenda for Children
- American Cancer Society
- American Heart Association
- American Red Cross
- Archbishop's Community Appeal
- Archdiocese of New Orleans
- Arts Council of New Orleans
- Audubon Institute
- Big Brothers Big Sisters
- Boys & Girls Club of Southeast Louisiana
- Boy Scouts of America
- Bridge House
- Children's Hospital
- Children's Museum
- CLOUT Ministerial Alliance
- Coast Guard Foundation
- Collings Foundation
- Congressional Medal of Honor Foundation
- Covenant House
- Crohn's and Colitis Foundation
- Dallas Ecological Foundation Youth Fund
- Dress for Success
- E.A.A. Air Academy
- Easter Seals
- Easton Playground Boosters
- Efforts of Grace, Inc.
- Fifth Ward Elementary School
- Friends of City Park
- Friends of Jackson Barracks
- Greater New Orleans Council of the Navy League of the United States
- Greater New Orleans Foundation
- Greater New Orleans Suzuki Forum
- Horatio Alger Association
- Immaculate Conception Parish Jesuit Church
- Jefferson Dollars for Scholars
- Junior Achievement
- Ladies Leukemia League
- Longue Vue House
- Louisiana Association of Museums
- Louisiana Cancer Research Consortium in New Orleans
- Louisiana College
- Louisiana Endowment for the Humanities
- Louisiana Engineering Foundation
- Louisiana Historical Association
- Louisiana Philharmonic Orchestra
- Louisiana State University Foundation
- Make-A-Wish Foundation
- March of Dimes
- Marine Support Group
- MAX School
- Metropolitan Crime Commission
- Miracles and Milestones
- NAACP
- NOCCA Institute
- National Council of Jewish Women
- National Museum of the Marine Corps
- Naval Air Museum
- Naval Air Show
- New Orleans Ballet Association
- New Orleans Hispanic Heritage Foundation
- New Orleans Museum of Art
- New Orleans Police Foundation
- Offshore Rig Museum
- Orleans Dollars for Scholars
- Ozanam Inn
- Parkway Partners
- Project New Orleans Foundation
- Special Forces Association
- Special Olympics
- St. Augustine High School
- St. Joan of Arc School
- St. Michael's Special School
- St. Paul's School
- Teach for America
- The National World War II Museum
- The Nature Conservancy
- Tiger Athletic Foundation
- Touro Infirmary Foundation
- United Negro College Fund
- United Way for the Greater New Orleans Area
- University of New Orleans Foundation
- Urban League
- Ursuline Academy
- Volunteers of America
- Women Marines Association
- WRBH Reading Radio
- Xavier University
- YMCA
- Young Leadership Council

Vice Admiral Diego E. Hernandez, (U.S.N. Retired)

His many distinguished military assignments include serving as Commander of the U.S. Naval Forces Caribbean and Deputy Commander in Chief U.S. Space Command. He joined the Board in 1997.

Donald P. Hodel, J.D.

He served under President Ronald Reagan as Secretary of the Interior and Secretary of Energy. His honors include the Presidential Citizens Medal. He joined the Board in 1997. After a two year leave of absence, he rejoined the Board in 2002.

Marvin L. "Buddy" Jacobs

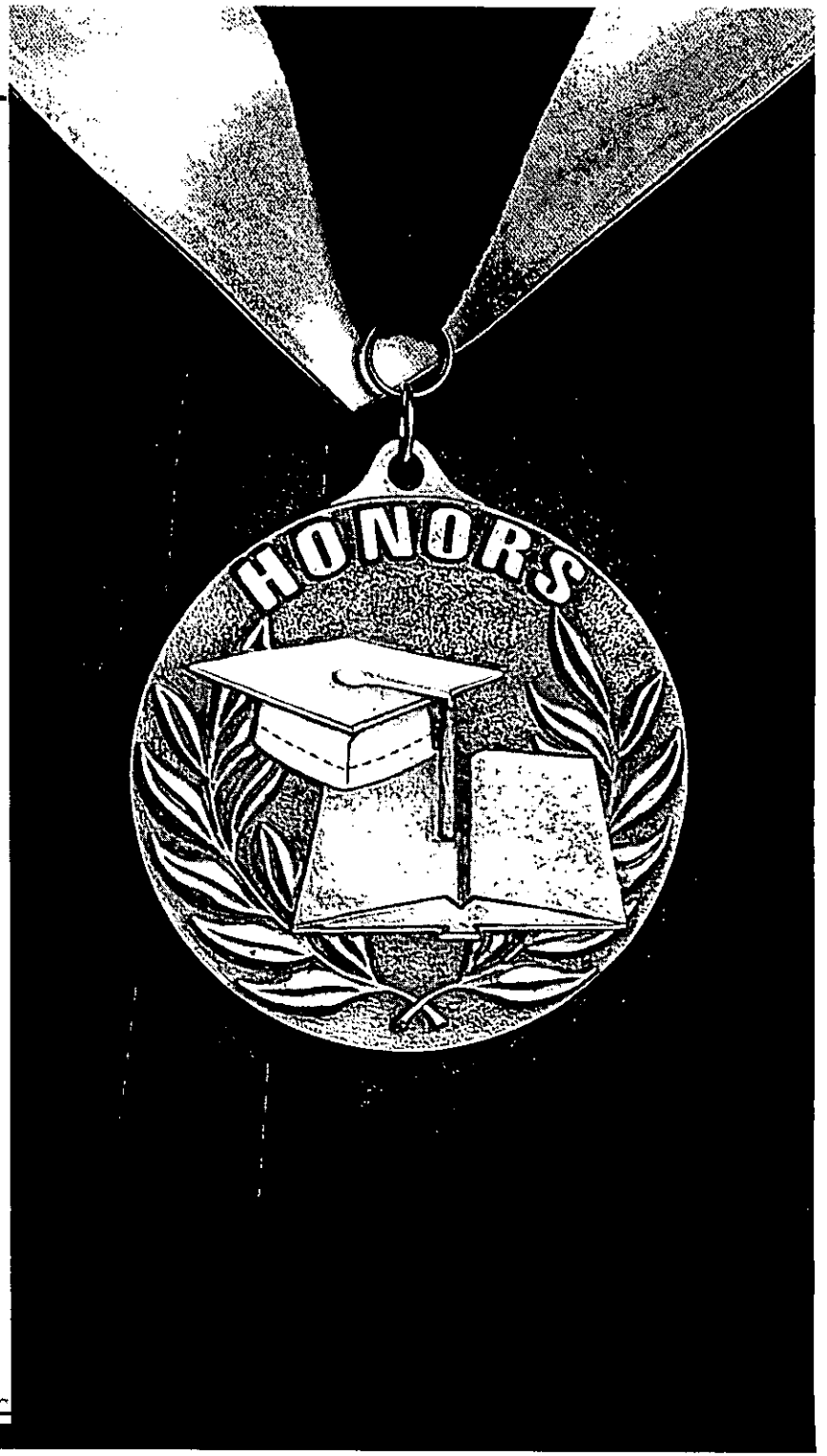
A prominent commercial real estate developer, he has been General Manager or Managing Partner of several companies. He joined the Board in 1985.

Carroll W. Suggs

Former Chairman of the Board and Chief Executive Officer of Petroleum Helicopters, Inc., she also serves on many corporate and charitable boards. She joined the Board in 1999.

Dr. James H. Wharton

He served as Chancellor of Louisiana State University and Agriculture & Mechanical College from 1981 to 1989. He remains a highly regarded professor and is Chancellor Emeritus of Louisiana State University. He continues a long tradition of volunteer service to the state and the university. He joined the Board in 2003.



Patrick F. Taylor Foundation Board of Trustees

Phyllis M. Taylor, LL.B.
Chairman and President

Mrs. Taylor has served as Chairman and Chief Executive Officer of Taylor Energy Company LLC since the death of her husband in 2004. Always involved in her husband's ventures, Mrs. Taylor was Executive Vice President and Board Member to Taylor Energy Company since its founding in 1979.

A graduate of Tulane University School of Law, Mrs. Taylor's law career began as a clerk for the Supreme Court of Louisiana and the Orleans Parish Civil District Court. Her move into the oil and gas industry began in 1972 when she accepted the position as in-house counsel for Texas oilman John W. Mecom, Sr. Always a partner in her husband's ventures, Mrs. Taylor became Vice President and Board Member to Taylor Energy Company in 1979. She held those positions until 2004.

Dedicated to philanthropy, Mrs. Taylor has been an active board member to numerous non-profit organizations. At the present, she serves on the Board of the Family Recovery Corps, the Greater New Orleans Foundation, the Women's Leadership Initiative of Greater New Orleans United Way, the Catholic Cultural Heritage Center, the Marine Corps Heritage Foundation, the New Orleans Business Council, the New Orleans Museum of Art, and the Congressional Medal of Honor Foundation. She is also a lifetime member of the Board of the New Orleans Ballet Association.

She has been awarded the Beverly Warner Award, the Dr. Robert McClean Award, the Governor's Arts Award, the Mayor's Arts Award, the Northwood Institute Distinguished Woman Award, the TOPS Award for the Institution of Human Understanding, and New Orleanian of the Year. She was a Top 50 Women of the Year recipient by New Orleans City Business, an honored guest of the U.S. Marine Corps Sunset Parade, a Young Leadership Council Role Model Honoree, a Contemporary Arts Center Sweet Arts Honoree, a Volunteer Activist for St. Elizabeth's Home, and the 1989 Philanthropist of the Year from the National Society of Fund Raising Executives.

Morrison C. Bethea, M.D.

Staff physician at Ochsner Hospital and Clinic and Clinical Professor of Surgery at Tulane School of Medicine and Health, Dr. Bethea is a leader in the field of cardiovascular disease, a consultant for Medical Affairs at Freeport-McMoRan Copper & Gold, Inc., a member of the Advisory Board of Directors to McMoRan Exploration Company, and co-author of *The New York Times* bestseller *Sugar Busters!* He joined the Board in 1994.

General Walter E. Boomer (U.S.M.C. Retired)

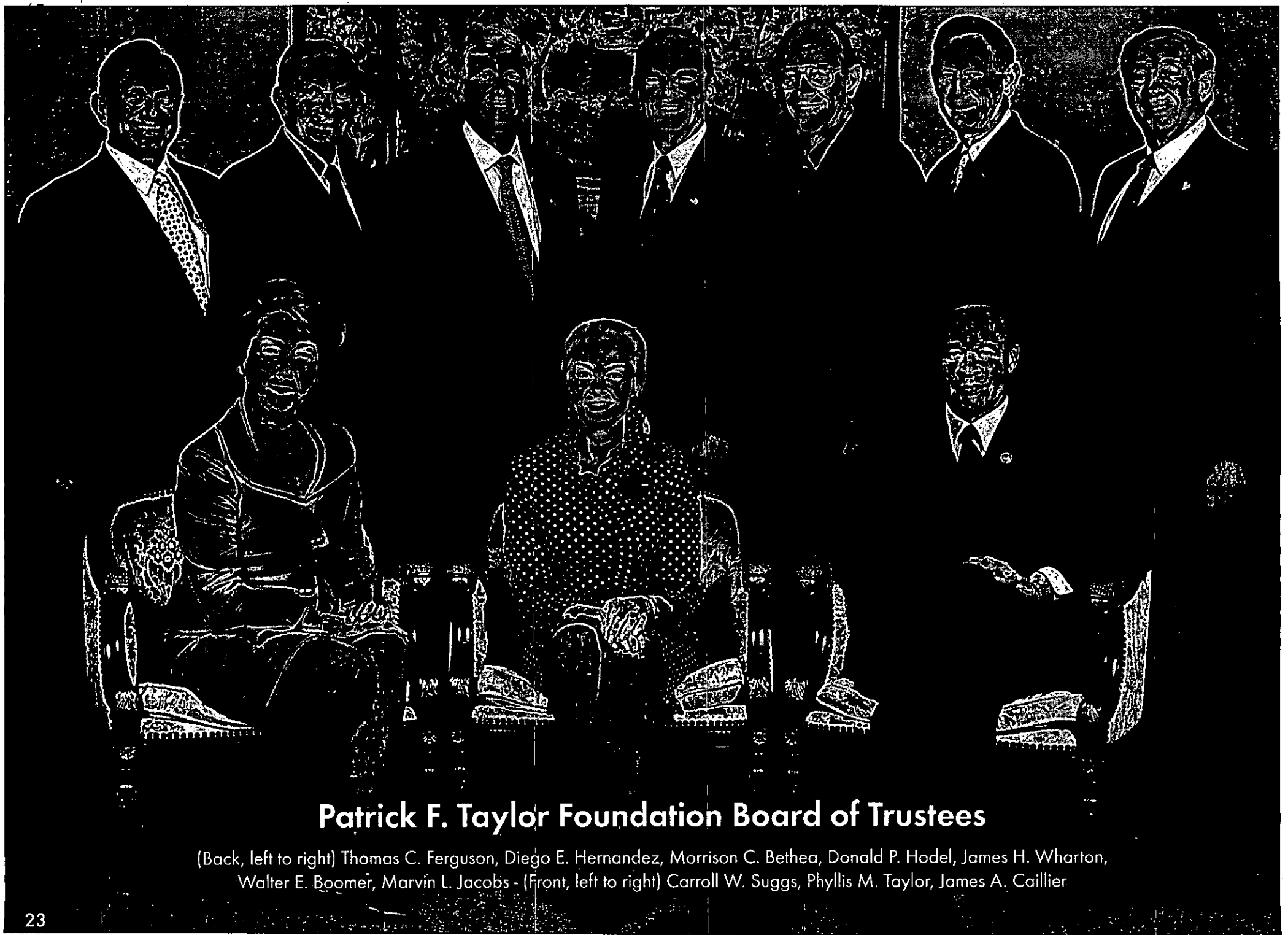
His distinguished military career spanned 34 years, until his retirement in 1994. He commanded all Marines in Operations Desert Shield and Desert Storm. General Boomer served as Chairman of the Board of Directors and CEO of Rogers Corporation from April 2002 until his retirement in 2004. He joined the Board in 1997.

Dr. James A. Caillier

Executive Director of the Patrick F. Taylor Foundation, Dr. Caillier is President Emeritus of the Louisiana University System. He joined the Board in 1997.

Former U.S. Ambassador Thomas C. Ferguson, J.D.

He served the Reagan and Bush Administrations as Ambassador to Brunei and Chief Operating Officer of the Immigration and Naturalization Services. He has been a Board Member since 1997.



Patrick F. Taylor Foundation Board of Trustees

(Back, left to right) Thomas C. Ferguson, Diego E. Hernandez, Morrison C. Bethea, Donald P. Hodel, James H. Wharton, Walter E. Boomer, Marvin L. Jacobs - (Front, left to right) Carroll W. Suggs, Phyllis M. Taylor, James A. Caillier

Patrick F. Taylor Foundation and the Armed Forces

National Museum of the Marine Corps at Quantico, Virginia

During his sophomore year at Louisiana State University, Patrick F. Taylor joined the Marine Corps PLC Officer Training Program. Unfortunately, a heart condition prevented his continued service, and he was honorably discharged in 1959. But Taylor's loyalty remained with the Marines. Throughout his life, he acted on the conviction that as citizens, we are bound to honor the men and women dedicated to protecting America's freedom.

In memory of Mr. Taylor's commitment to the Marines, the Foundation has funded a Patrick F. Taylor Observation Point at the National Museum of the Marine Corps in Quantico, Virginia. The Point serves as a reminder to future generations that as citizens, we, too, should honor the men and women of the U.S. armed forces.

Mrs. Taylor meeting with New Orleans Police Superintendent Warren Riley at a patriotic concert held in New Orleans after Hurricane Katrina.

Patrick F. Taylor Foundation and Law Enforcement

Patrick F. Taylor Foundation and Law Enforcement Appreciation Day

Since 1989, Mr. and Mrs. Taylor have hosted an annual celebration for Louisiana and Mississippi law enforcement officers at their ranch in Foxworth, Mississippi. The day is intended to thank officers for their loyal service and to provide an opportunity for them to come together in celebration of work well done. In addition to a congratulatory meal, the 1,500-plus officers are given an opportunity to test new weaponry and hear presentations about law enforcement advancements.

Patrick F. Taylor Foundation and Louisiana State Trooper Awards

During the late 1980s, Mr. Taylor, through the Foundation, pledged to honor state troopers who demonstrated exemplary service or performed extraordinary acts of bravery by awarding them a U.S. savings bond.

Patrick F. Taylor Foundation and the New Orleans Police Department

In 1987, when Mr. Taylor learned the New Orleans City Council could no longer afford to fund the New Orleans Police Department Awards, he began to purchase the officers' medals through the Foundation. To further honor the officers, U.S. savings bonds were also given. The Foundation continues the program today.

Pat Taylor Mobile Kitchen

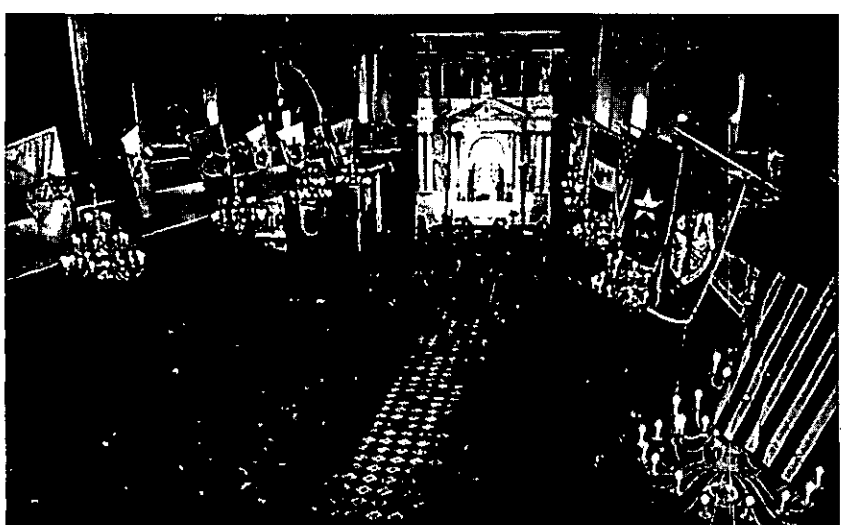
In the days and weeks that followed Hurricane Katrina, Mississippi troopers and other first responders struggled to protect and serve, often without the benefits of electricity, vehicles, communications, and other essential needs, including food. Now, to make certain Mississippi has the means to provide meals for the men and women serving during crisis, the Patrick F. Taylor Foundation has donated funds to the Mississippi Law Enforcement and Firefighter Katrina Relief Fund to create the Pat Taylor Mobile Kitchen. The Pat Taylor Mobile Kitchen and its ancillary equipment create a contained Special Emergency Response Ground Operations Unit for the Mississippi Department of Public Safety that will feed between 800 and 1,000 first responders at least two hot meals a day during a time of crisis.

The kitchen will be used in Mississippi and in other states in times of natural disaster and other catastrophic events.

Patrick F. Taylor Foundation and Hurricane Katrina Recovery Efforts

"New Orleans is more than a city; she is our home. It is up to us, her citizen-children, to restore her beauty and recreate her character. We must also recognize the tremendous opportunity before us to rebuild a city where equality of opportunity exists for all."

Phyllis M. Taylor



Post-Katrina patriotic concert held for New Orleans citizens in St. Louis Cathedral.

Following Hurricane Katrina, the Patrick F. Taylor Foundation and Taylor Energy Company LLC temporarily relocated to Lafayette, Louisiana. Although grateful for the hospitality extended by the Lafayette community, the Foundation was anxious to return to New Orleans and contribute to the city's rebuilding efforts. In the words of Mrs. Taylor, "We have a debt to pay." A debt she takes very seriously.

In January, Mrs. Taylor, her Company, and the Foundation returned to the city. In addition to making financial contributions to non-profit organizations engaged in rebuilding efforts, Mrs. Taylor encouraged New Orleans, a city rich in culture, to hope again. The Foundation sponsored a patriotic concert for citizens in St. Louis Cathedral, re-landscaped historic Lee Circle, and helped a charter school meet its payroll.

Under her leadership, the Patrick F. Taylor Foundation also ensured educational programs extant before the hurricane were available afterward. At a press conference held post-Katrina, New Orleans students came forward to express gratitude to the Patrick F. Taylor Foundation for ensuring the Taylor Scholars Awards Programs continued.

In the words of one student, "For years, [we] have utilized our Taylor Scholars Awards, taking for granted the opportunity to experience some of the most significant attractions our city possesses. It seemed on August 29th these indispensable gifts would be lost. . . . However, in only eight months [the Audubon Zoo, the Aquarium, and the New Orleans Museum of Art] are reopened, and the Taylor Scholars Awards live on. The award for the 2006-2007 year is more consequential than ever."

The students thanked Mrs. Taylor for the opportunity to witness firsthand the rebuilding of New Orleans' cultural centers.

Patrick F. Taylor Foundation and the City of New Orleans

Patrick and Phyllis Taylor have always held deep affection for the City of New Orleans and have long made the city their home. During his life, Mr. Taylor made significant contributions to New Orleans. Following his death in 2004, Mrs. Taylor furthered their commitment to New Orleans, continuing programs begun by her husband and incorporating new initiatives of her own. *Listed below are some of the Foundation's major projects.*

Patrick F. Taylor Foundation and the Riverfront Streetcar Project

In 1988, the City of New Orleans began the Riverfront Streetcar Project. The project aimed at reinstituting streetcars along the Riverfront in time for the Republican National Convention which New Orleans was set to host later that year. At that time, the city also hoped to bring streetcars back to historic Canal Street.

As a committed New Orleanian, Patrick Taylor took particular interest in the project. But as months passed, the utility poles ordered to complete the project failed to arrive. Taylor put the project back on track with a donation valued at $1.2 million dollars. He provided poles made out of oil well casing. These "Taylor Poles" could support almost 600,000 pounds, perfect for the busy streetcars. The Riverfront streetcars ran in time for the convention, and the Canal streetcars followed. A streetcar was named after Mr. Taylor in gratitude for his donation.

Patrick F. Taylor Foundation and the Greater New Orleans Foundation

The Patrick F. Taylor Foundation, in addition to donating to the Greater New Orleans Foundation (GNOF) itself, places many of its personal endowments in the care of the GNOF. The GNOF is a community foundation whose funding comes from gifts from citizens. In return, the GNOF invests in deserving nonprofit organizations, thereby enhancing the quality of life of all citizens, both now and in the future, by building endowments. Because of that special community relationship, the Taylors have always supported the GNOF with their personal funds. In addition, Mrs. Phyllis Taylor serves on the Board of Directors.

Patrick F. Taylor Foundation and the Louisiana Endowment for the Humanities

Although this New Orleans organization sustained damage during Hurricane Katrina, the Louisiana Humanities Center will offer a Patrick F. Taylor Educational Center on its first floor. The Center encourages excellence in the humanities by offering teacher institutes, literacy courses, and other programs aimed at bringing the richness of the humanities to the State of Louisiana.

Patrick F. Taylor Foundation and the Sybil P. Gayman Endowment

In 2001, the Foundation established the Sybil P. Gayman Endowment in honor of Patrick F. Taylor's late mother. The endowment benefits WRBH Reading Radio 88.3 FM, a station for the blind. Mrs. Gayman, who died at age 91, suffered for 20 years with macular degeneration and eventually lost her vision. The Foundation honors Mrs. Gayman by helping others who suffer from blindness to continue to remain aware of current news and enjoy the arts through high-quality radio programming.

Patrick F. Taylor Foundation and the United Way for the Greater New Orleans Area's "Success By 6" Program

Research indicates the more enriched a child's environment, the greater the odds of future academic success. Therefore, the United Way, funded in part by the Patrick F. Taylor Foundation, has begun the "Success by 6" program. The program works to improve New Orleans childcare centers by moving instructors toward accreditation by the National Association for the Education of Young Children.

Patrick F. Taylor Foundation and Louisiana State University

Patrick F. Taylor always felt grateful to his alma mater, Louisiana State University and Agricultural & Mechanical College, for allowing him the opportunity to earn a degree in petroleum engineering. Consequently, Taylor made significant contributions to LSU and was a member of the LSU Board of Supervisors.

The Patrick F. Taylor Foundation recognizes the contributions of the flagship university to the state of Louisiana. The Foundation applauds Louisiana State University for excellence in teaching, research, and service.

The Foundation provides scholarships for LSU students, endowments for LSU professors, and funding for LSU research.

Patrick F. Taylor Endowments at Louisiana State University

The Foundation understands the importance of good teachers. Therefore, the following endowments for LSU professors have been established:

Patrick F. Taylor LSU Endowment Chair for the Environmental Impact of Hazardous Waste

In 1989, the Foundation established an endowment for the LSU Chair for the Environmental Impact of Hazardous Waste. The Foundation supports the university's plan to thrust LSU's Environmental and Coastal Programs into the national spotlight.

Phyllis M. Taylor Professorships in French at LSU

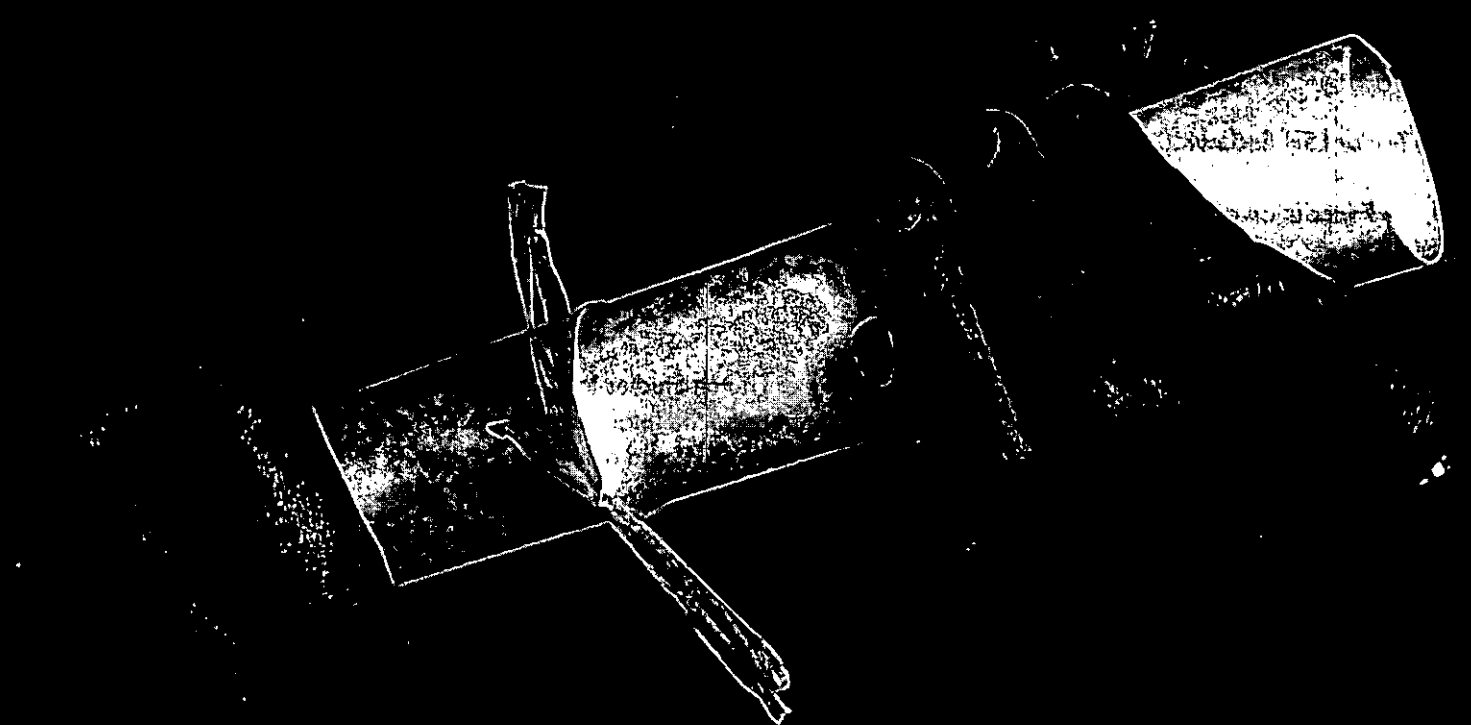
In 2001, the Foundation provided funds to the LSU Department of French Studies to endow 10 Phyllis M. Taylor Professorships in French. The State, through the Board of Regents Support Fund, provided a matching grant to bring the total endowment to $1 million (present value $1,134,000). The endowment provides funds to bring top faculty members to the LSU French Department and results in high-quality programming for students.

Patrick F. Taylor Scholarships at Louisiana State University

The Foundation applauds students striving for academic success. Upon the recommendation of each college's scholarship advisory board, the Foundation funds the following LSU student scholarships:

- ***Patrick F. Taylor Scholarship in Chemistry at LSU***
- ***Patrick F. Taylor Scholarship in Engineering at LSU***
- ***Patrick F. Taylor Scholarship in Geology & Geophysics at LSU***

Patrick F. Taylor believed any kid with drive
could "become somebody."
Students across the nation feel they are Taylor's greatest
legacy. The oilman from Texas understood
we cannot just ask students to work hard in school -
we must give them a reason why.



Patrick F. Taylor Foundation Student Scholarships

Patrick F. Taylor Scholarship for New Mexico's Taylor's Kids

In 1994, Mr. Taylor conceived and implemented a college scholarship program for students at Hondo Elementary in Hondo, New Mexico. Thirty-five 3rd and 4th graders from the class of 1993-1994 were selected for the program. Students who maintained a B cumulative grade point average at the end of each academic year throughout high school became eligible in this college scholarship program. Upon high school graduation, qualifying students received funds to pay for tuition and other related educational expenses.

Patrick F. Taylor Scholarship at Hondo High School

In 2006, the Patrick F. Taylor Foundation established a new scholarship program for graduating seniors from Hondo High School. In continuation of Mr. Taylor's vision, the scholarships award college tuition to students who have earned a 2.5 grade point average or better, a minimum ACT composite score of 20, and completed an advanced core curriculum.

Patrick F. Taylor Scholarship at Cabrini High School

Since 1988, two sophomores at Cabrini High School in New Orleans who have earned a 2.5 grade point average or better are awarded a $1,500 need-based scholarship. The scholarship continues through the students' senior years as long as they maintain their eligibility.

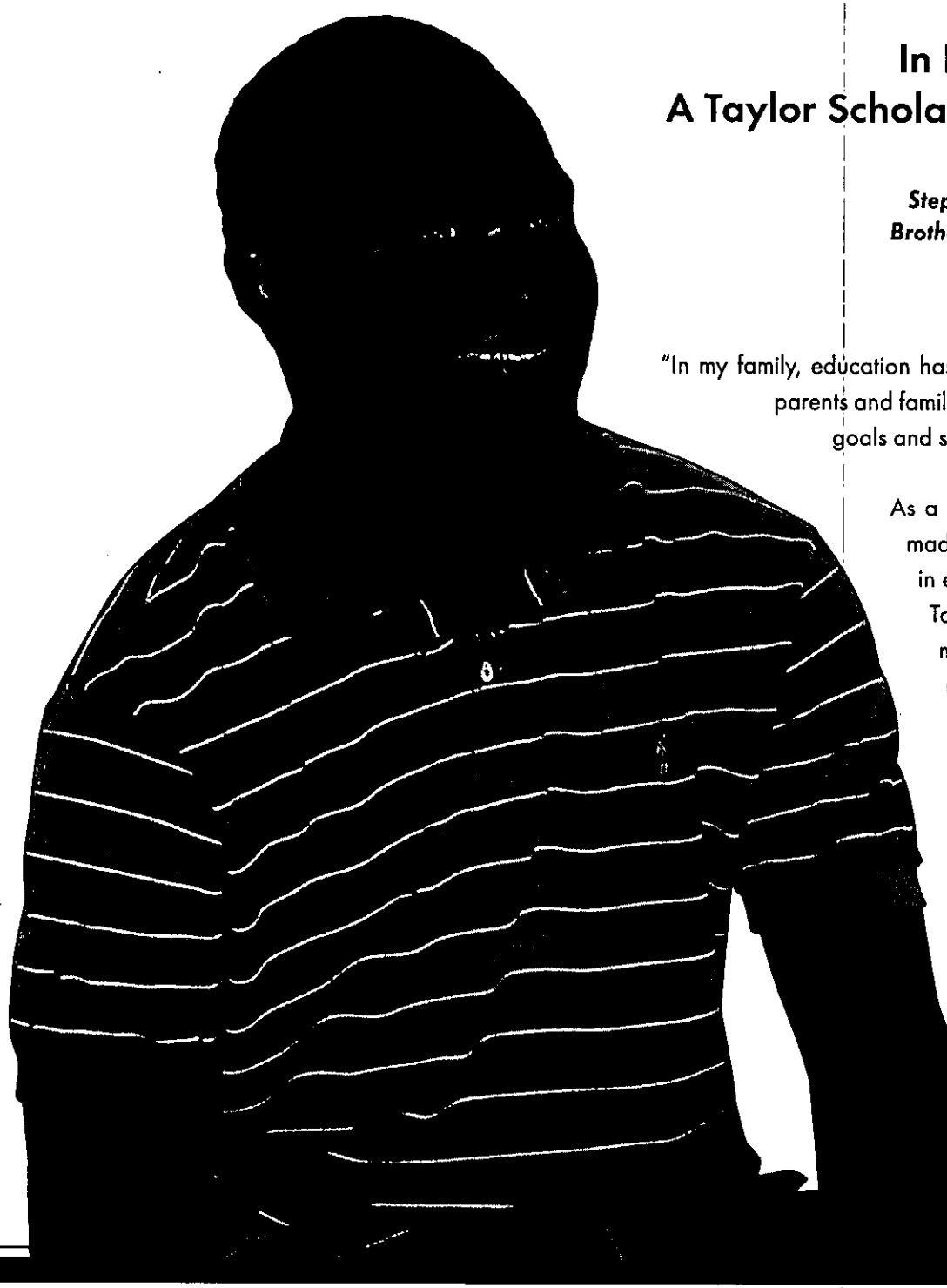
Patrick F. Taylor Scholarship at Cuero High School

In 1999, Lacey and Bridget Griffin, daughters of Taylor Energy Company employee Charles Russell, were tragically killed in an automobile accident. In honor of the girls, the Patrick F. Taylor Foundation established the Lacey and Bridget Griffin Scholarship in 2000.

The girls were honor students at Cuero High and Cuero Junior High Schools in Cuero, Texas. The Lacey and Bridget Griffin Scholarship is awarded annually to a graduating senior from Cuero High School who has earned a 2.5 grade point average or better, a minimum composite score of 20 on the ACT, and completed an advanced core curriculum. It is a one-time award given to the recipient upon high school graduation.

Individual Scholarships and Grants

The Patrick F. Taylor Foundation provides individual scholarships and grants to deserving students upon the recommendation of the Patrick F. Taylor Foundation Education Committee and approval by the Patrick F. Taylor Foundation Board of Trustees. All requests are submitted in writing and reviewed based on merit and need.



In His Own Words:
A Taylor Scholar Recipient – Stephen Chaisson

Stephen Chaisson is a 2006 graduate of Brother Martin High School in New Orleans.

"In my family, education has always been paramount. But I realize that my parents and family were not the only ones who helped me develop goals and standards for success.

As a recent high school student and now graduate, I made the decision to study for exams, get involved in extracurricular activities, and attend college. The Taylor Scholars Awards motivated me throughout my high school career through immediate rewards, such as free admission to the Audubon Zoo, Aquarium of the Americas, and the New Orleans Museum of Art. But also, the long-term goal of qualifying for TOPS (Louisiana's Tuition Opportunity Program for Students) encouraged me to work diligently in my studies.

I thank Mr. Patrick Taylor for kindling my desire and rewarding my drive for success."

Patrick F. Taylor Scholars Awards Programs

The Foundation is committed to providing students with a comprehensive educational experience. Therefore, the Taylor Scholars Awards Programs were created to offer "early scholars," Louisiana middle and high school students, enriched educational opportunities.

In addition, these programs act as tangible reminders to students—continued academic achievement will result in a state-paid college education.

- Both programs are fully funded and endowed by the Patrick F. Taylor Foundation to continue in perpetuity.
- All public, private, and parochial school students in Louisiana are eligible for participation in the programs.

Taylor/Audubon Students and Scholars Program

Created in 1996, the Taylor/Audubon Students and Scholars Program provides Louisiana students in grades seven through twelve with a grade point average of 2.5 or higher with a one year membership to the Audubon Aquarium of the Americas in New Orleans.

Students who earn a grade point average of 3.0 or higher also qualify for a one year membership to the New Orleans Audubon Zoo.

Taylor/New Orleans Museum of Modern Art Scholars Program

Created in 1997, the Taylor/New Orleans Museum of Arts (NOMA) Scholars Program provides Louisiana students in grades seven through twelve who earn a grade point average of 2.5 or higher with a one year membership to the New Orleans Museum of Art.

"This program continues to grow and touch the lives of many more young people. The educational opportunities that they will receive from their visits to the New Orleans Museum of Art and the Audubon facilities will expand their horizons and encourage them to continue their education."

Patrick F. Taylor

Mr. and Mrs. Patrick F. Taylor
shared a common vision
for building
a better America.

Patrick F. Taylor Foundation

Mr. and Mrs. Patrick F. Taylor started the Patrick F. Taylor Foundation in 1985
as a gesture of thanks to the nation that had given them so much.
The Patrick F. Taylor Foundation strives to build a better America.
Although best known for its work in education
through promotion of the Taylor Plan,
the Foundation also supports law enforcement,
the military, and other humanitarian efforts.

"There is no better way to raise the expectations of our families,

to motivate our kids, and to enthuse our teachers

than to offer hope in the form of a future."

Patrick F. Taylor

In Her Own Words: A Taylor Plan Success Story – Suzanne Le Breton

Suzanne Le Breton is Assistant Managing News Editor for the St. Tammany News, a paper in Covington, Louisiana. The following excerpt from her article "The Gift of a Stranger" appeared in The News Banner on December 26, 2001.

"It's funny how a complete stranger can impact someone else's life without even knowing it.

One particular stranger had a great impact on my life—an impact that I took for granted until just recently. I recently reported on a speaker the Rotary Club had at its meeting. This speaker meant more than a story to me.

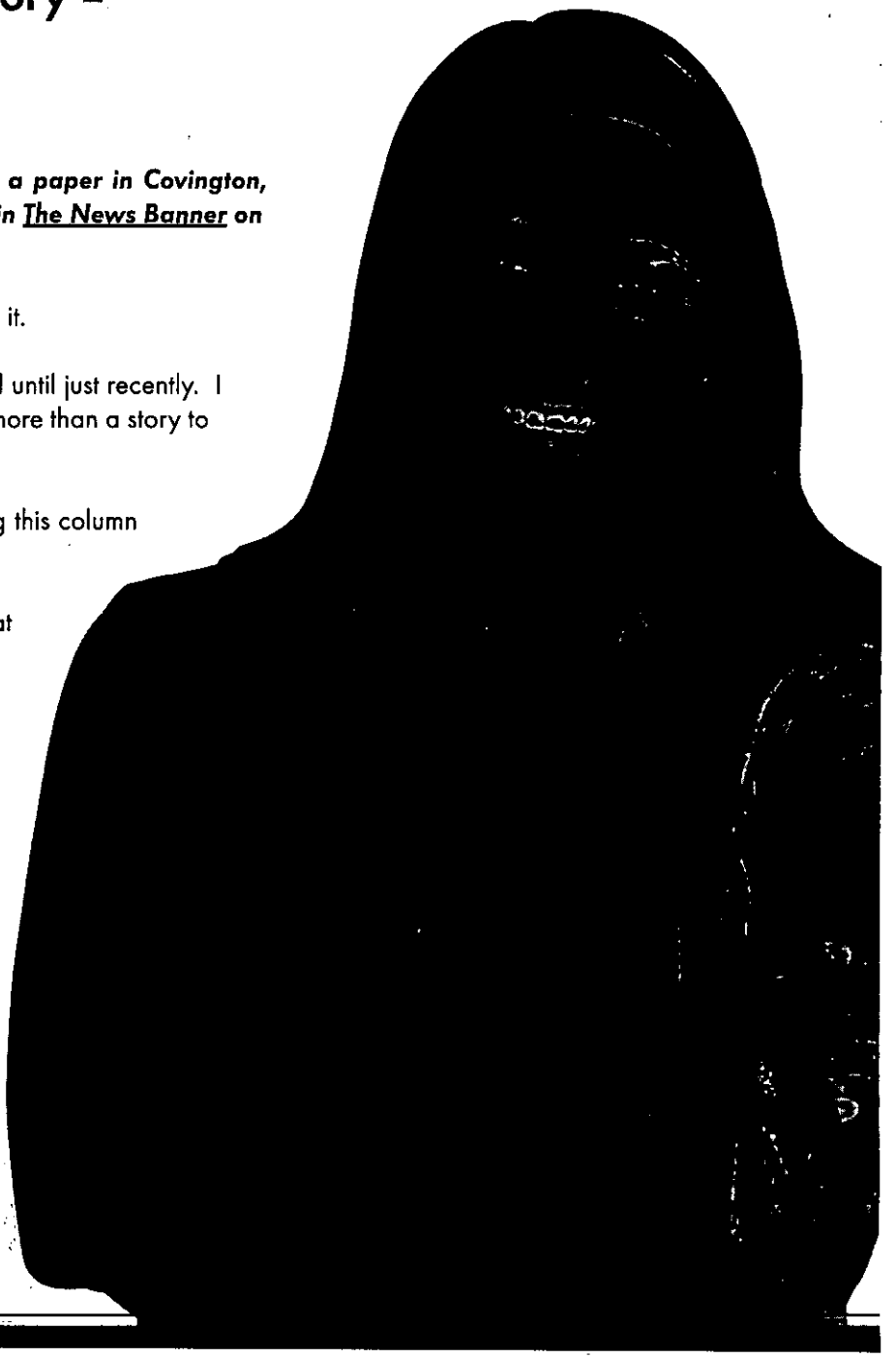
The speaker was Pat Taylor. If it weren't for Mr. Taylor, I probably would not be writing this column right now. I probably would not have my husband or have had my baby.

In March 1988, Patrick Taylor told 183 underachieving 7th and 8th grade students at Livingston Middle School in New Orleans East that if they maintained a B average and stayed out of trouble, he would see to it they attended college.

In March of 1988, I was in 5th grade, and I promise you, how I was going to pay for my college was the last thing on my mind. But thankfully, how Louisiana kids were going to pay for their college was the first thing on Mr. Taylor's mind.

In 1989, he convinced the Louisiana Legislature to pass a bill adopting the 'Taylor Plan.' ... I could not have afforded college without it. Oh, I could have applied for loans, but for fear of going into debt, I probably wouldn't have. My parents have three kids, and they wanted the best for us. These days the best involves getting a college education. I could not have gotten this job without my education, and I would not have met my husband if I had not gone to college.

As I sat there listening to Mr. Taylor speak, all of these things flashed through my mind. And all I can say is thank you for helping the many faceless children in Louisiana, and I promise to use the education that Mr. Taylor fought so hard for me to have."



The Taylor Plan's Record of Success

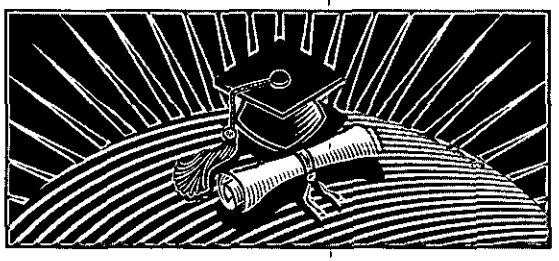
The first Taylor Plan was initiated in Louisiana in 1989. The Louisiana Taylor Plan, known in the state as TOPS (Tuition Opportunity Program for Students), has a proven track record of success.

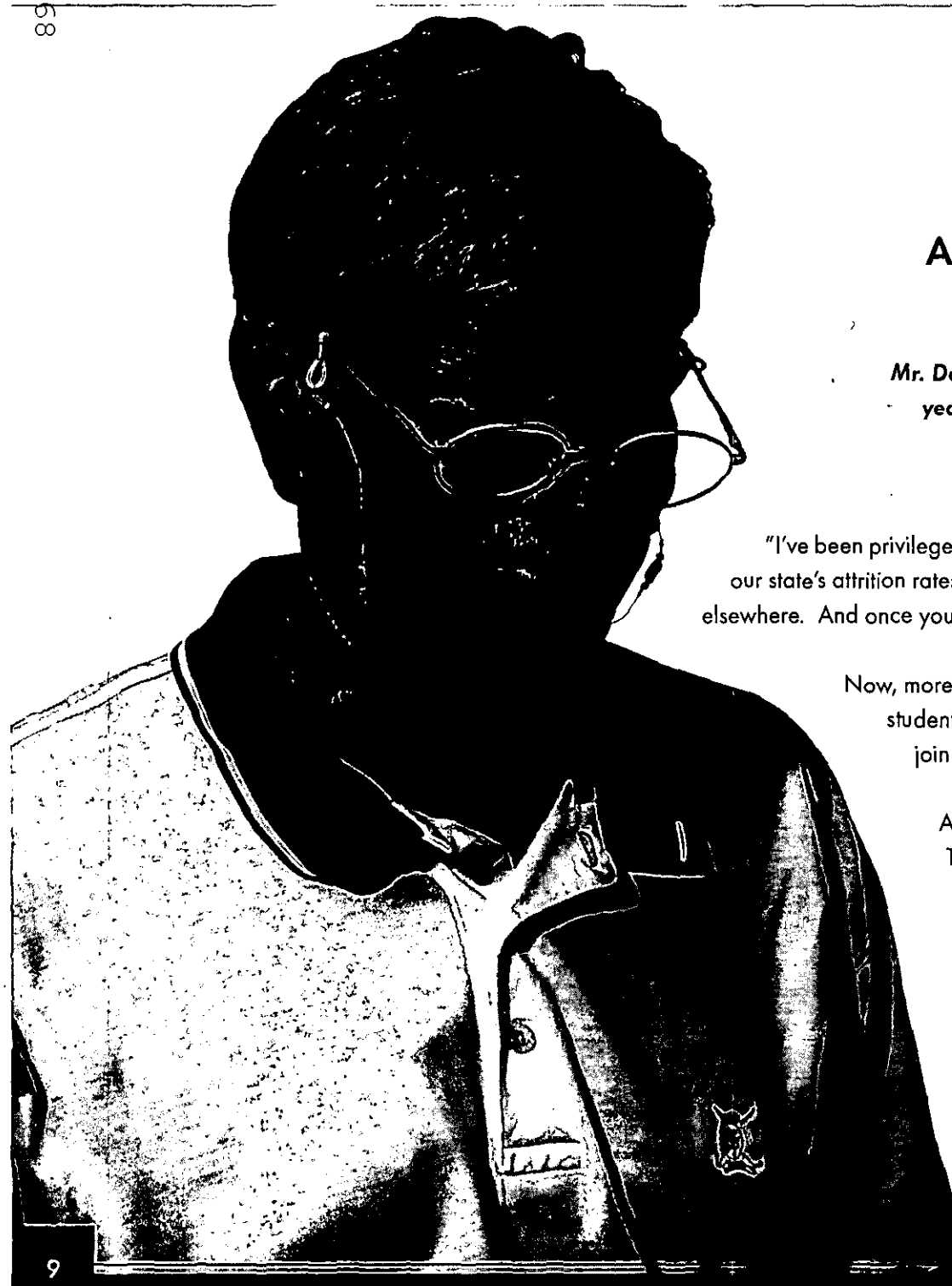
Research conducted by the Louisiana Board of Regents indicates:

- Students who take the TOPS core curriculum in high school score significantly better on standardized tests.
- The number of first-time freshmen with TOPS enrolling in public postsecondary institutions has increased.
- The number of high school graduates leaving Louisiana for postsecondary education has decreased.
- A large number of students with higher standardized test scores are remaining in Louisiana to attend college.
- Students receiving a TOPS award persist in college at a higher rate than non-TOPS students.
- More students with TOPS graduate from college in a shorter period of time than non-TOPS students.

Additionally,

- College entrance requirements have increased across the state.
- Louisiana's flagship school, Louisiana State University and Agriculture & Mechanical College, no longer offers remedial courses, saving the state thousands of taxpayer dollars.
- When the Taylor Plan was initiated in 1989, the average ACT score of entering LSU freshmen was a 19. Today, LSU freshmen average a 24.
- LSU has gone from open enrollment to requiring a 3.0 high school grade point average and an ACT score of 22.





In His Own Words:
A Louisiana Teacher – Mr. Doug Taylor

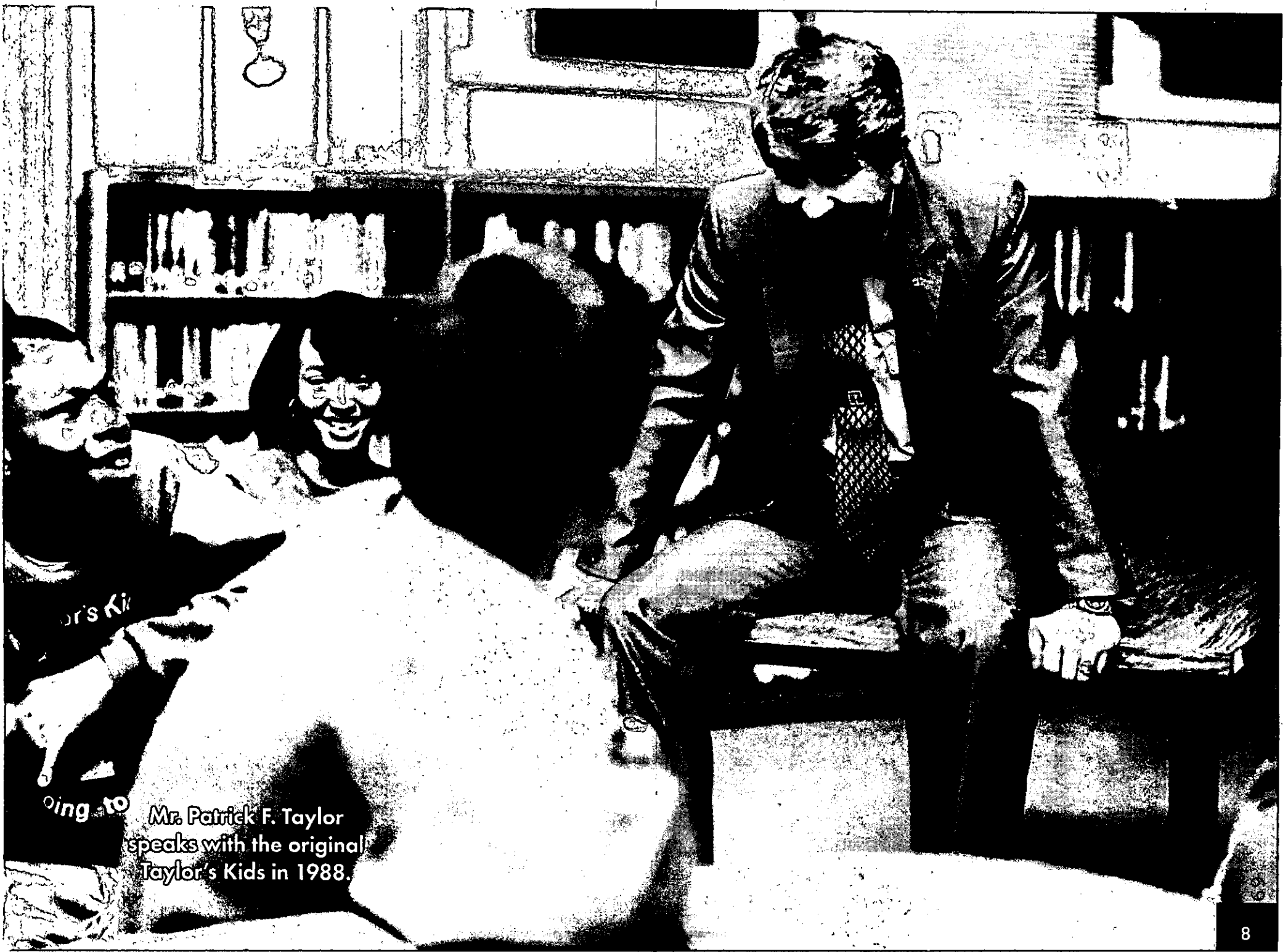
(no relation to Patrick F. Taylor)

Mr. Doug Taylor has been a Louisiana teacher for over 25 years. Most of his years as an educator have been spent at St. Thomas More High School in Lafayette, Louisiana, as an instructor of history.

"I've been privileged to be in the classroom with Louisiana students for over 25 years. Before TOPS, our state's attrition rates were awful. Our brightest students were leaving to pursue college educations elsewhere. And once you lose them, they don't come back.

Now, more and more students remain in Louisiana for college. Our smartest, most diligent students are more likely than ever before to stick around after university training and join our state's workforce. The bottom line: TOPS keeps students at home.

Another TOPS' benefit - my high school seniors are more motivated than ever. They know what they have to do to attain the award. Seniors have a tendency to slack off toward the end, but if they know they have to keep their grades up to get TOPS, they work hard all the way to graduation. Parents, too, are aware of the academic requirements. Attaining TOPS is a household goal. And then, when students get to college, they must continue to achieve. TOPS is keeping our students on task."



Mr. Patrick F. Taylor speaks with the original Taylor's Kids in 1988.

The Taylor Plan

"Students are not dropping out because it's too hard, but because it's too easy."

Patrick F. Taylor

Objective:

The Taylor Plan sets the standards for student achievement in high school, offering students a state-funded, merit-based opportunity to attend college or vocational/technical school. The Plan is a contract between students and state - students can earn up to a four-year, state-paid college tuition if they meet specified criteria.

Criteria:

The Taylor Plan is three-pronged: Students must take a specific core curriculum, make the required standardized test score, and meet grade point average requirements.

1. Curriculum

A college preparatory high school core curriculum, one both rigorous and appropriate, is necessary to fully prepare students for the challenges of college. The goal is to ensure high school graduates are college ready and graduation oriented.

The ideal high school core curriculum will include:

Units	*Courses*
4	*English*
4	*Mathematics*
4	*Social Studies*
4	*Science*
2	*Foreign Language*
1	*Fine Arts*
.5	*Computer Science*
19.5	*Total*

2. Standardized Test Scores

The Taylor Plan requires a student's ACT or SAT composite score to be at or above the state average.

3. Grade Point Average

A student's high school grade point average must demonstrate reasonable academic success. Therefore, the Taylor Plan requires a minimum 2.5 grade point average.

4. Vocational/Technical School

Students interested in pursuing careers requiring vocational or technical training are also able to earn a state-funded, merit-based opportunity to attend vocational/technical school.

College Eligibility:

The main focus of the Taylor Plan is college graduation, not simply enrollment. Therefore, to remain eligible, a student must achieve an appropriate level of academic success in college.

- ***Students must maintain full-time status.***
- ***At the end of year one, a student must earn a 2.3 minimum cumulative grade point average.***
- ***At the end of years two through four, a student must earn a 2.5 minimum cumulative grade point average.***
- ***Students must earn a minimum of 24 credit hours per academic year.***
- ***The plan encourages students to graduate in four years (eight semesters).***

The Taylor Plan Is Born

March 16, 1988, should have been an ordinary day for Patrick Taylor. In addition to performing the regular tasks associated with running a major oil and gas company, he was scheduled to address a group of students from inner city New Orleans. Although the invitation to speak at Livingston Middle School was certainly an honor, Patrick F. Taylor, a man generous to the community, had delivered many "role model" speeches before. But call it fate, providence, or even luck, March 16th would alter the course of Patrick Taylor's life and the lives of students across the nation.

It started with a question: How could Patrick Taylor motivate his audience, a group of 183 underprivileged, underachieving 7th and 8th graders? He knew he had to do more than flash a Rolex and talk about his own impoverished background and current oil field success. He had to make the kids a deal. Pat Taylor was good at making deals.

He decided "to offer them the only choice that I felt they could not refuse, the only choice that works—the choice of whether or not they could go to college." After all, these were not just any 7th and 8th graders. These were largely repeat 7th and 8th graders; these were largely 15- and 16-years-old 7th and 8th graders; these were largely kids who had given up on education because they believed education had given up on them.

Taylor was convinced America's low-income youth were growing up thinking that college was "for other folks." After researching further, he discovered that three-quarters of Louisiana families could not afford a college education for their children. He also knew those statistics were not unique to the state. And so, Patrick Taylor, once just a penniless student himself, decided to act.

It started with an offer to the original 183 "Taylor's Kids." He promised to pay their way through college if they would take college preparatory courses, maintain a B average, and stay out of trouble. It evolved into a statewide legislative campaign to ensure all Louisiana students had access to a free college education.

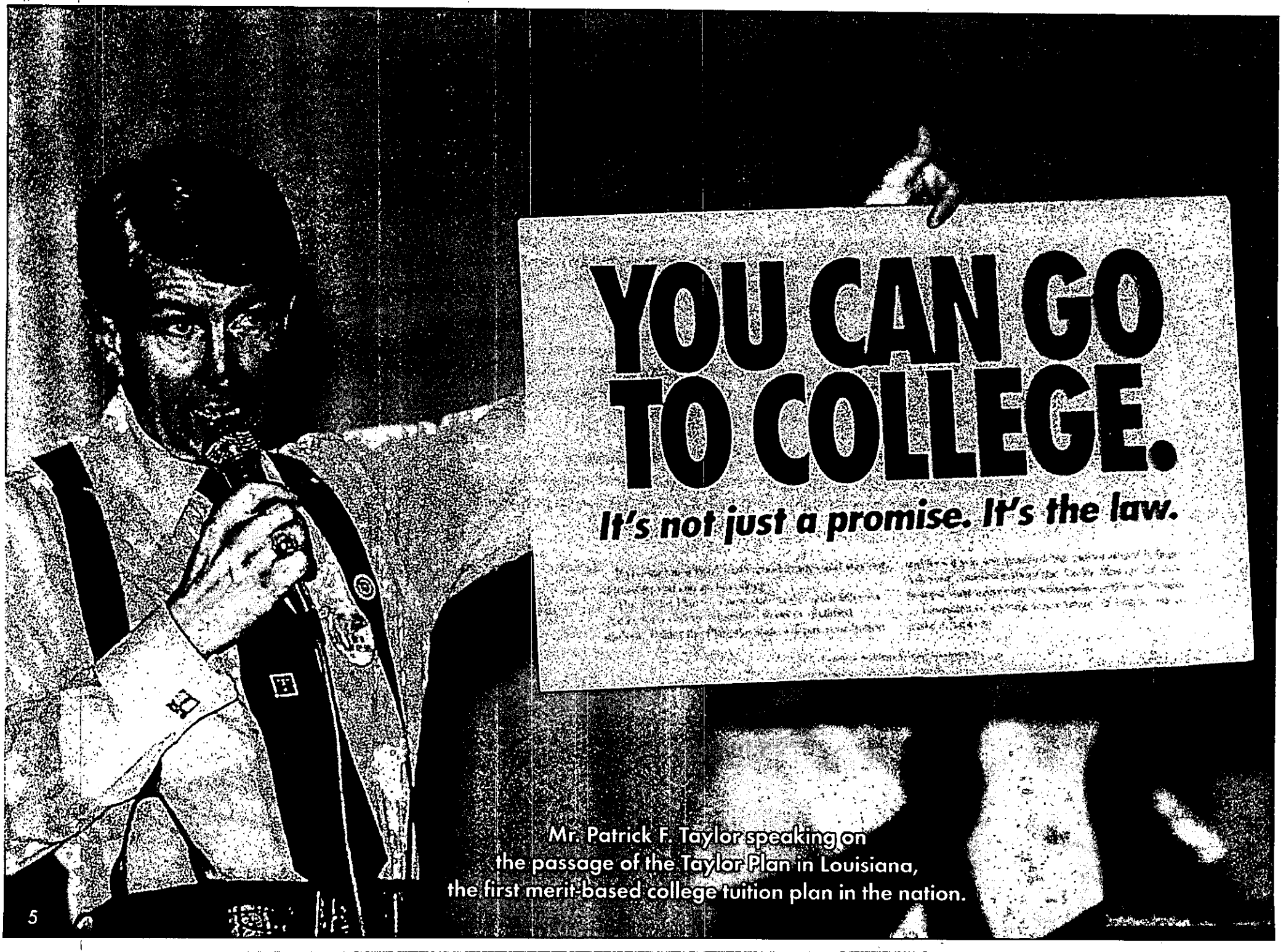
The "Taylor Plan," always merit based, proposed state-paid tuition at any Louisiana public university for students who earned a sufficient ACT score and a 2.5 grade point average in specified core courses. Convinced the scholarship should be based on merit alone, Taylor pushed successfully for the income requirement to be removed.

Although the Louisiana legislative battle was fierce, Act 789 (Tuition Assistance Program), was signed into law on July 10, 1989. No one fought harder or felt prouder than Patrick F. Taylor. His new "role model" message: You can go to college. It's not just a promise. It's the law.

The original Taylor Plan was known as TAP (Tuition Assistance Program) in Louisiana. It was a merit-based tuition program for students whose annual family income did not exceed $25,000 (with provisions for additional children). In 1997, all academic award programs were combined under TOPS (Tuition Opportunity Program for Students), and the income cap was removed. Today, every student in Louisiana has the opportunity to earn college tuition while in high school, regardless of family income.

State-paid, merit-based aid is now well accepted and supported in the United States as a means of challenging students to work harder and meet higher standards. By qualifying for the Taylor Plan, students are prepared for college, graduate in larger numbers and in a shorter period of time.

Taylor's revolutionary approach caught the attention of *60 Minutes* correspondent Mike Wallace. Wallace featured Taylor and his "Kids" twice, in 1989 and 1990, prompting other states to find out what was happening down South. Patrick Taylor was only too happy to bring his ideas elsewhere. By the time of his death in 2004, more than 40,000 Louisiana students were attending college on TOPS, and more than 20 states had adopted versions of the Taylor Plan.



Mr. Patrick F. Taylor speaking on
the passage of the Taylor Plan in Louisiana,
the first merit-based college tuition plan in the nation.

The Patrick F. Taylor Story

"You will understand me better if you look upon me not as a rich man, but as a poor boy."

Patrick F. Taylor

In 1955, a poor young man from Texas was given an incredible opportunity–the chance to attend Louisiana State University tuition free. That young man, Patrick F. Taylor, graduated three-and-a-half years later with a degree in petroleum engineering, an eye for oil, and a mission to ensure all young people have an opportunity for a college education.

Although his life was in many ways the American Dream come true, Patrick Taylor did not believe in the self-made man. Keenly aware of the important role others had played in his own success, Taylor felt instead that individual achievement was the product of personal drive blessed by good fortune. He sought to be a bit of that good fortune for others.

True, Patrick Taylor was a modern-day pioneer in the petroleum industry. The company he started in 1979, Taylor Energy Company, remains the only independently owned oil company ever to explore for and produce oil and natural gas in federal waters, but his real passion was always with America's children.

Burdened by the knowledge that many young people believed the system had forgotten them, Patrick Taylor sought opportunities to make a difference in the lives of America's kids. That mission received national attention when he promised to send 183 underprivileged, underachieving 7th and 8th graders, affectionately dubbed "Taylor's Kids," to college if they engaged in rigorous study, maintained a B average, and stayed out of trouble. A man of integrity, he was true to his word.

But Patrick Taylor never thought small. What began as a promise to 183 inner city New Orleans students became a statewide legislative campaign to ensure all Louisiana young people had the opportunity to attend college. And after the first "Taylor Plan" became law in Louisiana in 1989, Mr. Taylor took his Plan to other states. By the time of his death in 2004, the children of more than 20 states thanked oilman Patrick Taylor for guaranteeing their opportunity to a college education.

The Patrick F. Taylor Foundation honors the legacy of its founder, a true American hero, who sought equality of opportunity for all.

Mission

The mission of the Patrick F. Taylor Foundation
is to promote the common good and well-being of all people of our nation,
primarily by promoting universal and unlimited educational opportunities
based solely on each individual's demonstrated ability and willingness to learn.

Building a Better America

At the Patrick F. Taylor Foundation, we celebrate the promise of America, a nation still rich in courage, valor, and grit. We are a land of dreamers whose vision of the future is ripe with opportunity. And as always, in the dreams of our children, we find the most beauty.

Patrick F. Taylor, an oilman who once had dreams of his own, believed in America's youth. He understood that bright futures stand on the sturdy legs of education. And so he worked to guarantee that the opportunity to go to college be based on a child's ability to learn, not the ability to pay.

His vision, known as the Taylor Plan, became law in Louisiana in 1989. By the time of his death in 2004, 20 additional states had adopted merit-based college tuition plans.

We at the Foundation are proud of my late husband's legacy, but we recognize that his work is far from finished. Barriers still remain between our children and the attainment of their goals. It is our duty to raze these walls and to create equality of opportunity for all.

It begins with a pledge to our children: If you will study, if you will take challenging courses, if you will succeed, then you will have access to college and a meaningful future.

We begin with our children, but we do not end there. The Patrick F. Taylor Foundation works with America's leaders to ensure America's law reflects America's promise. The communities we call home must be resilient, vibrant, and strong. To harvest prosperity we must plant opportunity, integrity, diligence, justice, and soul.

The Foundation's attention, therefore, reaches beyond the classroom to centers of art and history, law enforcement, and the armed forces. We work to ensure that America grows better, safer, and stronger with each passing hour.

Our duty is clear, our resolve is strong, and our path is lit by the hope that together, we will make a difference.

Mrs. Phyllis M. Taylor
Chairman and President

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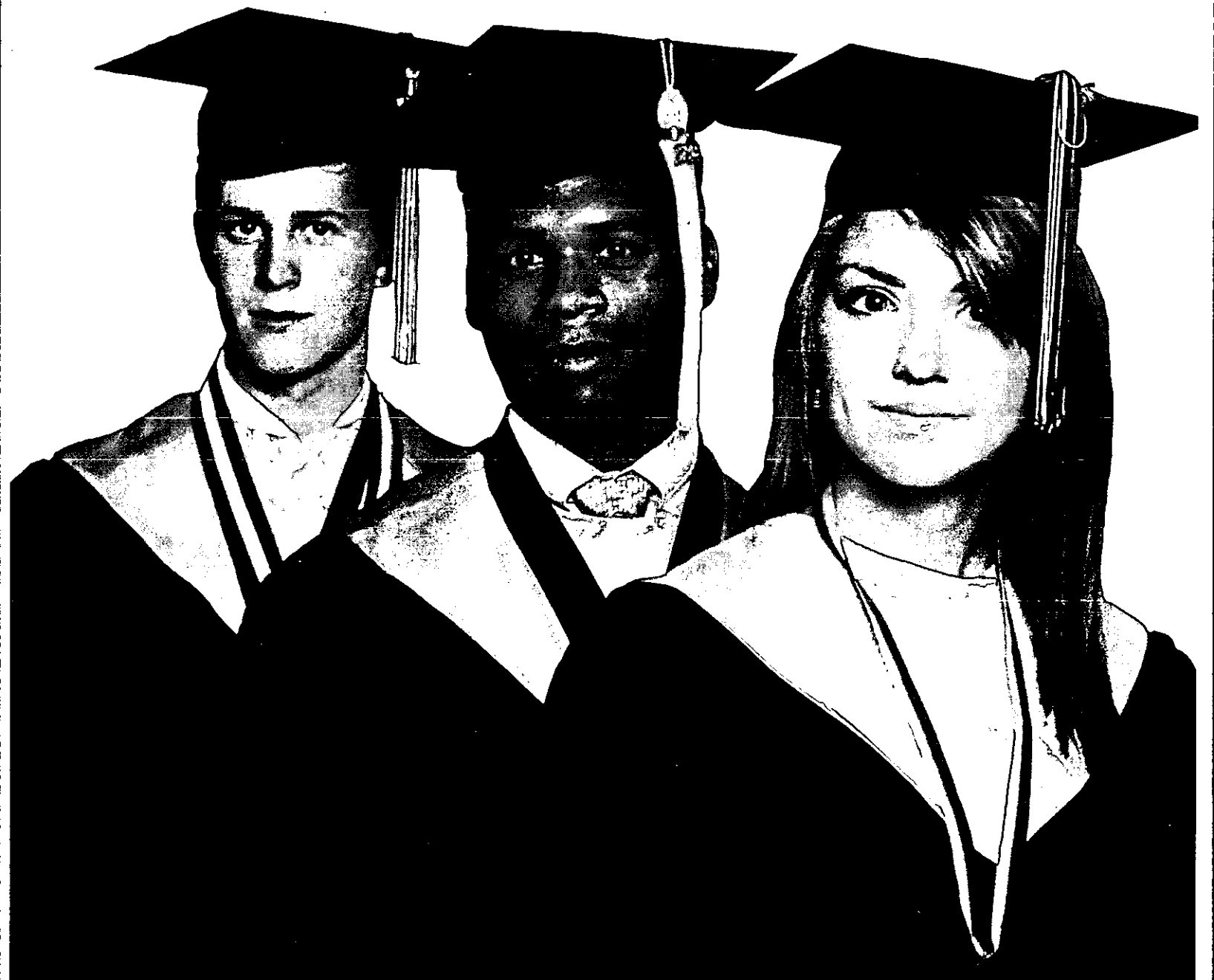
Patrick F. Taylor Foundation

Think "Tops"



February 2008

PATRICK F. TAYLOR FOUNDATION
TOPS FACTS

In 1989, the original Louisiana Taylor Plan became law as a result of Mr. Patrick F. Taylor's educational initiatives. Governor Roemer signed ACT 789 into law creating the first state-funded, merit-based college tuition program in the country called the Louisiana College Tuition Plan (LCTP). Students were required to earn 17.5 units in the core curriculum, score a minimum 18 composite score on the ACT, and earn a 2.5 grade point average. In 1992, the program was renamed the Tuition Assistance Plan (TAP) by ACT 887 and ACT 718. Both programs had an income cap.

In 1997, Governor Foster signed into law ACT 1375 and ACT 287 changing TAP to the Tuition Opportunity Program for Students (TOPS). The income cap was removed, the program was broadened and the core curriculum was adjusted to 16.5 units. With this law all Louisiana students became eligible for awards based on their academic performance.

In 2001, Governor Foster signed ACT 1202 which provides the Governor, Legislature, and public with an annual evaluation of the TOPS Program. In addition, the data collected provides indicators on how effective individual high schools are preparing their graduates for college or entry into workforce training.

WHAT IS TOPS?

Louisiana's Tuition Opportunity Program for Students (TOPS) is a comprehensive program of state scholarships and one of the most innovative and progressive student assistance programs in the nation.

CRITERIA FOR ELIGIBILITY:

- Students must take a specific core curriculum (17.5 units)
- Make the required standardized test score (20 ACT or 940 SAT)
- Meet grade point average requirements (2.5 minimum GPA in core curriculum)
- Students enrolled in technical and community college are also eligible under different criteria
- TOPS recipients must meet certain established requirements to maintain award

BEFORE TOPS:

- Open admissions to all public universities (LSU in 1988)
- Over 50% entering freshmen required remedial courses
- Low college graduation rate and excess time to graduate

PURPOSE OF TOPS:

- To provide financial incentives as a reward for good academic performance
- To promote academic success by requiring completion of a rigorous high school core curriculum
- To keep Louisiana's best and brightest in the state to pursue postsecondary educational opportunities

Eligible for TOPS

HS Graduating Year	Graduates	With TOPS Core	Eligible for TOPS	% Enrolled with TOPS
2003	45,226	25,546	14,797	83%
2004	44,569	26,111	14,961	91%
2005	43,012	26,951	15,273	83%
2006	40,981	26,487	15,115	88%
2007	41,370	27,230		

- Of the 44,569 high school graduates in the 2004 graduating class, 26,111 graduates (58.6%) completed the TOPS core curriculum
- 14,961 of the graduates (33.6%) were eligible to receive a TOPS award.
- 13.2% of the entering college class left Louisiana in 1996. Only 9% left in 2002
- The number of first time freshmen with TOPS enrolling in public postsecondary education continues to increase

	ACT AVERAGE		
2003 Graduates	19.6	19.8	2004 Graduates
Less than core	16.2	16.5	Less than core
With core	21.1	21.7	With core
Met TOPS requirements	23.8	23.8	Met TOPS requirements

Note: Not including TOPS Tech core/requirements

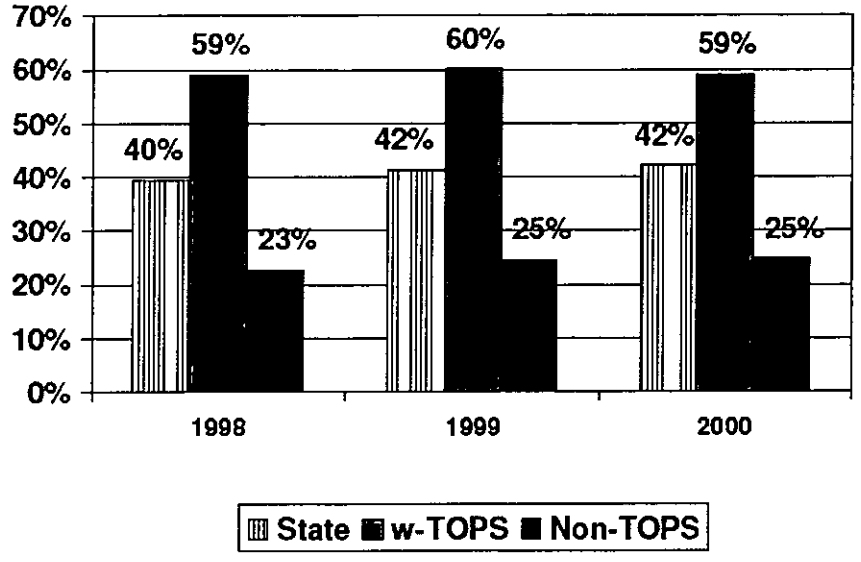
- TOPS students score significantly higher than non-TOPS students on the ACT
- ACT composite score increases are the result of increased number of students completing the core and increased numbers meeting the TOPS requirements
- A larger number of students with higher ACT scores are remaining in Louisiana to attend college

TOPS RECIPIENTS VS. NON-TOPS STUDENTS:

According to the 2007 TOPS Reporting System to the House Education Committee by the Board of Regents

- 59% of TOPS students at four-year institutions graduate within six years
- Non-TOPS students graduate at a 25% rate within six years

Graduating: 6-year Rate Baccalaureate Degrees



TOPS Opportunity, Performance, or Honors Award
Not including TOPS Tech

Source: LOSFA, Regents
Public 4-year Universities

- Students who enrolled with TOPS in 2003 remained in school for the second year at a rate of 88%
- Students who enrolled without TOPS in 2003 remained in school for the second year at a rate of 66%
- 77% of those enrolled in 2003 TOPS students were still in college by the fourth year, as opposed to only 42% of their non-TOPS counterparts.
- Students receiving a TOPS award persist in college at a higher rate than non-TOPS students
- Students receiving TOPS graduate from college at a higher rate and in a shorter period of time than non-TOPS students

COST OF TOPS:

Statistics are from TOPS Payment Summary on www.osfa.state.la.us

TOPS EXPENDITURES BY YEAR

Academic Year	Number of Students	General Fund	Tobacco Fund	Total Expenditures
1989-1990	528	$782,280	-0-	$782,280
1990-1991	1,152	$1,966,232	-0-	$1,966,232
1991-1992	1,459	$2,486,393	-0-	$2,486,393
1992-1993	1,809	$3,472,436	-0-	$3,472,436
1993-1994	1,889	$3,892,929	-0-	$3,892,929
1994-1995	2,114	$4,379,408	-0-	$4,379,408
1995-1996	2,312	$4,667,019	-0-	$4,667,019
1996-1997	2,728	$5,693,320	-0-	$5,693,320
1997-1998	2,996	$6,395,328	-0-	$6,395,328
*1998-1999	23,509	$54,031,499	-0-	$54,031,499
1999-2000	29,120	$67,441,004	-0-	$67,441,004
2000-2001	35,726	$90,021,795	$222,786	$90,244,581
2001-2002	40,856	$102,228,429	$1,779,677	$104,008,107
2002-2003	40,114	$90,920,887	$13,684,158	$104,605,045
2003-2004	41,042	$98,594,051	$11,897,686	$110,491,738
2004-2005	42,451	$102,882,735	$14,149,050	$117,031,785
2005-2006	42,468	$101,642,413	$15,136,282	$116,778,695
2006-2007	43,534	$103,302,239	$17,146,878	$120,449,117
TOTAL	**355,807	**$844,800,397**	**$74,016,517**	**$918,816,916**

** TAP changed to TOPS. Income cap was removed enabling all eligible students to receive TOPS*
*** Duplicated count*

Total number of students who have received TOPS since its inception: **148,500**
(5,623 are students whose scholarships converted to TOPS scholarships at the inception of TOPS)

Please note that the Tobacco Fund continues to grow causing a decrease in the state General Fund Contributions. Also note that the number of TOPS students is increasing slowly, almost to a level number.

AFFORDABILITY:

According to Measuring Up 2006: The State Report Card on Higher Education a study conducted by The National Center for Public Policy and Higher Education.

The affordability category measures whether students and families can afford to pay for higher education, given income levels, financial aid, and the types of colleges and universities in the state.

- Louisiana received an F in affordability

A CLOSER LOOK AT FAMILY ABILITY TO PAY	Average family income	Community colleges		Public 4-year colleges/universities		Private 4-year colleges/universities	
		Net college cost*	Percent of income needed to pay net college cost	Net college cost*	Percent of income needed to pay net college cost	Net college cost*	Percent of income needed to pay net college cost
Income groups used to calculate 2006 family ability to pay							
20% of the population with the lowest income	$9,668	$4,474	46%	$5,191	54%	$22,168	229%
20% of the population with lower-middle income	$24,000	$5,202	22%	$6,190	26%	$22,060	92%
20% of the population with middle income	$38,967	$5,845	15%	$7,363	19%	$21,772	56%
20% of the population with upper-middle income	$60,460	$6,005	10%	$7,399	12%	$21,520	36%
20% of the population with the highest income	$104,300	$6,040	6%	$7,418	7%	$22,008	21%
40% of the population with the lowest income	**$16,834**	**$4,838**	**29%**	**$5,691**	**34%**	**$22,114**	**131%**

*Net college cost equals tuition, room, and board, minus financial aid.

- TOPS reduces the unmet financial need
- TOPS has contributed significantly to increasing the number of college graduates per year which provides much greater productivity per unit cost for the tax payers of the state
- If Louisiana's goal is to increase the number of college graduates, we need better prepared students and to keep tuition at an affordable cost

*Please note that in 2006 the **Go Grant** was approved to address the unmet needs of post secondary students. However, the **Go Grant** needs to be revisited; it has no academic requirements, it is too broad, and lacks accountability.*

PAR RECOMMENDS:
LOUISIANA CONTINUES FULLY FUNDING TOPS TO KEEP PACE WITH TUITION INCREASES

According to the May 2007 Report by Public Affairs Research Council of Louisiana, Inc.

PAR states: "TOPS was designed as a program to fully cover the cost of tuition and some fees for each eligible student regardless of the expense. At its inception, TOPS was designed to grow with increased student enrollment and increases in tuition and required fees. However, as it has evolved, not all required fees have been covered. Nearly all new fees that have received legislative approval in recent years have been exempted from TOPS. Continuing this practice would limit growth in TOPS funding, but also would seem to dilute the original intent of the program."

TOPS SUMMARY:

According to the 2007 TOPS Reporting System to the House Education Committee by the Board of Regents

TOPS is challenging students to work harder in high school and making them better prepared for college. Parents are paying greater attention to school work and grades. Universities are now in a position to establish fixed admission requirements; therefore, reducing the need for remedial courses.

- Students who take the core curriculum score significantly better on the ACT.
- More students in the recent graduating class took the core and more have been determined eligible for TOPS.
- TOPS has contributed significantly to the reduction in remedial courses.
- The majority of students receive an Opportunity Award and enroll in a public four-year university.
- The number of first time freshmen with TOPS enrolling in public postsecondary education has increased.
- 91% of the entering college class stays in Louisiana to pursue their college education.
- A larger number of students with higher ACT scores are remaining in Louisiana to attend college.
- More students with TOPS graduate from college in a shorter period of time than non-TOPS students ultimately saving the cost of tuition and state support.
- TOPS eligible students are attending universities with higher admission standards in greater numbers than institutions with lower admission standards. *(see appendix)*

Consideration of the increased access to college, the reduction in remedial enrollment, the reduced time to graduate and the increased number of graduates strongly indicates the TOPS Program is a major success story, one in which Louisiana leads the nation.

Appendix

TOPS Payment Summary by Award Level for Academic Year 2006-07

as of 12/13/07

School	Opportunity		Performance		Honors		Tech		National Guard		Total		Percentage by School	
	#	$	#	$	#	$	#	$	#	$	#	$	#	$
Nicholls	1,299	2,945,031	377	1,063,283	167	534,845	0	0		150	1,843	4,543,308	4.23%	3.77%
Grambling	180	432,134	17	51,510	1	3,430	0	0		150	198	487,224	0.45%	0.40%
La. Tech	1,999	5,355,232	740	2,398,260	526	1,916,178	0	0		1,600	3,265	9,671,270	7.50%	8.03%
LSU-BR	7,488	23,349,660	2,804	10,052,136	2,917	11,640,849	0	0		5,100	13,209	45,047,745	30.34%	37.40%
LSU-A	252	484,278	57	146,067	24	68,731	0	0		0	333	699,076	0.76%	0.58%
LSU-E	355	451,581	78	147,218	29	61,171	34	40,425		0	496	700,394	1.14%	0.58%
LSU-S	496	1,157,853	162	464,929	62	210,094	0	0		0	720	1,832,876	1.65%	1.52%
LSUMC-NO	96	257,636	60	197,560	35	119,798	0	0		0	191	574,994	0.44%	0.48%
LSUMC-S	6	17,864	6	23,592	7	21,118	0	0		0	19	62,574	0.04%	0.05%
UNO	1,522	4,078,703	352	1,142,346	175	634,173	0	0		450	2,049	5,855,672	4.71%	4.86%
McNeese	1,541	3,490,321	436	1,220,448	190	615,477	0	0		900	2,167	5,327,146	4.98%	4.42%
ULM	1,378	3,147,916	510	1,432,737	262	879,656	0	0		150	2,150	5,460,459	4.94%	4.53%
NW	1,229	2,910,536	399	1,144,864	158	510,675	0	0		1,350	1,786	4,567,426	4.10%	3.79%
SE	2,983	6,854,676	662	1,901,690	230	771,833	0	0		2,100	3,875	9,530,300	8.90%	7.91%
Southern-BR	538	1,317,403	90	266,640	15	45,193	0	0		300	643	1,629,536	1.48%	1.35%
Southern-NO	6	13,619	0	0	1	3,006	0	0		0	7	16,625	0.02%	0.01%
Southern-S	30	42,957	0	0	0	0	4	5,944		0	34	48,901	0.08%	0.04%
ULL	3,613	8,043,943	1,069	2,893,122	497	1,575,792	0	0		1,200	5,179	12,514,057	11.90%	10.39%
Delgado	290	403,935	29	51,005	1	2,189	130	165,531		0	450	622,660	1.03%	0.52%
South La. C C	53	66,822	9	12,033	0	857	0	0		0	62	79,712	0.14%	0.07%
BR Community C.	339	416,252	13	24,102	0	1,127	53	63,976		300	405	505,757	0.93%	0.42%
Bossier Parish CC	180	225,108	25	44,134	3	5,834	108	132,798		600	316	408,474	0.73%	0.34%
Delta CC	11	15,620	2	1,962	0	0	19	26,554		0	32	44,136	0.07%	0.04%
Nunez CC	19	20,616	0	0	0	0	9	12,528		0	28	33,144	0.06%	0.03%
River Parishes CC	51	68,072	5	8,368	1	1,246	0	0		0	57	77,686	0.13%	0.06%
L E Fletcher CC	43	48,310	3	3,987	0	0	68	64,027		0	114	116,324	0.26%	0.10%
Sowella Tech CC	38	53,696	5	10,857	0	0	68	78,293		0	111	142,846	0.25%	0.12%
LTC-Acadian Campus	4	2,507	0	0	0	0	1	586		0	5	3,093	0.01%	0.00%
LTC-Alexandria	2	1,172	0	0	0	0	2	879		0	4	2,051	0.01%	0.00%
LTC-Ascension	4	2,344	3	3,451	0	0	11	7,564		0	18	13,359	0.04%	0.01%
LTC-Avoyelles	2	1,009	0	0	0	0	4	1,244		0	6	2,253	0.01%	0.00%
LTC-Baton Rouge	4	4,074	0	0	0	0	10	5,464		0	14	9,538	0.03%	0.01%
LTC-Bastrop	2	828	0	0	0	0	1	552		0	3	1,380	0.01%	0.00%
LTC- Sidney Collier	0	0	0	0	0	0	0	0		0	0	0	0.00%	0.00%
LTC-Charles B. Coreil	4	2,156	0	0	0	0	1	562		0	5	2,718	0.01%	0.00%
LTC-Delta -Ouachita	2	966	0	0	0	0	3	943		0	5	1,909	0.01%	0.00%
LTC-Evangeline	0	0	0	0	0	0	3	828		0	3	828	0.01%	0.00%
LTC-Florida Parishes	1	1,145	0	0	0	0	1	235		0	2	1,380	0.00%	0.00%
LTC-Folkes	0	0	0	0	0	0	0	0		0	0	0	0.00%	0.00%
LTC-Gulf Area	5	2,815	0	916	0	0	6	2,018		0	11	5,749	0.03%	0.00%
LTC-Hammond	6	2,930	0	0	0	0	12	5,567		0	18	8,497	0.04%	0.01%
LTC-Jefferson Campus	1	586	0	0	0	0	0	0		0	1	586	0.00%	0.00%
LTC-Jumonville	0	0	0	0	0	0	0	0		0	0	0	0.00%	0.00%
LTC-Lafayette	9	4,627	1	476	1	693	31	12,901		0	42	18,697	0.10%	0.02%
LTC-Lafourche	4	1,944	1	1,397	0	0	11	5,566		0	16	8,907	0.04%	0.01%
LTC-Lamar Salter	1	562	0	0	0	0	8	3,372		0	9	3,934	0.02%	0.00%
LTC-Huey P Long	0	0	0	0	0	0	6	2,695		0	6	2,695	0.01%	0.00%
LTC-Mansfield	0	0	0	0	0	0	3	1,076		0	3	1,076	0.01%	0.00%
LTC-Morgan Smith	4	1,771	0	0	0	0	4	1,725		0	8	3,496	0.02%	0.00%
LTC-Natchitoches	0	0	1	276	0	0	1	276		0	2	552	0.00%	0.00%
LTC-North Central	3	1,124	0	0	0	0	2	843		0	5	1,967	0.01%	0.00%
LTC-Northeast	3	1,380	0	0	0	0	0	0		0	3	1,380	0.01%	0.00%
LTC-Northwest	4	3,223	1	293	0	0	9	4,516		0	14	8,032	0.03%	0.01%
LTC-Oakdale	2	1,492	1	1,294	0	0	11	6,015		0	14	8,801	0.03%	0.01%
LTC-River Parishes	11	5,106	0	0	0	0	20	8,901		0	31	14,007	0.07%	0.01%
LTC-Ruston	5	2,248	0	0	0	0	3	1,405		0	8	3,653	0.02%	0.00%
LTC-Sabine Valley	0	0	0	0	0	0	2	879		0	2	879	0.00%	0.00%
LTC-Shelby Jackson	1	408	0	0	0	0	1	281		0	2	689	0.00%	0.00%
LTC-Shreveport-Bossier	0	0	1	986	0	0	0	0		0	1	986	0.00%	0.00%
LTC-Slidell	0	0	0	0	0	0	0	0		0	0	0	0.00%	0.00%
LTC-Sullivan	6	3,223	1	1,479	0	0	10	5,193		0	17	9,895	0.04%	0.01%
LTC-Tallulah	1	586	0	0	0	0	1	293		0	2	879	0.00%	0.00%
LTC-Teche	11	5,478	2	2,318	1	1,362	22	10,948		300	36	20,406	0.08%	0.02%
LTC-T H Harris	11	5,418	1	962	0	0	19	10,790		0	31	17,170	0.07%	0.01%
LTC-West Jefferson	0	0	0	0	0	0	0	0		0	0	0	0.00%	0.00%
LTC-West Side	0	0	0	0	0	0	0	0		0	0	0	0.00%	0.00%
LTC-Young Memorial	2	751	0	0	0	0	10	4,878		0	12	5,629	0.03%	0.00%
Centenary	154	385,410	96	279,807	161	551,551	0	0		0	411	1,216,768	0.94%	1.01%
Dillard	102	264,471	20	61,160	3	10,374	0	0		0	125	336,005	0.29%	0.28%
La College	247	604,695	79	232,408	110	367,993	0	0		0	436	1,205,096	1.00%	1.00%
Loyola	368	918,339	187	534,021	168	556,538	0	0		0	723	2,008,898	1.66%	1.67%
NO Bapt. Seminary	4	13,260	4	10,682	0	0	0	0		0	8	23,942	0.02%	0.02%
Our Lady Holy Cross	122	306,999	26	74,921	9	34,580	0	0		0	157	416,500	0.36%	0.35%
St. Joseph Seminary	9	23,922	6	16,819	7	25,935	0	0		0	22	66,676	0.05%	0.06%
Tulane	201	496,248	100	283,214	382	1,257,589	0	0		0	683	2,037,051	1.57%	1.69%
Xavier	368	917,004	188	559,811	49	164,107	0	0		0	605	1,640,922	1.39%	1.36%
Rochester Institute	0	0	2	6,116	0	0	0	0		0	2	6,116	0.00%	0.01%
Our Lady Of Lake	214	537,878	42	133,023	8	32,851	0	0		0	264	703,752	0.61%	0.58%
Total	27,939	70,199,872	8,673	26,908,679	6,200	22,626,845	722	699,071	49	14,650	43,534	120,449,117	100.00%	100.00%
Average Award Amount		$2,513		$3,103		$3,649		$968		$300		$2,767		

Expenditures by School Type:	Opportunity		Performance		Honors		Tech		Total				
	#	$	#	$	#	$	#	$	#	#	%	$	%
State Schools	25,011	64,351,342	7,819	24,546,401	5,296	19,612,019	38	46,369	38,164	38,164	87.66%	108,569,581	90.14%
Community Colleges and LTCs	1,139	1,380,304	104	170,296	7	13,308	684	652,702	1,934	1,934	4.44%	2,217,810	1.84%
Private Schools	1,789	4,468,226	750	2,191,982	897	3,001,518	0	0	3,436	3,436	7.89%	9,661,726	8.02%
Total	27,939	70,199,872	8,673	26,908,679	6,200	22,626,845	722	699,071	43,534	43,534	100.00%	$ 120,449,117	100.00%

SOURCES:

Higher Education Tuition and Fees: Louisiana's Options for Keeping Pace, *Publication 313, May 2007, Public Affairs Research Council of Louisiana, Inc.*

Measuring Up 2006: The State Report Card on Higher Education Louisiana, *2006, The National Center for Public Policy and Higher Education.*

TOPS Payment Summary, *December 13, 2007, http://www.osfa.state.la.us/ACYR0607.pdf*

TOPS Reporting System: Report to the House Education Committee, *November 16, 2004, Board of Regents.*

- Minimum 17 on the ACT.
- Minimum 2.25 postsecondary cumulative grade point average.

Award:
- Full tuition at any participating Wyoming community college for four semesters.
- $800 per semester if full-time status (12 hours) is maintained*.
- An additional four semesters to be awarded if a student earns a certificate with a 2.25 cumulative grade point average, provided that student also meets other eligibility requirements and the limit of six years or the equivalent of eight full-time semester hours is not exceeded.
- The additional Career Hathaway Scholarship may also be used to pursue either a second certificate or a degree at a participating Wyoming community college.

2. ***The Hathaway OPPORTUNITY Scholarship***

Requirements:
- Minimum 2.5 cumulative grade point average in high school.
- Minimum 19 on the ACT.
- Minimum 2.25 postsecondary cumulative grade point average.

Award:
- Full tuition at participating Wyoming postsecondary institutions for the equivalent of eight semesters and within the limit of six academic years.
- $800 per semester if full-time status (12 hours) is maintained*.

3. ***The Hathaway PERFORMANCE Scholarship***

Requirements:
- Minimum 3.0 cumulative grade point average in high school.
- Minimum 21 on the ACT.
- Minimum 2.5 postsecondary cumulative grade point average.

- Minimum 2.5 postsecondary cumulative grade point average.

Award:

- Full tuition at participating Wyoming postsecondary institutions for the equivalent of eight semesters and within the limit of six academic years.
- $1600 per semester if full-time status is maintained*.

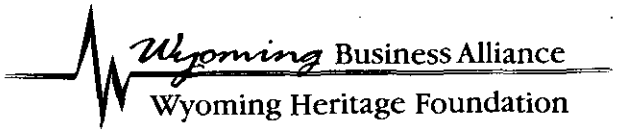
5. The Hathaway NEED-BASED Scholarship

- The Hathaway Need-Based Scholarship is intended to supplement the Hathaway Merit Scholarships for qualifying students to provide additional aid for unmet needs.
- First, a student must meet eligibility requirements for one of the Hathaway Merit Scholarships. Next, the student must qualify for financial aid on the FAFSA form.
- Calculations of unmet need for the Hathaway Need-Based Scholarship:

    1. Determine postsecondary cost of attendance.
    2. Subtract estimated family contribution as determined by the FAFSA analysis.
    3. Subtract Hathaway Merit Scholarship Award amount.
    4. Subtract all grants/scholarships received by student.
    5. Subtract $2,000 (Hathaway Scholarship Program requirement for financial commitment of the student).

- If a student's annual unmet need is greater than $2,000, the student will receive additional money, not to exceed $750 per semester.

*Remedial coursework hours do not apply toward the minimum 12 semester hours needed to retain the award.



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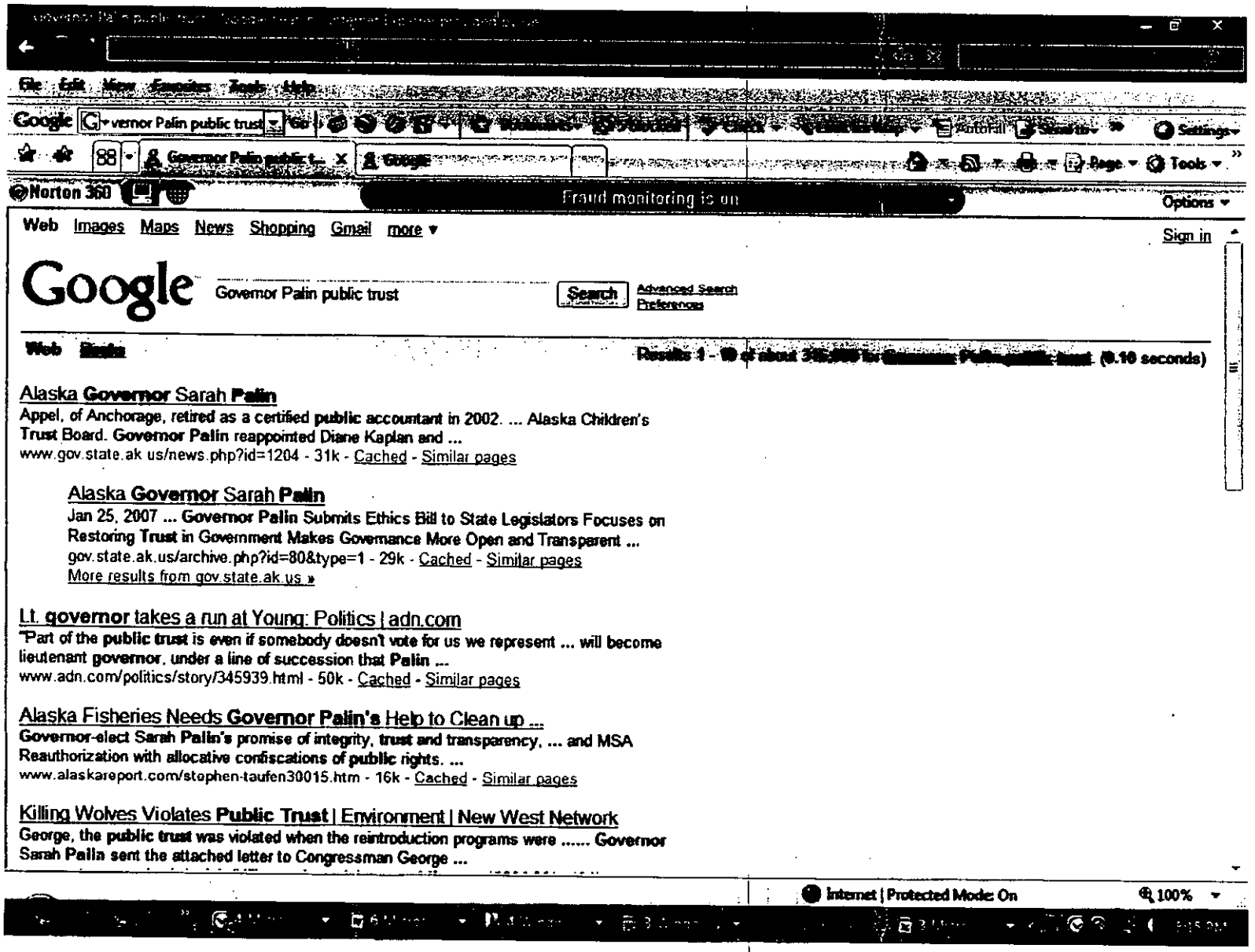
1/21/09 OVERVIEW: DEPT. OF EDUCATION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Mission

The mission of the Division of Teaching and Learning Support (TLS) is to improve student performance. TLS is home to staff who administers a variety of state, federal, and private programs that provide support to school district staff across the state.

TLS is responsible for the federal programs providing support to districts and monitoring for those programs. The education specialists are certified teachers.

Staff in the TLS perform the following duties on behalf of the state:

Analyze and stay up-to-date with state and federal legislation and regulations, educational trends, standards and assessment activities, school improvement strategies, and research bases programs and strategies that will help improve student achievement--and then share information with the field.

Directly provide or arrange for technical assistance or professional development related to any of the aforementioned program areas, school improvement and reform, or standards and assessment.

Conduct meetings, institutes, conferences and work sessions to help school staff meet the goals of various state and federal programs.

Write grants applications for additional educational funding for the state and for school districts.

Collaborate with other state agencies, postsecondary educational organizations, non-profit agencies, business and community groups, and school districts to create and implement programs that help all students meet high standards.

Issue Requests for Proposals/Applications for funding and issue grants and contracts.

Process Teacher Certification applications and issue certificates.

Conduct monitoring visits or paper monitoring of district programs to ensure compliance.

Programs within the Division

Title I/NCLB Team

The mission of the Title I/NCLB unit is to support equitable student access

To high-quality education and increased student achievement through efficient and appropriate provision of federal resources from the Elementary and Secondary Education Act (ESEA).

The unit implements federal grant programs under ESEA; provides technical assistance to district staff applying for federal funds; reviews and approves applications for federal funds and monitors district use of funds on a five year cycle. The following programs are under this umbrella:

Title I A provides funding to districts to implement supplemental programs to improve student performance of low achieving students in schools with the highest concentration of low-income families.

Title IC Migrant Education funding for programs to assist migratory children in meeting high standards

Title I Part D Neglected Delinquent and at rsik Provide funding

Unit staff is comprised of an Education Administrator, five Education Specialists, two Education Program Assistants for the Migrant Program, two Education Associates for the Migrant Program, an Education Program Assistant and an Administrative Clerk.

Special Education/Early Learning/Head Start

The mission of the Special Education team is to ensure quality, standards-based instruction to improve academic achievement and social and behavioral skill development opportunities for all students

Unit staff ensures that the State and school districts comply with state and federal guidelines for the delivery of Head Start and Special Education services and provides direct assistance to districts when requested.

Unit staff includes an Education Administrator, three Education Specialists for Special Education, two Education Specialists for Early Learning/Head Start; an Education Associate for early learning; an Education Associate, two Education Program Assistants and an Administrative Clerk.

Title II and Teacher Quality – Highly Qualified teachers
Math Science Partnerships competitive funds

high needs dist

Higher Education Grants to improve provide prof devel

Transition to Teaching alt route to cert

Title II D Technology

Provide resources to school districts on a formula and compoetive basis to update existing technology and integrate the use of technology in instruction.

Career and Technical Education

Provides leadership and support to local career and technical education programs that prepare students for further education without the need for remediation and that result in family supporting careers.

The unit staff consists of three Education Specialists, an Administrative Clerk, an Education Associate, an Education Program Assistant and is responsible for implementation and monitoring of Carl Perkins funding, implementing the Alaska Career Ready initiative, and vocational education in Alaska's schools.

Child Nutrition Services

The purpose of the work done by Child Nutrition Services is to provide administrative oversight, ensuring that federal regulations are met by programs eligible to receive federal meal reimbursements. The annual federal block grant funding is over $40,000,000.

Child Nutrition Services (CNS) offers USDA meal programs to school districts, residential child care institutions, family day care homes, child & adult care centers, and summer food programs.

There are approximately 70,000 meals served daily at over 1,000 locations statewide.

CNS also distributes USDA Commodity Foods statewide to schools, and provides temporary emergency food assistance through food banks, and congregate feeding sites across the state. In 2009, CNS will distribute more than 3,316,499 pounds of USDA surplus food to Alaska.

Unit staff includes a School Food Coordinator, a Project Coordinator, three Project Assistants, three Education Program Assistants, and an Administrative Clerk.

Grants and Contracts

All federal and state funds for Teaching and Learning Support come through the grants and contracts. Unit staff work with program

managers and district staff to ensure that all state and federal funds are expended according to state and federal guidelines.

The grants staff consists of four grants administrators, one of whom who is the unit supervisor; an administrative assistant and a grants clerk.

Health/Safe and Drug Free Schools

The mission of this unit is to provide leadership and support to schools and communities in their implementation of a variety of federal programs designed to improve student performance and health and safety.

This unit administers a variety of health related programs under NCLB, the Youth Risk Behavior Survey, as well as Quality Schools grants. The unit has created and maintains an Elearning virtual resource library that serves 5,000 learners a year, freeing up limited inservice days for other critical professional development.

Unit staff consists of two Education Specialists, an Education Associate and an Education Assistant.

Teacher Certification

Responsible for accepting, analyzing and evaluating certification applications and issuing certificates to teachers, administrators and special service providers who are qualified.

Review teacher preparation programs to ensure the programs meet national accreditation standards and are approved by the state board.

Responsible for implementing the highly qualified provisions of NCLB including determining and reporting on the number of core courses taught by highly qualified teachers.

Assessment, Accountability & Information Management

Teaching and Learning Support Results Delivery Unit

Contribution to Department's Mission

This Results Delivery Unit supports the mission of the Department of Education & Early Development as defined in the department level performance management model. Please refer to the information provided under the Department of Education & Early Development.

Core Services

- Provide leadership and technical assistance to schools related to state and federal education requirements and strategies that will result in improved student success
- Provide assistance to parents, families and schools to achieve greater involvement in students' education
- Administer statewide testing and assessment; provide technical assistance to district staff, and collect and analyze data
- Provide ongoing and daily technical assistance to grantees related to increased student achievement, educational improvement, school health and safety
- Administer and provide technical assistance to schools on school choice options, such as Statewide Correspondence Programs and Charter Schools
- Issue and administer state and federal grants, contracts and Reimbursable Services Agreements for the provision of direct student instruction and professional development
- Administer Teacher Certification, National Council for Accreditation of Teacher Education (NCATE), and assure quality of in-state teacher preparation programs
- Administer Youth in Detention and Special Schools

FY2010 Resources Allocated to Achieve Results

FY2010 Results Delivery Unit Budget: $214,356,800

Personnel:	
Full time	87
Part time	0
Total	87

Key RDU Challenges

- The No Child left Behind (NCLB) Act requires a Statewide Accountability Plan. This plan includes all statewide assessments, whether state or federally mandated, data collecting and reporting requirements, a system for designating schools in need of improvement and schools that are highly successful. Amendments to the Accountability Plan now include reporting school results for making Adequate Yearly Progress both through the status model (percent of students meeting the annual targets) and through the growth model (the percent of students not proficient who are on track to be proficient in 4 years).

- NCLB requires a new and higher level of monitoring and accountability for school district programs, student achievement, and teacher and paraprofessional qualifications.

- NCLB requires that schools and districts be identified annually to determine if they meet Adequate Yearly Progress (AYP). Required actions increase the longer a school or district fails to meet AYP. Providing meaningful assistance to help schools and districts develop plans and implement strategies that will result in higher student achievement and meeting AYP continues to be a challenge.

- NCLB requires that school districts with schools identified as needing improvement provide supplemental

educational services and/or school choice options for students in the school improvement site. This is a challenge for Alaska's rural and remote schools, where these providers and options are limited.

- NCLB requires that all limited English proficient (LEP) students in grades K-12 be tested each year for English language proficiency. It also requires LEP students to be tested on the Standards Based Assessments (SBAs) in reading, writing and math in grades 3-10. These assessments are in English and can present difficulty to newly arrived immigrant LEP students as well as to Alaska Native students in immersion programs who are being taught in their Alaska heritage language in the early grades.

- NCLB requires that teachers and paraprofessionals meet the federal "highly qualified" requirements. The deadline for all teachers to be highly qualified in core content courses they teach was June 30, 2007. Every district must have a Highly Qualified Teacher Plan to show that if teachers are still not highly qualified they are being provided training to become highly qualified. This is a challenge for teachers in small rural schools. Many paraprofessionals are also required to take a rigorous state-administered test that demonstrates competency in key subject areas such as reading, writing and mathematics.

- NCLB requires the department to review teacher preparation and reading endorsement programs in the state to ensure compliance and alignment with NCLB. This is an ongoing challenge.

- NCLB requires the state to offer alternative routes to teacher certification. This will require significant regulation changes.

- Reauthorization of the Individuals with Disabilities Education Act (IDEA) now requires the department to align state regulations related to special education with the new act.

- The reauthorization of the federal Head Start Act in December 2007, and the Carl Perkins Vocational Education programs in 2006 and has created many new requirements for grant recipients and the state.

Significant Changes in Results to be Delivered in FY2010

Improve student results through focus on instruction, curriculum, professional development, and assessments aligned to state standards and grade level expectations (GLEs).

Major RDU Accomplishments in 2008

- Developed test items for Standards Based Assessments in reading, writing, and mathematics for grades 3-10 including content and bias review with statewide committees

- Field-tested Standards Based Assessments and field-tested future test items for the High School Graduation Qualifying Examination (HSGQE)

- Administered the Alaska Standards Based Assessments in grades 3 through 10, and the High School Graduation Qualifying Examination in grade 10, and the High School Graduation Qualifying Examination retake exam in grades 11, 12, as well as for adults

- Distributed, administered, scored, and reported results of the new Alternate Assessment in grades 3-10

- Administered an alternative assessment program for students with disabilities who are on a diploma track. This program includes the Modified HSGQE and the Non-standardized HSGQE

- Implemented a science assessment in grades 4, 8 and 10

- Implemented the third year of testing for students who are Limited English Proficient

- Administered the TerraNova (CAT 6) examination in grades 5 and 7

- Statewide administration of the Kindergarten Developmental Profile, and continued the development of a new developmental profile based on the new Early Learning Guidelines and the K-2 Standards
- Improved and continued to implement an individualized student identification system to measure student assessment results more accurately
- Continued the development of classroom assessments that will be highly aligned to the state's grade level expectations and statewide standards-based assessments
- Continued implementation of the Alaska Statewide Mentor Project, including mentoring for beginning teachers and coaching for principals (see new Statewide Mentoring Program component)
- Added Special Education Component to the Alaska Statewide Mentor Project. This was accomplished by a Federal State Professional Development (SPDG) Grant. These activities provide mentoring to beginning special education teachers and administrators (see Statewide Mentoring Component)
- The Special Education Continuous Improvement Monitoring Process continued to be refined and improved. This system of self-monitoring by the state will ensure better student outcomes for students with disabilities
- In compliance with the Individuals with Disabilities Education Improvement Act (IDEIA-2004) the department developed the special education State Performance Plan (SPP). This set of 20 indicators provides specific measures required by the USDOE Office of Special Education and IDEIA. The SPP spans a set of years from 2005 to 2010.
- In compliance with the Individuals with Disabilities Education Improvement Act (IDEIA-2004) the department developed the special education Annual Performance Report (APR). This set of 20 indicators provides specific measures required by the USDOE Office of Special Education and IDEIA. The report is required annually and is presented on the special education website.
- In conjunction with the annual Special Education Directors Conference conducted the following annual training for Alaska Special Education Due Process Hearing Officers;; Alaska Special Education Complaint Investigators; Alaska Special Education Mediators
- Conduct federal and state compliance monitoring activities with 12-15 district per year (on a 5 year rotating schedule)
- Held the annual Winter Education Conference for school district staff, with a focus on data driven decision-making, using formative assessments, and using researched based instructional strategies. Technical assistance and up-to-date information about the provisions of NCLB were provided to approximately 250 staff
- Provided standards-based professional development to approximately 2,000 Alaska educators
- Provided resources to school districts to assist in program evaluation and student intervention programs relating to meeting performance standards in reading, writing, and math
- Completed the initial phases to implement the Alaska Statewide Longitudinal Data System for federal and state data collection and reporting to provide quality data to stakeholders and policy makers

Contact Information

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Teaching and Learning Support
RDU Financial Summary by Component

All dollars shown in thousands

	FY2008 Actuals				FY2009 Management Plan				FY2010 Governor			
	General Funds	Federal Funds	Other Funds	Total Funds	General Funds	Federal Funds	Other Funds	Total Funds	General Funds	Federal Funds	Other Funds	Total Funds
Formula Expenditures												
None.												
Non-Formula Expenditures												
Student and School Achievement	5,683.6	129,664.4	1,253.8	136,601.8	7,811.6	155,626.2	1,407.9	164,845.7	8,583.4	155,626.2	1,308.2	165,517.8
Statewide Mentoring	3,900.0	0.0	0.0	3,900.0	3,900.0	0.0	600.0	4,500.0	3,900.0	0.0	600.0	4,500.0
Teacher Certification	5.2	0.0	348.2	353.4	8.5	0.0	679.2	687.7	8.5	0.0	693.4	701.9
Child Nutrition	61.7	38,523.5	0.0	38,585.2	66.7	35,490.0	0.0	35,556.7	86.6	35,494.1	0.0	35,580.7
Head Start Grants	6,070.3	115.0	0.0	6,185.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Early Learning Programs	404.0	0.0	0.0	404.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Early Learning Coordination	0.0	0.0	0.0	0.0	6,989.3	256.7	0.0	7,246.0	7,799.7	256.7	0.0	8,056.4
Totals	**16,124.8**	**168,302.9**	**1,602.0**	**186,029.7**	**18,776.1**	**191,372.9**	**2,687.1**	**212,836.1**	**20,378.2**	**191,377.0**	**2,601.6**	**214,356.8**

1/23/09 –

House Education Committee

Topics

① Assessment & Accountability office operations

② Technical Assistance to districts under my role as deputy Commissioner

③ Then, I will turn to Cyndy Curran, director of Teaching & Learning Support to provide an overview of that division.

Assessment & Accountability office

A) Left. Erick McCormick, director (Recent)

B) 2 Major functions Assessment
Accountability

My role for 5+ years

C) Assessment & Statewide Assessment Programs.

- Dev. Profile
- HSGQE
- SBA R-W-M-S
- Norm-Ref.
- NAEP
- ELP
- ALT

D) Largest is our Accountability tests, ~~Which were Completed~~

- Completely Redesigned over the past 5 years ... moved to a new contractor @ a savings of approx 2.4 million in 2008 alone,
- And we receive additional services w/ new contract
- Just renewed contract through FY 15

FY09 6.1m
operating w/o S&I
8.6m

Those to few increments requests, but this year ~~and for~~ we are asking for $ to address this contract.

2) Accountability
- Data Collections and reporting for state and federal reporting.

- School and district accountability incl. -
  a) AYP ... ~~growth calculations~~
  b) Accountability related to SB285 – Moore v. Ak
  c) Alaska School Perf. Incentive.

Questions on PIP – few factors
1) Schools who won tended to be those already performing high, PIP didn't cause imp. performance.
2) Lack of support in education community
3) We have surveyed and talked to principals – Outside of some effort to look at growth data, no innovation ~~was~~ beyond activities already done, were present,

* Do gain value from the growth calculation
* Current fed Admin may support new exam

1) Stakeholder Inv.
2) [illegible]

F) As deputy Commissioner
Significant focus is school & district accountability and technical assistance.

- Activities to improve student achievement, and in part in response to Moore v. Alaska.
- Provide oversight to activities related to actions resulting from SB 285 that passed last year,
- I'll provide oversight to activities that relate to our request of 800.0 additional funds for district T.A. re again today actions in response to Moore, and actions that make sense for learning.
- Coordination of all dept. initiatives to effect school & district Imp. —
  - Teacher mentor
  - Principal Coaching
  - other TLS activities

2502

⟹ Cont.

Alaska Department of Education & Early Development
Unity
January, 2009

Funding: 10/06 to 10/09 - $3.5 million federal grant (U.S. D.O.E NCES/IES) SPENT $2.5m
SFY [redacted] - $610.0 (FY09) Remain $770.0

Mission of Unity:
To provide accurate, timely and accessible student data to stakeholders.

Successes/achievements:

- EED took delivery on the data warehouse structure.
- 22-member stakeholder group met and selected 23 reports they would have access to via the web reporting portal. The reporting portal skin is completed and report data is being reviewed internally at EED.
- Seven pilot districts (see list below) successfully piloted the State Report Manager with the Fall 2008 OASIS collection.
- The School Interoperability framework (SIF) was put in place at the State EED level. This included successful installation, testing, and implementation of a hardware server, zone integration server (ZIS) software, and the student locator adapter to link with the Alaska Student ID system.
- Hardware servers and ZIS have been provided to pilot districts and installed and configured. The system will be piloted with the Spring 2009 OASIS collection.
- SIF adapter has been written for the Alaska Student ID system and is currently being tested.
- Security plan has been written and submitted to State ETS for approval.

Description of Unity (See attached brochure):

Phase I – Data warehouse – Completed Contract Cost: $60, 462

Phase II – Web based portals – Completed and being tested. Contract Cost: $433,368

Phase III – Vertical reporting utilizing the Schools Interoperability Framework (SIF); State Report Manager data validation tool, and Student ID Locator Framework (utilizing SIF) – In process. Completion estimated Oct. 2010. Contract Cost: $955,725

SIF- Prescribed set of data elements

Pilot Districts:

Fall OASIS 2008 collection piloted the State Report Manager (SRM) solution:

Juneau, Sitka, Kodiak, Delta-Greely, Mat-Su, Anchorage, Fairbanks

Spring OASIS 2009 collection districts pilot the SRM and SIF vertical reporting, and Student locator framework:

Juneau, Sitka, Kodiak, Delta-Greely, Mat-Su, Fairbanks, Northwest Arctic, Galena, Wrangell, Copper River

School District bandwidth:
The bandwidth requirements for unity are minimal. SIF Transactions use XML (plain text). The reporting portal gets query requests and returns the aggregate data after the calculation. It is the Unity EED servers that have the full data base and handle all the processing. The SRM submission files may be large for some of the districts, but these are the same OASIS files they have been submitting via e-mail in other formats. Instead of e-mail they upload data to a web page but the network load is the same. In fact SRM can accept a Zip file, so network bandwidth requirements could go down from what is currently being required under the old system.

Security: Security is addressed in all phases based on FERPA and student level data is protected in such a manner as to allow access to student level data only to school districts where that student is enrolled. Data to other stakeholders will be in aggregate only and no drillable to student level data. State suppression and small cell rules apply to all data.

Expansion: Unity anticipates adding specific program data collections, staffing/certification data, finance data, and school facilities data and geo-coding to the warehouse for web portal reporting access. Currently this expansion is unfunded. Estimated cost: $1,600,000.

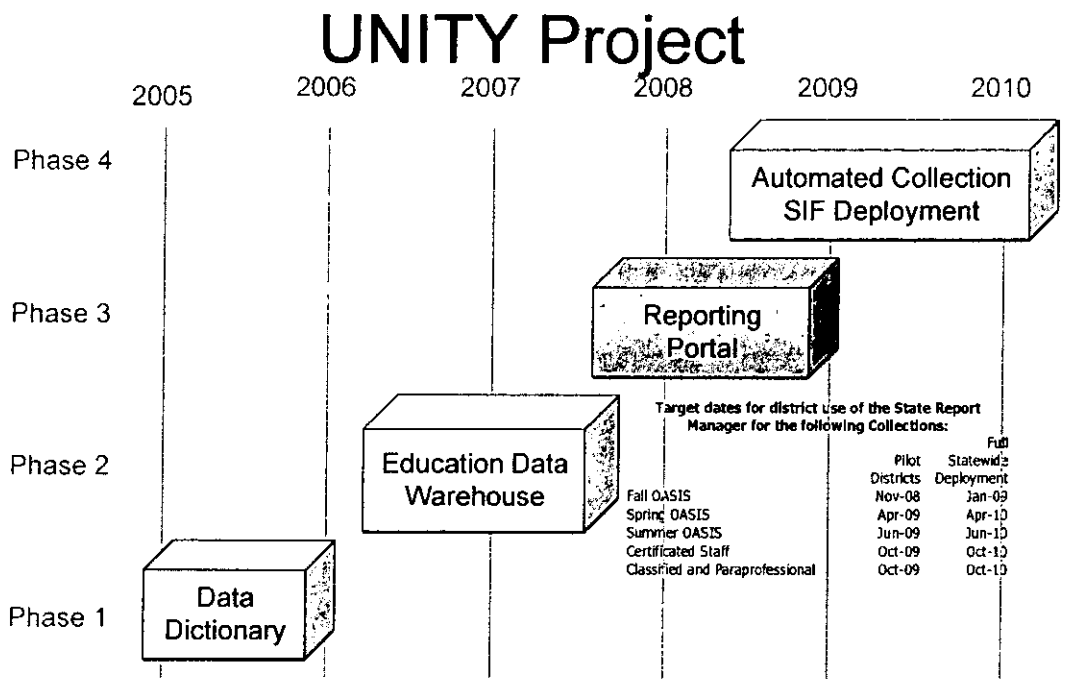
Ongoing annual maintenance cost of Unity:

A. On-going annual maintenance/administration costs: $832,300

a. Personnel (Salary + Benefits + Loading Factor (taxes/SBS etc;): $620,000
   i. 1 Data Manager – $130,000
   ii. 1 Program Coordinator – $80,000
   iii. 1 Database Specialist - $90,000
   iv. 4 Analyst Programmers – $320,000

b. Software/Hardware (including maintenance agreements/licensing): $212,300
   i. 4 Servers on Next Business Day HP Support - $15,000
   ii. 2 Enterprise SQL licenses annual maintenance - $25,000
   iii. 2 SharePoint Server licenses annual maintenance - $2,500
   iv. Performance Point server licenses and annual maintenance - $10,300
   v. State Report Manager (ESP) maintenance: $60,000
   vi. Student ID solution (ESP) maintenance: $30,000
   vii. SIF annual maintenance (unrestricted ZIS) $30,000
   viii. Adapter for student ID system (ASIS): $8,000
   ix. DataSpecs online: $17,000
   x. ESP Project Management: $14,500

Timeline:


UNITY Project
2005
2006
2007
2008
2009
2010
Phase 4
Phase 3
Phase 2
Phase 1
Automated Collection SIF Deployment
Reporting Portal
Education Data Warehouse
Data Dictionary
Target dates for district use of the State Report Manager for the following Collections:
Pilot Districts
Full Statewide Deployment
Fall OASIS Nov-08 Jan-09
Spring OASIS Apr-09 Apr-10
Summer OASIS Jun-09 Jun-10
Certificated Staff Oct-09 Oct-10
Classified and Paraprofessional Oct-09 Oct-10

Component: Student and School Achievement

Contribution to Department's Mission

To provide resources to school districts to ensure that special populations of students meet the state's high academic standards, to improve performance through professional development, school accountability, standards, and assessments, and to provide school districts and stakeholders with high quality information to aid in data driven decision making processes and reporting.

Core Services

- Special Education - Maintain compliance with state and federal laws governing students with disabilities, through technical assistance to school districts, distribution of grant funding, development of pre-service and in-service training programs, complaint investigation, mediation, due process hearings, and compliance reviews. (Federal funds)
- Preschool Handicapped - Provide funding to school districts for special education services to disabled preschool children ages 3 to 5 years. (Federal funds)
- Special Education State Personnel Development Grant integrates teacher recruitment with mentoring. This project is responsible to design and implement a highly innovative and timely strategy addressing, problems of recruitment and retention of special educators in Alaska. A key project component is the recruitment and training of special education field mentors matched with special education teachers in their first or second year of teaching.
- Title I, Part A Disadvantaged - Provide funding to school districts to implement supplemental education programs or school-wide reforms to improve student performance of low-achieving students in schools with the highest concentrations of low income families; provide resources for improvement to schools failing to meet state standards and reward schools exceeding those standards; provide resources for activities to increase parent involvement and improve the quality of instruction.
- Title I, Part C Migrant Education - Provide funding to school districts to implement supplemental assistance programs or school-wide reforms that will assist migratory children in meeting high standards; provide resources for coordination activities, parent involvement, staff development and support services to migrant children and families. (Federal funds)
- Title I, Part D Neglected/Delinquent/At-Risk - Provide funding to state-operated institutions, coordination and transition services, improve quality of instruction; provide funding to school districts with the highest concentrations of delinquency to develop cooperative service agreements with agencies for instructional improvement, coordination activities, drop-out prevention services, voc-ed and support services; and coordinate further integration between spec. education and Title I programs.
- Title III English Language Acquisition – Provide grants and technical assistance to eligible school districts applying for funding aimed at increasing English language acquisition of limited English proficient students. (Federal funds)
- Title IV, Drug and Violence Prevention - Provide resources, technical assistance and grant assistance to school districts to develop comprehensive alcohol and drug abuse prevention and intervention programs. (Federal funds)
- Title IV Governor's Drug Prevention - Provide grants to local schools and communities for prevention programs. (Federal funds)
- Title IV 21st Century Community Learning Centers – Provide grants to districts and non-profit educational agencies to provide before and after-school programs based on academic standards and related school subjects. (Federal funds)
- Counseling - Provide funding for staff development, training and programmatic activities related to healthy life skills, suicide prevention, and at-risk students, in support of safe schools and the Quality Schools Initiative.
- HIV Prevention - Provide technical and financial support for school districts to develop HIV/AIDS prevention curriculum, obtain classroom materials, receive teacher training, conduct assessments, and develop local policies and procedures related to HIV/AIDS Education. (Federal funds)
- Reading First – Provide funding for schools whose students need assistance in reading, professional development in literacy and reading for teachers, and work toward making every child a strong and independent reader by the end of third grade. (Federal funds)

- Fetal Alcohol Syndrome (FAS) – Provide support for locally based FAS teams to address the needs of children with Fetal Alcohol Syndrome or Fetal Alcohol Effect.
- Robert Byrd Student Scholarships - Provide scholarships to approximately 50 students per year to further their educational goals. New students are selected annually through a competitive statewide process. Scholarships are renewable for four years.
- Senate Youth Scholarships - Two student government students are selected annually, through a competitive, statewide process, to receive a monetary scholarship and to participate in a week long program at the nation's capital.
- Career and Technical Education - Provides resources to school districts to prepare students for employment through the development of occupational skills, integrating vocational and academic education, addressing the vocational educational needs of special populations, and providing education and training that allows students to compete in the world of work in a modern, technology-based economy. (Carl D. Perkins Career and Technical Education Act of 2006 Federal funds)
- Charter Schools - Provide resources for the development of Charter Schools in Alaska. (Federal funds)
- Statewide Assessment System that demonstrates accountability and results in accurate measurements of student success. This includes statewide standards-based assessments, HSGQE assessment , English language proficiency assessment, norm-referenced assessments, the National Assessment of Educational Progress, the Alaska School Performance Incentive Program, the AYP reporting system, and the school designator system.
- Title IID Educational Technology - Provide resources to school districts on formula and competitive bases to update existing technology and integrate the use of technology in instruction. (Federal funds)
- Title V Innovative Programs - Provide resources to school districts for school improvement and innovation. (Federal funds)
- School Accreditation - Assist schools with the school accreditation process, works closely with the Northwest Association of Schools and Colleges, and assists in developing school accreditation standards.
- Alaska Statewide Longitudinal Data System – A comprehensive statewide longitudinal data system that will contain high quality, research-ready data that meet the multiple information needs of key stakeholders and will increase learning and improve accountability, both now and in the future. (State funds)
- Statewide Correspondence Programs - Issue, collect and approve applications to operate statewide correspondence programs.
- WorkReady / College Ready - A program to ensure Alaska students have the foundational skills required for post-secondary education and all careers. Foundational skills are defined and assessed by the WorkKeys® job skills system, developed, researched, and validated by ACT. Also, the program provides training targeted to those skills by means of a statewide public school site license for the WIN for WorkKeys® courseware. and offers students the opportunity to document their foundational skills.
- Title VI REAP - Provides additional flexibility in the use of certain Federal funds to small rural districts and provides eligibility for funds from the SRSA program awarded directly by the US Department of Education. Rural Education Achievement Program (REAP) initiatives are designed to help rural districts to compete effectively for Federal competitive grants and that often receive grant allocations in amounts that are too small to be effective.

FY2010 Resources Allocated to Achieve Results

FY2010 Component Budget: $165,517,800

Personnel:	
Full time	70
Part time	0
Total	70

Key Component Challenges

- Providing professional development and technical assistance to school districts to help them better prepare students to meet state standards and pass the state assessments;
- Assisting school districts with the implementation of the No Child Left Behind legislation. NCLB adds many new

FY2010 Operating & Capital Budget

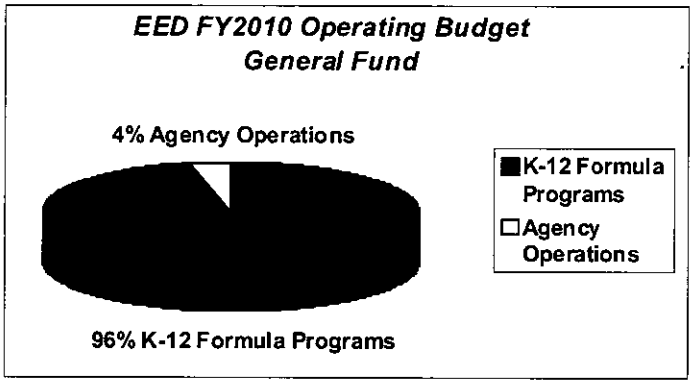
December 15, 2008 – Agency Budget

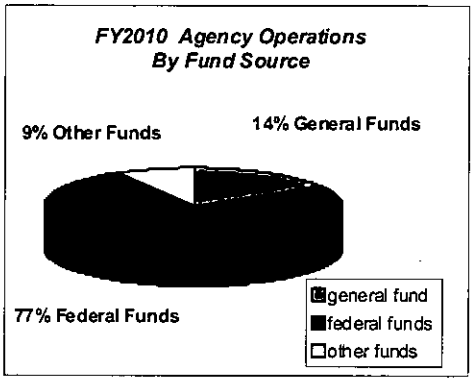
Department of Education & Early Development
*FY2010 Operating Budget - Governor's December 15**

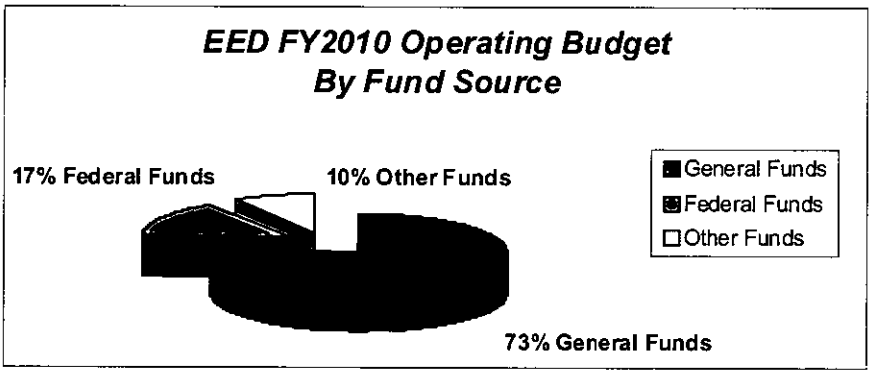
**includes school debt reimbursement, foundation program & pupil transportation*

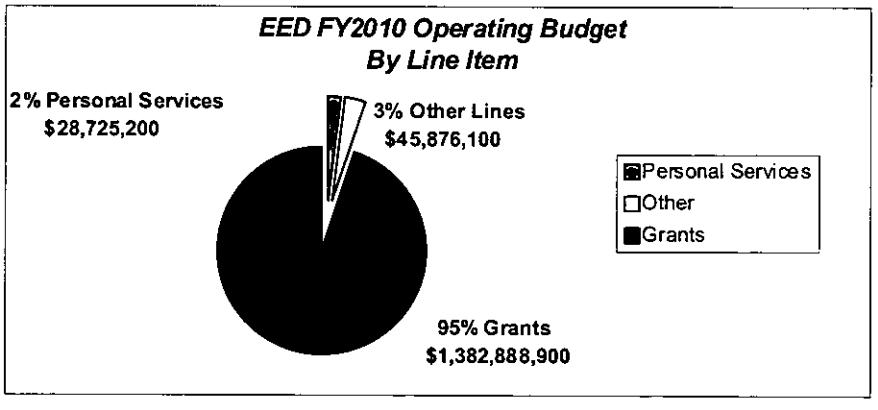
	General Funds	Federal Funds	Other Funds	Total
K-12 Formula Programs	1,066,909.7	20,791.0	111,874.0	**1,199,574.7**
Agency Operations	41,494.8	194,167.5	22,253.2	**257,915.5**
Total	**1,108,404.5**	**214,958.5**	**134,127.2**	**1,457,490.2**

Positions:	
Full-time	332
Part-time	15









Department of Education & Early Development
FY2010 Governor's December 15 Budget

	Positions PFT	Positions PPT	General Funds	Federal Funds	Other Funds	Total
K-12 Formula Programs:						
Foundation Program			994,268,500	20,791,000	12,937,000	1,027,996,500
Boarding Home Grants			1,690,800	0	0	1,690,800
Youth in Detention			1,100,000	0	0	1,100,000
Special Schools			3,127,500	0	0	3,127,500
Pupil Transportation			60,293,800	0	0	60,293,800
Alaska Challenge Youth Academy			6,429,100	0	0	6,429,100
School Performance Incentive Program			0	0	0	0
School Debt Reimbursement			0	0	98,937,000	98,937,000
Subtotal K- 12 Formula Programs	**0**	**0**	**1,066,909,700**	**20,791,000**	**111,874,000**	**1,199,574,700**

	Positions PFT	Positions PPT	General Funds	Federal Funds	Other Funds	Total
Agency Operations:						
Executive Administration	8		2,131,900	0	22,400	2,154,300
Administrative Services	8		614,000	145,000	532,000	1,291,000
Information Services	6		230,800	0	428,100	658,900
School Finance & Facilities	13		1,732,700	0	718,800	2,451,500
Student and School Achievement	70		8,583,400	155,626,200	1,308,200	165,517,800
Statewide Mentoring Program	0		3,900,000	0	600,000	4,500,000
Teacher Certification	5		8,500	0	693,400	701,900
Child Nutrition	9		86,600	35,494,100	0	35,580,700
Early Learning Coordination	3		7,799,700	256,700	0	8,056,400
Professional Teaching Practices Commission	2		275,000	0	0	275,000
Alaska State Council on the Arts	5		695,300	700,000	210,000	1,605,300
Mt. Edgecumbe Boarding School	34	11	3,846,000	0	3,517,500	7,363,500
State Facilities Maintenance	8		0	0	1,084,800	1,084,800
State Facilities Rent	0		2,045,800	0	26,000	2,071,800
Library Operations	35		4,440,200	1,045,500	358,300	5,844,000
Archives	10	0	983,500	40,000	93,500	1,117,000
Museum Operations	14	4	1,466,600	60,000	355,100	1,881,700
ACPE - Program Admin & Operations	102		0	800,000	12,305,100	13,105,100
WWAMI Medical Education	0		2,654,800	0	0	2,654,800
Subtotal Agency Operations	**332**	**15**	**41,494,800**	**194,167,500**	**22,253,200**	**257,915,500**
Total	**332**	**15**	**1,108,404,500**	**214,958,500**	**134,127,200**	**1,457,490,200**

Department of Education & Early Development
Operating Budget Comparison - General Funds
FY2009 Management Plan to FY2010 Governor's December 15 Budget

	FY2009 Mgmt. Plan	FY2010 Governor's	Mgmt. Plan to Governor's	% Change
K-12 Formula Programs:				
Foundation Program	944,776.2	994,268.5	49,492.3	5.2%
Boarding Home Grants	1,340.8	1,690.8	350.0	26.1%
Youth in Detention	1,100.0	1,100.0	0.0	0.0%
Special Schools	3,132.8	3,127.5	-5.3	-0.2%
Pupil Transportation	58,516.6	60,293.8	1,777.2	3.0%
Alaska Challenge Youth Academy	6,243.9	6,429.1	185.2	3.0%
School Performance Incentive Program	4,800.0	0.0	-4,800.0	0.0%
School Debt Reimbursement	0.0	0.0	0.0	0.0%
Subtotal Formula Programs	**1,019,910.3**	**1,066,909.7**	**46,999.4**	4.6%

	FY2009 Mgmt. Plan	FY2010 Governor's	Mgmt. Plan to Governor's	% Change
Agency Operations:				
Executive Administration	1,310.4	2,131.9	821.5	62.7%
Administrative Services	594.9	614.0	19.1	3.2%
Information Services	224.0	230.8	6.8	3.0%
School Finance & Facilities	1,484.1	1,732.7	248.6	16.8%
Student and School Achievement	7,811.6	8,583.4	771.8	9.9%
Statewide Mentoring Program	3,900.0	3,900.0	0.0	0.0%
Teacher Certification	8.5	8.5	0.0	0.0%
Child Nutrition	66.7	86.6	19.9	29.8%
Early Learning Coordination	6,989.3	7,799.7	810.4	11.6%
Professional Teaching Practices Commission	15.6	275.0	259.4	1662.8%
Alaska State Council on the Arts	679.3	695.3	16.0	2.4%
Mt. Edgecumbe Boarding School	3,974.7	3,846.0	-128.7	-3.2%
State Facilities Maintenance	0.0	0.0	0.0	0.0%
State Facilities Rent	1,835.2	2,045.8	210.6	11.5%
Library Operations	4,336.6	4,440.2	103.6	2.4%
Archives	953.4	983.5	30.1	3.2%
Museum Operations	1,417.7	1,466.6	48.9	3.4%
ACPE - Program Admin & Operations	0.0	0.0	0.0	0.0%
WWAMI Medical Education	2,130.1	2,654.8	524.7	24.6%
Subtotal Agency Operations	**37,732.1**	**41,494.8**	**3,762.7**	10.0%
Total Education	**1,057,642.4**	**1,108,404.5**	**50,762.1**	4.8%
Positions:				
Full-time	332.0	332.0	0.0	
Part-time	15.0	15.0	0.0	
Total	347.0	347.0	0.0	

Department of Education & Early Development
Operating Budget Comparison - Total Funds
FY2009 Management Plan to FY2010 Governor's December 15 Budget

	FY2009 Mgmt. Plan	FY2010 Governor's	Mgmt. Plan to Governor's	% Change
K-12 Formula Programs:				
Foundation Program	979,867.2	1,027,996.5	48,129.3	4.9%
Boarding Home Grants	1,340.8	1,690.8	350.0	26.1%
Youth in Detention	1,100.0	1,100.0	0.0	0.0%
Special Schools	3,132.8	3,127.5	-5.3	-0.2%
Pupil Transportation	58,516.6	60,293.8	1,777.2	3.0%
Alaska Challenge Youth Academy	6,243.9	6,429.1	185.2	3.0%
School Performance Incentive Program	4,800.0	0.0	-4,800.0	-100.0%
School Debt Reimbursement	97,021.2	98,937.0	1,915.8	2.0%
Subtotal Formula Programs	**1,152,022.5**	**1,199,574.7**	**47,552.2**	**4.13%**

	FY2009 Mgmt. Plan	FY2010 Governor's	Mgmt. Plan to Governor's	% Change
Agency Operations:				
Executive Administration	1,332.8	2,154.3	821.5	61.6%
Administrative Services	1,266.7	1,291.0	24.3	1.9%
Information Services	637.7	658.9	21.2	3.3%
School Finance & Facilities	2,182.1	2,451.5	269.4	12.3%
Student & School Achievement	164,845.7	165,517.8	672.1	0.4%
Statewide Mentoring Program	4,500.0	4,500.0	0.0	0.0%
Teacher Certification	687.7	701.9	14.2	2.1%
Child Nutrition	35,556.7	35,580.7	24.0	0.1%
Early Learning Coordination	7,246.0	8,056.4	810.4	11.2%
Professional Teaching Practices Commission	267.7	275.0	7.3	2.7%
Alaska State Council on the Arts	1,532.8	1,605.3	72.5	4.7%
Mt. Edgecumbe Boarding School	7,492.1	7,363.5	-128.6	-1.7%
State Facilities Maintenance	1,084.8	1,084.8	0.0	0.0%
State Facilities Rent	1,861.2	2,071.8	210.6	11.3%
Library Operations	5,740.4	5,844.0	103.6	1.8%
Archives	1,083.4	1,117.0	33.6	3.1%
Museum Operations	1,832.8	1,881.7	48.9	2.7%
ACPE - Program Admin & Operations	12,672.5	13,105.1	432.6	3.4%
WWAMI Medical Education	2,130.1	2,654.8	524.7	24.6%
Subtotal Agency Operations	**253,953.2**	**257,915.5**	**3,962.3**	1.6%
Total Education	**1,405,975.7**	**1,457,490.2**	**51,514.5**	3.7%
Positions:				
Full-time	332.0	332.0	0.0	
Part-time	15.0	15.0	0.0	
Total	347.0	347.0	0.0	

Department of Education & Early Development

Operating Budget **- Changes from FY2009 Management Plan to FY2010 Governor's December 15 Budget**

				FY2009 Management Plan			
		332	*15*	*1,057,642.4*	*214,567.9*	*133,765.4*	*1,405,975.7*
Component	**Description**	**PFT**	**PPT**	**General Funds**	**Federal Funds**	**Other Funds**	**Total**
Personal Services	FY10 bargaining unit contract adjustments			579.0	4.1	361.1	944.2
Foundation Program	Public School Trust Fund reduction from Revenue (total - $12,937)					-1,363.0	-1,363.0
Foundation Program	Remove FY09 Foundation Program PEF tracking			-944,776.2			-944,776.2
Foundation Program	FY10 Foundation Program need (BSA $5,580)			992,268.5			992,268.5
Foundation Program	Age-4 Pilot Program			2,000.0			2,000.0
Pupil Transportation	Remove FY09 Pupil Transportation PEF tracking			-58,516.6			-58,516.6
Pupil Transportation	FY10 Pupil Transportation entitlement			60,293.8			60,293.8
School Debt Reimbursement	Remove FY09 School Fund amount					-23,400.0	-23,400.0
School Debt Reimbursement	FY10 School Fund projection					23,000.0	23,000.0
School Debt Reimbursement	FY10 Debt Reimbursement increment					2,315.8	2,315.8
Boarding Home Grants	FY10 increase for additional beds / Galena			350.0			350.0
Special Schools	FY10 SESA decrement			-5.3			-5.3
School Performance Incentive Program	Remove OTI. End of 3-year pilot program			-4,800.0			-4,800.0
Alaska Challenge Youth Academy	FY10 increment based on BSA @ $5,580			185.2			185.2
Executive Administration	FY10 District Support Services - Tech contracts			600.0			600.0
Executive Administration	FY10 District Support Services - Op support			224.2			224.2
Executive Administration	Remove OTI from SB285			-30.0			-30.0
School Finance & Facilities	FY10 school bus contractual increase			24.7			24.7
School Finance & Facilities	FY10 AVTEC school bus driver training			45.2			45.2
School Finance & Facilities	FY10 Auditor contracts for intensive student clamis			150.0			150.0
Student & School Achievement	FY10 SBA & HSGQE contractual increases			250.0			250.0
Student & School Achievement	MH Trust Recommendations - tech adjustment					-300.0	-300.0
Student & School Achievement	MH Trust Recommendations - Autism Research Center			150.0		200.0	350.0
Student & School Achievement	MH Trust Recommendations - Rural Transitions			150.0			150.0
Early Learning Programs	FY10 increment for Head Start (serving approx. an additional 60 children through competive grants)			800.0			800.0
Professional Teaching Practices Commission	Fund soucre change from Receipt Supported Services to GF (RSS were teacher cert. fees)			252.1		-252.1	0.0
Alaska State Council on the Arts	FY10 increase for federal NEA grants				56.5		56.5
Mt. Edgecumbe Boarding School	Remove FY09 OTI - fuel/utility distribution			-167.8			-167.8
State Facilities Rent	FY10 lease increases			210.6			210.6
ACPE - Program Admin & Ops	FY10 increase federal authority for carryforward				330.0		330.0
ACPE - Program Admin & Ops	FY10 remove MHTAAR program funding (program transferred to AMHTA)					-200.0	-200.0
ACPE - WWAMI	FY10 increment for WWAMI program expansion			524.7			524.7
	Total Proposed Operating Changes			**50,762.1**	**390.6**	**361.8**	**51,514.5**
	Total FY2010 Operating	*332*	*15*	*1,108,404.5*	*214,958.5*	*134,127.2*	*1,457,490.2*

Alaska Department of Education & Early Development
Public School Funding Program
FY2009 Authorized vs FY2010 Projected
Prepared 11/13/08

	FY2009 Authorized	FY2010 *Projected*	Difference
Regular ADM	118,192.64	118,054.70	(137.94)
Correspondence ADM	10,382.75	10,302.42	(80.33)
Total ADM	128,575.39	128,357.12	(218.27)
Adjusted ADM	223,907.49	230,269.86	6,362.37
Basic Need *	$1,227,013.0	$1,284,905.8	$57,892.8
Required Local Effort	(220,394.7)	(229,470.4)	(9,075.7)
Deductible Impact Aid	(57,065.9)	(59,427.3)	(2,361.4)
Supplemental Funding Floor	704.9	276.8	(428.1)
Quality Schools Grant	3,582.5	3,684.3	101.8
Military Flow Through and Other	26,027.3	26,027.3	0.0
Total	$979,867.1	$1,025,996.5	$46,129.4
Grants			$0.0
Total	$979,867.1	$1,025,996.5	$46,129.4
Funding Sources			
1004 General fund	944,776.1	992,268.5	47,492.4
1043 P/L 81-874	20,791.0	20,791.0	-
1066 Public School	14,300.0	12,937.0	(1,363.0)
Total	$979,867.1	$1,025,996.5	$46,129.4

FY09
* Hold Harmless Provision
* 50% ISER
* 9x Intensive
* Base Student Allocation at $5,480

FY10
* Hold Harmless Provision
* 62.5% ISER
* 11x Intensive
* Base Student Allocation at $5,580

Alaska Department of Education & Early Development

FY2010 Projected State Program Allocations based on Legislative Appropriations.

Projected allocations are subject to adjustment based on individual program requirements.

UPDATED 11/18/2008	FY2010 Projected ADM	Total Foundation @ $5,580	Boarding Home	Residential Boarding Program	Youth in Detention	Special Schools	AK Challenge Youth Academy	Pupil Transportation	Debt Retirement	PROJECTED FY2010 TOTALS
ALASKA GATEWAY	401	6,248,785						554,288		6,803,073
ALEUTIAN REGION	37	1,402,350						0		1,402,350
ALEUTIANS EAST	256	5,537,672						69,888	501,883	6,109,443
ANCHORAGE	48,360	296,771,314			385,897	1,101,400		18,795,843	46,298,215	363,352,669
ANNETTE ISLANDS	268	1,951,739						16,884		1,968,623
BERING STRAIT	1,653	25,913,834						76,038		25,989,872
BRISTOL BAY	142	1,665,702						315,980		1,981,682
CHATHAM	157	2,627,310						11,550		2,638,860
CHUGACH	240	2,204,756						0		2,204,756
COPPER RIVER	505	7,011,500						650,032		7,661,532
CORDOVA	365	3,921,692						104,755		4,026,447
CRAIG	727	5,120,347						91,300		5,211,647
DELTA/GREELY	1,085	10,392,334						1,144,530		11,536,864
DENALI	409	3,782,658						412,542		4,195,200
DILLINGHAM	514	5,114,482	34,310					534,924	824,109	6,507,825
FAIRBANKS	14,368	100,631,972			114,036			9,655,450	9,161,622	119,563,080
GALENA	3,634	18,309,059		962,800				58,266		19,330,125
HAINES	276	2,670,287						159,471	909,499	3,739,257
HOONAH	115	1,721,773						33,350	69,896	1,825,019
HYDABURG	60	952,683						0		952,683
IDITAROD	293	4,533,656	21,300					35,512		4,590,468
JUNEAU	4,921	34,742,934			84,214			2,623,280	12,374,895	49,825,323
KAKE	95	1,446,064						18,905		1,464,969
KASHUNAMIUT	318	3,349,104						1,590		3,350,694
KENAI	9,047	63,101,787	26,960		213,720			5,337,696	1,588,676	70,268,839
KETCHIKAN	2,095	16,228,383			63,584			1,458,480	2,055,864	19,806,311
KLAWOCK	119	1,576,249						25,845		1,602,094
KODIAK	2,615	22,305,645						1,465,230	2,147,325	25,918,200
KUSPUK	326	6,193,690	7,540					207,988		6,409,218
LAKE AND PENINSULA	364	8,840,919						134,680	1,101,050	10,076,649
LOWER KUSKOKWIM	3,948	54,238,860		95,000	93,574			805,392		55,232,826
LOWER YUKON	2,039	28,413,501						2,039		28,415,540
MAT-SU	16,564	121,164,808	4,920		62,519			11,294,171	11,237,576	143,763,994
NENANA	987	6,410,693		447,100				102,289		6,960,082
NOME	677	8,147,503			82,456			253,840	229,155	8,712,954
NORTH SLOPE	1,571	12,575,007						1,453,175	641,355	14,669,537
NORTHWEST ARCTIC	1,854	29,094,617	17,120					40,788	4,348,447	33,500,972
PELICAN	16	425,806						1,120		426,926
PETERSBURG	510	5,240,896						137,190	496,945	5,875,031
PRIBILOF	106	1,349,404						0		1,349,404
SAINT MARY'S	180	2,927,565						13,140		2,940,705
SITKA	1,303	10,243,349						528,756	2,283,780	13,055,885
SKAGWAY	95	804,255						3,325		807,580
SOUTHEAST	168	4,356,062						179,191		4,535,253
SOUTHWEST	634	8,958,859	68,630					369,331		9,396,820
TANANA	40	1,021,920						18,600		1,040,520
UNALASKA	410	3,539,661						259,120	865,470	4,664,251
VALDEZ	682	4,036,437						442,618	889,586	5,368,641
WRANGELL	309	3,166,751						177,205	213,700	3,557,656
YAKUTAT	101	1,297,196						71,205		1,368,401
YUKON FLATS	271	6,556,177						66,346		6,822,523
YUKON/KOYUKUK	1,249	10,432,799	5,120					79,734		10,517,653
YUPIIT	450	6,325,511						900		6,326,411
Mt. EDGECUMBE	430	2,970,874								2,970,874
OTHER \1		26,027,300				2,026,110	6,429,108		698,000	35,180,518
Sub Totals	128,357	1,025,996,491	185,900	1,504,900	1,100,000	3,127,510	6,429,108	60,293,772	98,937,048	1,197,574,729
TOTALS	128,357	$1,025,996,491	$185,900	$1,504,900	$1,100,000	\2 $3,127,510	\3 $6,429,108	\5 $60,293,772	\4 $98,937,048	$1,197,574,729

\1 OTHER INCLUDES OTHER ADJUSTMENTS.

\2 OTHER INCLUDES ALLOCATION TO SPECIAL EDUCATION SERVICE AGENCY (SESA).

\3 OTHER INCLUDES ESTIMATED ALASKA CHALLENGE YOUTH ACADEMY.

\4 OTHER INCLUDES ESTIMATED DEBT REIMBURSEMENT PROGRAM OVERHEAD.

\5 RECALCULATED WITH PROJECTED CPI

SCHOOL CONSTRUCTION DEBT RETIREMENT AS 14.11.100 - FY2010 ESTIMATED STATE AID

Updated 10/15/08

SCHOOL DIST.	90% BOND SALES 7/1/77 TO 1/1/82 2YR LAG	80% ESTIMATED CASH PAYMENTS 2YR LAG	80% BOND SALES 7/1/83 TO 3/31/90 CURRENT PAY	70% BOND SALES 4/1/90 TO PRESENT CURRENT PAY	60% BOND SALES 6/30/99 TO PRESENT CURRENT PAY	90% BOND SALES 6/30/99 TO 10/31/2006 CURRENT PAY	60%-70% & 90% ESTIMATED NEW BONDS HB2003 SB73,HB13 CURRENT PAY	SCHOOL DIST.	ESTIMATED TOTAL DEBT RETIREMENT BY DISTRICT FOR FY2010
ALEUTIANS EAST				136,690	$365,193			ALEUTIANS EAST	501,883
ANCHORAGE			1,498,523	30,802,614	11,083,193		2,913,885	ANCHORAGE	46,298,215
DILLINGHAM				824,109				DILLINGHAM	824,109
FAIRBANKS		79,853		9,081,770				FAIRBANKS	9,161,622
HAINES				909,499				HAINES	909,499
HOONAH				69,896				HOONAH	69,896
JUNEAU				8,248,019	262,569		3,864,307	JUNEAU	12,374,895
KENAI				1,588,676				KENAI	1,588,676
KETCHIKAN				2,055,864				KETCHIKAN	2,055,864
KODIAK				1,217,349	929,976			KODIAK	2,147,325
LAKE & PEN				200,690		900,360		LAKE & PEN	1,101,050
MAT-SU				8,217,548	3,020,028			MAT-SU	11,237,576
NOME				140,064	89,091			NOME	229,155
NORTH SLOPE				159,456	481,898			NORTH SLOPE	641,355
NORTHWEST ARCTIC				3,637,827	275,214	435,405		NORTHWEST ARCTI	4,348,447
PETERSBURG				184,783	312,163			PETERSBURG	496,945
SITKA				1,368,359	519,399		396,022	SITKA	2,283,780
UNALASKA	146,363			295,649			423,459	UNALASKA	865,471
VALDEZ				68,257	32,424		788,905	VALDEZ	889,586
WRANGELL				213,700				WRANGELL	213,700
YAKUTAT								YAKUTAT	0
TOTALS	146,363	79,853	1,498,523	69,420,818	$17,371,149	$1,335,765	8,386,577		98,239,048

THESE ENTITLEMENTS ARE SUBJECT TO ADJUSTMENTS BASED ON ACTUAL BOND PAYMENTS.

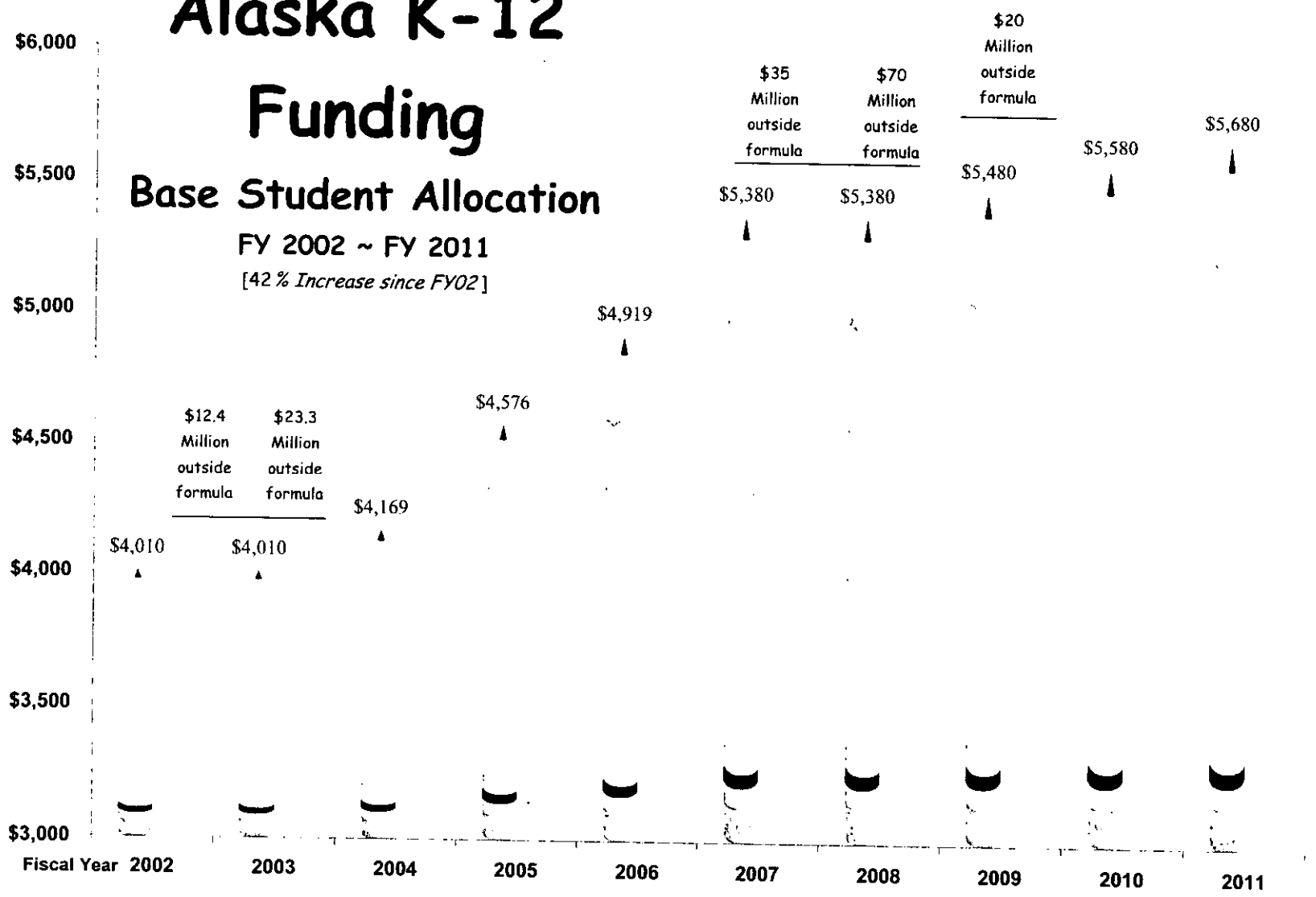
BOND ENTITLEMENT	$89,772,618
CASH ENTITLEMENT	79,853
SUB TOTAL	**89,852,471**
ESTIMATED DEBT	8,386,577
EST. STATE AID-FY2010	98,239,048
EED OVERHEAD	698,000
TOTAL FY2010 STATE AID	98,937,048

FY2009 Division of Teaching & Learning Support Component / Program Funding

Component / Program	Federal	Federal NCLB	General Fund	GF / Mental Health	GF/ Match	Inter Agency Receipts	MHTAAR	Statutory Designated	TVEP	Receipt Supported Services	Donated Commodities	Total	Positions by Program PFT	PPT
Student and School Achievement														
ESEA Title 1 Grants to LEAs		39,500.0										39,500.0	8	
ESEA Title 1B - Even Start		1,200.0										1,200.0	1	
ESEA Title 1 Reading First State Grants		936.0										936.0	1	
Title I-Part C Migrant Education		7,100.0										7,100.0	5	
Title I-Part D Neglected & Delinquent		268.0										268.0		
Title I-Part 1003(g) School & District Improvement		1,578.0										1,578.0		
Special Education	34,000.0											34,000.0	7	
Special Education - Preschool	1,300.0											1,300.0	1	
Improving Teacher Quality		14,000.0										14,000.0	2	
Math and Science Partnerships		900.0										900.0	1	
Title II D Technology		700.0										700.0	2	
Title IV 21st Century Community Learning		5,140.0										5,140.0	2	
Title VI School Imp.- Innov.Ed Program Strat.		0.0										0.0	0	
Small Rural School Achievement		170.0										170.0		
State Assessments		3,700.0	6,825.0									10,525.0	16	
Title IV-Safe & Drug Free Schools		1,100.0										1,100.0	1	
Language Acquisition		950.0										950.0	1	
Education for Homeless Children & Youth		180.0										180.0	1	
Vocational Education Career & Tech	4,600.0				173.8							4,773.8	5	
Charter/Correspondance Schools	1,000.0		131.0									1,131.0	1	
Alaska Community Preschool	300.0											300.0	1	
Counseling (suicide prevention & at risk)				39.8								39.8	1	
Alaska Longitudinal Data System (Unity Project)			610.0									610.0	4	
Spec. Ed. State Improvement Grant Support	550.0			150.0	50.0							750.0	2	
School Health								230.8				230.8	1	
Autism Resource Center				150.0			200.0					350.0		
Senate Youth								1.0				1.0		
Director's Office			353.8									353.8	4	
Galena TVEP Grant									377.9			377.9		
Alaska Mineral & Energy Resources Education Fund- Operating			100.0									100.0		
Alaska Transition to Teaching (AKT2)		650.0										650.0	2	
Unallocated/Carryforward	14,600.0	21,204.2				307.5		191.0				36,302.7		
Total	56,350.0	99,276.2	8,019.8	339.8	223.8	307.5	200.0	422.8	377.9	0.0	0.0	165,517.8	70.0	0.0

Division of Teaching & Learning Support *continued*

Component / Program	Federal	Federal NCLB	General Fund	GF / Mental Health	GF/ Match	Inter Agency Receipts	MHTAAR	Statutory Designated	TVEP	Receipt Supported Services	Donated Commodities	Total	Positions by Program PFT	Positions by Program PPT
Statewide Mentoring Program														
Statewide Mentoring Program			3,900.0			600.0						4,500.0		
Total	0.0	0.0	3,900.0	0.0	0.0	600.0	0.0	0.0	0.0		0.0	4,500.0	0	0
Teacher Certification														
Teacher Certification			8.5			16.4				677.0		701.9	5	
Total	0.0	0.0	8.5	0.0	0.0	16.4	0.0	0.0	0.0	677.0	0.0	701.9	5	0
Child Nutrition														
Child Nutrition	35,141.3		27.2		59.4						352.8	35,580.7	9	
Total	35,141.3		27.2	0.0	59.4	0.0	0.0	0.0	0.0		352.8	35,580.7	9	0
Early Learning Coordination														
Early Learning Coordination	256.7		7,799.7									8,056.4	3	
Total	256.7	0.0	7,799.7	0.0	0.0	0.0	0.0	0.0	0.0		0.0	8,056.4	3	0
RDU Totals														
Student & School Achievement	56,350.0	99,276.2	8,019.8	339.8	223.8	307.5	200.0	422.8	377.9		0.0	165,517.8	70	0
Statewide Mentoring Program	0.0	0.0	3,900.0	0.0	0.0	600.0	0.0	0.0	0.0		0.0	4,500.0	0	0
Child Nutrition	35,141.3	0.0	27.2	0.0	59.4	0.0	0.0	0.0	0.0		352.8	35,580.7	9	
Early Learning Coordination	256.7	0.0	7,799.7	0.0	0.0	0.0	0.0	0.0	0.0		0.0	8,056.4	1	
Teacher Certification	0.0	0.0	8.5	0.0	0.0	16.4	0.0	0.0	0.0			24.9	5	0
Total	91,748.0	99,276.2	19,755.2	339.8	283.2	923.9	200.0	422.8	377.9		352.8	213,679.8	85	0


Alaska K-12
Funding
Base Student Allocation
FY 2002 ~ FY 2011
[42 % Increase since FY02]
$6,000
$5,500
$5,000
$4,500
$4,000
$3,500
$3,000
$4,010
$4,010
$4,169
$4,576
$4,919
$5,380
$5,380
$5,480
$5,580
$5,680
$12.4 Million outside formula
$23.3 Million outside formula
$35 Million outside formula
$70 Million outside formula
$20 Million outside formula
Fiscal Year 2002
2003
2004
2005
2006
2007
2008
2009
2010
2011

Deferred Maintenance	General Funds	Other Funds*	Total
Mt. Edgecumbe High School Deferred Maintenance	2,000,000	-	2,000,000

FY10 Major Maintenance Grants

Kaltag K-12 School Heating System	-	1,078,835.0	1,078,835
Diomede K-12 School Renovation	-	15,890,622.0	15,890,622
Kodiak Schools Seismic Mitigation Project	-	3,236,143.0	3,236,143
Craig Middle School Classroom Renovation (recovery of funds)	-	83,588.0	83,588
Saint Mary's - Districtwide Fuel Tank Farm Replacement	-	3,306,502.0	3,306,502
Craig Elementary School Roof Replacement	-	85,807.0	85,807
Kotlik K-12 Heat Plan Relocation	-	1,369,016.0	1,369,016
Aleknagik, Clarks Point and Ekwok K-12 Schools HVAC Upgrades	-	384,186.0	384,186
Kasigluk-Akula K-12 School Floor Repairs (generator building)	-	928,581.0	928,581
Galena Regional Learning Center Dining Facility Upgrade	-	3,528,598.0	3,528,598
False Pass K-12 School Siding Replacement (recovery of funds)	-	92,042.0	92,042
Platinum K-12 School Prime Power Generators	-	181,678.0	181,678
Alfakaket K-12 School Water System Improvements	-	161,994.0	161,994
Galena Regional Learning Center Gym Building Upgrade	-	6,888,506.0	6,888,506
Cold Bay K-12 Heating System Upgrade	-	75,789.0	75,789
Craig Middle School Exterior Envelope Upgrades (recovery of funds)	-	26,868.0	26,868
Valley Park Elementary Siding Replacement	-	467,164.0	467,164
Huslia High School Exterior Upgrade	-	923,685.0	923,685
Pacific High School Renovation	-	1,736,513.0	1,736,513
Sand Point K-12 School Window Replacement (recovery of funds)	-	67,948.0	67,948
		Total MM:	**40,514,065**

Total DM:	**2,000,000.0**
Total MM:	**40,514,065.0**
Total All:	**42,514,065.0**

* Alaska Housing Capital Corporation receipts appropriated to the Major Maintenance Grant Fund.

1/28/09

OVERVIEW: AK PUBLIC SCHOOL FUNDING FORMULA

Alaska Public School Funding Formula Overview

Presented by
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Senate Bill 36

The current state public school funding formula was adopted under SB 36 in 1998. And was implemented in 1999.

The public school funding formula is defined in Alaska Statute 14.17

This presentation provides an overview of:

1. Calculation of Adjusted Average Daily Membership (ADM)
2. Calculations of Basic Need ~ (*Entitlement*)
3. Components of Basic Need ~ (*Who Pays*)
4. Additional Funds above Basic Need
5. Components of State Aid

Average Daily Membership

ADM Reporting Requirements

- Average Daily Membership - is the number of **enrolled** students during the 20-school-day count period ending on the fourth Friday of October.
- Reports are due within two weeks after the end of the 20-school-day count period.
- Projected student count reports are due November 5.

Who Qualifies as a Student?

Eligibility for State Foundation Funding:

- A child who is 6 years of age before September 1st, and under the age of 20, and has not completed the 12th grade. (AS 14.03.070)
- A child who is 5 years of age before September 1st, following the beginning of the school year, may enter kindergarten. (AS 14.03.080 (d))
- A child with a disability and an active Individualized Education Program (IEP) may enter school at the age of 3 and under the age of 22. (AS 14.30.180 (1))

5 Steps to District Adjusted ADM

USED TO CALCULATE ENTITLEMENT

Step 1.	Adjust:	ADM for School Size
Step 1a.	Review:	Hold Harmless eligibility
Step 2.	Apply:	District Cost Factor
Step 3.	Apply:	Special Needs Factor
Step 4.	Add:	Intensive Services Counts
Step 5.	Add:	Correspondence Student Counts

= District Adjusted ADM

Step 1. Adjust the ADM for School Size

ADM under 10:

Added to the smallest school with an ADM greater than 10

A Community with an ADM of 10 through 100:

Grades K-12 ADM is combined and adjusted once; adjusted as one school.

A Community with an ADM of 101 through 425:

ADM for grades K-6 and 7-12 are adjusted separately; adjusted as two schools.

A Community with an ADM greater than 425:

The ADM of each facility administered separately as one school is adjusted.

* *Alternative* schools with an ADM of less than 200 shall be counted as a part of the school in the district with the *highest* ADM.

* If the ADM is greater than 200 and administered as a separate facility the ADM will be adjusted separately.

* *Charter* school with an ADM of 150 or greater is adjusted as a separate facility

Step 1. *Example*: Nome City Schools Projected FY10 ADM by School

- Nome Elementary School.....355.00
- Nome-Beltz Jr/Sr High School.....255.00
- Anvil City Science Academy.....44.00
- Nome Youth Facility.....14.00

- **Total ADM..... 668.00**

Step 1. *Example*: Nome City Schools
Adding ADM's to the appropriate School in the District

School Size Adjustment

- The alternative schools ADM are added to the highest ADM school in the district before adjusting for size
- A school with a population under 10 should be added to the smallest school in the district.

Nome Elementary + Anvil

355 + 44 = **399.00**

Step 1. *Example*: Nome City Schools

Reference:	School Size:	Formula:
1.	10-19.99	39.60
2.	20-29.99	39.60 + (1.62 * (ADM - 20))
3.	30-74.99	55.80 + (1.49 * (ADM - 30))
4.	75-149.99	122.85 + (1.27 * (ADM - 75))
5.	150-249.99	218.10 + (1.08 * (ADM - 150))
6.	250-399.99	326.10 + (.97 * (ADM - 250))
7.	400-749.99	471.60 + (.92 * (ADM - 400))
8.	Over 750	793.60 + (.84 * (ADM - 750))

K-6 Adjusted ADM's

(Ref. 6) *326.10 + {.97 * (**399.00** – 250)}* 470.63

7-12 Adjusted ADM's

(Ref. 6) *326.10 + {.97 * (**255.00** – 250)}* 330.95

(Ref. 1) *Youth facility's* **ADM 14** + 39.60

School Size Adjusted ADM **841.18**

Step 1a. Hold Harmless Provision

As a result of House Bill 273: [enacted in 2008]

This establishes a Hold Harmless provision for those districts experiencing a reduction in enrollment. To determine eligibility the district's sum total of the *School Size Adjustment* is compared against the prior fiscal year, to see if a decrease of 5% or greater has occurred. If there is decrease of 5% the prior fiscal year becomes the base.

Available up to 3 years provided district stays below the base year.

⇨1st year 75% of difference to the base year retained.

⇨2nd year 50% of difference to the base year retained.

⇨3rd year 25% of difference to the base year retained.

NOME Hold Harmless

FY09 Projected ADM	798.00	FY09 School Size Adj. ADM	**965.08**
FY10 Projected ADM	668.00	FY10 School Size Adj. ADM	**-841.18**
		DIFFERENCE	**123.90** / 965.08
			= 12.84%

Eligible for Hold Harmless

75% of difference is added back to current School Size Adjustment.

Difference *123.90 x 75%* =	92.93
FY10 School Size ADM =	+ 841.18
New School Size ADM =	**934.11**

Step 2. District Cost Factors

The Department monitors District Cost Factors and submits a report to the Legislature on January 15th every other fiscal year, beginning January 2001.

- Cost factors are specific to each school district.
- Lowest District Cost Factor is 1.000 and the highest is 1.948.

Multiply the School Size Adjusted ADM by the District Cost Factor for Nome:

934.11 x 1.402 = 1,309.62

Step 3. Special Needs Funding

- All categorical programs; special education (except intensive), vocational education, gifted/talented and bilingual/bicultural are block funded at 20%.

- To qualify for funding under this section school districts must file a plan with the department indicating special needs services that will be provided.

AS 14.17.420 (b)

Step 3. *Example*: Nome City Schools

Multiply the adjusted ADM (from Step 2)

by the Special Needs Factor

1,309.62 x 1.20 = **1,571.54**

(Shown on Column R, page 8)

Step 4. Intensive Services Funding

A school district will receive funding for intensive services students that:

1. Are receiving intensive services and are;
2. Enrolled on the **last day of the 20** school-day count period and who have;
3. Established Individual Education Plan (IEP) for each intensive services student.

In FY10, An Intensive Services student generates $61,380.

[*FY09 intensive generate $49,320.*]

(Intensive Student Count) x 11 = Intensive Student Funding

Step 4. *Example*: Nome City Schools

Multiply the Intensive Student Count by 11

& add to the adjusted ADM (from Step 3)

[FY09 Intensives are multiplied by 9.]

~Nome City Schools has 5 Intensive Student~

5 x 11 = 55

1,571.54 + 55 = 1,626.54

(Shown on Column U, page 8)

Step 5. Correspondence Programs

Districts offering correspondence programs receive funding based on 80% of correspondence ADM.

Each correspondence student generates $4,464 as of FY10.

(Correspondence ADM) x .80 **= Level of Correspondence Funding**

Step 5. *Example*: Nome City Schools

Multiply the Correspondence Student ADM by 80% and add to the Adjusted ADM to get Final District Adjusted ADM. (from Step 4)

~Nome City Schools has 8.50 Correspondence Students~

8.50 x .80 = 6.80

1,626.54 + 6.80 = 1,633.34

(Shown on Column V, page 8)

BASIC NEED
Entitlement

<u>Multiply</u> the district adjusted ADM by the base student allocation [BSA] = BASIC NEED

* FY09 BSA is $5,480
* FY10 BSA is $5,580

1,633.34 x *$5,580* = $9,114,037

(Shown on Column B, page 9)

NOME: Summarized
District Adjusted ADM & Basic Need

Projected ADM for Nome:	668.00 + 8.5 corresp. = 676.50
Step 1. Adjusted ADM for School Size:	841.18
Step 1a. Adjusts for Hold Harmless	934.11
Step 2. Apply the District Cost Factor:	x 1.402
	1,309.62
Step 3. Apply the Special Needs Factor:	x 1.20
	1,571.54
Step 4. Add Intensive Service Counts:	+ 55.00
(5.00 x 11 = 55)	1,626.54
Step 5. Add Correspondence Student Counts:	+ 6.80
(8.5 x .80 = 6.80)	
= District Adjusted ADM	1,633.34
Multiply by $5,580 – the FY10 base student allocation	x $5,580
BASIC NEED:	**$9,114,037**

Components of Basic Need (Who Pays?)

⇦ Required Local Contribution

⇦ Federal Impact Aid

⇦ State Aid

SB 174 Full & True Value/Local Effort Calculation

As a result of Senate Bill 174: **(enacted in 2001)**

Beginning FY2002, half of the increased current year full & true value over 1999 (base year), is added to 1999 base year to determine the full & true value for the purposes of calculating Required Local Effort for education.

(If the full & true value did not increase over the 1999 base year, then the current full & true value stands and is multiplied by .004 mills to reach local effort.)

Calculating Nome's Full & True Value

Nome's 2008 Full Value	285,923,800
Nome's 1999 Full Value	191,926,100
Full Value Increase Difference	93,997,700
Divided in Half	46,998,850
Half of the Increase is Added to 1999 Value	
191,926,100 + 46,998,850 =	**238,924,950**

Required Local Contribution

Example: Nome City Schools

The **Lesser** or minimum of 4 mills of the education full & true value, but not to exceed 45% of the school districts prior year basic need.

.004 of Tax Base: (*Education Full & True Value*)

.004 x $ 238,924,950 = **$955,700**

45% of Prior Year Basic Need:

.45 x $8,972,788 = $4,037,755

(Shown on Column C, page 9)

Title VIII Federal Impact Aid Payments

- Title VIII Federal Impact Aid Payments received from March 1 through the last day of February are used for calculations of state aid.

- The dates on the payment vouchers are used to indicate that a school district has received Title VIII Payments

Title VIII Federal Impact Aid Payments
Example: Nome City Schools

Payments received by the Nome City Schools from March 1 through the end of February.

$81,920

(amount eligible for Deduction)

(Shown on Column D, page 9)

Impact Aid Percentage

Required Local Contribution
divided by
Budgeted Local Contribution

Budgeted Local Contribution, for the purposes of calculating the Impact Aid percentage is found in the Budgets submitted on July 15th of each year and may consist of:

- **-Appropriations**
- **-Investment Earnings**
- **-In-Kind Services**
- **-"Other Local"**

Title VIII Percentage
Example: Nome City Schools

Required Local: $ 955,700 = **50.14%**
Budgeted Local: $1,905,874

(This percentage is only derived for City & Boroughs)

(Shown on Column E, page 9)

Impact Aid
Example: Nome City Schools

90% of the Impact Aid received by a school district is multiplied by the Impact Aid Percentage

Nome's Deductible Impact Aid Calculation:

$81,920 x 50.14% x 90% = $36,967

Eligible Impact Aid **x** *Title VIII %* **x** *90%* **=** *Deductible Impact Aid*

(Shown on Column D, E, F; page 9)

STATE AID
Nome City Schools

Nome's State Aid:

Basic Need	$ 9,114,037
Less Required Local	(955,700)
Less Impact Aid	(36,967)
State Aid	**$ 8,121,370**

(Shown on Column G, page 9)

Additional Funds Above Basic Need

⇦ Additional Local Contribution

⇦ Quality Schools Grant

Additional Local Contribution

Example: Nome City Schools

The **greater** of 2 mills of the tax base **or** 23% of the district's current year Basic Need can be contributed but not exceeded.

.002 of Full & True Value Tax Base:

.002 x $285,923,800 = $571,848

23% of Basic Need:

.23 x $9,114,037 = **$2,096,229**

Maximum Local Contribution

Example: Nome City Schools

Required Local Contribution plus

Additional Local Contribution

Required Local Contribution:	$ 955,700
Additional Local Contribution:	+ $2,096,229
Maximum Local Contribution:	**$3,051,929**

Quality Schools Grant

AS 14.17.480 explains a district is eligible to receive a quality school funding grant not to exceed the district's Adjusted ADM multiplied by $16.

Example: Nome City Schools

1,633.34 x $16 = **$26,133**

(Column W, page 8 and Column I, page 9)

Components Of State Aid

A Permanent Funding Component of State Aid

Nome's Total State Aid equals:

Calculated **State Aid**	$8,121,370
plus **the Quality Schools Grant**	$ 26,133
TOTAL STATE ENTITLEMENT	**$8,147,503**

Please Note:

Prorating the Public School Funding Formula

If insufficient funds are appropriated by the legislature to meet the total entitlement, then all components of the Public School Funding Formula Program will be reduced by the same percentage.

AS 14.17.400 (b)

ANY QUESTIONS?

Public School Funding Program Overview

Updated January 2009

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Example: Nome School District 7

FY2010 Projected Entitlement **8-9**

HB 273 & Formula Changes for FY09-FY13 10

STUDENT BASED FORMULA

District Adjusted Average Daily Membership (ADM)

Step 1. Adjust: ADM for School Size
Step 2. Apply: District Cost Factor
Step 3. Apply: Special Needs Factor
Step 4. Add: Intensive Services Count
Step 5. Add: Correspondence Student Counts
= **District Adjusted (ADM)**

ADM Reporting Requirements

ADM – is the average number of enrolled students during the 20-school day count period. The 20-school day count ends the fourth Friday of October.
Reports are due within two weeks after the end of the 20-school day count period.

School Size Adjustment [Step 1]

For each school in the district subtract from the ADM **all** correspondence counts. Adjust the remaining ADM of each school using the school size factor table.

1. A community with an ADM under 10:
   Added to the smallest school with an ADM greater than 10.
2. A community with an ADM from 10 - 100:
   Grades K-12 ADM combined and adjusted once, adjusted as one school.
3. A community with an ADM from 101 – 425:
   ADM for grades K-6 and 7-12 are adjusted separately; adjusted as two schools.
4. A community with an ADM greater than 425:
   - Each facility administered as one school, counted as one school, ADM is adjusted as one school.
   - Alternative schools with an ADM of less than 200 combined are adjusted with the school with the greatest ADM in the district.
   - If an alternative school ADM is greater than 200 and administered as a separate facility, the ADM will be adjusted separately.
   - A Charter school with an ADM of 150 or greater will be adjusted as separate facility.

Using the proper formula from the school size factor table, calculate the adjusted ADM for each school.

School Size Table

Reference:	School Size:	Formula:
1.	10-19.99	39.60
2.	20-29.99	39.60 + (1.62 * (ADM - 20))
3.	30-74.99	55.80 + (1.49 * (ADM - 30))
4.	75-149.99	122.85 + (1.27 * (ADM - 75))
5.	150-249.99	218.10 + (1.08 * (ADM - 150))
6.	250-399.99	326.10 + (.97 * (ADM - 250))
7.	400-749.99	471.60 + (.92 * (ADM - 400))
8.	Over 750	793.60 + (.84 * (ADM - 750))

Correspondence student counts are not adjusted for size.

Hold Harmless [Step 1a]

House Bill 273 established a Hold Harmless [HH] provision for those districts experiencing a reduction in enrollment. To determine eligibility for this provision the district's sum total of the adjustment for school size is compared against the prior fiscal year [FY] to see if a decrease of five percent or greater has occurred. The HH provision is available to eligible districts for up to three years provided the total school size adjustment continues to stay below the base year. The district uses the fiscal year before the decrease as a base fiscal year to offset the decrease, according to the following method:

- 75% of the school size adjustment difference between the current FY and the base FY.
- 50% of the school size adjustment difference between the second FY and the base FY.
- 25% of the school size adjustment difference between the third FY and the base FY.

District Cost Factors [Step 2]

- Cost factors are specific to each school district.
- With the implementation of ISER in HB273, District cost factors will range from 1.000 to 1.948. [FY09 = 50% ISER with 12.5% added each subsequent year for next four years.]
- The department monitors the district cost factors and submits a report to the legislature on January 15 every other fiscal year, beginning in FY01.

The districts school size adjusted ADM is multiplied by the district cost factor.

Special Needs Funding [Step 3]

Vocational education, special education (except intensive special education), gifted/talented education, and bilingual/bicultural education are block funded. A district must file a plan with the department indicating the special needs services that will be provided, Section 14.17.420(2)(b), to qualify for special needs funding.

The districts' previously adjusted ADM is now multiplied by the Special Needs factor of 1.20.

Intensive Services Funding [Step 4]

A school district receives funding for intensive special education students that:

- Are receiving intensive services, and;
- Are enrolled on the last day of the 20 school day count period, and;
- Have an established Individual Education Plan (IEP).
- The districts intensive student count is multiplied by 11. [FY09 is multiplied by nine]

The district's Intensive count is added to previously adjusted ADM.

Correspondence Programs [Step 5]
Funding for correspondence programs is calculated by multiplying the correspondence ADM by 80%.

The district's correspondence count is now added to the previously adjusted ADM to arrive at the Final Adjusted ADM.

Basic Need
Multiply the district Final Adjusted ADM by the Base Student Allocation [BSA] to determine Basic Need. The BSA is $5,580 for FY10. [FY09 BSA is $5,480]

PUBLIC SCHOOL FUNDING ELEMENTS
The components of Public School Funding are *State Aid, Required Local Contribution,* and *Title VIII Impact Aid.*

State Aid Entitlement
Basic Need minus a required local contribution minus 90% eligible Federal Impact Aid plus the amount of funding 'Floor' plus Quality School Grants equal State Aid Entitlement.

Required Local Contribution
The equivalent of a 4-mill tax levy on the Full and True Value of the taxable real and personal property in the district not to exceed 45% of the district's Basic Need for the preceding fiscal year. *However*, beginning in FY02, only 50% of the *increase* in real and personal property over the 1999 Full and True Value is used for the 4 mill equivalent calculation. If the latest Full and True Value doesn't exceed the 1999 Full and True Value, then the latest value is utilized.

Title VIII Impact Aid
Federal Impact Aid provides funds to school districts for children of parents living and/or working on federal property "in-lieu of local tax revenues." 90% of the eligible funds are used in the calculation of state aid.

ADDITIONAL FUNDS ABOVE BASIC NEED

Maximum Local Contribution

If the City or Borough would like to contribute more than Required then the Maximum Local Contribution applies. To calculate this use the Required Local Contribution plus 23% of Basic Need **or** a 2-mill equivalent of the Full and True Value of the taxable and real property within the district, whichever is *greater*. The additional amount is added to the Required Local Effort to reach the Maximum Local Contribution.

For Example:

Nome's: *23% of Basic Need = $2,096,229* OR
.002 of Full & True Value = $571,848

RESULT:

Required Local Effort:	$ 955,700
Additional Local Contribution:	+$2,096,229 *[23% of Basic Need]*
Maximum Local Contribution:	$3,051,929

Quality School Grants

The districts adjusted ADM multiplied by $16 generates the amount the school district is eligible to receive.

Example: *Nome School District* **Column**

I. Basic Need Calculation

Projected ADM		676.50	L
Determining School Size Adjustment			
[Utilizing Table from page 4]	ADM		
Nome Elementary School	355		
Anvil City Science Academy	+ 44	*[Anvil (Alt.) School is adjusted with Greatest ADM see pg. 3]*	
	399	326.10+(.97x(**399**-250)) = 470.63	
Nome/Beltz Jr. & Senior High =	**255**	326.10+(.97x(**255**-250)) = 330.95	
Nome Youth Facility =	**14**	**14** = 39.60	
		FY10 School Size adjusted ADM	**841.18**
Hold Harmless Provision:		Less FY09 School Size adjusted ADM	965.08
		loss in School Size adjustment over PY	(123.90)
Determine 5% eligibility			
Divide difference by the base FY09		123.90/965.08 = 12.84% [eligible]	
75% of difference added back to FY10 School Size		841.18	
123.90 x 75% = 92.93		+ 92.93	
New Adjusted ADM-School Size		934.11	O
Apply District Cost Factor		x 1.402	
		1,309.62	Q
Apply Special Needs Factor		x 1.20	
		1,571.54	R
Add Intensive Service Counts		55.00	T
(5 x 11) = 55.00		1,626.54	U
Add Correspondence Counts		6.80	V
(8.5 * .80) = 6.80			
District Adjusted ADM		1,633.34	W
Multiply by $5,580 base allocation		x $5,580.00	
Basic Need:		**$ 9,114,037**	**B**

II. Nome's State Aid

Basic Need	$9,114,037	B
Required Local Contribution	(955,700)	C
Impact Aid	(36,967)	F
State Aid	$8,121,370	G

III. Quality Schools Grant

District adjusted ADM x $16	1,633.34	
	x $16.00	
	$26,133	I

IV. Components of State Aid

State Aid	$8,121,370	G
Quality Schools Grant	26,133	I
Total State Aid Entitlement	**$8,147,503**	J

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January 2009 Updated
FY2010 Projections
Department of Education & Early Development
Foundation

					L+M			OxP	Qx1.20		Sx5	R+T	Mx.80	U+V
	K	L	M	N	O	P	Q	R	S	T	U	V	W
1	School District	PROJECTED FY10 ADM	PROJECTED FY10 Corresp. ADM	FY10 PROJECTED Total ADM	Adj for School Size ADM; HH included where eligb.	District Cost Factor	Adjusted for Cost Factor	Special Needs Factor 1.20	Special Ed Intsv.	Adjust for SPED Intsv *11.00	Students + Intensive Special Education	District Corresp. 80%	District Adjusted ADM
2	Alaska Gateway	343.00	58.00	401.00	599.58	1.481	887.98	1065.58	5	55	1120.58	46.40	1166.98
3	Aleutian Region	37.00	0.00	37.00	118.80	1.864	221.44	265.73	0	0	265.73	0.00	265.73
4	Aleutians East	256.00	0.00	256.00	515.70	1.778	916.91	1100.29	1	11	1111.29	0.00	1111.29
5	Anchorage	47464.25	896.00	48360.25	52164.21	1.000	52164.21	62597.05	809	8899	71496.05	716.80	72212.85
6	Annette Island	268.00	0.00	268.00	395.56	1.216	481.00	577.20	1	11	588.20	0.00	588.20
7	Bering Strait	1653.00	0.00	1653.00	2672.56	1.821	4866.73	5840.08	19	209	6049.08	0.00	6049.08
8	Bristol Bay	140.00	2.00	142.00	261.98	1.397	365.99	439.19	2	22	461.19	1.60	462.79
9	Chatham	154.00	3.00	157.00	289.53	1.405	406.79	488.15	3	33	521.15	2.40	523.55
10	Chugach	70.00	170.00	240.00	144.85	1.420	205.69	246.83	0	0	246.83	136.00	382.83
11	Copper River	454.25	50.25	504.50	788.28	1.264	996.39	1195.67	4	44	1239.67	40.20	1279.87
12	Cordova	365.00	0.00	365.00	529.08	1.182	625.37	750.44	8	88	838.44	0.00	838.44
13	Craig	332.00	394.67	726.67	469.62	1.133	532.08	638.50	7	77	715.50	315.74	1031.24
14	Delta/Greely	785.00	300.00	1085.00	1080.75	1.191	1287.17	1544.60	11	121	1665.60	240.00	1905.60
15	Denali	234.00	175.00	409.00	409.32	1.326	542.76	651.31	1	11	662.31	140.00	802.31
16	Dillingham	508.00	6.00	514.00	659.74	1.312	865.58	1038.70	7	77	1115.70	4.80	1120.50
17	Fairbanks	14075.00	293.00	14368.00	15938.04	1.059	16878.38	20254.06	303	3333	23587.06	234.40	23821.46
18	Galena	234.00	3400.00	3634.00	345.34	1.376	475.19	570.23	0	0	570.23	2720.00	3290.23
19	Haines	261.00	15.00	276.00	437.70	1.128	493.73	592.48	6	66	658.48	12.00	670.48
20	Hoonah	115.00	0.00	115.00	205.77	1.270	261.33	313.60	4	44	357.60	0.00	357.60
21	Hydaburg	60.00	0.00	60.00	118.22	1.348	159.36	191.23	0	0	191.23	0.00	191.23
22	Iditarod Area	193.00	100.00	293.00	394.34	1.705	672.35	806.82	0	0	806.82	80.00	886.82
23	Juneau	4840.00	81.00	4921.00	5476.37	1.093	5985.67	7182.80	130	1430	8612.80	64.80	8677.60
24	Kake	95.00	0.00	95.00	160.81	1.296	208.41	250.09	3	33	283.09	0.00	283.09
25	Kashunamiut	318.00	0.00	318.00	454.69	1.533	697.04	836.45	4	44	880.45	0.00	880.45
26	Kenai Peninsula	8112.00	935.00	9047.00	10389.02	1.109	11521.42	13825.70	77	847	14672.70	748.00	15420.70
27	Ketchikan Gateway	2060.00	35.00	2095.00	2706.32	1.106	2993.19	3591.83	20	220	3811.83	28.00	3839.83
28	Klawock	119.10	0.00	119.10	216.31	1.196	258.71	310.45	3	33	343.45	0.00	343.45
29	Kodiak Island	2535.00	80.00	2615.00	3120.29	1.216	3794.27	4553.12	23	253	4806.12	64.00	4870.12
30	Kuspuk	326.00	0.00	326.00	679.97	1.622	1102.91	1323.49	3	33	1356.49	0.00	1356.49
31	Lake & Peninsula	364.00	0.00	364.00	750.30	1.831	1373.80	1648.56	2	22	1670.56	0.00	1670.56
32	Lower Kuskokwim	3948.00	0.00	3948.00	5852.79	1.599	9358.61	11230.33	62	682	11912.33	0.00	11912.33
33	Lower Yukon	2038.80	0.00	2038.80	3093.87	1.703	5268.86	6322.63	13	143	6465.63	0.00	6465.63
34	Mat-Su	15079.00	1485.00	16564.00	17229.33	1.048	18056.34	21667.61	270	2970	24637.61	1188.00	25825.61
35	Nenana	187.00	800.00	987.00	317.88	1.313	417.38	500.86	2	22	522.86	640.00	1162.86
36	Nome	668.00	8.50	676.50	934.11	1.402	1309.62	1571.54	5	55	1626.54	6.80	1633.34
37	North Slope	1571.00	0.00	1571.00	2191.14	1.684	3689.88	4427.86	10	110	4537.86	0.00	4537.86
38	Northwest Arctic	1854.00	0.00	1854.00	2705.43	1.720	4653.34	5584.01	21	231	5815.01	0.00	5815.01
39	Pelican	16.00	0.00	16.00	39.60	1.408	55.76	66.91	0	0	66.91	0.00	66.91
40	Petersburg	510.00	0.00	510.00	745.61	1.153	859.69	1031.63	10	110	1141.63	0.00	1141.63
41	Pribilof	106.00	0.00	106.00	176.77	1.589	280.89	337.07	0	0	337.07	0.00	337.07
42	Saint Mary's	180.00	0.00	180.00	283.80	1.522	431.94	518.33	1	11	529.33	0.00	529.33
43	Sitka	1268.00	35.00	1303.00	1556.19	1.123	1747.60	2097.12	32	352	2449.12	28.00	2477.12
44	Skagway	95.00	0.00	95.00	164.12	1.163	190.87	229.04	3	33	262.04	0.00	262.04
45	Southeast Island	167.00	1.00	168.00	479.25	1.299	622.55	747.06	3	33	780.06	0.80	780.86
46	Southwest Region	633.50	0.00	633.50	1064.45	1.587	1689.28	2027.14	6	66	2093.14	0.00	2093.14
47	Tanana	40.00	0.00	40.00	89.70	1.677	150.43	180.52	1	11	191.52	0.00	191.52
48	Unalaska	410.00	0.00	410.00	555.00	1.368	759.24	911.09	2	22	933.09	0.00	933.09
49	Valdez	682.00	0.00	682.00	886.29	1.143	1013.03	1215.64	8	88	1303.64	0.00	1303.64
50	Wrangell	305.00	4.00	309.00	469.43	1.100	516.37	619.64	5	55	674.64	3.20	677.84
51	Yakutat	101.00	0.00	101.00	188.23	1.275	239.99	287.99	0	0	287.99	0.00	287.99
52	Yukon Flats	270.80	0.00	270.80	535.63	1.948	1043.41	1252.09	3	33	1285.09	0.00	1285.09
53	Yukon/Kovukuk	274.00	975.00	1249.00	578.97	1.711	990.62	1188.74	8	88	1276.74	780.00	2056.74
54	Yupiit	450.00	0.00	450.00	766.34	1.628	1247.60	1497.12	2	22	1519.12	0.00	1519.12
55	Mt. Edgecumbe	430.00	0.00	430.00	499.20	1.123	560.60	672.72	0	0	672.72	0.00	672.72
56													
57	TOTALS:	118,054.70	10,302.42	128,357.12	143,896.18	0.000	167,395.75	200,874.92	1,923	21,153	222,027.92	8,241.94	230,269.86

January 2009 Updated
FY2010 Projections
Department of Education & Early Development
Foundation

	A	B	C	D	E	F	G	H	I	J
1	School District	$5,580 Basic Need	Required Local Effort	Eligible Federal Impact AID	Impact AID Percent	Deductible Impact AID 90.0%	State AID	FY2010 PROJECTED Adjusted Floor	Quality Schools	FY10 PROJECTED Total State Entitlement
2	Alaska Gateway	6,511,748	0	312,928	100.00%	281,635	6,230,113	0	18,672	6,248,785
3	Aleutian Region	1,482,773	0	94,083	100.00%	84,675	1,398,098	0	4,252	1,402,350
4	Aleutians East	6,200,998	450,128	718,486	35.72%	230,979	5,519,891	0	17,781	5,537,672
5	Anchorage	402,947,703	101,145,807	12,567,783	54.69%	6,185,988	295,615,908	0	1,155,406	296,771,314
6	Annette Island	3,282,156	0	1,488,698	100.00%	1,339,828	1,942,328	0	9,411	1,951,739
7	Bering Strait	33,753,866	0	8,818,685	100.00%	7,936,817	25,817,049	0	96,785	25,913,834
8	Bristol Bay	2,582,368	806,424	174,176	75.05%	117,647	1,658,297	0	7,405	1,665,702
9	Chatham	2,921,409	0	336,084	100.00%	302,476	2,618,933	0	8,377	2,627,310
10	Chugach	2,136,191	0	129,604	100.00%	116,644	2,019,547	179,084	6,125	2,204,756
11	Copper River	7,141,675	0	167,392	100.00%	150,653	6,991,022	0	20,478	7,011,500
12	Cordova	4,678,495	755,869	35,117	45.40%	14,349	3,908,277	0	13,415	3,921,692
13	Craig	5,754,319	397,755	577,296	48.64%	252,717	5,103,847	0	16,500	5,120,347
14	Delta/Greely	10,633,248	0	301,560	100.00%	271,404	10,361,844	0	30,490	10,392,334
15	Denali	4,476,890	702,934	11,428	40.20%	4,135	3,769,821	0	12,837	3,782,658
16	Dillingham	6,252,390	631,792	1,156,677	50.34%	524,044	5,096,554	0	17,928	5,114,482
17	Fairbanks	132,923,747	27,131,178	10,162,549	60.59%	5,541,740	100,250,829	0	381,143	100,631,972
18	Galena	18,359,483	95,616	84,142	9.84%	7,452	18,256,415	0	52,644	18,309,059
19	Haines	3,741,278	1,081,719	0	77.30%	0	2,659,559	0	10,728	2,670,287
20	Hoonah	1,995,408	139,041	308,360	50.56%	140,316	1,716,051	0	5,722	1,721,773
21	Hydaburg	1,067,063	34,396	321,616	28.69%	83,044	949,623	0	3,060	952,683
22	Iditarod Area	4,948,456	0	476,654	100.00%	428,989	4,519,467	0	14,189	4,533,656
23	Juneau	48,421,008	13,816,916	0	57.07%	0	34,604,092	0	138,842	34,742,934
24	Kake	1,579,642	77,607	253,479	26.52%	60,500	1,441,535	0	4,529	1,446,064
25	Kashunamiut	4,912,911	0	1,753,215	100.00%	1,577,894	3,335,017	0	14,087	3,349,104
26	Kenai Peninsula	86,047,506	23,192,450	0	56.04%	0	62,855,056	0	246,731	63,101,787
27	Ketchikan Gateway	21,426,251	5,259,305	0	57.82%	0	16,166,946	0	61,437	16,228,383
28	Klawock	1,916,451	137,801	554,479	41.66%	207,896	1,570,754	0	5,495	1,576,249
29	Kodiak Island	27,175,270	4,353,652	1,577,158	41.84%	593,895	22,227,723	0	77,922	22,305,645
30	Kuspuk	7,569,214	0	1,552,475	100.00%	1,397,228	6,171,986	0	21,704	6,193,690
31	Lake & Peninsula	9,321,725	279,808	1,398,727	18.09%	227,727	8,814,190	0	26,729	8,840,919
32	Lower Kuskokwim	66,470,801	0	13,802,820	100.00%	12,422,538	54,048,263	0	190,597	54,238,860
33	Lower Yukon	36,078,215	0	8,631,293	100.00%	7,768,164	28,310,051	0	103,450	28,413,501
34	Mat-Su	144,106,904	23,355,306	0	52.18%	0	120,751,598	0	413,210	121,164,808
35	Nenana	6,488,759	95,907	1,152	73.77%	765	6,392,087	0	18,606	6,410,693
36	Nome	9,114,037	955,700	81,920	50.14%	36,967	8,121,370	0	26,133	8,147,503
37	North Slope	25,321,259	11,158,305	4,406,637	41.87%	1,660,553	12,502,401	0	72,606	12,575,007
38	Northwest Arctic	32,447,756	2,105,556	4,542,792	32.79%	1,340,623	29,001,577	0	93,040	29,094,617
39	Pelican	373,358	46,270	0	93.12%	0	327,088	97,647	1,071	425,806
40	Petersburg	6,370,295	1,147,665	0	60.54%	0	5,222,630	0	18,266	5,240,896
41	Pribilof	1,880,851	0	596,489	100.00%	536,840	1,344,011	0	5,393	1,349,404
42	Saint Mary's	2,953,661	34,565	0	48.68%	0	2,919,096	0	8,469	2,927,565
43	Sitka	13,822,330	3,604,320	24,451	64.96%	14,295	10,203,715	0	39,634	10,243,349
44	Skagway	1,462,183	662,121	0	53.32%	0	800,062	0	4,193	804,255
45	Southeast Island	4,357,199	0	15,145	100.00%	13,631	4,343,568	0	12,494	4,356,062
46	Southwest Region	11,679,721	0	3,060,391	100.00%	2,754,352	8,925,369	0	33,490	8,958,859
47	Tanana	1,068,682	27,918	24,342	100.00%	21,908	1,018,856	0	3,064	1,021,920
48	Unalaska	5,206,642	1,674,958	13,160	58.70%	6,952	3,524,732	0	14,929	3,539,661
49	Valdez	7,274,311	3,254,652	8,881	51.05%	4,080	4,015,579	0	20,858	4,036,437
50	Wrangell	3,782,347	624,990	2,081	77.46%	1,451	3,155,906	0	10,845	3,166,751
51	Yakutat	1,606,984	231,990	200,311	45.71%	82,406	1,292,588	0	4,608	1,297,196
52	Yukon Flats	7,170,802	0	705,762	100.00%	635,186	6,535,616	0	20,561	6,556,177
53	Yukon/Kovukuk	11,476,609	0	1,196,353	100.00%	1,076,718	10,399,891	0	32,908	10,432,799
54	Yupiit	8,476,690	0	2,417,205	100.00%	2,175,485	6,301,205	0	24,306	6,325,511
55	Mt. Edgecumbe	3,753,778	0	881,853	100.00%	793,668	2,960,110	0	10,764	2,970,874
56									Military/Other	26,027,300
57	TOTALS:	1,284,905,816	229,470,421	85,945,889		59,427,254	996,008,141	276,731	3,684,319	1,025,996,491

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HB273 & Formula Changes

In addition to the hold harmless provision that was implemented, HB273, enacted in 2008, changed three other components of the formula over a period of five years.

Fiscal Year	District Cost Factor	Intensive Multiplier	Base Student Allocation
FY2009	50% of ISER	x 9	$5,480
FY2010	62.5% of ISER	x 11	$5,580
FY2011	75% of ISER	x 13	$5,680
FY2012	87.5% of ISER		
FY2013	100% ISER		

Area Cost Differential Table FY09 FY10 FY11 FY12 FY13

District	Education Task Force District Cost Factors 50% ISER	62.50% ISER	75.0% ISER	87.50% ISER	100% ISER
Alaska Gateway	1.443	1.481	1.519	1.557	1.594
Aleutian Region	1.838	1.864	1.890	1.916	1.939
Aleutians East Borough	1.707	1.778	1.849	1.920	1.991
Anchorage	1.000	1.000	1.000	1.000	1.000
Annette Island	1.175	1.216	1.257	1.298	1.338
Bering Strait	1.762	1.821	1.880	1.939	1.998
Bristol Bay Borough	1.370	1.397	1.424	1.451	1.478
Chatham	1.348	1.405	1.462	1.519	1.576
Chugach	1.395	1.420	1.445	1.470	1.496
Copper River	1.246	1.264	1.282	1.300	1.316
Cordova	1.165	1.182	1.199	1.216	1.234
Craig	1.108	1.133	1.158	1.183	1.206
Delta/Greely	1.174	1.191	1.208	1.225	1.241
Denali Borough	1.323	1.326	1.329	1.332	1.332
Dillingham	1.300	1.312	1.324	1.336	1.346
Fairbanks North Star Borough	1.055	1.059	1.063	1.067	1.070
Galena	1.370	1.376	1.382	1.388	1.391
Haines Borough	1.104	1.128	1.152	1.176	1.200
Hoonah	1.227	1.270	1.313	1.356	1.399
Hydaburg	1.295	1.348	1.401	1.454	1.504
Iditarod Area	1.658	1.705	1.752	1.799	1.846
Juneau Borough	1.075	1.093	1.111	1.129	1.145
Kake	1.242	1.296	1.350	1.404	1.459
Kashunamiut	1.504	1.533	1.562	1.591	1.619
Kenai Peninsula Borough	1.088	1.109	1.130	1.151	1.171
Ketchikan Gateway Borough	1.085	1.106	1.127	1.148	1.170
Klawock	1.160	1.196	1.232	1.268	1.302
Kodiak Island Borough	1.191	1.216	1.241	1.266	1.289
Kuspuk	1.584	1.622	1.660	1.698	1.734
Lake & Peninsula Borough	1.776	1.831	1.886	1.941	1.994
Lower Kuskokwim	1.577	1.599	1.621	1.643	1.663
Lower Yukon	1.650	1.703	1.756	1.809	1.861
Mat-Su Borough	1.040	1.048	1.056	1.064	1.070
Nenana	1.304	1.313	1.322	1.331	1.338
Nome	1.385	1.402	1.419	1.436	1.450
North Slope Borough	1.648	1.684	1.720	1.756	1.791
Northwest Arctic Borough	1.686	1.720	1.754	1.788	1.823
Pelican	1.384	1.408	1.432	1.456	1.477
Petersburg	1.122	1.153	1.184	1.215	1.244
Pribilof	1.555	1.589	1.623	1.657	1.691
Saint Mary's	1.488	1.522	1.556	1.590	1.624
Sitka Borough	1.098	1.123	1.148	1.173	1.195
Skagway	1.159	1.163	1.167	1.171	1.174
Southeast Island	1.264	1.299	1.334	1.369	1.403
Southwest Region	1.554	1.587	1.620	1.653	1.685
Tanana	1.641	1.677	1.713	1.749	1.786
Unalaska	1.343	1.368	1.393	1.418	1.441
Valdez	1.133	1.143	1.153	1.163	1.170
Wrangell	1.080	1.100	1.120	1.140	1.159
Yakutat	1.229	1.275	1.321	1.367	1.412
Yukon Flats	1.892	1.948	2.004	2.060	2.116
Yukon/Kovukuk	1.669	1.711	1.753	1.795	1.835
Yupiit	1.596	1.628	1.660	1.692	1.723
Mt. Edgecumbe High School	1.098	1.123	1.148	1.173	1.195

1/30/09 OVERVIEW: DEED WORKKEYS PROGRAM

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

Alaska Career Ready is

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

Alaska Career Ready is based on the WorkKeys system.

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

Alaska Career Ready also has an instructional component.

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

Education regulations

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

update:1/29/2009

			First Semester			
	Period 1	Period 2	Period 3	Lunch	Period 4	Period 5
Teachers	8:15-9:35 AM	9:40-11:00 AM	11:05-12:25 PM	12:25-1:15	1:15 - 2:35 PM	2:40 - 4:00 PM
Arnold		COMPUTER 1	A+ COMPUTING		COMPUTER 1	WEIGHT TRAINING
Campen	AK ISSUES	US HISTORY	AK ISSUES		US HISTORY	
Calkins		HEALTH & WELLNESS	HEALTH/WELLNESS		TEAM SPORTS	DIGITAL MEDIA
Davis		INT SCIENCE 1	INT SCI 1		ALGEBRA 1	COMPUTER 1
Drain					YEARBOOK	
Drake	ENGLISH 4	ENGLISH 4	ENGLISH 4		ENGLISH 1 YR	
Fitzgibbon		AK HISTORY	AK HISTORY		AK HISTORY	WORLD HISTORY
Hart		ALGEBRA 1	TRIGONOMETRY		APPLIED PHYSICS	ALGEBRA 1
Hay		ENGLISH 3	ENGLISH 3		PAC RIM	ENGLISH 3
Hughes		CONSTRUCTION	CONSTRUCTION			
Hunter		GEOMETRY	GEOMETRY		ALGEBRA 2	ALGEBRA 2
Jackson	GOVERNMENT	GOVERNMENT	GEOGRAPHY		GEOGRAPHY	
Jacoby		ENGLISH 1 YR	ENGLISH 1 YR		ENGLISH 1 YR	ENGLISH 1 YR
Kimber		JAPANESE 1	JAPANESE 1		ENGLISH 3	JAPANESE 1
Larson						SM ENGINE REPAIR
Le		CHINESE	PACIFIC RIM		CHINESE	PACIFIC RIM
Lynn		ENGLISH 2	LIT & COMPOSITION			
Mahoney		OCEANOGRAPHY	INTEGRATED SCI. 1		CHEMISTRY	SWIMMING
McCrossin	JOURNALISM	ENGLISH 2	SR. FUTURES		ENGLISH 2	
Moll	GENETICS	MARINE BIOLOGY	INT SCI 2			INT SCI 2
Mulligan	SR. FUTURES	ART	ART			ART
Nance			ADV COMP CONCEPTS			WEBSITE DESIGN
Sullivan		CONTENT READING	CONTENT READING		SPANISH 2	SPANISH 1
Pucket					WELDING	WELDING
Raschick/		ACCOUNTING				TUTORING
Winslow		HEALTH/WELLNESS	HEALTH & ETT		INTRO TO BUSINESS	HSQE MATH
Young		ALGEBRA YL 1	WEIGHT TRAINING		GEOMETRY	ALGEBRA YL 1

update:1/29/2009

Teachers	Second Semester					
	Period 1	Period 2	Period 3	Lunch	Period 4	Period 5
	8:15-9:35 AM	9:40-11:00 AM	11:05-12:25 PM	12:25-1:15	1:15 - 2:35 PM	2:40 - 4:00 PM
Arnold		A+ COMPUTING	COMPUTER 1		COMPUTER 1	WT TRAINING
Campen	AK ISSUES	US HISTORY	US HISTORY		GLOBAL ISSUES	
Calkins		HEALTH & WELLNESS	INDIVIDUAL SPORTS		HEALTH & WELLNESS	DIGITAL YEARBOOK
Davis		INT. SCIENCE 1	COMPUTER 2		ALGEBRA 2	ALGEBRA 2
Drain					YEARBOOK	
Drake	SR. FUTURES	ENGLISH 4	CREATIVE WRITING		ENGLISH 1 YL	
Fitzgibbon		AK HISTORY	AK HISTORY		US HISTORY	WORLD HISTORY
Hart		ALGEBRA 1	CALCULUS		HSQE MATH	TRIGONOMETRY
Hay		ENGLISH 3	ENGLISH 3		LITERATURE	PACIFIC RIM
Hughes		CONSTRUCTION	CONSTRUCTION			
Hunter		ALGEBRA 2	GEOMETRY		PHYSICS	GEOMETRY
Jackson	GOVERNMENT	GEOGRAPHY	AK ISSUES		GEOGRAPHY	
Jacoby		ENGLISH 1 YR	ENGLISH 1 YR		ENGLISH 1 YR	ENGLISH 1 YR
Kimber		JAPANESE 1	JAPANESE 2 + JAPAN 3		AK NATIVE LITERATURE	SCI FI LITERATURE
Larson						SM ENGINE REPAIR
LE		PACIFIC RIM	PACIFIC RIM		CHINESE 2	CHINESE 1
Lynn		ENGLISH 2	LIT & COMPOSITION			
Mahoney		ADV. CHEMISTRY	CHEMISTRY		ENVIRONMENTAL SCI	SWIMMING
McCrossin	JOURNALISM	ENGLISH 2	SENIOR FUTURES		ENGLISH 2	
Moll	GENETICS	MARINE BIOLOGY	INT SCI 2			INT SCI 2
Mulligan		DRAWING/PAINTING	CERAMICS		ASIAN ART	ART & ART HISTORY
Nance			INT TO COMP PROG			ANIMATION
Sullivan		SPANISH 2	SPANISH 1		CONTENT READING	CONTENT READING 10
Pucket					WELDING	WELDING
Raschick					EMT	TUTORING
Winslow		ETT	BUSINESS CONCEPTS		HEALTH/WELLNESS	HSQE MATH
Young		ALGEBRA YL 1	WT TRAINING		GEOMETRY	ALGEBRA YL 1

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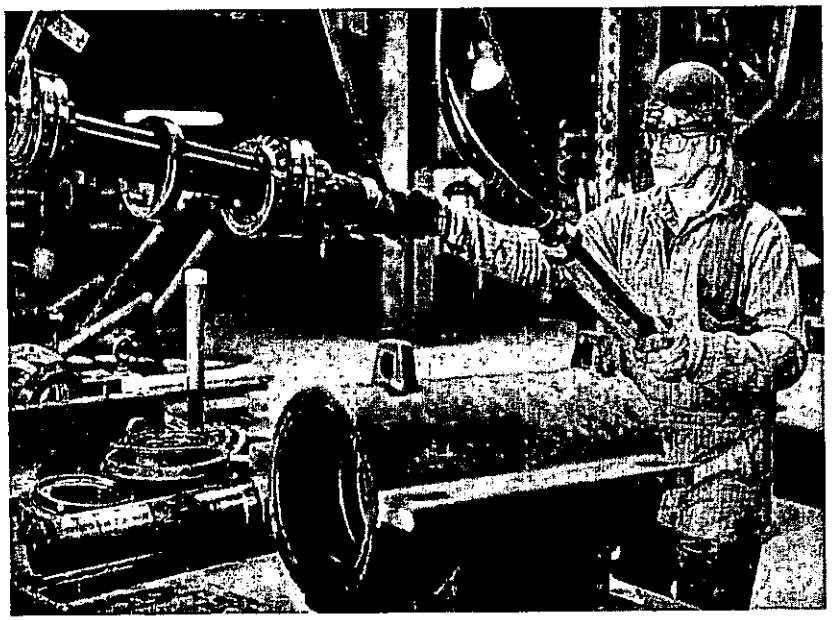


Alaska Department of Labor and Workforce Development

House Education Committee
Click Bishop, Commissioner
January 30, 2009

Our Mission

- Provide safe and legal working conditions and advance opportunities for employment.
  - Workforce Development
    - Labor market information (Research & Analysis Section)
    - Employment assistance (Employment Security Division)
    - Worker training and education (Business Partnerships and Alaska Vocational Technical Center)
    - Unemployment compensation (Employment Security Division)
    - Assisting people with disabilities to obtain and maintain employment (Vocational Rehabilitation Division)
  - Regulatory
    - Assuring fair compensation for work performed (Labor Standards & Safety, Wage and Hour)
    - Assuring a safe workplace (Labor Standards & Safety, Occupational Safety & Health)
    - Assuring fair workers' compensation claim adjudication (Workers' Compensation Division and Appeals Commission)
    - Unemployment insurance tax collection/fraud detection (Employment Security Division)

2577

Alaska's Dynamic Labor Market

- Aging workforce—18% of Alaskans (124,500) are between the ages of 51 and 65.

During 2007 Alaska had both –

- **Unemployed Alaska Workers**: Approximately 22,000 unemployed each month (a 6.2% average annual unemployment rate), and

- **Imported workers:** nearly 20% of Alaska's workers -- 78,700 individuals -- were nonresidents.

Nonresident Workers - Resident opportunities

In 2006 nonresidents –

- Earned over $1.7 billion, just over 13% of total wage and salary earnings.
- Accounted for over 29% of the oil industry workers – down from 31% in 2006.
- Received $364.7 million in oil industry earnings – up from $327.6 million in 2006.

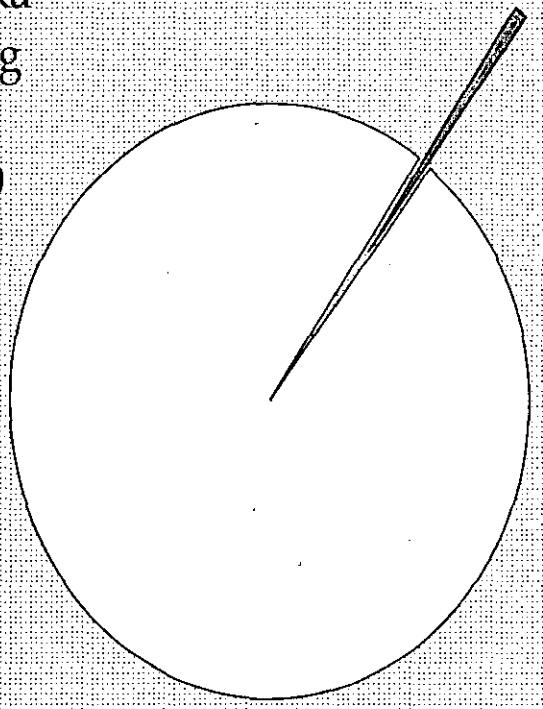
Alaska's Youth

- 11,000 new Alaskan 18 year olds each year.
- 4,000 Alaskans ages 16-19 are not in school and not working.
- 62% of Alaska students who were freshmen in 2001 graduated high school in 2006 (does not include GED's).
- Only 62% of Alaskan high school graduates remain for training or employment; the rest leave the state.
- 2000 Census—over 57,000 Alaskans age 18 and over with no high school diploma.

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

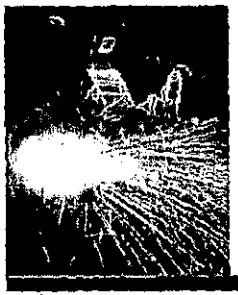
FY 10 Operating Budget is $175.2 million…

State of Alaska GF Operating Budget $4,564,039.9

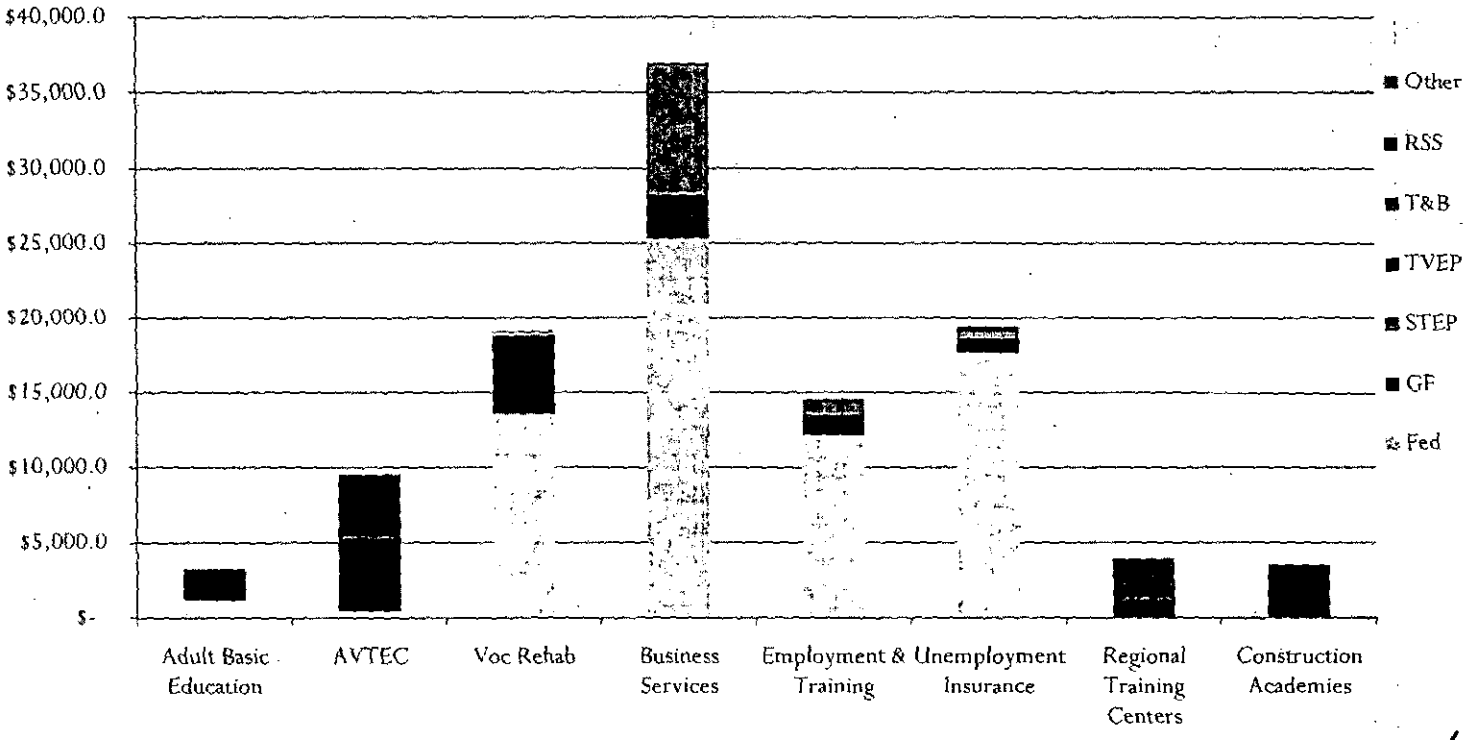


Department of Labor GF Operating Budget $31,001.0 (0.68%)

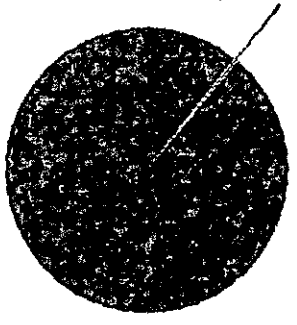
DOLWD Non-General Funds	
Federal:	$85,751.6
Other:	$58,432.5



Workforce Development Program Funding - $110.5 Million

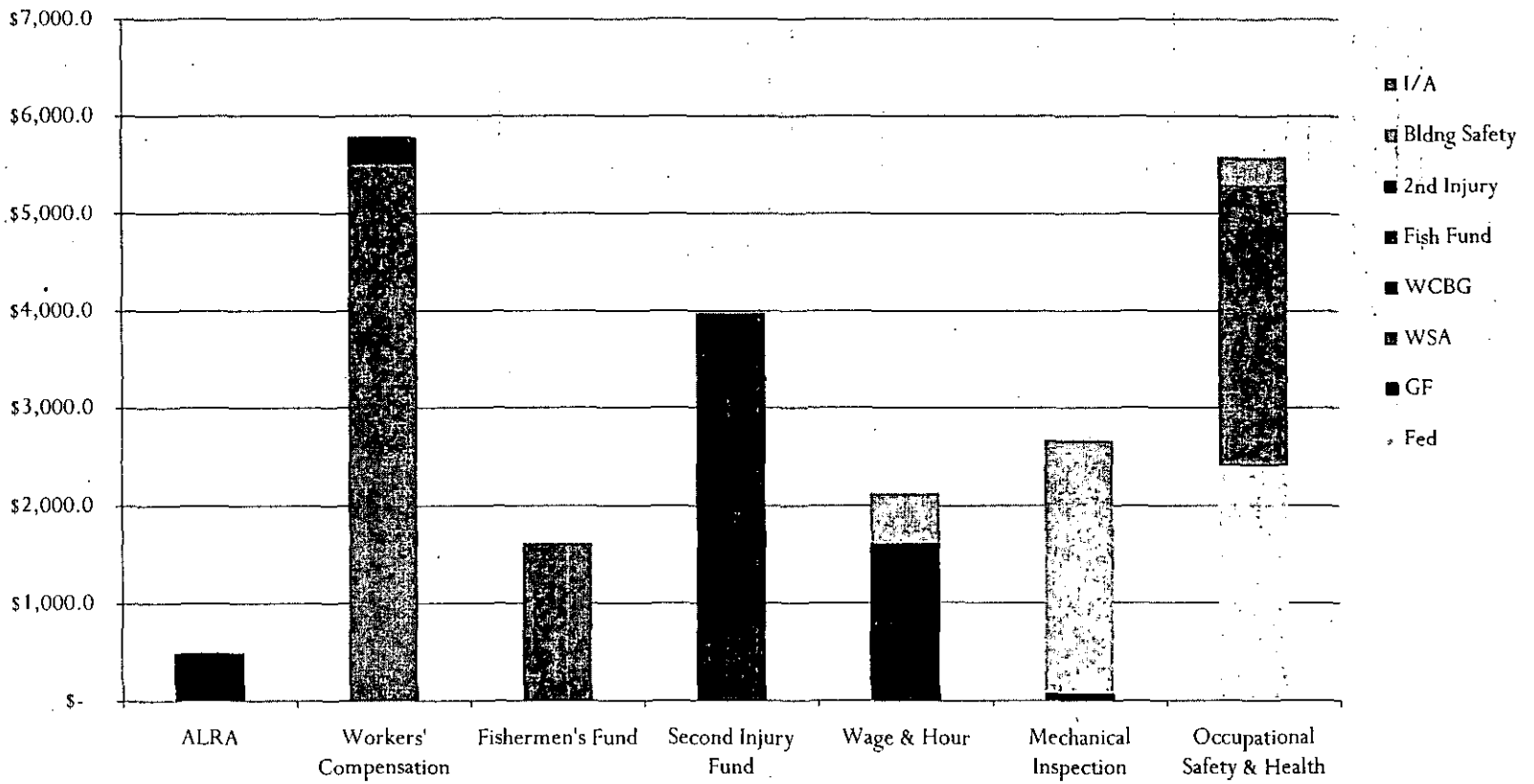


RSS - Receipt Supported Services
T&B - Training and Building Fund
TVEP - Technical Vocational Education Program
STEP - State Training and Employment Program
GF- General Funds
Fed - Federal



- State GF Operating Budget $4.56 Billion
- DOLWD Training & Support GF $22.22 Million

Regulatory Program Funding – $22.2 Million Total Funds/$2.2 Million GF



I/A: Interagency Receipts
WCBG: Workers' Compensation Benefit Guaranty Fund
WSA: Worker Safety Account
GF: General Fund
Fed: Federal Funds

Training System at a Glance

Funding

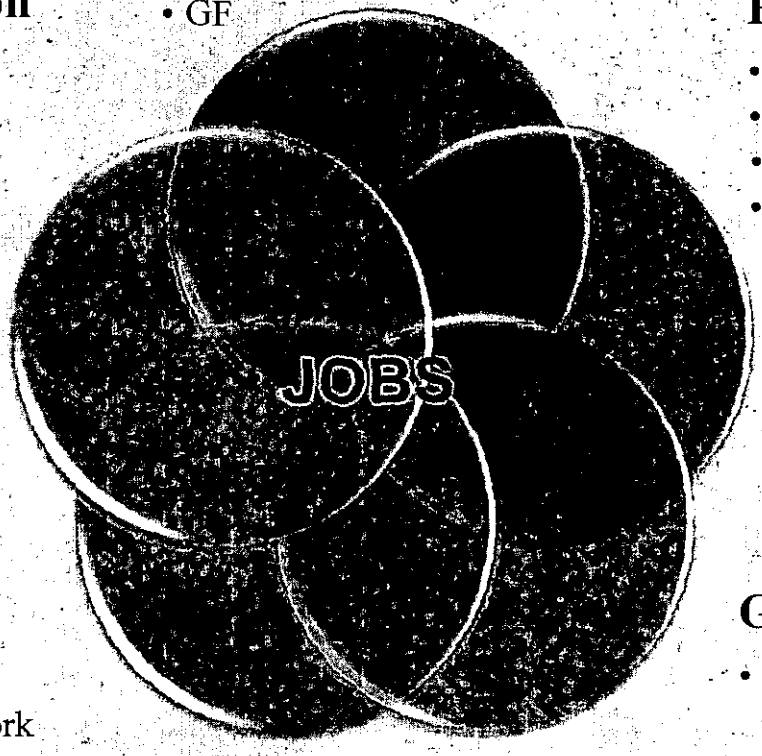
- *Federal*
  - Workforce Investment Act
  - Denali Training
  - Pipeline Training
- *State*
  - STEP
  - TVEP
  - GF

Workforce Investment Board

- Policy Development
- System Oversight

Secondary Education

- DEED/High Schools
- Adult Basic Education
- Youth First
- Construction Academies
- College Ready/Work Ready
- Private Partners



Postsecondary Education

- University of Alaska
- AVTEC
- Regional Training Centers
- Private Partners

Employment Services

- Job Center Network
  - Counseling
  - Job/ Training Referral

Grantees

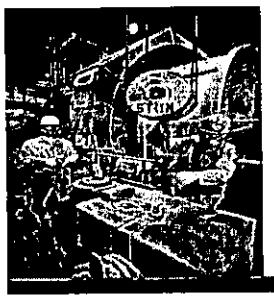
- Competitive Selection

State Entity Partnerships

- **University of Alaska**
  - Sharing of workforce data and projections
  - Training program performance report
  - Coordination of training and articulation agreements
- **Education and Early Development**
  - Career and Technical Education
  - Work Keys & Alaska Career Ready Certificate
- **Commerce, Community and Economic Development**
  - Meet the workforce needs of economic development projects
- **Transportation and Public Facilities**
  - Apprentice utilization on public construction projects

Private Sector Partnerships

- **Workforce Investment Board**
  - Private sector dominated; sets workforce development policy
  - Regional Advisory Councils provide region-specific input
- **Gasline Training Plan Steering Committee**
- **Alaska Construction Academies**
  - Partnership with School Districts, Association of General Contractors and Home Builders Association to employ trainees; industry financial contributions in FY 08 totaled over $600 thousand.
- **State Training and Employment Program Partners**
  - Private sector partners in STEP contributed over $5 million to training efforts in FY 08
- **Alaska Occupational Safety and Health**
  - Successful efforts to enhance employer compliance vs. enforcement activity;
  - Voluntary Protection Program and SHARP
  - OSH Board Reviews Appeals
- **Workers' Compensation**
  - Medical Services Advisory Committee
  - Board and Appeals Commission



FY 08 Key Program Accomplishments

Workforce Development

- Alaska job center network connected 31,274 Alaskans with jobs.
- 6,673 individuals received employment and/or training services for jobs. 94% of trained participants entered employment.
- 529 Vocational Rehabilitation Division consumers were employed
- Issued 1,540 General Education Development Diplomas.
- AVTEC trained nearly 900 Alaskans.
- Published a gasline workforce training plan.

Regulatory

- Occupational Safety: 21% reduction in the rate of lost workday accidental injuries and illness – from 2.02 to 1.59 per 100 employees.
- Wage & Hour: Wage claim resolution time is 4.5 months, 1.5 months less than the target of 6 months.
- Workers' Compensation: 169 uninsured employers were detected and there were 60 uninsured injuries .

A Note About Apprenticeship

- A registered program providing
  - on-the-job-training at wages commensurate with skills attained
  - enhanced through courses of related instruction
- Goal: increase the number of apprentices to improve Alaska hire and give hope to our youth that there are job opportunities in Alaska.
  - Data sharing agreement with U.S. Dept. of Labor
  - Apprentice Coordinator hired—partnership with federal apprenticeship office
  - Working with mining and other industries to develop registered apprenticeships
  - 25 local job center staff trained as apprenticeship liaisons; working directly with employers to establish registered apprenticeship programs

* **10 year result: over 91 percent (3,144) of the 3,439 active or completer apprentices are Alaska residents .**

FY 10 General Fund Continuation Increments

- **Construction Academy continuation--$3.5 Million GF***
  - Construction career training for youth and adults in Anchorage, Fairbanks, Mat-su, Juneau, Kenai, and Ketchikan.
- **On-the-Job Training and Registered Apprenticeship Incentives--$ 585.0 GF***
  - 200 participants targeted for industry related occupational training.
- **Coordinator to integrate Vocational Education/Set Standards--$130.0 GF***
  - Consistent standards for training programs/Program Accreditation.
  - Connect Education and Workforce Development.
- **Regional Economic Data Gathering--$95.0 GF***
  - Research & Analysis' support regional/local workforce planning.
- **Training Program Guide--$50.0 GF***
- **Continue designated grant to SAVEC--$195.0 GF***
- **Vocational Rehabilitation lease cost increase--$130.0 GF**

* **Funded in FY 09 but counted as one-time items and removed from the budget base. Year over year GF change from FY 09 Authorized to FY 10 Request is $214.6.**

Workforce Training Related Programs and FY 10 Expected Funding Amount

	The Training Continuum			
	Secondary	**Postsecondary Training**	**On the Job**	**Reemployment Assistance**
Private Training System	Build-up Program and other programs in the schools	Employer paid tuition	Match state funding for training programs. Apprenticeships and Training Programs.	
Gasline Training Plan $860.0 GF		Training System Coordination focusing on Accreditation and Skills Standards. Regional economic data gathering.	Apprenticeship and OJT Incentives to Expand Skilled Opportunities. Increase registered apprentices and trainees. *Number Served: 200*	
Construction Academies $3.5 million GF	Train in and out of school youth as well as young adult workers in basic construction, welding, and other skills. *Number served: 1,000 High School/300 Adults*			
Youth First $2,321.8 GF	Secondary School Youth Career Awareness, Preparation and Job Experiences. Now working in tandem with DEED's Work Ready/College Ready . Captures all kids--not just those identified as "high risk" *Number served: 2,000*			
AVTEC $10,326.2 Total $4,852.9 GF		Vocational Training for in-demand occupations. *Number Served: 893*		
TVEP $9,447.0 TVEP		Allocated to various training entities and the University of Alaska to support operations and training programs.		
STEP $8,568.1 STEP	Used through the Job Center Network and Competitive Grant Awards to Train Workers who are Unemployed or face the threat of Unemployment. Fills funding gaps not met by WIA programs. *Number served: 2,000 to 2,500*			
Gasline Worker Federal Grant $2.5 million Federal	Summer Camps for College Bound Students *Number Served: 100*	Regional Training Center/AVTEC Targeted Training *Number Served: 350*	Apprenticeship and OJT Incentives to Expand Skilled Opportunities/Fairbanks Pipeliner Training *Number served: 350*	
Denali Training Fund $3.15 Million Federal	Denali Training Fund includes a $1 million per year allocation for competitive youth employment grants in rural Alaska, preferably connected with Denali Commission projects. *Number served: 1,000*		Denali Training Fund offers approximately $2.15 million in competitive grants for rural workforce development projects, preferably connected with Denali Commission Projects. *Number served: 250*	
Workforce Investment Act $12.7 Million Federal	Youth Funding focuses on at-risk in-school and out of school youth (ages 14 to 21) *Number Served: 500*		- Adult Program focuses on Job Center Services to unemployed individuals including counseling, assessments, job referral, and training. *Number Served: 530* - WIA Dislocated Worker program focuses on Job Center services to workers unemployed by virtue of business downsizing or closure. *Number served: 560*	

Alaska Department of Labor and Workforce Development Capital Projects

Project	Priority	Amount	Notes
AVTEC Deferred Maintenance	1	$ 1,500.0 GF	Facility Deferred Maintenance
AVTEC Dormitory Replacement	2	$ 20,000.0 AHCC	Replace existing 120 bed dormitory that has numerous ADA and code deficiencies.
AVTEC Heavy Equipment/Diesel/Pipe Welding Training Facility	3	$ 12,000.0 AHCC	Add a 16,000 square foot steel fabricated to AVTEC's Applied Technology campus to replace the current facility, which has numerous code and safety issues.
Workers' Compensation .Net Upgrade and Rewrite	4	$ 3,092.2 WSA	Replace outdated Workers' Compensation system
AWP—Fairbanks Pipeline Training Center Equipment	5	$ 2,310.5 AHCC	Funding to equip the Center to include large diameter pipe, sideboom and welding equipment.
DVR MIS Interface	6	$ 275.4 GF	Interface between DVR Management Information System and Social Security and Unemployment Insurance databases to improve services to clients.

House Education Committee

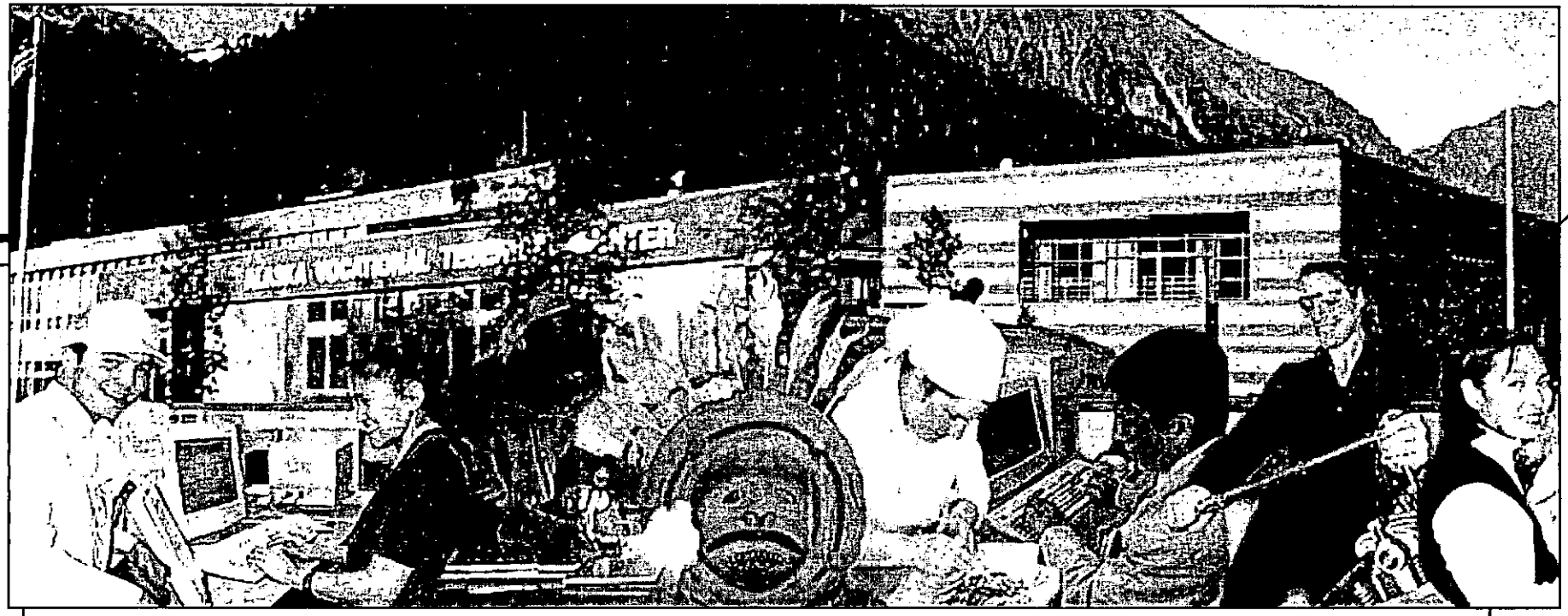
- AVTEC Presentation

- Fred Esposito
  - Director
- January 30, 2009

www.avtec.edu

AVTEC

AVTEC Alaska Vocational Technical Center



Great careers for Alaska's future

Who Our Students Are

- Average student age is 26
- 70% male - 30% female
- Students attend from all over Alaska
  - 55% from Southcentral including Anchorage
  - 45% from the rest of the state

AVTEC

Training Program Facts

- Good math & reading skills necessary for all programs

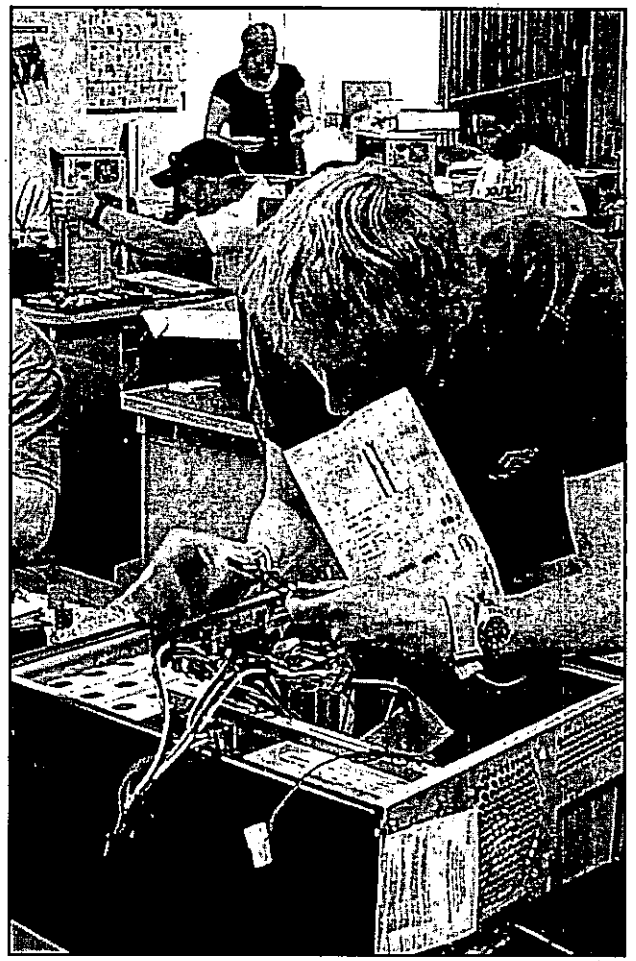
- Earn UA Credit at AVTEC
- Programs are Nationally Accredited by the Council on Occupational Education and Industry Certified

www.avtec.edu

AVTEC

Graduating Students

- Last year 83% of enrolled students graduated or completed training upgrades at AVTEC
- Among all 2007 AVTEC graduates, 93% were employed in training-related jobs or continued with their education.



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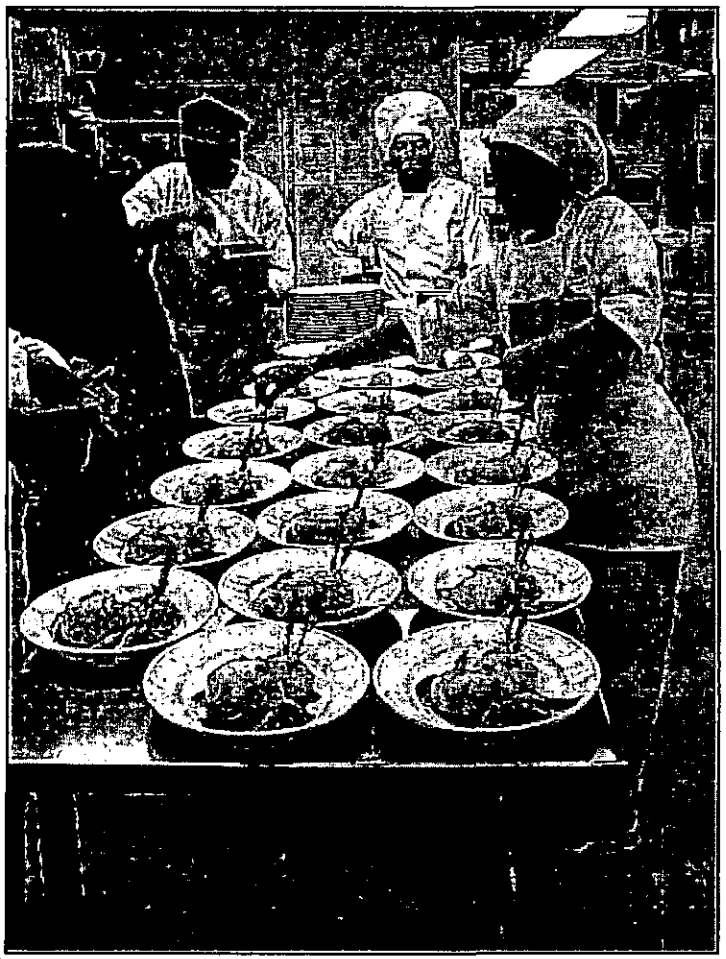
Training Programs



- Alaska Maritime Training Center
- Alaska Culinary Academy
- Certified Nurse Assistant
- Licensed Practical Nurse
- Automotive Technology
- Diesel/Heavy Equipment Technology
- Industrial Electricity

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AVTEC

Training Programs continued

- Power Plant Operation
- Structural Welding
- Pipe Welding
- Business and Office Technology
- Computer Network and PC Support
- Web Development
- Construction Trades

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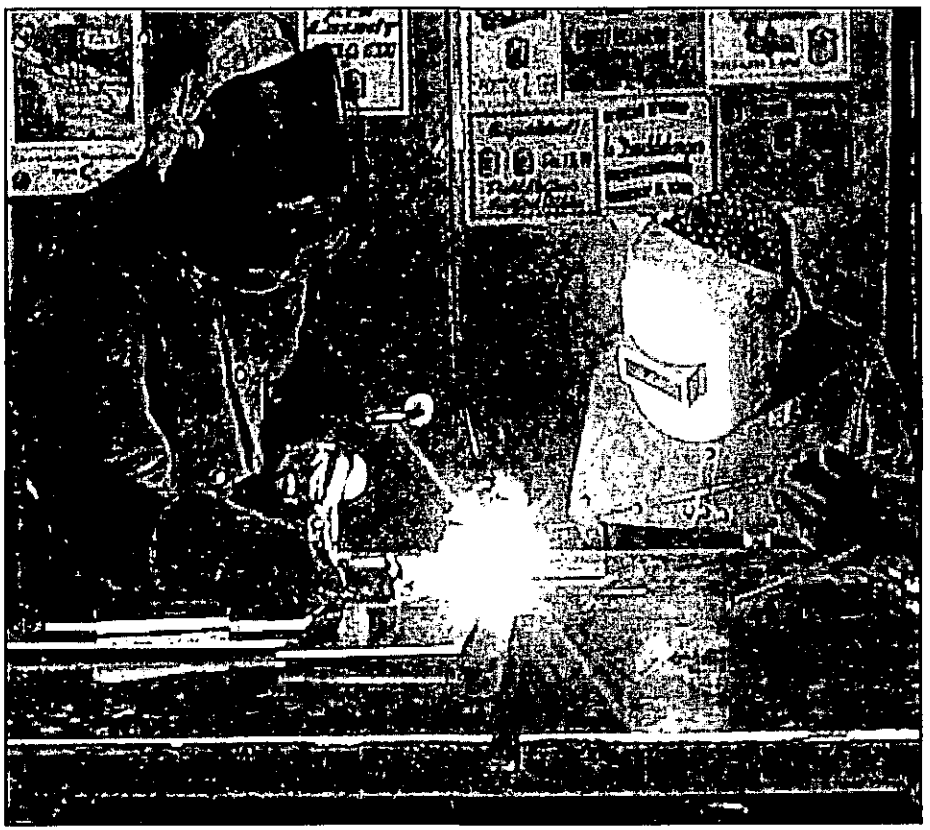
AVTEC

Training Programs continued



- Plumbing and Heating
- Apprenticeship Related Instruction
- Connected Education
- New: Hydro Plant Operation
- Coming:
  - Wind Turbine Operation
  - Medium/Heavy Duty Truck

www.avtec.edu

AVTEC

Student Services

- Housing for 150 students and 17 families
- Food Services
- Counseling Services
- Recreation
- Learning Resources
- Placement Services

www.avtec.edu

AVTEC

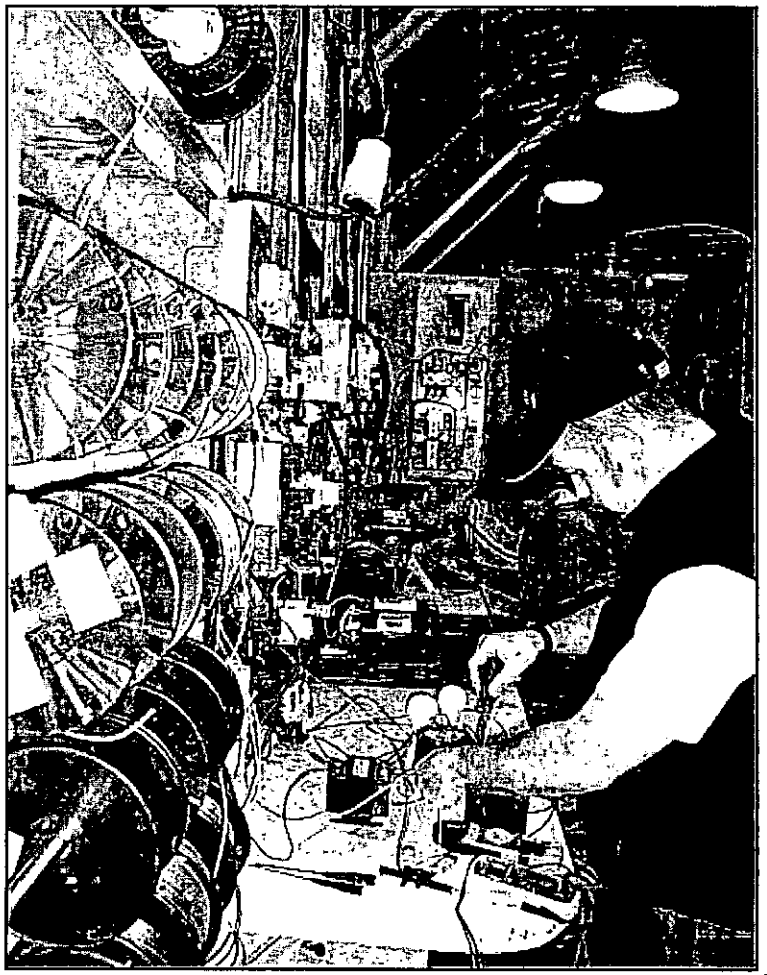
2600

Great Careers for Alaska's Future

- Visit us on the web at:
  - **www.avtec.edu**

- Fred Esposito, Director
  - **Alaska Vocational Technical Center**
  - **(AVTEC)**
- P.O. Box 889 ~ Seward, Alaska 99664

1-800-478-5389 or
(907) 224-3322



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AVTEC

FY09 ABE Grant Distribution			
Grantee	**Region**	**FY2009 Grant Allocation**	**Percentage**
Aleutian/Pribilof Islands Assn., Inc.	Aleutian Pribilof Region	$134,500	5.37%
Nine Star Enterprises, Inc.,Anchorage	Anchorage Region	$558,899	22.31%
UAF-Bristol Bay Campus	Bristol Bay Region	$118,319	4.72%
Adult Learning Programs of Alaska, Fairbanks	Fairbanks Region	$260,083	10.38%
UAA-Kenai Peninsula College	Kenai Region	$176,265	7.04%
UAA-Kodiak College	Kodiak Region	$102,299	4.08%
UAF-Kuskokwim Campus	Lower Kuskokwim Region	$249,728	9.97%
Human Resource Company, Palmer	Matanuska-Susitna Region	$196,848	7.86%
Kawerak, Inc., Nome	Nome Region	$144,294	5.76%
Ilisagvik College, Barrow	North Slope Region	$125,992	5.03%
Northwest Arctic Borough School District, Kotzebue	Northwest Arctic Region	$136,315	5.44%
Southeast Regional Resource Center, Juneau	Southeast Region	$216,855	8.66%
UAA-Prince William Sound Community College, Valdez	Prince William Sound Region	$84,731	3.38%
	Sum of grant money:	**$2,505,128**	

Provided by the Alaska Department of Labor and Workforce
January 27, 2009

2602

House Education Committee

- AVTEC Presentation

- Fred Esposito
  - Director
- January 30, 2009

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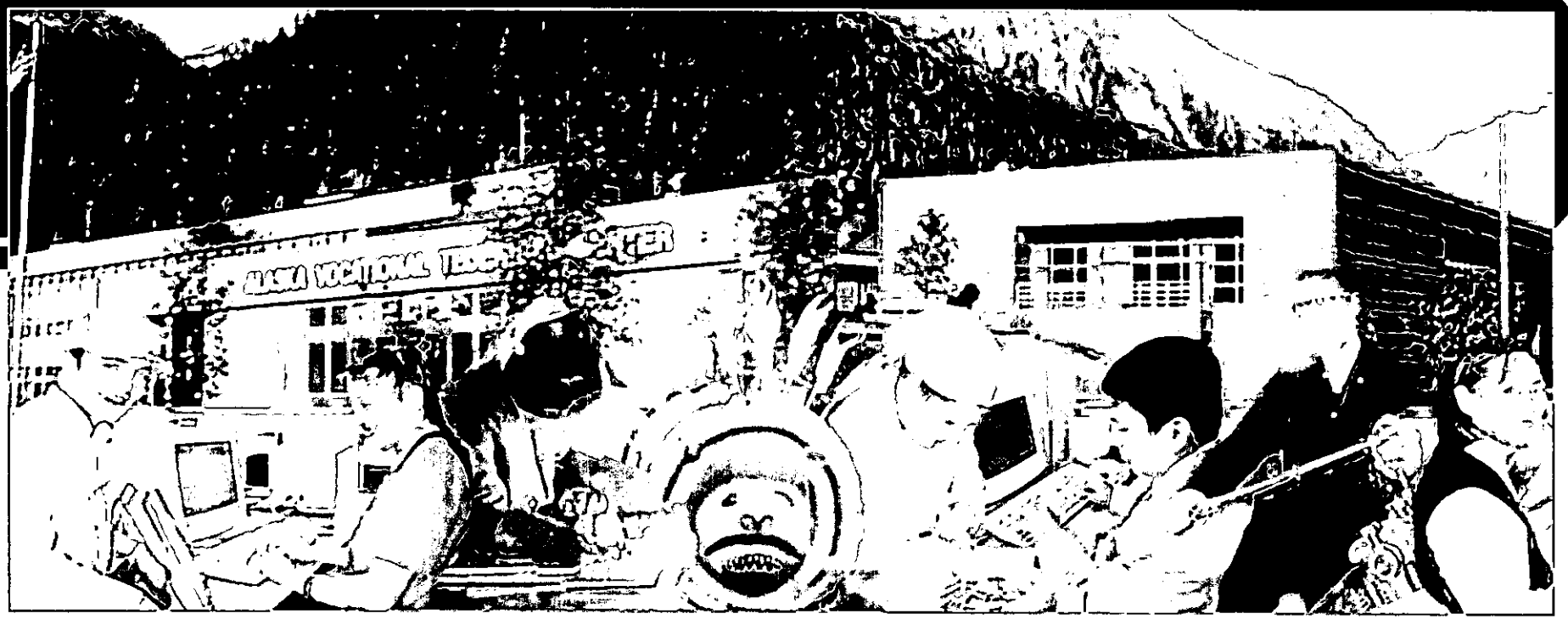
2603

AVTEC Alaska Vocational Technical Center



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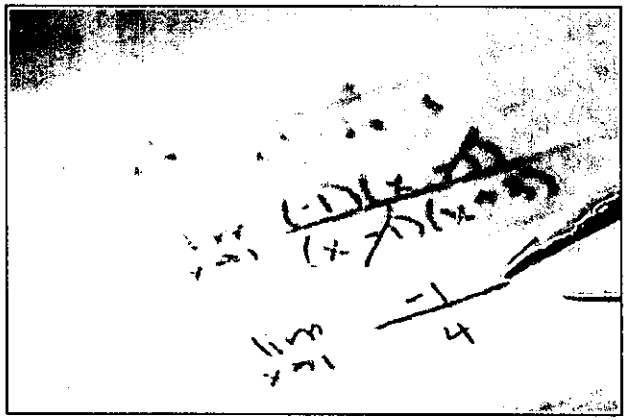
Training Program Facts

- Good math & reading skills necessary for all programs



- Earn UA Credit at AVTEC
- Programs are Nationally Accredited by the Council on Occupational Education and Industry Certified

www.avtec.edu

AVTEC

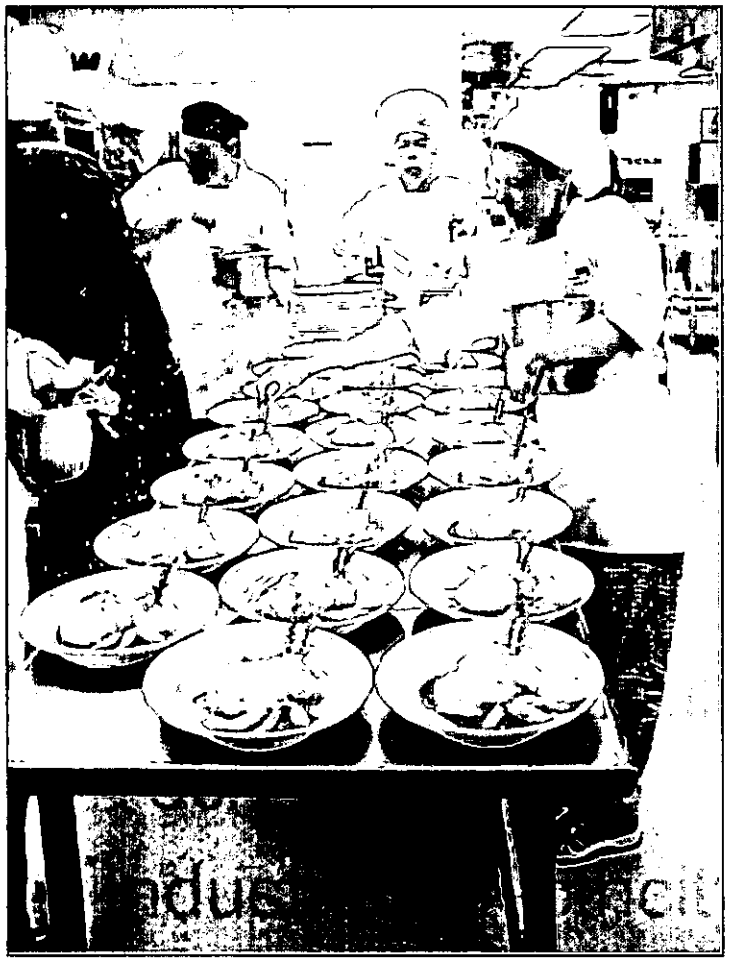
Graduating Students

- Last year 83% of enrolled students graduated or completed training upgrades at AVTEC
- Among all 2007 AVTEC graduates, 93% were employed in training-related jobs or continued with their education.

www.avtec.edu

AVTEC

Training Programs



- Alaska Maritime Training Center
- Alaska Culinary Academy
- Certified Nurse Assistant
- Licensed Practical Nurse
- Automotive Technology
- Diesel/Heavy Equipment Technology
- Industrial Electricity

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AVTEC

Training Programs continued

- Power Plant Operation
- Structural Welding
- Pipe Welding
- Business and Office Technology
- Computer Network and PC Support
- Web Development
- Construction Trades

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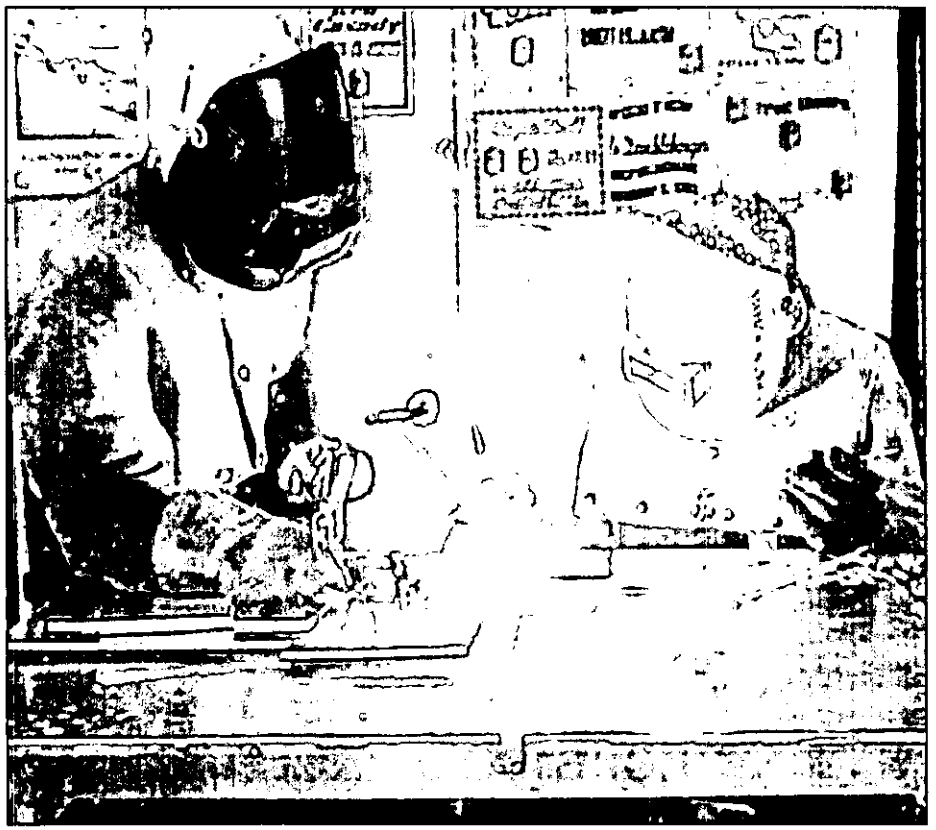
AVTEC

Training Programs continued



- Plumbing and Heating
- Apprenticeship Related Instruction
- Connected Education
- New: Hydro Plant Operation
- Coming:
  - Wind Turbine Operation
  - Medium/Heavy Duty Truck

Student Services

- Housing for 150 students and 17 families
- Food Services
- Counseling Services
- Recreation
- Learning Resources
- Placement Services

www.avtec.edu

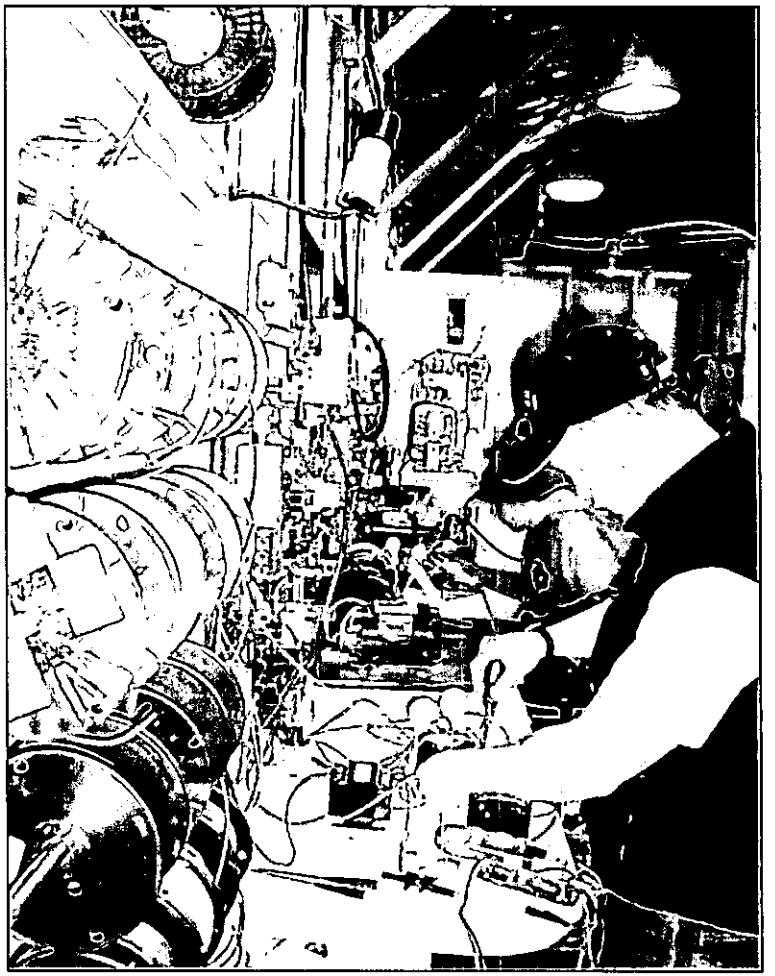
AVTEC

Great Careers for Alaska's Future

- Visit us on the web at:
  - www.avtec.edu

- Fred Esposito, Director
  - **Alaska Vocational Technical Center**
  - **(AVTEC)**
- P.O. Box 889 ~ Seward, Alaska 99664

1-800-478-5389 or
(907) 224-3322



www.avtec.edu

AVTEC 10

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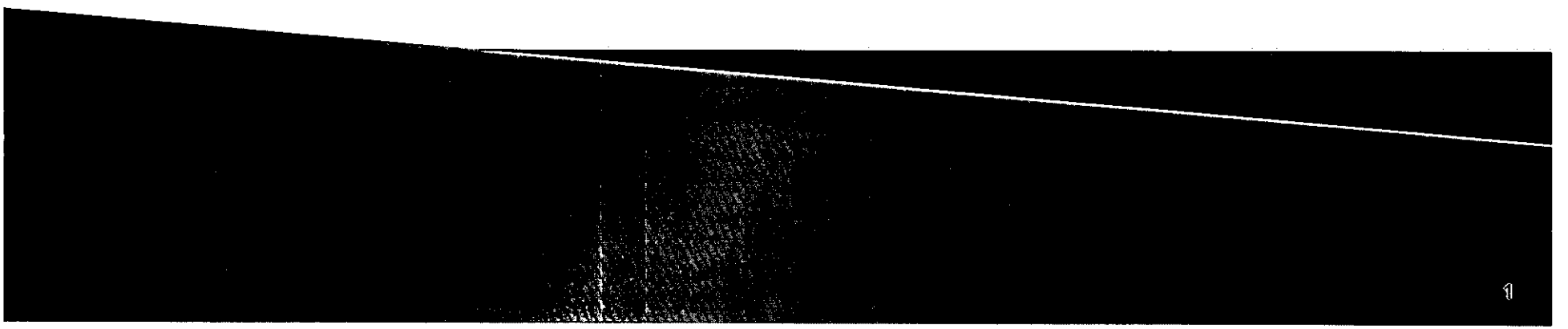
Workforce Programs

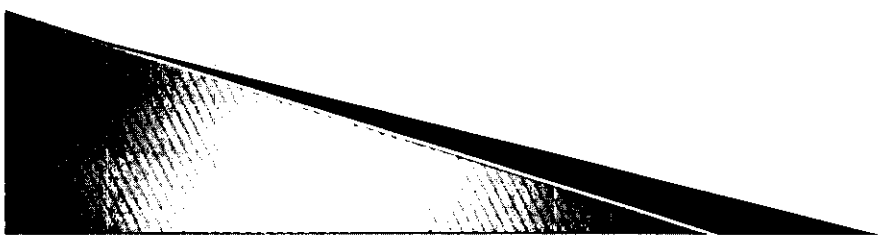
The University of Alaska is committed to preparing today's student for tomorrow, recognizing that tomorrow's careers will require advanced skills, greater knowledge, and more flexibility than ever before.

Education Committee
Fred Villa, Associate Vice President
January 23, 2009



Overview/Talking Points

- *UA's role in WFD: Career exploration and employability skill development, training and educating the new workforce, professional development of the existing workforce*
- *Explanation of UA awards: O.E., Certs. AA's, Bachelor's, Master's, PhD's*
- *Campuses: locations, areas served, highlight programs*
- *Career Pathways and Programs: 4-H, FFA, Career Academies, Tech Prep, ANSEP, Summer Camps,*
- *Training Performance and Investments*
- *Partnerships: State Agencies (DOLWD, EED), RTC's, School Districts, Business/Industry and related Consortiums, Organized Labor, Native Corporations,*



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Role in Workforce Development

- Support pre-college programs with career pathways and activities
- Prepare students to enter the work force to industry standards
- Train the existing work force through professional development opportunities

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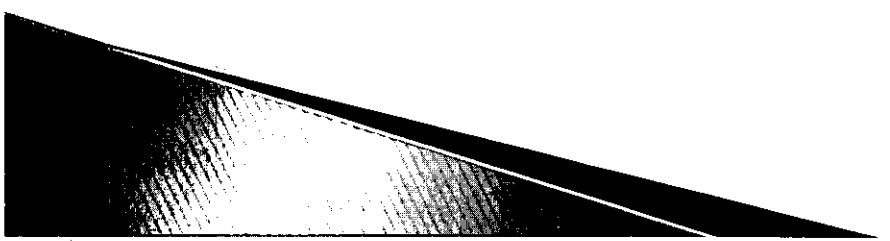
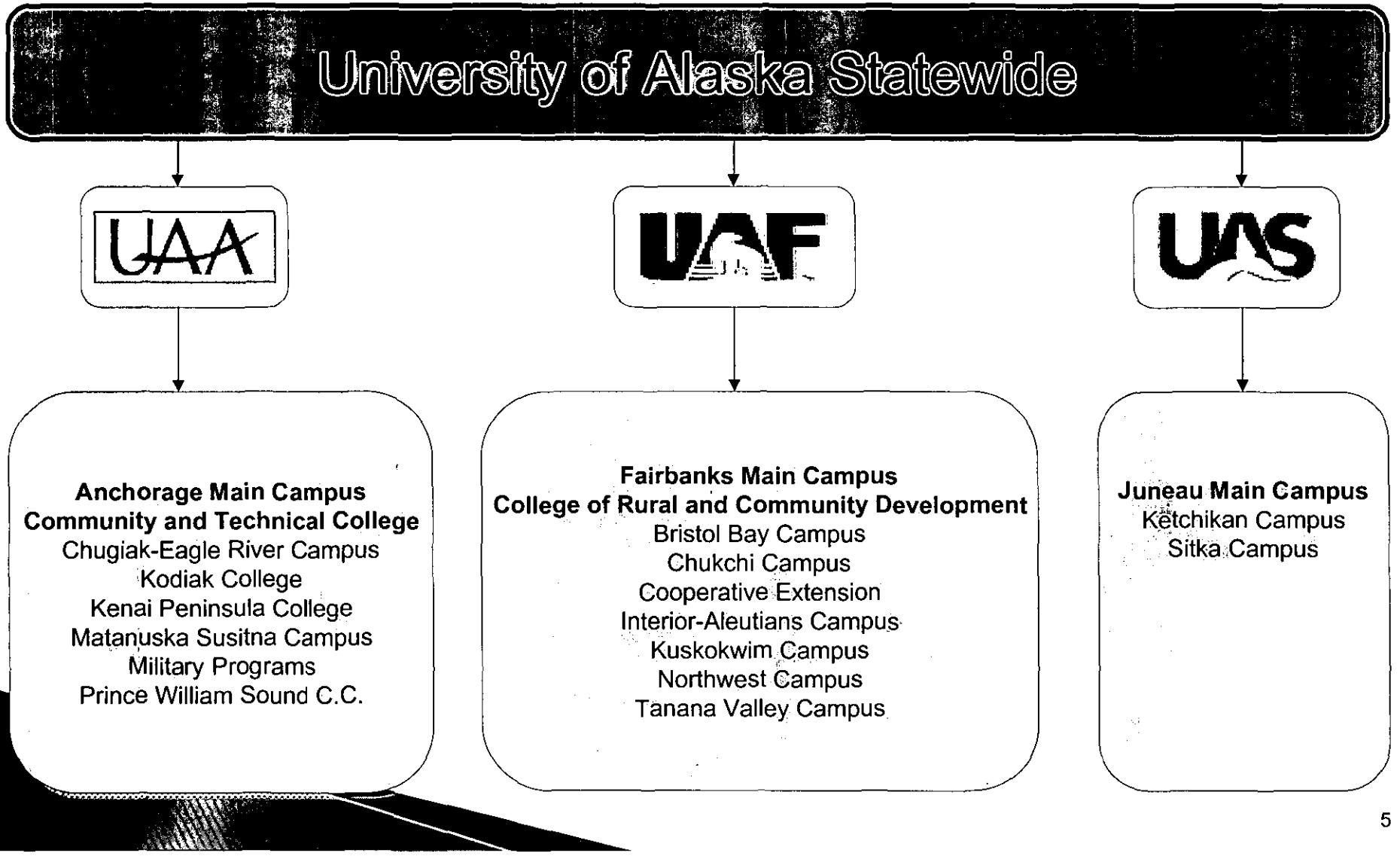
Award Levels

- Occupational Endorsements: 9-29 credits
- Certificate Awards: 30 credits minimum
- Associate's Degree: 60 credits minimum
- Bachelor's Degree: 120 credits minimum
- Master's Degree: Bachelor plus 30 credits minimum
- Doctor's Degree: credit hours vary by program



Main Administrative Units
(MAUs)



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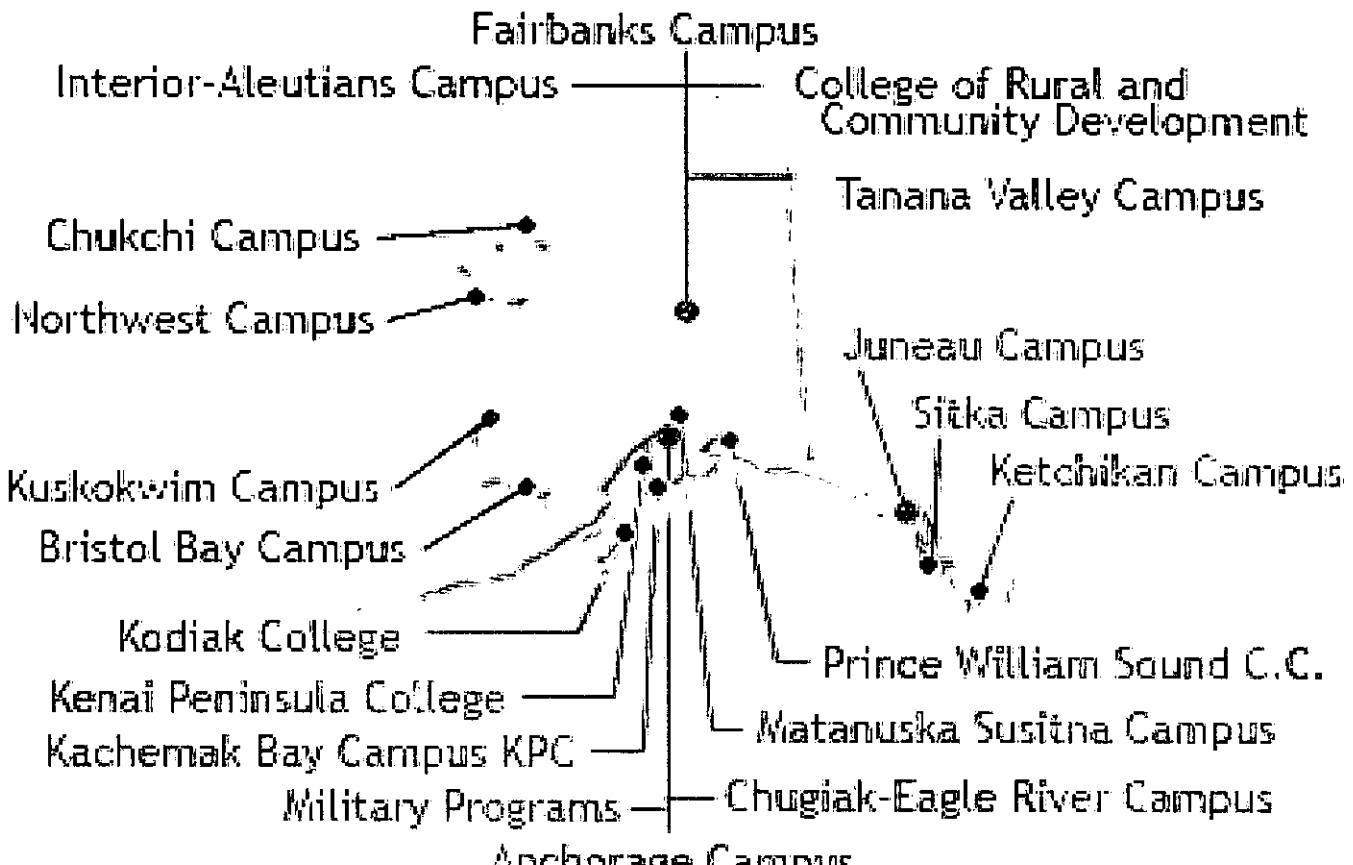

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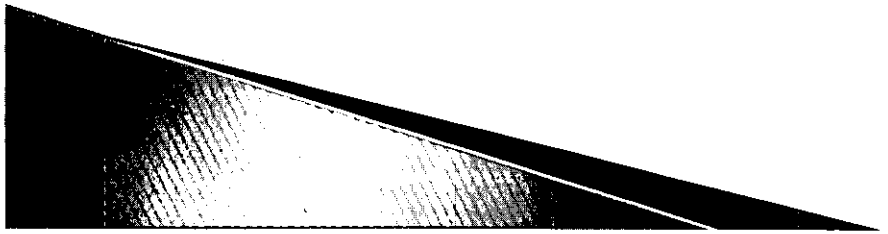
Campus Affiliated Sites

Copper Basin Extension Center, Glenallen
Cordova Extension Center, Cordova
Chugiak/Eagle River Campus, Eagle River
Kachemak Bay Campus, Homer
McGrath Center, McGrath
Nenana Center, Nenana
Tok Center, Tok
Yukon Flats Center, Ft. Yukon
Yukon-Koyukuk Center, Galena



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Campus Affiliated Military Sites

Eielson AFB Military Education Services, Eielson AFB
Elmendorf AFB Military Education Services, Elmendorf AFB
Ft. Richardson Military Education Services, Ft. Richardson
Ft. Wainwright Military Education Services, Ft. Wainwright

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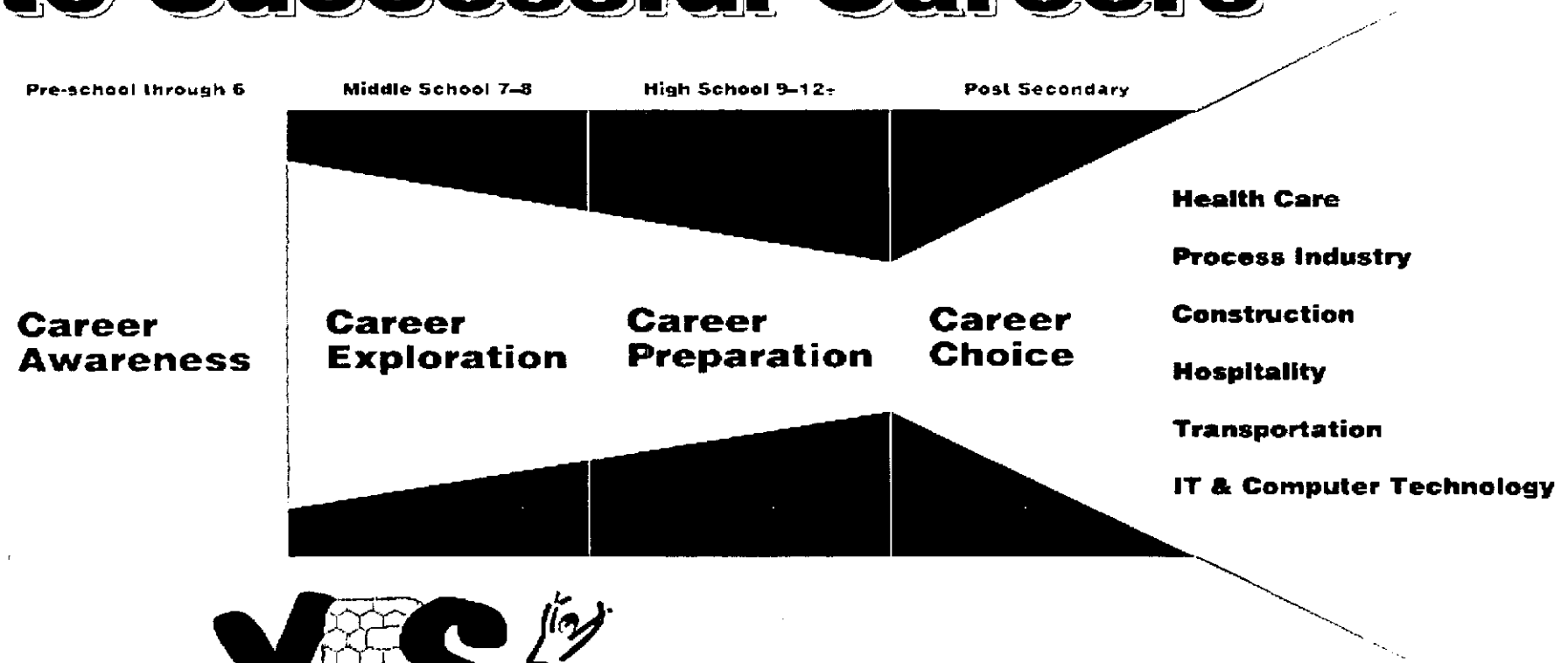
Alaska's Pathways to Successful Careers



Say YES to your Future!

Youth Employability Skills

APICC
Alaska Process Industry Careers Consortium
www.apicc.org

INDUSTRY SKILLS COALITION
Alaska's Industry Connection for a Skilled Professional Workforce

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Program Highlights
Career Pathways

- 14 Career Clusters
  - Demonstrating all UA programs: http://www.alaska.edu/swacad/wp/careerclusters/
- UAA Career Pathways
  - Demonstrating all UAA programs
  - Distributed to every school district in the state
- Hot Jobs
  - Construction and Engineering
  - Health

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Program Highlights
K-12 Outreach

- Career Academies - Construction, Culinary Arts, Process Technology, Electrical, Painting and Drywall
- Future Teachers - Promotes teacher education careers
- Robotics and Pre-Engineering Programs (ANSEP)
- Health Career Clubs - Promotes Health Careers
- 4-H and FFA - Programs that promote communication, community service, leadership, not just agriculture

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Additional Outreach Programs

- Adult Basic Education (ABE)- Enrollment: 1176
  - Courses Preparing Students for GED
  - English as a Second Language (ESL)
  - Citizenship Preparation
- Tech Prep -
  - Over 1200 students in secondary course of study
  - 340 students additionally enrolled in UA
  - 34 school districts in FY08
- Dual Credit - Enrollment: 4214 in FY08
  - Most Popular Courses by number: Computer Information Office Systems, Computer and Networking Technology, Early Childhood Education, Construction Technology, English, and Welding

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UA Agency Partnerships in Workforce Training

- Labor and Workforce Development
  - Apprenticeships
  - AVTEC
  - Hot Jobs
  - One-stop Job Centers
  - Research & Analysis
- Education and Early Development
  - Career and Technical Education
  - Tech Prep
  - Teacher Mentorship
  - Early Childhood Education
- Health and Social Services
  - Allied Health
  - Behavior Health
  - Nursing
  - Social Sciences

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UA Private Sector Partnerships in Workforce Training

- Alaska Workforce Investment Board
  - Identify state's priorities for workforce needs
  - Establish policies and guidelines
  - Support Regional Advisory Councils
- Alaska Commission on Postsecondary Education
  - Maintains Alaska Learning Exchange System - ALExSys
  - Distributes Student Loans
- Alaska Process Industries Careers Consortium
  - Promotes careers in Alaska process industries including oil, gas, mining, power generation, and associated industries
  - Systemically supports curriculum review of UA-related programs with UA faculty and industry representatives
  - Promotes student internships, teacher externships, and employability skills training
  - Provider of the North Slope Training Cooperative safety training program
- Putting Alaska's Resources to Work
  - Promotes policies, extracts data, and industry interests for the oil, gas, and mining industries in Alaska
- Organized Labor
  - UA developed an Apprenticeship Technology program to recognize these quality training programs
  - Organized labor has recognized UA programs that support entry-level apprenticeship training
- Native Corporations
  - Working closely with Native Corporations to support their training efforts regionally and statewide
- Private Businesses and Industries
  - Meeting the specific needs of businesses and employers through professional development and regulatory training

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Campuses and Regional Training Centers

Tanana Valley Campus – Partners for Progress, Delta
Community and Technical College – AVTEC, Seward
Bethel Campus – YUUT, Bethel
Chukchi Campus – KotzTech Learning Center, Kotzebue
Northwest Campus – NacTech, Nome
Sitka Campus – Sikta Eduation Consortium, Sitka
Bristol Bay Campus – SAVEC, King Salmon

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Workforce Programs Performance Summary
Technical Vocational Education Program
FY01 - FY08

$25.9 million to UA - follows the AWIB HD/HG

- Student Enrollment
  - increased from 17,724 to 26,007
  - 47% increase
- Students Receiving Degrees or Awards
  - increased from 1,768 to 2,610
  - 48% increase

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Workforce Programs Performance Summary
Technical Vocational Education Program
FY01 - FY08

Distribution of TVEP Funds

- UAA - 55.3%,
- UAF - 24.7%,
- UAS - 17.8%
- SW - 2.2%

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Workforce Programs Performance Summary
Technical Vocational Education Program
FY01 - FY08

Program Distributions

- Allied Health 17%
- Information Technology 15.1%
- Transportation 10.5%
- Nursing 9.6%
- Early Childhood 8.8%
- Process Technology 7%

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Program Performance
High Demand/High Growth Occupation Degree Production

- Allied Health and Nursing: 407
- Applied Engineering: 219
- Behavioral Health: 308
- Business: 469
- Construction: 46
- IT: 126
- Natural Resources: 229
- Process Technology: 93
- Protective Services: 77
- Teacher Education: 390
- Transportation: 134

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2008

Training Tomorrow's Workforce Today

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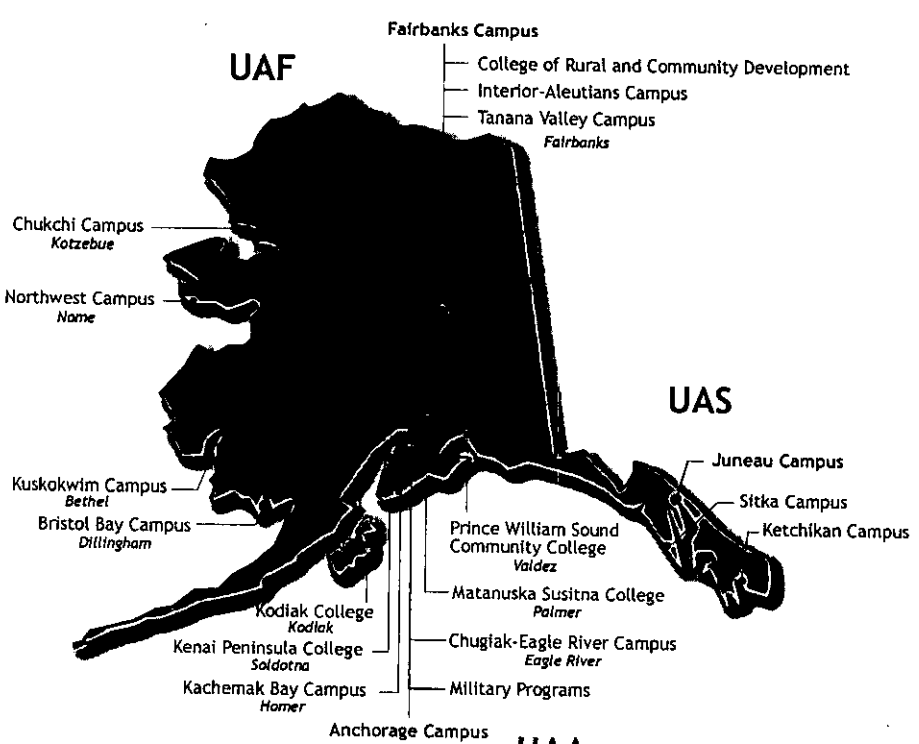
© Todd Paris/UAF

UA provides leadership and resources to create business-education consortiums in:

- health
- construction
- oil & gas
- teacher education
- information technology
- transportation & logistics

Community Campuses

Workforce Training Centers



Over 4,600 students are enrolled in workforce programs at UA campuses right now—programs that respond directly to the state's industry and business needs.

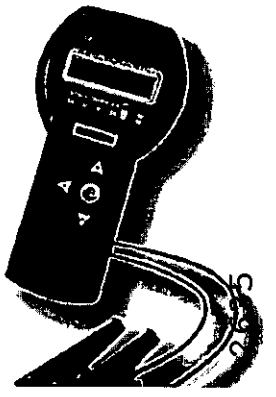
Students who complete the training have the competitive edge for some of the state's most in-demand jobs.

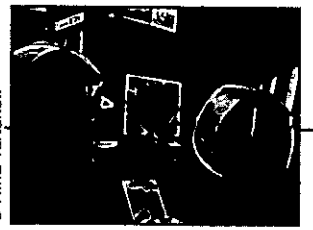
Return on investment is substantial. Earning power increases an average of 17 percent by taking a single class. According to the U.S. Bureau of Labor Statistics, 80 percent of the fastest-growing jobs in the United States require some level of higher education training after high school.

That's why UA takes workforce training so seriously. It's what our students want and what our state needs.

Over 200 of our career programs take two years or less to complete. They include:

- Nearly 40 occupational endorsements
- 30 one-year certificates
- 58 two-year certificates
- 75 associate of applied science degree programs
- And more





© Nina Tarfakoff

The Chukchi Campus of UAF serves the residents of the Northwest Arctic Borough, covering more than 36,000 square miles and 11 villages. Chukchi's close ties with community organizations provide the education and training needed for numerous aspects of rural life. One of its workforce success stories is with Maniilaq Association. Certification and retention of village-based substance abuse and mental health counselors in the region's villages witnessed a dramatic improvement once the training was offered in Kotzebue. This has had a multiplier effect by increasing the payroll in the region and promoting healthier lives.

Chukchi supports students with courses, equipment, tutors, advising or classroom space in the following programs:

- Social work
- General associate and bachelor's degrees
- Native language (Iñupiaq) education
- Veterinary science
- Construction trades technology
- Health programs, including nursing degrees and certificates
- Rural human services
- Aviation
- Community health
- Rural development
- Teacher certification and elementary education degrees
- Business administration, applied business and accounting

© Evan Frankovich

The Bristol Bay Campus of UAF serves a 55,000-square-mile area and 32 communities including Dillingham, where the campus is located, Ivanof Bay, Port Alsworth, Togiak and King Salmon. The campus offers bachelor's degrees, associate degrees and certificates.

Bristol Bay works collaboratively with surrounding communities to meet local needs in vocational and technical education and to prepare students for the workforce.

Job readiness and basic computer skills in partnership with local village organizations have allowed training in Ekwok, New Stuyahok and Togiak. Training in New Stuyahok in preparation for construction of a new school focuses on plumbing, construction safety, hand and power tools and carpentry skills, all of which can lead to a UAF certificate.

Exploration of various career pathways for youth include camps in aviation, health care, fine arts, culinary arts and early childhood education. Students attending the medical camp spend three days job shadowing nurses. They earn CPR certification and train with the Dillingham Volunteer Fire Department. Students in the culinary arts camp work in commercial kitchens preparing actual meals and earn safe food handling certificates from the state of Alaska.

© Darcy Duvlea

UAF Tanana Valley Campus

© Darcy Duvlea

UAA's Community & Technical College is the community college arm of UAA, similar to the relationship between Tanana Valley Campus and UAF. Each year, CTC's 40 programs produce almost 300 graduates.

CTC meets learners where they are, and guides them with their next step along an educational pathway to a bright future. CTC offers occupational endorsements, associate degrees, baccalaureate degrees and master's degrees. CTC serves students by listening to industry and community partners first, and provides developmental courses for students needing additional preparation for college or work readiness.

CTC provides a portal to education for numerous fields of study across UAA and provides important outreach to military educational services at Eielson Air Force Base and Fort Richardson.

CTC graduates:

- Manage medical laboratories and health providers' offices, and work in local hospitals, dental and medical clinics.
- Work as technicians, pilots, administrators and air traffic controllers.
- Install, maintain and support business computer networks and telecommunications systems.
- Serve as career and technical educators and advisors in the K-12 systems.
- Prepare, serve and assure the safety of food served in commercial dining establishments.
- Work as technicians and managers

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Partnering

King Career Center and Hutchison High School – High school vocational technical education programs are aligned with local UA community campuses to prepare students for success in high-growth job industries such as automotive technology and construction.

Organized Labor – UA programs prepare students for union apprenticeships, provide credit and share curriculum and instructors.

School Districts – Our Tech Prep program gives over 1,200 students at more than 50 Alaska schools the opportunity to obtain high school and college credit for successfully completing the same class.

Corporate Programs – University of Alaska Corporate Programs (UACP) is business and industry's one-stop portal to UA. Educational and training programs are customized to an organization's business objectives. Clients include Alyeska Pipeline Service Co., Alaska Airlines, Boeing, Alaska Department of Transportation, the Municipality of Anchorage and Weidner Investment Services Inc.

Alaska Vocational Technical Education Center – UA works in partnership with AVTEC in Seward to address health care industry needs for certified nursing assistants and licensed practical nurses.

Southwest Alaska Vocational Education Center – UAF's Bristol Bay Campus works in partnership with Southwest VOC-ED in Dillingham to address regional workforce needs in natural resource development and technical training.

CAREER PATHS

chnology

Mining and Petroleum Training

MANUFACTURING

Culinary Arts

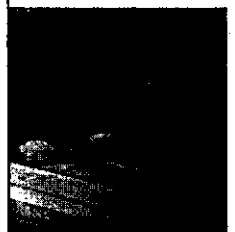
Construction – Newly developed construction management programs are at maximum capacity for enrollment.

Education – The K-12 Teacher Mentor project provides support and resources for 400 beginning teachers in 190 schools across the state.

Engineering – Anchorage and Fairbanks show enrollment growth of 38 percent (250 students) in the last three years.

Health – Health programs enrollment increased 61 percent during the past five years and the number of graduates rose 41 percent.

Resource Development – Process Technology program trains replacement workers on the North Slope in close collaboration with industry.



Diesel/Heavy Equipment Technology

careers

2640

for Success

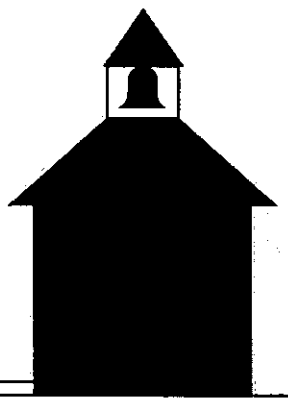
Alaska Works – This statewide consortium works in close collaboration with UA's community campus programs to contribute to the value of our graduates in apprenticeships for the skilled trades.

Delta Partners for Progress – This consortium of educational partners includes UAF's Cooperative Extension Service and Tanana Valley Campus to provide technical training programs in construction, heavy equipment operation, mining and natural resource development, welding and workplace safety.

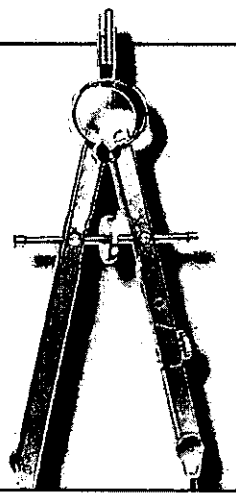
Kotzebue Technical Center – In partnership with UAF's College of Rural and Community Development and the Chukchi Campus, UA works with Kotzebue Tech Center to support and provide college credit for the certified nurse's assistant program in Kotzebue.

North Slope Training Cooperative – In partnership with the Alaska Process Industry Careers Consortium, UA is a service provider for the environmental, occupational health and safety training required to work in the oil and gas sector on the North Slope and along the trans-Alaska pipeline.

Elitnaurviat, People's Learning Center – In partnership with UAF's College of Rural and Community Development and the Kuskokwim Campus, UA partners with Elitnaurviat to provide training and education opportunities for the people of the Yukon-Kuskokwim Delta Region by offering culturally relevant and regionally responsive training programs.



Science
Technology
Engineering
Math
Teacher Education
Health Care
Natural Resources
Construction
Hospitality
Transportation



For more information, contact:

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October 2007.

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CONSTRUCTION

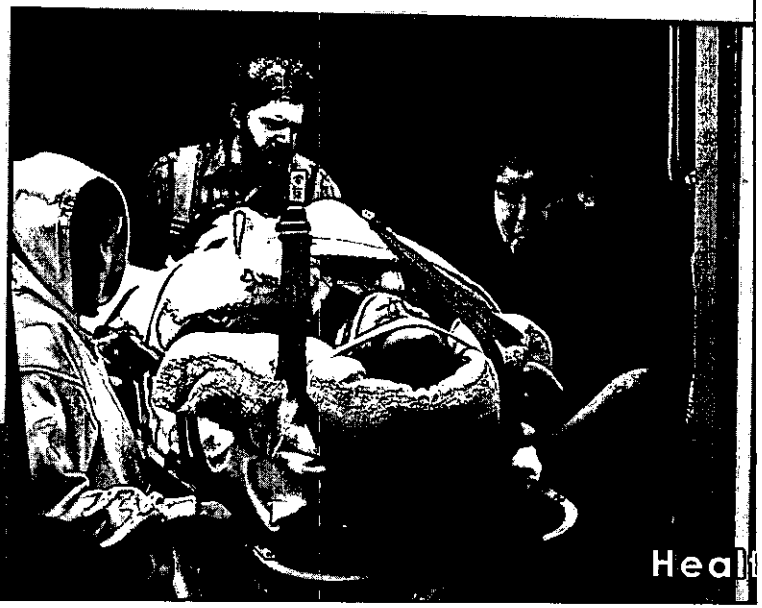
Process Industry

Welding

Professional Piloting

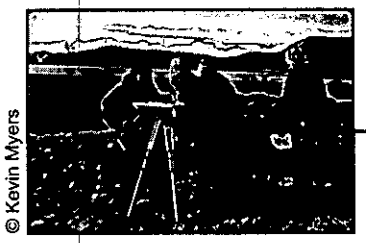
Investing in Alaska's

WORKFORCE



Students attending the Bristol Bay Campus medical camp, from left to right: Richard Brown of Naknek; Malcolm Wright, instructor; Sarah Swartz of King Salmon, as the simulated "victim"; and Jason Chocknok

Heal



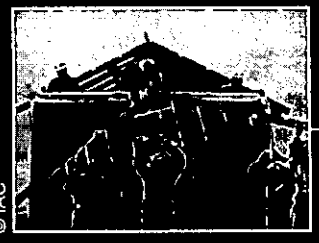
© Kevin Myers

UAS Juneau, located in the state's capital city within the temperate coastal region of Southeast Alaska, serves 2,800 students. UAS provides quality, career-oriented workforce development programs in health, transportation, construction and natural resources. These programs attract and retain Alaska students by offering one- and two-year technical education designed to prepare them for high-demand occupations.

Many programs are delivered via distance to the region's island communities, whose students are not able to access their program-of-choice via the road system.

These and other workforce efforts include:

- Pre-engineering program in collaboration with UAA and UAF Schools of Engineering.
- Construction technology in collaboration with mining and construction industries, as well as other public and private partners.
- Award-winning automotive technology program.
- Diesel technology endorsement recognized by the International Union of Operating Engineers Local 302 for apprenticeship.
- Apprenticeship Fair in collaboration with Alaska Works Partnership, providing education about apprenticeships and training for 800 youngsters in 8th through 12th grade.



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Interior-Aleutians Campus

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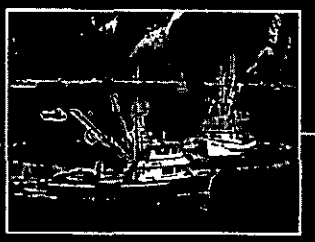

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UAS Sitka contributes to workforce development efforts for the Southeast region and Alaska by responding to community and statewide needs. On-site programs and exceptional distance delivery of courses are available for those seeking occupational endorsements, two-year degrees and continuing education.

In addition to training in welding and construction, other workforce programs include:

- Asbestos abatement
- Retail/grocery training
- Accounting for nonprofit organizations
- Pharmacists' training and certification
- Health information management
- Environmental technology
- Community wellness advocates
- Elder care training
- Alaska naturalist courses
- Rural water and wastewater operations

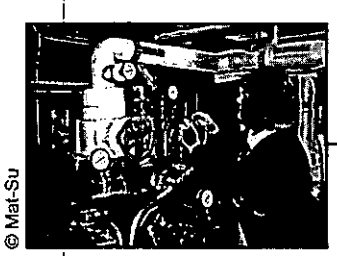
© Kevin Myers

UAS Ketchikan contributes to its workforce and economic development by offering a variety of short courses, community education and vocational training in response to local needs. These programs provide specific job-related skills that enable graduates to function effectively in a technology-dependent society. Some courses may only be one- or two-day workshops, others meet more frequently throughout the semester.

Business owners are encouraged to contact UAS Ketchikan directly for training needs. UAS Ketchikan has the ability to coordinate and develop coursework that is industry specific.

UAS Ketchikan's strengths include:

- A professional faculty focused on student success and learning. Faculty members are effective instructors capable of meeting the needs of a diverse student body face-to-face or via distance delivery.
- A support staff dedicated to helping students complete their educational goals.
- Strong bonds with the community as evidenced by over a dozen business and educational partnerships.



© Mat-Su

Mat-Su College offers associate degrees, certificates, occupational endorsements, and the first two years of a bachelor's degree for 1,600 students in the vast Matanuska-Susitna Borough region north of Anchorage.

Students at Mat-Su advance seamlessly to UAA to complete a bachelor's degree.

Mat-Su offers the only heating and refrigeraton training facility in the state. Other programs include:

- Computer-aided design and drafting (CADD) training.
- Architectural and engineering technology, associate degree and certificate programs in civil, mechanical, electrical, structural and architectural drafting.
- Accounting, computer information and office systems, computer systems technology, human services, small business administration and two-year associate degrees.

Through partnerships with other UA campuses, Mat-Su students earn two-year degrees in early childhood development, nursing, information technology, or a bachelor's degree in human services (UAA) or natural resources management (UAF).

In partnership with the Mat-Su Borough School District, Mat-Su College serves more than 300 high school students each year through the Tech-Prep program.

© Kodiak

Kodiak College [illegible] and educational needs of residents in the [illegible] Kodiak Archipelago with degree, certificate and endorsement qualification programs. These programs prepare students for current and future employment and economic opportunities in an ever-changing workforce environment.

Program highlights include:

- Associate of Arts degree [illegible] transfer degree and Associate of Applied Science degrees in accounting, general business, computer information and office systems and computer systems technology.
- Applied technology, which includes concentrations in welding, construction and occupational safety and health.
- Certificate programs in computer information and office systems, and applied graduate technology, career specific certificates in welding, construction and occupational safety.

Kodiak College in collaboration with private and public partners also provides an assessment of Industrial training and employment needs of the local workforce. Available courses and certifications include hazardous waste and emergency response, hazardous material operations, Environmental Protection Agency certifications, electrical technology, refrigeration technology, AWS welding certifications, home maintenance, small engine and outboard repair.

2646

© Moving Images

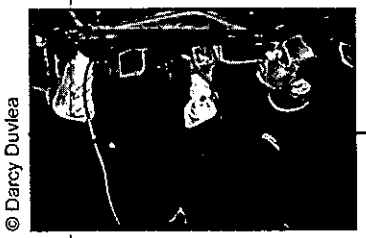
Kenai Peninsula College

© PWSCC

Prince William Sound Community College serves 44,000 square miles throughout Prince William Sound and the Copper Basin region, via the Valdez main campus and extended sites in Cordova and Glennallen. Prince William Sound Community College is under the UAA umbrella.

Workforce training includes:

- Oil spill response training: In partnership with Alyeska Pipeline Service Co. and UA Corporate Programs, training is provided to more than 350 commercial fishing vessels and 1,200 crew members and captains in Prince William Sound, Homer, Seward and Kodiak.
- Safety training: Hazardous Waste Operations and Emergency Response, asbestos abatement and first aid/CPR.
- Wheel of Learning millwright program: In partnership with industry and the Valdez City School District, the program for machine shop workers and managers starts in high school, continues with college courses, follows up with industry internships and results in a two-year degree.
- UAA Bachelor of Science in technology program, designed for the working professional, can be customized to suit individual workforce needs.



© Darcy Duvlea

Nome's Northwest Campus is the service hub for 15 villages in the Bering Strait region. Working in collaboration with community and business partners, Northwest Campus provides access to workforce training and occupational certificates.

Program highlights include:

- **Health care:** The new certified nursing assistant program provides instruction via distance delivery audio conferences, intensive face-to-face classes in Nome and a clinical setting in Fairbanks.
- **Workforce development for rural high school students:** Career exploration in construction trades, welding, veterinary technician, early childhood education and aviation, for college credit.
- **Professional development:** Continuing education for teachers and preparation for teacher aides. As a result of this training program, 100 percent of Bering Strait School District's full-time paraprofessionals are now considered "highly qualified" under the federal No Child Left Behind Act.
- **Computer continuing education:** Web page design, desktop publishing, hardware and software troubleshooting.
- **High-latitude range management:** This occupational endorsement leads to employment in natural resources management with regional agencies, corporations, reindeer herders and the reindeer industry in western

© Darcy Duvlea

The Kuskokwim Campus in Bethel serves the unique needs of southwest Alaska and its 49 surrounding villages in an area roughly the size of Illinois, with the nearest road 400 air miles away. The Yup'ik and Athabascan cultures of the region are in transition from a traditional subsistence lifestyle to a mixed subsistence and cash economy. This makes workforce development critical to the area.

Kuskokwim Campus Adult Basic Education (ABE) program has more graduates than any other rural high school program in Alaska.

Workforce training includes:

- High school training
- Associate of Applied Science and Engineering Technology (AAS/AET)
- Allied health programs including nursing
- Small business development
- High school dual credit and technical preparatory programs
- Eight [illegible] certificate programs and AAS, BA and MA degrees
- Community and professional development courses
- Occupational endorsements
- Statewide training [illegible] technology certification and workplace basic skills

UNIVERSITY of ALASKA
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"These programs reflect the college's interest in providing high-quality, relevant programs that support community partnerships and prepare students for career opportunities locally and statewide."
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A student practices hands-on skills learned in the veterinary sciences program offered through UAF's Interior-Aleutians and Chukchi Campuses. Through the new program, students can pursue a certificate or an associate of science degree.

University of Alaska Statewide Corporate Programs
Workforce Training and Professional Development

UAA Kenai Peninsula College

College Partners with State on Proposed Corrections Program

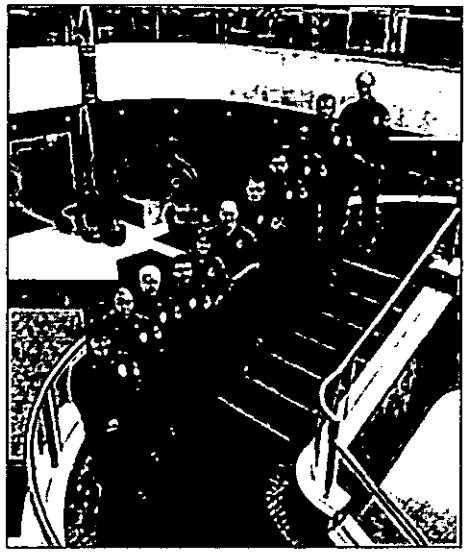
In an effort to assist the Alaska Department of Corrections (DOC) in meeting their recruitment and retention needs, UAA's Kenai Peninsula College (KPC) is preparing to offer two new programs – an undergraduate certificate in corrections and an occupational endorsement certificate in corrections. The programs, which will be available online, are still in the development and approval phase. KPC hopes to make them available to students starting in fall 2009.

Corrections is an area of high demand, according to the Alaska Department of Labor, which estimated there would be a 31 percent increase in the number of correctional officer positions during the period of 2001–2010. Compounding the challenge is the fact that, within the next five years, 27 percent of the State of Alaska's entire workforce, including corrections, will be eligible for retirement, according to the state's division of personnel.

> "This is a great example of an elected official learning of workforce training needs, then approaching the college, and the college responding. This is the way it is supposed to work."

"The university is trying to satisfy the workforce demand of Alaska's industries, and there is clearly a high demand in this industry," says Gary Turner, director of KPC. "This program will help meet the statewide demand for corrections officers, and will offer professional development opportunities for those already employed."

The idea for the new programs was first presented to KPC by Alaska Representative Paul Seaton (District 35 – Homer), who learned of the need through discussions with DOC. After approaching KPC, Rep. Seaton arranged an initial meeting between Turner, KPC's Kachemak Bay Campus director Carol Swartz and DOC deputy commissioner Dwayne Peeples to kick off the planning process. He also supported the effort to obtain $50,000 in state funds to develop the new programs as a pilot project.



▲ *A group of corrections employees pose for a recruitment video.*

"This is a great example of an elected official learning of workforce training needs, then approaching the college, and the college responding. This is the way it is supposed to work," Turner says.

The program development process, which is a partnership between KPC and DOC, is being co-led by Randy Rosencrans, an adjunct professor at the KPC Kachemak Bay Campus and a lieutenant with the Homer Police Department, and Ruben Foster, an adjunct professor at KPC's Kenai River Campus, who serves as the district supervisor for DOC's Kenai Probation/Parole Office.

"We are working hand-in-hand with the industry to create something they need," Turner says. "We are fortunate to have people at the college who know the system inside and out."

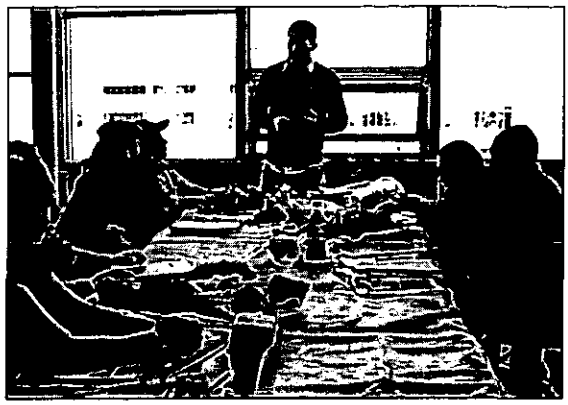
▲ *Probation officers transport and book a probationer/parolee into the Anchorage Correctional Complex following arrest. Probationers/parolees have certain terms and conditions they must comply with; if they break those conditions, it can result in their return to custody.*

For more information, contact:

- 907.262.0315
- ifgjt@uaa.alaska.edu
- www.kpc.alaska.edu

UAF Interior-Aleutians and Chukchi Campuses

New Program Treats Shortage of Veterinary Care in Rural Alaska



▲ *Veterinary sciences students participate in an anatomy lab intensive held in Fairbanks in May 2008. Photo by Frank Francis-Chythlook.*

When thinking of the challenges of living in rural Alaska, access to veterinary care may not be top-of-mind, but the need is still very real. A new veterinary sciences program offered through UAF's Interior-Aleutians (IAC) and Chukchi Campuses aims to address the need for primary and crisis care for animals in Alaska's rural areas.

"Due to the geography of rural Alaska, the availability of veterinary care can be sparse. We are giving students the knowledge, tools and skills to address the needs in their communities," says Suzanne Nolan, veterinary sciences program manager and faculty member at IAC.

The new program offers a veterinary sciences certificate, which was approved by the UA Board of Regents in spring 2007, and an associate of science degree with an emphasis in veterinary sciences, which was approved in spring 2008. The credits from the associate's degree will transfer to a bachelor's degree for students who wish to continue their education in the veterinary field.

"The associate's degree gets people well on their way to obtaining a bachelor's degree. It provides a nice pathway for someone who wants to go all the way to Doctor of Veterinary Medicine," Nolan says.

Additionally, the university is in the process of developing a veterinary technician track for the associate's degree. The proposed track would prepare individuals to take the Veterinary Technician National Examination, which is a requirement to become a licensed veterinary technician.

The proposed track is also being developed to meet the requirements for American Veterinary Medical Association (AVMA) accreditation. In some states, students must have graduated from an AVMA-accredited program to sit for the licensure test. While that is not the case in Alaska currently, Nolan says it will be a requirement in the future.

"The challenge is there aren't any AVMA-accredited programs in Alaska currently, so anyone who wants to sit for the test would have to leave the state," she says. "Having an AVMA-accredited program would be a real benefit to the state. That's our biggest focus right now."

"Due to the geography of rural Alaska, the availability of veterinary care can be sparse. We are giving students the knowledge, tools and skills to address the needs in their communities."

Nolan says the program has received a lot of support from the local veterinarian community. For example, an emergency animal clinic in Fairbanks recently opened its doors to students, who were able to tour the inside of a working vet clinic and familiarize themselves with the machines and equipment.

"This is not just an Alaska issue. There is a nationwide shortage of veterinarians and veterinary technicians. The local veterinarians recognize this and are very supportive of our efforts," Nolan says.

The program is also receiving funding support from a number of sources, including a grant from the U.S. Department of Agriculture, which is helping to pay for program and course development, as well as tuition, fees and travel for Alaska Native students enrolled in the program.

Veterinary continued on p. 4

▲ *Veterinary sciences students visit UAF's Large Animal Research Center in fall 2007 as part of the basic animal husbandry for veterinary science course.*

▲ *Students in the veterinary sciences program discuss the different feed types necessary to provide a complete balance diet for rabbits.*

Veterinary continued from p. 3

"Part of the goal is to bring more Alaska Native students into higher degree-seeking fields," Nolan says, adding that the grant can fund 10 students per semester.

To meet the needs of students who are spread across Alaska, most of the veterinary sciences classes are offered through distance delivery, using the Internet and audio conferences. Selected courses, such as anatomy laboratory or animal husbandry, also have hands-on, face-to-face, intensive laboratory and practical sessions, held in Fairbanks, at rural campus centers or other appropriate locations.

Graduates of the program have many career opportunities available to them, including working in an animal clinic or hospital, wildlife disease management, public health, research, military service, food safety and food production.

"Students who graduate from the program are not limited to working in an animal hospital," Nolan says. "This is a great knowledge base that would allow people to expand into many different career fields."

For more information, contact:

- 907.474.5716
- ffskn@uaf.edu
- http://drumbeats.uaf.edu/IAC/vsc

Spotlight

Suzanne Nolan

In her new position at UAF's Interior-Aleutians Campus, Suzanne Nolan gets to do two things she enjoys the most.

"I love being able to combine veterinary technology and teaching," says Nolan, who is a faculty member and program manager for the new veterinary sciences program offered by UAF's Interior-Aleutians and Chukchi Campuses.

Nolan initially joined the university in January 2008 as the program administrative assistant and veterinary technician. In her new position, which she assumed in August, Nolan is responsible for the organization and logistics for the new veterinary sciences program, which offers a certificate and an associate's degree. She maintains inventory, advises students, assists in curriculum development, teaches courses, and ensures the program is aligned with American Veterinary Medical Association standards.

Before moving to Fairbanks in 2002, Nolan earned a bachelor of science degree in zoology from the University of Idaho and worked in emergency veterinary hospitals in Oregon and Anchorage. After making Fairbanks her home, she worked at the Chena Ridge Veterinary Clinic and the After Hours Veterinary Emergency Clinic, where she still works part-time.

After several years, Nolan decided to expand her horizons and become a middle school science teacher. After obtaining her teaching credential at UAF, she taught at the Star of the North Charter School in North Pole for several years.

"I loved the community of learners and structure at the school. Phenomenal teachers and awesome students," she says. "However, I missed the veterinary medicine experience, so I decided to come back to the field."

Following her decision, Nolan sat for the Veterinary Technician National Examination and became a licensed veterinary technician in January 2008.

"Now I am able to interact with students and pass on my love for veterinary medicine and life-long learning," says Nolan, who is a member of the National Association of Veterinary Technicians and the Alaska Veterinary Technician Association.

Nolan's parents and grandparents were public school teachers, "so my involvement in education may be genetic," she says. "I thank my family for instilling in me a love of learning and a desire to share knowledge with others."

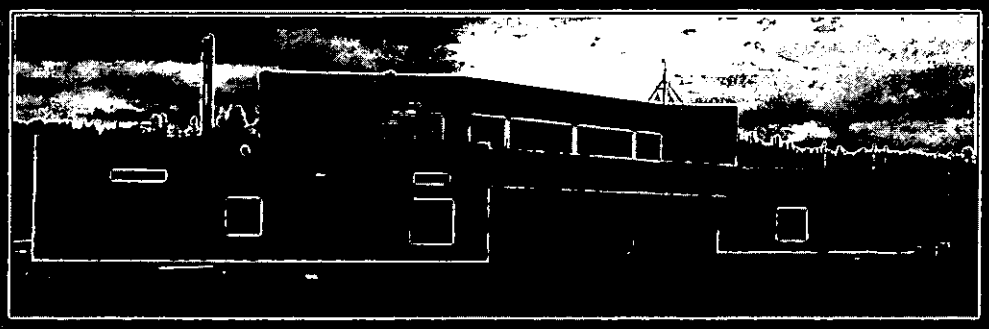
Nolan, who was born and raised in central Idaho, "always felt a pull to the North." She moved to Anchorage in 2001, then on to Fairbanks in 2002.

"I have been happy here ever since," says Nolan, who enjoys all types of outdoor activities, ranging from hiking and biking to kayaking and camping, as well as traveling and "spending time with critters of all shapes and sizes."

Spotlight

UAF Interior-Aleutian Campus

Clara Johnson, Director



UAF's Interior-Aleutians Campus (IAC) recently celebrated its 20-year anniversary of striving toward its mission to integrate life-long educational opportunities with rural Alaska and Alaska Native communities, cultures and ways of life.

IAC is a decentralized branch campus of the UAF College of Rural and Community Development. It serves Interior Alaska, a geographic area the size of France, as well as communities along the Aleutian Chain, a territory encompassing more than 200,000 square miles of primarily road-less area.

Through rural learning centers and a blended delivery system, IAC delivers coursework to more than 58 rural communities. The campus provides learning opportunities and scheduling to meet the needs of rural, mostly Alaska Native, students who have a lifestyle that incorporates subsistence hunting, fishing and gathering, and who also contend with extremes of weather and other challenges unique to life in rural Alaska.

In addition to serving an expansive area, IAC serves an Alaska Native population that is culturally and linguistically diverse. Nine of the 11 Athabascan language groups and the two distinct Aleut dialects are spoken within the campus' service area.

To meet the unique needs of its students, IAC has developed courses for credit, certificate and associate degree programs that are place-appropriate and career-based. For example, IAC's tribal management program was developed to meet the need of local tribal governments and private employers for skilled fiscal, programmatic and administrative staff. IAC's newest program in veterinary science will meet locally-identified needs for personnel trained to provide basic care for animals.

IAC has put a special emphasis on increasing enrollment in Science, Technology, Engineering and Math (STEM) and Education. With the help of a National Science Foundation-funded project, rural Alaska enrollment in STEM degrees at IAC increased by 1,080 percent – up from 5 students to 59.

All IAC programs have one critical, unique feature – a strong connection to Alaska's tribal people. All programs were developed through consultation with IAC's Council of Elders and aligned with the campus' mission, goals and status as an Alaska Native Serving Institution.

As to the future, IAC plans to continue to develop new programs and partnerships, and continue its history of innovation to overcome the challenges of delivering education in rural Alaska.

UAF Interior-Aleutian Campus Degrees and Programs

- Access to College of Rural and Community Development courses and programs
- Community Health (Certificate, A.A.S.)
- Construction Trades Technology (Certificate, A.A.S.)
- Early Childhood (Certificate, A.A.S.)
- Educator: Para-Professional (Certificate, A.A.S.)
- General Program (A.A., A.S.)
- Human Services (Certificate, A.A.S.)
- Rural Development (B.A, M.A.)
- Rural Human Services (Certificate)
- Tribal Management (Certificate, A.A.S.)
- Veterinary Science (Certificate, A.S.)
- Veterinary Technician (under development)
- Rural Nutrition Science (under development)

Other IAC Programs

- Alaska Tribal Technical Assistance Center – Transportation Training and Support
- Ten Hunee Daal'oye Upward Bound Program
- Early College Program
- Reach to Teach – Bachelors of Arts in Education Support
- Tribal Management Projects (Tribal Justice, Tribal Natural Resource Management, Tribal Government)

For more information, contact:

- 907.474.2472 or 1.888.474.5207
- iacinfo@uaf.edu
- www.iac.uaf.edu

UAS Juneau

Automotive Technology Program Receives National Re-certification

The automotive technology program at UAS in Juneau has received a five-year re-certification by the National Automotive Technicians Education Foundation (NATEF) and the National Institute of Automotive Service Excellence (ASE).

NATEF, a nonprofit foundation responsible for the evaluation of automotive programs nationwide, offers certification in eight subject areas. UAS' automotive program, which received its initial certification in 2003, was re-certified in all eight areas, including engine repair, automatic transmissions/transaxles, manual drive train and axles, suspension and steering, brakes, electrical/electronic systems, heating and air conditioning, and engine performance.

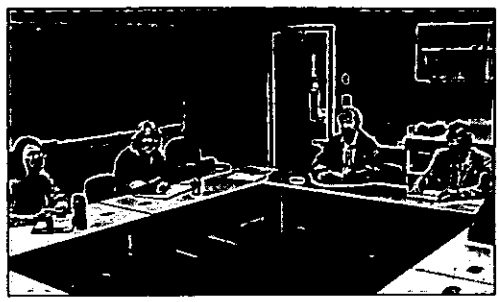
"This is great news for automotive-minded young people and their parents," says Donald Seyfer, chair of NATEF. "Because this program increases cooperation between local education and industry leaders, it gives added assurance that UAS' graduates will be employable entry-level technicians. As a result of the quality education provided by UAS, the motoring public will also benefit since better repair technicians will join the work force."

The UAS automotive technology program, which offers a certificate in automotive technology and an associate's degree in power technology with automotive emphasis, works closely with local industry in Juneau to train students to enter the local work force. The program also assists those already employed with furthering their technical skills.

"Because this program increases cooperation between local education and industry leaders, it gives added assurance that UAS' graduates will be employable entry-level technicians."

"During the past few months, we have worked closely with NATEF to make certain our program continues to meet strict industry standards," says Tony Martin, automotive technology program head. "We are very excited that we have been re-certified to continue the program. Students will be assured of a quality education and shop owners will be assured of getting quality job applicants."

▲ *Tony Martin, UAS assistant professor of automotive technology, shows a group of junior high school students a Dodge Magnum that acts as a training aid in the UAS auto lab.*



▲ *Pictured left to right are Kristy Smith, UAS career education administrative manager; Karen Schmitt, UAS dean of career education; Darrin Marshall, evaluation team member and UAA automotive instructor; and Jerry Million, NATEF evaluation team leader and automotive instructor at North Pole High School. Photo by Tony Martin*

To achieve this coveted recognition, UAS' automotive technology program underwent a rigorous evaluation process, including an extensive self-study followed by a site visit. In April 2008, after UAS submitted its application and self-evaluation materials to the NATEF office, an evaluation team visited UAS to review the self-study documents, inspect the facility and instructional aids, and meet with Martin and members of the administrative team.

The evaluation team, which used nationally accepted standards of excellence in areas such as instruction, facilities and equipment, was led by Jerry Million of the automotive program at North Pole High School, along with team members Darrin Marshall from UAA's automotive program and Sam Russell from Mendenhall Auto Center.

Upon completion of the evaluation, NATEF recommended

"We are very excited that we have been recertified to continue the program. Students will be assured of a quality education and shop owners will be assured of getting quality job applicants."

that UAS be re-certified by the ASE, which is a national nonprofit organization that tests and certifies repair technicians, in addition to certifying automotive training programs. There are more than 2,000 NATEF and ASE-certified programs at secondary and post-secondary institutions across the nation.

Karen Schmitt, dean of career education at UAS, gives credit to Martin for the strong program and successful re-certification.

"Tony (Martin) is dedicated to making the UAS automotive technology program an area of excellence for UAS. The re-certification of the program rewards Tony's dedication," she says.

▲ *Pictured left to right are Tony Martin, UAS assistant professor of automotive technology; Jerry Million, NATEF evaluation team leader and automotive instructor at North Pole High School; and Darrin Marshall, evaluation team member and automotive instructor at UAA. Photo by Tony Martin.*

For more information, contact:
- 907.796.6126
- tony.martin@uas.alaska.edu
- www.uas.alaska.edu/automotive

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UAF Tanana Valley Campus

Program Trains Paralegals to Meet Local Need

In the early 1990s, around the time the paralegal studies program was in development at UAF's Tanana Valley Campus (TVC), a local law firm had just hired a paralegal from the Midwest after completing a nationwide search.

"All of a sudden, people realized we were importing people for jobs," says Ed Husted, paralegal studies program coordinator at TVC. "They started asking 'why can't we train them here?'"

▲ *Melonie Robinett, the recipient of UAF's 2007 Ruth Lister scholarship, plans to graduate from TVC's paralegal studies program at the end of the fall 2008 semester. Photo by Todd Paris, UAF Marketing and Publications.*

Jump forward to present day, and TVC's paralegal studies program is the main source of paralegal employee candidates for Fairbanks-area law offices.

"If you need a paralegal, you don't need to go to the Midwest anymore," Husted says. "Just give me a call."

The program, which offers an associate's of applied science degree in paralegal studies, trains students for employment as paralegals in both private and government law offices. Upon graduation, students are qualified to work under the supervision of a lawyer, performing rudimentary legal research; producing drafts of letters, office memoranda, pleadings, contracts, wills and similar documents; conducting client and witness interviews; engaging in basic fact-finding and investigation; and assisting in trial preparation and discovery.

"Our goal is to give students practical skills and get them into the job market," Husted says, adding that, in addition to training students to enter the field, the program also provides opportunities for currently practicing paralegals to continue their education or upgrade their existing skills.

The program, which graduates an average of 12 – 15 students per year, enjoys an almost 100 percent job placement rate. Husted, along with the eight adjunct faculty members and the program advisory committee, actively assists graduates in locating employment through frequent contact with the law firms and government offices that make up the local job market. Husted says many students find work even before they complete the program.

> "If you need a paralegal, you don't need to go to the Midwest anymore. Just give me a call."

Husted credits part of the job placement success rate to the fact that the program size is kept in line with current community needs.

"We're careful to graduate an appropriate number of students to meet the needs of the community. People don't want to get a degree that doesn't lead to employment," Husted says, adding that the program is focused on meeting the needs of the Fairbanks area, but that students are prepared to work anywhere.

While many students go directly from graduation to employment, others use the degree as a stepping stone to obtain higher degrees. One of these students is Melonie Robinett, who recently completed her required paralegal internship and plans to graduate from the paralegal studies program at the end of the fall 2008 semester. Robinett, the recipient of UAF's 2007 Ruth Lister scholarship, recently told Husted she may decide to pursue a bachelor's degree in political science or justice at UAF prior to entering the job market.

When she does seek employment, Robinett and all of the other paralegal graduates will find the program's American Bar Association (ABA) approval is a valuable asset.

"ABA approval carries credibility and opens doors. If you have a degree that is ABA approved, that will get you the interview. That will get you the job over the guy who doesn't have an ABA-approved degree," Husted says, adding that ABA approval is a distinction enjoyed by only approximately 25 percent of the paralegal programs in the nation.

The TVC program, which was last approved in 2001, is currently in the re-approval process, which includes an in-depth application and a site visit. Husted says he expects the program to be re-approved after the site visit in September.

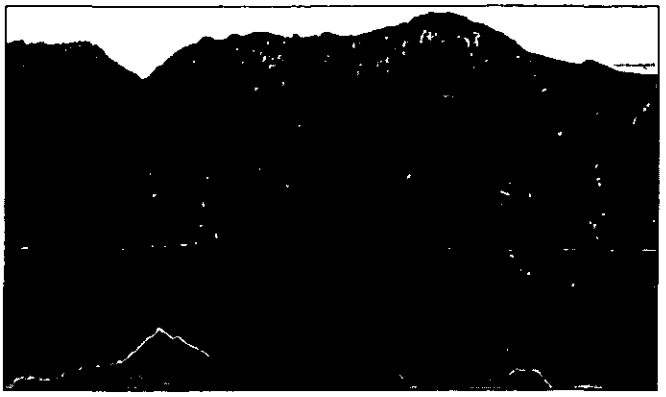
In addition to the TVC paralegal studies program, the UAA justice department also offers a paralegal certificate program that is approved by the ABA.

For more information, contact:

- 907.455.2835 (TVC) or 907.786.1810 (UAA)
- ffesh@uaf.edu (TVC) or ayjust@uaa.alaska.edu (UAA)
- www.tvc.uaf.edu/programs/paralegal (TVC) or http://justice.uaa.alaska.edu/ (UAA)

UAF Geophysical Institute

Alaska Volcano Observatory Marks 20th Anniversary



▲ *The former crater lake on Kasatochi Island in the Aleutians. Photo by Brie Drummond, courtesy of U.S. Fish and Wildlife Service.*

When officials decided this summer to cancel dozens of flights in and out of Alaska because of volcanic ash in the flight routes, they relied on information from the Alaska Volcano Observatory (AVO). Reports from AVO also prompted scientists to be evacuated from Alaska's Kasatochi Island because of an impending eruption at the volcano in August. These are just two examples of efforts made by AVO, which marked its 20th anniversary of volcano hazard mitigation and research in Alaska this year.

AVO, which is a collaborative project between the UAF Geophysical Institute, the U.S. Geological Survey, and the Alaska Division of Geological and Geophysical Surveys, was formed in 1988, in response to the 1986 Augustine Volcano eruptions. Those eruptions, which caused significant disruptions to air travel in southcentral Alaska and raised concerns among residents of nearby communities, uncovered a lack of tools and infrastructure to monitor and warn officials and the public about volcanic activity and risks.

▲ *Looking down on the former crater lake on Kasatochi Island in the Aleutians. Photo by Dave Schneider, copyright Digital Globe.*

Since its founding, AVO has sought to fill that need, focusing its efforts on three primary objectives – to monitor and study Alaska's hazardous volcanoes; to assess, predict and record volcanic activity; and to provide information and warnings of volcanic hazards to officials and the general public.

Working closely with the Federal Aviation Administration, National Weather Service, other response agencies, and the public and private sector, AVO has responded to more than 40 volcanic eruptions in Alaska over the past 20 years, including three this summer alone. One notable eruption was Mount Redoubt in 1989 and 1990 – the first major eruption AVO responded to. That eruption, which nearly caused the catastrophic crash of a passenger jet that encountered airborne ash, underscored the importance of AVO's work in Alaska.

"The impact of volcanic activity on the aviation industry is significant, and the stakes are high," says Steve McNutt, a UAF research professor and the coordinating scientist at AVO.

Today, AVO continues its important work in Alaska, where there is volcanic activity almost daily at more than 100 volcanoes in the region. AVO is now recognized worldwide as a leader in the monitoring, research and education of volcanoes and volcanic hazards. In fact, AVO has the world's largest volcano monitoring network, incorporating seismic, GPS, Web cameras and infrasonic sensors. While the monitoring network has come a long way in 20 years, McNutt says there is an ongoing effort to expand and improve.

"The job is not done," he says. "We've taken on a big job and we're trying to do it right."

In addition to research, hazard assessment and eruption monitoring, AVO is also playing a key role in educating and training future volcanologists. Volcanology students at UAF have the opportunity to work side-by-side with research scientists at UAF's Geophysical Institute, as well as with professionals at other AVO partner agencies.

"Students are involved in all phases of operation. They take classes, do research projects, analyze data, and assist with crisis response," McNutt says. "Here, it's not just hypothetical work in a classroom. This is a real operating volcano observatory, which gives students the extra elements of reality and rigor."

In AVO's first 20 years, more than 65 past and current students have been involved in the program. This includes students who already earned advanced degrees at UAF, and students currently working on AVO-related projects. AVO graduates have gone on to prestigious positions within government and academia, both in and out of Alaska. Of those who stay in the state, many continue their careers at AVO, where they carry on the tradition of research and education begun 20 years ago.

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UAA Center for Human Development

Alaskans with Disabilities Benefit from Workforce Development Efforts

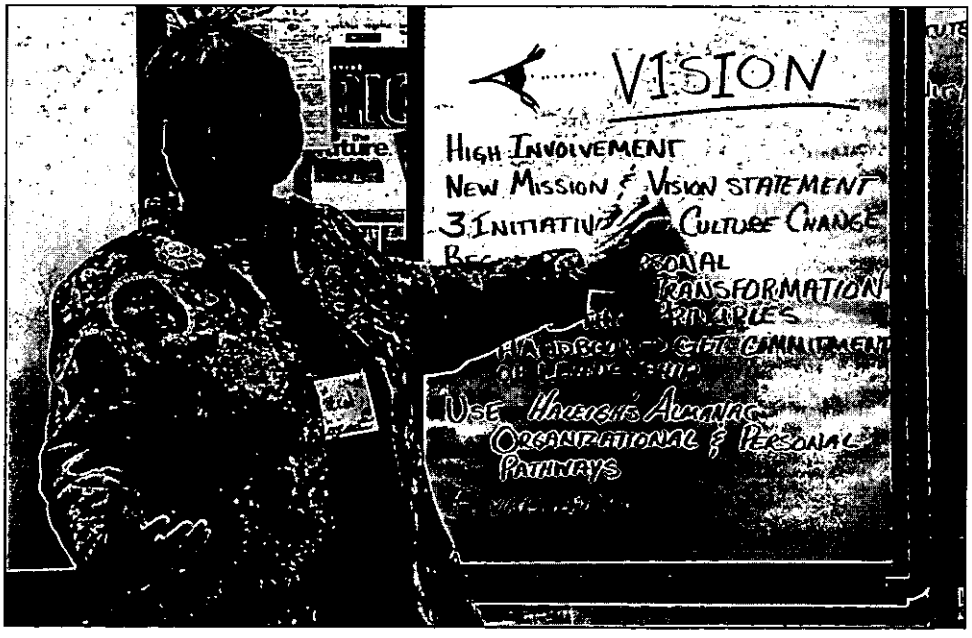
More than 85,000 individuals and families in Alaska experience disabilities, and serving a population of this size takes a considerable number of employees. Developing this workforce – and making sure the workforce is adequately trained – is a main priority at UAA's Center for Human Development (CHD).

CHD, which is housed in UAA's College of Health and Social Welfare, is a University Center for Excellence in Developmental Disabilities Education, Research and Service, and is authorized by the Developmental Disabilities Assistance and Bill of Rights Act of 2000. There are 67 such centers across the U.S., at least one in every state and territory, and CHD is the only one serving Alaska.

CHD's mission is to improve the quality of life for people who experience disabilities and their families, explains Kelly Donnelly, director of CHD's Community Supports Training Network. Part of achieving that mission, Donnelly says, is workforce development, with an overall goal of building capacity and increasing professionalism of the direct service workforce in disability and human services.

"For people who are already working, we want to provide opportunities for them to build on existing skills, while also training those just entering the workforce," Donnelly says. "We can also be a resource for employers in the areas of recruitment and retention, apprenticeships, training and staff development, and informal and formal recruitment networks."

CHD's numerous workforce development efforts currently include the Learn as You Earn program, the Trust Training Cooperative, the Long-Term Care Apprenticeship program, and Children's Behavioral Services projects, among others.



▲ *Carol Switzer, one of CHD's community faculty who works at Denali Center in Fairbanks shares the importance on having a "vision."*

Learn as You Earn

Learn as You Earn, a statewide, distance-delivered program offered in partnership with Prince William Sound Community College, allows students to pursue an associate's degree or certificate in disability services, while continuing to live and work in their home community.

"This program was started because social service agencies were finding that too many staff were getting training, but it never added up to anything. No degree, no certificate, no occupational endorsement," says Dr. Marjorie Kassier, associate director of CHD.

Learn as You Earn is directed at people who provide community, familial, workplace, educational or respite support to children or adults with disabilities. Approximately 98 percent of the students are already working.

"The goal is to provide skills and knowledge to people who are already working in the profession, but who may have been hired with little or no prior knowledge or training," Kassier says, adding that more than 3,000 disability services credit hours have been delivered since the program's inception 12 years ago.

All of the Learn as You Earn coursework is delivered via distance, using audio conferences, videos and printed materials. This fall, the program will also begin delivering classes online for the first time. In addition to the classes, students must also complete 250 hours of supervised fieldwork, which takes place where the student is already living and working.

While holding the certificate or degree is certainly a benefit, Kassier says many students come away from the program with something even more important.

"The message most students receive is that what they are doing is a profession. They realize it's more than

just being a nice, caring person. There are skills and knowledge to be learned, and what they do has incredible impact on people with disabilities," Kassier says. "That's a big deal, because employers have trouble retaining people who don't feel proud of what they are doing."

Trust Training Cooperative

The Trust Training Cooperative, a new workforce development undertaking for CHD, is an effort to coordinate and provide training, education and career development opportunities for people working with the beneficiaries of the Alaska Mental Health Trust Authority.

The Alaska Mental Health Trust Authority, often referred to as simply "the Trust," is an Alaska organization dedicated to assisting people with mental illness, developmental disabilities, chronic alcoholism, Alzheimer's disease and related disorders, and traumatic head injury resulting in permanent brain injury.

"The Trust works to identify areas of service needs, put programs in place, and work with the university and the state to coordinate services so they are more effective," says Beverly Tallman, CHD associate director.

One of the major issues identified by the Trust was a lack of access to education and training for staff serving Trust beneficiaries, especially those at small agencies or in rural areas. In response to this issue, the Trust worked together with CHD to develop the Trust Training Cooperative last summer.

Through the cooperative, CHD is now in the process of setting up two new programs – a learning management system, which will allow staff to track all trainings completed, and a learning content management system, which will enable agencies to easily develop and share trainings. Both will be launched as pilot programs this fall.

▲ *Learn as You Earn students utilize distance-delivery technology to pursue associate's degrees or certificates in disability services.*

"We expect the result will be better-trained employees, improved employee recruitment and retention, and better outcomes for the consumers who receive support services," Tallman says.

Long-Term Care Apprenticeship Program

Similar to apprenticeships in other industries, CHD's new Long-Term Care Apprenticeship program accepts people who are already employed, provides them with training, and places them alongside an experienced mentor to learn a trade.

The apprenticeships program offers two focus areas – one for certified nursing assistants (CNAs) working in long-term care facilities, and one for in-home and community-based service providers.

Through the CNA apprenticeship, students select from one of four specialty areas, including dementia care, restorative care, geriatrics and leadership. They then complete 10 weeks of distance-delivered classes through Prince William Sound Community College, as well as 1,000 hours of on-the-job learning for each specialty. At the end of their apprenticeship, they receive a nationally recognized certificate of apprenticeship from the U.S. Department of Labor.

The second apprenticeship, directed toward in-home and community-based service providers, includes 240 hours of classes, plus 3,000 hours of on-the-job learning. Students who successfully complete the program earn a direct service specialist occupational endorsement offered through Prince William Sound Community College.

In addition to coordinating the apprenticeship program, CHD also helps students find scholarship money.

"We work to find pockets of resources so people can have their training paid for," Tallman says. "We're focusing on how to get training to the least-trained and lowest-paid employees."

Children's Behavioral Services

CHD is involved in numerous workforce development projects in the area of children's behavioral services, including a certificate program for people who work in children's residential services, efforts to recruit more Alaska Natives into the profession, a network to connect certified person-centered planners with consumers needing their services, and several others.

Disabilities continued on p. 12

Phone: 907.786.1581 Fax: 907.786.1181 E-mail: corporateprograms@alaska.edu Website: www.alaska.edu/uacp

Disabilities continued from p. 11

In just one example, CHD is providing administration and training activities for the State of Alaska's Fetal Alcohol Spectrum Disorder (FASD) and Severe Emotionally Disturbance (SED) Demonstration Project, also called the 3M Project.

The goal of the project, which was launched in October 2007, is to reduce the number of youth who are dual-diagnosed with FASD and SED, and are being treated in residential psychiatric treatment centers. Specifically, the project focuses on modeling desired behaviors, mentoring youth, and monitoring them as treatment is delivered.

"We're trying to show there is a viable alternative to residential psychiatric treatment centers for youth who are diagnosed with FASD and SED," says Donnelly.

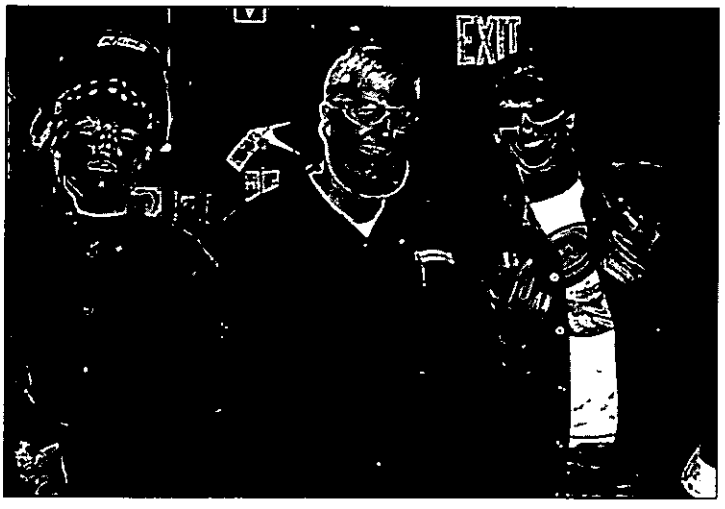
The project, which allows the state to use Medicaid money that was formerly spent on residential psychiatric treatment on new home and community-based services, is one of only 10 states chosen for the demonstration.

As part of the project, CHD is coordinating a conference, which will be held October 7 – 10, 2008 at the Anchorage Hilton Hotel. The conference, which will present FASD education and highlight innovative research, practices, programs and partnerships, is targeted at advocates, direct service professionals and paraprofessionals, clinicians, employment support providers, parents, state agency personnel, and others serving youth with FASD and SED.

For more information, contact:
- 907.272.8270
- webmaster@alaskachd.org
- www.alaskachd.org

UAA Kodiak College

High School Students Get Head Start on Welding Career Education



▲ *Curt Sather (middle), a certified welding inspector and adjunct instructor at Kodiak College, recently provided certification testing to high school students participating in the welding tech prep program in Kodiak. Sather is pictured here with tech prep students Eli Baker (left) and Caleb Heinrichs (right), after Heinrichs successfully passed a certification test.*

When the students at Kodiak High School accept their high school diplomas next spring, several of them will likely also be graduating with a certificate in welding from UAA's Kodiak College.

Through the tech prep welding program, which is a partnership between Kodiak College, the Kodiak Island Borough School District and local industry, students can earn college credit and industry certifications while still in high school. Upon completion of the certificate requirements, students can graduate with not only their high school diploma, but with an undergraduate technology career specialty certificate in welding, as well.

Preparing students to meet employment demand in the construction industry is a high priority for Kodiak College. According to the State of Alaska Department of Labor, job opportunities in the construction industry are expected to grow 21.2 percent between 2004 – 2014. In addition to the 3,750 new jobs that will be created by that growth, a total of 4,001 employees will also be needed to replace a retiring workforce.

"This clearly demonstrates the urgency to develop and provide training and education opportunities that will prepare Alaskans with the knowledge and skills necessary to support future workforce needs within Alaska's construction industry," says Lorraine Stewart, career and technical program coordinator at Kodiak College.

According to the State of Alaska Department of Labor, job opportunities in the construction industry are expected to grow 21.2 percent between 2004 – 2014. In addition to the 3,750 new jobs that will be created by that growth, a total of 4,001 employees will also be needed to replace a retiring workforce.

The tech prep program began delivery in fall 2007, and a total of four high school students are on track to finish the program requirements and obtain the certificate in spring 2009, Stewart says. Even if all of the students do not complete the program requirements, she adds, they will have earned college credit and industry

"These programs reflect the college's interest in providing high-quality, relevant programs that support community partnerships and prepare Kodiak students for career opportunities locally and statewide."

certifications that provide a valuable head start in their future academic careers and in obtaining employment.

In addition to the high school students participating in the tech prep program, there are also numerous students pursuing the welding certificate at the college level.

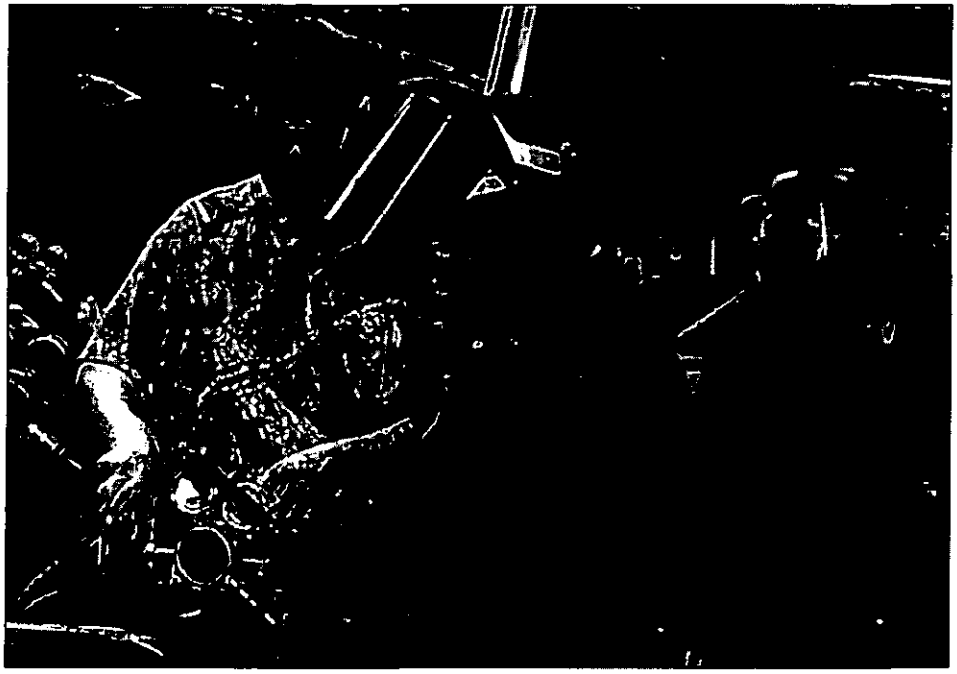
To obtain the welding certificate, students must complete nine classes, plus an internship. Through the tech prep program, high school students can complete five classes at the high school for dual credit, and take the remaining four courses at the college. In addition, students must complete an internship. This summer, several high school students are participating in welding internships at local businesses.

"From the feedback we've received, (employers) are very happy with the students' work. Employers are seeing that students are coming out prepared and that they have the foundational skills. The students are setting a good precedent for the future," Stewart says.

In addition to classes and an internship, both high school and college students can complete testing for welding certifications. During 2008, there were 28 successful tests, which included 10 by high school students.

"The certifications help when an applicant goes to apply for a position. It helps them get the job over someone who doesn't have the certification," says Anthony Cavan, who teaches welding at Kodiak High School and is also an adjunct welding instructor at Kodiak College.

The response from local business and industry to the welding program has been very positive, Cavan says.



▲ *Anthony Cavan (left), the Kodiak High School welding instructor and adjunct instructor at Kodiak College, explains how to safely operate an oxy-acetylene torch to Benjamin Watkins (right), a Kodiak College student.*

"We've gotten great support from the local business community," he says. "The local businesses are not only supporting students with employment, but also with time, supplies and materials."

Stewart adds that several businesses and organizations have also stepped up to help pay for welding courses for the high school students.

Kodiak College plans to continue promoting, enhancing and increasing capacity of the welding program, Stewart says. For example, the college recently received funding to purchase a welding simulator that will provide training opportunities to students living in rural villages surrounding Kodiak Island.

"The purchase of new, up-to-date equipment and portable training materials is important because it expands teaching capacity and increases student enrollment both on the local campus and in rural locations," Stewart says.

In addition to the certificate in welding, Kodiak College also offers an associate of applied science technology degree and an undergraduate technology career specialty certificate in industrial safety and construction technology. The new certificate in construction technology will be offered starting this fall, and Stewart says the college hopes to build a construction tech prep program with the high school, using the successful welding program as a guide.

"As designed, the technology degree and certificate programs at Kodiak College will prepare Alaskans to meet future workforce and economic opportunities within the construction industry throughout the state of Alaska," Stewart says. "These programs reflect the college's interest in providing high-quality, relevant programs that support community partnerships and prepare Kodiak students for career opportunities locally and statewide."

For more information, contact:

- 907.486.1209
- lstewart@kodiak.alaska.edu
- www.koc.alaska.edu/certificates/welding.asp

UAA & UAF Engineering Programs

University Ramps Up Efforts to Double Engineering Grads by 2012

Hearing the cries from across the state for more engineers, UAF and UAA have made a joint commitment to double the number of engineering graduates by the year 2012, bringing the total number of UA graduates to at least 200 per year.

The move came in response to the needs of an industry looking forward to consistent growth, while also battling high vacancy rates, often high turnover rates due to out-of-state hires, and a wave of imminent retirements.

"There are steady drivers, like retirements and general growth of the industry. Then, there are the big things that make major regime shifts. The gas pipeline is one of those. If the gas pipeline goes through, it'll have a huge impact on the demand for engineering professionals," says Doug Goering, dean of UAF's College of Engineering and Mines.

According to Rob Lang, dean of UAA's School of Engineering, there are already hundreds of engineering positions open in Alaska – and that doesn't include new projects on the horizon.

"No matter where you go, there are lots of vacancies that companies haven't been able to fill, and that will continue to increase with new projects," he says. "Whether it is the gas pipeline, wind projects or coal gasification, the number of projects potentially out there will increase the need for engineers. Companies want us to respond by getting more students into the engineering programs."

The university is meeting the challenge head-on, implementing plans that combine recruitment initiatives with retention techniques, and culminating with efforts to match students with the right jobs.

"We want to get more students in, and then make sure they're successful," Goering says.

Recruitment efforts at both UAA and UAF focus on outreach to local high schools, as well as building awareness and interest in engineering amongst high school students. One of the major efforts is the university's support of an engineering career academy that is being launched as a pilot project at two Alaska high schools this fall. The academy, which is being tested at Lathrop High School in Fairbanks and Dimond High School in Anchorage, provides students with the opportunity to take pre-engineering courses at the high school level.

"No matter where you go, there are lots of vacancies that companies haven't been able to fill, and that will continue to increase with new projects. Companies want us to respond by getting more students into the engineering programs."

"It's a special project designed to increase the level of awareness of high school students, and help them be better prepared to pursue an engineering degree in college," says Goering, adding that the university is doing everything it can to support the new project.

Faculty and staff at both UAA and UAF are also involved in numerous engineering-related activities at the middle and high school level. For example, staff members have mentored teams competing in robotics competitions at the state, national and even international level, and have also volunteered for events such as Math Counts, a nationwide math program for middle school students.

"These kinds of activities generate excitement and enthusiasm, and that translates into interest in pursuing engineering," Lang says. "Once students get involved, they often realize it's an interesting, challenging, fun career path."

Another strong recruitment tool for the university is the Alaska Native Science & Engineering Program (ANSEP), which is a program that seeks to increase the number of Alaska Natives in the field by working with students from the time they are freshmen in high school all the way through graduate school.

The university recognizes that recruiting students into an engineering program is only the first step, though.

"Once we get students to the institution, we do everything we can to make sure they're successful," Goering says. Retention efforts at UAF include better advising, opportunities for engineering students to live in close proximity in the dorms, more social activities, and enhanced engineering labs, where students can go to get help with their classwork.

"We want to show students what they're supposed to do, give them the extra help, make them feel welcome, and help them have an enjoyable time. It makes a big difference. We have a very good retention rate," says Goering, adding that about 80 percent of freshmen in the engineering program return for their sophomore year. "We believe these initiatives to help support students once they are here will have a significant impact on graduation rates."

At UAA, retention efforts include

a design competition, which allows students to design, build and demonstrate a project exemplifying something they've learned in class. Faculty members also make a conscious effort to engage undergraduate students in research projects.

"We want to make learning more exciting, more project-based. We want students to actually use what they learn, and get them engaged beyond just the classroom," Lang says. "It seems to be very effective."

The final piece of the puzzle is connecting students with internship opportunities and, eventually, employment in the real world.

"Because there are so many vacancies, there are lots of internship opportunities for students. We try to help them find work opportunities that allow them to put their skills into practice. That translates directly into what they will be doing as an engineer," Lang says, adding that faculty members work closely with UAA's Career Services Center to assist students with internships and employment.

"Because there are so many vacancies, there are lots of internship opportunities for students. We try to help them find work opportunities that allow them to put their skills into practice. That translates directly into what they will be doing as an engineer."

Even though the effort to grow the number of engineering graduates is in its early stages, both campuses are already seeing an impact. For example, UAA's program has grown 20 percent a year for the past three years. And UAF has seen a large surge of incoming freshman engineering students – an 85 percent increase in fall 2007 alone.

With this kind of growth, there are always growing pains. At UAA, for example, the issue is space.

"The challenge now is that we're out of space with the students we have," Lang says. "But it's a wonderful challenge to have."

Both Lang and Goering say the UA statewide system has placed a significant emphasis on engineering, especially when it comes to funding. For example, Lang says the UAA School of Engineering recently hired seven new faculty members, and a new engineering facility is at the top of UAA's new capital priorities.

"UA has really gotten behind funding the facilities and staff we need," he says.

For more information, contact:
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- afecem@uaf.edu (UAF)
- www.alaska.edu/uaf/cem (UAF) or www.engr.uaa.alaska.edu (UAA)

▲ *About 150 students gather for Darryl Jordan's 7:30 a.m. engineering seminar class, held weekly at UAA. Even more students would have enrolled, but the classroom was already at capacity. Rob Lang, UAA School of Engineering dean, says a new engineering facility is needed to meet the demand, and the project is at the top of UAA's new capital priorities. Photo by Dr. Joe Mixsell.*

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UA@Work

Inside this issue. . . .

We've selected eleven University of Alaska workforce stories to highlight in the UA @ Work Fall 2008 newsletter.

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If you would like more information about articles in this newsletter, please contact UA Statewide Corporate Programs at 1815 Bragaw Street, Suite 102, Anchorage, AK 99508.

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UA @ Work is produced by UA Statewide Corporate Programs to connect Alaska employers with the University's workforce training and professional development resources.

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Duane Heyman, Executive Director of UA Statewide Corporate Programs.

Chevron

Chevron Donates $1 Million
to Benefit UA Workforce Programs

Chevron, one of the world's leading energy companies, has donated $1 million to support UA's Alaska Native Science and Engineering Program (ANSEP), and the Process Technology, Instrumentation and Computer Electronics programs located at UAA's Kenai Peninsula College (KPC) Kenai River Campus. This gift is the largest single corporate gift that KPC has received in its 44-year history.

Chevron has recently increased its activity within Alaska. Currently, Chevron has over 400 employees in Alaska and produces 34,000 barrels of oil equivalent daily. With this increase comes the need for a larger workforce, particularly in the fields of engineering, process technology and instrumentation.

"Chevron is committed to support the communities where we work," says John Zager, Chevron Alaska manager. "We believe in recruiting and training locally, and we want to be an active contributor in helping to grow Alaska's workforce for the future."

Process technology is one of the fastest growing programs at UA. "Chevron's generous commitment to our programs will have an incredible impact on our current and future students," says Gary Turner, director of KPC. "We plan to use the funds to upgrade teaching labs, to purchase industry-standard training equipment, and to establish a scholarship program in these areas of study."

ANSEP, another fast-growing program at UA, increases recruitment and retention rates among Alaska Natives at the university level. ANSEP students at UAA will benefit from Chevron's gift through expanded program and support opportunities.

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Inside This Issue

UA WWAMI Program

Alaska's Medical School Grows to Help Meet Need for Physicians

"WWAMI is Alaska's medical school and we're training physicians here in Alaska," says Dennis Valenzeno, PhD, director of Alaska's WWAMI program.

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UAA Department of Anthropology

Master's Program Prepares Alaskans for Anthropology Careers

"Potential clients have been told that the most popular cultural resource management consultants are already booked two years ahead. Plus, most of the established companies are run by people who will be retiring within the next five to 10 years," says Diane Hanson, coordinator of the graduate program in anthropology.

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UAS and the Ketchikan Construction Academy

UAS Partners with Construction Academy to Build Local Workforce

"Our ultimate goal is to meet the needs of the construction industry in Ketchikan and have the people we train become employed," says Pamela Roth, executive director of the Southern Southeast Alaska Building Industry Association (SSEABIA).

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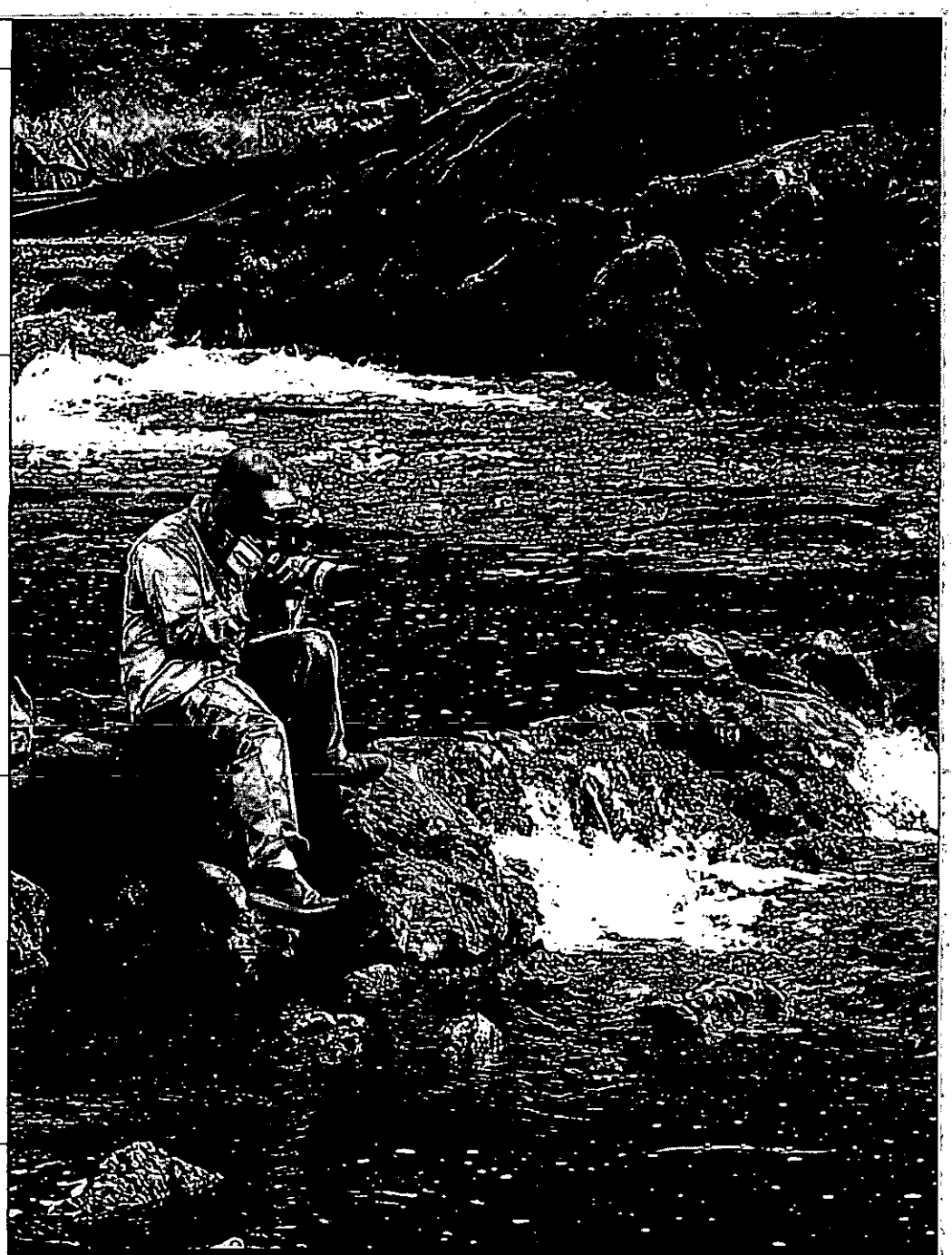
UAF Interior-Aleutians Campus

New Program Feeds Growth of Nutrition Education in Rural Alaska

"Post-secondary nutrition science education is a significant gap in Alaska. Our project will create multiple new entry points to nutrition science education," says Sarah McConnell, Troth Yeddha' program coordinator.

Page 11–12



A UAA graduate student in applied cultural anthropology participates in ecological study. This student has now gone on to the PhD program in anthropology at UAF. - Story on p. 6

University of Alaska Statewide Corporate Programs
Workforce Training and Professional Development

2664

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UAA Kachemak Bay Campus' Writers' Conference

Inspiring Setting Draws Diverse Writers for Eighth Annual Conference

▲ *Best-selling author Anne Lamott, who penned the nonfiction "Bird by Bird," is the keynote speaker at the eighth annual Kachemak Bay Writers' Conference, which takes place June 6 - 10 in Homer. (Photo by Mark Richards)*

From June 6 - 10, a diverse group of accomplished authors, aspiring writers, literary enthusiasts, students, teachers and professionals will gather in Homer for Alaska's premier statewide writing event – the eighth annual Kachemak Bay Writers' Conference.

The nationally recognized conference, which is held at the Land's End Resort in Homer and is sponsored by UAA's Kenai Peninsula College – Kachemak Bay Campus, features five days of workshops, readings, craft talks and panel presentations focused on fiction, poetry, nonfiction and other genres, as well as delving into the business of writing.

"This conference brings writers, students, literary enthusiasts and others from across the U.S. to discuss the art, process and techniques of writing, along with related topics, such as publishing," says Carol Swartz, director of the Kachemak Bay Campus. "Participants refine their writing and gain new ideas and inspiration. They leave this conference with new friends, renewed energy and insights, as well as a refreshed sense of themselves within a greater community of writers."

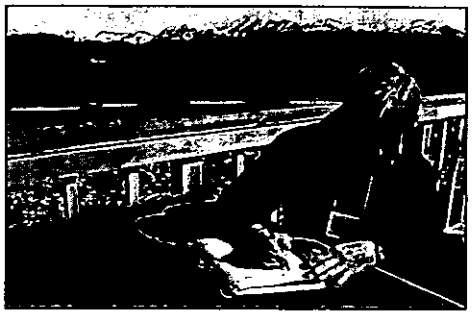
The conference – the only one like it in the state – also provides a valuable professional development opportunity for writers and teachers, including UA faculty members, and is an educational opportunity for creative writing students. Many previous participants have gone on to have their work published, Swartz says.

Homer certainly offers an inspirational locale for the conference, which strives to create an environment that fosters and promotes creativity.

"This conference brings writers, students, literary enthusiasts and others from across the U.S. to discuss the art, process and techniques of writing."

"The community of Homer is such an inspiring setting for the literary and visual arts," Swartz says. "We want to create a nurturing atmosphere for people to connect and learn."

Each year, approximately 150 participants, plus 15 to 20 presenters, attend the conference, which usually sells out by the early registration deadline in May. An additional 200 to 300 people attend the "Festival of Readings," which are public readings held throughout Homer during the conference. This year's "Festival of Readings" will be held on Saturday, Sunday and Monday evenings.



▲ *The conference's location, in Homer on the shores of Kachemak Bay, provides an inspiring location for conference participants to connect, create and learn.*

While many of the conference attendees are from Alaska, there are a growing number who come from the lower 48.

"All year long, I get e-mails from people who are interested in attending or presenting at the conference," says Swartz, who adds that, as of April, more than a dozen registrants from Outside had already registered for this year's conference. "It's definitely on the map for writers' conferences."

This year's conference features 20 presenters, including keynote speaker, Anne Lamott, the best-selling author of the nonfiction books "Bird by Bird," "Operating Instructions," "Traveling Mercies" and "Plan B." Lamott, who has been honored with a Guggenheim Fellowship, has also authored six novels and recently published an essay collection titled "Grace (Eventually)."

While a number of noted writers from Outside participate in the conference, the majority of presenting faculty are Alaska-based.

"One of the conference goals is to feature Alaska writers," Swartz says.

This year's line-up of Alaska presenters include John Straley, a poet, private investigator and novelist from Sitka, who was appointed as the twelfth Alaska Writer Laureate in 2006, and Jo-Ann Mapson, a best-selling novelist and assistant professor with UAA's creative writing and literary arts department.

The conference also features industry experts including Jeff Kleinman, a literary agent and intellectual property attorney, who will participate in panel discussions, such as "Publishing Books in the Digital Age," and lead workshops on topics like "Secrets to Query Letters" and "Agent 101."

The popular, present-day conference grew out of a well-received visiting writers series hosted by the campus in the past. About eight years ago, after the campus received a donation to support and enhance writing skills, it was decided to use some of the funds to organize a writers' conference.

"Initially, it wasn't planned as an annual conference. But there was a tremendous response, and it met the needs of aspiring writers, published authors and literary enthusiasts, and also strengthened the Alaska community of writers. So we've kept doing it and it's grown every year," Swartz says.

The success of the conference, Swartz says, is due in large part to its sponsors, including the Alaska Humanities Forum, Alaska State Council on the Arts, UA BP/ConocoPhillips Fund, Alaska Community Foundation, ConocoPhillips Alaska, Era Aviation, First National Bank of Alaska, KBC Caroline Coons Writers' Endowment, Land's End Resort, Usibelli Foundation, Alaska Airlines and many other agencies and private donors.

"Without them, we could not hold this conference," Swartz says. "The in-kind and direct funding is what makes this possible."

For more information, contact:
- 907.235.7743
- iyconf@uaa.alaska.edu
- writersconference.homer.alaska.edu

UAF Career Services

Career Services: Your Future is Not Set in Stone

By Megan Otts, UAF Student

Labor statistics indicate the average American will change jobs more than 10 times between the ages of 18 and 40.

Patti Picha, director of UAF Career Services, says that's where her department comes in. Career Services is a free resource available to all UAF students, staff and alumni. The department helps people explore career options, improve job search techniques, sharpen interviewing skills, design and prepare resumes, and ultimately find fulfilling employment. Career Services counselors can also assist with selecting and applying for graduate school.

Taking the first step

Picha says she regularly deals with people who are unhappy with their current jobs and would like to change careers, but are unsure of where to start. Picha recommends taking the STRONG inventory, an assessment tool that matches a person's interests with a specific career field.

Once clients have settled on a career field, counselors help them to identify jobs that sound appealing. Picha recommends O*Net, an online system that matches keywords or skill sets with 10 possible occupations.

Perfecting the professional package

In 2004, Rory O'Neill, a 2001 UAF graduate, became frustrated with his search for a new job in the engineering management/information technology field. According to O'Neill, he was applying for positions, but was not offered many interviews. He scheduled an appointment with Career Services.

"We attacked the resume first, then I received coaching on interviewing and they conducted mock interviews," he says. "I was amazed how well that employment landscape was mapped and understood by Career Services counselors."

Within a few months, a project manager job two pay grades above O'Neill's current position opened up and, after two interviews, he was offered the position. Seven months later, he was appointed to an interim position and, in August 2006, O'Neill beat out a national pool of candidates to become executive director of the department.

Applying for your dream job

Ty Keltner, a 2002 UAF alumnus, came to Career Services last fall with a specific corporate job in mind.

"Career Services helped me formulate a resume to address the direct needs listed in the job description," he says. "They also helped me get in contact with past people who held the position to learn more about the company's expectations and the requirements of the job."

According to Picha, the most important thing to consider when applying for a job is what the company wants and what is expected from applicants.

"I always take the job description, put it next to the potential cover letter and resume, and make sure that the documents they are handing in reflect the job description," she says.

Keltner says he is waiting to hear back on the job, but thanks to Career Services, he feels confident that he submitted a quality resume.

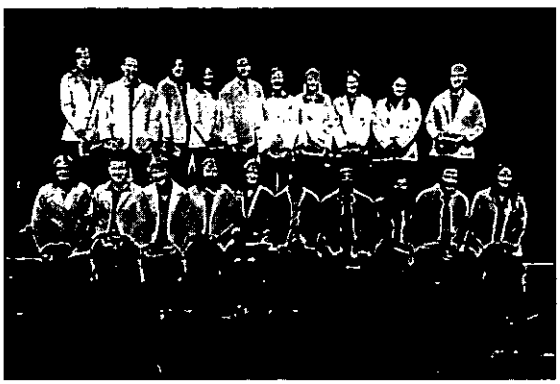
For more information, contact:
- 907.474.7596
- fycsc@uaf.edu
- www.uaf.edu/career

UA WWAMI Program

Alaska's Medical School Grows to Help Meet Need for Physicians

Alaska's population is growing. The number of Alaskans over 65 is estimated to triple during the next 20 years. One-third of Alaska's currently practicing physicians are expected to retire in the next 10 to 15 years. And the new generation of physicians want a more balanced life, with fewer work hours and more stable schedules.

According to the Alaska Physician Supply Task Force, all of these factors combined mean Alaska will need to add 1,100 practicing physicians to the workforce over the next 20 years – nearly double the 1,347 physicians currently practicing in the state.



▲ *Pictured above is the 2007 Alaska WWAMI class – the first class of 20 students and the largest class ever in the Alaska WWAMI program's history. In the back row, left to right, are Rebekah Smith; Adam Schwarz; Linnaea Schuttner; Elizabeth Hankinson; Kenneth Foerster; Tania Deisher; Dana Kerr; Tiffany Kelly; Ileana Bembenek; and Christopher Davis. In the front row, left to right, are Sophie Spencer; Zachary Kaltenborn; Jodie Totten; Summer Engler; Kristin Eastman; Daniel Norfleet; Zachary DeBoard; Claire Doran; Cody Augdahl; and Amanda Beery.*

The task force, which released its report in August 2006, had a number of recommendations for meeting this need. One of the recommendations was to increase the number of students in the Alaska WWAMI Biomedical Program from 10 students per year to 30. The program, which is based at UAA and billed as "Alaska's medical school," took a significant step toward this goal when it doubled its class size from 10 students to 20 this year. Plans for continued growth are underway.

"We're looking to further increase the class size as funding is provided and facilities are available," says Dennis Valenzeno, PhD, director of Alaska's WWAMI program. He adds that the proposed UAA health sciences building, which is currently in the planning phase, would include classroom space to accommodate 30+ WWAMI students.

WWAMI, which stands for Washington, Wyoming, Alaska, Montana and Idaho, is a collaborative education program designed to provide medical school opportunities in states without their own four-year medical schools.

> "WWAMI is Alaska's medical school and we're training physicians here in Alaska."

Through the state-subsidized program, Alaska students can earn their doctor of medicine (MD) degree through the University of Washington (UW) School of Medicine, while only paying UW's in-state tuition. Students are admitted to the program through UW, and become part of a class of more than 180 students from all five WWAMI states.

Although the WWAMI program is accredited through UW, Alaska students are able to complete three of their four years of medical school in Alaska. Students from Alaska spend their first year completing basic medical science courses at UAA. Students from all five WWAMI states spend their second year at UW. They are then able to complete their third and fourth year clinical clerkships in any of the WWAMI states, including Alaska. Alaska's clerkships are offered at a variety of clinics and hospitals throughout the state.

"WWAMI is Alaska's medical school and we're training physicians here in Alaska," Valenzeno says. "Students can complete up to three of their four years of medical school here in the state."

By increasing the time spent studying in Alaska, program organizers hope to maintain the high percentage of WWAMI graduates who return to Alaska to practice medicine. Since Alaska joined the WWAMI program in 1971, 50 percent of the Alaska graduates have returned to practice in their home state. When including graduates from other WWAMI states who come to work in Alaska, the number increases to 85 percent.

To successfully increase the number of physicians in Alaska, Valenzeno says there also needs to be a focus on building a "pipeline" of future students who are interested in the profession, aware of the WWAMI program, and qualified to apply.

"Due to the time it takes to produce a physician, we need to be planning ahead and anticipating 10 to 20 years in the future," he says. "We need to be educating future students about the opportunities to go to medical school in Alaska. We also need to make sure they are making themselves as eligible and competitive as possible, by taking the right classes in high school and during their undergraduate years."

To accomplish this, WWAMI offers a number of community outreach programs, such as the Della Keats/U-DOC Summer Enrichment Program. Through the six-week,

summer program, disadvantaged, minority high school students explore health care careers and get an introduction to college life by living and studying on campus.

The concurrently held Short-term Education Program for Under-represented Persons (STEP-UP) Program is similar, but has more of an emphasis on research. At the end of the summer, STEP-UP students travel to Washington DC, where they present their research findings at the program's national conference.

"Both of these programs encourage minority, disadvantaged students to prepare for and enter health careers," Valenzeno says.

WWAMI also hosts the annual Alaska PreMed Summit, a one-day event designed to educate potential students about the WWAMI program and prepare Alaskans to enter health careers. Approximately 200 students, parents and teachers attended the third annual summit, which was held at UAA in March.

In addition to training physicians, WWAMI also assists with a physician assistant training program, called MEDEX, and a dental health aide therapist training program, called DENTEX, which is a program of the Alaska Native Tribal Health Consortium. Both MEDEX and DENTEX are offered in partnership with the UW School of Medicine.

Beyond these programs, WWAMI is also working to develop more research opportunities.

"Through WWAMI, we are trying to fill the mission of a medical school in Alaska, which means we must meet the needs of more than just medical students," Valenzeno says.

For more information, contact:
- 907.786.4789
- wwami@uaa.alaska.edu
- http://biomed.uaa.alaska.edu

UA Statewide Corporate Programs

UACP Moves to New Location

UA Statewide Corporate Programs (UACP), the educational organization established in 1999 to serve the training and education needs of Alaska business and industry, recently moved its offices to the former Alyeska Pipeline Service Company building at 1815 Bragaw Street in Anchorage. UACP was previously located in the University Lake Building on the UAA campus.

▲ *UACP's Anchorage offices are now located at the corner of Bragaw and Reka, near East High School.*

UACP's move was part of the relocation of all of the Anchorage-based UA Statewide offices. In addition to UACP, UA's Land Management, Office of Risk Services, Office of Human Resources, Alaska Distance Education Consortium, UA Foundation, Video Conferencing Services and Network Operations are now all located in the Bragaw building.

Prior to occupying the new office space, the building underwent a complete remodel, including updated lighting, interior design and the addition of an elevator. UACP's office, which is three times larger than before, features a state-of-the-art classroom and a large conference room that can hold up to 20 people. Both the classroom and conference room will be available at competitive rates for use by UACP clients, university groups and other users, based on availability.

"Statewide Corporate Programs now has new offices, with larger, more flexible facilities that will enable us to grow and serve our clients better," says Duane Heyman, UACP executive director. "Those familiar with the old building will not believe the transformation."

Both the classroom and the conference room are located close to the main entrance on the ground floor, have convenient restrooms facilities, and offer plenty of parking.

The modern classroom, which can accommodate up to 40 people, also features Wi-Fi and floor-accessible Internet access; convenient wall and floor power sockets; magnetic white boards/projection screens on all four walls; modular tables to accommodate a wide variety of configurations; comfortable chairs for all-day use; and special lighting.

The conference room may be booked now; the classroom will be available in early June. To make a reservation, contact 907.786.1531 or corporateprograms@alaska.edu.

For more information, contact:
- 907.786.1531
- corporateprograms@alaska.edu
- www.alaska.edu/uacp

UAA Department of Anthropology

Master's Program Prepares Alaskans for Anthropology Careers

Anthropology – it may not be a career field that makes headlines very often, like construction or health care, but it is a high-demand field, all the same. Just ask UAA's department of anthropology.

"Agencies in Alaska seem to ask on a yearly basis how many new graduates we will have, because they need the work done now," says Kerry Feldman, UAA anthropology professor who teaches in the department's master's degree program. "Our students are often hired even before completing their master's theses."

▲ *A UAA anthropology professor and student work on excavating a pre-historic site on the Kenai Peninsula, as part of a climate change research project.*

The department established its anthropology master's degree program in 1999, with the support of about 20 federal, state and private agencies and organizations in Alaska.

"The missions and goals of these organizations require that they have employees trained in social science research methods and theory, especially regarding knowledge of Alaska Native cultures, history and pre-history," Feldman says.

The degree offers an emphasis in either general or applied anthropology. Within the applied anthropology emphasis, students can follow specialized tracks, including applied cultural anthropology and cultural resource management. Diane Hanson, coordinator of the graduate program in anthropology, notes that the UAA program is the only applied anthropology training program in Alaska, and one of only 17 programs in the entire U.S. with a cultural resource management track.

"Potential clients have been told that the most popular cultural resource management consultants are already booked two years ahead. Plus, most of the established companies are run by people who will be retiring within the next five to 10 years."

The demand for graduates in the areas of applied cultural anthropology and cultural resource management is increasing, Feldman says, due to the retirement rate of the current workforce, and the growth of agencies and organizations that require employees with these types of skills.

For example, applied cultural anthropology, which focuses on current social issues, is an increasingly high-demand area in Alaska, due to the state's growing diversity.

"Alaska's increasing diversity will require expertise to deliver quality services to diverse populations in health, education, welfare, economic advancement, legal issues and more," Feldman says. "Applied cultural anthropologists can provide this expertise."

The demand for graduates in the area of cultural resource management, which involves the inventory, assessment and conservation of archaeological sites and remains, is also growing. These experts, who are often an important part of project planning and compliance with environmental laws, can educate a client about cultural sites and potential problems, and assist with negotiations and navigating federal regulations.

"Potential clients have been told that the most popular cultural resource management consultants are already booked two years ahead," Hanson says. "Plus, most of the established companies are run by people who will be retiring within the next five to 10 years. Either this will cause Outside companies to move into Alaska to fill the void, or under-qualified individuals will start doing the work."

UAA's program is working to fill that void. In the first eight years of the program, 18 students completed their master's theses. Four of those

▲ *A UAA graduate student in applied cultural anthropology participates in ecological study. This student has now gone on to the PhD program in anthropology at UAF.*

students have gone on to pursue PhD programs, while the other 14 have gained employment with diverse organizations including the U.S. Army Corps of Engineers, Alaska Department of Fish and Game – Division of Subsistence, Alaska Office of History and Archaeology, National Park Service, Environmental Protection Agency, and private research and consulting firms.

All of the employed anthropology graduates, except two, currently work in Alaska, Feldman says. This high rate of Alaska job placement is due, in large part, to the department's successful internship program, which all master's degree students in the applied track are required to complete.

Through the internship program, students receive on-the-job training with organizations including the U.S. Army Corps of Engineers, National Park Service, U.S. Fish and Wildlife Service, Alaska Department of Health and Social Services – Division of Public Health, USDA Forest Service, Alaska Office of History and Archaeology, and private firms.

"The students from our program are often sought after for full-time employment by the organizations they were introduced to as interns," Feldman says.

Feldman adds it's important to note the anthropology program goes beyond providing training to get students a job – it prepares students for life-long careers.

"Our program does not simply train students for a particular job, but provides them with the theoretical, methodological and practical experience needed for a career in their ever-changing fields," he says.

For more information, contact
- 907.786.6849
- afkdf@uaa.alaska.edu or afdkh@uaa.alaska.edu
- http://anthropology.uaa.alaska.edu/

UAS and the Ketchikan Construction Academy

UAS Partners with Construction Academy to Build Local Workforce

Ketchikan, like the rest of Alaska, is facing a daunting challenge caused by the increasing demand for workers in the construction industry – and the inadequate number of interested, qualified employees. Currently across the state, 1,000 new construction workers are needed each year to replace retiring workers – and that number is expected to grow significantly over the next several years.

▲ *The inaugural group of 10 adult students recently completed the first class of the Ketchikan Construction Academy. Pictured left to right in the first row are Nick Chatham, instructor Charles "Chas" Edwardson, John Gabriel and Crispulo Zamora. In the back row are Ben Jensen, Josh Spromberg, Steve McNabb, Christopher Ruecker and Gary Townsend. (Not pictured are students Karl Cox and Richard Nemanic.) (Photo by Wendy Gierard)*

"The workforce is aging, the number of jobs is growing, and the construction industry is struggling to find ways to entice people to come into the industry. We need to find qualified employees," says Pamela Roth, executive director of the Southern Southeast Alaska Building Industry Association (SSEABIA).

These factors were the driving force behind the creation of the Ketchikan Construction Academy, one of six construction academies in the state. In 2006, the Alaska Legislature awarded a $1 million grant to create the Anchorage Construction Academy, a pilot project to recruit, train and place young people and adults into construction jobs.

The success of the Anchorage academy led to a $3.5 million legislative appropriation in 2007 to expand the academies to Fairbanks, Juneau, Kenai, the Mat-Su Valley and Ketchikan. With the support of local chapters of the Alaska State Home Building Association, the statewide academies are expected to provide construction training to 1,000 high school students and 300 adults this year.

"Our ultimate goal is to meet the needs of the construction industry in Ketchikan and have the people we train become employed."

"It's a great way to train a workforce in the community where they'll live and work," says Wendy Gierard, assistant director of workforce development at UAS–Ketchikan, which is a partner in the Ketchikan Construction Academy.

In Ketchikan, the inaugural group of 10 adult students recently completed the academy's first class,

(Construction cont. p.8)

Phone: 907.786.1531 Fax: 907.786.1181 E-mail: corporateprograms@alaska.edu Website: www.alaska.edu/uacp

UNIVERSITY of ALASKA

Addressing Alaska's workforce issues, collaborating with business and industry representatives, and providing solutions for more than 80 years.

(Construction cont. from p.7)

held at the UAS-Ketchikan campus. The three-credit, 50-hour class, called basic construction techniques, used classroom teaching and hands-on experience to provide an overview of tool usage, building procedures and codes, jobsite planning, layout, and foundation, floor, wall and roof framing methods.

"We're teaching them what is expected from an entry-level laborer on the job," says Charles "Chas" Edwardson, a UAS adjunct professor and a local builder.

As a follow-up to the class, the SSEABIA is working to place the students into on-the-job training opportunities with local builders this summer. With support from the grant, the participating builders will receive a financial incentive to help cover wages, in return for hiring, mentoring and training academy participants.

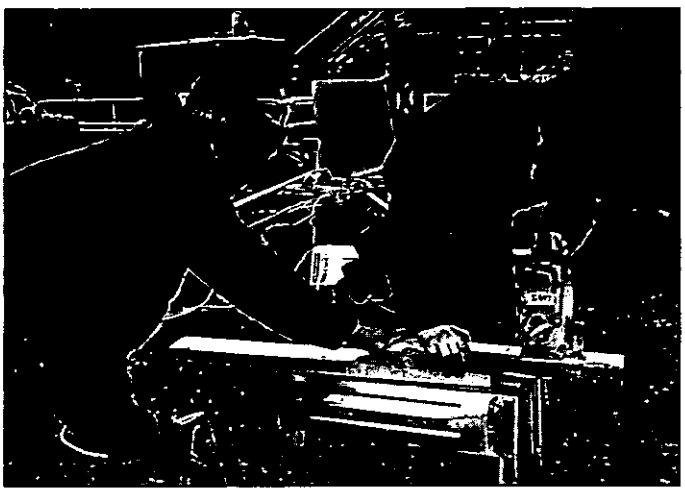
As a next step, the academy plans to offer a series of other courses at UAS-Ketchikan this fall.

"We want to encourage students to take additional courses to round out their skills, so they can pursue an area they're really interested in. There are all kinds of different pathways students can go and we want to share those pathways with them," Gierard says. "Our plan is to provide training that will give students the foundation they need to get into the career of their choice."

A unique aspect of the academy is that there is no cost to the participants – the academy pays for all tuition, books, tools and other supplies.

"It's a nice way for people to get their foot in the door without putting out a lot of money," Gierard says.

The adult training is just one component of the academy. Like the other academies in the state, Ketchikan's construction academy reaches out to high school students, as well as adult learners.



▲ *Ketchikan Construction Academy students Josh Spromberg (left) and Christopher Ruecker (right) work on a project for their basic construction techniques class. The three-credit, 50-hour class used classroom teaching and hands-on experience to provide an overview of tool usage, building procedures and codes, jobsite planning, layout, and foundation, floor, wall and roof framing methods. (Photo by Wendy Gierard)*

"We're working in partnership with the Ketchikan Gateway Borough School District to make sure the curriculum being taught meets the needs of the local industry. We want to make sure students come out with the skills needed to be employed in Ketchikan," Roth says.

Specifically, grant funding is being provided to hire an additional instructor to teach construction trades at the high school. The academy is also working to set up a "tech-prep agreement" with the high school, which allows students to receive high school credit at the same time they are earning college credit for their coursework.

"Our goal is to have the kids coming out of the high school be able to step into the program at the university," Roth says.

Edwardson, who has operated a general contracting business in Ketchikan for the past 14 years, believes the focus on high school students is especially important.

"We're getting older and the younger people are not stepping in," he says. "We need to focus more on vocational training in the high schools. Hopefully, the academy will help generate more students from the high school."

Plus, by piquing the interest of local students and preparing them with the basic skills to enter the workforce, the academy will address another important issue – providing Alaskans for Alaska's jobs.

"If we don't provide Alaskans for Alaska jobs, we'll have a transient workforce," Edwardson says. "Transient workers don't buy homes, cars or boats, or put their kids in our schools. The stability of the local economy depends on us providing Alaskans for Alaska jobs."

In addition to the SSEABIA, UAS-Ketchikan and Ketchikan Gateway Borough School District, other Ketchikan Construction Academy partners include the Associated General Contractors of Alaska, Ketchikan Job Center, Ketchikan Indian Community, Ketchikan Youth Initiatives, and Alaska Works Partnership, Inc.

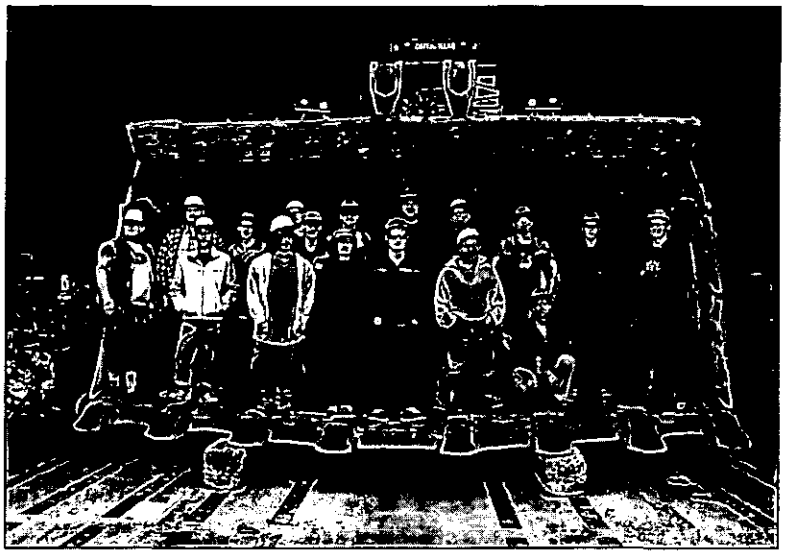
"Our ultimate goal is to meet the needs of the construction industry in Ketchikan and have the people we train become employed," Roth says.

For more information, contact:
- 907.228.4523
- wendy.gierard@uas.alaska.edu
- www.uas.alaska.edu

UAF Tanana Valley Campus

Fast Track Training Gets High Marks from Employers, Grads

Since launching the Fast Track Training program two years ago, UAF's Tanana Valley Campus (TVC) has trained 42 students in high-demand job areas, and expects to graduate 57 more this spring. During the third year of the program, which is also the last year students can receive free tuition, program organizers hope to graduate 90 more. The priority application deadline for 2008 – 2009 was in April, and classes begin this summer.



▲ *Fast Track students during a field trip to Fort Knox Gold Mine. (Photo by Nina Tartakoff)*

The primary goal of the Fast Track Training program, which debuted in June 2006, is to meet interior Alaska's workforce needs by providing students with intensive certificate programs in high-growth, high-demand areas. The program offers nine- to 12-month certificate programs in six areas, including diesel/heavy equipment, automotive, instrumentation, health/safety/environmental awareness, drafting/CADD, and power generation.

A quick look at the employment of Fast Track graduates indicates the program is working. Nina Tartakoff, Fast Track Training program coordinator, says many graduates are now working in jobs directly related to their training, with companies such as CH2M Hill, UAF, NANA Services, Warbelows Air Ventures, Flint Hills Resources and Northern Alaska Tour Company. Meanwhile, other students have chosen to continue their education by pursuing higher degrees.

> "With today's shortage of skilled automotive technicians, TVC's Fast Track Training program is a great resource for us."

"Employers have been giving us feedback that they are very happy with the skills students are learning in the program," Tartakoff says.

Seekins Ford is just one company seeing the benefits of the training program.

"With today's shortage of skilled automotive technicians, TVC's Fast Track Training program is a great resource for us," says Al Haynes, parts and service director at Seekins Ford.

The program has also been a success with students like Doug Chichester, who received a certificate in instrumentation through the Fast Track Training program, and also obtained an associate's degree in process technology from TVC.

"There are lots of places to use these skills. You could be working at pump stations on the pipeline, in the gold mining industry monitoring crushers, or at fish processing plants making sure all the systems are functioning at optimum levels. This program is teaching us things on the leading edge of a worldwide technological expansion," says Chichester, who now works as an instrumentation technician for BP.

The Fast Track program was initially funded through a three-year, $1.99 million grant from the U.S. Department of Labor, which allowed TVC to offer free tuition to students for the first three years.

While the free tuition will only be available through the 2008 – 2009 academic year, the six certificates will continue to be offered, but in a less intensive time frame. Future students will be able to take a few courses at a time, rather than committing to complete the entire program in nine to 12 months.

"Many students found it difficult to complete the certificate in a year, while working and taking care of their families," Tartakoff says. "The more flexible timetable for taking courses will be a benefit to some students, though many students liked being able to complete the certificate and get on to further training or out to work in the field."

For more information, contact:
- 907.455.2800
- fyfsttrk@uaf.edu
- www.tvc.uaf.edu/programs/Fasttrack/

UAF International Arctic Research Center

UAF Hosts Ninth International Conference on Permafrost

From June 29 – July 3, 2008, approximately 800 people from 30 different countries will gather at UAF for the Ninth International Conference on Permafrost (NICOP). Professors, post-doctoral fellows, graduate students, engineers and other professionals, and government agency representatives are expected to attend the conference, which was convened by the U.S. Permafrost Association, and is themed "permafrost on a warming planet: impacts on ecosystems, infrastructure and climate."

"This meeting is important because it is drawing attention and participation from scientists and engineers around the globe who are all struggling with similar issues."

"The goal of the conference is to bring together a large group of scientists and engineers, so that information can be shared on current topics of interest relating to permafrost in a changing climate," says Elizabeth Lilly, NICOP coordinator. "Gathering individuals from so many countries in one place fosters an environment for sharing and cooperation, which will help all of us prepare and better deal with changes that do occur."

"This meeting is important because it is drawing attention and participation from scientists and engineers around the globe who are all struggling with similar issues," adds Larry Hinzman, director of UAF's International Arctic Research Center and a professor of civil and environmental engineering at UAF.

"Permafrost affects every aspect of our lives in the north," he says. "Our permafrost is warming and, in many places, degrading. This is initiating a myriad of problems for infrastructure stability, but it also initiates changes in ecosystem dynamics. It is important that we share information on our understanding of the changes and our ideas to mediate or adapt to these changes."

The five-day conference will feature daily plenary sessions on a variety of topics, including "living in Alaska: a permafrost-dominated region," "thermal state and fate of permafrost," "engineering challenges in the 21st century," "hydrology and terrestrial processes" and "alpine and polar periglacial processes."

In addition, there will be approximately 400 oral and poster presentations, and a public lecture titled "Mountain Hazards," featuring Andi Kaab. The conference will also include local field trips to the U.S. Army's Cold Region Research and Engineering Laboratory Permafrost Tunnel, the Cold Climate Housing Research Center, Caribou-Poker Creeks Research Watershed, Creamer's Field Migratory Waterfowl Refuge, and other areas with permafrost features.

Two short courses, including a graduate-level course on permafrost and an educational outreach class for K – 12 teachers, and a one-day technical workshop on permafrost foundation construction methods will be held prior to the official start of the conference. Optional field trips, to destinations such as the Dalton Highway, Pogo Mine, Seward Peninsula, Denali National Park, and Arctic Coastal Plain, will also be offered before and after the conference.

This will be the second time the conference has been hosted at UAF; the Fourth International Conference on Permafrost was held in Fairbanks in 1983. This year's conference is significant, as it marks the 25th anniversary of the first conference at UAF, as well as the 25th anniversary of the formation of the International Permafrost Association. Plus, this year's conference coincides with International Polar Year, a two-year initiative focusing international research efforts and public attention on the Earth's polar regions.

In addition to the university, the conference has a number of major sponsors, including Arctic Foundations, Inc., Alyeska Pipeline Service Company, Duane Miller & Associates, and BP Alaska.

While the deadline for paper submissions has already passed, conference registrations continue to be accepted. Registration and cost information, as well as a calendar of events and field trip details, may be found at www.nicop.org.

For more information, contact:
- 907.479.8891
- elilly@nicop.org
- www.nicop.org

UAF Interior-Aleutians Campus

New Program Feeds Growth of Nutrition Education in Rural Alaska

UAF's Interior-Aleutians campus (IAC) recently received a $1 million, three-year grant to launch a nutrition education program in rural Alaska. The Troth Yeddha' Nutrition program, which is currently recruiting students for fall 2008, will combine education and outreach efforts with the goal of increasing the number of Alaska Natives working in the nutrition field. In the words of Aleut elder and advisory council member Alice Petrivelli, the program will ultimately "help us to help our people stay healthy."

▲ *IAC students participate in a one-credit, intensive nutrition course offered in collaboration with Tanana Chiefs Conference in March 2008 in Nenana. (Photo by Sarah McConnell)*

The program addresses both industry and health needs in Alaska. According to a post-secondary nutrition education needs assessment prepared for UA in 2005, 64 percent of all Alaskans are overweight or obese – conditions that increase health risks, such as diabetes, kidney problems and high blood pressure.

Alaska Natives are at no less risk for the development of obesity and other health-related challenges. In fact, this population is experiencing the greatest increase of diabetes in all of North America. This is attributed, in part, to the replacement of traditional foods with convenient snacks and highly processed staples.

In addition to outlining health challenges, the 2005 needs assessment identified that additional educational opportunities were needed to train workers to fill vacancies in Alaska's nutrition-related occupations.

"IAC's interest is in providing nutrition education, combined with cultural relevance, to our rural Alaska workforce and students that want to enter this workforce," says Clara Johnson, IAC director.

Currently, the nutrition-related education available in Alaska is limited. UAS's Community Wellness Advocate program offers a nutrition concentration, and the UAA Culinary Arts, Hospitality, Dietetics and Nutrition department offers a minor in nutrition. However, there are no certificates, associate's degrees or four-year degrees in nutrition offered in Alaska.

"Post-secondary nutrition science education is a significant gap in Alaska. Our project will create multiple new entry points to nutrition science education."

"Post-secondary nutrition science education is a significant gap in Alaska," says Sarah McConnell, Troth Yeddha' program coordinator. "Our project will create multiple new entry points to nutrition science education, designed for Alaska Natives and rural Alaskans."

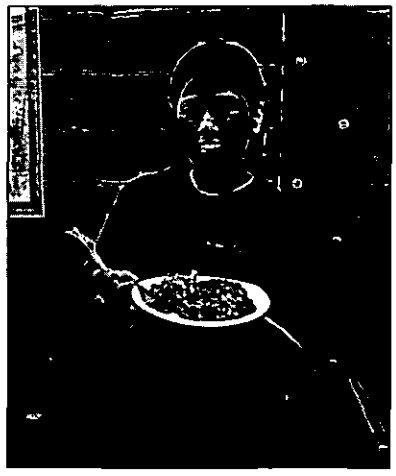
Through the Troth Yeddha' program, students can take the one-credit nutrition and lifestyle change course; the seven-credit, one-semester rural nutrition leadership academy; or rural nutrition services courses that may be used as an area of concentration or for an occupational endorsement that is currently being designed. A certificate and an associate's of science degree in nutrition will also be developed in the future, McConnell says.

With its multiple points of entry, the program truly offers something for everyone. For example, the one-credit class is "for anyone in the community who wants to improve their health," McConnell says.

Meanwhile, the leadership academy is designed for students who are already working in the community and want to use the information in their current jobs, and the rural nutrition services area of concentration and occupational endorsement is targeted at students who are just entering the workforce or are exploring a new career.

The program is currently recruiting students for the first

(Nutrition cont. p.12)



▲ *Stacey Wells displays a healthy lunch of "Sloppy Jane." The meal, made of buffalo meat, vegetables and a delicious sauce, was created by students in a one-credit, intensive nutrition course offered in March 2008 in Nenana. (Photo by Sarah McConnell)*

Phone: 907.786.1531 Fax: 907.786.1181 E-mail: corporateprograms@alaska.edu Website: www.alaska.edu/uacp

(Nutrition cont. from p.12)

leadership academy, which will begin this fall. A total of 10 scholarships, which cover tuition, books, travel and other expenses, are available for the fall academy. The scholarships are funded through the $1 million grant, which was awarded by the U.S. Department of Agriculture, Cooperative State Research Education and Extension Service's National Research Initiative, Human Nutrition and Obesity Program.

A total of 40 scholarships, including 20 for the leadership academy and 20 for the area of emphasis and/or occupational endorsement, will be awarded over the next three years. Students from the more than 50 communities served by IAC have priority in the scholarship selection process.

"Our dream is to have one student from each village served by the Interior-Aleutians campus complete the program," McConnell says.

Courses, all which were developed specifically for the program, will focus on topics such as nutrition for the generations, nutrition and lifestyle change, Alaska Native food systems, rural nutrition counseling, community nutrition interventions, and current issues in rural Alaska nutrition. The courses will be offered through "blended delivery," which includes face-to-face classes and audio conferences.

All of the courses incorporate outreach efforts, which McConnell says may include elder interviews to discover and share traditional knowledge, or the unique use of community talking circles.

"Our idea is to work in partnership with the community to combine Native knowledge and traditional skills with new wellness knowledge and skills," Johnson says.

For more information, contact:
- 907.474.6080
- ffssm@uaf.edu
- www.uaf.edu/iac

UAS and UAA School of Nursing

UAS Partners with UAA to Train Nurses Locally

Not long ago, students in Southeast Alaska who wanted to become registered nurses (RNs) had very limited opportunities to train locally. Meanwhile, local health care providers were importing nurses from Outside, and the entire state was facing a critical nursing shortage.

▲ *Ami Reifenstein, right, a recent graduate of the UAA School of Nursing's associate degree outreach delivery program at UAS, receives instructions in working the equipment in the Bartlett Regional Hospital obstetrics ward from her preceptor, Sandy Frickey, Alaska March of Dimes 2006 Maternal/Child Care Nurse of the Year. (Photo by Michael Penn)*

While Alaska continues to grapple with the need for nurses, a partnership between UAS and the UAA School of Nursing's associate degree outreach delivery program is starting to make a difference for students and the health care industry in Southeast. UAA's outreach delivery program is also making an impact statewide.

"Nurses are needed in very large numbers," says Karen Schmitt, dean for the career education program at UAS. "This program has definitely made a dent. UA partnered with the health care industry to set a goal of doubling nurse graduates within five years, and we've done better than that, going from slightly under 100 to more than 200 RN graduates per year statewide."

Through UAA's outreach delivery program, students in 10 communities across the state who wish to obtain associate's degrees in nursing can be admitted into the UAA program, but complete much of their education in their hometown at local UA campuses. Classes are primarily delivered via the Internet, and the students obtain most of their clinical experience locally. In addition to the 10 outreach sites, students can also pursue the associate's degree at the main UAA campus in Anchorage.

"In the past, students who wanted to become nurses had to go to Anchorage or leave the state. By offering this program, people can get the education they need and find employment in their hometown."

The outreach delivery program was established in 2002, after a task force comprised of members of the health care industry, UA and the UAA School of Nursing was developed to explore ways to increase the number of RN grads in Alaska. One of the task force's recommendations was to expand UAA's associate's degree

program through distance delivery to other UA campuses.

Partnering with UAA's highly regarded nursing program makes the most sense for UAS, Schmitt says.

"It is much more cost-effective and efficient for us to be in partnership with UAA," she says. "Building a program from scratch in Juneau would take more than money – it would take years before such a program would be accredited. The nursing shortage in Alaska requires immediate attention."

The outreach delivery program was first delivered in Fairbanks and Kodiak. In January 2004, it was expanded to Bethel, Juneau and Ketchikan. Kenai and Sitka were added the next year, and in 2006, Homer, Kotzebue and the Mat-Su campuses joined as program partners. Valdez was added as an outreach site in January 2008, and additional sites may be added in the future.

In Juneau, where 10 students are accepted into the program every two years, a total of 16 students have graduated with associate's degrees in nursing to date – nine from the first cohort in 2005 and seven from the second cohort in 2007. A third cohort of 10 students began in January 2008; they are expected to graduate in December 2009.

"In the past, students who wanted to become nurses had to go to Anchorage or leave the state. By offering this program, people can get the education they need and find employment in their hometown. People who want to stay here can stay here," says Chris Urata, UAA assistant professor of nursing at the UAS-Juneau campus.

In addition to the benefits for students, local health care providers are also seeing the value of the program.

"The program has provided our community and our hospital with nurses who are from the region and want to continue to live and work here," says Bartlett Regional Hospital's education services manager, Dianne Bigge, who adds that the hospital has hired several of the graduates from the last two cohorts at UAS-Juneau.

Partnerships with local health care providers, such as Bartlett Regional Hospital, are a central component of the success of the program, which requires students to gain work experience in clinical settings.

For example, in Juneau, students gain work experience through local clinical rotations at Bartlett Regional Hospital, Wildflower Court long-term care facility, Hospice and Home Care of Juneau, Reifenstein Dialysis Center, and Southeast Alaska Regional Health Consortium, as well as local physicians' offices. During their third and fourth semesters, students also spend time in Anchorage, where they obtain clinical experience at places such as the Children's Hospital at Providence and Alaska Psychiatric Institute.

Following completion of the program, graduates take the National Council Licensure Examination (NCLEX-RN) to obtain their RN licensure. They are then eligible to work in hospitals, physicians' offices and home care. Students interested in furthering their education may also pursue a bachelor's degree in nursing, through UAA's RN to BS program.

For more information, contact:
- 907.796.6128 (UAS-Juneau), 907.786.4550 (UAA)
- afcju@uaa.alaska.edu (UAS-Juneau), aynurse@uaa.alaska.edu (UAA)
- www.uas.alaska.edu/academics/undergrad/assoc/aas/nursing_uaa (UAS-Juneau), http://nursing.uaa.alaska.edu/students/aas.cfm (UAA)

UA Increases Graduates in High Demand Areas by 50 Percent

The number of University of Alaska graduates system-wide with degrees or certificates in high-demand jobs areas (including technology, engineering, health and transportation) increased by 50 percent between 1999 and 2007, according to a forthcoming report by ISER. The report, entitled "University of Alaska: How Is It Doing? Understanding Alaska Research Summary No.12," will be available on the ISER Web site at www.iser.uaa.alaska.edu/.

Institute of Social and Economic Research

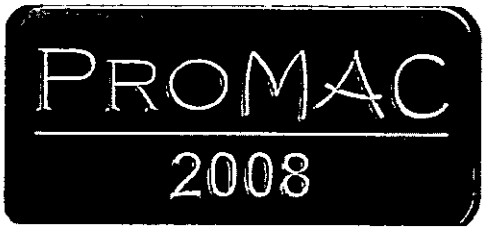
www.iser.uaa.alaska.edu

Understanding Alaska: www.alaskaneconomy.uaa.alaska.edu

Citizen's Guide to the Budget: http://citizensguide.uaa.alaska.edu

UAA Engineering, Science and Project Management

UAA Hosts Project Management Conference September 15 – 18



With major projects, such as a natural gas pipeline, on the horizon in Alaska, the need for qualified project management professionals is becoming more and more apparent. That makes the ProMAC 2008 conference, which will be held September 15 – 18 at the Captain Cook Hotel in Anchorage, a very significant and timely event.

"The project management discipline is a fundamental requirement for companies interested in improving their productivity, effectiveness and bottom line, and UAA's Engineering, Science and Project Management (ESPM) department is poised to change how technology-oriented projects are managed in the state of Alaska and the Pacific Rim," says Dr. Jang Ra, chair of the ESPM department, which is hosting ProMAC 2008 for the Japan-based Society of Project Management.

ProMAC 2008 will be the fourth international project management conference; previous conferences have been held in Singapore, Japan and Australia.

"The conference will serve as an important forum for the exchange of ideas and experiences to revolutionize today's project management knowledge and techniques for the future," says Danny Elmore, project manager for ProMAC 2008. "Holding this prestigious, international forum in Anchorage provides Alaska's elected officials, leaders of business and industry, and project-minded executives with the opportunity to engage in productive dialog with their international colleagues, and to share ideas and develop relationships that will benefit their own organizations and the state of Alaska."

"The conference will serve as an important forum for the exchange of ideas and experiences to revolutionize today's project management knowledge and techniques for the future."

Approximately 400 people from around the globe, including Japan, Korea, China, Taiwan, Australia, Singapore and Canada, as well as from across Alaska and the U.S., are expected to attend the conference. Elmore says he expects attendees to include senior executives, program and project managers, project team members, customers and other stakeholders, educators, consultants and other specialists, trainers and researchers.

While there is sure to be a large number of international attendees, Elmore says he hopes there is a good turn-out of Alaskans at the conference, as well.

"The importance of a strong Alaskan presence at the conference is a stepping stone for Alaska to become a mecca for project management professionals," Elmore says.

The four-day conference will feature plenary speeches by national and international leaders in the field of project management. Confirmed speakers to date include Kazuhiko Hanaoka, corporate vice president of the corporate IT unit for Fujitsu, Limited; Jong-Shin Kim, president/CEO of Korea Hydro & Nuclear Power Co., Ltd.; Satoshi Kurishima, senior vice president and senior executive manager of the financial systems sector at NTT DATA Corporation; Mark Nelson, president/CEO of ASRC Energy Services; Anand Vadapalli, senior vice president of network and IT at Alaska Communications Systems; and Samar Walther, capital projects manager at ConocoPhillips Alaska, Inc.

The conference will also include approximately 300 presentations, ongoing poster sessions, and exhibitors including the Association for the Advancement of Cost Engineering, Project Management Institute Alaska Chapter, Society of Project Management, and UAA's ESPM department.

Additional events, such as bus trips to Seward and the Matanuska Glacier, dinner at the Anchorage Museum, and trips to tour the North Slope, are also planned. The full conference schedule may be found at www.uaa.alaska.edu/promac.

Registrations are currently being accepted online at www.uaa.alaska.edu/promac; the early registration deadline is July 10, although registrations will be accepted after that date. The deadline for speakers to submit abstracts and biographies is May 15.

For more information, contact:
- 907.786.1940
- promac2008@uaa.alaska.edu
- www.uaa.alaska.edu/promac

ProMAC 2008 Organizing Committees

A total of 70 individuals on six organizing committees are involved in planning ProMAC 2008. Local organizing committee members include:

- Chair, Danny Elmore, UAA
- Jon M. Ah You, Alyeska Pipeline Service Company
- Chris Block, Captain Cook Hotel
- Robert Bulger, PMI Alaska Chapter
- Paula Donson, Alaska Railroad Corporation
- Joyce E. Douglas, State of Alaska
- Mike Fisher, Northern Economics
- Steve Gebert, Alaska Communications Systems
- Teresa Helleck, PMI Alaska Chapter
- James Hemsath, Alaska Industrial Development and Export Authority
- Ki Kim, UAA
- Patricia Opheen, U.S. Army Corps of Engineers
- LuAnn Piccard, UAA
- Burt Rosenbluth, ConocoPhillips
- Tom Sheffrey, AACEI Alaska Section
- Bill Thompson, CH2M Hill
- Charles Wagner, U.S. Department of Transportation
- Heather Wagner, GCI
- Michael Wortham, BP
- Roshelle Wright, Anchorage Convention and Visitors Bureau

The Right Career Move

University of Alaska Anchorage ESPM Engineering, Science & Project Management

Fall 2008 Class Schedule

UAA Engineering, Science & Project Management

Classes held in the Anchorage University Center

Registration information & assistance: 907.786.1924 or ayespm@uaa.alaska.edu

Engineering, Science Management

CRN	Course No	Title	Days	Time	Date
71683	ESM A601-601	Engineers in Organizations (3)	M	530p-9p	8/25-12/13
76248	ESM A608-601	Legal Envmnt/Engineer Mgt (3)	R	530p-9p	8/25-12/13
76249	ESM A619-601	Computer Simulation/Systems (3)	W	530p-9p	8/25-12/13
71686	ESM A620-601	Statistics for ESM (3)	T	4p-6p	8/25-12/13
71689	ESM A684-601	ESM Project (3)	F	530p-9p	8/25-12/13
71690	ESM A698-601	Individual Research (3)	ARR	ARR	8/25-12/13
71691	ESM A699-601	ESM Thesis (1-9)	ARR	ARR	8/25-12/13

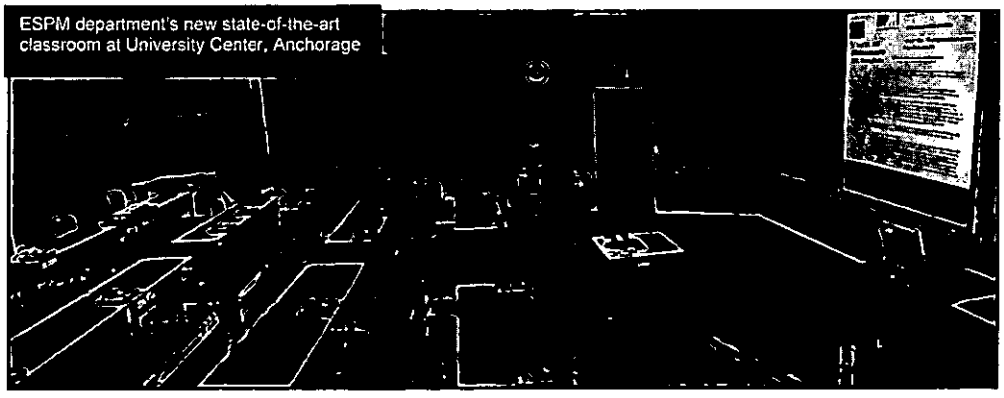
Project Management

CRN	Course No	Title	Days	Time	Date
72977	PM A601-601	Project Mgmt Fundamentals (3)	W	530p-9p	8/25-12/13
72981	PM A614-601	Project Cost Management (3)	T	530p-9p	8/25-12/13
72982	PM A620-601	Project Human Resource Mgmt (3)	W	530p-9p	8/25-12/13
72983	PM A622-601	Project Communications Mgmt (3)	R	530p-9p	8/25-12/13
72984	PM A624-601	Project Risk Mgmt (3)	M	530p-9p	8/25-12/13
72985	PM A685-601	PM Case Study & Research (6)	F	530p-9p	8/25-12/13

Project Management Professional Development

CRN	Course No	Title	Days	Time	Date
77477	PM A590-601	PMP Certification Prep (3PDC)	WRF &RF	830-430p	10/1,2,3,9,&10
77478	PM A590-602	PMP Certification Prep (3PDC)	MTWRF	830-430p	11/10,11,12,13,&14
77479	PM A590-603	MS Project Software (1PDC)	TW	830-430p	10/14&15
77480	PM A590-604	PM/Non-Project Managers (1PDC)	WR	830-430p	11/5&6
77481	PM A590-605	Project Controls (1PDC)	TW	830-430p	10/7&8

PDC = Professional Development Credit (non-academic credit) NOTE: Continuous registration no longer enforced.



ESPM department's new state-of-the-art classroom at University Center, Anchorage

UNIVERSITY of ALASKA

Addressing Alaska's workforce issues, collaborating with business and industry representatives, and providing solutions for more than 80 years.

UA@Work

Inside this issue. . . .

*We've selected **eleven** University of Alaska workforce stories to highlight in the UA @ Work Summer 2008 newsletter.*

UAA KBC Writers' Conference 2–3

UAF Career Services 3

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UACP Moves to New Location 5

UAA Anthropology Master's Program 6–7

UAS and the Ketchikan Construction Academy 7–8

UAF TVC Fast Track 9

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UAS–UAA Train Nurses 12–13

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If you would like more information about articles in this newsletter, please contact UA Statewide Corporate Programs at 1815 Bragaw Street, Suite 102, Anchorage, AK 99508.

- *907.786.1531*
- *corporateprograms@alaska.edu*
- *www.alaska.edu/uacp*

UA @ Work is produced by UA Statewide Corporate Programs to connect Alaska employers with the University's workforce training and professional development resources.

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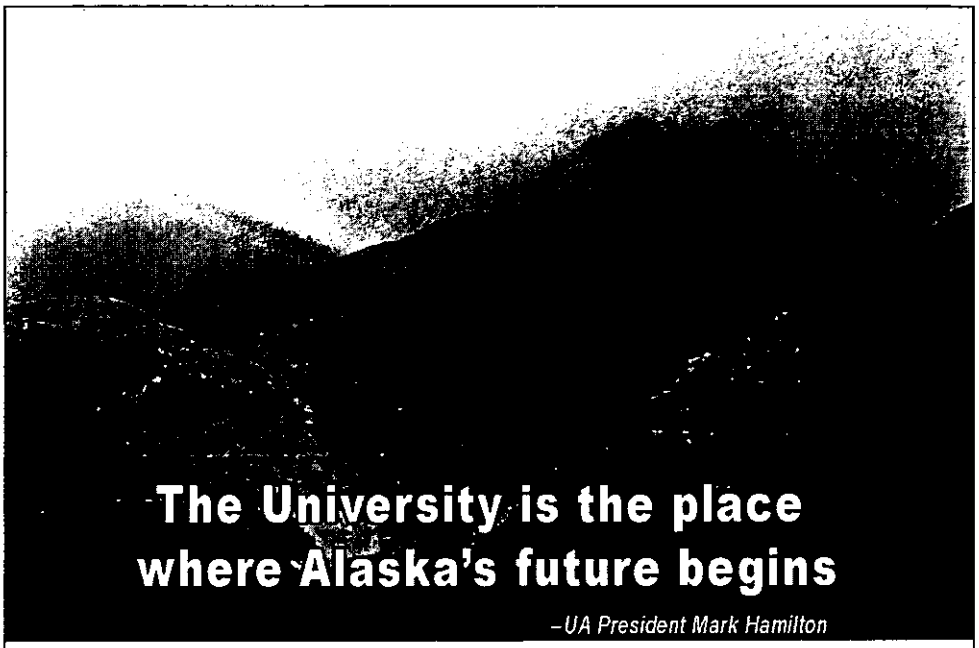
Duane Heyman, Executive Director of UA Statewide Corporate Programs.



The University is the place where Alaska's future begins

–UA President Mark Hamilton

Photo by Todd Paris, UAF Marketing and Communications

For information on partnering with the University of Alaska for employee training and professional development for your business, agency or organization, contact UA Statewide Corporate Programs today.

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2/2/09 OVERVIEW: DEED PROF. TEACHING PRACTICES COMMIS.

SARAH PALIN, GOVERNOR

DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT
Professional Teaching Practices Commission

Linda Black, Chair
Craig Baker, Vice-Chair
Cindy Lou Aillaud, Secretary
Bonnie Gaborik
Jeff Hebard
Michael Husa
Eddy Jeans
Richard Lum
George Troxel

344 West Third Avenue, Suite 127
Anchorage, Alaska 99501-2338
Phone: (907) 269-6579
Fax: (907) 269-5070
Patricia Truman, Executive Director

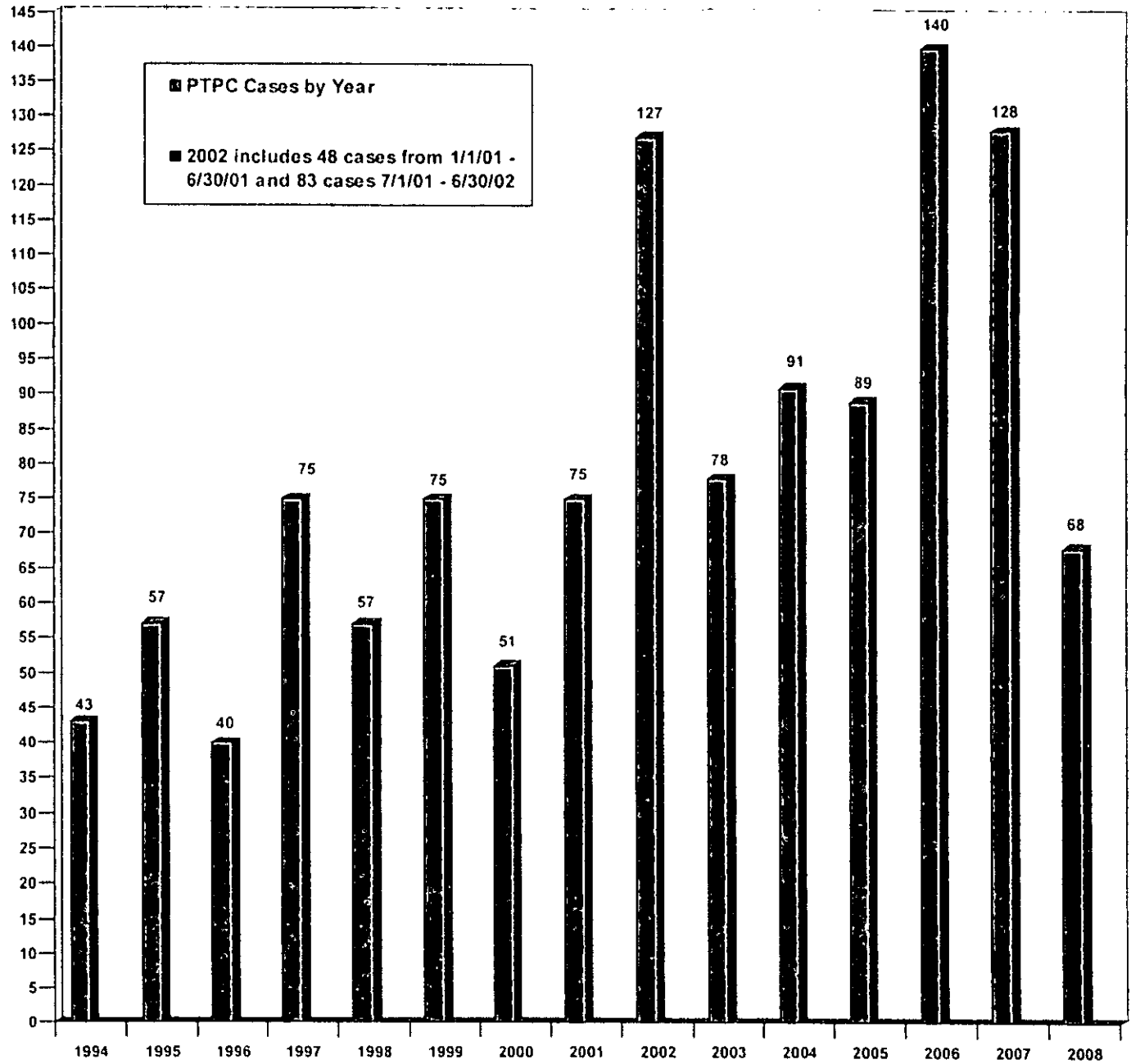
PROFESSIONAL TEACHING PRACTICES COMMISSION

TALKING POINTS:

- INTRODUCTION: WHAT IS THE PROFESSIONAL TEACHING PRACTICES COMMISSION?
- ROLES

  STAFF
  COMMISSIONERS
- SANCTIONS
- HANDOUTS

February 3, 2009


PTPC Cases by Year
2002 includes 48 cases from 1/1/01 - 6/30/01 and 83 cases 7/1/01 - 6/30/02
145
140
135
130
125
120
115
110
105
100
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127
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1994
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1997
1998
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2000
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2003
2004
2005
2006
2007
2008

PROFESSIONAL TEACHING PRACTICES COMMISSION

Final Orders

Frequency of Sanctions Invoked

	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Sexual Harassment of Staff		1													0
Sexual Misconduct with Students	3	3	4	2	2			2	2	1	3	1	2	1	2
Drug, Alcohol Offenses	1		1									3	2		0
Criminal Conduct, Non-Drug	1		1	1	1		1				2			2	1
Fraudulent Certificates/ Applications		2	1	1			2	1				2	1		0
Contract Violations	1				2	5	3	2	2	5	3	2	1	3	3
Financial Misconduct				1		1						1			0
Professional Misconduct	2	2					1	1	2	3	4	3	2	1	4

AlaskAdvantage™ Programs

Alaska Commission on Postsecondary Education/ Alaska Student Loan Corporation

House Education Committee Briefing

February 2009

Briefing Topic Areas

- Organizational Overview: History, Organization, Management, Objectives, and Current Environment
- AlaskAdvantage Programs Overview
- ACPE/ASLC Financial Context
- Alaska's Current Non-Loan Financial Aid Programs

Organizational Overview: History, Organization, Management, Objectives, and Current Environment

Agency History

- 1968 – Undergraduate loan program created
- 1974 – Alaska Commission on Postsecondary Education (ACPE) established as State coordinating and financial aid agency
- 1981 – State loans of up to $7,000 per year with 50% forgiveness
- 1987 – Oil drops below $10 per barrel—Alaska Student Loan Corporation (ASLC) established as new financing source
- 1988 – Loan terms begin to change to reflect new financing model
- 1995-98 – Significant program changes made to reverse financial losses; (1996) HELMS successfully implemented

Agency History

- 2001 – Financial improvements reflected in annual payment to the State
- 2002 – AKAdvantage legislation creates new suite of federal/state education loans; new duties encompass delivery of outreach and early awareness services under agency mission and goals
- 2003 – Alternative consolidation loan added to suite of programs
- 2004 – Receive Lumina Foundation Grant for College Goal Sunday, CASHE founded (Coalition of Alaskans Supporting Higher Education)
- 2005 – Alaska legislature establishes AkAdvantage Education Grant Program
- 2008 – Designated by Governor as Alaska's College Access Challenge Grant agency
- 2009 – Peer Mentor pilot program on track for launch

Organizational Structure

- Partner entities

  ACPE develops and delivers higher education access and support services

  ASLC underwrites the costs of mission-related services

- 14-member ACPE board with representation from:
  - University of Alaska Board of Regents (2)
  - Private higher education (1)
  - Proprietary postsecondary education (1)
  - Alaska State Senate (1)
  - Alaska State House of Representatives (1)
  - General Public (4)
  - Student (1)
  - Alaska Workforce Investment Board (1)
  - Community College (1)
  - Alaska Department of Education and Early Development (1)

Organizational Structure

- Five-member ASLC Board
  - Commissioner of Administration represented by Deputy Commissioner Kevin Brooks (4-year member)
  - Commissioner of Commerce, Community and Economic Development represented by Investments Director Greg Winegar (9-year member)
  - Commissioner of Revenue represented by Deputy Commissioner Jerry Burnett (1-year member)
  - Two ACPE members appointed by the Governor

Management and Staffing

Diane Barrans, 14 years as CEO; 26-year tenure at ACPE

Charlene Morrison, CPA, 6 years as ACPE CFO; 19 years in private and public accounting/finance

Stephanie Butler, CIA, 7 years as Director of Operations; 10-year tenure at ACPE

Kenneth Dodson, 14 years as Information Support Services Director; 21 years in education lending IT

Lora Jorgensen, 2 years as Outreach Director; previously with community-based non-profits

Frank Love, 12 years as Human Resources and Admin.Officer; 30 years in HR management—USCG, retired

102 full-time employee positions

- Average management tenure – 13 years
- Average staff tenure – 7.5 years

Organizational Objectives

- Deliver on public service mission to promote, support, and provide access to postsecondary education in Alaska and for Alaskans
- Mission-centered core services to:
  - Provide postsecondary education and training access product and services
  - Promote postsecondary education participation in Alaska
  - Protect consumers through regulation of postsecondary education institutions in Alaska and investigation of related consumer complaints

Organizational Objectives

- Ensure long-term sustainability of programs and services
- Foster key institutional and organizational partnerships to improve the continuity and connectivity of Alaska's education pipeline
- Implement robust suite of performance metrics for internal and external audiences
- Continue to grow loan portfolio while containing administrative costs by leveraging new technologies
- Increase public utilization of ACPE/ASLC resources

ASLC/ACPE Environment

- Long-term, recognized effective leadership
- Strong organizational culture and core values
- Record of positive performance as public enterprise agency
- Integrated ASLC/ACPE oversight
- Longstanding bipartisan legislative support of current management and programs and services. ACPE/ASLC viewed as very successful
- Alternative loan program is in its 41st year

AlaskAdvantage Programs Overview

Alaska State Education Loans: 1968-1987

- **Student Loans Structured as a state entitlement program:**
  - Fully financed by the State General Fund
  - Any State resident, age 16 or older, could borrow
  - Minimal Alaska institutions' requirements
  - Extremely generous loan terms, set by statute
  - Borrowers entitled to 50% loan forgiveness
  - No credit reviews, cosigners or collateral required
  - 0% interest during school, grace and deferment; 5% simple interest during repayment
  - 12-month grace period prior to repayment; 6-month grace period after a deferment.
  - Loans serviced internally, using limited resources
  - Minimal collections and due diligence activity
  - Program focus was providing funds to the students, not collecting loans for the State

These attributes led to a perception that Alaska student loans were not serious financial obligations, and repayment performance clearly reflected that perception. In addition, a vocational school "cottage industry" grew quickly, since funding was so easily available to prospective students.

Alaska State Education Loans: 1988-1993

- Program evolves from state entitlement into a troubled enterprise
- With creation of ASLC in 1987, modest changes were made to reflect the migration from a state funded model to a capital markets funded model
- Loan program changes were more symbolic than substantive, and did not improve credit quality or loan performance:
  - A 1% loan origination fee was imposed
  - Interest rates were raised to 8% during repayment (0% in school interest rate)
  - Grace period before repayment reduced to 6 months
  - Monthly bills replace repayment coupon books in the early 1990s
  - In 1992 an ACPE servicing system conversion failed catastrophically
  - Following the devastating servicing audit performed by Deloitte & Touche, ASLC was denied bond insurance in 1993

Net of State appropriations, ASLC incurred annual losses in each of its first 10 years of operation, and by the mid-1990s had an equity deficit approaching $50 million.

Alaska State Education Loans: 1994-2001

- **Program changes needed to transform the troubled entity into a self-supporting student loan provider are made**
- **ACPE hired its first executive director with education loan expertise in 1993. New ASLC executive began addressing areas of deficiency related to loan eligibility and repayment terms, management capacity, servicing systems, operations and corporate culture**
- **Key program and staffing changes during this transitional period included:**

- A series of legislative changes to loan terms and collection tools—loan rates tied to program costs, admin. collection methods were authorized, and modest credit standards were added to eligibility criteria. (1994-1998)
- In 1995 IT and Operations management was reorganized, and a due diligence unit was established and equipped with appropriate technological tools and office hours
- Institutional Program Participation standards were implemented (1998)
- Credit reporting was implemented for the entire loan portfolio (2000)
- Automated payment option was rolled out to borrowers (2001)
- Staffing was stabilized, and employee turnover was reduced 60%, from 27% to 11% (1998 – 2001)

By the end of this transitional period, ASLC had completed its transformation from a government funded/administered program to a self-sustaining business enterprise.

Alaska State Education Loans: 2002-Present

- **Heightened standards and oversight of Alaska's institutions led to a drop in loan program participation from 140 to fewer than 40**
- **Consistent, improved performance results:**
  - ASLC's equity deficit was erased by 2000
  - ASLC on solid financial and administrative platform
  - Modest dividend payments made to the State, based upon annual net income
- **ASLC enters the FFEL program to efficiently bundle Federal and State aid**
- **New, combined program authorized by the Alaska State Legislature in 2001**
- **2002 to Present: the AlaskAdvantage Years:**
  - ACPE and ASLC now offer a "one-stop" financial aid alternative
  - Serving Alaska residents and non-Alaskan students attending school in the State

AlaskAdvantage Loan Programs

Federal Family Education Loan Program

- ASLC enters FFEL Program in 2002
- ASLC qualify as state agency/nonprofit lender
- Alaska's #1 lender for seven consecutive years
- $34.5 million program FY08 loans awarded
- $40.6 million FY09 loans awarded thru 12/26/08
- 51% volume growth over prior YTD

AlaskAdvantage Loan Programs

Alaska Supplemental Education Loan (ASEL) Program

- Program supplemental to funding available through federal program
- Terms and conditions controlled by State statute and regulations
- Loans are fixed rate based on:
  - Municipal Market Data Insured AMT Revenue Bond Yield Curve plus 30 bps and administrative costs
  - Minimum rate is the unsubsidized Stafford fixed rate plus 50 bps
- Interest reset announced each July 1; 008/09 rate is 7.3% (minimum rate)
- $43.9 million for FY08
- $34.9 million for FY09 loans awarded thru 12/26/08
- Decrease of 6.8% of prior YTD

AlaskAdvantage Loan Programs

Borrower Benefits (08/09 academic year):

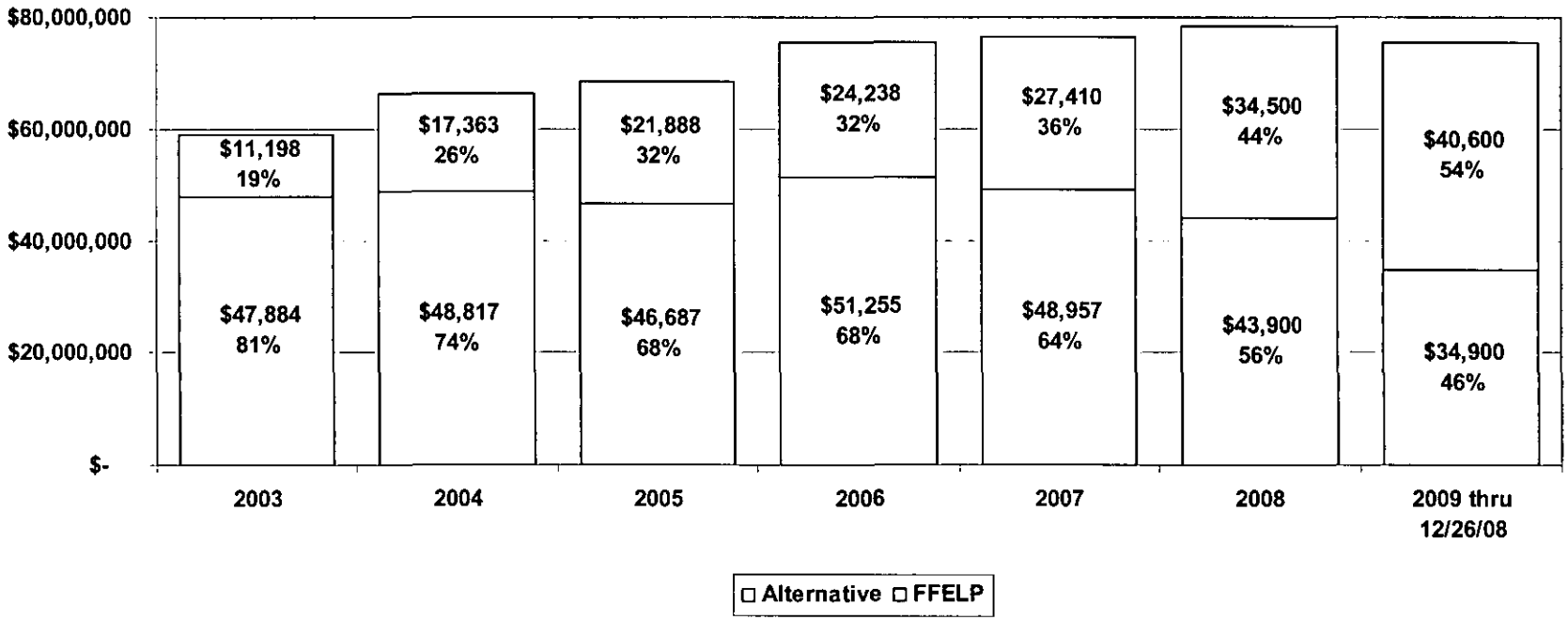
	Stafford		PLUS	FFELP Consol.	ASEL	ALT Consol.	Loan Elig Percent [2]	Elig Loan Utilization[2]
Fee Subsidies:								
Origination Fee	1.00%		—	—	—	—	33%	100%
Default Fee	1.00%		1.00%	—	—	—	13%	100%
Rate Subsidies:								
In-School Status								
General Benefit	0.80%	[1]	—	—	—	—	31%	98%
Alaska Presence	1.00%	[1]	—	—	0.50%	—	76%	67%
Repayment								
General Benefit	0.50%		1.00%	1.00%	—	—	31%	98%
Alaska Presence	1.00%		1.00%	1.00%	0.50%	0.50%	76%	67%
First 48 On-Time Payments	2.00%		1.00%	1.00%	2.00%	1.00%	3%	8%
Direct Payment Option	0.25%		0.25%	0.25%	0.25%	0.25%	34%	23%

[1] Not applicable to subsidized loans.
[2] Applicable to loans pledged to the 2002 Trust only.

Note: A borrower benefit not shown in the table above is the Borrower Cost Reduction. This benefit reduces the interest rate on legacy program Alaska Student Loans from the original fixed rate to 8.3%. Six percent or $23.9 million of loans in the 2002 Trust are eligible for this benefit and 71% or $17.0 million of those eligible are receiving the benefit. Five percent or $6.8 million of loans not pledged to a trust are eligible for this benefit and 67% or $4.5 million of those eligible are receiving the benefit.

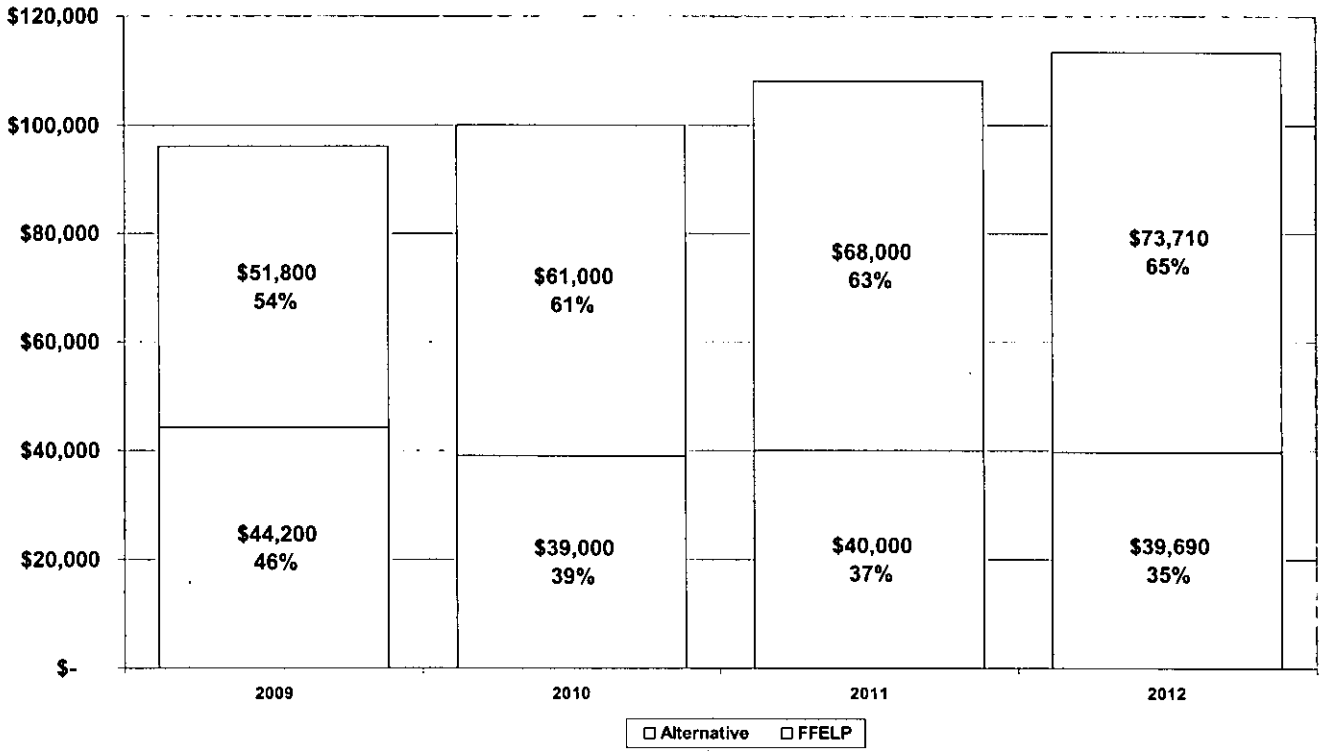
AlaskAdvantage Loan Programs

Gross loan awards by school year (in thousands and excluding consolidation loans):



AlaskAdvantage Loan Programs

Projected loan demand through 2012 (in thousands and excluding consolidation loans):



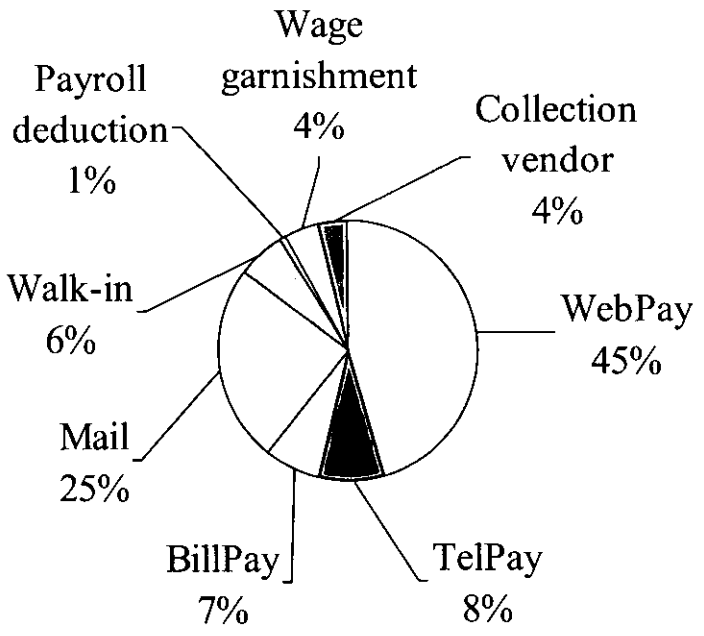
Loan Servicing

- ACPE originates, holds and internally services all ASLC loans
- System upgrades and ongoing maintenance ensure FFELP compliance and quality servicing
- Standard lending activities:
  - Application and origination
  - Loan forbearance or deferment
  - Loan repayment support and debt management counseling
  - Default aversion activities
  - Collection enforcement and activities
  - Business continuance planning
- Ongoing internal process analysis on all service processes has assisted in achieving a culture of quality control and improvement

Payment Processing

Payments are collected in many different ways. Typically sixty-four percent of payments received are processed electronically.

Payment Statistics by Delivery Method



Credit Enhancement/Collection Levers

- Mitigating loss risk through:
  - Credit review
  - Co-signer requirements
  - Institutional default rate management
  - Origination fee collected on alternative loan
- Unique administrative collection tools (applied to borrower or co-signer):
  - Permanent Fund Dividend (PFD) garnishment ($95 million since FY98)
  - Administrative lien authority
  - Administrative wage garnishment authority ($11million since FY01)
  - Status reporting to national credit bureaus
  - Litigation, including filing of court judgments
  - Authority to deny occupational or professional license renewals
- Skiptrace tools and resources:
  - Access to mine State databases: Labor, PFD, vehicle licensing, Fish and Game licensing, etc.
  - Industry standard resources: Experian and Accurint-type search engines

Institutional Authorization

- Institutional Authorization Programs
  - Approval of postsecondary education institutions & programs operating in Alaska
  - Investigation of student complaints
  - Institutional closure rules enforcement
  - Statewide liaison with accrediting bodies & USDOE (OPE, IPEDS, PEPS, etc.)

Additional Mission-Related Agency Activities

- ACPE developed and deployed a statewide outreach and early intervention unit to promote Alaskans' participation in postsecondary education
- ACPE focuses on developing a college-going culture in Alaska
- Advise and assist State Legislature relative to programs and services in support of workforce development

Outreach Programs

Programs and services to increase awareness of benefits of higher education and our ability to access those benefits

- Age-Based Sequenced Outreach
- Community Visits and Presentations
- College Goal Sunday
- AKCIS & Career Planning Awareness
- Community Mentors (new)
- Policy Projects (Ex: *Making Alaska More Competitive*)

Outreach Strategies

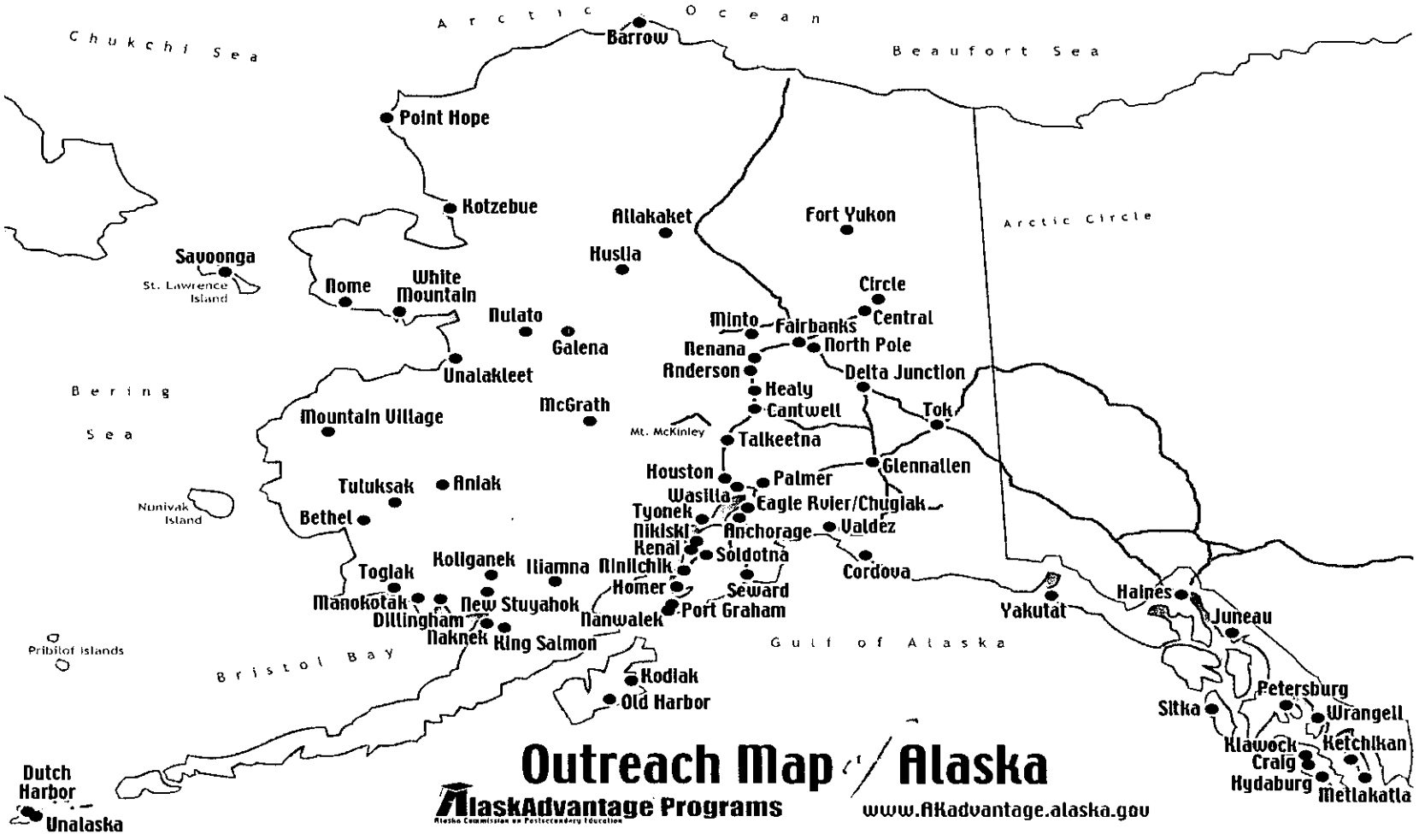
Age-Appropriate Sequenced Information & Activities

- 2nd grade, classroom reading with UA
- 5th grade, *I'm Going to College* orientation and campus visits
- 5th- 8th grade, promotional posters & newspapers
- 11th grade, *Going to College in Alaska*
- 12th grade, *Got Dates?* HS senior year calendar

Outreach Partnerships

- *College Goal Sunday* – free FAFSA help
  - ACPE, UA, ANSCA, ALASFAA
  - 30 locations statewide
  - February 8, 2009
  - www.alaskacollegegoalsunday.com
- AKCIS – Alaska Career Information System
  - ACPE, AKDOLWD & EED partnerships
  - Free to school districts and Job Centers
  - www.akcis.org
- *I'm Going to College*—thru partnerships now in: Barrow, Bethel, Valdez, Fairbanks, Juneau, Ketchikan, Kodiak, Palmer and Anchorage
- *I Know I Can*
  - ACPE and UA
  - Introduces second graders to concepts of college and career
  - Programs in Anchorage, Bethel, Fairbanks, Galena and Juneau

Community Connections



21st Century Stats

- Working together, ACPE and ASLC provide Alaskans with increased access to the benefits of higher education:
  - Provide Alaskans with extensive direct-service outreach programs and support for counselors and teachers
  - Offer Alaskans lowest cost financial aid package in the nation, including
    - Grants for needy students
    - Federal loans with additional state subsidies
    - Lowest-cost state supplemental programs in the nation
    - Extensive exchange program options
  - Coordinate statewide access programs and advisory bodies
  - Returned >$160 million to SOA for capital projects

2008 Accomplishments

- Provided **$24 million** in cumulative borrower benefits thru 12/08
- Provided > **$500,000** in grants to over 500 needy Alaska students
- Made AKCIS available at no cost to schools and mentors statewide
- Expanded grant program to add priority for students pursuing careers in process & natural resources extraction industries
- Offered federal and state supplemental loans with rates ranging from 2.25% to 7.3%
- Provided free higher education outreach to almost 40,000 Alaskans and hosted or participated in 491outreach events in communities statewide
- Provided >1,600 Alaska students access to the Western Undergraduate Exchange, saving their families ~ $11.6 million in tuition without forgoing their Alaska residency
- Provided a cumulative dividend to the Alaska General Fund of >$32 million
- Attracted almost $6 million to Alaska's higher education system by offering financial aid to non-residents who invest their higher education dollars in Alaska

2009 Goals & Challenges

- Continue to offer Alaskans lowest-cost financial aid in the nation
  - Despite federal cut-backs
  - Despite upheavals in financial markets
- Implement strategies to avoid disruption of ASLC lending activities
- Support of program expansion w/o jeopardizing ability to self-sustain
- Expand access through grant programs
  - Federal GAP and Challenge Grants
  - AlaskAdvantage Education Grant Program
- Advocate for federal HEA recognition of state financial aid programs and services

Alaska's Current Non-Loan Financial Aid Programs

The *UA Scholars Award* is an $11,000 scholarship for eligible expenses (undergraduate tuition, fees, room, board, books, supplies and other educational costs) incurred for attendance at University of Alaska.

UA Scholars are designated by their high schools at the end of their junior year if they are in the top 10% of their graduating class.

The award is paid out in increments of $1,375 for every semester the UA Scholars is eligible, for up to eight semesters.

Scholars are required to maintain a full time status and keep their cumulative GPA at a 2.50 or higher.

The AlaskAdvantage Grant is a last-dollar, need-based grant for up to $2,000 per year for attendance on at least a half-time basis at any accredited institution in Alaska.

Alaska's Current Non-Loan Financial Aid Programs

Through 2008 the AlaskAdvantage Grants were funded with a mix of federal LEAP and ASLC funding totaling approximately $625,000 per year.

Program objectives do overlap in some regards—statewide application, Alaska-centered, and designed to incent behaviors.

Both programs are tenuously funded by UA and ASLC.

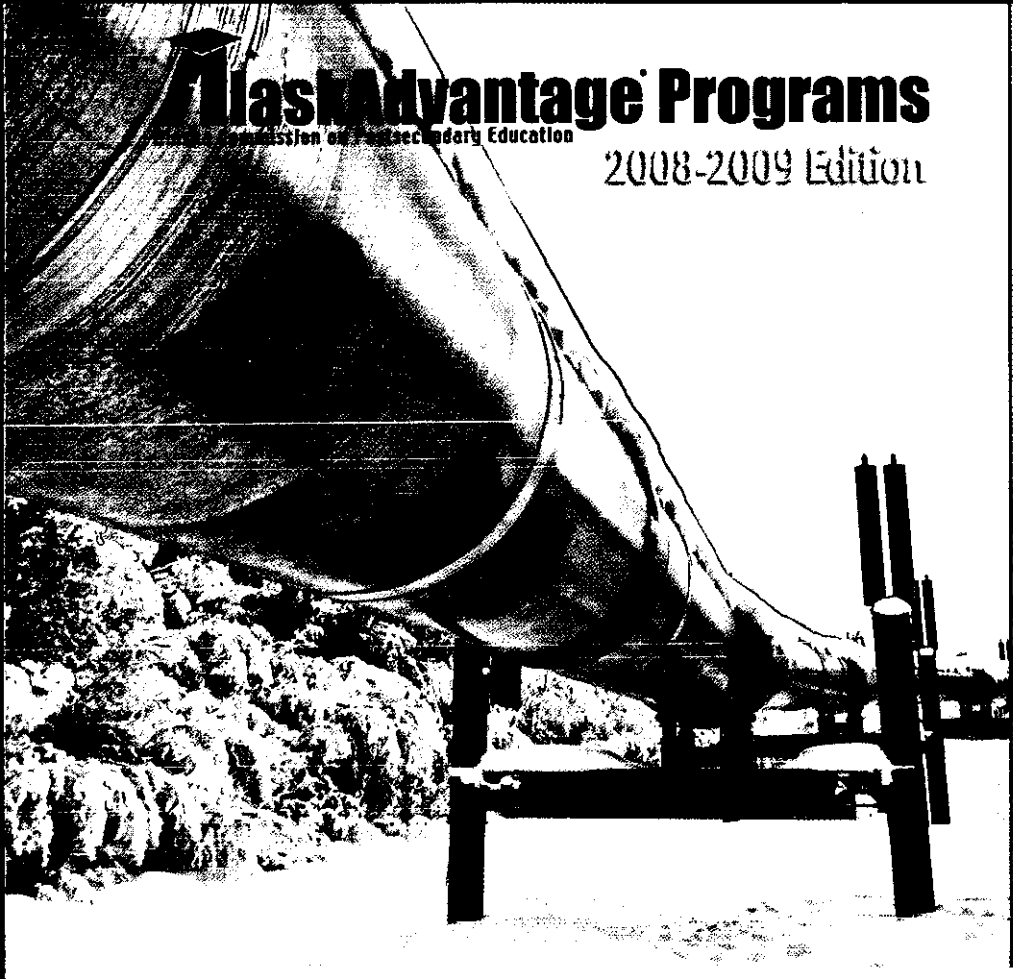
Neither program requires specific college-prep agenda.

Neither program ensures broad-based access to non-loan aid for Alaska students.

Alaska Advantage® Programs

Alaska Commission on Postsecondary Education

2008-2009 Edition



GOING TO COLLEGE IN Alaska

CHOOSING A COLLEGE • APPLYING FOR COLLEGE • PAYING FOR COLLEGE • TOP WEB RESOURCES

A Message from Governor Palin

Dear Fellow Alaskan,

I am extremely pleased to invite you to explore the opportunities for postsecondary education and training offered by Alaska's own vocational and higher education institutions. These institutions have developed Alaska-centered programs to prepare our citizens for the exciting challenges and to reap the rewards which lie ahead for the Great Land.

As you plan for your career and seek to acquire the education and skills that are increasingly in demand by employers, carefully consider the quality institutions that are right here at home.

Alaska schools, colleges, and universities, in addition to offering work skills and academic programs, have established relationships with key Alaska employers to insure that their certificate and degree programs are tailored to ongoing and emerging workforce needs. Through the efforts and support of the Alaska Commission on Postsecondary Education's AlaskAdvantage® Programs of financial aid and educational outreach, we are working together to make college education and technical training affordable and accessible.

As your Governor, education is among my administration's top priorities and we are working hard to ensure that every Alaskan has the opportunity to contribute to and benefit from our statewide community. Together, we share an opportunity to grow a robust, expanding economy with good-paying jobs to provide you with attractive and exciting career opportunities right here at home. We are here to work with you in planning and preparing for educational success beyond high school. Together, achieving these endeavors will translate to a dynamic workforce and strong economy, in which you play a vital role.

Best wishes for your future success,

Sarah Palin, Governor

THE SEAL OF THE STATE OF ALASKA

State of Alaska
OFFICE OF THE GOVERNOR

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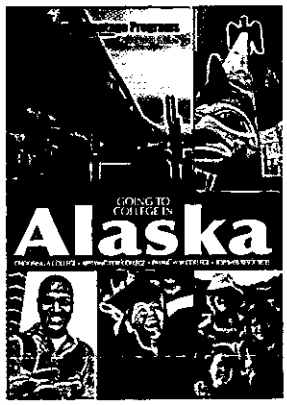

The college profile information for the 2008-2009 academic year was provided by each institution. ACPE cannot assure the accuracy of information provided. For current tuition & fees and other information, readers should contact campuses directly.

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Alaska Commission on Postsecondary Education
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A MESSAGE FROM THE ALASKA COMMISSION ON POSTSECONDARY EDUCATION EXECUTIVE DIRECTOR

Dear Higher Education Consumer and Stakeholder,

Welcome to the 2008 edition of ***Going to College in Alaska***! The Commission on Postsecondary Education and its partners are very pleased to provide you with this publication containing current profiles, information and photographs of Alaska's featured postsecondary education institutions.

ACPE, its partner, University of Alaska, and its other partner organizations are fully committed to Governor Palin's goal of promoting, delivering and supporting higher education and training in the state. We understand that wise development and use of Alaska's human capital is critically important to our future, as individuals and as a state community. We further understand that you need access to current information and higher education resources to make the best choices for your future.

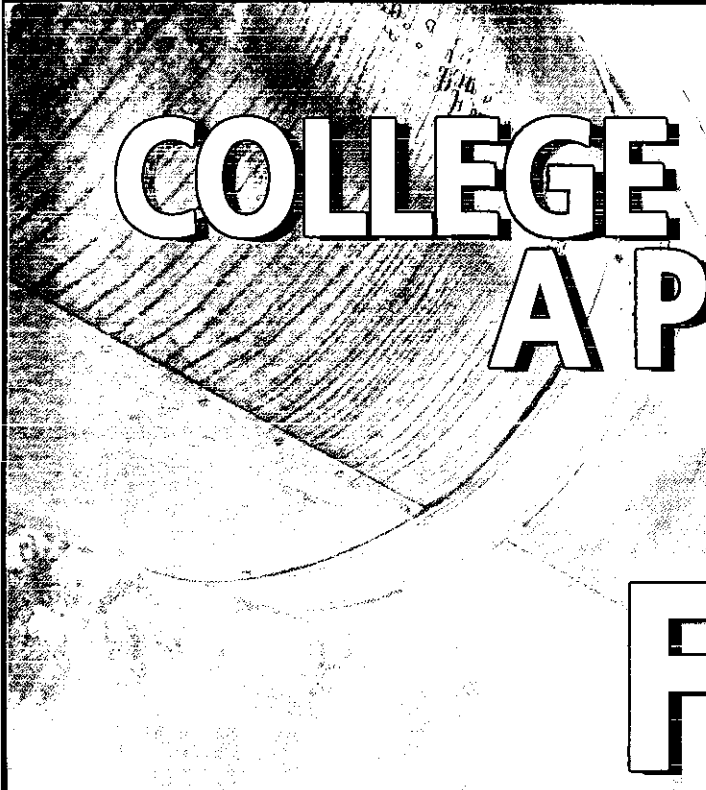
Please use this publication to identify your postsecondary options here at home. The institutions, colleges, and universities highlighted in this publication offer career and degree programs varying from short-term vocational training to world-class, doctoral degree programs which are second to none—all available to you without leaving your home state. Each school has its own unique strengths, and all share a strong tradition of offering Alaska-centered programs of study.

If you choose to attend school in Alaska, through ACPE, and funded by the Alaska student loan corporation, your state offers you the lowest cost financial aid packages in the nation with our **AlaskAdvantage®** state and federal financial aid programs. We're here to ensure that higher education is accessible and affordable for all Alaskans.

Become an important, productive, and financially successful part of Alaska's future by making smart choices. Take advantage of Alaska's exceptional educational resources. ACPE is here to help make your dreams a reality. Your future is in your hands.

Best wishes for success,

Diane Barrans
Executive Director



COLLEGE IN ALASKA A PIPELINE TO YOUR FUTURE

Some students may question why education after high school is important. The answer is simple. Higher education, either college or vocational training, provides you with opportunities and choices that other high school graduates may not have.

For many high school students, the thought of "cashing in" on immediate income with a job after graduation is very exciting. But will that job provide the kind of lifestyle you will want five to ten years from now? Will you be able to live in the house you want to live in and drive the kind of car you'd like to be seen in? More importantly, will your mind be the kind of mind that is appealing to employers?

You may have heard this a million times: High school graduates today are unable to get the number of high-paying jobs that were once available to generations past. It's still true! The importance of a college education today can be compared to that of a high school education forty years ago. Higher education serves as the pipeline to better options and more opportunities.

With all qualifications being equal, higher education will, more often than not, provide you with a greater promotion opportunity.

The choice is yours.

Whatever your preferences, you may not need to look further than your home state to find a college or training program that's right for you. Alaska offers a powerful flow of opportunities for higher education.

Going to College in Alaska profiles accredited colleges, universities, and vocational schools to give you greater insight into academic and vocational opportunities and campus life right here in this great state.

Always keep your career goals in mind when considering colleges.

The cost of higher education may be a consideration in your search, but keep in mind that college is a wise investment in your future. Statistics show that college graduates can expect to earn at least $1,000,000 more in their lifetime those without a degree. In addition, Alaska is committed to ensuring college access and affordability. Did you know that tuition at many schools in Alaska is among the lowest in the nation? Alaska's higher education agency also offers a variety of financial aid programs, including grants for needy students and the lowest-cost student loans in the nation.

Once you determine which schools top your list, be sure to write, phone, visit their web sites, or take a tour. May your choice in the end be the one that leads to success in your future.

AFTER HIGH SCHOOL

In Alaska, students have access to a variety of postsecondary institutions that offer vocational programs, certificates, two-year degrees, four-year degrees, and graduate programs. Our institutions provide highly diverse programs of study designed to meet the individual needs of students as they prepare for future careers and to meet work-force demands of our state.

Community Colleges

These schools usually serve city, borough, or region residents. They typically offer vocational certificates and associate degrees and they have open admissions, meaning no entrance exams required.

EXAMPLE: Ilisagvik College in Barrow provides postsecondary academic, vocational and technical education training in an environment designed to strengthen Inupiat culture, language, values, and traditions and enable local residents to thrive and succeed.

Vocational Schools

Vocational schools offer career and technical training in a "hands on" environment.

EXAMPLE: Alaska Vocational Technical Center (AVTEC) in Seward, is a public school within the Alaska Department of Labor and Workforce Development specializing in job training for Alaskans entering the workforce or advancing in their current occupation.

A private vocational school is also referred to as proprietary school. These institutions are privately owned businesses.

EXAMPLE: Career Academy is an accredited private vocational school offering specific courses to meet the requirements of the growing tourism and hospitality industries.

Four-Year Colleges & Universities

These schools grant bachelor's degrees, also called the baccalaureate (Bachelor of Arts or Bachelor of Science). Many also offer vocational certificates, associate and master's degrees.

EXAMPLE: University of Alaska Anchorage, University of Alaska Fairbanks, University of Alaska Southeast, Alaska Pacific University, Wayland Baptist, Charter College

CHOOSING A COLLEGE

CONSIDER:

- **Location -** Close or far from home?
- **Academic Strengths & Weaknesses -** Do you prefer "hands on" training or academic learning?
- **Classroom/Student body Size -** Large or small?
- **Costs**
- **Other Goals / Interests** - Do they offer extracurricular activities of interest?

Applying to College/Training

Apply to the schools that most suit your interests and offer programs which match your objectives. You can obtain applications by contacting the college or school or apply online through the school's web site.

You may be required to complete an application for each school in which you have an interest.

Tip! Your application may be your introduction to an institution, and you want to make a good impression. Make sure your forms are clean, neat and thoroughly completed. Make note of deadlines and submit your application well in advance. Proofread your application and your essay, if asked to submit one. Make a copy of your application and any attachments for your records. You may want to complete your application on blank paper first, so you can make corrections before entering your information on the actual form.

College application forms may ask for:

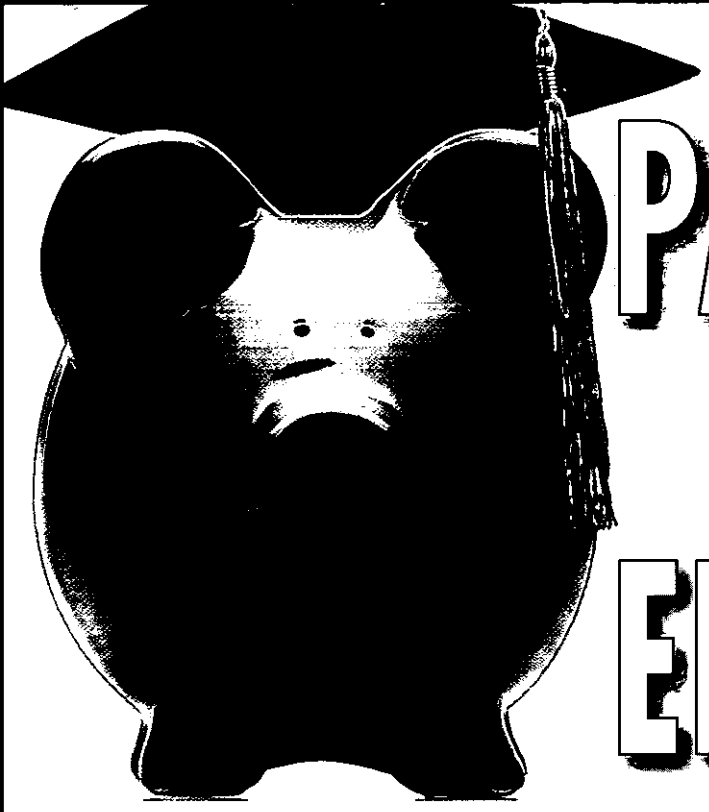
- ■ personal information
- ☐ educational experience
- ■ high school transcript
- ☐ standardized test scores
- ■ class rank
- ☐ letters of recommendation
- ■ awards and honors
- ☐ extracurricular activities
- ■ work experience
- ☐ essay, if needed

Getting Admitted

Institutions have admissions requirements, which vary by school. To make an acceptance decision, institutions will carefully review the information you provide on your application and may require a personal interview.

Open Admissions

Many colleges and vocational schools have open admission policies. This means if you have a high school diploma or a general educational development certificate (GED), or if you are at least 18 years old, you may qualify to begin taking classes without being admitted. Consult each school for specific admissions policies. Vocational schools may not need an application.



PAYING FOR EDUCATION

Student financial aid can help you reach your goals!

WHERE TO BEGIN:

Fill out a FAFSA (Free Application for Federal Student Aid) from the U.S. Department of Education. (*www.fafsa.ed.gov*) regardless of your family's income.

WHEN:

Beginning Jan 1 (or shortly after) of every year

WHY:

A FAFSA determines your eligibility for financial aid programs such as grants, scholarships, work-study, and loans.

- Grants and scholarships do not have to be paid back.
- Work-Study provides part-time jobs for students
- Student loans are borrowed money that must be paid back

HOW:

It's easy. Apply on online at: *www.fafsa.ed.gov.* If you need one-on-one help attend Alaska College Goal Sunday on February 8, 2009, for information on college goal sunday sites visit *alaskacollegegoalsunday.org.*

THEN WHAT?

Four to six weeks after submitting the FAFSA you will receive a SAR or Student Aid Report. The SAR details your family's eligibility for aid and your Expected Family Contribution toward your college expenses

TYPES OF GRANTS:

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (SEOG).
- Academic Competitiveness Grant (ACG)
- Science Mathematics Access to Retain Talent (SMART)
- Teacher Education Assistance for College and Higher Education (TEACH)
- AlaskAdvantage Education Grant

Award amounts for all grants are based on your eligibility and the cost of your school.

TIP **Every college you apply to will also have their own financial aid deadlines.** Make sure you meet them. The FAFSA is a free application and you should not be charged a fee. If a fee is requested chances are you have logged on to the incorrect web address. Try again at *www.fafsa.ed.gov.*

If you think you will not be eligible for grants or work-study, it is still import to fill out a FAFSA to ensure that any loans you apply for are those with the lowest interest rates possible. If you need a loan, research your lender options to find the lowest interest rates and costs. Always choose a federally guarateed loan over a private loan.

SCHOLARSHIPS:

Scholarships are usually awarded for academic achievement, talent, skill, community service, leadership, school activities, or your affiliation with a particular club or organization. Scholarships can be awarded by your school or college or by any organization sponsoring the scholarship. Be aware that many online scholarships may try to charge you a fee. There is no need to pay a fee as there are several free searches available. For a free scholarship search try: *www.fastweb.com.*

TYPES OF LOANS:

> STUDENT

FEDERAL

- ☐ Perkins - Based on your need (Offered by qualifying school)
- ☐ Stafford Subsidized - Based on need. The government pays the interest on this loan while in school.
- ☐ Stafford Unsubsidized - Not based on need. Any student can apply.

STATE

- ☐ AlaskAdvantage Federal Stafford (Subsidized or Unsubsidized). You get a lower costs on your Federal Stafford when you borrow from your Alaska Higher Education Agency.
- ☐ Alaska Supplemental Education Loan (ASEL)

SPECIALIZED ALASKA STATE LOANS

- ☐ Teacher Education Loan (TEL)
- ☐ A.W. Winn Brindle - Fisheries Loan
- ☐ Michael Murphy - Law Enforcement Loan

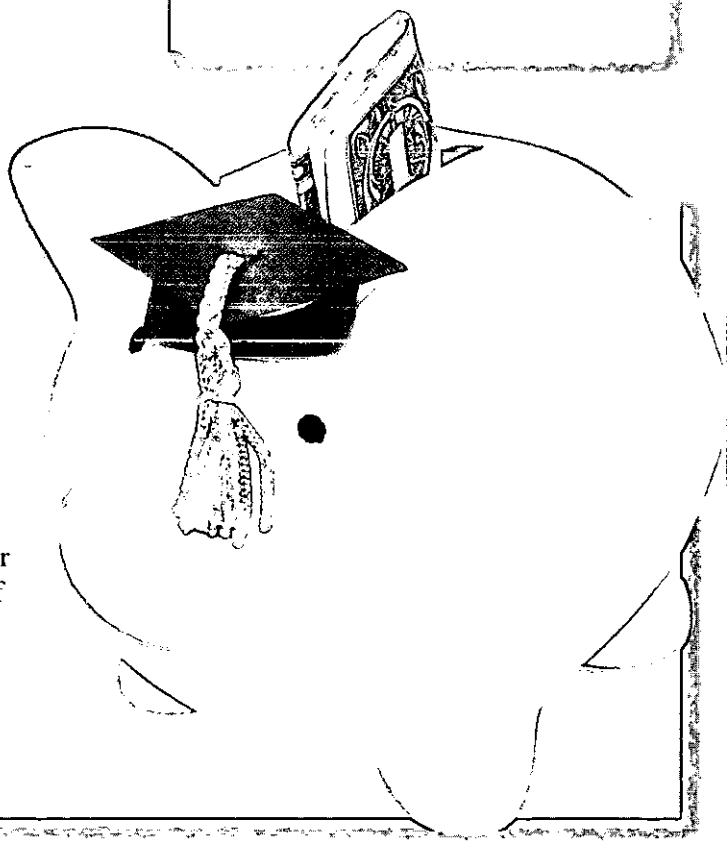
> PARENT AND FAMILY

- ☐ Federal - PLUS
- ☐ State - Alaska Family Education Loan (FEL)

HOW TO APPLY?

Complete a FAFSA on line at:
www.fafsa.ed.gov
or call
(800) 4-FED-AID

Contact the Alaska Commission on Postsecondary Education (ACPE) at:
AKadvantage.alaska.gov
or
AlaskaCollegeGoalSunday.org
or call
(800) 441-2962



ADDITIONAL SOURCES OF AID

- ☐ Personal savings
- ☐ Community and corporate grants and scholarships
- ☐ Service programs such as AmeriCorps, a domestic Peace Corps
- ☐ Employer-sponsored tuition assistance programs

There are also state and federal student assistance opportunities for Military veterans, dependents of veterans who died or became disabled as a result of active duty, and dependents of military service personnel who were officially declared prisoners of war or missing in action. If you think you may be eligible, consult the veterans coordinator or financial aid office at your target institutions for more information.

ALASKA'S TOP JOBS

(projected through 2014)

Earnings

$$$- average annual wages between $37,850 and $53,700

$$$$- average annual wages greater than $53,700

Bachelor's Degree and Above

OCCUPATION	WAGE Quartile
General and Operations Managers	$$$$
Elementary Teachers	$$$
Construction Managers	$$$$
Accountants/Auditors	$$$$
Secondary Teacher	$$$
Chief Executives	$$$$
Financial Managers	$$$$
Airline Pilots, Co-pilots, and Flight Engineers	$$$$
Administrative Services Managers	$$$$

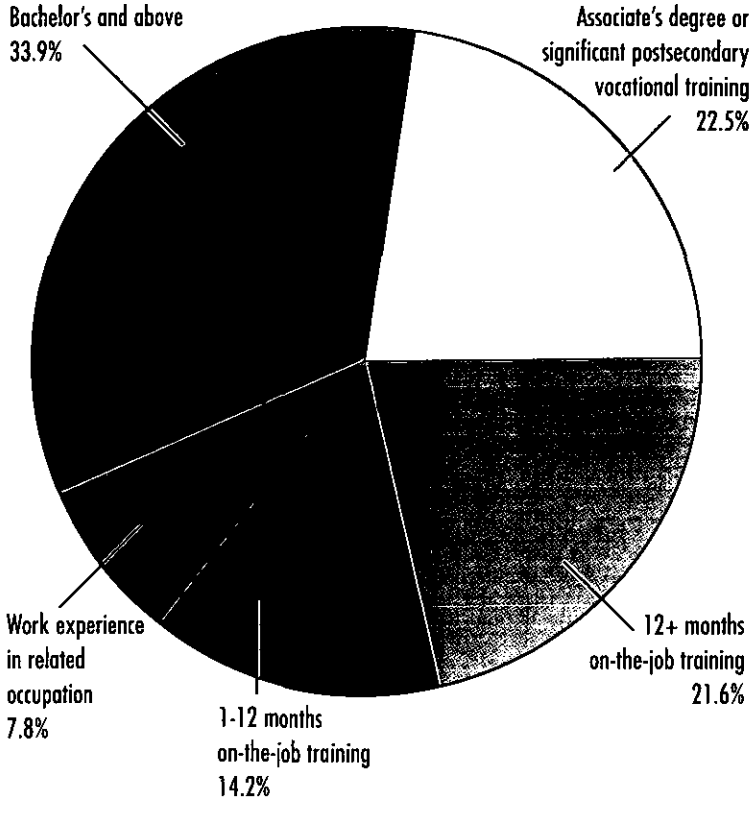
Associate's Degree or Vocational Training

Registered Nurses	$$$$
Automotive Service Technicians/Mechanics	$$$
Aircraft Mechanics and Service Technicians	$$$

On-The-Job Training

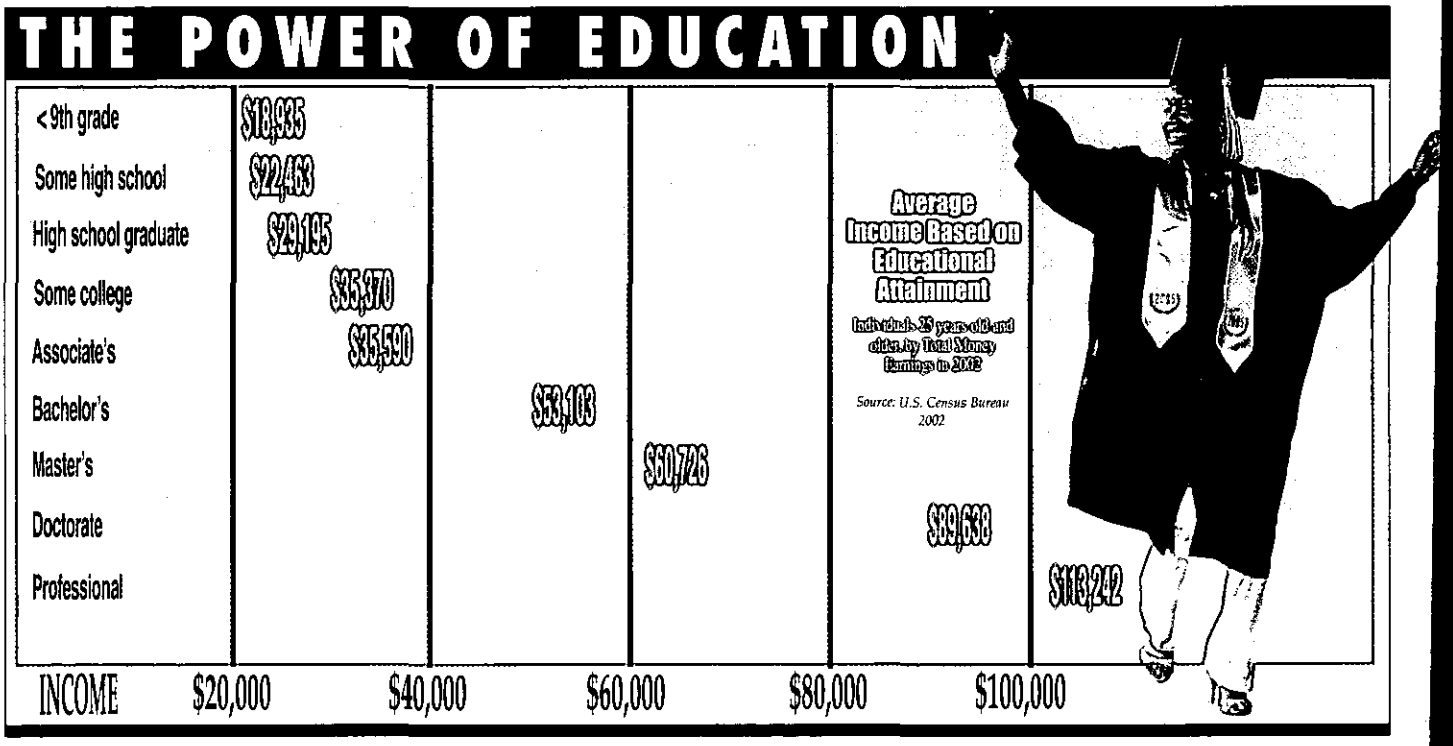
Carpenters	$$$$
Electricians	$$$$
Plumbers, Pipefitters, and Streamfitters	$$$$
Law Enforcement Officers	$$$

Source: Alaska Department of Labor & Workforce Development, Research and Analysis Section

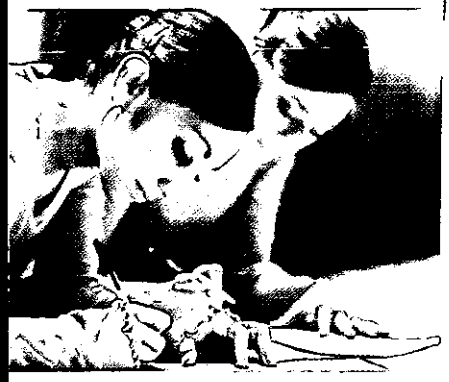


Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

THE POWER OF EDUCATION



WHAT TO DO WITH YOUR LIFE?



NEED A LITTLE HELP DECIDING?

The Alaska Career Information System (AKCIS) is an interactive Web-based education and career planning system that provides comprehensive information and career exploration tools specifically for Alaskans.

■ **Aren't sure what your career goals are?** AKCIS contains interest assessments and interactive tools, and searchable descriptions of nearly 500 occupations.

■ **What's the best career fit for your skills and interests?** AKCIS lets you find the perfect match.

■ **Aren't sure what school is the right one for your major field of study?** AKCIS provides custom search options with more then 4,000 accredited two- and four-year colleges, universities, and technical schools, in Alaska and nationwide.

■ **Need a little help on job search skills?** AKCIS provides tools and information to assist you in your job search, including tips on completing application forms, help with creating resumes and cover letters, and tips on practicing for interviews.

AKCIS also lets you create a personal portfolio to store assessment results, use the resume-writer tool, map a sequenced education/career plan, and save education/career research results.

Check out the "Real Life Interviews" to discover why individuals from a variety of careers chose the fields they did. They'll tell you what they like most and least about their jobs, and offer advice to others who may be thinking of pursuing these careers.

AKCIS is a service to Alaskans made available through a partnership between the Alaska Commission on Postsecondary Education, the Alaska Department of Labor and Workforce Development, and the Alaska Department of Education and Early Development.

Ask your school counselor about using AKCIS at school or contact **AlaskAdvantage® Programs at (800) 441-2962** for more information.

Jobs
ALASKA DEPARTMENT OF LABOR & WORKFORCE DEVELOPMENT

ALASKA BIBLE COLLEGE

P.O. Box 289 | Glennallen, Alaska 99588 | www.akbible.edu

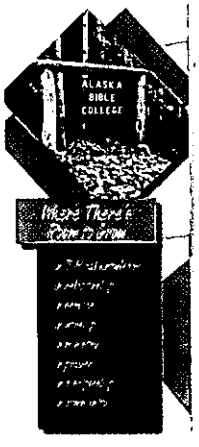
IMPORTANT FACTS:

ACADEMIC YEAR 2008-2009:
- Annual Tuition & Fees: *$6,500*
- Per Credit Tuition: *$260*
- Annual Room & Board: *$2,630*

FINANCIAL AID:
- Application Deadline: *July 1*

OTHER INFORMATION:
- *Student Body Size: 30 (avg.)*
- *Student/Teacher Ratio: 5:1*
- *On Campus Housing: Yes*
- *Accreditation: ABHE*
- *Degrees Offered: BA, AA, Certificate*

FIELDS OF STUDY:
- *Biblical Studies*



Explore His Word, Follow His Steps. Surrounded by miles of wilderness and just west of the largest National Park in the United States (Wrangell-St. Elias), Alaska Bible College offers a unique location for study. Class sizes are small so there is greater opportunity for more individualized instruction. Because we are a Bible college, we focus on teaching the Bible and applying it while building relationships in the community. Glennallen is a small community with plenty of opportunity for students to minister in a variety of ways to children, youth, and adults, and become familiar with village ministry. Students often find that life in rural Alaska is a good introduction to the mission field. While our environment is casual, students can expect academic standards as high or higher than other colleges, and ABC welcomes home-schooled students.

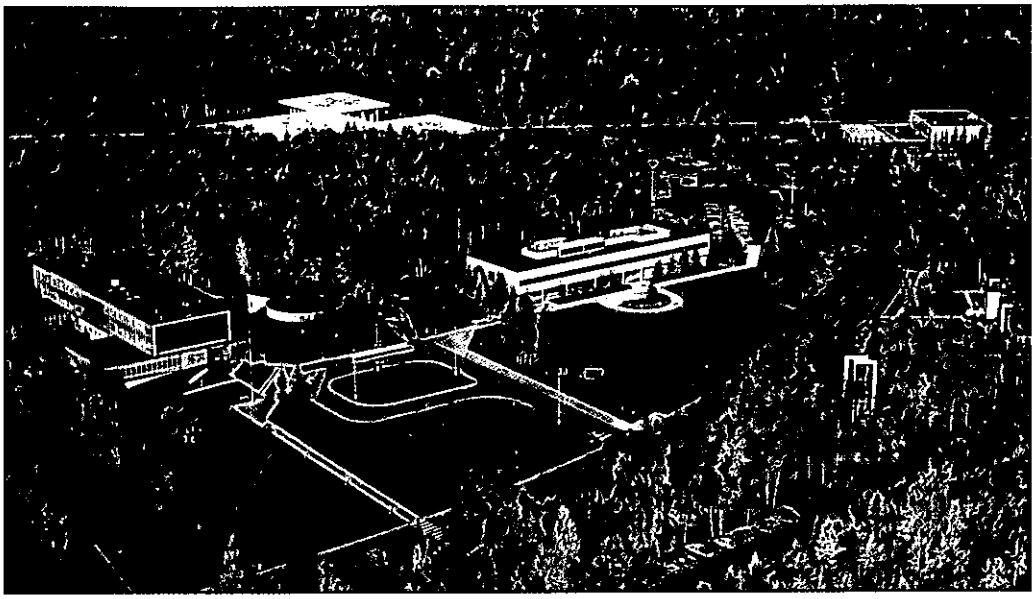
After a short time attending ABC, faculty and staff and students become friends and family. Each student is paired with a mentor who they meet with throughout the year. Both new high school graduates and older more experienced students, some with families, attend ABC. This variety of students often leads to life-long friendships that follow students into graduate school, full-time church ministries, missions, and lay ministry.

Alaska Bible College

Admission Office: 1-800-478-7884, (907) 822-3201
Financial Aid: 1-800-478-7884, (907) 822-3201
Email Address: *info@akbible.edu*

ALASKA PACIFIC UNIVERSITY

4101 University Dr. | Anchorage, Alaska 99508 | www.alaskapacific.edu



Look to Alaska Pacific University for high quality in education and personal attention in every course. U.S. News and World Report magazine ranks APU as the #1 masters-level university in Alaska! APU is also cited by the magazine as a national leader in maintaining small and personal class size.

A special scholarship of up to $4000 a year for Alaskans, plus other generous financial aid options, makes APU affordable for the qualified student who wants to learn in a smaller classroom setting that emphasizes Active Learning — that is, hands-on, experiential learning.

Alaska Pacific recognizes that many Alaskan students want to experience life outside Alaska as part of their college education. A partnership with five other colleges and universities stretching from Arizona to Maine makes it possible for APU students to attend two semesters — one sophomore year, one junior — at any of these colleges, while retaining APU's Alaska scholarships. Stay inside Alaska; experience college Outside. Discover Active Learning.

Admission Office: (907) 564-8248 or 1-800 ALASKA-U
Admission Office Hours: Mon - Fri 8:00 a.m. - 5:00 p.m.
Financial Aid: (907) 564-8342 **Hours:** Mon - Fri 8:00 a.m. - 5:00 p.m.
Email Address: *admissions@alaskapacific.edu*

IMPORTANT FACTS:

ACADEMIC YEAR 2008-2009:
- Annual Tuition & Fees: *$20,900*
- Per Credit Tuition: *$872*
- Annual Room & Board: *$6,775 (avg)*

FINANCIAL AID:
- Priority Deadline: *February 1st*

OTHER INFORMATION:
- *Student Body Size: 692*
- *Student/Teacher Ratio: 11:1*
- *On Campus Housing: Yes*
- *Accreditation: NWCCU*
- *Degrees Offered: AA, BA, BS, MA, MS*

FIELDS OF STUDY:
- *Business Administration*
- *Education K-8*
- *Counseling Psychology*
- *Environmental Policy and Planning*
- *Environmental Studies*
- *Environmental Science*
- *Liberal Studies*
- *Outdoor Studies*
- *Marine Biology*
- *RANA (Distance Ed Program)*
- *Telecommunications Management*
- *Health Services Administration*
- *Global Finance*

EXTRACURRICULAR:
- *Nordic Ski Team*
- *Intramural Sports*
- *Outdoor Programs*
- *Study Abroad*
- *Student Government*

ALASKA PACIFIC UNIVERSITY

ALASKA PACIFIC UNIVERSITY

ALASKA VOCATIONAL TECHNICAL CENTER (AVTEC)

P.O. Box 889 | Seward, Alaska 99664 | www.avtec.edu

IMPORTANT FACTS:

ACADEMIC YEAR 2008-2009:
- Annual Tuition & Fees: *Program Based*
- Per Credit Tuition: *Varies*
- Annual Room & Board: *6 wks or less $37 per day*
  Over 6 wks $26 per day

FINANCIAL AID:
- Application Deadline: *Year round*

OTHER INFORMATION:
- *Student Body Size: 1508*
- *Student/Teacher Ratio: 15:1*
- *On Campus Housing: Yes*
- *Accreditation: CCOE*
- *Degrees Offered: Certificates*

FIELDS OF STUDY:
- *Automotive Technology*
- *Business & Office Technology*
- *Professional Cooking and Baking*
- *Diesel & Heavy Equipment Technology*
- *Facility Maintenance Construction*
- *Facility Maintenance Mechanical*
- *Industrial Electricity*
- *Information Technology*
- *Web Development Technology*
- *Master Mate 200 Ton*
- *Power Plant Operation*
- *USCG Approved Licensing classes*
- *Welding Technology/Pipe Welding*

ANCHORAGE PROGRAMS
- *Certified Nurse Assistant*
- *Licensed Practical Nurse*

EXTRACURRICULAR:
- *Outdoor sports of all kinds*
- *Rec Center*
- *Gymnasium*
- *Weight Room*
- *Racquetball*
- *Sauna*
- *Billiards*
- *Ping-Pong Tables*
- *Ceramics Classes*
- *Access to Indoor Pool*

AVTEC has been training Alaskans for good jobs and rewarding careers in business and industry for over 30 years. AVTEC is a component of the Alaska Department of Labor and Workforce Development and responds to the needs of Alaska with industry approved certifications and/or licenses. Placing 93% of its graduates in jobs, AVTEC works with more than 200 business partners around the state. Every AVTEC training program offers small classes with hands-on instruction, close faculty supervision, and the use of the latest technology. Students come from across Alaska, and AVTEC is proud to have trained more women and minorities than any other vocational school in Alaska. AVTEC is a friendly and caring school, dedicated to helping all students achieve the highest level of technical knowledge and workplace skills.

PHOTOS BY CLARK JAMES MISHLER

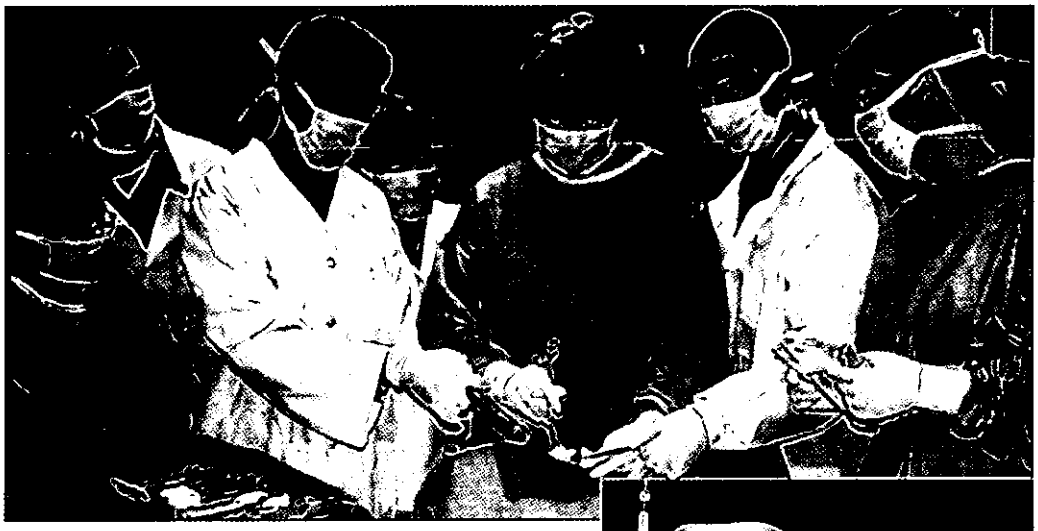
ALASKA DEPARTMENT OF LABOR & WORKFORCE DEVELOPMENT

AVTEC

Admission Office: (907) 224-3322 or 1-800-478-5389
In Anchorage (907) 334-2230
Admission Office Hours: Mon. - Fri. 8:00 a.m. - 5:00 p.m.
Financial Aid: (907) 224-4150 **Hours:** Mon. - Fri. 8:00 a.m. - 5:00 p.m.
Email Address: *avtec_admissions@alaska.gov*

CAREER ACADEMY

1415 E. Tudor Rd. | Anchorage, Alaska 99507 | www.careeracademy.edu



Career Academy was founded in 1985 by Jennifer and Don Deitz as the Travel Academy, to meet the demand for skilled employees prepared to work in Alaska's growing tourism and aviation industries. In 1987 Career Academy became accredited by the Accrediting Commission of Career Schools and Colleges of Technology (ACCSCT). Since 1985 Career Academy has expanded to include the industries of health care, business and computer technology.

As a private career institution, Career Academy offers the highest standard of hands-on education that is responsive to both employer needs and market demands. Empowering students for the global workforce, Career Academy offers professional day, evening and weekend programs including: Medical Assisting, Phlebotomy Technician, Therapeutic Massage, Insurance Coding & Billing, Business & Computer Technology and Aircraft Dispatching.

Career Academy is a crossroads for a wide spectrum of people of all ages, especially those with goals to meet the challenges of today's and tomorrow's job market. Curriculum is tailored for community need and interests, the length of programs varies, but average 4 to 13 months. Average classroom size is 15 to 30 students with a 15 to 1 student to instructor ratio in allied health, therapeutic massage, and computer laboratory classes. Each graduate from Career Academy is assisted with nationwide job placement assistance, armed with a professional resume and career portfolio. Career Academy's 20th anniversary celebration with service to students, employers and the community began with a massive campus-wide expansion and the grand opening of the Therapeutic Massage Specialist program with a student clinic where the focus is on physical and rehabilitation medicine.

Career Education for a Global Workforce.

Career Academy
Career Education for a Global Workforce

IMPORTANT FACTS:

ACADEMIC YEAR 2008-2009:
- Annual Tuition & Fees: *Program Based*
- Per Credit Tuition: *Varies*
- Annual Room & Board: *n/a*

FINANCIAL AID:
- Application Deadline: *Continuous*

OTHER INFORMATION:
- *Student Body Size: 650*
- *Student Teacher Ratio: 15:1*
- *On Campus Housing: No*
- *Share-a-Ride Programs*
- *Accreditation: ACCSCT*
- *Degrees Offered: Diploma, Certificates, NCCT, FAAAC, NCTMB, NCMA, NCPT, NCICS, TABE, FAA – Airman's Certificate*
- *America Massage Therapy Association Member*
- *Free Tutoring*
- *Student Services*

FIELDS OF STUDY:
- *Aircraft Dispatch*
- *Medical Assistant*
- *Phlebotomy Technician*
- *Coding & Billing*
- *Business Office & Computer Technology*
- *Therapeutic Massage*
- *Career Marketing-Professional Development*

EXTRACURRICULAR:
- *Alpha Beta Kappa Honor Society*
- *Career Academy Alumni Association*
- *Student Government & Council*
- *Summer Picnic & Activities*
- *Award Ceremonies*
- *Business Networking Opportunities*
- *Career Marketing & Placement Local & Nationwide*

CAREER ACADEMY

Admission Office: 1-800-770-7575 (907) 563-7575 **Hours:** Mon - Fri 9:00 a.m. - 6:00 p.m.
Admissions Email Address: *lisa@careeracademy.edu*
Financial Aid: (907) 563-7575 **Hours:** Mon - Fri 9:00 a.m. - 6:00 p.m.

CHARTER COLLEGE

2221 E. Northern Lights Suite 120 | Anchorage, Alaska 99508 | www.chartercollege.edu

IMPORTANT FACTS:

ACADEMIC YEAR 2008-2009:
- Tuition: *Program Based*

FINANCIAL AID:
- Application Deadline: *Continuous*

OTHER INFORMATION:
- *Student Body Size: 841*
- *Student Body Ratio: 11:1*
- *On Campus Housing: No*
- *Accreditation: ACICS*
- *Degrees Offered: BS, AAS, Certificate*

FIELDS OF STUDY:
- BS:
- *Information Tech Engineering*
- *Business Management Technology*
- AAS:
- *Business Management Practice*
- *Network Security*
- *Business Applications*
- *Networking Technology*
- *Technical Graphics*
- *Computerized Accounting*
- *Medical Coding & Billing*
- Certificates:
- *Computer Aided Drafting*
- *Computerized Accounting*
- *Medical Coding & Billing*
- *Office Administration*

EXTRACURRICULAR:
- *Pizzafest*
- *Summer picnic*
- *Christmas party*
- *Brown bag luncheon series*
- *Honors Program*
- *Student Support Committee*
- *Student Chapter of Association of Information Technology Professionals (AITP)*

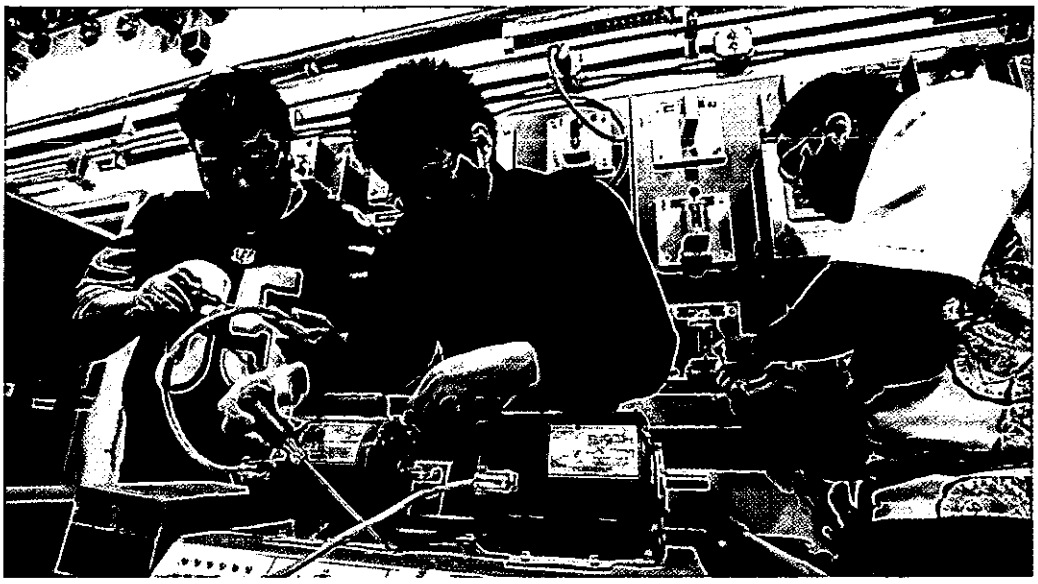
Charter College is a private institution established to offer an alternative choice for both young and mature people who are seeking an efficient means to enhance their social and economic condition. It is a present and future oriented college committed to the value and utility of state-of-the-art information technology. Charter offers only those programs for which there are excellent career opportunities in Alaska and throughout urban America. Charter's fast-track calendar, consisting of five ten-week quarters annually, permits students to complete a bachelor's degree in two and one-half years, and an associate's degree in fifteen months. Charter offers both day and evening schedules. It has structured its facilities into thirteen classrooms. Four are used for lecture and manual accounting, eight for instruction using microcomputers, and one as a digital electronics laboratory. The College has a total of 190 new Dell Optiplex Pentium 4 computers. In addition, Charter purchases more than 200 Pentium or equivalent computers annually, one for each student enrolled in the computer hardware courses. After meeting certain requirements, students will own and take home their respective computers.

CHARTER COLLEGE

For more information, call: (907) 277-1000 or 1-800-279-1008
Hours: Mon - Thurs, 8:00 a.m. - 7:30 p.m., Fri 8:00 a.m. - 5:30 p.m.
Email: *contact@chartercollege.edu*

ILISAGVIK COLLEGE

P.O. Box 749 | Barrow, Alaska 99723 | www.ilisagvik.cc



Located within the heart of Alaska's beautiful North Slope, Ilisagvik College is a center for both scientific research and industrial training. As Alaska's only tribal college, and one of only 35 tribal colleges nationwide, Ilisagvik is dedicated to offering Native Alaskans the training and education they need to successfully enter the workforce of the twenty-first century as true professionals. Grounded within the Iñupiaq culture and featuring a highly popular Iñupiaq Studies program, Ilisagvik's spirit is best captured in its motto: Honor Your Past; Train for Your Future.

Whether it's working on the job with health care specialists, in the field with scientists, or driving a Vac Truck in Prudhoe Bay, an Ilisagvik education is designed to prepare students for career success in numerous fields. Accredited by the Northwest Commission on Colleges and Universities, Ilisagvik offers vocational certificates, endorsements and two-year associates degrees as well as the short-term NSTC training required for all jobs within the North Slope oil complex. For students considering higher degrees, Ilisagvik credits are fully transferable. National studies show that Native students who start their careers at tribal colleges are four times more likely to succeed in obtaining advanced degrees.

ILISAGVIK COLLEGE

Admission Office: 1-800-478-7337 ext. 1788 or 907-852-1788 or 907-852-1703
Hours: Mon - Fri 8:30 a.m. - 5:00 p.m.
Financial Aid: 1-800-478-7337 ext. 1708 or 907-852-1708
Hours: Mon - Fri 8:30 a.m. - 5:00 p.m.
Email Address: *admissions@ilisagvik.cc*

IMPORTANT FACTS:

ACADEMIC YEAR 2008-2009:
- Annual Tuition & Fees: *NSB Resident: $1,440 & Non-Resident: $2,880*
- Per Credit Tuition: *NSB Resident: $60 & Non-Resident: $120*
- Annual Room & Board: *$9,918*

FINANCIAL AID:
- Application Deadline: *Continuous*

OTHER INFORMATION:
- *Student Body Size: 555*
- *Student/Teacher Ratio: 8:1*
- *On Campus Housing: Yes*
- *Accreditation: NWCCU*
- *Degrees Offered: Endorsement, Certificate, AA, AAS*

FIELDS OF STUDY:
- *Accounting*
- *Academic Transfer AA*
- *Associated Construction Trades*
- *Allied Health*
- *Business Management*
- *CDL/Heavy Truck*
- *Electrical Trades*
- *Carpentry*
- *Industrial Safety/NSTC*
- *Information Technology*
- *Iñupiaq Studies*
- *Microsoft Certification*
- *Office Administration*
- *Public Administration*
- *Plumbing*
- *Scaffolding & Pipefitting*
- *Teacher Preparation*
- *Science Technology*
- *Summer Camps*

EXTRACURRICULAR:
- *Basketball*
- *Internships*
- *Student Government*
- *Cultural Events and Activities*
- *Native Foods Potlucks*
- *Beach Bonfires*
- *Lunch & Learn*
- *Ping Pong*
- *Foosball*
- *Game Nights*
- *Radio*
- *Weight Room*

UNIVERSITY OF ALASKA ANCHORAGE

PO Box 141629 | Anchorage, Alaska 99514-1629 | www.uaa.alaska.edu

IMPORTANT FACTS:

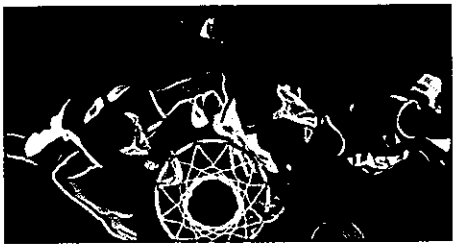
ACADEMIC YEAR 2008-2009:
- Annual Tuition & Fees *(Average for full-time students, based on 30 credits per year) Resident: $4,660*
- Per Credit Tuition *Resident (100-200-level): $134*
- Annual Room and Board *Resident and Non-resident: $8,294*

FINANCIAL AID:
- Application Priority: *Deadlines Vary*

OTHER INFORMATION:
- *Student Body Size: 19,674*
- *Student/Teacher Ratio: 16:1*
- *On-campus Housing: Yes*
- *Accreditation: NWCCU*
- *Degrees Offered: Certificate, Associate's, Bachelor's, Master's, Doctorate and Graduate Certificate*

FIELDS OF STUDY:
- *Liberal Arts*
- *Sciences*
- *Business*
- *Education*
- *Engineering*
- *Human Services*
- *Health Sciences*
- *Global Logistics*
- *Nursing*

EXTRACURRICULAR:
- *Division I Ice Hockey (M), Gymnastics (W)*
- *Division II Basketball (M&W), Cross Country Running (M&W), Skiing (M&W), Volleyball (W), Track & Field (M&W)*
- *Over 110 clubs and organizations including five fraternities and sororities*
- *Student exchange and study abroad programs*
- *Air Force ROTC*



Located in the heart of Alaska's largest city is the University of Alaska Anchorage, the state's largest postsecondary institution. The campus is nestled in the middle of a greenbelt, surrounded by ponds, lakes and wildlife, and connected to a citywide trail system perfect for students' active lifestyles.

UAA offers many career pathway programs featuring associate's, baccalaureate and master's degrees, as well as vocational and professional certificates in more than 150 major study areas, including: arts, sciences, business, education, human services and health sciences. Through UAA's comprehensive curriculum, students learn practical job skills and develop a strong educational foundation that prepares them for graduate or professional schools and the workplace.

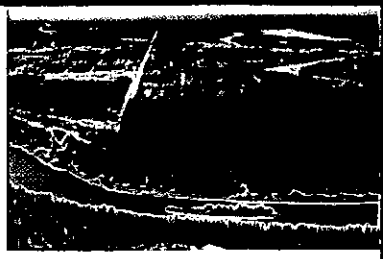
UAA has a Greek system that enhances the campus environment, enriches students' lives, encourages scholastic achievement and is a positive force in the community. In addition, the university offers more than 110 clubs and organizations in which students can become involved. UAA also hosts the annual Carrs/Safeway Great Alaska Shootout, featuring some of the best men's and women's basketball teams in the nation.

UAA is large enough to offer many choices, yet small enough to recognize students as individuals, not numbers. The university is connected to Alaska's unique culture and dedicated to student success – UAA is the place for you!

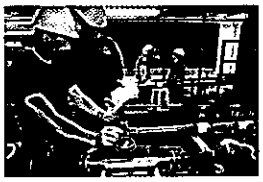
PHOTOS BY CLARK JAMES MISHLER AND MIKE DINNEEN

Enrollment Services: (907) 786-1480 **Email Address:** *enroll@uaa.alaska.edu*
Hours: Mon - Thurs 8:00 a.m. - 6:00 p.m., Fri 8:00 a.m. - 5:00 p.m.
Financial Aid: (907) 786-1586 **Email Address:** *financialaid@uaa.alaska.edu*
Hours: Mon - Thurs 8:00 a.m. - 6:00 p.m., Fri 8:00 a.m. - 5:00 p.m.

KENAI PENINSULA COLLEGE



Kenai River Campus | 156 College Road (NEW) | Soldotna, Alaska 99669 | www.kpc.alaska.edu
Kachemak Bay Campus | 533 E. Pioneer Ave. | Homer, Alaska 99603 | www.homer.alaska.edu



With an enrollment of almost 2,000 students each semester and highly qualified faculty, KPC prides itself on small class size and personalized attention for all students. There are no "typical" students at KPC. All ages, educational backgrounds and ethnicities are represented. The Kenai Peninsula College (KPC) system, a unit of the University of Alaska Anchorage, has locations throughout the Peninsula and in Anchorage. KPC is comprised of: Kenai River Campus in Soldotna; Kachemak Bay Campus in Homer; Mining and Petroleum Training Service (MAPTS) in Soldotna and Anchorage; Resurrection Bay Extension Site in Seward; and, the Anchorage Extension Site at the University Center.

KPC offers two-year Associate of Arts and Associate of Applied Science degrees, as well as courses leading to vocational certificates. KPC also offers University of Alaska Anchorage baccalaureate degrees in Liberal Studies, Elementary Education,Psychology and Fine Arts. Other four-year degree programs are available at KPC via distance delivery through other University of Alaska campuses. The college is greatly increasing its distance course offerings with 40 online classes this fall and more projected for Spring 2009. MAPTS offers non-credit courses in oil, gas, safety and mining, throughout the state of Alaska and is the largest such training provider in North America.

Kenai Peninsula College
University of Alaska Anchorage

Kenai River Campus: (907)262-0330 | toll free (877)262-0330 |
Financial Aid: (907)262-0332 | E-mail:*iyinfo@uaa.alaska.edu*
Kachemak Bay Campus: (907)235-7743 | E-mail: *iykbc1@uaa.alaska.edu*
Anchorage Extension: (907) 786-6413 | Resurrection Bay Extension: (907) 224-2285

IMPORTANT FACTS:

ACADEMIC YEAR 2008-2009:
- Annual Tuition & Fees: *(Average for full-time students taking 100 & 200-level coursework, based on 30 credits per year) Resident: $4,220*
- Per Credit Tuition: *Resident (100-200-level): $134*

FINANCIAL AID:
- Application Deadline: *Continuous*

OTHER INFORMATION:
- *Student Body Size: 2,000*
- *Student/Teacher Ratio: 13:1*
- *Student Health Clinic at Kenai River Campus*
- *Café at Kenai River Campus*
- *On Campus Housing: No*
- *Accreditation: NWCCU*
- *Degrees Offered: Certificate, Associate's, and Bachelor's*

FIELDS OF STUDY:
- *UAA Bachelor degrees: Anthropology, Art, Business Administration, Elementary Education, Psychology, Liberal Studies*

Associate of Arts
Associate of Applied Science
- *Accounting*
- *Computer Electronics*
- *Computer Information and Office Systems*
- *Digital Art*
- *Early Childhood Development*
- *General Business*
- *Human Services*
- *Industrial Process Instrumentation*
- *Nursing*
- *Occupational Safety and Health (Anch. Site Only)*
- *Paramedical Technology*
- *Process Technology*

Certificate
- *Computer Information and Office Systems*
- *Mechanical Technology*
- *Petroleum Technology*
- *Small Business Technology*
- *Welding Technology*

EXTRACURRICULAR:
- *Student Government*
- *Phi Theta Kappa*
- *Student Clubs: Media Group, Psychology Club*
- *Art Students' League Association*
- *Multicultural Consortium*
- *Kenai Fishing Academy*
- *Kachemak Bay Writers' Conference*
- *Kenai River Guide Academy*

KODIAK COLLEGE

117 Benny Benson Drive | Kodiak, Alaska 99615 | www.koc.alaska.edu

IMPORTANT FACTS:

ACADEMIC YEAR 2008-2009:
- Annual Tuition & Fees: *(Average for full-time students taking 100 & 200-level coursework, based on 30 credits per year) Resident: $3,730*
- Per Credit Tuition: *Resident (100-200-level): $118*

FINANCIAL AID:
- *Priority Deadline: April 15*
- *Application Deadline: Continuous*

OTHER INFORMATION:
- *Student body size: 968*
- *Student-to-Teacher Ratio: 15:1*
- *On Campus Housing: No*
- *Accreditation: Northwest Commission of Colleges and Universities*
- *Degrees offered: Associate of Arts, Associate of Applied Science, Certificates, Occupational Endorsements*
- *Free tutorial assistance available from The Learning Center (TLC) and Adult Basic Education (ABE)*
- *College readiness courses*
- *Weekly college success workshops and presentations*

FIELDS OF STUDY:
- *AA, General Program (general transfer degree)*
- *AAS, Accounting*
- *AAS, Business*
- *AAS and Occupational Endorsements, Computer Information and Office Systems (CIOS)*
- *AAS, Computer Systems Technology*
- *AAS, Technology (specializations in welding, construction, and occupational safety)*
- *AAS, Nursing – Through UAA*
- *BA, Elementary Education*

EXTRACURRICULAR:
- *Access to local opportunities in fishing, hunting, kayaking, hiking, boating, distance running, bicycling, birding, snowboarding, cross-country skiing, theater and visual arts, plus two indoor Olympic-sized swimming pools*

Kodiak College invites you to explore an exciting array of educational options, from transfer degrees to technical training and personal enrichment courses. Kodiak College is a public, two-year campus of the University of Alaska Anchorage, situated in the Gulf of Alaska on the second largest island in the United States. Our unique coastal environment and culturally diverse community offer a wide variety of opportunities both in and out of the classroom.

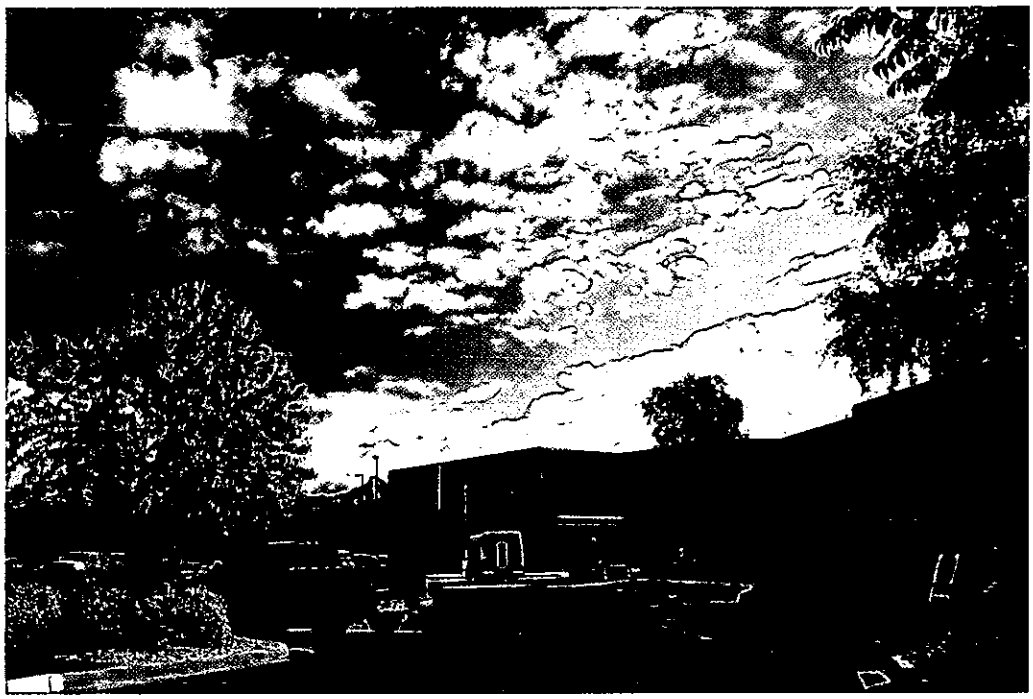
Located in the spruce forest about one and a half miles from downtown Kodiak, the College boasts state-of-the-art learning labs and computer facilities, friendly technical support, and a comprehensive library. Curriculum is designed to meet industry standards and highly trained faculty understand the rapidly changing needs of today's job market. Small class size coupled with outstanding academic advising and career counseling ensures that students receive the level of personal attention they need to excel. Six associate degrees as well as certificate and occupational endorsement programs introduce students to a variety of ideas and disciplines, whether the goal is to transfer to a four year college, to be a welder, an accountant, or a computer technician. Courses at Kodiak College provide knowledge, skills, and ethics for entry-level professional careers in high demand areas or for continuing education for the goal of pursuing higher degrees. The faculty and staff at Kodiak College look forward to welcoming you to our island learning community.

"Classes are interactive, interesting, fun. My instructors are very enthusiastic."
—Kodiak College Student

Admission Office: Phone: (907) 486-1235 Fax: (907) 486-1264 **Hours:** Mon - Fri, 8:00 a.m. - 5:00 p.m.
Email Address: *studentservices@kodiak.alaska.edu*
Financial Aid: (907) 786-1586 Fax: (907) 786-6122 **Hours:** Mon - Fri, 9:00 a.m. - 6:00 p.m.
Email Address: *financial.aid@uaa.alaska.edu*

MATANUSKA-SUSITNA COLLEGE

P.O. Box 2889 | Mile 2 Trunk Road | Palmer, Alaska 99645 | www.matsu.alaska.edu



Matanuska-Susitna College (MSC) is a community campus of the University of Alaska Anchorage (UAA) located on a 950 acre site on Trunk Road between Palmer and Wasilla. The Mat-Su Valley is a beautiful area of rivers and mountains and is the fastest growing area of the state.

MSC serves approximately 1500 students per semester with approximately 90 degrees and certificates awarded each year. Its modern 102,676 square foot facility houses a public library, computer labs, student advising center, learning resource center, testing center, science and technology labs, general classrooms, campus store, an art gallery, and a cafeteria/snack bar.

MSC offers a general program leading to the Associate of Arts and offers Associate of Applied Science degrees in Accounting, Architectural & Engineering Technology, Fire & Emergency Services Technology, Computer Information & Office Systems, Computer Systems Technology, Human Services, Refrigeration & Heating Technology (the only such AAS program in Alaska), and Small Business Administration. Occupational certificates are available in the same disciplines. Many students enrolled in baccalaureate degree programs at UAA are able to take much of their coursework on the Mat-Su campus. Non-credit Work Force training and personal enrichment courses, continuing education courses, and selected upper division courses are also offered as demand warrants. MSC offers professional development courses and provides selected college level classes to area high school students through the Tech Prep agreement with the Matanuska-Susitna Borough School District.

Student Services: (907) 745-9746, **Email Address:** *info@matsu.alaska.edu*
Hours: Mon-Thurs, 8:00 a.m. - 7:30 p.m., Fri 9:00 a.m. - 5:00 p.m.
Financial Aid: (907) 745-9719, **Email Address:** *financial.aid@matsu.alaska.edu*
Hours: Mon-Thurs, 8:00 a.m. - 5:00 p.m., Fri 9:00 a.m. - 5:00 p.m.
INFO sessions: (907) 745-9762 **Email Address:** *rkrupa@matsu.alaska.edu*

IMPORTANT FACTS:

ACADEMIC YEAR 2008-2009:
- Annual Tuition & Fees: *(Average for full-time students taking 100 & 200-level coursework, based on 30 credits per year) Resident: $4,220*
- Per Credit Tuition: *Resident (100-200-level): $134*

FINANCIAL AID:
- Application Deadline: *April 15*
- Scholarship Deadlines: *Feb. 15 and May 30*

OTHER INFORMATION:
- *Student Body Size: 1,378*
- *Student/Teacher Ratio: 14:1*
- *On Campus Housing: No*
- *Accreditation: NWCCU*
- *Degrees Offered: Certificates, Associates*

FIELDS OF STUDY:
- *Accounting*
- *Architectural & Engineering Technology*
- *Computer Information & Office Systems*
- *Computer Systems Technology*
- *Fire & Emergency Services Technology*
- *Human Services*
- *Refrigeration & Heating Technology*
- *Small Business Administration*
- *Liberal Arts*

EXTRACURRICULAR:
- *Student Government Council*
- *Math Club*
- *Art Club*
- *Photo Club*
- *Student Newspaper*

UNIVERSITY OF ALASKA FAIRBANKS

P.O. Box 757480 | Fairbanks, Alaska 99775 | www.uaf.edu

IMPORTANT FACTS:

ACADEMIC YEAR 2008-2009:
- Annual Tuition & Fees: *(Average for full-time students, based on 30 credits per year) Resident: $5,058*
- Per Credit Tuition: *Resident (100–200-level): $134*
- Annual Room & Board: *$6,030*

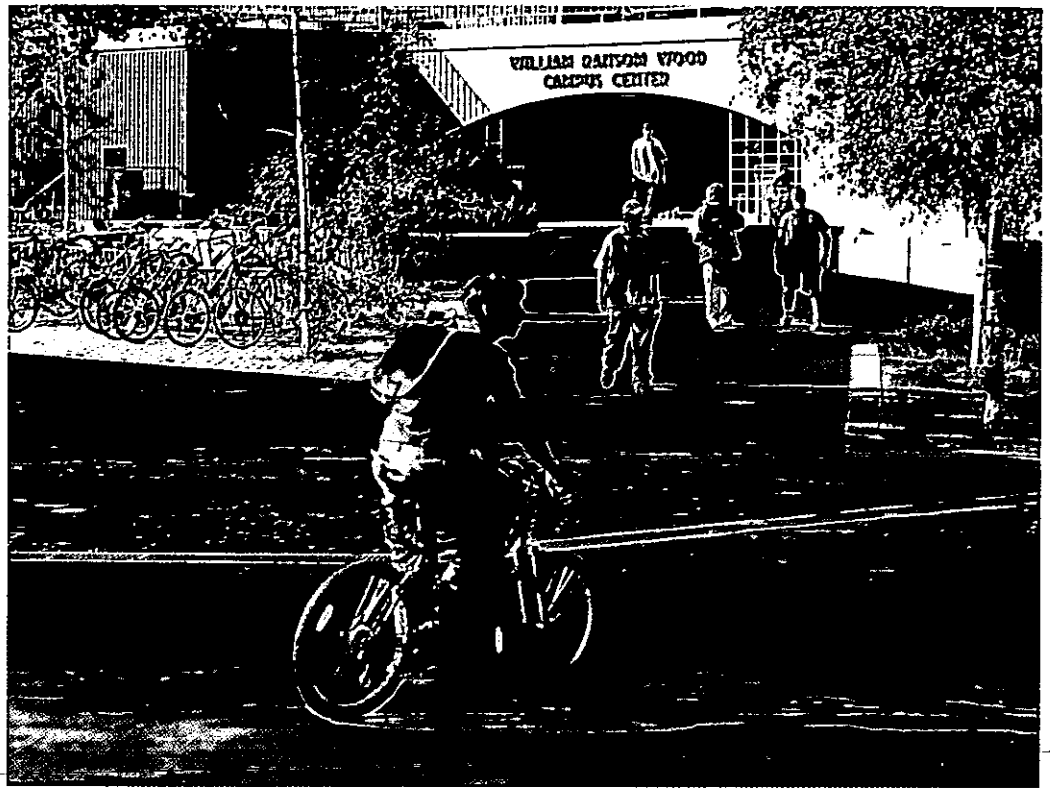
FINANCIAL AID:
- *Priority & Institutional Scholarships Deadline: Feb. 15; Other Deadlines Vary*

OTHER INFORMATION:
- *Student Body Size: 9,687*
- *Student/Teacher Ratio: 10:1*
- *On-campus Housing: Yes*
- *Accreditation: NWCCU*
- *Degrees Offered: Certificate, Associate, Bachelor's, Master's, Doctoral*

FIELDS OF STUDY:
- *Education*
- *Engineering & Mines*
- *Fisheries & Ocean Sciences*
- *Liberal Arts*
- *Management*
- *Natural Resources & Agricultural Sciences*
- *Natural Science & Mathematics*
- *Rural & Community Development*

EXTRACURRICULAR:
- *Div. I: Men's Ice Hockey*
- *Div. II: Men's & Women's Basketball, Women's Swimming, Women's Volleyball*
- *Open: Cross Country Running, Cross Country Skiing, Rifle*
- *More than 100 Clubs & Organizations*
- *Exchange Programs*
- *ROTC*
- *Fraternity, Sorority*
- *Outdoor Adventures*
- *Leadership Program*

UAF
UNIVERSITY OF ALASKA FAIRBANKS



Choose UAF and you begin a college career that can lead you in any professional direction. UAF graduates become firefighters, bankers and anthropologists; they start their own businesses, work for large corporations and make public policy. Alumni work all over Alaska, the United States and the world. UAF's 9,687 students represent many ethnic, religious and language groups and come from a variety of cultures.

Nearly 600 full-time faculty teach most classes, even introductory-level courses. It's a hot spot for scientific research and is the only university in Alaska to offer doctoral degrees. It also has primary responsibility for Alaska Native education and study and provides a wide range of humanities programs. UAF offers more than 160 degrees and 28 certificates in 120 disciplines ranging from agriculture and engineering to liberal arts and construction trades.

When you graduate with a degree from UAF, the world is yours to discover. Whether you continue to explore the 360-million-acre classroom that is Alaska or take your education and skills somewhere else, you'll be ready to succeed.

Admissions: (907) 474-7500 or (800) 478-1823 **Hours:** Mon. – Fri. 8:00 a.m. – 5:00 p.m.
Financial Aid: (907) 474-7256 or (888) 474-7256 **Hours:** Mon. – Fri. 8:00 a.m. – 5:00 p.m.
Admissions e-mail: *admissions@uaf.edu*

BRISTOL BAY CAMPUS

P.O. Box 1070 | Dillingham, Alaska 99576 | www.uaf.edu/bbc/

The University of Alaska Fairbanks Bristol Bay Campus helps students discover and achieve their dreams, from earning a certificate or degree to just taking a class that enhances the job skills they already have. BBC is the region's educational hub, and serves more than 32 rural communities in Southwest Alaska. Students can attend class at the main campus in Dillingham, the two learning centers in King Salmon and Togiak, or by distance-delivery from anywhere in Alaska.

With classes ranging from information technology to renewable resources, and elementary education to rural development, students have a wide range of choices to help them find the career that's right for them. And because so many classes are offered in the evenings, students who work part time or even full time can still get the education they want, with a schedule they need.

Getting a good education doesn't have to mean leaving home. Students can live in their own communities and earn college credit. BBC lets you stay and save in Bristol Bay!

General information: (800) 478-5109
Hours: *(Sept. 3 – May 4)* Mon. – Thu. 8:00 a.m. – 8:00 p.m., Fri. 8:00 a.m. – 6 p.m.;
(May 5 – Sept. 2) Mon. – Fri. 8:00 a.m. – 5:30 p.m.
Admissions e-mail address: *bbcinfo@uaf.edu*

IMPORTANT FACTS:

ACADEMIC YEAR 2008-2009:
- Annual Tuition & Fees: *(Average for full-time students taking 100 & 200-level coursework, based on 30 credits per year) Resident: $4,220*
- Per-Credit Tuition: *Resident (100–200-level): $134*

FINANCIAL AID:
- *Priority & Institutional Scholarships Deadline: Feb. 15; Other Deadlines Vary*

OTHER INFORMATION:
- *Student Body Size: 676*
- *Student/Teacher Ratio: 9:1*
- *On-campus Housing: No*
- *Accreditation: NWCCU*
- *Degrees Offered: Certificate, Associate, Bachelor's, Master's*

FIELDS OF STUDY:
- *Business & Continuing Education*
- *Elementary Education*
- *Environmental Science*
- *Human Services*
- *Rural Development*
- *Social Work*

LEARNING CENTERS:
- *King Salmon (907) 246-4292*
- *Togiak (907) 493-5938*

COLLEGE OF RURAL AND COMMUNITY DEVELOPMENT

BRISTOL BAY CAMPUS

CHUKCHI CAMPUS

P.O. Box 297 | Kotzebue, Alaska 99752 | www.chukchi.alaska.edu

IMPORTANT FACTS:

ACADEMIC YEAR 2008-2009:

- Annual Tuition & Fees: *(Average for full-time students taking 100 & 200-level coursework, based on 30 credits per year) Resident: $4,220*
- Per-Credit Tuition: *Resident (100–200-level): $134*
- Monthly room & board: *$1,000*
- Monthly room only: *$400*

FINANCIAL AID:

- *Priority & Institutional Scholarships Deadline: Feb. 15; Other Deadlines Vary*

OTHER INFORMATION:

- *Student Body Size: 206*
- *Student/Teacher Ratio: 7:1*
- *On-campus Housing: Yes*
- *Accreditation: NWCCU*
- *Degrees Offered: Certificate, Associate, Bachelor's, Master's*

FIELDS OF STUDY:

- *Allied Health*
- *Business & Continuing Education*
- *Construction Trades*
- *Education*
- *Human Services*
- *Native Language Education.*
- *Rural Development*
- *Social Services*
- *Veterinary Science*

COLLEGE OF RURAL AND COMMUNITY DEVELOPMENT

Thanks to state-of-the-art technology, students who are dedicated to their communities can pursue one of the many certificates or associate and baccalaureate degrees available through the University of Alaska Fairbanks Chukchi Campus. CC is specifically equipped and prepared to serve residents of the Northwest Arctic who aspire to a career in the region and want to earn a degree or certificate without having to leave home.

CC houses a student advisor, registrar, business office, Internet trainer and a library. NANA resource technicians are located in each of our regional villages and are well prepared to assist students with registration, financial aid, accessing tutor services and other support services. Taking college prep courses and earning your degree from home is affordable and fully supported.

Achieve your educational goals at Chukchi Campus!

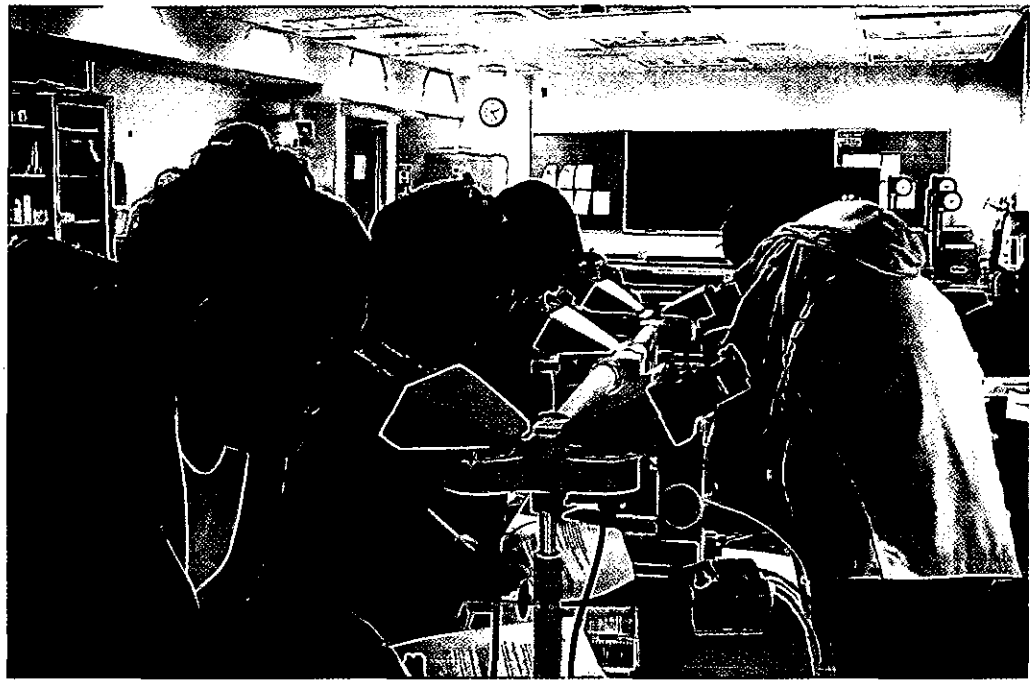
UAF CHUKCHI CAMPUS

Iñuuniayutiksranat piqutrgiplugu • For the purpose of a good life

General information: (907) 442-3400 or (800) 478-3402
Hours: Mon. – Fri. 8:00 a.m. – 5:00 p.m.
Student Services e-mail address: *znmln@uaf.edu*

INTERIOR-ALEUTIANS CAMPUS

P.O. Box 756720 | Fairbanks, Alaska 99775 | www.uaf.edu/iac/



The Interior-Aleutians Campus of the University of Alaska Fairbanks serves an area of Interior Alaska the size of France and an additional 13,000 square miles along the Aleutian chain. I-AC mainly serves an Alaska Native population that is culturally and linguistically diverse. Nine of the 11 Athabascan language groups and two distinct Aleut dialects are spoken within our service area.

I-AC integrates lifelong educational opportunities with rural Alaska and Alaska Native communities, cultures and ways of life. I-AC brings the university to people who cannot attend classes in Fairbanks, focusing on the specific needs of the communities it serves. Six rural centers serve about a dozen satellite communities with a mix of on-site classroom and long-distance audioconference, telecourse and correspondence courses.

Getting an education shouldn't have to mean leaving home. From helping rural high school students prepare for college to offering associate and bachelor's degrees, I-AC is committed to students' success, wherever they are and wherever their dreams may lead them.

IMPORTANT FACTS:

ACADEMIC YEAR 2008-2009:

- Annual Tuition & Fees: *(Average for full-time students taking 100 & 200-level coursework, based on 30 credits per year) Resident: $4,220*
- Per-Credit Tuition: *Resident (100–200-level): $134*

FINANCIAL AID:

- *Priority & Institutional Scholarships Deadline: Feb. 15; Other Deadlines Vary*

OTHER INFORMATION:

- *Student Body Size: 441*
- *Student/Teacher Ratio: 6:1*
- *On-campus Housing: No*
- *Accreditation: NWCCU*
- *Degrees Offered: Certificate, Associate, Bachelor's, Master's*

FIELDS OF STUDY:

- *Allied Health*
- *Business & Continuing Education*
- *Construction Trades*
- *Education*
- *Human Services*
- *Information Technology*
- *Rural Development*
- *Tribal Management*
- *Veterinary Science*

EXTRACURRICULAR:

- *Community Education*
- *Professional Development*
- *Tutoring*

LEARNING CENTERS:

- *Aleutians-Pribilof (877) 581-1666*
- *McGrath Center (800) 478-3074*
- *Nenana Center (800) 474-5826*
- *Tok Center (800) 478-2773*
- *Yukon Flats (800) 709-8566*
- *Yukon-Koyukuk (888) 656-2130*

COLLEGE OF RURAL AND COMMUNITY DEVELOPMENT

Enrollment Services: (907) 474-5207 or (888) 474-5207 ext. 7
Hours: Mon. – Fri. 8:00 a.m. – 5:00 p.m.
Financial Aid: (907) 474-2710, (888) 474-5207 ext. 7
e-mail address: *iacinfo@uaf.edu*

KUSKOKWIM CAMPUS

P.O. Box 368 | Bethel, Alaska 99559 | www.bethel.uaf.edu

IMPORTANT FACTS:

ACADEMIC YEAR 2008-2009:
- Annual Tuition & Fees: *(Average for full-time students taking 100 & 200-level coursework, based on 30 credits per year) Resident: $4,220*
- Per Credit Tuition: *Resident (100–200-level): $134*
- Annual Room & Board: *$10,000*

FINANCIAL AID:
- *Priority & Institutional Scholarships Deadline: Feb. 15; Other Deadlines Vary*

OTHER INFORMATION:
- *Student Body Size: 301*
- *Student/Teacher Ratio: 4:1*
- *On-campus Housing: Yes*
- *Accreditation: NWCCU*
- *Degrees Offered: Certificate, Associate, Bachelor's, Master's*

FIELDS OF STUDY:
- *Community Health*
- *Education*
- *Ethnobotany*
- *Information Technology*
- *Rural Development*
- *Rural Human Services*
- *Social Work*
- *Yup'ik*

EXTRACURRICULAR:
- *Camai Festival, Other Regional Festivals & Events*
- *Cross country skiing*
- *Game & Movie Nights*
- *Ice Skating*
- *Intramural Basketball*
- *Student Government*
- *Tutoring*
- *Writing Center*
- *Yup'ik Dancing*

COLLEGE OF RURAL AND COMMUNITY DEVELOPMENT

The Kuskokwim Campus of the University of Alaska Fairbanks offers degrees, courses, seminars and workshops delivered in face-to-face classroom settings and through distance delivery. Earn a 30-credit certificate in such disciplines as early childhood education, rural human services, community health, information technology and Yup'ik language. Or, earn a degree in one of 13 disciplines.

KuC is on the delta of the Yukon and Kuskokwim rivers in Bethel, the hub for 47 communities with 56 tribes of primarily Yup'ik/Cup'ik culture, with some Athabascans in communities in the upper reaches of the delta. The largest rural campus in the UAF system, it is the only one with a residential dorm, which houses up to 38 students.

In addition to gaining a college education and professional skills, students can also participate in many programs that provide special events and activities, including: Emerging Scholars, Alaska Native Science and Engineering Program, Talent Search, Science and Technology Academy, summer camps and internships with regional employers. KuC can do wonders for your future!

Student Services: (907) 543-4562 or (800) 478-4822 ext. 562
Hours: Mon. – Fri. 8:00 a.m. – 5:00 p.m.
e-mail address: *lnkek@uaf.edu*

Kuskokwim Campus
UNIVERSITY OF ALASKA FAIRBANKS

NORTHWEST CAMPUS

Pouch 400 | Nome, Alaska 99762 | www.nwc.uaf.edu

Northwest Campus is located in the heart of Beringia, a crossroads of cultures and an exciting place to call home. For the past three decades, NWC has been helping students achieve their education and workforce training goals. Because NWC is a branch of the University of Alaska Fairbanks, students can earn university credit and degrees while staying close to home.

Our High Latitude Range Management Certificate Program is unique in the United States. Created in cooperation with employers and area reindeer producers, the program prepares students for natural resource-related jobs or further education in related fields. Ten full-tuition scholarships are available; please call (907) 443-8402 for information.

NWC works with area school districts to offer dual-credit courses, giving high school students a preview of college. The Nome campus features two computer labs, a library, science lab, ceramics studio and videoconferencing capabilities. NWC advisors work closely with students to develop individual learning plans. Whether pursuing a degree, mastering job skills, or learning just for the joy of it, students can expand their horizons at Northwest Campus.

Admissions: (907) 443-2201 or (800) 478-2202
Hours: Mon. – Fri. 8:00 a.m. – 5:00 p.m.
Admissions e-mail address: *nwc.info@uaf.edu*
Financial Aid: (907) 443-8404 or (800) 478-2202 ext. 8404
Financial Aid hours: Mon. – Fri. 8:00 a.m. – 5:00 p.m.

IMPORTANT FACTS:

ACADEMIC YEAR 2008-2009:
- Annual Tuition & Fees: *(Average for full-time students taking 100 & 200-level coursework, based on 30 credits per year) Resident: $4,220*
- Per-Credit Tuition: *Resident (100–200-level): $134*

FINANCIAL AID:
- *Priority & Institutional Scholarships Deadline: Feb. 15; Other Deadlines Vary*

OTHER INFORMATION:
- *Student Body Size: 520*
- *Student/Teacher Ratio: 6:1*
- *On-campus Housing: No*
- *Accreditation: NWCCU*
- *Degrees Offered: Certificate, Associate, Bachelor's, Master's*

FIELDS OF STUDY:
- *Allied Health*
- *Applied Business*
- *Education*
- *High Latitude Range Management*
- *Human Services*
- *Information Technology Specialist*
- *Rural Development*
- *Social Work*

EXTRACURRICULAR:
- *Iditarod Week Activities*
- *International Polar Year Speaker Series*
- *Travel Slideshow Series*
- *Tutoring*

LEARNING CENTERS:
- *Savoonga (907) 984-6346*
- *Shishmaref (907) 649-2201*
- *St. Michael (800) 478-2202*
- *Unalakleet (888) 624-3158*

SUBMITTED BY UNIVERSITY OF ALASKA FAIRBANKS

TANANA VALLEY CAMPUS

P.O. Box 758040 | Fairbanks, Alaska 99775 | www.tvc.uaf.edu

IMPORTANT FACTS:

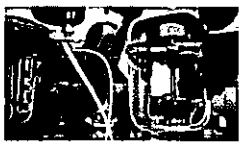
ACADEMIC YEAR 2008-2009:
- Annual Tuition & Fees: *(Average for full-time students taking 100 & 200-level coursework, based on 30 credits per year)* *Resident: $5,058*
- Per Credit Tuition: *Resident (100–200-level): $134*

FINANCIAL AID:
- *Priority & Institutional Scholarships Deadline: Feb. 15; Other Deadlines Vary*

OTHER INFORMATION:
- *Student Body Size: 3,194*
- *Student/Teacher Ratio: 10:1*
- *On-campus Housing: No*
- *Accreditation: NWCCU*
- *Degrees Offered: Certificate, Associate, Bachelor's*

FIELDS OF STUDY:
- *Allied Health*
- *Automotive & Aviation*
- *Business & Continuing Education*
- *Construction Trades/Oil & Gas Industry*
- *Human Services*
- *Public Safety & Law*

EXTRACURRICULAR:
- *Recreation*
- *Community Education*
- *Professional Development Courses*
- *College Success Workshops*



COLLEGE OF RURAL AND COMMUNITY DEVELOPMENT

The University of Alaska Fairbanks Tanana Valley Campus is a leader in academic preparation, lifelong learning and developing a quality local workforce. TVC meets the needs of first-time college students, nontraditional students, military students and those seeking job training. TVC plays an important role in Interior Alaska and across the state in building a workforce for Alaska's future.

TVC offers more than 40 one-year certificate and two-year associate degree programs in a student-friendly environment with personalized, responsive and supportive services. Many classes are offered in the evenings or on the weekend to accommodate the needs of students with families and full-time jobs.

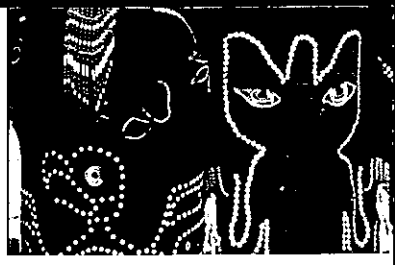
At TVC, faculty members bring a wealth of education and experience to the classroom. Students' educational experiences transcend textbook and theory. TVC offers a real-world approach to learning by bringing in part-time faculty who, when they're not teaching, have their own careers in the fields in which their students will soon be working.

Student Assistance and Advising Center: (907) 455-2800, (877) 882-8827
Hours: Mon. – Fri. 8:00 a.m – 5:00 p.m.
e-mail address: *fytvc@uaf.edu*

UAF TVC Tanana Valley Campus

TANANA VALLEY CAMPUS-UNIVERSITY OF ALASKA FAIRBANKS

UNIVERSITY OF ALASKA SOUTHEAST



11120 Glacier Highway | Juneau, Alaska 99801 | www.uas.alaska.edu

The University of Alaska Southeast offers opportunities to grow and learn in a supportive and intimate learning community amidst unparalleled natural beauty. Cutting edge undergraduate field research makes the most of our spectacular setting in the Tongass National Forest along the Inside Passage and the Juneau Ice Field.

UAS students can cruise the waters of Glacier Bay National Park for archeological research, hop into a helicopter to document the glacial flow of the Juneau Icefield, SCUBA dive to study king crab, study ceramics or painting on the shores of a mountain lake, be part of a unique literature and the environment program or become involved in productions with a world-class regional theatre company.

UAS also provides career development training and degrees in outdoor studies, business, health care, construction, diesel, marine, automotive, fisheries, welding or mining technology.

No matter what career path you choose, UAS is designed to strengthen your problem-solving skills, enhance your ability to communicate effectively, and teach you how to work collaboratively – all things employers want. Small class sizes insure a rich educational experience with top-notch instructors who choose to live and work in a place where dramatic natural vistas inspire scientific, artistic and work force pursuits.

Start your life adventure...at UAS. Learn. Engage. Change.

UAS
UNIVERSITY OF ALASKA SOUTHEAST
learn · engage · change

Admissions: (907) 796-6000 or 1-877-465-4827
Hours: Mon - Fri 8:00 a.m. - 5:00 p.m.
Financial Aid: (907) 796-6255
Email Address: *uas.info@uas.alaska.edu*

IMPORTANT FACTS:

ACADEMIC YEAR 2008-2009:
- Annual Tuition & Fees: *(Average for full-time students, based on 24 credits per year) Resident: $4,628*
- Per Credit Tuition *Resident (100-200-level): $134*
- Annual Room & Board: *$6,260*

FINANCIAL AID:
- Application Deadline: *Continuous*
- Scholarship Deadline: *Feb. 15th*

OTHER INFORMATION:
- *Student Body Size: 3,978*
- *Student/Teacher Ratio: 12:1*
- *On Campus Housing: Yes*
- *Accreditation: NWASC*
- *Degrees Offered: Associate's, Bachelor's, Master's, Occupational Endorsements Certificate*
- *Wireless Campus*

FIELDS OF STUDY:
- *Apprenticeship Technology*
- *Automotive Technology*
- *Business Administration*
- *Computer Information*
- *Construction Technology*
- *Early Childhood Education*
- *Education*
- *English*
- *Entrepreneurship*
- *Environmental Science*
- *Health Sciences*
- *Liberal Arts*
- *Marine Biology*
- *Marketing*
- *Mathematics*
- *Outdoor Leadership*
- *Power Technology*
- *Social Sciences*

EXTRACURRICULAR:
- *Student Government*
- *English Club*
- *Native & Rural Student Center*
- *Global Connections Club*
- *Intramural Sports*
- *Rock Climbing and Kayaking*
- *Skiing and Snowboarding*

UNIVERSITY OF ALASKA SOUTHEAST

UAS KETCHIKAN CAMPUS

2600 Seventh Avenue | Ketchikan, Alaska 99901 | www.ketch.alaska.edu

IMPORTANT FACTS:

ACADEMIC YEAR:
2007-2008:

COST OF ATTENDANCE:
- *(Average for full-time students taking 100 & 200-level coursework, based on 30 credits per year)*
  Resident: $4,220
- Per Credit Tuition:
  Resident
  (100-200-level): $134

FINANCIAL AID:
- Application Deadline: *Open*
- Priority Deadline: *August 1st*

DEGREES OFFERED:
- *Certificate, Associate's, Bachelor's, Master's*

FIELDS OF STUDY:
- *Accounting*
- *Business*
- *Computer Information and Office Systems*
- *Early Childhood Education*
- *Education*
- *Environmental Technology*
- *Fisheries*
- *General Education*
- *Health Information Management*
- *Nursing*
- *Social Work*
- *Welding*

EXTRACURRICULAR:
- *Student Government*
- *PTK International Honor Society*
- *Exchange Programs*

The ocean and mountain scenery around Ketchikan has been described as profound and soul-nourishing; such terrain is the backdrop against which the UAS-Ketchikan campus is located. Outdoor activities in the region are available year-round, as Ketchikan lies in the maritime climate zone noted for its warm winters and cool summers.

Students at the UAS-Ketchikan campus enjoy the advantage of taking classes at a small campus where the student-instructor ratio is low. The one-on-one interaction facilitates learning for all students, including non-traditional, of which there is a good-sized population (average age at the campus is 30). From faculty, administrators, and business office personnel to the on-site Learning Center and library, the focus is on serving students in a way that encourages their success.

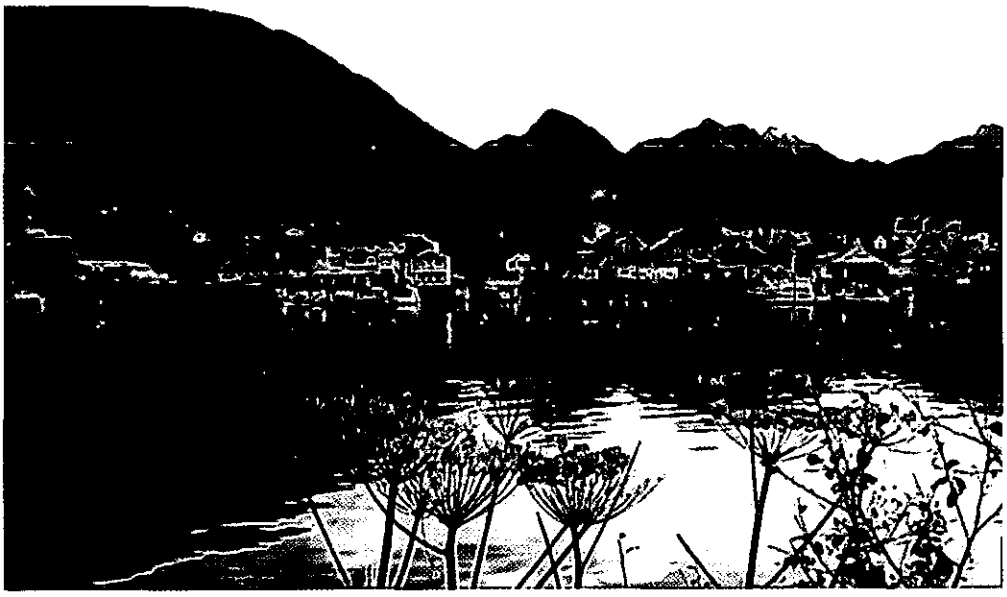
UAS-Ketchikan awards a variety of one-year certificates and two-year associate degrees. Through collaboration with other UAS campuses and the University of Alaska in Fairbanks and Anchorage, UAS-Ketchikan also provides the opportunity to earn a number of bachelor's and master's degrees via distance delivery methods. We invite you to consider improving your future through classes taken in Alaska's First City at UAS-Ketchikan!

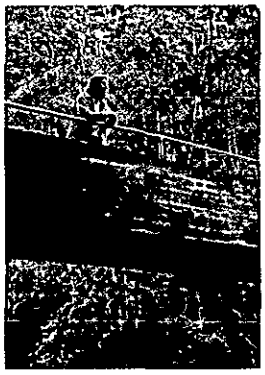
UAS
UNIVERSITY OF ALASKA
SOUTHEAST
learn · engage · change

Admissions: (907) 228-4511 or toll free in AK (888) 550-6177
Financial Aid: (907) 228-4530
Email address: *ketch.info@uas.alaska.edu*

UAS SITKA CAMPUS

1332 Seward Avenue | Sitka, Alaska 99835 | www.uas.alaska.edu/sitka





Learn and live in a place like no other. The beautiful and historic city of Sitka is home to UAS Sitka Campus, a vital, growing institution that serves just under a thousand students every year. Sitka, the fifth largest city in the state (population 8,947), is situated on Baranof Island, on the outer coast of Southeast Alaska. The campus is a short, breathtaking walk across the O'Connell Bridge, and fits uniquely into the education choices in Alaska. Sitka is home to WhaleFest where students can learn about and observe humpback whales in their natural environment and participate in research.

The Sitka campus is an important part of the statewide University of Alaska system and a recognized leader of innovative technologies to deliver education. Wireless connections and campus printing are available for all students. The campus also provides free software to students and computer tutoring in our state-of-the-art lab. Other benefits include core education classes that cost a fraction of what you would pay elsewhere, and faculty who pride themselves on preparing students for advanced studies while providing warm, personal attention. The UAS Sitka campus is well known for its outstanding student support system, friendly and helpful staff, and inclusive environment – all in beautiful Southeast Alaska. *Come join us and dive into learning!*

Enrollment Services: (907) 747-7705 or 1-800-478-6653
Hours: Mon - Thu 8:00 a.m. - 9:00 p.m., Fri 8:00 a.m. - 5:00 p.m., Sat 9:00 a.m. - 1:00 p.m.
Financial Aid: (907) 747-7705
Email Address: *student.info@uas.alaska.edu*

IMPORTANT FACTS:

ACADEMIC YEAR 2008-2009:
- Annual Tuition & Fees: *(Average for full-time students taking 100 & 200-level coursework, based on 30 credits per year) Resident: $4,220*
- Per-Credit Tuition: *Resident (100-200-level): $134*
- Annual Room & Board: *N/A*

FINANCIAL AID:
- Application Deadline: *Continuous*
- Scholarship Deadline: *February 14th*

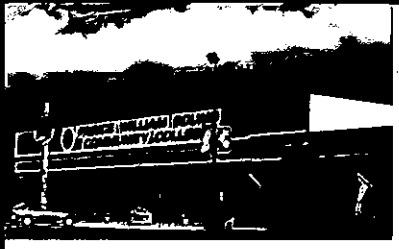
OTHER INFORMATION:
- *Student Body Size: 800*
- *Student/Teacher Ratio: 17/1*
- *On Campus Housing: N/A*
- *Accreditation: NWASC*
- *Degrees Offered: Associate's, Bachelor's, Master's, and Certifications*
- *Wireless Campus*

FIELDS OF STUDY:
- *Pre-Nursing*
- *Health Sciences*
- *Health Information Mgmt.*
- *Apprenticeship Technology*
- *Business Administration*
- *Computer Information*
- *Early Childhood Ed*
- *Education*
- *Environmental Technology*
- *Liberal Arts*
- *Office Systems*
- *Construction Technology*
- *Welding Technology*
- *Occupational Endorsements*

EXTRACURRICULAR:
- *Student Government*
- *Hiking*
- *Kayaking*
- *Volleyball Team*
- *Pottery Club*
- *Salmon Fishing*

UAS
UNIVERSITY OF ALASKA SOUTHEAST
learn · engage · change

SITKA COMMUNITY CAMPUS, UNIVERSITY OF ALASKA SOUTHEAST



PRINCE WILLIAM SOUND COMMUNITY COLLEGE

P.O. Box 97 | 303 Lowe Street | Valdez, Alaska 99686 | www.pwscc.edu

IMPORTANT FACTS:

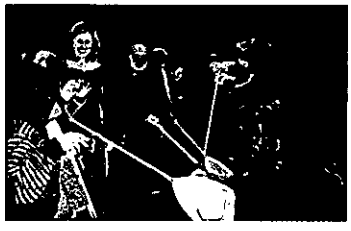
ACADEMIC YEAR 2008-2009:
- Annual Tuition & Fees: *(Average for full-time students taking 100 & 200-level coursework, based on 30 credits per year) Resident: $3,560*
- Per Credit Tuition: *Resident (100-200-level): $116*
- Annual Room & Board: *$4,300*

FINANCIAL AID:
- Application Deadline: *Continuous*

OTHER INFORMATION
- *Student Body Size: 2,100*
- *Student/Teacher Ratio: 12:1*
- *On Campus Housing: Yes*
- *Accreditation: NWCCU*
- *Degrees Offered: Certificate, Associate's, Bachelor's*

FIELDS OF STUDY:
- *Disability Services*
- *Human Services*
- *Playwriting*
- *Family Centered Human Services*
- *Industrial Technology*
- *Computer Information & Office Systems*
- *Liberal Arts*

EXTRACURRICULAR:
- *Student Government*
- *Phi Theta Kappa*
- *Play Productions*
- *Native Student Services*
- *Multicultural Student Association*



Prince William Sound Community College provides academic, developmental and vocational education, training, community interest courses and services to the residents of Prince William Sound and Copper Basin regions. PWSCC is located in Valdez, also known as the "Switzerland of Alaska" because of the rugged, snow-clad peaks which surround the city. Its mission is to provide an academically sound and transferable liberal arts and general education curriculum. PWSCC provides entry-level and continuing vocational education to meet the needs of evolving job markets. It also seeks to promote cultural and personal enrichment opportunities to the people of the service area and cross-cultural experiences involving individuals from a variety of ethnic, generational and international groups.

Admission Office: (907) 834-1632 or 1-800-478-8800 (in AK only)
Admission Office Hours: Mon. - Fri. 8:00 a.m. - 5:00 p.m.
Financial Aid: (907) 834-1645 or (907) 834-1631
Email Address: *studentservices@pwscc.edu*

PRINCE WILLIAM SOUND COMMUNITY COLLEGE

ALASKA Campuses of Out-of-State Schools

Alaska's students may also choose to meet their education needs at an institution that has a main campus elsewhere but offers a local Alaska campus and program or programs. These campuses and programs are often designed specifically to meet the needs of members of the military or working adult students.

Embry-Riddle Aeronautical University has two residential campuses in Daytona Beach, Florida and Prescott, Arizona. Wayland Baptist University's main campus is in Plainview, Texas; and Central Texas College's main campus is found in Killeen. All three colleges offer degree completion programs for transferring students.

more information

CENTRAL TEXAS COLLEGE
www.ctcd.edu • (800) 792-3348

EMBRY-RIDDLE AERONAUTICAL UNIVERSITY - WORLDWIDE
www.erau.edu/anchorage
(907) 753-9367

WAYLAND BAPTIST UNIVERSITY - ALASKA CENTER
www.wbu.edu/ak • (907) 377-4398

EMBRY-RIDDLE AERONAUTICAL UNIVERSITY - WORLDWIDE

Anchorage and Fairbanks campuses

If you have the ambition to continue your education, to strive for your goals, then nothing should stand in your way. That's why Embry-Riddle Aeronautical University - Worldwide has reached out around the world with more than 130 locations and across the Internet with online academic programs to give everyone the opportunity to receive an incredible education. With Embry-Riddle's Anchorage and Fairbanks locations, work responsibilities, family obligations, and transportation are no longer obstacles in fulfilling your dreams. We offer Bachelor's and Master's programs specializing in Management, Aviation Safety, Occupational Safety & Health and Logistics. The leaders of tomorrow are studying with Embry-Riddle today! To contact our Anchorage Campus, call (907) 753-9367 or email: anchorage.center@erau.edu. To contact our Fairbanks Campus, call (907) 356-7773 or email: fairbanks.center@erau.edu.

WAYLAND BAPTIST UNIVERSITY: A Degree of Difference

Anchorage campus and Anchorage and Fairbanks military campuses

When education is a priority, it's vital that you choose a university that is not only convenient but also provides challenging academic opportunities in an environment that encourages learning. At Wayland Baptist University, we offer more than just a diploma. Here, you'll find a faculty and staff who are eager to help you meet your career and educational goals and take a personal interest in your success. Our quarterly terms and evening and weekend classes are designed with the working adult in mind. Working toward a degree while maintaining a full-time job and other responsibilities is easier with Wayland's class schedules. WBU offers both undergraduate and graduate degree programs in class and online. Above all, you'll find yourself at home in Wayland's distinctively Christian environment, where you are valued as a part of the family. That's Wayland's Degree of Difference! In Anchorage, call (907) 333-2277. In Fairbanks, call (907) 377-4398.

CENTRAL TEXAS COLLEGE

Anchorage and Fairbanks military campuses

Central Texas College is a community college which began in Killeen, Texas in 1965. Central Texas College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees and certificates of completion. It serves military and civilian personnel throughout the world and has an open-door admission policy. Students enrolled in Central Texas College may select a degree plan from Associates' of Arts, Associates' of Science, Associates' of Applied Science and Associates' of General Studies. Programs vary from location to location. For complete information on programs offered at the Fort Richardson and Elmendorf AFB, Alaska sites, you may contact Margaret I. Pylant, Site Director at (907) 428-1317, or email us at centraltexascollege@acsalaska.net. For more information on Fort Wainwright, contact Tamatha Zavodsky at (907) 356-3863. For information on Central Texas College's program world wide, you may contact CTC at www.ctcd.edu.

The UA College Savings Plan

UAF Photo by Todd Paris, UAF Marketing and Communications.

A Small Investment Starts Something Big

For more than 17 years, we have been helping Alaska families save for college. If your PFD is one of the 93,000 we've received since 1991, you have a head start toward paying for your education!

Ready to begin using your account? You can request a distribution by calling 1-800-478-0003. If you're attending UA, we can even transfer the funds to your campus electronically!

THE UNIVERSITY OF
ALASKA
COLLEGE
SAVINGS PLAN

For more information on saving for college, visit
www.uacollegesavings.com
or call
(907) 474-5671

The UA Scholars Program

Building Alaska's Future

Think you may be eligible for the scholarship? Contact your school counselor today!

Here is what some of our recent alumni have said of the Program and their experiences at the University of Alaska:

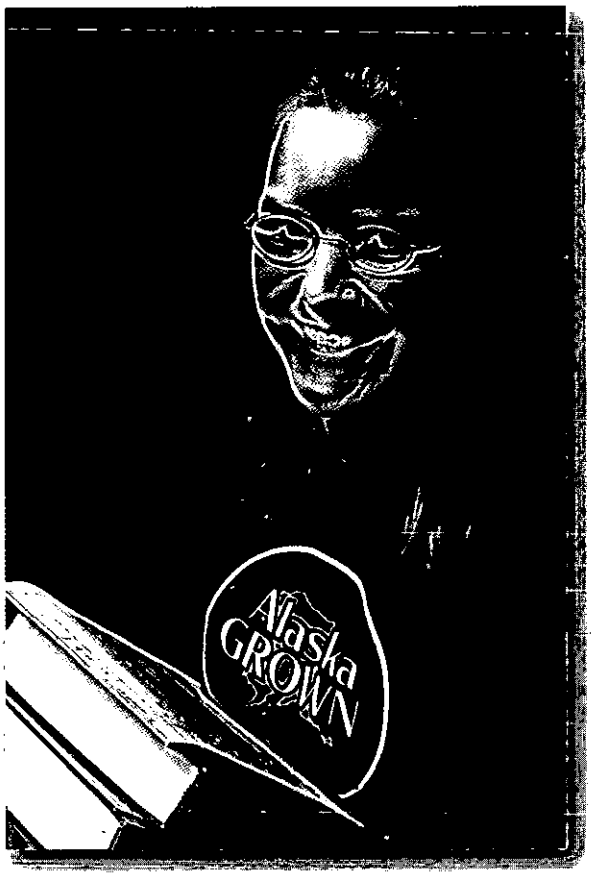
"I had opportunities I never imagined. It was a great foundation for my education."

"The UA Scholars Program was a great way to start my freshman year in college."

"I couldn't have accomplished a post-secondary education without this scholarship. It encouraged and motivated me to continue my education."

"It's a wonderful program that not only made it possible for me to go to college, but to do it debt free, so thanks!"

"I'd do it all over again if I had the chance."



Kimberly Balster,
UA Scholar.

Photo by Todd Paris, UAF Marketing and Communications

UA Scholars are offered an $11,000 scholarship to use at the University of Alaska. Eligible students are those ranked in the top 10% of their class at the end of the junior year, as designated by a qualified high school.

UA Scholars Program
PO Box 755120 | Fairbanks, AK 99775
www.alaska.edu/scholars
(907) 474-5105 | 1-877-257-2465

UNIVERSITY of ALASKA
Many Traditions One Alaska

NEED MONEY FOR COLLEGE? FILL OUT THE FAFSA

February 8, 2009

alaskacollegegoalsunday.org

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Alaska Commission on Postsecondary Education

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Juneau, AK 99801-0505

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AK

Class of 2009 Planning Calendar

» Your guide to the best technical schools, colleges and universities in Alaska!

» Admissions application & financial aid deadlines for Alaskan schools.

» Monthly tips, web resources, ACT/SAT test dates, and much more.

AlaskAdvantage Programs
Alaska Commission on Postsecondary Education

Class of 2009

The rest of your life starts now!

AlaskAdvantage Programs **Your state higher education agency**

www.akadvantage.alaska.gov | 800-441-2962 or 465-2962 in Juneau

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						UAS Fall Admissions Deadline Ilisagvik College Fall Financial Aid Deadline 1
2	3	4	5	6	7	8
9	10	11	12	13	Ilisagvik College Fall Admissions Deadline 14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	ALASKA STATE FAIR BEGINS 27	28	

2756

february

» Attend College Goal Sunday and get free help filling out the FAFSA.
See **www.alaskacollegegoalsunday.org**.
» Complete your scholarship applications and mail them by the deadline!

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	ACT Test 7
Alaska College Goal Sunday (free help filling out the FAFSA) 8	9	10	11	12	13	VALENTINE'S DAY 14
APU Financial Aid Priority Deadline See Scholarship Deadlines below 15	PRESIDENT'S DAY 16	17	18	19	20	21
22	23	24	25	26	FUR RONDY BEGINS 27	28

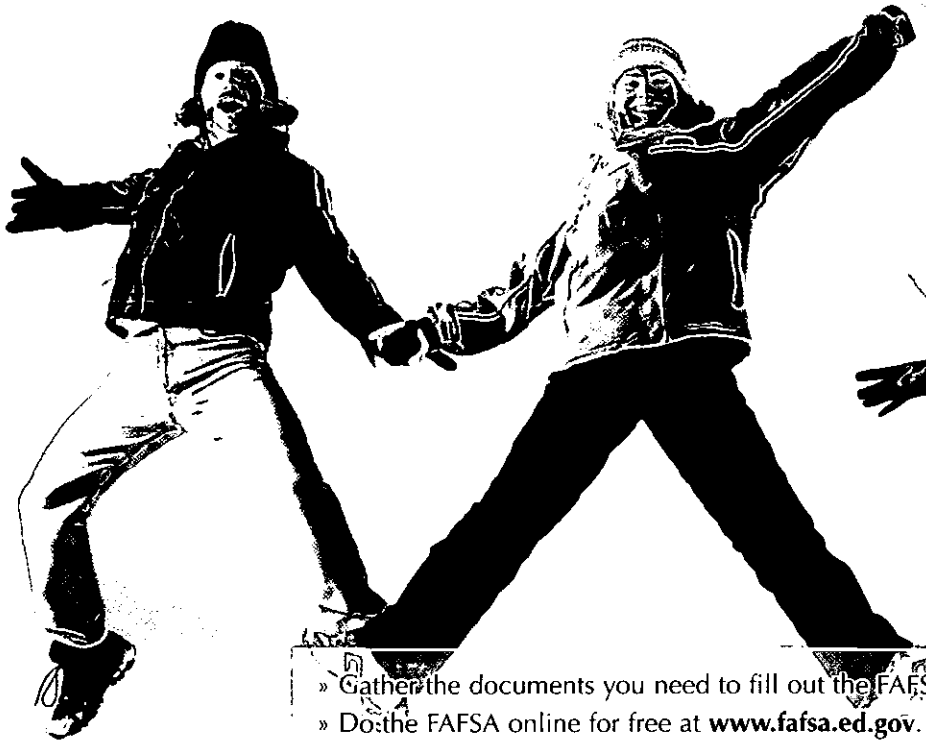
February 15 Scholarship Deadlines:
UA Foundation Scholarship
UAA Scholarship Application
UAF Scholarship Application
UAS Scholarship Application

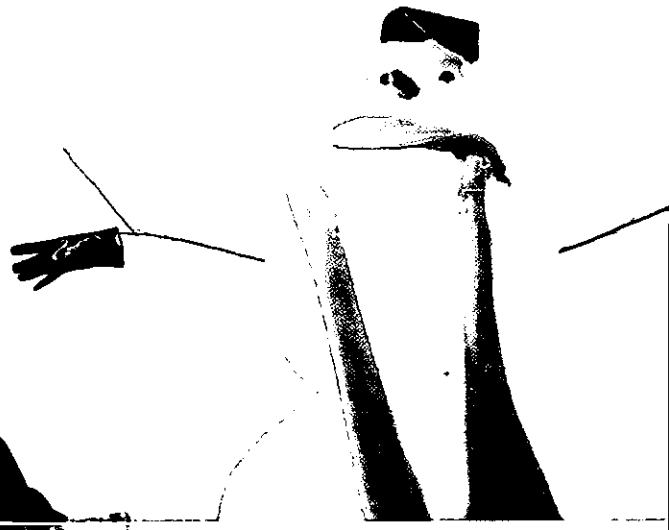
march

» Keep an eye out for financial aid award letters and discuss them with family and counselors. We can help - call Alaskadvantage at 800-441-2962.
» Design a plan to cover college costs and minimize loan debt.
» Keep studying – grades still count!

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				NEW YEAR'S DAY 1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	MARTIN LUTHER KING JR'S DAY 19	20	21	22	23	SAT & Subject Tests 24
25	26	27	28	29	30	31

january





» Gather the documents you need to fill out the FAFSA.
» Do the FAFSA online for free at **www.fafsa.ed.gov**. If you haven't done your taxes, **it's ok to estimate!**
» Send official high school transcripts to colleges you're applying to.
» Many important scholarship deadlines are next month – see details on next page.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						IDITAROD CEREMONIAL START 7
FUR RONDY ENDS 8	9	10	11	12	13	SAT Test Only 14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	SEWARD'S DAY 30	Don't forget to Submit the FAFSA for AlaskAdvantage Education Grant 31				

april

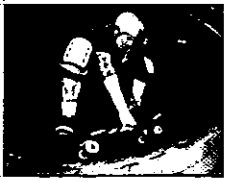
» Admission letters: You will probably receive admission offers by April 15.
» AlaskAdvantage Education Grant deadline is this month. Submit your FAFSA early so that it is processed and received before April 15. Visit **www.akadvantage.alaska.gov** then click on "Grant Programs" for more info.
» Decide which college to attend and follow their orientation directions.
» Robert C. Byrd Honors Scholarship application is due this month. For info, call 465-8707.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4	5	SAT & Subject Tests 6
7	8	9	10	11	12	ACT Test 13
14	15	16	17	18	19	20
WINTER SOLSTICE 21	22	23	24	CHRISTMAS DAY 25	26	27
28	29	30	31			

december

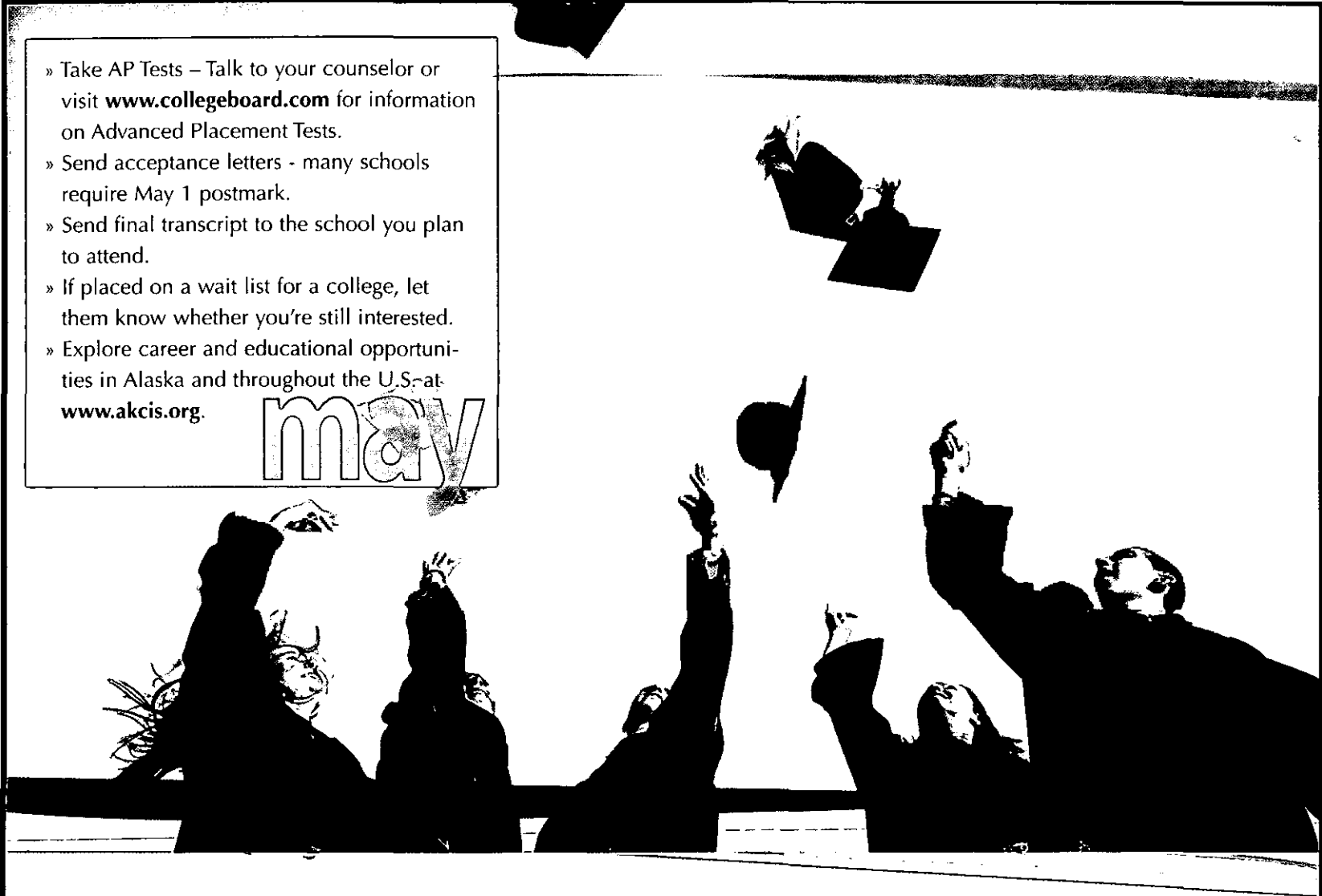
» Interested in going out of state?
Visit **http://wue.wiche.edu** for information on WUE (a program that can help save you money!)

» Are you in the top 10% of your high school class?
See the UA Scholars Program at **www.alaska.edu/scholars/**.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			APRIL FOOL'S DAY 1	2	3	ACT Test 4
5	6	High School Graduation Qualifying Exam 7	High School Graduation Qualifying Exam 8	High School Graduation Qualifying Exam 9	10	11
12	13	14	FAFSA Deadline for AlaskAdvantage Education Grant (must be received) 15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

» Take AP Tests – Talk to your counselor or visit **www.collegeboard.com** for information on Advanced Placement Tests.
» Send acceptance letters - many schools require May 1 postmark.
» Send final transcript to the school you plan to attend.
» If placed on a wait list for a college, let them know whether you're still interested.
» Explore career and educational opportunities in Alaska and throughout the U.S. at **www.akcis.org**.

may



SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						SAT & Subject Tests 1
2	3	4	5	6	7	8
9	10	VETERANS' DAY 11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	THANKSGIVING 27	28	29

november

» Submit your college admission applications.
» Keep a copy of everything you mail out!
» Work on financial aid plan for college.
See **www.studentaid.ed.gov**.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	SAT & Subject Tests 2
3	4	5	6	7	8	9
MOTHER'S DAY 10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	MEMORIAL DAY 25	26	27	28	29	30

june

- Make preparations for payment of tuition, fees, and room and board.
- Participate in any summer orientation programs for incoming freshmen.
- Determine if you need to get student health insurance or whether your family's insurance coverage is sufficient.
- Look for summer employment or internship opportunities and gain valuable work experience.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			Ketchikan College Fair 1	Sitka College Fair 2	Juneau College Fair 3	SAT & Subject Tests 4
5	Anchorage College Fair 6	Anchorage College Fair 7	Fairbanks College Fair 8	9	10	11
12	13	High School Graduation Qualifying Exam 14	High School Graduation Qualifying Exam 15	High School Graduation Qualifying Exam 16	ALASKA DAY (OBSERVED) 17	18
19	20	21	22	23	24	ACT Test 25
26	27	28	29	30	HALLOWEEN 31	

october

» Attend a college fair. Visit **www.akadvantage.alaska.gov** and click on "Outreach" for more information.

» Complete college admissions applications and essays.

» Locate and apply for scholarships. See **www.fastweb.com** or **www.finaid.com**

» Not interested in a traditional college or university? Visit **www.akadvantage.alaska.gov** and click on "Schools in Alaska" for information on career and technical school options.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						SAT & Subject Tests 6
7	8	9	10	11	12	ACT Test 13
14	15	16	17	18	19	20
FATHER'S DAY SUMMER SOLSTICE 21	22	23	24	25	26	27
28	29	30				

july

» Finalize college plans.
» Contact future roommates: names and contact info are usually provided by Residential Life.
» Look for sales on dorm supplies and items you will need at college. Visit **www.howtodothings.com/education** then click on "How to buy college dorm supplies" for useful tips.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	LABOR DAY 1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

september

- Mark admissions application and financial aid deadlines
- Mark scholarship and grant application deadlines
- Ask for letters of recommendation
- Plan now to register for SAT or ACT tests. See **www.collegeboard.com** or **www.act.org**.
- Visit **www.akcis.org** to explore career and educational opportunities in Alaska and throughout the U.S.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		AK Bible College Fall Admissions & Financial Aid Deadline UAA Fall Admissions Deadline UAF Fall Admissions Deadline 1		2	3	INDEPENDENCE DAY 4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

august

» Pack and ship your dorm stuff to your new campus address so you don't have to lug them on a plane.
» Find your classrooms before the first day of school to avoid being late or absent.
» Meet your financial aid advisor when you get to campus.
» Don't forget to renew your FAFSA each January while you are in college.

Accredited Postsecondary Institutions in Alaska

Alaska Bible College | **www.akbible.edu**

Alaska Pacific University (APU) | **www.alaskapacific.edu**

Alaska Vocational Technical Center (AVTEC) | **http://avtec.labor.state.ak.us**

Career Academy | **www.careeracademy.net**

Central Texas College | **www.ctcd.edu**

Charter College | **www.chartercollege.edu**

Embry Riddle Aeronautical University | **www.erau.edu**

Ilisagvik College | **www.ilisagvik.cc**

Prince William Sound Community College | **www.pwscc.edu**

University of Alaska Anchorage (UAA) | **www.uaa.alaska.edu**

University of Alaska Fairbanks (UAF) | **www.uaf.edu**

University of Alaska Southeast (UAS) | **www.uas.alaska.edu**

University of Alaska Community Campuses | **www.alaska.edu/active/level2/locations.xml**

Wayland Baptist University | **www.wbu.edu/anchorage/**

Helpful Web Resources

ACT | **www.act.org**

Alaska Career Information System | **www.akcis.org**

Alaska College Goal Sunday | **www.alaskacollegegoalsunday.org**

Alaska Commission on Postsecondary Education | **www.akadvantage.alaska.gov**

Alaska School Activities Association | **www.asaa.org**

College Board (for SAT registration) | **www.collegeboard.com**

FAFSA Website | **www.fafsa.ed.gov**

FastWeb | **www.fastweb.com**

FinAid | **www.finaid.com**

HowToDoThings | **www.howtodothings.com/education**

Student Aid on the Web | **www.studentaid.ed.gov**

UA Scholars Program | **www.alaska.edu/scholars/info.xml**

University of Alaska Foundation | **www.alaska.edu/foundation**

Western Undergraduate Exchange (WUE) | **http://wue.wiche.edu**

Aren't sure what you want to do?

Might want to work in healthcare... or business... or possibly law?

- Pick an Occupation Cluster from the AKCIS Index and explore more possibilities than you can imagine.
- Check out these careers and many more. Includes real world interviews with people working at these jobs every day!

Wondering what careers are the best fit for your personal skills and interests?

AKCIS interactive self-assessment tools help you find the perfect match.

Wondering which school is the right one for your major field of study?

Narrow down the options with your personal search criteria.

- AKCIS provides information on more than 4,000 institutions
  - ✓ accredited two- and four-year colleges & universities
  - ✓ technical & vocational schools
- AKCIS describes registered apprenticeship programs
- Search Alaska and nationwide

Aren't sure how to pay for college?

Create a customized list of scholarships & loans matching your:

- ✓ educational plans
- ✓ abilities
- ✓ background

Need a little help on job search skills?

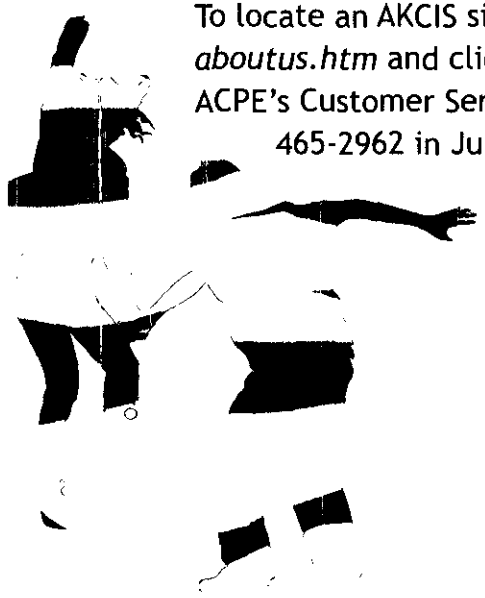
AKCIS tools include:

- tips for completing application forms
- a generator to personally customize resumes and cover letters
- preparation and tips for interviews

To create your own AKCIS portfolio & explore your future, talk with your school counselor or career resource advisor.

Access and update your portfolio on-line 24/7 from anywhere.

To locate an AKCIS site near you, check out *www.akcis.org/aboutus.htm* and click on **list of AKCIS sites** or call ACPE's Customer Service Center at (800) 441-2962 or 465-2962 in Juneau.



ALASKA DEPARTMENT OF LABOR
& WORKFORCE DEVELOPMENT

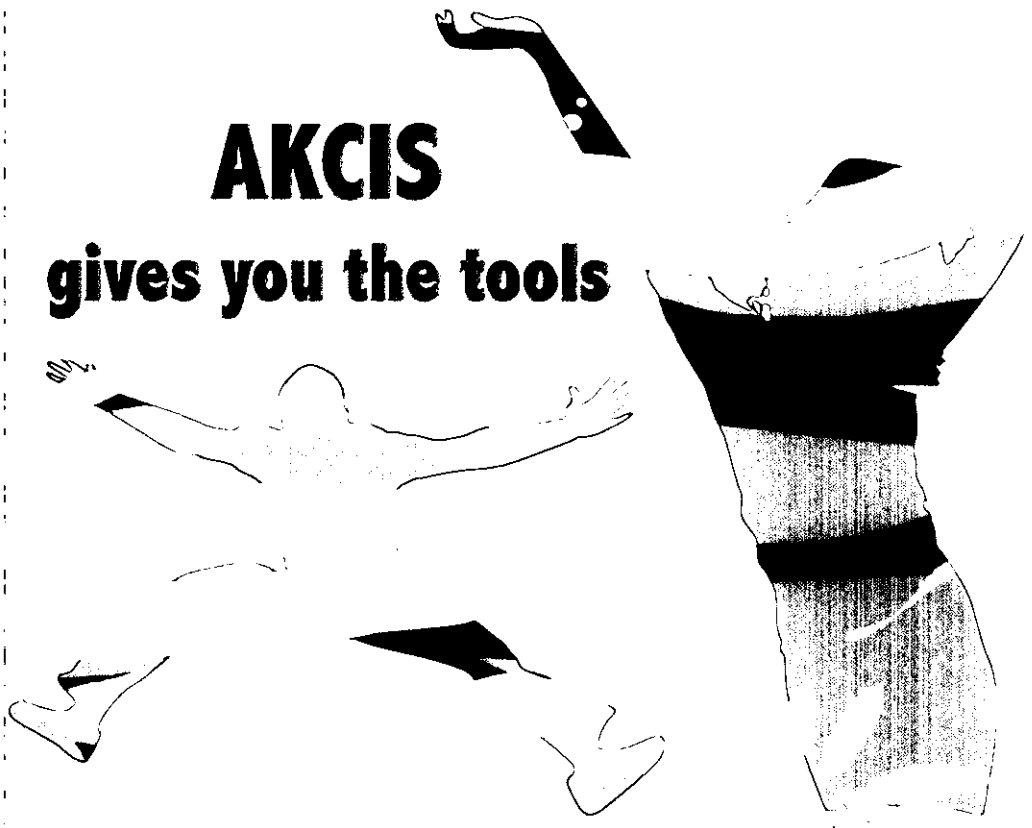
AKCIS is a service to Alaskans made available through a partnership between the Alaska Commission on Postsecondary Education, the Alaska Department of Labor & Workforce Development, and the Alaska Department of Education & Early Development.

AlaskAdvantage® Programs

Alaska Commission on Postsecondary Education
P.O. Box 110505, Juneau, Alaska 99811-0505
www.AKadvantage.alaska.gov
(800) 441-2962 Toll free
465-2962 In Juneau
(907) 465-3143 TTY

ALASKA DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT

What to do with your life...?
Need a little help deciding?



AKCIS
gives you the tools

The Alaska Career Information System (AKCIS) is a free, interactive, Web-based education and career-planning system designed specifically with you in mind.

AlaskAdvantage® Programs

www.akcis.org

2770

CHART YOUR COURSE

Vol. 4, No. 1 THE NEWSPAPER FOR ALASKA'S MIDDLE SCHOOLERS 2008

I want to be a Marine Biologist

I was born in Anchorage and attend Polaris K-12 School. My favorite things at school are literature and the Marine Biology Intensive class. For this class, we went to Kachemak Bay (Homer) and saw all kinds of invertebrates I didn't know existed. Outside school, I like to bike, do Tae-kwon-do, and have fun with my friends at the park.

I'd like to be a marine biologist or archaeologist (and possibly a martial artist). I met some people in Homer at the Center for Alaska Coastal Studies who helped and encouraged me.

To be successful at one of these careers, I have to learn to write about things I discovered. I'll need math and science classes, too. To prepare for this, I'm saving my money for college and working hard in classes.

Ben Chang
Polaris K-12

BROUGHT TO YOU BY
AlaskAdvantage Programs
ALASKA COMMISSION ON POSTSECONDARY EDUCATION

FOURTH EDITION

WHAT'S INSIDE

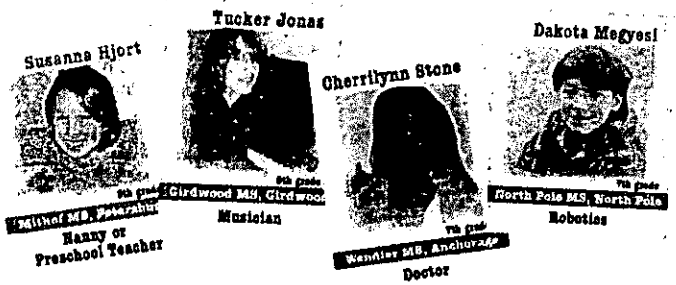
Middle Schoolers Share Their Dreams:
Ben Chang
Tom White
Vera Hermano
Victoria Adams
Peyton Briggs

Alaska College Students:
Shea Winterberger
Andrea Wilson
Shasta Miller
Jeren Hunt
Ben Olson
Laura Sterling

Alaskans Working in

2772

What do you want to be when you grow up?



Check out pages 6-7 to see what Alaska's middle schoolers want to be.

PHOTO COLLAGE

PREPARE FOR COLLEGE IN MIDDLE SCHOOL

Most students don't start thinking of college until they enter high school. If you start planning now, you'll be a step ahead of the crowd.

- ✓ Tell your parents you want to attend a college
- ✓ Take algebra and a foreign language THIS year
- ✓ Study hard and strive for A's
- ✓ Visit college Web sites for information on their requirements
- ✓ Plan a high school class schedule with a college preparatory track
- ✓ Develop skills that are valuable for high school and essential in college: word processing, online research, and study skills

Lisa Hartman
David Skidmore
Wendie Marriott
Don Ellis

What Kinds of Jobs Can You Get with a College Education?

No One in My Family Ever Went to College

Academic Competitiveness Grant

Find Careers on AKCIS

Paying for College or Training After High School

Do the Math - Savings Matter

Take the Right Courses

Middle School Photo Collage

Puzzles & Games

AKadvantage.alaska.gov

AlaskAdvantage Programs
Alaska Commission on Postsecondary Education
707 A Street, Ste. 206
Anchorage, Alaska 99501

PRSRT STANDARD
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PERMIT #957

Lisa Hartman: "Get experience by volunteering..."

I grew up in Seward doing everything I could to keep up with my two older brothers. I played basketball, volleyball, and baseball, and ran cross-country.

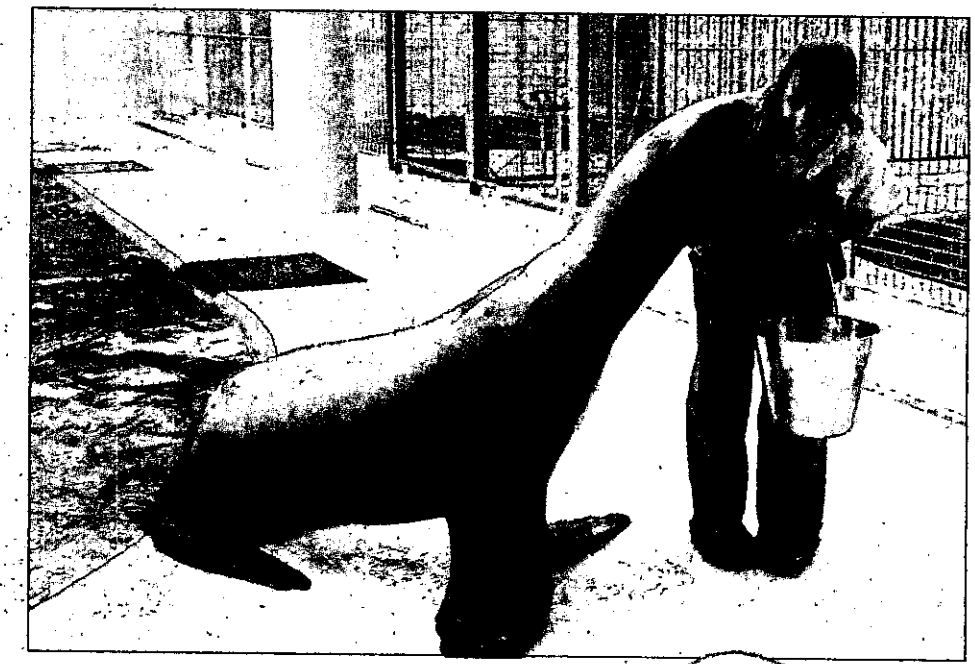
Growing up near the ocean, I always had a strong interest in marine science. During my first few years in college I considered physical therapy as a career, and I found a facility that offered dolphin therapy swims. I volunteered for a summer and learned I was more interested in working with animals than as a physical therapist. After completing my natural sciences degree, I got an entry-level position at the SeaLife Center and now, 9½ years later, I am a Mammal Husbandry Coordinator.

"Each day offers something new and challenging."

I primarily train and care for the harbor seals and Steller sea lions that participate in research projects. My typical day involves feeding and training the animals, helping with educational tours and talks, as well as massive amounts of cleaning—scrubbing pools, diving in the exhibits, scrubbing floors, and keeping everything free of fish scales, which can be challenging when you feed fish all day!

Each day offers something new and challenging, such as setting goals for the animals and seeing them achieve those goals.

If you think you'd like training marine mammals, volunteer at your local zoo or aquarium when you're in high school or college. This job requires a lot of stamina and energy, but I enjoy not sitting at a desk all day.

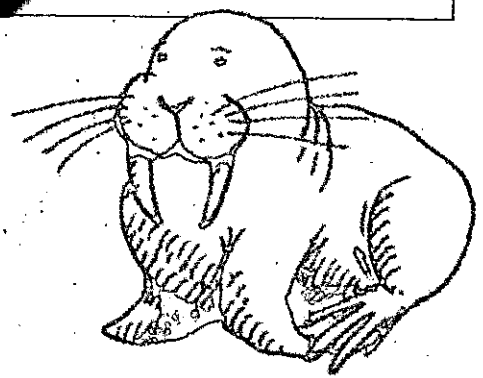


LISA HARTMAN -

High School:
Seward HS, Seward, AK

College:
University of Alaska Anchorage

Current Career:
Mammal Husbandry Coordinator,
Seward SeaLife Center, Seward, AK



I want to be an Animal Biologist

I was born in Bangkok, Thailand, and moved to Alaska when I was 3½ years old. My favorite subjects at North Pole Middle School are English and science. I also belong to the school Running Club, and to Boy Scout

and enjoy Tae-kwon-do and bike riding, rain or shine. Ever since I watched the show "Planet Earth," I've wanted to become an animal biologist. Biologists can travel the world and to unknown lands to get information on various creatures. I know I'll need higher education in science (to learn about the environments), math (for calculating the coordinates for other scientists), and biology (the most obvious).

My parents, grandparents, aunts and uncles, and teachers all encourage me. They help me by telling me when I'm right and wrong, and by getting me science kits to improve my skills. What I admire most is that they all pitch in and help.

Tom White
North Pole Middle School
North Pole, AK

- Middle School Students -

Would you like to see your article in this newspaper?!

Ask your teacher to call the Alaska Commission on Postsecondary Education, Outreach Services, at 269-7980 (toll-free in AK: 877-577-3367), for more information on how YOU can become part of this state-wide publication.

WHAT KINDS OF JOBS CAN YOU GET WITH A COLLEGE EDUCATION?

One of the best things about getting a college education is that it gives you more choices. As you explore possible careers, find out what kind of education is needed for them.

You might change your mind several times about the type of job you want to have. Changing your mind is okay – but not planning ahead is not okay. For more information about the education needed for specific jobs, talk with your school counselor or librarian or visit a college. You might even want to talk to other adults who have jobs you think are interesting.

2-Year College (Associate Degree)

- Medical Lab Technician
- Computer Technician
- Car Mechanic
- Commercial Artist
- Hotel/Restaurant Manager
- Surveyor
- Water-treatment Plant Operator
- Nurse
- Physical Therapy Assistant

4-Year College (Bachelor's Degree)

- Teacher
- Computer Systems Analyst
- Accountant
- Graphic Designer
- FBI Agent
- Newscaster/Sportscaster
- Public Relations Specialist
- Social Worker
- Engineer

4+ Years of College (Various Graduate Degrees)

- Scientist
- Architect
- Dentist
- Veterinarian
- Zoologist
- Doctor
- Geologist
- Lawyer
- Psychologist

Shea Winterberger: "If you want it enough, you can achieve anything."

I grew up in Anchorage and graduated from Polaris K-12 in 2005. My favorite activities were swimming, dancing, and playing the trombone. I also spent a lot of time hiking, camping, canoeing, and enjoying the outdoors with my family. One of my favorite places to go during the summer was Kenai Fjords, where I went out on boats and saw all the wildlife that Alaska waters have to offer. Beginning at five, my career goal was to be a marine biologist.

When I started my senior year in high school, it hit me. What was I going to do? I really didn't have any idea where I was going to go. It was like being on a boat at sea in the middle of a fog bank. Were there rocks ahead? Was there a nice calm ocean? Every year before, I had had another year of school to look forward to. Now, as a senior, it was up to me what I did the next year. It was scary.

After being accepted by several colleges, I decided to go to the Coast Guard Academy in New London, Connecticut. Currently I am a 2nd-class Cadet (Junior). When I graduate, I will be an officer in the U.S. Coast Guard and have a degree in Marine and Environmental Science. I study how the ocean works, how weather works, and how pollution affects the ocean. We've taken field trips on boats. Other classes have taken me to the beach and to the underside of a boating pier, all in the name of science!

SHEA WINTERBERGER

High School:
Polaris K-12, Anchorage, AK

Current Student at:
U.S. Coast Guard Academy

Major:
Marine and Environmental Science

I like learning, but I make sure that even if I don't really like the subject or the teacher, I still study hard. I try to relate it to something that I do enjoy. Colleges look at your grades in high school, but don't give up hope if you don't have good grades now! Just find study habits that work for you, find a mentor (teacher or another student), and work hard.

"Get involved in school, in sports, in a club."

It isn't all about grades either. The most important thing to remember is to get involved in school, in sports, in a club. Here at the Academy, I am a member of the CGA varsity swim team, the drum and bugle corps (where I play baritone), the jazz band (where I play trombone), and the Sustainability Club (a reduce-reuse-recycle club). Try new things and work hard to overcome obstacles. If you want it enough, you can achieve anything.

The most important thing to realize about finding the right college and career is finding something you like to do. It won't feel like work or school if you enjoy what you're doing; it will just be fun.

Marine Science

What is the Center for Alaska Coastal Studies?

CACS has been learning and teaching about the marine and coastal ecosystems of beautiful Katchemak Bay, on the Kenai Peninsula, since 1982. The Center holds Junior Naturalist Summer Camps, Alaska Whale Camps, and WSI (Wildlife Scene Investigation) Teen Naturalist Camps each summer.

Learn more about the Center and these summer opportunities for students at *www.akcoastalstudies.org*.

Marine: having to do with the sea, salt-water.

Ecosystem: a natural unit consisting of all the plants, animals, and micro-organisms (living things) in an area functioning together with all of the non-living physical elements of the environment.

A	S	E	C	D	B	O	V	M
N	W	M	A	R	I	N	E	A
I	I	C	R	F	O	G	N	T
M	M	O	E	Z	L	N	J	H
A	M	N	E	S	O	D	O	V
L	I	N	R	T	G	O	Y	O
S	N	E	O	W	I	C	E	L
C	G	C	U	I	S	E	N	U
I	S	T	T	L	T	A	E	N
E	P	I	D	D	S	N	R	T
N	O	C	O	L	L	E	G	E
C	R	U	O	I	S	Z	Y	E
E	T	T	R	F	E	C	O	R
A	S	P	S	E	A	R	T	H

WORDFIND

Find the following words, in any direction above:

Marine	Science
Volunteer	Biologist
Swimming	Connecticut
Wildlife	Sea
Career	College
Enjoy	Sports
Ocean	Earth
Energy	Fog
Animal	Outdoors
Zoo	Math

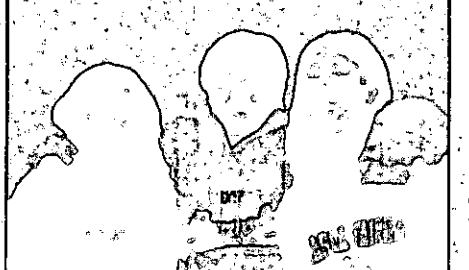
AlaskAdvantage Programs

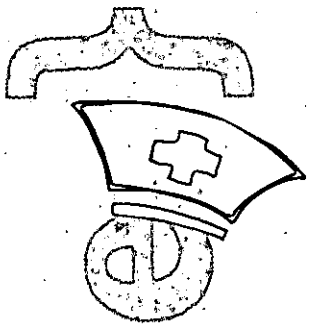
The Alaska Commission on Postsecondary Education (ACPE), your state higher education assistance agency, is committed to promoting, supporting, and providing access to postsecondary education for Alaskans.

AlaskAdvantage Programs are a suite of outreach and student financial aid products and services designed to increase Alaskans' access to the benefits of higher education.

This "Chart Your Course" Middle School Newspaper, part of the "Education Takes You There!" Early Awareness Campaign, provides encouragement and resources for students about to begin their high school careers.

For more information, please visit our Web site at *AKadvantage.alaska.gov*, or call us toll-free at (800) 441-2962 (465-2962 in Juneau).





Andrea Wilson: "Believe in yourself."

My mother was a single parent who raised me and my brother on her income as a poetry writer and ivory sculptor. I was mostly raised in Anchorage, but we moved so often that I attended six different elementary schools. Eventually we settled down and I graduated from Hanshew Middle School and later East High School.

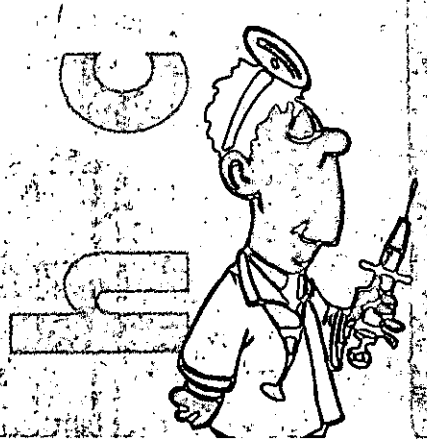
When I was younger I loved going to school. I would show up early and leave late. I was one of those students who always raised their hand to answer questions, and I was also one to stay after school to help tutor others. I was very personable and had a lot of friends, but I especially bonded with those with mental and/or physical disabilities. I always knew I wanted to stay involved with younger kids when I grew up, but I just didn't know exactly how.

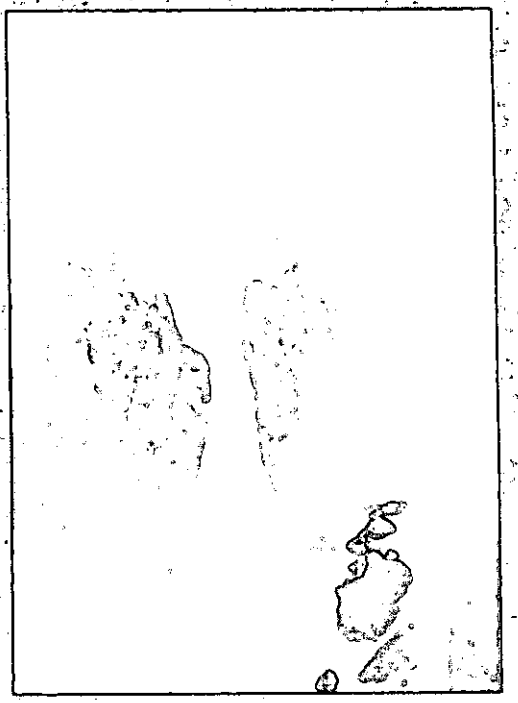
"When you surround yourself with successful people... it opens your eyes to a whole range of possibilities."

Today I am a dental assistant at the Alaska Native Medical Center, specializing in Pediatric Dental Assisting - I assist doctors who mainly deal with small children and those with disabilities. I obtained this job right before I graduated from high school and I am grateful I did because working here inspired me to go to college. When you surround yourself with successful people, like doctors in my case, it opens your eyes to a whole range of possibilities. Suddenly, going to college and graduate school isn't something I felt defeated by; it became something I wanted to conquer.

Currently I am a student at the University of Alaska Anchorage. I am aspiring to become a dentist someday so I am working on a bachelor's degree in biology.

The advice I offer to all those who are considering college is to believe in yourself. College takes a certain amount of courage and independence in order to get through it. Personally, I had to see that it was possible for me to finish it before I even began.





ANDREA WILSON -

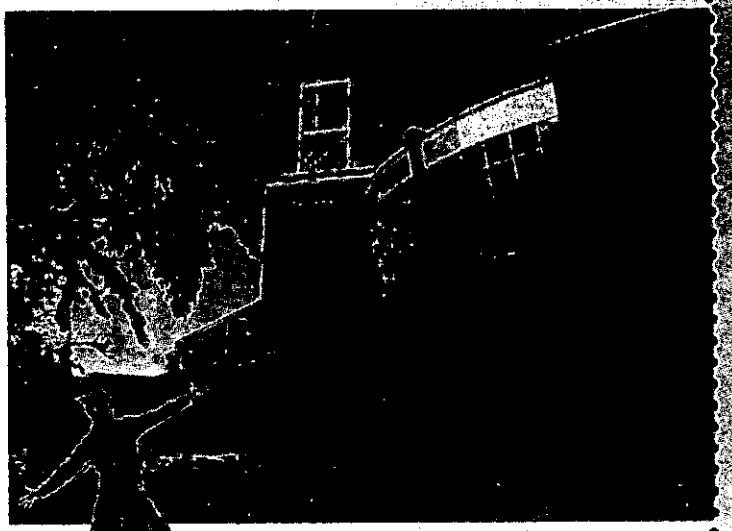
High School:
East Anchorage HS, Anchorage, AK

Current Student at:
University of Alaska Anchroage

Current Career:
Dental Assistant, Alaska Native Medical Center, Anchorage, AK

Major:
Biology / Dentistry

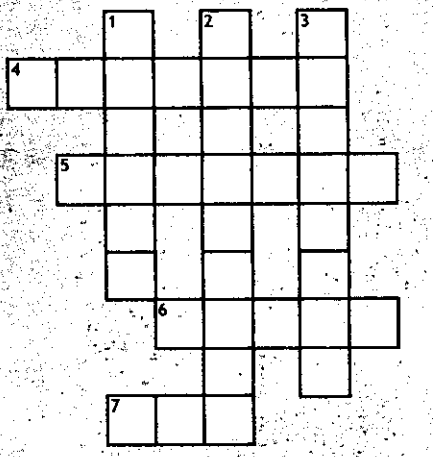
DO YOU KNOW
which Alaska college campus this is?



Answer: University of Alaska Anchorage

Can you picture yourself here?

Crossword Puzzle



Down:

1. Providence Lifeguard Alaska uses helicopters, jets, and turboprop _____ for transport.

2. Andrea Wilson's current major is biology and eventually will be _____.

3. Studies show if you take algebra and _____ early you are more likely to go on to college.

Across:

4. No one in my family ever went to _____.

5. David Skidmore was fascinted by human _____ and physiology.

6. Begin.

7. Don't be afraid to _____ new things.

Dave Skidmore: "Don't be afraid to try new things."

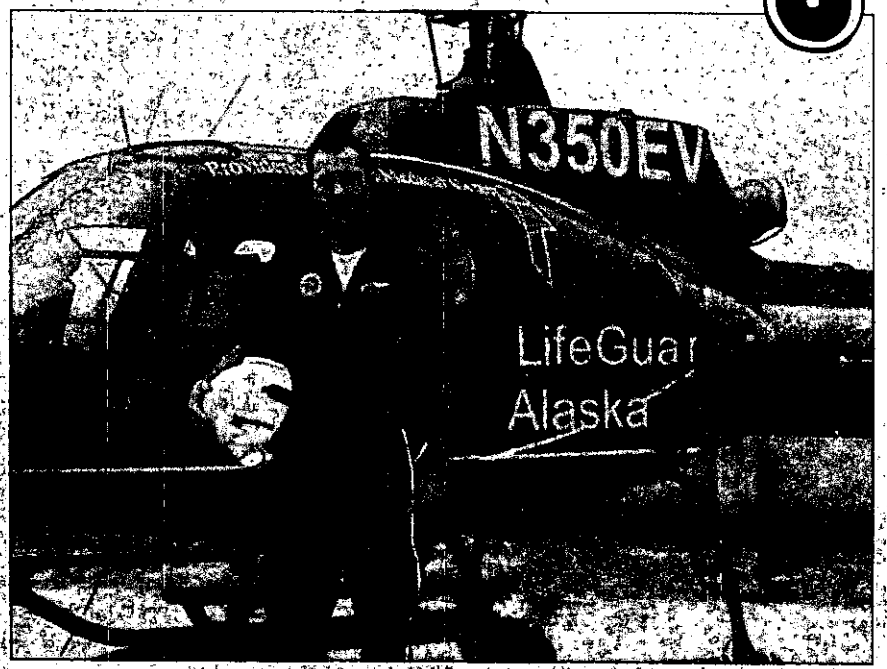
I grew up in Fairbanks and Anchorage and loved the outdoors from early childhood. In high school I became particularly interested in climbing, mountaineering, skiing, and mountain-biking. After graduating from Service High School, I traveled around Europe, Africa, and the U.S. for two years and then completed six years of college. I was fascinated by human anatomy and physiology and settled on nursing as a career. I graduated with bachelor's degrees in both Nursing and in Parks and Recreation Management. I also continued to enjoy backpacking, climbing, and paragliding. After college, I was accepted into a three-year-long critical care externship at a 500-bed teaching hospital in Texas.

DAVE SKIDMORE -

High School:
Service HS, Anchorage, AK

College:
University of Alaska Fairbanks

Current Career:
Providence Lifeguard Alaska Flight Nurse, Anchorage, AK



I now work as a flight nurse for Providence Lifeguard Alaska, based in Anchorage. We use helicopters, jets, and turboprop planes for transport. I love the variability of flight nursing. I might be called to travel anywhere in Alaska or the Northwest, transporting patients for medical care. In one shift I might be hiking to an injured person in Hatcher Pass and transporting someone with a heart condition from Barrow. We also do daily equipment checks, meet with the off-going crew, and make rounds in the hospital.

Providing care to sick or injured people is rewarding, but flight nursing requires a significant commitment of time and effort from both myself and my family. The long shifts, little sleep, and need for flexibility can be challenging.

There are usually many different perspectives and solutions to any problem. My advice to students is to be open to a variety

I graduated with bachelor's degrees in both Nursing and Parks & Recreation

WHY IT'S SMART TO TAKE CHALLENGING COURSES

Studies show that if you take algebra and geometry early – starting in the eighth and ninth grade – you are more likely to go on to college than students who don't. Algebra and geometry are the foundation for many advanced math and science courses (such as chemistry and physics) that some colleges want high school students to take. Also, plan to take a second language, art or Advanced Placement course. Making good grades in tough courses can be a big plus in helping you get into college.

Here are two of the most important things you can do right now to prepare for college:

- Sign up for the right

people and makes the world a better place. Also, avoid unnecessary risks but don't be afraid to try new things.

I want to be a Pediatric Nurse or Doctor

I was born in Juneau and have lived here all my life. I'm part of a very big Filipino family. My mom is one of ten siblings. Family is one of the most important things to me.

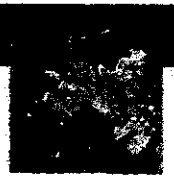
At school I like Spanish, language arts, and math. I also do ballroom dancing after school, which is fun. I plan to try out for the volleyball team, and I'm also interested in joining student council. For fun, I like to go shopping or to the movies with my friends, and also watch football and soccer on TV.

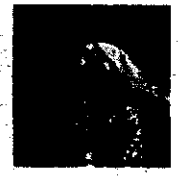
I would love to become a pediatric nurse or doctor when I grow up. My mom works as a Certified Nursing Assistant (CNA) at the Juneau Pioneer Home. She's one of my biggest inspirations. I'd like to do something where I can help the world, just like my mom does. Also, my aunt works in obstetrics at Bartlett Regional Hospital in Juneau. Her face just lights up when she talks about working in pediatrics and with babies. I really like the idea that every day I'd be helping someone and making their life easier or better and also that I'd be contributing to my community.

My family always sees the glass as half full rather than half empty. Their support and encouragement, and knowing their outlook on life, helps me keep pushing toward my goals.

Vera Hermano
Dzantik'I Heeni Middle School
Juneau, AK

No One in My Family Ever Went to College...





Even if no one in your family ever went to college, that doesn't mean that no one will. All it takes is for one person in a family to act upon that dream, and by their example others can follow. That first person can be YOU!

It takes a lot of courage and determination to be the first in anything. Talk to your teacher, counselor or principal about what college is and how to prepare. Ask questions!

Find out what you can do to get ready now by taking classes in middle school that will prepare you! Ask if your school has a mentor program to help you succeed in education after high school.

Look around you for role models.
Find people like you who have succeeded.
Ask them how they did it!

Be the best you can—Life is an amazing opportunity!
Anything is possible if you try hard enough!

What do you want

7th grade
North Pole MS, North Pole
Lawyer

7th grade
North Pole MS, North Pole
Lawyer

Ben Daniel
8th grade
Girdwood MS, Girdwood
Engineer or Mechanic

Danaeuh Davis
7th grade
North Pole MS, North Pole
Flight Attendant

Sean Akers
8th grade
Mitkof MS, Petersburg
Stock Broker

8th grade
Wendler MS, Anchorage
Engineer

Anthony Braudis
6th grade
Williwaw, Anchorage
Marines, Policeman

Polaris K-
Ficti
Payto

Marc Stoller
7th grade
North Pole MS, North Pole
NFL Player

Kyla Compton
6th grade
Mitkof MS, Petersburg
Teacher or Librarian

Jozalyn Brooks
6th grade
Houston MS, Houston
Veterinarian

Jacob Ahvakana
6th grade
Williwaw, Anchorage
Native Youth Olympics Administrator

Saharra McKee
7th grade
Polaris K-12, Anchorage
Artist

Abby Romig
7th grade
North Pole MS, North Pole
Veterinarian

Koa Burgess-Nunez
7th grade
Polaris K-12, Anchorage
Author

Alec Tucker
6th grade
North Pole MS, North Pole
Basketball Player

o be when you grow up?

Scott Whiteman

North Pole MS, North Pole
7th grade
Doctor or Veterinarian

Angela Endicott

Dzantik'i Heeni MS, Juneau
6th grade
Interior Designer

Shelby Kenny

Girdwood MS, Girdwood
8th grade
Chef in Italy

Patrick Schmidt

Houston MS, Houston
6th grade
Welder

Justin Kompkoff

Mears MS, Anchorage
8th grade
Operator Mechanic

ynn Stone

7th grade
Anchorage
tor

ettijohn

Haley Kelley

Mitkof MS, Petersburg
8th grade
Interior Designer or
Beautician/Hairdresser

Felipe Vaughan

Sam Anderson

Polaris K-12, Anchorage
7th grade
Eye Doctor

Amber Tanape

6th grade

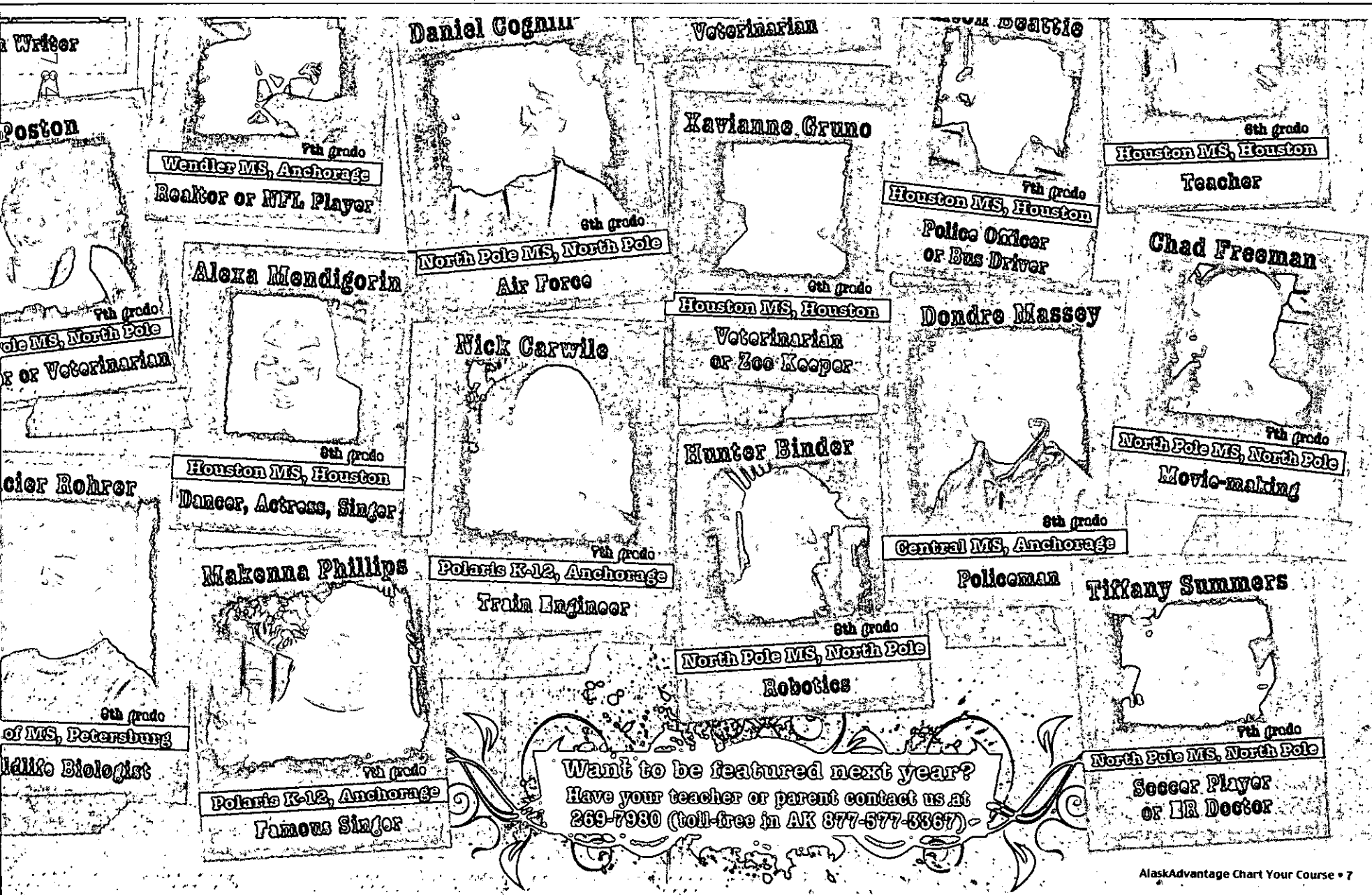
Raelynn Verney

North Pole MS, North Pole
7th grade
Veterinarian

Brandon Leal

Williwaw, Anchorage
6th grade
Professional Boxer

Victoria Baybado


Writer
Boston
7th grade
ole MS, North Pole
r or Veterinarian
cier Rohrer
8th grade
of MS, Petersburg
ldlife Biologist
Daniel Cognan
Veterinarian
7th grade
Wendler MS, Anchorage
Realtor or NFL Player
Alexa Mendigorin
8th grade
Houston MS, Houston
Dancer, Actress, Singer
Makenna Phillips
7th grade
Polaris K-12, Anchorage
Famous Singer
6th grade
North Pole MS, North Pole
Air Force
Nick Carwile
7th grade
Polaris K-12, Anchorage
Train Engineer
Xavianne Gruno
6th grade
Houston MS, Houston
Veterinarian
or Zoo Keeper
Hunter Binder
6th grade
North Pole MS, North Pole
Robotics
Want to be featured next year?
Have your teacher or parent contact us at
269-7980 (toll-free in AK 877-577-3367)
7th grade
Houston MS, Houston
Police Officer
or Bus Driver
Dondre Massey
8th grade
Central MS, Anchorage
Policeman
6th grade
Houston MS, Houston
Teacher
Chad Freeman
7th grade
North Pole MS, North Pole
Movie-making
Tiffany Summers
7th grade
North Pole MS, North Pole
Soccer Player
or ER Doctor

Wendie Marriott: "To have a positive impact on someone is one of the best feelings in the world!"

I sort of fell into the field of Parks and Recreation by accident. I didn't realize that you could actually major in this area of study!

As a lifelong Alaskan, I chose Western Washington University because it has the same environmental feel Southeast Alaska does. A lot of Alaskans go to Western so it was easy to find a familiar face among the 10,000 students.

Some of my classes involved rock climbing, snow camping, white water rafting, and planning group camping trips. It was the first time in my life that I woke up each morning and actually couldn't wait to go to school!

"Some of my classes involved rock climbing, snow camping, white water rafting, and planning group camping trips."

Since graduation from Western Washington, recreation has become my passion. I truly believe in the work we do and its importance in a community's quality of life. I have worked as Sports Programmer for the City of Ketchikan; Recreation Programmer and Youth Center Manager for the City and Borough of Juneau; and as Director of the Parks, Culture, and Recreation Department for the City of Unalaska. Right now, I am Manager of Centennial Hall Convention Center in Juneau.

WENDIE MARRIOTT -

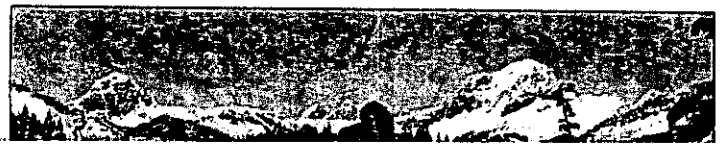
High School:
Juneau-Douglas HS, Juneau, AK

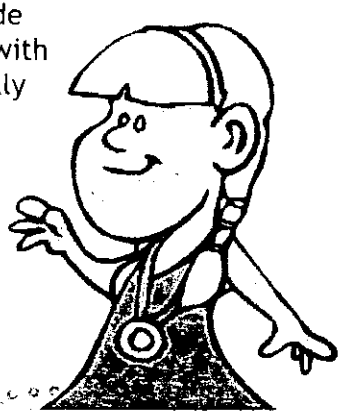
College:
Western Washington University

Current Career:
Centennial Hall Convention Center Manager, Juneau, AK

For students interested in this field, I recommend starting out taking any small, part-time or volunteer job available. These include coaches, playground aides, lifeguards, and gym supervisors with your local Parks and Recreation Department. Alaska is actually short on qualified Parks and Recreation professionals.

Imagine a profession where your job is to help people become healthy, learn new skills, enjoy the great Alaska outdoors, get their lives in order, and laugh and enjoy themselves—where you are teaching people how to play! To have a positive impact on someone is one of the best feelings in the world!





I want to be a Masseuse

My name is Victoria Adams. I was born in Portland, Oregon where I lived until I was five. I am now 12 and a 7th grade homeschooler. I've been homeschooled all my life. My favorite subjects are math and science. I have two brothers and two sisters, and my favorite hobbies are swimming, volleyball, and skiing.

When I grow up, I would like to be a masseuse. I know one woman who does this; she makes it sound very fun. She likes her work because she can meet new people every day. Of course, I need to go to a school and learn more about the career I want to pursue. Accordingly, I must study very hard so I can make it to college.

Victoria Adams
Homeschooled
Anchorage, AK

Be Smart - Be Ready! You might qualify for the ACG!

There are many reasons to take challenging academic classes in high school. Now there is another good reason: to be eligible for the federal Academic Competitiveness Grant (ACG)!

The ACG is free money for college for students with great financial need. Eligible students can receive up to $750 their first year as a college freshman and up to $1,300 as a college sophomore.

One of the determining factors for eligibility is that a student has completed a rigorous high school curriculum.

This includes:

- ✓ Four years of English
- ✓ Three years of math (including Algebra 1 and a higher level course)
- ✓ Three years of science (including at least two courses from biology, chemistry, and physics)
- ✓ Three years of social studies
- ✓ One year of a foreign language

Ask your teachers and counselors to help you select challenging classes that meet these guidelines.

College may seem a long way off, but planning now, as you enter high school, helps you keep all your options open. Then, no matter what you decide to do in your life, you'll be ready.

"rigorous" means "demanding"
"curriculum" means "the subjects taught at an educational institution"

SHASTA MILLER -

High School:
Ketchikan HS and Palmer HS, AK

Current Student at:
Alaska Pacific University

Major:
Health and Physical Education

Shasta Miller on her way to becoming a Physical Therapist...

I was born in Ashland, Oregon, the eldest of five children. I went to elementary school in Gold Beach, Oregon, ninth grade in Ketchikan, tenth grade in Oregon, then back to Palmer, Alaska for eleventh grade—and my senior year of high school at Alaska Pacific University in the Early Honors Program, which I loved!

I love rock climbing, hiking, dancing, riding horses, reading, and writing, and I'm very competitive. I also love "active traveling"--visiting other countries to learn the language, help build a house, or go rock climbing, not just sightseeing.

"I love rock climbing, hiking, dancing, riding horses, reading, writing, visiting other countries to learn the language or help build a house..."

My parents and siblings have been the main influence in my life. My parents always asked me what college I wanted to go to, not whether I wanted to go.

I'm working on a bachelor's degree in health and physical education with an emphasis on the health sciences; I plan to become a physical therapist. My favorite classes this year are African Dance and Biomechanics and Kinesiology—the first because I can use my body, and the second because it helps me understand movement and exercises my mind. Here at college, I think I've been most surprised by the amount of change in myself and my friends.

Biomechanics: The study of the mechanical bases of muscular activity
Kinesiology: The study of human motion and movement, and the body structures and muscles that are involved.

Shasta's Tips to Succeed in School and Life!

- ★ Know your grammar: it may be boring to learn, but it will save your papers from professors' red pens.
- ★ Join only one thing at a time and devote your energy to it; otherwise, you will become spread too thin.
- ★ Write thank-you notes, especially when you receive scholarships.
- ★ If you don't understand something, ask. You may feel silly, but chances are other people are just as lost as you are and they will be glad you asked.
- ★ Keep up some kind of sport or activity. Not only will you appear well-rounded on a resume, but you will gain peace of mind and all the health benefits. Sports are also a great way to meet people.
- ★ If possible, visit the schools you hope to attend, and talk with alumni. It will give you a good idea of what the school is

2788

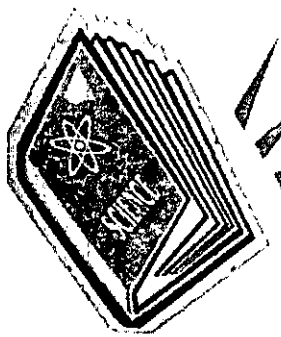
3			4
1			
	3		1
		2	

Careers, Careers, Careers... Find them all on AKCIS!

Do you know what a phlebotomist does? How about a hydrologist? (Okay, that one is easier—"Hydro" refers to water, and "ology" usually means the study of something.) There are many, many occupations and careers that you have probably never heard of—but one of them may be just right for you!

A great place to learn all about these careers, and hundreds more, is AKCIS—the Alaska Career Information System.

Ask your teacher if your school is connected to AKCIS. It's available free to all Alaska schools! If your teacher or principal needs information on how to offer this outstanding resource to you, tell them they can call ACPE at (907) 269-7976 to find out.



A phlebotomist is someone trained to draw blood samples in a clinical or hospital setting.

Some geologists work as hydrologists. Hydrologists study the properties, distribution, and circulation of fresh water on land, in the earth, and in the atmosphere.

AKCIS is made available through a partnership between the Alaska Commission on Postsecondary Education, the Alaska Department of Labor and Workforce Development, and the Alaska Department of Education and Early Development.

Sudoku

3			6				2	
	9	7		4		8		6
	2		5		9	1		7
9	8		1		6			5
			4	2			1	9
4				7		3		2
	1		2		3		4	
				5		7		3
	3	5					9	

How to play: Fill in the blank spaces with the numbers 1 - 9. Every row, column and 3 x 3 box must contain all nine digits with no number repeated.

Don Ellis: "Surround yourself with positive people who build up your dreams and don't tear them down."

I grew up in Fairbanks with my mother and older sister. Fairbanks is a very small city where you need to stay active and involved with positive people so you don't go down the wrong path. I stayed busy playing football, basketball, and hockey. I also enjoyed collecting and trading sports cards, and listening to and writing music and playing the keyboard to make beats.

My mom got me started in food and cooking when I was 14 years old. I got my first job in the industry as a dishwasher at Café de Paris in Fairbanks. I fell in love with the atmosphere of working in a kitchen and have loved it ever since.

I earned an Associate Degree in Culinary Arts from UAA in 2004. Currently, I work as kitchen manager at the Anchorage Hilton Hotel. I oversee the day-to-day operations of the hotel kitchen and manage a staff of 35-42 people. Some days I work in my office all day planning menus, scheduling, and ordering food. When we do large parties or are short-staffed, I help out in the bakery or in the kitchens. I love the fact that each day is different. As well as the actual cooking, I love working with people.

"Be willing to start at the bottom and work your way to the top."

No matter what career field you choose, be willing to start at the bottom and work your way to the top. The best way to get to the top is to do all the things you are asked to do in the very best way you can. If you have to wash dishes, then wash dishes. If it's taking out the trash, then take out the trash. I learned all parts of our operation, and it's helped me become a much better manager.

DON ELLIS -

High School:
West Valley HS, Fairbanks, AK

College:
University of Alaska Anchorage

Current Career:
Kitchen Manager/Chef, Anchorage Hilton Hotel, AK

Going to school now can be tough. Often we try to fit in to the "right" crowds, and sometimes peer pressure makes us do the wrong things. I strongly believe that if you seek good counsel and surround yourself with positive people who build up your dreams and don't tear them down, you'll go far in life.

{Culinary Arts}

Jeren Hunt: "If there is something you really love doing, explore how you can find a career doing that."

Welding, Computers, Baking, and more!

Check out AVTEC!

I grew up in Kenai, the eldest of five children. I was homeschooled through middle school, and then went to Nikiski High School.

I knew when I was five years old that I wanted to be a chef. I loved working in the kitchen with my mom and sister. But by the time I was 18, I had forgotten how much I loved this. I put myself through a few years of college by working at restaurant jobs, and I finally remembered what I really wanted to do.

"I'm enrolled in a Pastry Arts course in Florence, Italy!"

I researched some culinary schools outside Alaska, but found I could get similar training and the same certification here in Alaska at AVTEC at a lot lower cost. In fact, I'm taking classes at AVTEC and obtaining concurrent credits toward my associate degree at UAA.

This year I'm enrolling in a four-month-long Pastry Arts course in Florence, Italy!

I remember struggling in middle school and high school, trying to figure out what I wanted to do as a career. I finally came back to what I had known at five I really loved and wanted to do. I would tell students, if there is something you really love doing, explore how you can find a career doing that.

JEREN HUNT -

High School:
Nikiski HS, Nikiski, AK

Current Student at:
AVTEC, Seward, AK

Major:
Professional Cooking & Baking

in Seward (south of Anchorage on the Kenai Peninsula), is a component of the Alaska Department of Labor and Workforce Development.

www.avtec.edu

Ben Olson: "Explore all your options."

My family moved from North Dakota to Juneau when I was one year old. I graduated from Juneau-Douglas High School, where I took wood shop, metal shop, and as many welding classes as I could. That's when I knew welding was what I wanted to do.

I first went to AVTEC for the Maritime classes for my 100-ton license, which I now have. Then I returned for AVTEC's Structural Welding program. I hope to get a job on the Slope, but I'd like to return to AVTEC for the Pipe Welding class eventually.

My advice to students is first and foremost, stay away from drugs. Also, explore all your options before deciding what you want to do.

BEN OLSON -

High School:
Juneau-Douglas HS, Juneau, AK

Current Student at:
AVTEC, Seward, AK

Major:
Structural Welding

"I took wood shop, metal shop, and as many welding classes as I could."

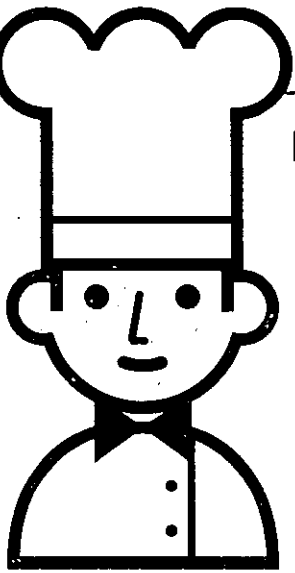
I want to be a Chef

I was born in Anchorage and have lived here all my life. I go to Goldenview Middle School. Besides cooking and baking, I like playing hockey and golf and riding my Go-Kart and RipStik. In school, I like science classes best.

I think I would like to be a chef because I like to cook and make a lot of different things by myself. I like making desserts best—this brownie recipe is fast and easy and tastes delicious! I like making desserts because I like to make things that taste sweet and everybody likes them. It's fun to make adjustments to the recipes to make them taste better. I believe I started cooking around the age of four or five, helping my mom and dad make birthday cakes. I mainly helped my mom cook because my dad really only cooks at the fire station. I started cooking by myself around the age of ten, I think.

Everyone expects me to go to college, and I definitely will go. I'd love to attend Colorado State or Denver University on a hockey scholarship! I'm not sure what education I would need to become a chef, but I'll find out and work that into my plans.

Peyton Briggs
Goldenview Middle School
Anchorage, AK



Peyton's Microwave Brownies

- 2/3 cup butter
- 1/2 cup sugar
- 1/2 cup brown sugar, packed
- 2 large eggs
- 1 teaspoon vanilla extract
- 1 cup flour
- 1/2 cup unsweetened cocoa
- 1/2 teaspoon baking powder
- 1/8 teaspoon salt

Coat an eight or nine-inch square microwaveable pan with non-stick spray. Put butter in a medium-sized microwaveable bowl. Microwave, uncovered, at 100% power for 20-30 seconds, until softened. Stir in sugar and brown sugar until blended. Add eggs and vanilla and beat until well-blended. Add flour, cocoa, baking powder, and salt. Stir until just moistened. Spread batter evenly in pan. Microwave, uncovered, at 100% power for three minutes. Cut into squares when cool and sprinkle tops with powdered sugar before serving.

DO YOU KNOW?

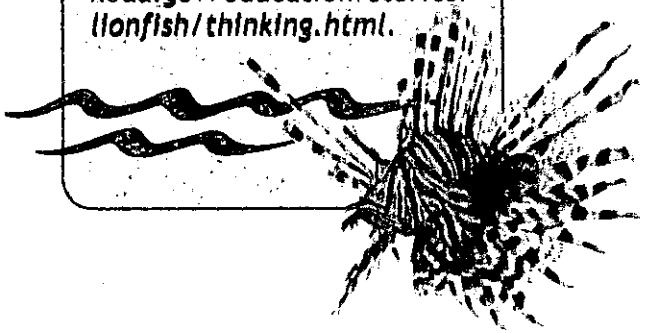
Laura Sterling: "Be ready to be flexible, whatever direction you choose."

2192

The National Oceanic and Atmospheric Administration

Scientists who work for NOAA use state-of-the-art research to provide information about ocean conditions to people who need that information. They prepare daily weather forecasts, send out severe storm warnings, help restore coastlines, and provide information that supports fisheries.

NOAA also provides lots of fascinating educational information to schools and teachers to help students learn more about the oceans that fill so much of our global space and are so important to our planet. Check out an interview with a NOAA scientist on their Web site at *oceanservice.noaa.gov/education/stories/lionfish/thinking.html*.

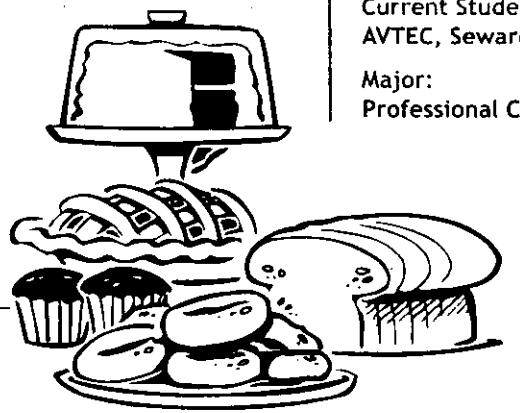


Baptist School. After graduation, I went to college in Kansas and obtained my BS in Theater, but I just wasn't sure what I wanted to do, career-wise. My theater degree didn't really seem to lead to a career for me.

I was in charge of the family garden while I was growing up, and for a while I thought I wanted to be a horticulturist specializing in Japanese gardening. But I had also helped cook for our family, and I've worked the past seven summers cooking at a children's summer camp. My dad encouraged me to return to Alaska and look at culinary programs here. I found AVTEC, and I love it here, learning through hands-on experience. When I complete my course at AVTEC, I have a cooking job on the research boat Norseman, which travels the Bering Sea for NOAA, the University of Alaska, and the Alaska SeaLife Center.

"When I complete my course at AVTEC, I have a cooking job on the research boat Norseman, which travels the Bering Sea..."

My youngest brother just entered ninth grade and he's trying to figure out what he wants to do. My advice to students is, whatever you do, you will probably change your direction at some point. Things are constantly changing. Be ready to be flexible, whatever direction you choose.



LAURA STERLING -

High School:
Hamilton Acres Baptist School, Fairbanks, AK

Current Student at:
AVTEC, Seward, AK

Major:
Professional Cooking & Baking

Paying for College or Training after High School

Yes, there is money available—and now is the time to start planning!

Financial Aid—the money you can use to pay for your education after high school graduation—comes in many forms. Here are just a few of the terms you need to understand to ask the right questions and find the funding you need to make your aspirations become your life!

Free Application for Federal Student Aid—completing the FAFSA is the first step you and your family take to find out how much financial aid you will be able to receive. You complete the FAFSA in your senior year of high school.

Grant—grants are "gift" money (money you don't have to pay back). Most grants are "need-based," meaning you qualify for them based on your family's financial need and income level.

Take the right courses!

To prepare for college, you should take the following courses: Mathematics, English, Science, and History or Geography. These courses make up the "core" courses you should take every year.

✓ Mathematics

Types of classes:

Algebra I
Geometry
Algebra II
Trigonometry
Precalculus
Calculus

✓ History or Geography

Types of classes:

Geography
U.S. History
U.S. Government
World History
World Cultures
Civics

✓ Science

Types of classes:

Biology
Earth Science
Chemistry
Physics

✓ English

Types of classes:

Composition
English Literature
American Literature
World Literature

You want to take algebra and geometry as soon as possible.

Foreign Language

Two years are recommended

Language skills show that you can learn basics and you're preparing to work in the global economy. Many colleges require high school students to take at least two years of a foreign language, and some prefer three.

Computer Science

Arts Courses

Take the arts as an essential part of your education

Arts courses broaden your understanding and appreciation of the world and develop your skills to see differences, figure out patterns, and examine how you make decisions.

Types of classes:

Art
Music

L	A	L	A	S	P	D	O	S
A	V	W	C	F	T	E	R	C
N	C	O	L	L	E	G	E	I
G	O	R	A	O	A	R	D	E
U	U	K	S	R	C	E	U	N
A	R	T	S	E	H	E	C	C
G	A	R	E	N	E	W	A	E
E	G	O	S	C	R	O	T	H
S	E	C	H	E	F	C	I	P
U	A	X	E	N	L	U	O	P
C	V	O	P	A	O	H	N	O
C	T	H	S	L	I	F	E	S
E	E	S	C	H	O	O	L	I
E	C	G	P	E	F	R	A	T
D	D	L	R	O	W	X	E	I
R	E	S	E	A	R	C	H	V
C	A	R	O	M	A	T	H	E

WORDFIND

Find the following words, in any direction above:

College
Courage
Florence
Explore
Research
Work
Education
Arts
Teacher
School
Chef
Fun

"gift" money. Usually you have to compete with other students to win scholarships. Earning scholarships can be hard work for you, but it's worth it! Keep your grades up and become involved in school and community activities to help your chances of winning scholarships.

Loan—a loan is money you have to pay back.

Sometimes students think they can't go to college because they can't afford it. However, financial help is available from many sources to make your dream a reality.

Check out the following Web sites to find out more about college and financial aid:

www.mapping-your-future.org/MHSS/

www.thinkcollegeearly.org/whygo.html

opportunities

Computer technology can help you find more information and do schoolwork better and faster. Also, more and more college courses and jobs require a knowledge of computers.

Other Challenging Courses

Types of classes:

Economics
Psychology
Statistics
Astronomy
Research & Independent Projects
Oral & Written Communication

Sport	Language
Positive	World
Degree	Math
Science	New
Classes	AVTEC

Do the Math—Saving Matters!

No matter what financial assistance may be available in the future, you can take action now to make a difference.

Alaskans are extremely fortunate to have a potential source for saving every year. Investing part or all of your Permanent Fund Dividend in a savings account or college savings program is a great financial step to achieving your education and career goals.

Just think—if you start in 5th grade and put just half of your PFD into an investment account you can have approximately $7,000 when you are ready to start college. If you invest the entire dividend you'll have approximately $15,000 to get you on the road to success.*

For more tips on saving smart for college visit Alaska's college savings plan on-line at *www.uacollegesavings.com*.

***Assumes an annual PFD of $1,400 based on most recent ten-year average with 5% interest compounded annually.**

DO YOU KNOW

which Alaska college campus this is?

Can you picture yourself here?

Answer: Alaska Pacific University in Anchorage

2/4/09 OVERVIEW: DEED EARLY CHILDHOOD PROGRAMS

BEST BEGINNINGS

Alaska's Early Childhood Investment

›››› REPORT TO ALASKA 2008 ››››

››› Best Beginnings Vision

All Alaska children begin school ready to succeed.

››› Key Objectives

Best Beginnings will have succeeded when:

›› Parents and extended family are engaged in their children's learning from birth on.

›› Most Alaskans know that early learning and literacy are important to society.

›› Most Alaskans understand that investments in early learning pay big dividends to the state as a whole.

›› Sufficient funds are committed – from public and private sources – to ensure that every Alaska child has the opportunity to begin school ready to succeed.

››› From the executive director

A movement is underway. While many Alaskans are not yet aware of it, they soon will be, as the movement bubbles to the surface in communities across the state.

Books for babies? You bet.

Businesses care whether children start school prepared to succeed? Some do and more are joining their ranks.

Right from birth, babies and young children are primed to learn. When a baby's brain is nurtured by the adults in her world through reading, play, singing, and other forms of interaction, her brain develops in amazing ways at phenomenal speed.

Children aren't blank slates when they start school. There's a multitude of skills and knowledge they need if they're to succeed. To borrow from a speech by Bill Gates, Sr., we're not talking about 5-year-olds who can analyze the use of metaphor in Mark Twain's lesser works. We're talking about the basic building blocks of making sure a child is ready to learn in a school setting. Can she cooperate with other children? Can he recognize colors? Can she follow simple rules and instructions? Is he curious and eager to learn?

"

... Alaska is on its way to becoming a place where all children have the opportunity to succeed in life and, in the process, build a healthy and thriving state.

"

Preparing children for school is far more than just a family matter. Numerous studies have demonstrated an incontrovertible truth: early learning and literacy is a powerful determinant of success in school and success in life. Children who start school with a solid foundation of early learning contribute more to society. They go farther in school, they get better jobs, are far less likely to go on welfare, or go to jail. Early learning and literacy is everybody's business.

Alaskans are getting engaged in this critically important issue. Best Beginnings is both a reflection of that engagement and an accelerator of it. Thanks to the vision of Best Beginnings' founders and supporters, Alaska is on its way to becoming a place where all children have the opportunity to succeed in life and, in the process, build a healthy and thriving state.

Alaska will have what it needs to make sure all children are prepared for school when Alaskans expect and insist that our public and private institutions support whatever investments are needed to finance and sustain early learning and literacy.

That's called a cultural shift. It won't come easily and it won't come quickly – all the more reason to stoke it through advocacy, collaboration, and plenty of drum-beating.

That is precisely the charge of Best Beginnings.

Within that context, I am pleased to present the first comprehensive report of Best Beginnings. As you will see in the pages that follow, Best Beginnings has taken on an imposing amount of work since this public-private partnership got underway in late 2006. We are fully engaged and hope you'll join with us in this critical but formidable challenge – there's a role for every Alaskan to play.

Abbe Hensley
June 2008

2798

> Children who have access to quality learning opportunities, at home or in away-from-home programs, are more likely to graduate from high school, get better paying jobs, avoid spending time in jail, and lead more productive lives.

››› Why early learning matters

A large and growing body of research provides persuasive evidence of four related tenets. From birth to age 6, brain development occurs at an astonishing pace. Nurturing and brain stimulation during those years has a profound impact on how children fare in school. A child's readiness for school is a powerful determinant of how he or she will fare in life. And investments in early childhood development yield extraordinary returns to the workforce and the economy.

Economists say there is a profound link between a child's early exposure to learning and literacy and his or her success in later life as a contributing member of society.

Children who have access to quality learning opportunities, at home or in away-from-home programs, are more likely to graduate from high school, get better paying jobs, avoid spending time in jail, and lead more productive lives. They are more likely to develop critical thinking skills, pay higher taxes, and raise healthy families. They are less likely to go on welfare or be incarcerated.

Yet now nearly half of Alaska children enter school unprepared to become successful readers or learners. Alaska's children lag behind their peers nationally in reading and math skills. And declining pre-kindergarten trends contribute to Alaska's low scores on standardized third-grade tests, poor performance on the High School Graduation Qualification Exams, and high school drop-out rates.

The situation has serious implications for children's own prospects and for Alaska's. When children are not prepared for school, they rarely really catch up. They are far less likely to have the skills employers need, to contribute to a thriving economy, and to provide the highly trained workforce essential to compete in the global economy.

Economists and national business leaders agree that the most important step a state can make to strengthen its economy is to invest in early childhood education. That's why it matters.

2799 . Library test . 0002

››› Origin of Best Beginnings

The seeds for Best Beginnings were planted in 2003, when the Alaska Humanities Council, United Way of Anchorage, the Rasmuson Foundation, The CIRI Foundation, and the Alaska State Library began to focus attention on the need for coordinated efforts in early childhood literacy in Alaska.

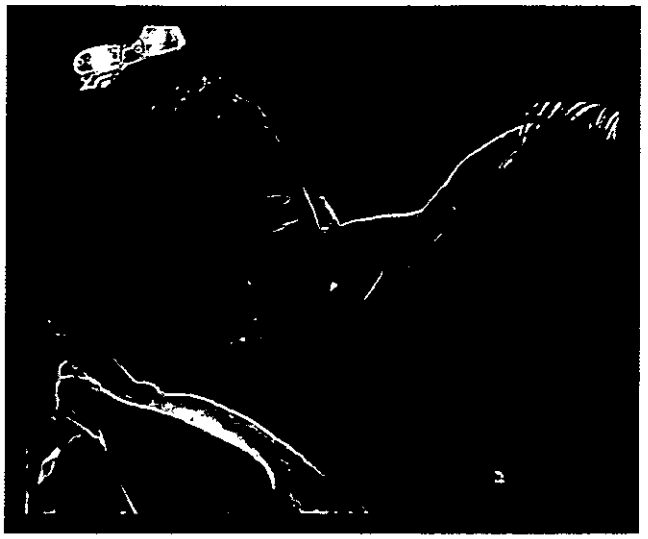
A nationwide movement on early education and literacy was triggered in large part by the publication in 2000 of "Neurons to Neighborhoods: The Science of Early Childhood Development." This report cast a spotlight on the gap between scientific knowledge about early childhood and actual practices in society.

The study put the nation on alert about the need to address early learning and literacy as a social and economic imperative with far-reaching implications. Initiatives began popping up across the nation, but in Alaska the efforts were isolated and uncoordinated.

In 2004, the Alaska Humanities Forum, with encouragement and funding from the Rasmuson Foundation and The CIRI Foundation, convened a gathering of professionals from myriad entities engaged in early childhood literacy. This first conference lead to several more gatherings and conferences where the importance of early learning was seen in tandem with early literacy. A steering committee composed of entities concerned about these issues created the Ready to Read, Ready to Learn Task Force.

The 27 members of Alaska's Ready to Read, Ready to Learn Task Force included leaders in business, civic organizations, philanthropy, nonprofits, education, and government. Over the course of 10 months, the group gathered input from Alaskans and national experts.

The Task Force released its report and recommendations in September 2006. Best Beginnings emerged from the Ready to Read, Ready to Learn Task Force as a public-private partnership charged with pursuing the task force recommendations.



››› Activities and Accomplishments

The work of Best Beginnings falls generally into three areas.

Because parents are their child's first and most important teachers, Best Beginnings promotes early learning and literacy, family literacy, and education.

Because so many young children spend time in care away from home, Best Beginnings is a catalyst for high quality, affordable, accessible, child care and early learning programs for all families who want them.

Because preparing all children for success in school has such profound implications for the state as a whole, Best Beginnings is accelerating a cultural shift of Alaskans' expectations and priorities. We will know this cultural shift has taken root when Alaskans expect and insist on the investments required to finance and sustain early learning and literacy.

> The Inupiat of the Northwest Arctic have always known that singing and purposeful baby talk – called *nuniaq* – are good for a baby's brain.

›››Supporting parents as a child's first and most important teachers

Supporting local initiatives

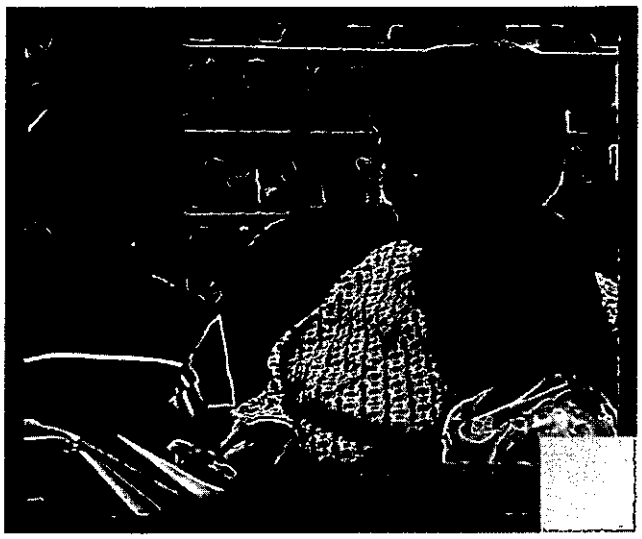
As more and more people engage in the drive for early learning and literacy, exciting initiatives are cropping up in communities all over Alaska. Best Beginnings is supporting them.

Best Beginnings provides ongoing assistance to the Anchorage-based early literacy project "ABC Read and Talk With Me."

Best Beginnings is helping the Fairbanks Early Childhood Development Commission build a Web site with information for parents and others who care for young children.

The Inupiat of the Northwest Arctic have always known that singing and purposeful baby talk – called *nuniaq* – are good for a baby's brain. Best Beginnings partnered with local groups in Kotzebue and funded a public awareness campaign to reinforce *nuniaq* through posters, bookmarks, and radio public service announcements.

In April 2008, Best Beginnings committed to help local Alaska communities that are launching Dolly Parton's Imagination Library, a national program that provides a free book every month to young children in subscribing communities.



> “Being prepared for school requires certain knowledge and skills acquired in the first five or six years of life.”

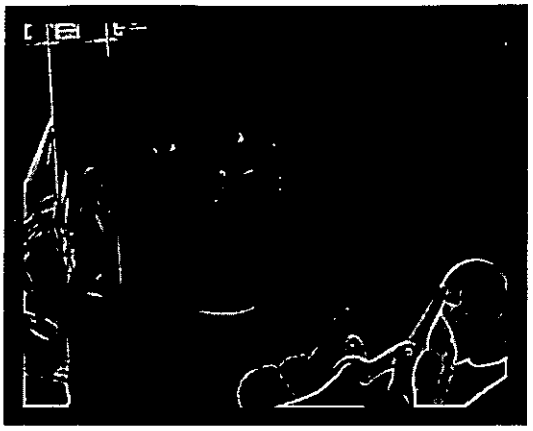
Family-Friendly Activity Booklets
Parents want to teach their children early and well, but they don't always know which activities best prepare their young children for school. And for those families whose home language is not English, it is difficult to find materials that can help.

Best Beginnings is creating family-friendly activity booklets, based on the state's Early Learning Guidelines, in languages other than English. The first two are in Spanish and Yup'ik. Advisory groups are organized for each language community to ensure the activities are culturally relevant and appropriate. This project is supported by a multi-year grant from the Alaska Children's Trust.

Books for young Alaskans
Children need to see themselves in books. Too often, the books available to children in our state are neither geographically nor culturally consistent with the lives of young Alaskans. Best Beginnings developed an annotated bibliography of books for young children that reflect Alaska people and their communities.

Spreading the word
To help spread the word among parents about the importance of early learning and literacy and to highlight the best practices for parents and extended family, Best Beginnings produces and distributes public service announcements for television and radio. These spots are broadcast in communities all over the state.

In addition, Best Beginnings partnered with KTUU Channel 2, seen in most of the state, in a six-week campaign promoting early learning and literacy. The campaign included two TV spots about easy, fun interactions between a parent and child, and taped segments of news personalities reading selected children's books. The segments were posted on the Channel 2 and Best Beginnings Web sites. The campaign ran in late 2007 and may be repeated in 2008.



››› *Advocating for high quality, affordable, accessible child care*

Ratings and standards for child care

How do parents compare and evaluate early learning programs and child care facilities? What criteria do they use to determine which program is best for their child? For that matter, how do child care and early learning professionals know how they stand up against their colleagues and competition? Most child care and early learning professionals know what it takes to improve the quality of their programs but lack the resources to pay for them.

To help meet those needs the state contracted with Best Beginnings to develop the plan for a standards-based "Quality Rating and Improvement System." The system will be voluntary in that participation by child care and early learning programs won't be required, but there will be financial incentives to do so. The system will also offer financial incentives for quality improvements. Programs that earn high ratings would be strong candidates for any state-supported pre-kindergarten effort.

Such rating and improvement systems are used in 16 other states and are designed to assess, improve, and communicate the level of quality of early care and early learning programs outside the home.

The plan produced by Best Beginnings includes a budget for field-testing and phased-in implementation. The project was funded by a grant from the Alaska Department of Health and Social Services. The next step is to obtain funding in the FY 2010 state budget for field-testing. Field-testing will take about two years.

Early Learning Guidelines

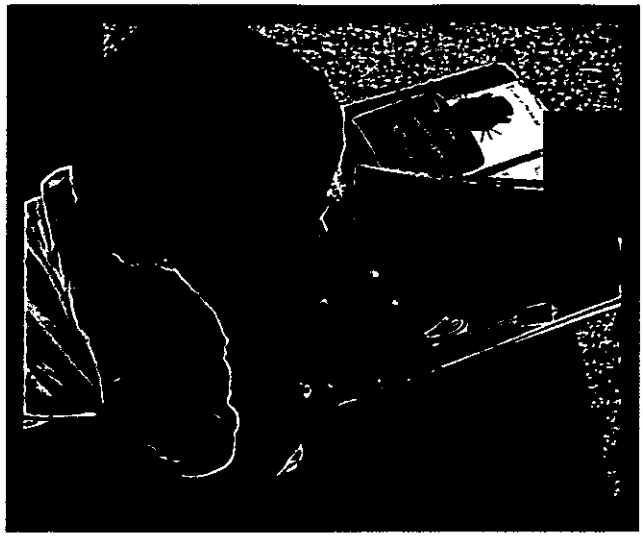
Being prepared for school requires certain knowledge and skills acquired in the first five or six years of life. What should babies and young children know and be able to do – and when?

In 2007, the State of Alaska published Alaska's Early Learning Guidelines, a resource document describing what young children from birth to age 5 should know, understand, and be able to do at different stages.

The guidelines help parents and other adults who work with young children understand both child development and their own roles in providing appropriate learning opportunities for children.

Best Beginnings is involved with the Early Learning Guidelines in three ways. To make the guidelines easier to use and more accessible, Best Beginnings is creating family-focused activity books based on the guidelines, in languages other than English. This project is supported by a grant from the Alaska Children's Trust.

Because the guidelines aren't much good sitting on a shelf, Best Beginnings is helping to publicize and distribute the guidelines by making them available on its Web site and talking about them at every opportunity. Best Beginnings is also working with other agencies and organizations to develop and coordinate training of parents and early childhood educators in how to use the guidelines.



Adapting programs that work in other states
Best Beginnings is coordinating plans for a multi-year Alaska Native Head Start Literacy Project using the successful PBS program "Between the Lions" and locally adapted curriculum. As of May 2008, funds were being sought to support programs at selected Head Start sites. Once funding is secured, it will take about two years to implement and evaluate those first programs. After the evaluation, the curriculum and related materials will become available throughout Alaska.

The project has been very successful at 11 tribal Head Start programs in New Mexico and similar outcomes are expected for Alaska. In the New Mexico programs, children at risk for reading failure dropped from 39% to 12% and children scoring above average increased from 23% to 64%.

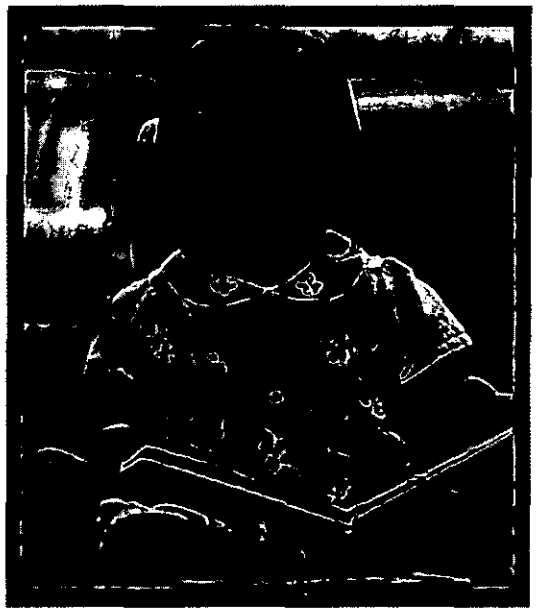
Best Beginnings' partners in this effort include WGBH Boston, The CIRI Foundation, BP, RurAL CAP, Southcentral Foundation Head Start, Bristol Bay Native Association Head Start, the Alaska Head Start Collaboration Office, the Alaska State Library, Northwest Regional Education Laboratory, and the Institute of Social and Economic Research (ISER).

››› *Accelerating the cultural shift*

Alaska will have what it needs to make sure all children are prepared for school – paving the way for a vibrant workforce and thriving economy – when most Alaskans expect and insist on the investments required to finance and sustain early learning and literacy.

Communications
Accelerating a cultural shift includes, among many other elements, finding ways to enter the public consciousness. All of Best Beginnings' work contributes to that end, but Best Beginnings is also disseminating information through electronic media, with a Web site and electronic newsletter, as well as press releases when appropriate.

> “Best Beginnings views bringing people together as one of its most important functions.”



Engage, convene, mobilize

Many agencies and groups in Alaska are actively pursuing early learning and literacy in myriad ways, but there has been little coordination and communication. To help make the most of the various efforts, Best Beginnings organizes formal conferences, such as the Governor's Summit on Early Learning, as well as impromptu, informal meetings of groups with related interests.

Best Beginnings views this role of bringing people, groups, and organizations together as one of its most important functions. Government, private, and nonprofit sectors must be partners in the drive for early learning and literacy. To increase awareness among leaders in these sectors, Best Beginnings collaborated with the Governor's Office and others to coordinate a two-day conference in December 2007. The summit was funded by the National Governors Association and Alaska partners.

The conference brought together more than 150 Alaskans – including elected officials, business and nonprofit leaders, child care professionals, and education leaders – to address three goals: improve access to early literacy and learning opportunities for children most in need of such services at home and away from home; improve coordination of these services; and increase the engagement of parents and extended family in young children's learning by providing support, resources, and incentives.

Work is underway on four of the five highest priority recommendations. All the recommendations have been presented to Governor Palin.

Learning from the best

Several other states are further along than Alaska in their early learning initiatives and Best Beginnings is taking advantage of what others have learned. Best Beginnings was one of two initiatives in the country to receive a two-year technical assistance grant in 2008 to learn from North Carolina's Smart Start initiative, one of the nation's leading programs. Best Beginnings is the 12th initiative nationwide to tap the experience of Smart Start.

The technical assistance grant gives Best Beginnings access to resources, meetings, conferences, and expertise.

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> All Alaskans have a stake in building a statewide system that provides and supports quality early learning at home and in away-from-home programs.

››› Collaborators

All Alaskans have a stake in building a statewide system that provides and supports quality early learning at home and in away-from-home programs. Many of our most prominent corporations and nonprofit and philanthropic organizations understand both the implications of success and the consequences of inaction.

These entities are collaborating on the unique public-private partnership that is Best Beginnings. Without them, it would not be possible. With them, everything is possible.

››› *Major Supporters*

The major supporters below have made multi-year commitments of funding or other resources.

Alaska Public Telecommunications, Inc.
BP
ConocoPhillips
Smart Start's National Technical Assistance Center
State of Alaska
United Way of Anchorage

››› *Friends & Allies*

The following organizations provide financial assistance or other valuable forms of support to Best Beginnings. Their collaboration is essential to the success of our shared mission.

Alaska Association for the Education of Young Children
Alaska Child Care Resource & Referral Network
Alaska Children's Trust
Alaska Democratic Party
Alaska Head Start Association
Alaska Humanities Forum
Buster Consulting & Communications
Child Care Connection, Inc.
First Alaskans Institute
Information Insights
National Conference of State Legislatures
National Governors Association
Rasmuson Foundation
Raven Management Consulting
Rural Alaska Community Action Program, Inc.
Shell Oil Company
The CIRI Foundation
University of Alaska Anchorage
University of Alaska Fairbanks College of Rural & Community Development
University of Alaska Southeast System for Early Education Development (SEED)

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››› Ready to Read, Ready to Learn Task Force

The work of Best Beginnings is guided by the recommendations of Alaska's Ready to Read, Ready to Learn Task Force. The Task Force recommendations fall into three categories: home, outside the home, and looking ahead:

In the Home

- ›› Increase the engagement of parents, grandparents, and extended family in their child's learning by providing resources and incentives.
- ›› Develop and increase access to quality, culturally engaging reading materials.
- ›› Increase access to proven, family centered literacy programs by partnering with other organizations.

Out of the Home in Child Care & Early Education Programs

- ›› Distribute Alaska's Early Learning Guidelines (ELGs) in family friendly formats.
- ›› Implement a quality rating system (QRS) to help parents evaluate child care and early learning programs and to guide program improvement.
- ›› Increase the professional development opportunities and qualifications for early childhood educators and provide appropriate compensation.
- ›› Develop a statewide system of voluntary and affordable early childhood education with options available for children and families in all communities.

Looking Ahead

- ›› Create a commission, council, public-private consortium, or other entity to implement Task Force recommendations.
- ›› Develop a multi-year work plan for implementing recommendations.
- ›› Educate Alaskans about the social imperative of preparing children from birth to age 6 to be ready to read and learn.
- ›› Ensure future funding from private, nonprofit, foundation, and government sources.

2808

››› Best Beginnings Staff

Abbe Hensley	Executive Director
Melinda Myers	Senior Manager
Carmin Sponseller	Administrative Coordinator

››› Early Learning Council

Susan Anderson	President & CEO, The CIRI Foundation
Margaret Bauer	Director, Work Life Services, Providence Health & Services Alaska
Deborah Bonito	President, Sourdough Mercantile, Inc.
Steve Brezenski	Regional HR Manager, Carrs Safeway
Michele Brown	President & CEO, United Way of Anchorage
Carol Comeau	Superintendent, Anchorage School District
Ronnie Dent	Director of Programming, KAKM, Alaska Public Telecommunications, Inc.
Sharon Gagnon, Ph.D.	Advocate, Early Childhood Literacy and Learning
Ernie Hall	Owner & Manager, Alaska Furniture Manufacturing, Inc.
Sue Hull	Member, Fairbanks North Star Borough School Board
Bernice Joseph	Executive Dean, College of Rural & Community Development, University of Alaska Fairbanks
Edna MacLean	President Emeritus, Ilisagvik College
AnneMarie Mattacchione	Alaska Head Start Association
Brad McKim	Managing Attorney, BP Exploration Alaska
Ira Perman	President, Important Work
Cathryn Rasmuson	Trustee, Rasmuson Foundation
Sarah Scanlan	Deputy Director, RurAL CAP
Barbara Thompson	Commissioner, Alaska Department of Education & Early Development
Stephanie Wheeler	Executive Director, Alaska Office of Faith-Based & Community Initiatives
David Wight	President & CEO, Retired, Alyeska Pipeline Service Company
Candace Winkler	President & CEO, Child Care Connection, Inc.

›› Photos on pages 7 (lower), 9, 10, 13, inside back cover (lower) are courtesy of the Southcentral Foundation Head Start.

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> “Alaska will have what it needs to make sure all children are prepared for school – paving the way for a vibrant workforce and thriving economy – when most Alaskans expect and insist on the investments required to finance and sustain early learning and literacy.”

BEST BEGINNINGS

Alaska's Early Childhood Investment

››››REPORT TO ALASKA 2008››››

3350 Commercial Drive, Suite 104A

Anchorage, Alaska 99501

PH| 907.297.3300 **FAX|** 907.297.3304

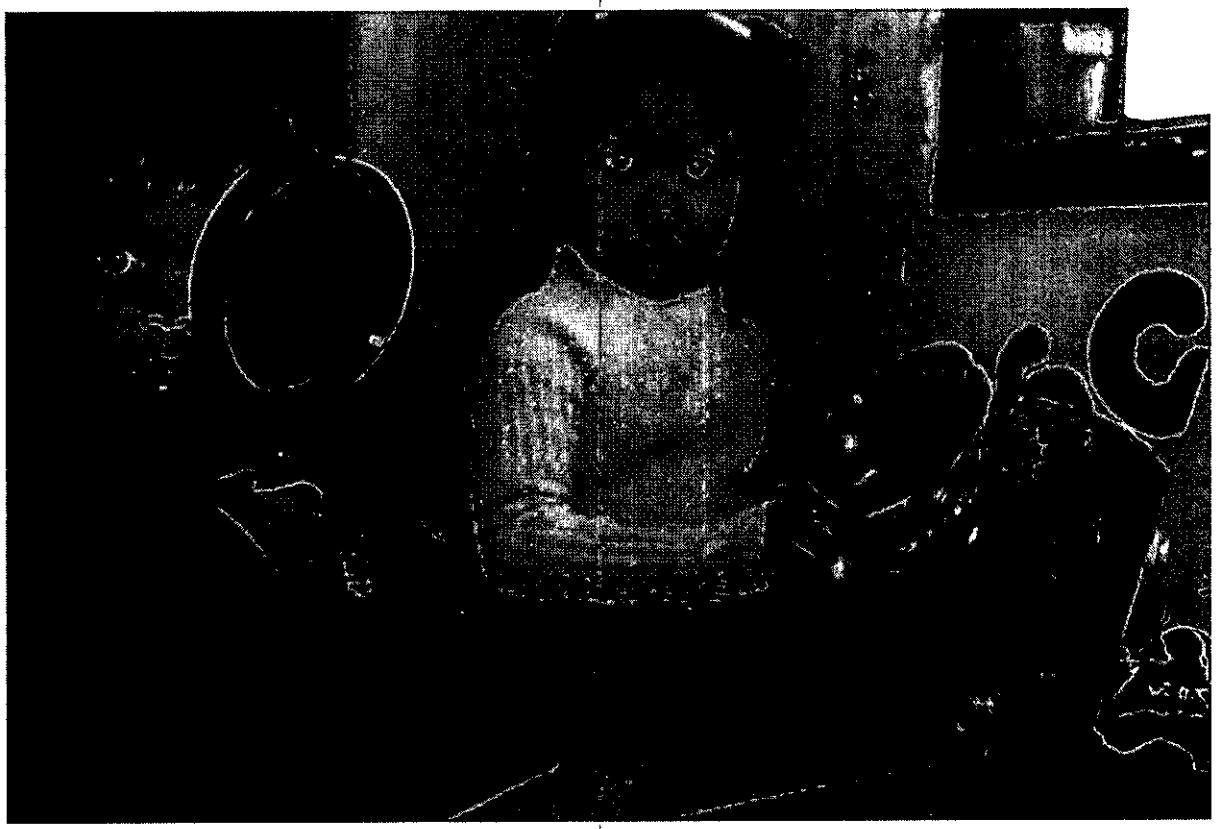
BestBeginningsAlaska.org

House Education Committee
February 4, 2009

Support Brings Success!

Alaska Head Start Association
Parents · Staff · Directors · Friends
Support Brings Success!

Let's take a look...



What is Head Start?

- Federal Program started in 1965
- All Head Start Grantees must meet and abide by Federal Performance Standards
- Governed by Board of Directors (Community Members) and Policy Council (Parents)
- All Head Start services (education, family, disabilities, health, etc) provided at no cost
- Comprehensive focus on both child and family
- Early health and developmental screenings are required for all children

What is Head Start?

- Monitoring and reporting is extensive
  - Over 5000 regulations associated with Head Start
  - Early Alert System to discuss individual program challenges and to make improvement plans
  - Triennial on-site program reviews by the Office of Head Start (OHS)
  - Annual Program Information Report (PIR)
  - Monthly enrollment reporting
  - Each grantee is required to create and publish an annual report
  - Annual self assessment required – participation and oversight by both policy council and governing board

Alaska Head Start Association
Parents · Staff · Directors · Friends
Support Brings Success!

Who is Eligible for Head Start Services?

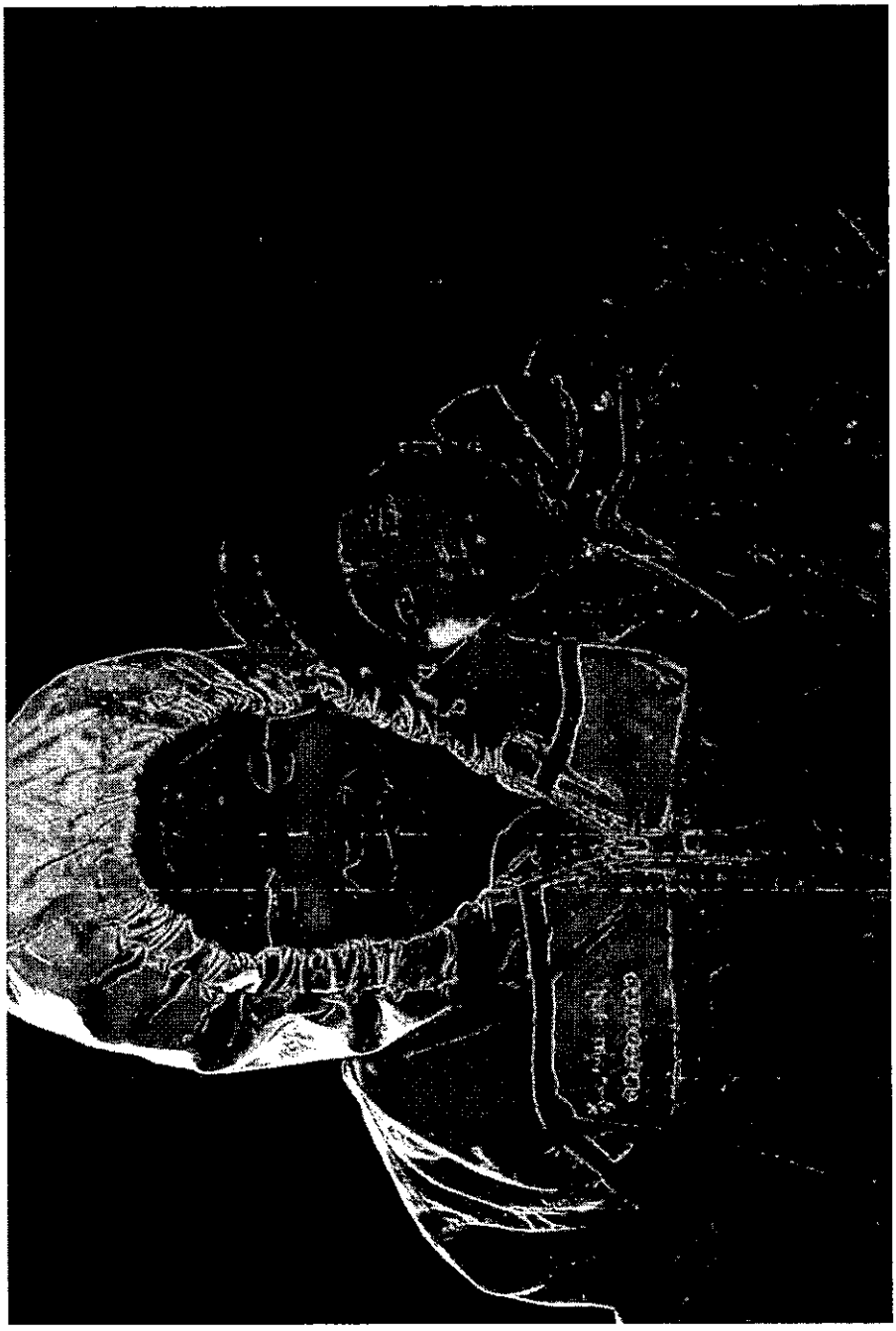
- Priority is given to:
  - Children from low income families

2009 Income Guidelines

Family Size	Income
2	$18,210
4	$27,570
6	$36,930
8	$46,290

Who is Eligible for Head Start Services? (continued)

- Priority is also given to:
  - Children with special needs
  - Homeless children
  - Foster children
  - Children who will attend kindergarten the following year
  - Returning Head Start children



Alaska Head Start Association · Parents · Staff · Friends · Directors

Support Brings Success!

How Many Children Do We Serve?

- 17 Grantees provide services in 100 Alaskan communities
- There are just over 3,100 Head Start slots available statewide in FY 2009
- A conservative estimate is that over 7,700 children in our state are currently eligible but are not served

For more details please refer to:
Alaska Head Start Association
Fact Sheet 2008-2009 Program Year

What Services Do We Provide?

- Educational Services
  - Pre-Literacy
  - Pre-Math
  - Social and Emotional Development
    - Violence Prevention
  - Language Development
  - Creative Arts
  - Physical Health & Development

What Services Do We Provide?

continued

- Family Education & Empowerment
  - Home visits are made by the child's teacher
    - Family goals are set and assistance is given to help meet these goals
    - Referrals to other community resources or agencies
  - Family Advocacy is provided for families that need additional assistance

What Services Do We Provide?

continued

- Health, Dental, Mental Health and Nutritional Services
  - Immunizations required
  - Physical exam (including vision and hearing) required
  - Dental exam required
  - Health, Mental Health and Nutrition consultations are provided
  - Head Start is required to follow up on all identified concerns

Alaska Head Start Association

Parents · Staff · Directors · Friends

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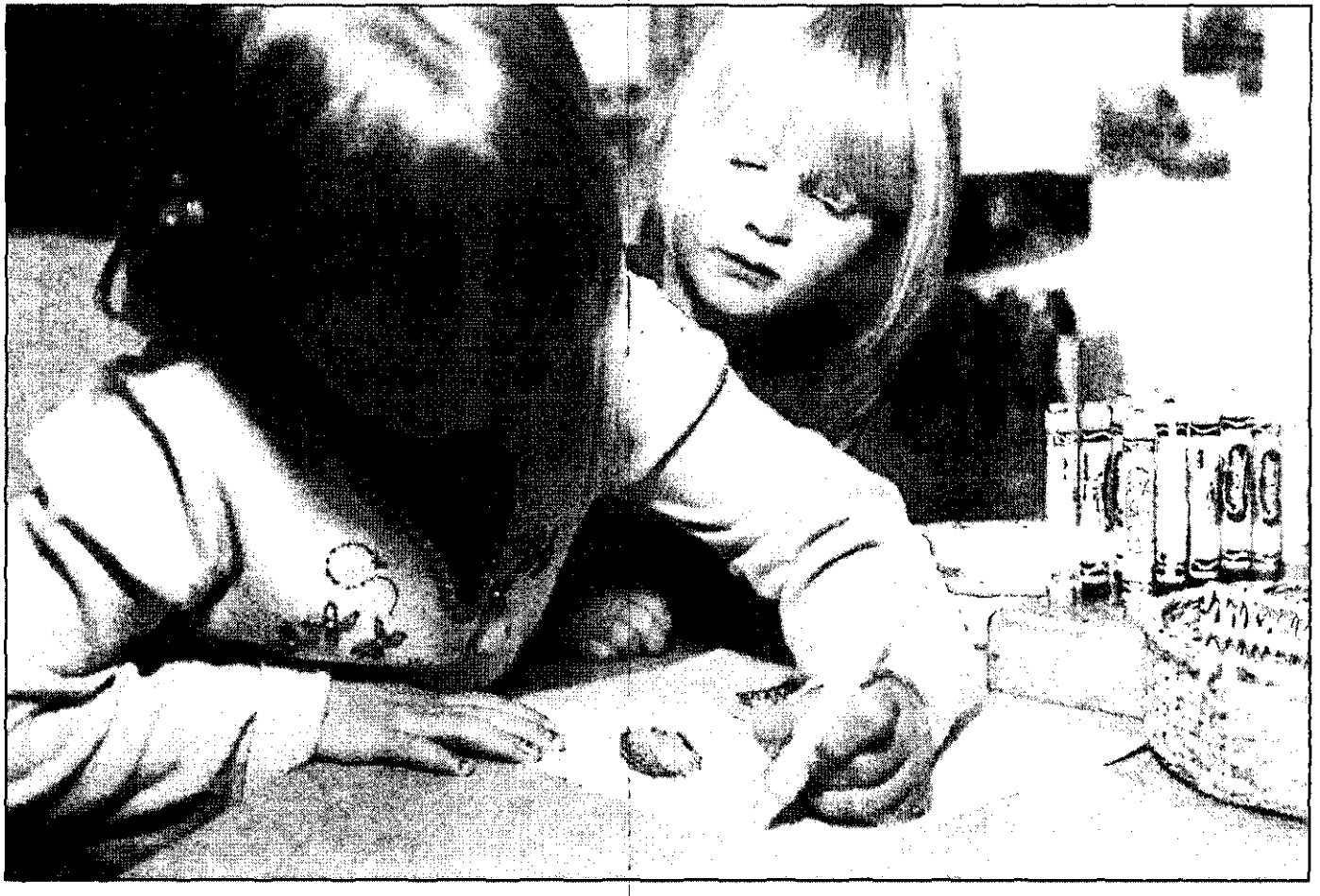


What Are The Goals?

- Early Intervention
- Family Involvement and Empowerment
- Developing an Educational Foundation
- Social and Emotional Development
- Addressing any and all obstructions to learning (health, nutrition, transportation)
- In summary... SCHOOL READINESS!

What is Needed?

AHSA Critical Issues 2009

- Increase State of Alaska Investment
- Develop a comprehensive state plan
- Dedicated workforce development funds
- Support increased health care access
- Capital funds to address current and future needs

Support Brings Success!

Other Resources

- Alaska Head Start Association
  Pre-K Position Paper
- ISER Research Summary – Jan 2009
  "The Cost of Crime: Could the State Reduce Future Crime and Save Money by Expanding Education and Treatment Programs?"
- Economic Impact of Early Education and Child Care Services in Alaska
  McDowell Group – July 2006
- www.akheadstart.org

Alaska Head Start Association
Parents · Staff · Directors · Friends

Support Brings Success!

Support Brings Success!

Questions ?

Thank You !

Mt. Edgecumbe High School
Report Topics
February 4, 2009

Admissions and Enrollment

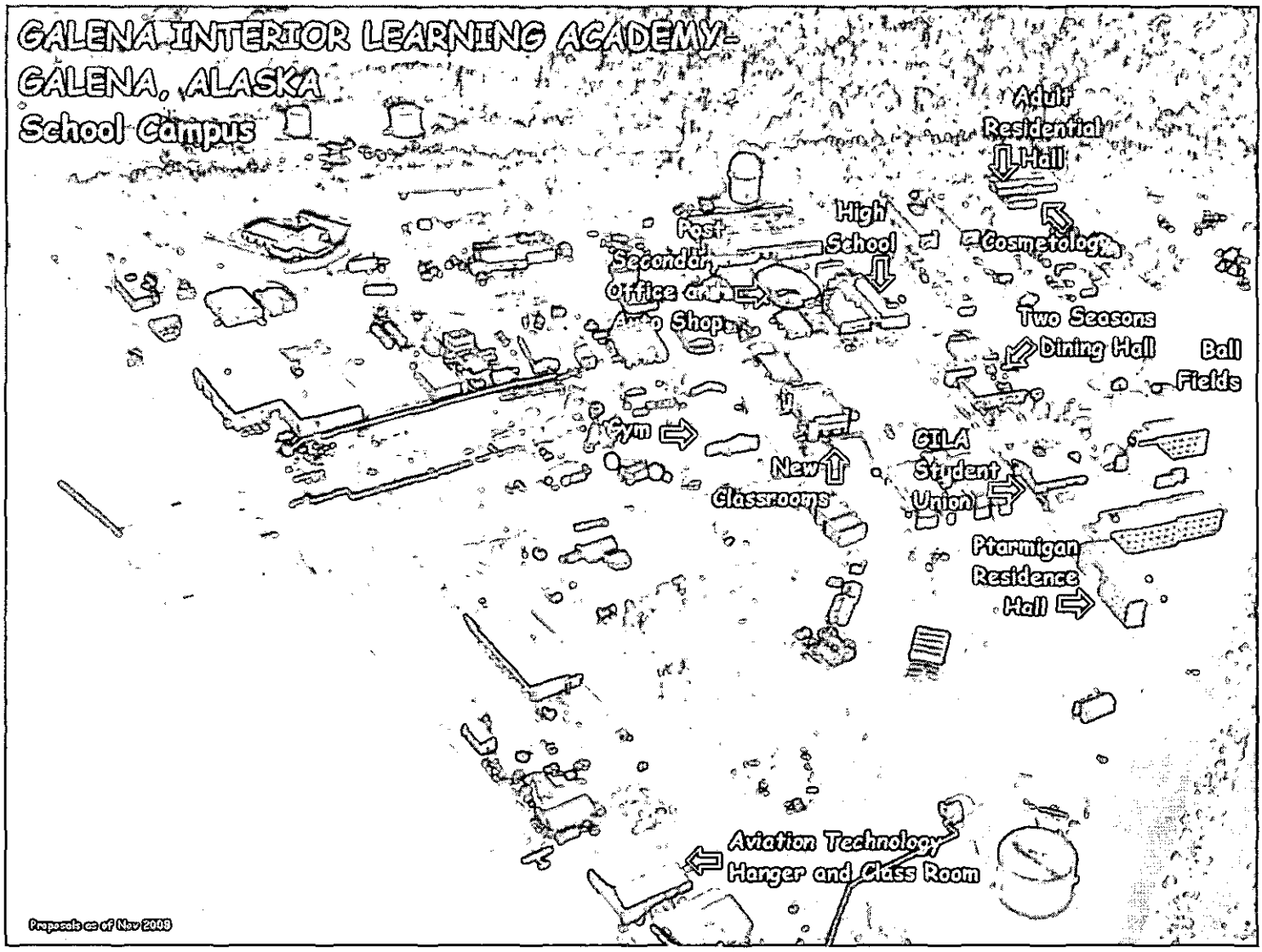
Academic Environment

Career/Technical Programs

Residential Life

Why students come to MEHS

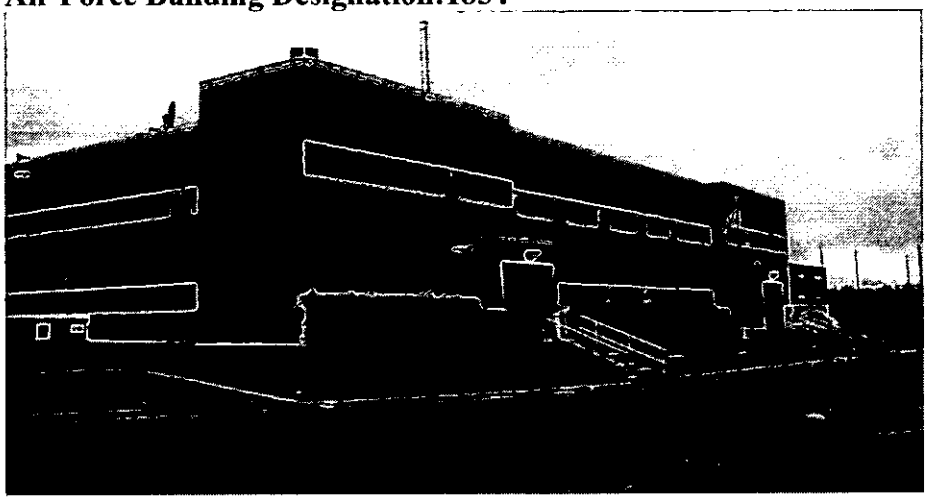
Challenges



Galena City School District presentation to the House Education Committee February 4, 2009

-Galena Interior Learning Academy Facilities-

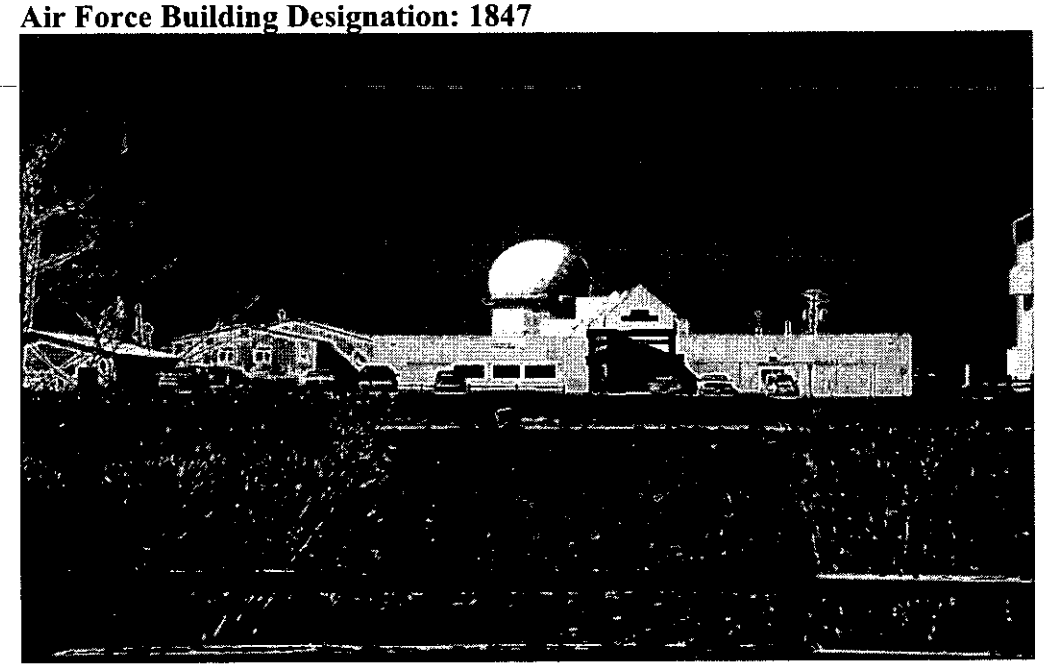
Air Force Building Designation:1854



Building: Headquarters

Currently four classrooms and rental space for State Troopers
Square Feet: 12,000
Structure: Metal Framing
Year Constructed: 1984

Air Force Building Designation: 1847



Composite Building

Classrooms, Auditorium, Offices, Library
Square Feet: 16,700
Structure: Steel and wood
Year Constructed: 1985

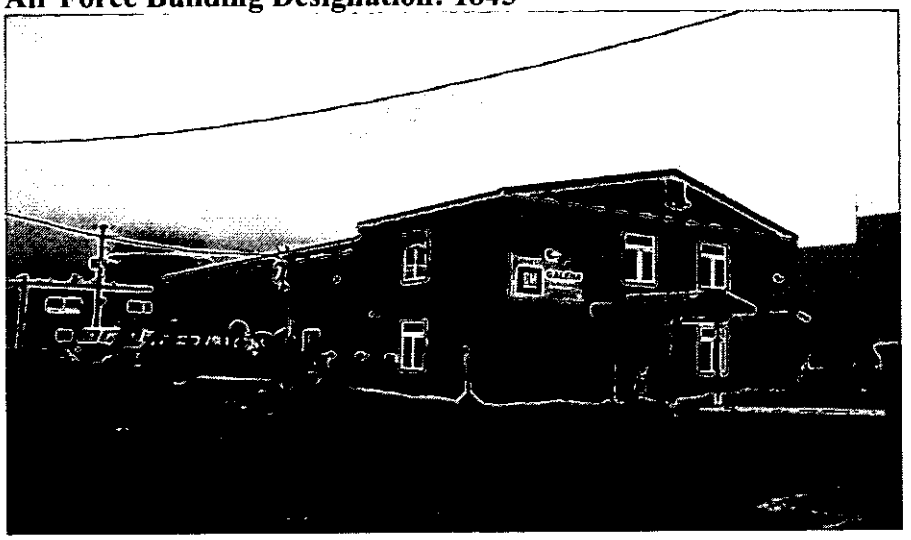
Air Force Building Designation: 1859

Building: Big Dining Hall
Food Service for up to 400
Square Feet: 10,662
Structure: Concrete slab suspended with wood construction
Year Constructed: pre- 1963

Air Force Building Designation:1851

Building: Gymnasium
Physical and Health Education Center
Square Feet: 15,610
Structure: Steel and wood
Year Constructed: 1966

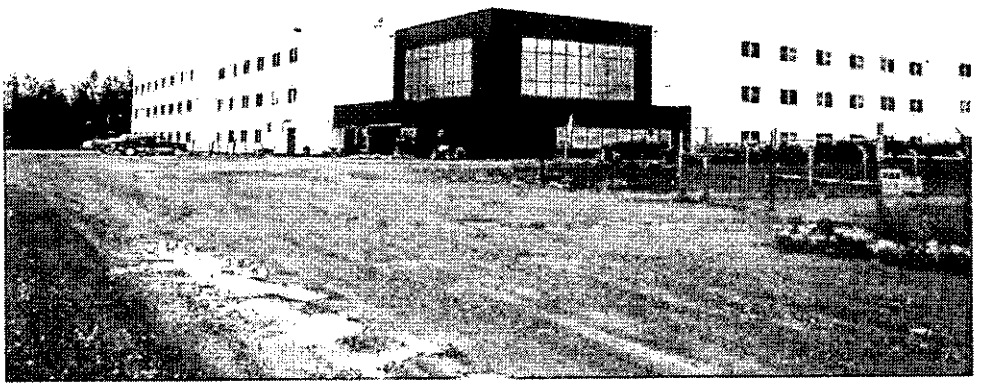
Air Force Building Designation: 1845



Building: School Auto Shop

Auto Mechanics and Adult Programs Center
Square Feet: 6720
Structure: Steel and Wood
Year Constructed: 1959 Remodeled 2001

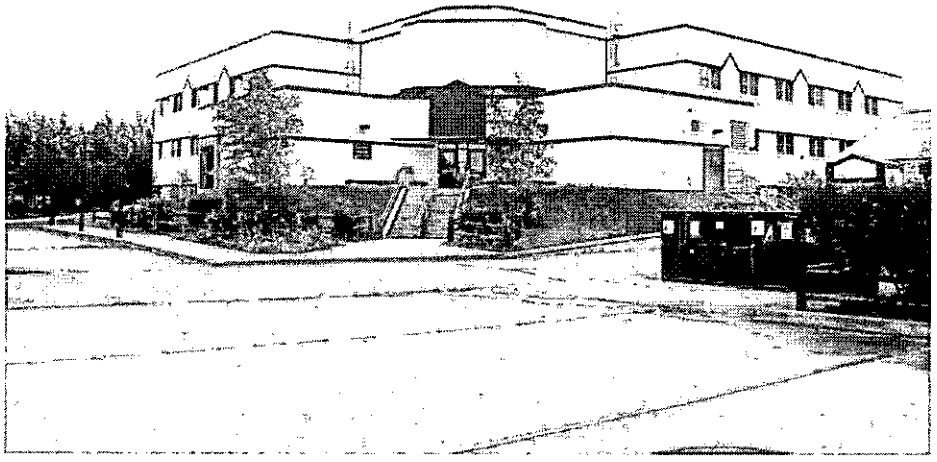
Air Force Building Designation: 1874



Building: Ptarmigan Dorm

Student Housing **116 rooms for double occupancy**
Square Feet: 58,494 **18 suites**
Structure: Concrete and Steel
Year Constructed: 1988

Air Force Building Designation: 1876



Building: Iditarod Hall

Current Designation: Residential Living – 52 suites
Projected Function: 12 classrooms
Square Feet: 32,774
Structure: Concrete and Steel
Year Constructed: 1988

GALENA POST-SECONDARY ADVLT PROGRAMS

Galena City School District, Galena, Alaska

CULINARY ARTS DEPARTMENT

P.O. Box 359, Galena, Alaska, 99741
Tel: (907) 656-2053 Fax: (907) 656-2107
Email: jjacobs@galenanet.com

Hands-on learning in a working kitchen

Courses	Length @30hrs/wk	Institutional Course Costs [Tuition, Enrollment, Lab Fees]	Books/Uniforms Knives/Hand Tools	Next Enrollment Date
Commercial Kitchen Production	two semesters		Provided by school *Student needs to purchase appropriate shoes*	

Commercial Kitchen Production is a one year [two semester] classroom and hands-on instructional course in a large working kitchen that prepares students for employment in the food service or related industry placing emphasis on the institutional environment [school, hospital, camp kitchen, mining and oil industry kitchens]. A certificate is granted upon successful completion of the course.

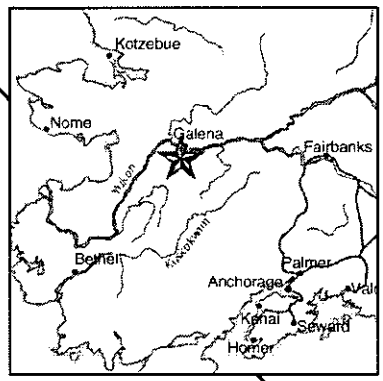
Financial Aid

GCSD can assist or guide students in obtaining financial aid, dealing with tribal organizations, local, state and federal agencies that may provide student financial aid, although financial aid is not guaranteed. Some financial aid available to those that qualify.

GCSD Culinary Arts Department: Credentials

Authorized by Alaska Commission on Postsecondary Education: (ACPE)
Eligible Training Provider through the Department of Labor and Workforce Development for WIA funds

Instructor: Certified Chef, Rand Rosecrans: Graduated with Honors from Western Culinary Institute
Registered member of the American Culinary Federation
Holds Type M State of Alaska Teaching Certificate



Enroll Early! Space is limited!

Notification of Civil Rights Compliance:
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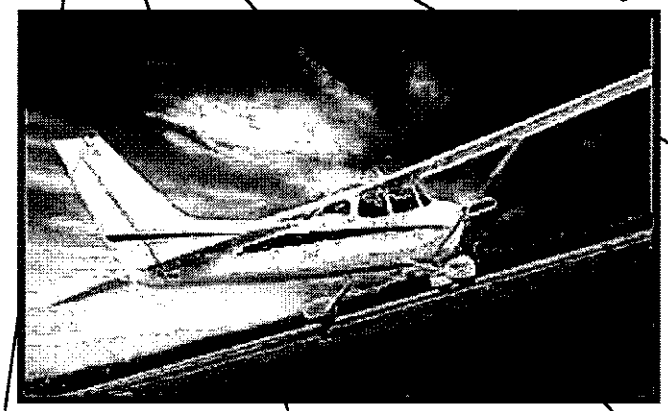
GALENA POST-SECONDARY ADULT PROGRAMS

Galena City School District, Galena, Alaska
AVIATION TECHNOLOGY DEPT.

Are you interested in becoming a pilot for the aviation industry?

P.O. Box 359, Galena, Alaska, 99741
Tel: (907) 656-2053 Fax: (907) 656-2107
Email: jjacobs@galenanet.com



The Private Pilot Course is a one semester- long classroom, simulator, lab and practical course leading the students towards taking their Private Pilot License exam set by the FAA. Instruction consists of theory, lab, computer-based learning and training in a FAA certified flight simulator [available to all students]. Students will also have an opportunity to log flight hours in Galena in a fully equipped training Cessna 150?. The GCSD owns a C150 which is used for flight training purposes.

Instrument Rating Ground School and Commercial Rating Ground School (with associated flight training) is also offered in the forthcoming semesters: allowing students to prepare towards entry-level qualifications in the aviation industry.

Institutional Course Costs
[Tuition, Enrollment, Simulator Fees]

Courses	Length	EXCLUDES FLIGHT COSTS	Next Enrollment
Private Pilot Ground School*	**One semester**		

(* Covers ONLY Ground School courses. It excludes flight training cost listed below)

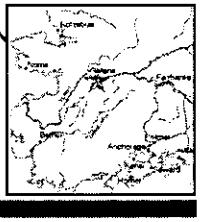
Flight Training in Cessna 150 $150/hr: Dual flying $110/hr Solo flying $40/hr Pre-Post flight Preparation Time
(FAA minimum requirement for PPL: 20 hrs of dual flying plus 15 hrs of solo flying: although normally a student requires about 35 hrs of dual flying and 15 hrs of solo flying).

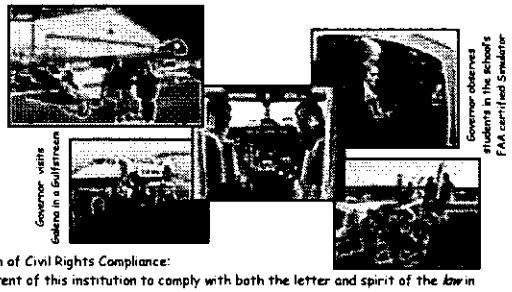
Instrument Rating Ground School* **One semester**
(* Covers ONLY Ground School courses. It excludes flight training cost listed below)

Flight Training in Cessna 172 $170/hr: Dual flying $130/hr Solo flying $40/hr Pre-Post flight Preparation Time
(FAA minimum requirement for IR: 35 hrs of dual flying.
** Student must meet FAA enrollment requirements

Commercial Rating Ground School* **One semester** **call for costs** **TBA**
Flight Training call for details.
** Student must meet FAA enrollment requirements

GCSD Aviation Department: Credentials – Operating as Part 61 Flight School
Authorizing by Alaska Commission on Postsecondary Education: (ACPE)
Eligible Training Provider through the Department of Labor and Workforce Development for WIA funds
Flight Instructor: FAA Certified Flight Instructor: CFI: Mr Noel Frisbie
Financial Aid
GCSD can guide students in obtaining financial aid, working with tribal organizations, local, state and federal agencies that may provide student financial aid, although financial aid is not guaranteed.





Governor visits Galena in a Gulfstream

Governor observes students in the school's FAA certified Simulator

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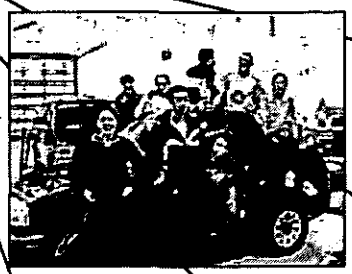
GALENA POST-SECONDARY ADULT PROGRAMS

Galena City School District, Galena, Alaska

AUTOMOTIVE TECHNOLOGY DEPARTMENT

P.O. Box 359, Galena, Alaska, 99741
Tel: (907) 656-2053 Fax: (907) 656-2107
Email: jjacobs@galenanet.com



Modern automotive workshop

Courses	Length @30hrs/wk	Institutional Course Costs [Tuition, Enrollment, Lab Fees]	Books/Uniforms Concurrent Fees	Next Enrollment Date
Introduction to Automotive Technology	one semester	$846.00	$200	
Automotive Brake Systems	one semester	$846.00	$200	

Introduction to Automotive Technology is a one semester classroom and hands-on instructional program which is designed to introduce students to the major automotive systems, theories of operation, automotive tools/equipment, basic maintenance and repair procedures. Students who meet the proficiency requirements will be offered certification as a lubrication technician and tire repair technician

Automotive Brake System is a one semester classroom and hands-on instructional program which is designed to give students an in-depth knowledge of automotive brake systems; including repair, maintenance and operations. Students who meet the proficiency requirements will be offered certification as a brake technician

Financial Aid

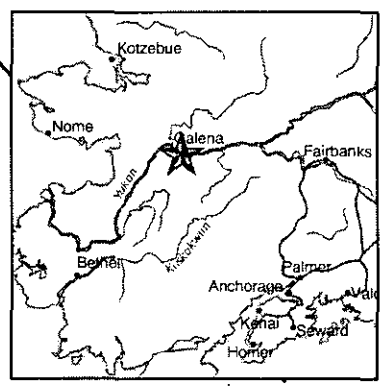
GCSD can assist or guide students in obtaining financial aid, dealing with tribal organizations, local, state and federal agencies that may provide student financial aid, although financial aid is not guaranteed. Some financial aid available to those that qualify.

GCSD Automotive Technology Department: Credentials

Introduction to Automotive Technology
Authorized by Alaska Commission on Postsecondary Education: (ACPE)
Eligible Training Provider through the Department of Labor and Workforce Development for WIA funds
Automotive Brake Systems
Authorized by Alaska Commission on Postsecondary Education: (ACPE)
Eligible Training Provider through the Department of Labor and Workforce Development for WIA funds

Instructor: Mr. Stephen Hoffie: Type M State of Alaska Teaching Certificate

New automotive technology workshop with state of the art equipment.



Enroll Early! Space is limited!

Adult Student Accommodation Facilities available for individual students in the newly constructed Birchwood Hall. Walking distance to major facilities on GSCD campus. Family accommodation opportunities not offered by GCSD. Students to make own arrangement for accommodation in Galena: Various rental options generally available.

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GALENA POST-SECONDARY ADULT PROGRAMS

Galena City School District, Galena, Alaska

COSMETOLOGY DEPARTMENT

P.O. Box 359, Galena, Alaska, 99741
Tel: (907) 656-2053 Fax: (907) 656-2107
Email: jjacobs@galenanet.com

Modern new facilities: Small classes

Courses	Length @30hrs/wk	Institutional Course Costs [Tuition, Enrollment, Lab Fees]	Books/Kit/ Student Permit	Next Enrollment Date
Hairdressing	1650 clock hrs [± 55 wks]	$6,750.00	$350.00	
Esthetician	350 clock hrs [± 12 wks]	$1,800.00	$400.00	
Instructor Training	600 clock hrs [15 wks @ 40hr/wk]	$3,050.00	$350.00	Open enrollment/ active recruitment

Upon completion of these courses, graduates will be eligible to apply for the various State licensing examinations.

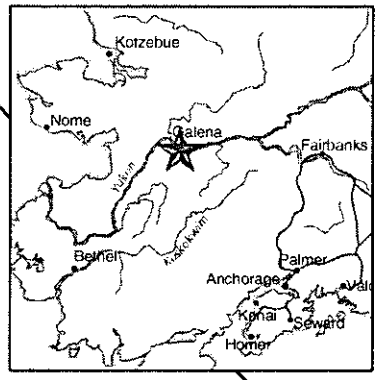
Financial Aid

GCSD can assist or guide students in obtaining financial aid, dealing with tribal organizations, local, state and federal agencies that may provide student financial aid, although financial aid is not guaranteed. Some financial aid may be available to those that qualify.

GCSD Cosmetology Department: Credentials

Licensed as a "school" by the State of Alaska: Division of Occupational Licensing: Board of Barbers and Hairdressers
Authorized by Alaska Commission on Postsecondary Education: (ACPE)
Eligible Training Provider through the Department of Labor and Workforce Development for WIA funds

Instructor: Mr. Gar Wong: qualified, experienced [over 29 years]
Licensed Instructor by the State of Alaska: Holds Type M State of Alaska Teaching Certificate



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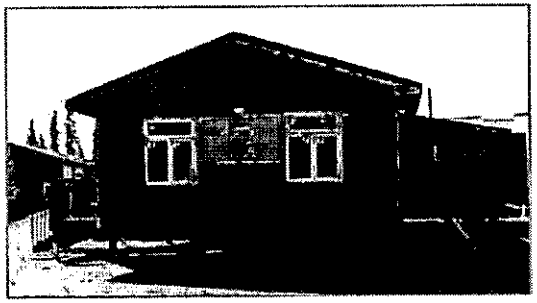
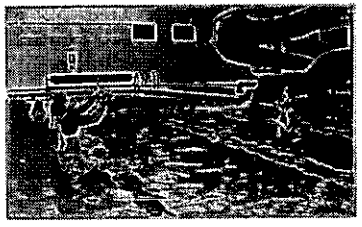
GALENA, ALASKA

Facilities: City of Galena



Galena Early Learning Center

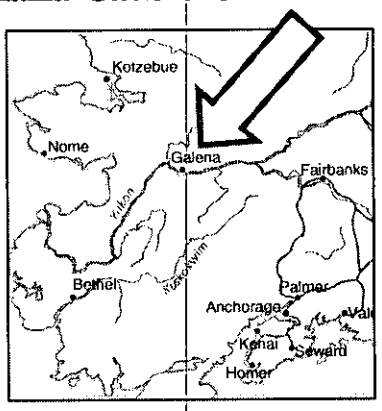
Public Indoor Heated Swimming Pool



The Iditarod checkpoint and in the background, an example of rental accommodation available in Galena

Various Gym opportunities

Galena City School District, City of Galena, Louden Tribal Council, Tanana Chiefs Conference



Population:

Galena with a population of ±700 people is situated on the Yukon River and 260 miles west of Fairbanks.

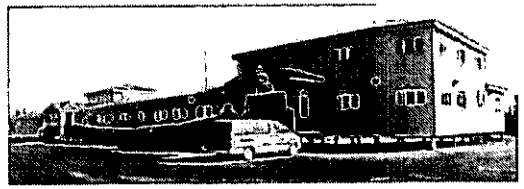
Accessibility:

Galena is served with ±5 daily flights from Fairbanks on two weekly flights from Anchorage. Galena is the hub for the region.

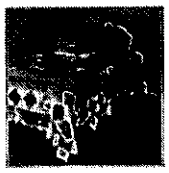
Facilities and Amenities:

Galena has many local amenities: 2 stores, 2 churches, a heated indoor Olympic sized swimming pool, a new modern health and dental center, restaurant, B&B, schools, UAF Rural Campus, Native and City Council offices, Magistrates Court, State Troopers and other facilities. The best feature of Galena is its friendly people.

Facilities: City of Galena



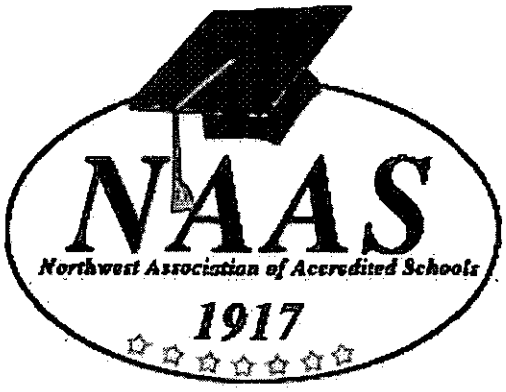
City Hall, Health Clinic, Mental Health Facilities, Telemedicine



Official Opening of the Facility

Former Lt. Gov Loren Leman, Elder Sidney Huntington, Elder Bobby Vent of Huslia

Northwest Association of
Accredited Schools



GALENA INTERI☆R LEARNING ACADEMY
Part of
Galena City School District, Galena, Alaska

High School Annual Report
2008-09

EVIDENCE BASED SCHOOL EVALUATION

www.NorthwestAccreditation.org

Annual Report and Standards for the Northwest Association of Accredited Schools

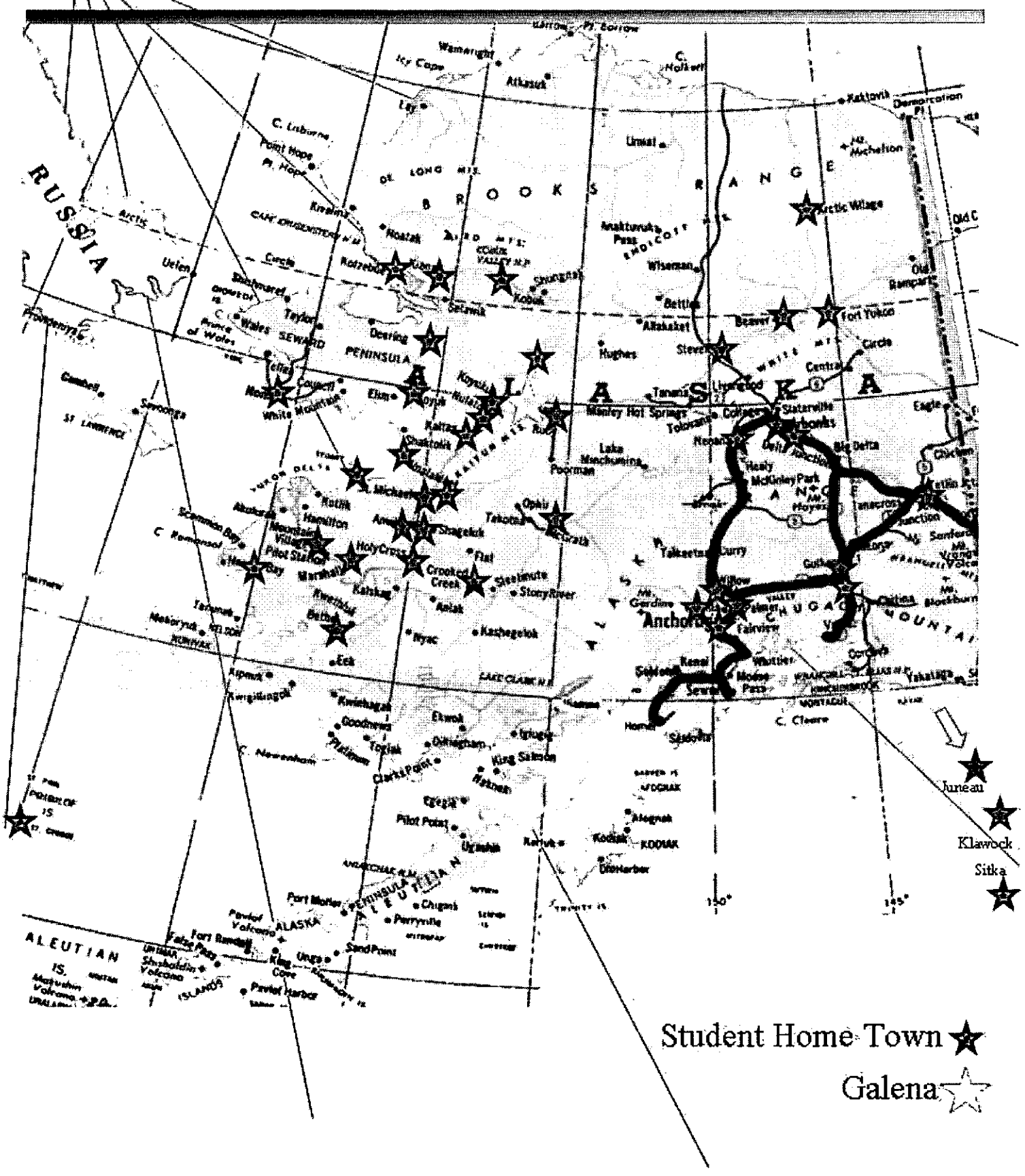
Setting World Standards for Accreditation

2008-09

www.NorthwestAccreditation.org

The mission of the Northwest Association of Accredited Schools is to advance excellence in education through the process of accreditation.

GILA Student Home Town



November 2008

GALENA INTERIOR LEARNING ACADEMY

UNIQUE PROGRAM FEATURES

Galena Interior Learning Academy, a statewide boarding school for grade 9 -12 students that are seeking another choice, is Alaska's longest operating residential secondary vocational school. It is accredited by the "Northwest Association of Accredited Schools".

GILA offers High School age students the opportunity to gain industry standard vocational-certification in aviation, automotive technology, cosmetology and culinary arts while achieving the academic skills necessary to succeed in post secondary studies. Students enroll in these programs receiving many hours of instruction which may lead to continuation after graduation there by leading to certification and future employment. This opportunity provides motivation for undergraduates to excel academically allowing more time for the vocational career pathways. Vocational and technical teachers are hired from industry for upper level career pathways, validating the programs meeting the standards required by industry.

GILA is located in Galena, a village in Interior Alaska. It attracts students from all over the state, ranging from the Pribilof Islands in the West, to Prince of Wales Island in the South, Northway in the East and Arctic Village to the North. For the 2008 school year, 52 villages and communities were represented at GILA. It appeals to the lifestyle of the rural students but it is also accessible to students from urban communities who desire to pursue an education more focused to their individual needs. As Alaska Native families are forced to relocate because of the high cost of living in the villages, we as a boarding school are receiving greater numbers of applications each year, thus proving to be a more viable educational option.

The GILA campus is located on a former U.S. Air Force Base and offers modern residential and educational facilities. The Air Force has officially turned over many buildings to Galena City School District and will complete the process on September 30, 2008, allowing GILA to expand further in to more facilities. Future remodeling will allow for greater numbers of classrooms to accommodate for the increased number of applications. The strong partnership with the Air Force, City of Galena, Louden Tribal Council, University of Alaska Fairbanks, Alaska School Boards Association, local organizations and businesses contributes to a first class education for students.

ENROLLMENT

GILA started FY 2008 with 128 students and ended with 124, a 97% retention rate. Homesickness and family needs are the main reasons why students leave during the school year. As these departing students chose other options, we at GILA assist them in enrollment into another educational institution to continue their educational endeavors.

Enrollment interest remains strong with more classroom space being necessary each year. Since the BRAC (Base Realignment and Closure) decision occurred, opportunities and challenges are being faced with great success. The Air Force's departure provides space for more programs and students while adding costs to the physical operations. In 2007-2008, enrollment increased to 128 students creating the challenges which were changed to opportunities for greater programs with the required expansions to accommodate the numbers. More content area classes and electives were added with an increase of 4 required class offerings and 6 electives being added to the class schedule.

Anticipated GILA enrollment:

FY 2006-07 110 students (actual 112)
FY 2007-08 130 students (actual 128)
FY 2008-09 150 students (actual 117)
Continued increased in enrollment is expected in 20 to 30 student increments each year until maximum capacity is reached at approximately five years.

The 2006 Alaska State Legislature provided an additional boost for GILA in the form of financial assistance for room and board. This act supported by the Governor, State Board of Education, and the Alaska Association of School Boards, brought recognition of the public support for "boarding schools of choice" in today's Alaskan economy. A strong emphasis is placed on student resiliency and the "assets" program shared with Alaska Association of School Boards.

The staff at GILA works hard to maintain a cohesive relationship with the diversity of its students. A majority of underclassmen return each school year, with over 50 new students adding to the increased numbers. This includes replacing the graduation senior class as well as the increase in total student numbers.

Many systems are used to advertise the opportunities at GILA; however the most prevalent is word of mouth with recommendations among friends and family. State-wide publicity via newspaper, radio and TV has been recently implemented in order that families are aware of the opportunity which GILA affords. With many families being required to move toward more urban areas for employment or reduced cost of living, attending GILA is an opportunity that allows their high school aged children to continue their education while remaining in rural Alaska. These efforts resulted in many applicants, of which 128 were invited to attend for the 2008 school year.

Twenty two seniors graduated on May 16, 2008, 100% of which passed all portions of the Alaska High School Graduation Qualifying Examination. This class was 94% Alaska Native, exceeding the graduation rate of this group in most rural and urban schools in Alaska.

The graduation featured distinguished speaker Senator Albert Kookesh JD., our Senator for Interior Alaska. His strong message to Alaska Native students was very well received. An additional surprise visit from Todd Palin, the First Gentleman was a great treat as well. As a pilot in his own rite, Mr. Palin was invited to pin the wings on four graduates, two of which had achieved the Private Pilot status and two who had achieved Instrument Pilot Status.

ACHIEVEMENTS

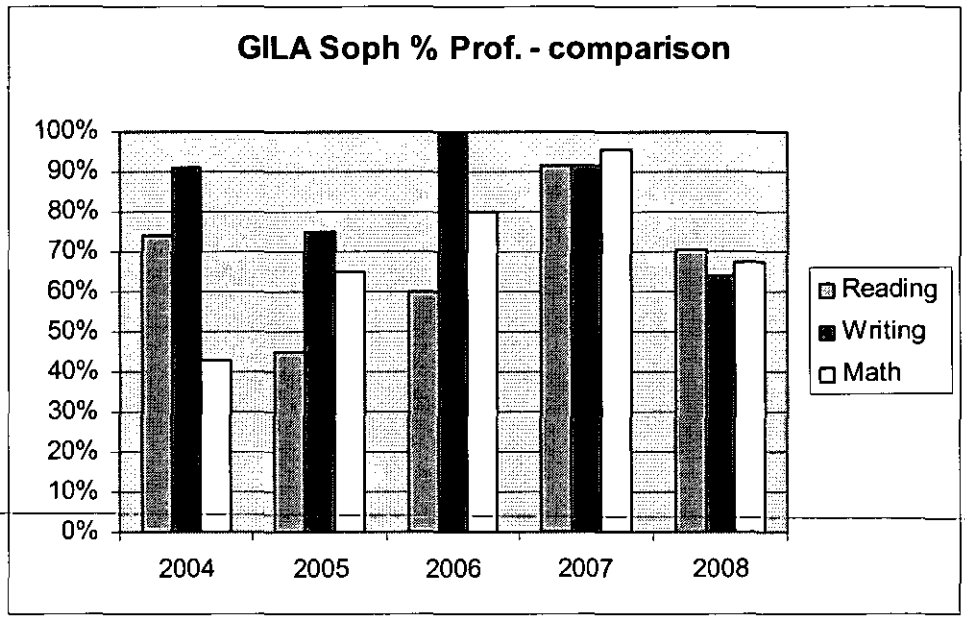
All GILA students grades 9 through 12 were administered the Terra Nova test, with grades 10 through 12 also taking the AHSGQE. The Standards Based Assessments was administered to the freshman as well as being imbedded in the sophomore AHSGQE. The results of those assessments follow.

ALASKA HIGH SCHOOL GRADUATION QUALIFYING EXAM

For the past three years over 90% of Galena Interior Learning Academy graduates have passed all three portions of the Alaska High School Graduation Qualifying Exam, with 100% passing rate for the 2008 graduates.

A high percentage of the sophomore class achieved great success on their first attempt at the AKHSGQE . In the content area of reading, 70.7% of Sophomores were proficient, in Writing 64.2% were proficient and in Math 67.4% were proficient on their first attempt.

Although sophomores have been enrolled at GILA from one to 15 months in our program at this assessment date, our rigorous educational system provides exceptional learning opportunities as indicated by these scores.



Soph % Proficient					
	2004	2005	2006	2007	2008
Reading	74%	45%	60%	91%	71%
Writing	91%	75%	100%	91%	64%
Math	43%	65%	80%	96%	67%

ADEQUATE YEARLY PROGRESS

Adequate yearly progress is determined by 31 categories on the 9th and 10th grade Standards Based Assessment at GILA.

Although our assessment scores for 2008 show a slight reduction, reflecting that we did not make AYP for that calendar year, we have made great strides with hiring an additional math teacher and a special education teacher to improve on the learning of our students and subsequently those scores.

As seen, GILA students are showing great improvement, which are directly proportional to the number of years in the GILA educational system. This information is especially important with data showing 89% of GILA seniors, 93% of the juniors and 88% of the sophomores and 96% of freshman are Alaska Natives. This provides a total of 92% of GILA students being Alaska Native on the end of the year count.

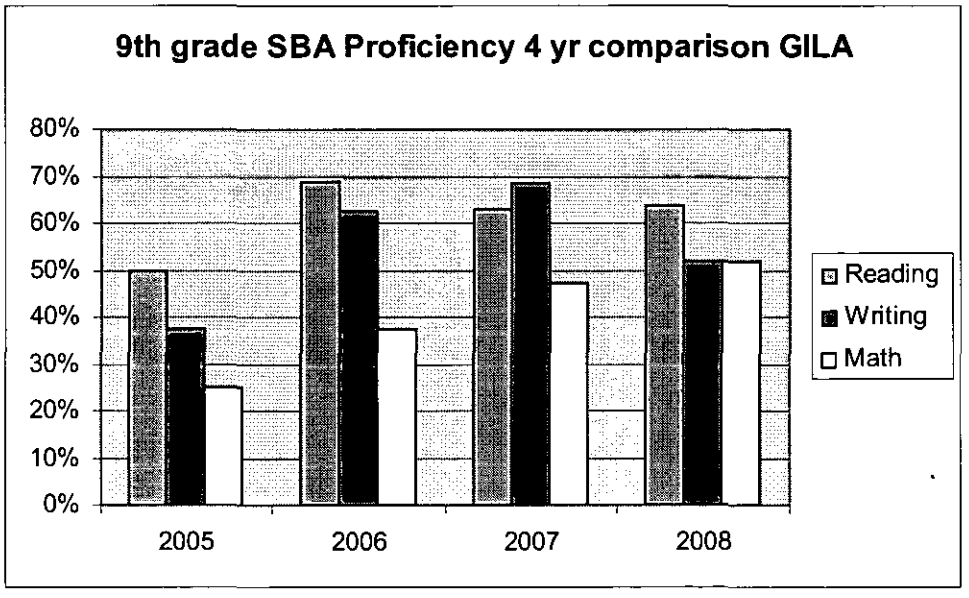
GILA STANDARDS BASED ASSESSMENTS (SBA)

The Alaska Standards Based Assessments are scored based on the percentage of student's proficient on each test. The Alaska Standards Based Assessments measure how well students have mastered the Alaska academic standards in reading, writing, and mathematics, each of which has their own subcategory. These tests are designed specifically to assess the Alaska standards with Alaska students. Test results are reported in terms of level of mastery, that is, the percentage of correct answers. These assessments are then used to determine AYP for each school and district.

A primary goal of GILA is to provide an academic and vocational education opportunity where the students can take advantage of their abilities. The longer the students stay at GILA, the greater their academic progress. In the data below, you will notice increasing scores each year students attend the school.

Grade 9 Standards Based Assessments

As you will observe in the data below, the freshman at GILA are showing constant improvement in all subject areas. It should be noted that upon acceptance of students into GILA at this beginning grade level, academic ability is discounted completely.



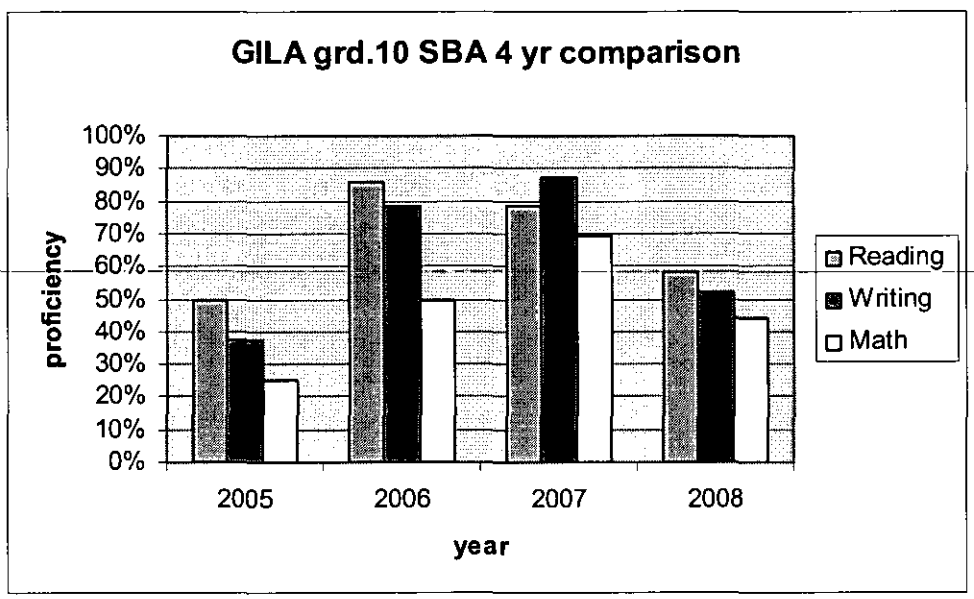
SBA 9th Proficient				
	2005	2006	2007	2008
Reading	50%	68.%	63.%	64%
Writing	38%	63%	68%	52%
Math	25%	38%	47%	52%

We feel with our staff development system the staff provides the opportunity for education that will give all students learning opportunities which are essential to success. Freshman students have been involved from one to 6 months in our educational system at this first state assessment date.

We require 480 minutes of monitored education 5 days per week which compares to 300 minutes required by DEED. The success of our model shows in the assessments scores.

Grade 10 Standards Based Assessments

Over the four years the SBA questions have been imbedded in the Qualifying Exam, GILA students have shown regular improvement as documented in the graph below. Although we feel improvements are needed, the scores remain similar between the students 9th grade SBA and a more difficult 10th grade SBA.



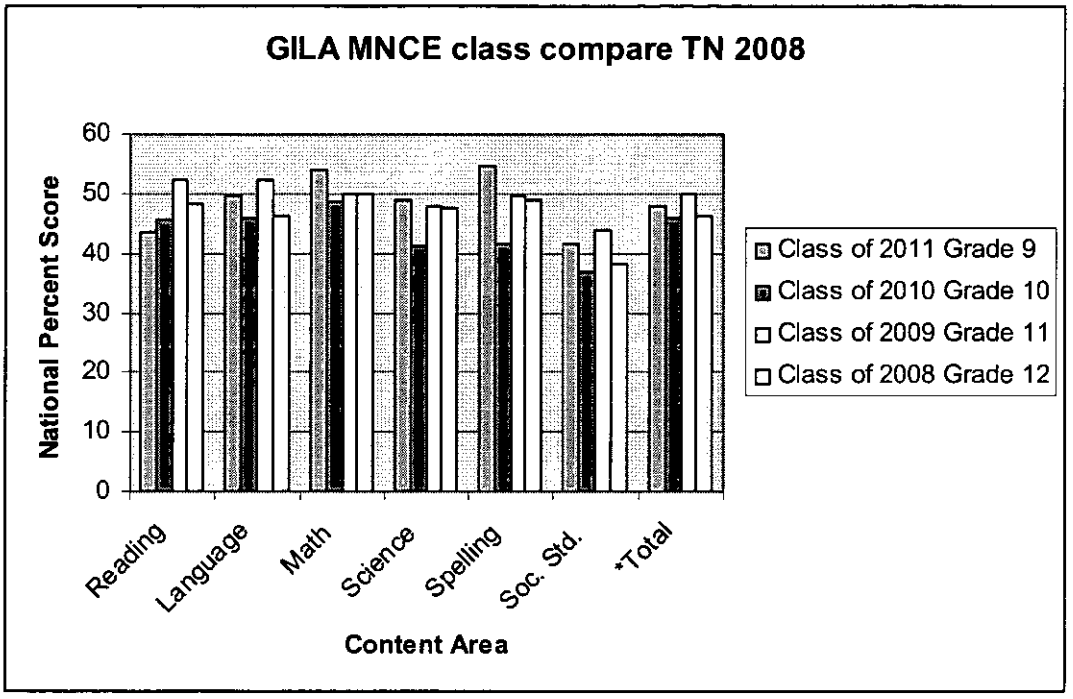
SBA grade 10	4 year comparison			
	2005	2006	2007	2008
Reading	50%	86%	78%	59%
Writing	38%	79%	87%	52%
Math	25%	50%	70%	44%

Sophomore students have been involved in our system from one to 15 months at this assessment date. This data provides evidence of the high number of sophomores who were invited with in the last few months while students who previously attended kept the scores from dropping excessively.

GILA: TERRA NOVA ASSESSMENTS

The Terra Nova is a norm-referenced test which means that the scores presented are comparative. The Mean Normal Curve Equivalent is computed by adding the Normal Curve Equivalent scores of all students in a group, then dividing by the number of students in that group. The Mean Normal Curve Equivalent scores show how well Galena students at each grade and in each subject area compare to their grade level peers around the country.

The Terra Nova Mean Normal Curve Equivalent Scores in the spring of 2007 are shown in the table and graph below. Virtually all Terra Nova scores are within the National Averages and are grade appropriate. The data shows scores are remaining within the national percentile in virtually all areas.



Total Score MNCE by Grade Level 2/08/08 testing								
MNCE	Reading	Language		Math	Science	Spelling		Soc. Std.
*Total								
Class of 2011	Grade 943.5	49.6	54	48.9	54.5	41.4	47.9	
Class of 2010	Grade 10	45.6	46	48.5	41.1	41.7	36.8	46
Class of 2009	Grade 11	52.3	52.2	49.8	47.8	49.7	44	49.8
Class of 2008	Grade 12	48.3	46.3	50	47.5	49.1	38.1	46.4

STAFF

All certified staff at GILA has accomplished "Highly Qualified" status. The vocational staff is certified professionals who have had additional training in educational techniques. GILA enjoyed 100% teacher retention rate this year among core academic staff however one of our vocational instructors moved into retirement at age 68. The instructional team consists of six core academic teachers, four industry-certified vocational instructors, a counselor and a native culture arts instructor. To that, we are adding two additional core teachers, one for Math/Technology and one for Special Education to accommodate the higher numbers of students.

Certified staff development is through 'Performance Excellence for All Kids' (PEAK) methodology. Each new staff attends a week long workshop in the summer. The district offers up to 18 days of additional training for all teachers, which includes ten days of Assessment Writing Workshops, half of which are on Saturdays.

The teaching staff is very dedicated. They work with those students who make a grade "C" or less in the after-school and Sunday evening tutoring sessions. All students attend a one hour home work session before dinner. Principal Harry White feels that the twenty minutes of daily "Silent Sustained Reading" for students and staff, vocabulary instruction in all classes and the cross curriculum teaching of Reading, Writing and Math attributed to the achievement of AYP.

The residential hall staff is responsible to supervise students all hours outside the school day and reside in the same building with them. They build a unique bond with the students, assist them in their homework, provide activities and regulate their schedules in off school hours supporting a successful learning environment. Resiliency and "assets building" training are provided for all residential hall staff.

The residential staff members are predominately graduates of university programs in residential living. This year four of the staff held degrees in education, where one was actually a certified teacher. Others are hired for their understanding and expertise in cultural needs, medical experience and activity organizational training.

NO CHILD LEFT BEHIND REQUIREMENTS

Highly Qualified Staff

One Hundred Percent of our staff are Highly Qualified.
According to "No Child Left Behind" each parent has the right to know whether their students are being taught by a federally defined "highly qualified" teacher. Any parent who wishes to inquire about the qualifications of their child's teacher is encouraged to contact Mr. Harry White, Principal of GILA and/or refer to the district web site listed above.

For further information regarding what defines a "highly qualified" teacher please refer to the federal definition

http://www.eed.state.ak.us/nclb/pdf/teacher_and_paraprofessional_requirements.pdf"
http://www.eed.state.ak.us/nclb/pdf/teacher_and_paraprofessional_requirements.pdf
2006 Goals & Accomplishments

ACHIEVEMENT OF PAST GOALS

The goals for 2009 and for the future include continuing our academic success while raising assessment scores in all areas. We also plan to more completely develop our vocational enrollment by improving on the quantity and enrollment of short courses with the post secondary program. Searching for funding in order to afford the increasing cost of increased enrollment and new on line buildings will remain an on going challenge until GILA becomes a fully funded boarding school for rural Alaskan Native students.

Student academic achievement, measured by the Terra Nova, Standards Based Assessments and Alaska High School Graduation Qualifying Examination continues to improve. Although our students come to us with various and at times undetermined academic abilities, the data on all assessments show marked improvements every year of continuous attendance at GILA.

Vocational job opportunities in our nation comprise over 75% of all employment opportunities for young people today. We are continuing to explore additional vocational options for GILA students, having provided four additional short courses this year which have both led to summer jobs and potential permanent employment upon graduation. These courses consist of Industrial Electrical training, Plumbers and Construction/Maintenance with a focus on Carpentry. In all three courses together we have trained in excess of 30 post secondary students. An additional Content Course for students involves the medical profession. Our high school Health teacher is teaching an Allied Heath course for college credit. From this course students may enroll at UAF in their medical field.
Drivers Education is an additional course which is more complete this year. In past years, we have offered the academic portion of Drivers Education, leading to success on the written portion of the state test. For this year, we have acquired a vehicle for students to practice driving. Our course is now approved with all facets of the program for students to succeed in getting their drivers license and possibly move on to CDL and equipment operating licensures which will be required for the Gas Pipeline.

Research indicates that students cannot read if they do not first comprehend the vocabulary words within the passage they are reading. Our staff receive ongoing extensive training to implement vocabulary in their content areas allowing them to move beyond the normal vocabulary instruction to teach students methods to digest prefixes, suffixes and root words. This allows the students to break apart words which they may not have ever come in contact with, and realize their meaning. Vocabulary words are discussed in assemblies and students are challenged in recreational settings with new words. Our reading scores are improving, however other academic areas are improving greatly which we feel is in large part due to the ability of the student to read and comprehend the material in those areas.
With these concepts in mind, twenty minutes of daily "Silent Sustained Reading" remains for all students and staff. Students and staff have spoken loudly to keep this system in place for years in the future. Students are now sitting and reading casually on their own time. They are now reading more and understanding what they read at a higher level. The improved State Assessment scores in all areas show that this approach is successful.

2008 PROGRAM HIGHLIGHTS

School:
The 2008 school year provided evidence that GILA continues to provide exceptional educational opportunities for Alaskan youth. Our student retention rate remained the highest of Alaska's three 9-12 boarding schools. Although achievement of ADEQUATE YEARLY PROGRESS was not accomplished , we have added new positions in Math and Special Education to address those needs. All program and teaching adjustments, staff development increases, and changes were implemented to increase student learning.

Vocational course adjustments were made with additional classes offered in each area. Participation in these career pathways continues to increase with the job markets demand.

The aviation program had thirty students, with two achieving their FAA approved Private Pilot Licensure and two achieving their Instrument Licensure. Several took the written portion of the FAA exam as well as building hours for completion of the Private Pilot License.

Cosmetology had great success with three students completing their 1650 hours of instruction, have passed all state testing requirements and presently working in the industry. Cosmetology continues to grow with two future instructors in the program to complete their training, thus making the program triple in size to three instructors. New equipment has been purchased to also increase the square footage of that training area by 100%.

The automotive program participation is continuing to grow with reorganization of class structures. Our new instructor just completed all areas of the ASE certification over the summer, allowing the statement that he has accomplished the highest level of certification possible. Additionally the Automotive program has added two sections of Drivers Education to meet the on going demand for CDL operators.

Success continues to be our goal and we are achieving it. Biweekly staff meetings are held in collaborative groups through out the school year to discuss classroom assessments, homework, distributed practice, corrective loops and other areas. Our student success is the result of this team concept among the staff. Reading, writing and math are included in each subject area with additional content areas beginning to receive increased emphasis. Data driven decision making is the basis for all staff development and class offerings.

A fantastic year was experienced in the area of student health and safety. Many evening activities augment those offered through the school including wrestling, volleyball, basketball, cross country running, cross country skiing, academic decathlon, Battle of the Books, science fair and more. These opportunities provide healthy choices to students. A Saturday Cultural day was held during spring where students could learn to snowshoe, cross country ski and complete in races. It was a great way to shake off the winter cabin fever.

Residential Hall: (Resiliency project)

Galena Interior Learning Academy Resiliency Project
This project is a project of Galena City Schools. The GILA Resiliency Project focuses on building and sustaining assets in Alaska Native students attending the Galena Interior Learning Academy (GILA), a public boarding school. This project supports the Fund for the Improvement of Education Appropriation Act which authorizes this project to "support operation of its (Galena City School District) boarding school for low-performing Native Students from remote villages

across Western Alaska." This project will start serving 130 students but will grow to serve up to 300 Alaska Native students as the school grows over the next three years.

The goal for this project is to increase the assets of Alaska Native students to help them successfully complete their education in Galena Interior Learning Academy.

The objectives of this project are:

1. **To train all staff in asset development and engage them as a team in strategies that develop positive development of the Alaska Native teens they serve**
2. **To implement out of school component of Reconnecting Youth, a nationally proven program that results in increased decision-making and problem-solving skills, teamwork, cooperation and trust**
3. **To provide culturally relevant activities that provides avenues for students to understand and practice traditional Native values.**
4. **To increase ways that families can communicate and support students in the boarding school.**
5. **To increase local community connection and support for boarding school students.**

Learning from previous grant projects and boarding school history that know that we must focus on not only the academic skills of our students, but also their social and emotional foundations for success. The activities of this project are:

1. Train all staff including residential hall staff, teachers, administrators and support staff on assets development in youth and how they can contribute to the three elements necessary for student success.
2. Implement Reconnecting Youth, a program of classroom and out of classroom lessons and activities for students deemed at-risk for school failure.
3. Increase the Alaska Native culturally relevant activities through collaboration with Louden Tribal Council.
4. Increase local community connections for students including churches, organizations and community service activities.
5. Increase the connections with families in remote villages through use of the Internet.
6. Increase recreational and outdoor experiential learning activities for students paying particular attention to activities that promote resiliency, youth development and leadership.

Through this project we expect the following outcomes:

- Students will increase their achievement levels and lower negative or risky behaviors such as substance use, negative behaviors, and disciplinary actions.
- Student academic achievement will increase
- Students will feel more comfortable and bonded with the school and residential halls

There will be a decrease of students who leave the school due to homesickness, substance use, mental health issues or disciplinary actions

2008 STUDENT HIGHLIGHTS

GILA students again participated with the Galena City School athletes and completed a very successful sport season. The Girls and Boys teams which were comprised of both Sidney Huntington School and GILA, won the Basketball regional championships and went on to compete at state level. The Boys team won the State 2A title at those competitions with the girls placing 4th. Success was also exceptional in mixed six volleyball with them attending state competition as well, ending in 4th place. Wrestling ended with six students completing at state, coming out with one champion and various other placings. Academic Decathlon performed very well, with a third place finish. Several students won individual medals and notoriety. Participating students not only were required to adhere to state and local eligibility requirements,

but also complete all residential life chores and maintain a high level of citizenship at the boarding school. While completing in numerous extra curricular activities, our teams received first place honors for their Academic Achievements at the state Basket Ball Tournament with highest GPA.

Students participated in the 'Student of the Month' program, 'Spirit of Youth' competitions and state wide pageants. Each month a boy and girl are chosen by staff to receive a 'Student of the Month' award and recognition; from which a 'Student of the Year' is selected. This student receives recognition and gifts at the end of the year. Although this program started with donations, the district has adopted it financially. Again this year GILA had a student who won the 'Spirit of Youth' for the State of Alaska. This comes with financial and personal opportunities in their academic studies after high school.

All these positive accomplishments were achieved by students while complying with the challenges of residential life and being far from their families. Sacrifices are made for a better education not often available at home. Student applications continue to increase, although we have the highest credit requirement in the state at 26 and exceed the number of minutes required by the state per day by 150%.

GOALS FOR 2008-2009

The 2009 school year will be the eleventh year that GILA is operating. We have improved in our assessment scores each and every year.

Our major goal will be to continue the improvement in our academic areas while adding to our already well attended vocational areas. Our goal for the upcoming year is a Reconnecting Youth Health course as a pilot for at risk students. Implementation of Peer Helpers in conjunction with Sidney Huntington School is planned to give students not only another extracurricular activity, but to assist in at risk behaviors. Staff has been trained in both the reconnecting youth health class and peer helper leadership with a follow up refresher next fall.

Reading remains a nation-wide challenge and will also remain a targeted area for GILA. Reading comprehension is a crucial skill for all educational endeavors and all content areas. With emphasis on reading and vocabulary in the past, we have raised all other content area scores on the state assessments. We plan to continue this focus and concentrate on Science more completely as that content area is added to the state exams.

With one of the most intensive staff development models in the state, our staff rise to the occasion to give more than expected each year. We meet a minimum of every two weeks through the school year for collaboration with colleagues. Increasing the abilities of certified staff to develop effective assessments and distributed practice in their areas of expertise is a priority. Regular assessments, with varied methods of distributed practice will be a focus area. Corrective loops will be an area for further learning to allow increased units to be covered each year successfully. This will be patterned after research-based instructional and assessment strategies directly affecting our students in a positive educational profile.

"No Child Left Behind" (NCLB) has increased accountability with all of the school systems in the nation. One of our goals to continue to lead the charge handed down by the federal government, continue to provide and improve our educational system, and to remain a model for others to follow. We appreciate the leadership of our school district, state and nation who has taken this charge and assisted in the improvement of the educational structure. We have 100% of our staff "Highly Qualified" in their major content area. We plan to increase that by encouraging staff to receive greater training and achieving "Highly Qualified" in a more broad range of

curricular areas. Meeting AYP consistently is a large goal. We now plan to improve on the reading, writing and math scores, adding science to that mix, while adhering to all 31 subgroups for AYP.

Our mission at GILA has been and will continue to be a school of CHOICE for students who seek greater opportunities than are available in their village. As long as we have the ability to continue to be that safety net for the children of Alaska, showing the success ratios that we have provided in this report, we will move forward with even greater expectations for ourselves and the students we serve. The challenge provided as we increase in facilities and students shows the dedication of Galena, Louden tribal council, ,Galena City School District and Alaska State Legislature to assist students of this Great State of Alaska by stepping up to the plate and assist the youth in their educational endeavors.

Within the next four years, we have the opportunity to grow from one hundred and twelve students to three hundred students, providing greater opportunities than presently available. We have moved into a larger residential hall and diner this year, and remain challenged with securing more classroom space for the students in a boarding school setting.

THANK YOU FOR YOUR SUPPORT
"Our Kids are Worth What Ever it Takes"

Early Childhood

Within the department there are two areas of focus: Head Start Grants and Early Learning Programs.

The 3 person team working with this area:

- issues grants to Head Start and Early Head Start grantees serving Alaskan children
- provides technical assistance and resources to grantees in the areas of early childhood education, school readiness, health, nutrition, early development and administration
- partners with other systems development initiatives to address specific issues for young children, birth to 5 years and their families, through the federally-funded Alaska Head Start Collaboration Project
- increases early literacy skills, family literacy skills, early learning skills and parenting skills for all populations in Alaska
- increases access to voluntary, affordable and quality early care and education
- establishes a sustainable early childhood literacy and learning system with accountability for outcomes

BEST BEGINNINGS

Alaska's Early Childhood Investment

Priorities for 2008-2009

The Best Beginnings Early Learning Council has identified seven priorities for July 2008 – June 2009. All of the priorities support recommendations made by the Ready to Read, Ready to Learn Task Force.

Imagination Library: Best Beginnings is the statewide umbrella organization for Dolly Parton's Imagination Library in Alaska, working closely with participating communities and technical assistance partners. Imagination Library mails a brand new, age appropriate book each month to all children from birth to age 5 who sign up for the program in their community, regardless of their family's income. The community pays for the books and mailing, promotes the program, registers children, and enters the information into the database. The Dollywood Foundation manages the system to deliver the books to the home.

Local Partnerships: Local communities are in the best position to determine the needs of their young children, so Best Beginnings will pilot local early learning partnerships in several locations around the state this year. Each local partnership will develop an action plan that identifies current needs and resources, encourages collaboration, and seeks to fill gaps. Best Beginnings will provide small grants and technical assistance to these partnerships.

Public Engagement Campaign: To encourage all Alaskans to join the effort to ensure all children begin school ready to succeed, Best Beginnings engages the public through radio and television PSAs, a Web site and e-newsletter, and print materials.

Early Learning Guidelines (ELGs): The Alaska Children's Trust awarded Best Beginnings a four-year grant to develop family-friendly booklets of activities based on the ELGs, in languages other than English. Materials in Spanish are completed, and work has begun on a version in Yup'ik. Additionally, the Department of Education & Early Development has contracted with Best Beginnings for an English version. The ELGs have been endorsed by the State Board of Education and are aligned with the new Alaska Developmental Profile and the K-2 Standards, ensuring seamless transitions for children. Alaska's ELGs help parents and adults who work with young children understand child development and their role in helping provide appropriate learning experiences for children.

Quality Rating and Improvement System (QRIS): With a grant from the Department of Health & Social Services, Best Beginnings developed a QRIS for Alaska and recommendations for standards, budget, and phased-in implementation. The QRIS provides the framework for a standards-based early care and learning system for out-of-home programs. It is a method to assess, improve, and communicate the level of quality in those programs. Highly ranked programs would be good candidates for any state-supported pre-kindergarten effort. The next step is a field test of the QRIS.

Early Learning System: Best Beginnings works with partners in both the private and public sectors to develop a culturally responsive, comprehensive and accessible statewide early childhood system that empowers families, links service providers, and engages communities on behalf of young children.

"Between the Lions" Alaska Native Head Start Literacy Initiative: This initiative centers on the award-winning PBS children's literacy series Between the Lions, adapting taped segments, a curriculum, and resources to make them culturally responsive to Alaska Native children in both rural and urban communities. Partners include WGBH Boston, The CIRI Foundation, BP, RurAL CAP, Southcentral Foundation Head Start, Bristol Bay Native Association Head Start, the Alaska Head Start Collaboration Office, the Alaska Library, ISER, and the Northwest Regional Educational Laboratory (NWREL). UAA submitted a grant proposal to the Institute of Education Sciences in September 2008.

3350 Commercial Drive, Suite 104A • Anchorage, Alaska 99501
t. 907.297.3300 • f. 907.297.3304 • BestBeginningsAlaska.org

Best Beginnings is a public-private partnership that mobilizes people and resources to ensure all Alaska children begin school ready to succeed.

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Child Care CONNECTION

"Advancing the quality of early education and child development by empowering parents, educating child care professionals, and collaborating with our communities."

Quick Start

- Positive Parenting Support Classes
- Child Care Referral Services
- Alaska SEED
- Online Child Care Referrals
- Rural Alaska Outreach
- **Donate Online**

Funded By

United Way of Anchorage

When you go on-line to sign up for your dividend, you will see the option called "The Gift of Giving." Search for us by choosing **Region 3** and our name, **Child Care Connection, Inc**. Click and follow the instructions to make a new donation, or an additional gift. At the same time, please take the extra step you will see after you make your donation to provide your contact information to us.

You may also let us know about your PFD gift to Child Care Connection, Inc. by calling (907) 563-1966 or emailing info@childcareconnection.org. We want to promptly acknowledge and recognize your generous support, and these are the ways we will know it's you making the gift.

If you would like to view more information about this special giving opportunity, visit www.pickclickgive.org.

Thank you for considering making a PFD gift to Child Care Connection, Inc.

Learning doesn't start at kindergarten, it starts at birth. That is why programs that provide early care and education services play such an important role in the growth and development of young children.

Early care and education is defined as **ANY** program providing care for children birth to age 6. Examples of these programs include center-based child care, family child care, Head Start, Early Head Start, private and public preschools, Montessori programs, and Pre-kindergarten services.

Child Care Connection works to increase the quality, availability and

CCC Publications

- Quarterly Newsletter Archive
- South Central Training Opportunities
- CCC FY07 Annual Report
- CCC Brochure
- Quality Care Selection Guide
- 38 Quality Care Indicators

Community Publications

- 2007 Market Rate Survey
- Alaska Early Learning Guidelines
- Economic Impact Report

affordability of early education services in South Central Alaska. We have three goals...

- Supporting families to raise healthy children and find quality child care
- Improving the quality of early care and education programs
- Increasing community investments in early childhood education

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Home > About Us

- Board of Directors
- Location/Hours
- CCC Staff
- CCC History

Child Care Connection is the Child Care Resource and Referral agency that has served South Central Alaska since 1986. We are a non-profit agency with a Mission:

To advance the quality of early education and child development by empowering parents, educating child care professionals, and collaborating with our communities.

Download our **Child Care Referral Request Form [96kb PDF]**

Child Care Connection, FY07 Annual Report [452kb PDF]

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- Quality Indicators
- Types of Care
- Child Care Referral Services
- Special Needs
- Community Resources
- Positive Parenting
- Warm-Line
- Ms. Laré Library
- The Children's Place
- Strengthening Families

Family Services

Supporting and empowering families to raise healthy children and to find quality child care.

New brain development research shows that the brain has the highest rate of neural connections between the ages of birth through six. The importance of providing high quality early childhood education programs that support and work with families is imperative to the brain development of young children. Staff members at Child Care Connection are dedicated to helping families make informed choices about child care quality, financial options when paying for child care, and how to best work with child care providers in order to support the overall development of young children.

We support families by:

- Educating families about Quality Indicators when interviewing, selecting, and monitoring a child care program
- Informing families of the different Types of Care (i.e. approved, licensed, accredited, center-based)
- Providing families with an individualized list of child care programs, with current vacancies, that meet their specific care, financial needs, and transportation needs through our Referral Service
- Assisting families of children with disabilities in finding quality specialized child care through our Alaska IN! Project
- Referring families to Community Resources
- Providing Positive Parenting Support Classes
- Answering questions and supporting families through our Warm-Line staffed by Early Childhood Specialists
- Maintaining a family and Professional multi-dimensional library
- Providing temporary child care while guardians/parents are actively searching for long-term employment through The Children's Place, located at the Gambell St. Job Center in Anchorage

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NACCRRA Daily Parent

The Daily Parent newsletter offers the latest information on child development issues, gives practical everyday suggestions for busy parents and child care professionals. Download the latest edition here.
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EITC & Free Tax Preparation

Quality Child Care Selection Guide [3MB PDF]

38 Quality Assessment Companion Guide [176KB PDF]

Parent Central

NACCRRA Daily Parent

Alaska Early Learning Guidelines

2007 Market Rate Survey [73KB PDF]

EITC Tax Credit

ChildCareAware
America's most trusted child care resource.

Healthy Child Care

United Way is helping low-income working families increase their financial stability and self-sufficiency by making sure they receive the federal tax credits they're eligible for - in particular the EITC, or Earned Income Tax Credit.
Please visit http://www.uway.ak.org/content/gethelp/index.cfm for more information.

The decision to stay at home or return to work is not easy. Child Care Aware's *Accessing Support for All Parents (ASAP)* project will help families look at factors involved in making decisions about child care.

The ASAP Decision Making Tool allows families to:

- Consider critical areas of your lives impacted by child care decisions
- Examine feelings regarding child care options
- Seek the most appropriate resources and support for those choices

For more information, log on to:
http://www.childcareaware.org/ en/ASAP/decision_tool.html

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- Financial Support
- Onsite Services
- Child Care Referral Services
- Alaska SEED
- Child Development Associate
- Ms. Laré Library
- Training Registry
- Special Needs
- Warm-Line
- CPR/ First Aid
- NAFCC Accreditation
- NAEYC Accreditation
- Strengthening Families

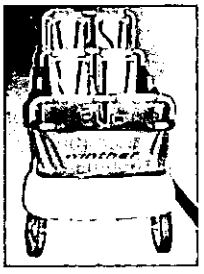
Provider Services

Assisting child care providers with their professional development and enhancing the overall quality of early care and education programs.

Research indicates that the quality of care a child receives is directly related to the education and training of his/her provider. Child Care Connection provides multiple training and educational opportunities to individual providers and programs. We provide both on-site and classroom based trainings, to enrich early care and education experiences for children and families. Recognizing the complexity of issues involved in Early Childhood Education, Child Care Connection is committed to working with individuals, centers and homes to improve the overall quality of their services by:

- Educating professionals about child development and early childhood education through CCC Training which counts towards licensing hours, CDA credits, or college credit
- Offering Financial Support to child care providers for professional development pursuits.
- Assisting centers and homes to become licensed, accredited, or improve their overall quality through On-site Services (technical assistance, training and consultation)
- Providing a clear professional development framework for early educators through the Alaska System for Education and Early Development, Alaska SEED
- Advising individuals about the Child Development Associate Credential, CDA
- Maintaining the Parent and Professional Library where providers can check out books, resources and materials to use in their programs or for their personal use
- Tracking individual's professional development through our Training Registry
- Providing financial assistance to providers who care for children with special needs through the Alaska IN! project
- Answering questions and supporting child care professionals through our Warm-Line staffed by an early education specialist
- Providing marketing services to child care programs by giving Referral Services to families when programs have vacancies
- Linking providers with CPR/ 1st Aid Classes in the community

The Journey Buggy is now available for checkout



Child Care Connection (CCC) is excited to announce our new "buggy" is now available for check out! This is ideal for Family Child Care Providers who are

Financial Support

Asthma & Allergy Essentials
Schedule a training at your child care program! Click here for details

November 22, 2008 Asthma and Allergy Training Flyer
[63KB PDF]

Alaska Early Learning Guidelines

2007 Market Rate Survey
[73KB PDF]

Scholarship Opportunities

Healthy Child Care

interested in getting outdoors and exploring nature with the children in their care. The buggy will be available on a first come, first serve basis and can be checked out for one month. Assistance with pick up and delivery is available, please contact Stefanie O"Brien at 563-2992 for additional information.

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- The Children's Place
- Success By 6
- Rural AK Outreach
- Onsite Services
- Strengthening Families

Community Services

Supporting communities to create responsive early childhood systems and to generate resources that will ensure the supply of quality child care.

According to the McDowell Group's report released in 2006 titled, "Economic Impact Report on Early Education and Child Care Services in Alaska," 63% of children under the age of six live in a household where all available parents are in the workforce (based on 2004 Department of Labor records.) These children reside in 29,400 Alaska households which are potentially in need of child care services.

To view the full economic impact report, go to http://seed.alaska.edu/support docs/McDowell report final.pdf

The state of Alaska does not have the capacity to meet the child care needs of our working families. Currently there are fewer than 17,000 licensed child care spaces available around the state. Child Care Connection collaborates with individuals, businesses, churches, and other entities to increase the number of child care spaces. Specifically CCC does this by:

- Collaborating with the community to increase the resources and funding to the early care and education industry.
- Increasing the supply of child care in the community by recruiting, training, and supporting individuals to become family child care providers by offering courses such as "Making Caring Your Business." See CCC Training calendars.
- Providing assistance to businesses and their employees regarding child care issues, parenting skills, and balancing work- family life.
- Providing research and statistical data on the state of child care in our communities
- Participating on the Alaska System for Early Education Development (SEED) to develop a professional development framework for the field and to coordinate training opportunities and supports throughout the state.
- Providing drop-in child care services to individuals using the Gambell Job Center in Anchorage at The Children's Place
- Educating the community about the importance of early childhood education through a collaborative United Way community initiative entitled Success By 6

Are you an employer interested in providing work-family supports? CCC can help by...

- Consulting with businesses, nonprofits, or governmental agencies around ways to provide child care support for their employees.
- Conducting lunchtime presentations or brown bags to assist businesses on finding quality child care, parenting skills, or balancing work-family life.
- Supporting the Success By 6 Work-Family Awards given annually to businesses with the best family friendly policies.

BEST BEGINNINGS

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Why Books?

For want of a book...

60% of kindergartners in neighborhoods where children did poorly in school did not own a single book.

4th graders with fewer than 10 books in their home had lower average reading scores than their peers with more

Children who have not developed some basic literacy skills ***by the time they enter school*** are three to four times more likely to drop out in later years.

And right now, too many Alaska children, about 40%, are entering kindergarten without those skills.

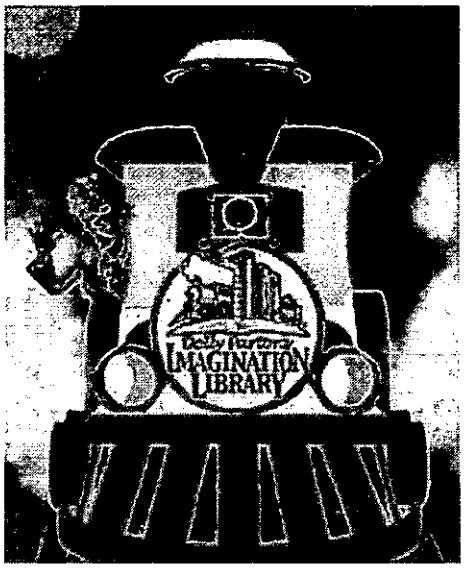
BEST BEGINNINGS

Alaska's Early Childhood Investment

Best Beginnings' Three Top Priorities:

1. promoting parents as their children's first and most important teachers;
2. making quality child care and early learning opportunities available to all families who want them; and
3. making early learning a priority in Alaska.

How Imagination Library works...



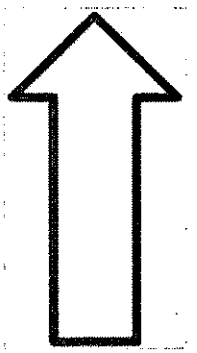
- Parents can sign up their child at any time before the child turns 5, even as early as birth.
- A book is mailed every month to that child.
- Donations support the program, so there is no charge to the families.
- The age-appropriate books are chosen by experts, starting with *The Little Engine That Could.*

What Imagination Library Books Do...

In Juneau

Before Imagination Library (2005) → only 50% of Juneau parents were reading daily with their preschoolers

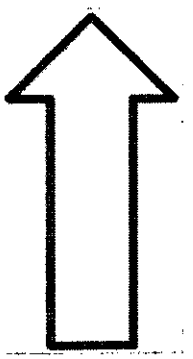
After Imagination Library (2007) → 76% of parents are now reading an average of a book a day or more



In Hawaii

Before: → 51.7% of parents read to their Children

After: → 81.3%
98% of parents went up from once a week, and 52% of them went to once *a day*



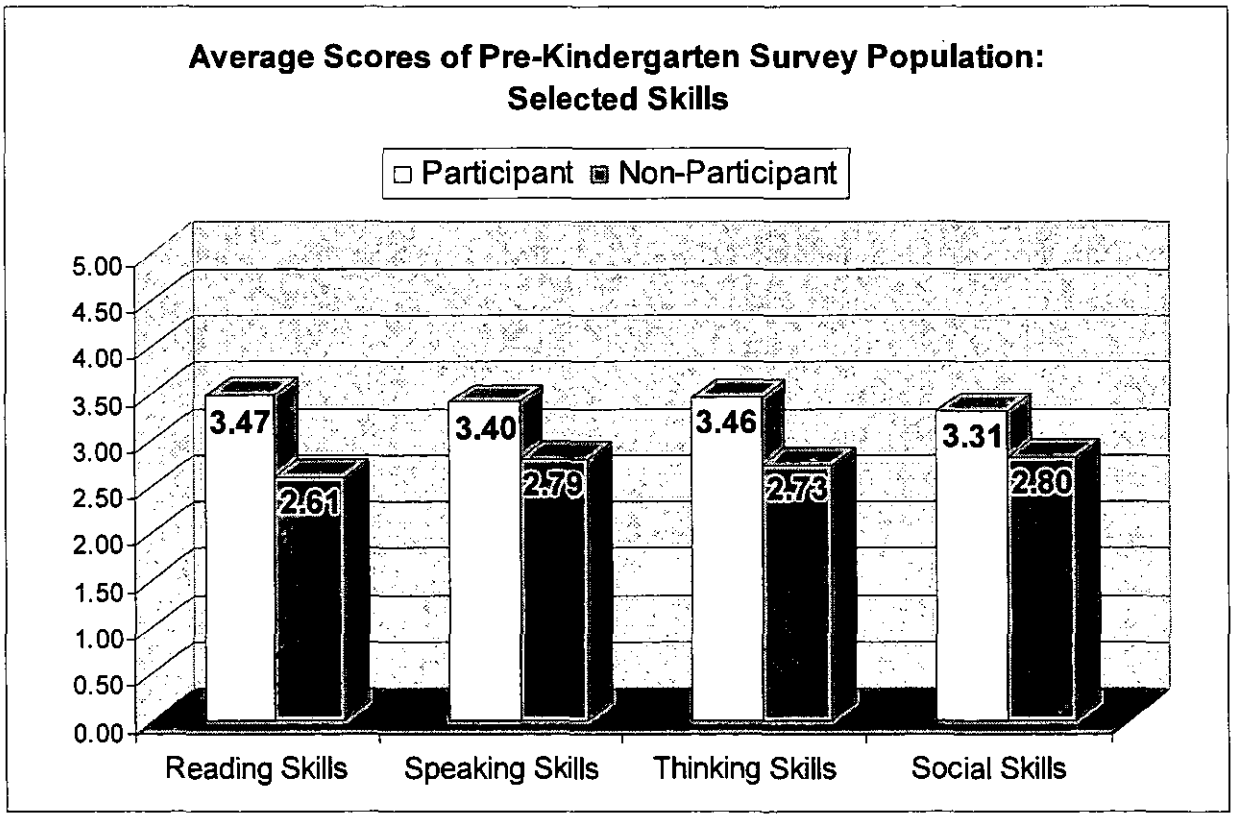
In Michigan

76% of parents surveyed report that their child is **more enthusiastic about books**

62% of parents report that **their child asks to be read to** more often

70% of parents report that their child **spends more time looking at or playing with books** by themselves

In Tennessee



Tennessee Board of Regents, January 2008

Next Steps...

Define your geographic area (zip code, school district, village, region)

Identify your Local Champions, people or organizations who will take on:

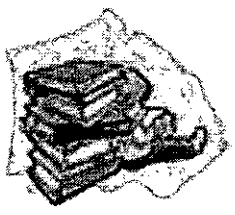
- Enrollment of children
- Fund raising
- Publicity
- Data entry and database management
- Family programs to add value to the books

501(c)3

Identify a non-profit organization to meet postal regulations.

American FactFinder

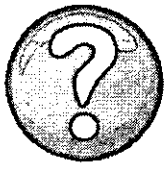
Determine how many children in your community are under five years old.
Census information: http://factfinder.census.gov



The cost per child per year is $30 for 12 books and postage. Decide how many children you can register. The goal is usually 20% of eligible children the first year.

Dolly Parton's IMAGINATION LIBRARY

Sign up with the Dollywood Foundation at www.dollysimaginationlibrary.com.



If you have any questions or need any assistance, please call!

Barbara Brown at Best Beginnings
(907) 297-3309
bbrown@akhf.org

BEST BEGINNINGS

Alaska's Early Childhood Investment

Early Learning Council

January 2009

Susan Anderson	President & CEO, The CIRI Foundation
Margaret Bauer	Director, Work Life Services, Providence Health & Services Alaska
Deborah Bonito	President, Sourdough Mercantile, Inc.
Michele Brown	President & CEO, United Way of Anchorage
Carol Comeau	Superintendent, Anchorage School District
Sharon Gagnon, Ph.D.	Advocate, Early Childhood Literacy and Learning
Ernie Hall	Owner & Manager, Alaska Furniture Manufacturing, Inc.
*Bill Hogan	Commissioner, Alaska Department of Health & Social Services
Sue Hull	Member, Fairbanks North Star Borough School Board
**Bernice Joseph	Executive Dean, College of Rural & Community Development, University of Alaska Fairbanks
Edna MacLean	President Emeritus, Ilisagvik College
AnneMarie Mattacchione	Representative, Alaska Head Start Association
Brad McKim	Managing Attorney, BP Exploration Alaska
Ann Peltier	Philanthropy & Community Services, ConocoPhillips Alaska, Inc.
Ira Perman	President, Important Work
Cathryn Rasmuson	Trustee, Rasmuson Foundation
Sarah Scanlan	Deputy Director, RurAL CAP
Larry LeDoux	Commissioner, Alaska Department of Education & Early Development
David Wight	President & CEO, Retired, Alyeska Pipeline Service Company
Candace Winkler	President & CEO, Child Care Connection, Inc.

* Represented by Tammy Sandoval	Director, Office of Children's Services, Alaska Department of Health & Social Services
** Represented by Veronica Plumb	Assistant Professor, Child Development and Family Studies, University of Alaska Fairbanks

Last Updated: 01.22.09

What is Head Start

Head Start is a national program that promotes school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social and other services to enrolled children. The program engages parents in their children's learning and helps them in making progress towards their educational, literacy and employment goals. Significant emphasis is placed on the involvement of parents in the administration of local Head Start programs. Over forty years of experience in delivering high quality early childhood services makes Head Start stand out as one of the most successful demonstration programs in the nation.

The Head Start program provides comprehensive child development services to economically disadvantaged children and families, with special focus on helping preschoolers develop the early reading and math skills they need to be successful in school. The Early Head Start program was established to serve children from birth to three years of age in recognition of the mounting evidence that the earliest years of development are very important.

Why is Head Start Important in Alaska

- Alaska Head Start is the largest early childhood program serving over 3,000 young children ages birth to age five in 100 Alaskan communities.
- Head Start and Early Head Start grantees insure that thousands of children receive health and dental screenings each year. In many communities where medical and dental care choices are limited or non-existent, Head Start programs play a vital role in helping families access treatment for their children.
- Research shows that well-trained teachers are a key component of high quality child development programs. In spite of funding and distance challenges, Alaska's Head Start grantees have increased the number of teachers with BA degrees in Early Childhood Education and significantly increased the number of teachers with AA degrees since 2003. This achievement not only has raised Head Start program quality but also has helped Alaska address its statewide shortage of trained early childhood educators.
- Over 10% of enrolled children have a diagnosed disability and are receiving coordinated services
- Children transition from Head Start to Kindergarten with increased literacy, math and social skills.
- Parents of Head Start and Early Head Start children are involved in their child's program. Parent involvement is directly related to children's cognitive growth and social outcomes.
- In 2007, Head Start programs employed over 900 people across the state. If Head Start were a private company, it would be among the top 20 of the state's largest employers. In many smaller communities, the Head Start program is an important source of employment and local economic activity.
- Demonstrated collaborative relationships with local and regional resources support and strengthen services to children and families in the State.
- According to an Economic Opportunity Institute report from 2002 entitled "The Link between Early Childhood Education and Crime and Violence Reduction", investments in early childhood education lead to large economic savings. For every $1 invested $7 is saved in special education services, correctional system services, and long term societal effects of delinquency.

What Resources are needed: INCREASE STATE OF ALASKA INVESTMENT IN HEAD START

- Expansion of services to include all income eligible children ages 0 to 5
- Adequate funding to keep pace with increasing energy costs
- Workforce development funds to meet degree requirements for teachers
- Capital investment to maintain and repair aging Head Start facilities
- Accessible and available health care for children and families
- Collaboration between State Departments concerning early childhood services

Alaska Head Start Association
Fact Sheet 2008-2009 Program Year

There are 17 Head Start grantees in Alaska providing comprehensive child development services in 100 communities. The Alaska Head Start Association's two year funding plan proposes expanding enrollment by 195 children in FY 2010 (see below) and 80 children in FY 2011.

Head Start Programs in Alaska

Program	Estimated # of Eligible Children	Enrollment (FY 2009)	Estimated # of Eligible Children Not Served	Proposed Enrollment for FY 2010	Communities Served
Aleutian-Pribolof Islands Association	51	50	1	50	King Cove, Sand Point, Unalaska, St. Paul
Association of Village Council Presidents	515	221	294	237 **(+16)**	Akiachak, Bethel, Cherfornak, Kalskag, Kotlik, Nightmute, Quinhagak, Russian Mission, Scammon Bay, Tuluksak
Bristol Bay Native Association	150	97	53	107 **(+10)**	Dillingham, Naknek, New Stuyahok, Togiak
CCS Early Learning	932	260	672	280 **(+20)**	Palmer, Meadow Lakes, Chugiak, Eagle River, Wasilla
Central Council of Tlingit & Haida Tribes	300	262	38	262	Craig, Douglas, Hoonah, Juneau, Klawock, Petersburg, Saxman, Sitka, Wrangell, Yakutat
Council of Athabaskan Tribes	73	30	43	30	Arctic Village, Beaver, Birch Creek, Canyon Village, Chalkyitsik, Circle, Ft.Yukon, Rampart, Stevens Village, Venetie
Chugachmiut	30	22	8	22	Nanwalek, Port Graham, Seldovia
Fairbanks Native Association	2,336	259	1,969	259	Fairbanks
Play 'N Learn		108		126 **(+18)**	Fairbanks, North Pole
Kawerak	455	230	225	230	Brevig Mission, Little Diomede, Elim, Gambell, Golovin, Koyuk, Nome, Shishmaref, St. Michael, Teller, Wales, White Mtn., Shaktoolik
Kenaitze	477	57	420	77 **(+20)**	Kenai, Soldotna, Kalifornisky Beach, Nikiski
Metlakatla	40	30	10	30	Metlakatla
Native Village of Tyonek	16	16	0	16	Tyonek
RurAL CAP	1,417	806	611	823 **(+17)**	Akiak, Alakanuk, Chevak, Emmonak, Haines, Homer, Hooper Bay, Kake, Ketchikan, Kluti-Kaah, Kodiak, Kwethluk, Marshall, Mt. Village, Napaskiak, Nunapitchuk, Pilot Station, St. Mary's, Savoonga, Stebbins, Sterling, Tanacross, Toksook Bay, Tok
Southcentral Foundation	3,950	247	3,383	287 **(+40)**	Anchorage
Kids' Corps, Inc.		320		374 **(+54)**	
Tanana Chiefs Conference	89	89	0	89	Allakaket, Ft. Yukon, Holy Cross, Huslia, Kaltag, McGrath, Nenana, Tanana, Tetlin
Total Enrollment	10,831	3,104	7,727	3,299 **(+195)**	

ALASKA HEAD START ASSOCIATION
Critical Issues
2009

- **INCREASE STATE OF ALASKA INVESTMENT IN HEAD START BY $2,000,000**

During the summer of 2008 the Alaska Head Start Association worked to put together a comprehensive two-year Head Start expansion plan to present to the Department of Education and Early Development. This plan called for $1.8 million in new funding from the state of Alaska to serve approximately 200 new children in the upcoming fiscal year, and for $200,000 to assist grantees to maintain existing slots that would otherwise be eliminated due to increased operating costs. While AHSA supports and appreciates the Governor's proposal for a Head Start expansion of $800,000, this amount will only allow grantees to serve 60-80 new children. In addition, programs across the state have struggled to maintain the same quality and quantity of services available because appropriations have failed to keep pace with rising costs. Since 2003, Alaska Head Start programs have eliminated services to 361 children, closed services in six communities, reduced classroom hours, changed program options, scaled back transportation services, frozen staff wages, deferred on-going maintenance and repairs to facilities, and relied more heavily on in kind donations from the communities for the provision of essential services. In addition, the recent spike in energy costs continues to be a serious concern for programs.

ACTION NEEDED: Increase Head Start funding by a total of $2,000,000. This will allow approximately 200 additional children in Alaska to receive Head Start services and prevent additional Head Start slots from being eliminated.

- **DEVELOP A COMPREHENSIVE STATE-WIDE PLAN TO ENSURE THAT ALL EARLY CHILDHOOD EDUCATIONAL SYSTEMS AND SERVICES ARE COORDINATED AND COMPLEMENTARY**

The Alaska Head Start Association strongly supports implementation of a Pilot Preschool Program. AHSA believes that the need for Early Childhood Education in our state far exceeds what our existing systems can provide. However, the association also believes that the state has a responsibility to ensure that all publicly funded systems, existing and new, are working together to provide services in a coordinated and complementary manner. Written agreements addressing eligibility, enrollment, and recruitment need to be in place between all early childhood systems that are providing services in a common area.

ACTION NEEDED: Ensure that a comprehensive state-wide plan addressing how early childhood services will be delivered is developed and implemented. Any new legislation should require written coordination agreements between early childhood systems to eliminate duplication or competition in early childhood service delivery.

- **DEDICATE WORKFORCE DEVELOPMENT FUNDS TO SUPPORT HEAD START TEACHER QUALIFICATIONS**

The "Improving Head Start for School Readiness Act of 2007" has established the following professional development requirements for Head Start:

- By September 30, 2011 100% of Head Start teachers must have an associates degree in early childhood education
- By September 30, 2013 50% of Head Start teachers nationwide must have a bachelor's degree in early childhood or a bachelor's degree and course work equivalent to major in early childhood education.
- By September 30, 2013 100% of Head Start Education Coordinators and Curriculum Specialists must have a bachelor's degree.
- By September 30, 2013 100% of Head Start teaching assistants must have a CDA and be enrolled in a degree program.

Alaskan Head Start grantees have made significant progress over the past five years to try and meet the existing professional development requirements. However to meet these new requirements by the timeframes outlined we will need to have a coordinated statewide response. Obtaining degrees takes time, especially when staff are taking classes via distance delivery and working full time jobs. Often this means that early childhood educators are only able to take classes in the evenings and during the summer.

ACTION NEEDED: ***The Department of Labor and Workforce Development must designate workforce development funds for early childhood education because it is an under-developed profession.***

- **SUPPORT INCREASED HEALTH CARE ACCESS FOR ALASKAN FAMILIES WITH YOUNG CHILDREN**

The Alaska Head Start Association strongly supports an increase in funding for the Denali KidCare Program. By taking this action our state will restore and expand eligibility criteria for health care coverage for the children of Alaska's working families. The primary goal of Head Start is to make sure children are prepared for success as they enter their school years. A vital piece of this preparation is insuring that families have affordable, adequate health insurance coverage for their children, which Denali KidCare provides.

ACTION NEEDED: ***Increase the income eligibility guidelines for Denali KidCare to at least 200% of Alaska's federal poverty level.***

Position Paper

Author: AnneMarie Mattacchione Alaska Head Start Association President

Support Brings Success!

On behalf of:

The Alaska Head Start Association:

Membership organization dedicated to meeting the needs of Head Start children and their families in Alaska.

Endorsed by:

Fairbanks Association for Education of Young Children:

Membership organization serving and acting on behalf of the needs and rights of all the children ages 0-12 years, with special emphasis on developmental and educational services and resources and fostering the growth and development of the membership in their work with, and on behalf of, young children.

Development and Implementation of a Voluntary Pre-K in Alaska

The development and implementation of a voluntary Pre-K in Alaska is critical for the continued economic success of our state. In addition, reliable research demonstrates that quality early childhood programs, such as Head Start, are effective as part of a smart workforce development strategy and as anti-poverty tools. [i]Early childhood education and child care play a critical, measurable role in Alaska's economy. Alaskans across the state place a high priority on state funding for early education and child care. Alaska is one of only 10 states without a state-funded, statewide early childhood education system.[ii] Assurance of a high quality, developmentally and culturally appropriate preschool experience should be the foundation from which Alaska's Pre-K programs are developed. Pre-K programs are best implemented in the context of relationships and collaborations with other preschool and child care programs and in conjunction with statewide early learning systems.

Statement #1:

One common misunderstanding is that an appropriate preschool educational approach is similar to the education of children K-12. In reflecting upon all that we know about young children, how they think and learn, we have found there are four characteristics that are of the utmost

importance for educators and that underlie much of what we believe is best for preschool children.

1. Young children are theory builders.
2. Young children need to build a foundation of physical knowledge.
3. As they mature, young children become increasingly autonomous and independent, both intellectually and morally.
4. Young children are social beings, influenced by and influencing others around them[iii]

This approach requires that young child's educational experiences emphasize the construction of knowledge, not its transmission.[iv] Transmission of knowledge is a frequent occurrence in the practice of public education. Constructivist educational settings provide the context in which the learner constructs knowledge-contexts that encourage self-direction, experimentation, problem solving and social interaction. When comparing the readiness and qualifications of teachers in classroom settings, the preschool environment requires a specific skill set that is not adequately taught in a typical Educational Degree program. Preschool education requires teachers to have a high degree of competency in the areas of social-emotional development, group management, constructivist theory and practice as well as family development. A thorough understanding of developmental stages of children, birth-five, is predicated on nurturing and meaningful relationships between child and teacher and therefore academic success.

Our recommendation:

- Ensure that teachers selected for Pre-K programs have an adequate Early Childhood education. At minimum teachers should have education in the areas of: child development, course work that focuses on children birth-preschool years as well as social-emotional development, constructivist and group management practices.
- Ensure the Pre-K setting reflects the constructivist approach to learning in curriculum development and the learning environment, as well as the teacher's disposition.

Statement #2:

Head Start represents our country's best effort to develop a nationwide, comprehensive program for economically disadvantaged young children and their families. In 44 years, Head Start has improved the lives of millions of children and families, expanded our knowledge of how to best serve these children and families, and developed a proven approach for delivering cost-effective services. Head Start is widely recognized as a successful comprehensive program.

The Head Start approach to working with children and families provides a foundation upon which

to expand early education and childcare. The lessons and expertise drawn from 44 years of operation make Head Start and local Head Start programs invaluable ingredients in the expansion of quality services for children and families. We believe that the need for Early Childhood Education in our state far exceeds what our existing systems provide. However, the state has a responsibility to ensure that all publicly funded systems, existing and new, are working together to provide services in a coordinated and complementary manner. Written agreements addressing eligibility, enrollment, and recruitment need to be in place between all early childhood systems providing services.

Not only are coordinated and complementary services a good idea they are federally mandated:

> In accordance with Section 642(e)(5) of the Head Start Act, Head Start agencies (grantees) are required, no later than December 12, 2008, to enter into a memorandum of understanding (MOU) with the appropriate local entity responsible for managing publicly funded preschool (pre-kindergarten) programs in their service area.
>
> Many states have designated local entities to be responsible for managing publicly funded preschool programs. These include local educational agencies (LEAs), and in some cases city and county governmental agencies. Head Start agencies should identify and work with the appropriate LEA, city or county agency to either expand the scope of processes and agreements already in place or to develop new processes that will result in an MOU(s). In either case, the MOU(s) must include coordination plans that address the ten subjects described in Section 642(e)(5)(A) of the Act.

The primary focus of Pre-K programs, across the nation, has been the preparation of children for Kindergarten. For many years Head Start programs, across the state of Alaska, have provided comprehensive services to children and families far beyond provision of quality early childhood education. Head Start provides services that include developmental, health, mental health screenings, referrals and education that have greatly enhanced the quality of life for children and families that persistently hover at or below the poverty line. Head Start services also include a family development approach that ensures referral to community resources as well as teaching parents the importance of goal setting and active involvement in their child's education. Head Starts are well known for actively engaging in communities and as originally intended, alleviating poverty.[v] We have successfully partnered with local LEAs to support the development of IFSPs, IEPs, preparation and transition into Kindergarten. We would like to continue these important partnerships by making the following recommendations:

- Ensure that communities without a source of preschool or Head Start programming acquire state funded Pre-K services first.
- Ensure that local school districts work with Head Start programs in their communities to ensure full enrollments in Head Start.
- Encourage local school districts to take advantage of partnerships with Head Start programs. Such partnerships can stretch state dollars in support of the Pre-K effort thus serving more children, offering family development services, critical health screening

activities and expertise in Early Childhood Education. Possibilities range from shared space to contracting state Pre-K services to Head Start programs. Currently, many excellent models of school district collaborations with Head Start programs exist in the lower 48.

Statement #3

Alaska's early learning services and activities are fragmented. Successful early learning programs are predicated on a comprehensive system that includes private and publicly funded programs. Currently in our state we offer private and non-profit infant, toddler and preschool, child care, family child care, Montessori programs, Early Head Start and Head Start programs, Home-based Parents As Teachers services, and the military child development programs. As the state continues to develop a Pre-K program, it is critically important to do so not in a vacuum, but to share resources and prevent duplication of services within the early learning community. We agree that families require a wide range of options to meet their family's needs for quality early learning opportunities. Voluntary Pre-K programming that does not consider current services will fail to meet the needs of our youngest children and their families. Determining what is best for our youngest children in our state requires the same careful consideration as other important state issues such as economic development and the education of children K-12.

Our Recommendations:

Establish a public-private governance structure that creates and maintains a culturally responsive, comprehensive, and accessible statewide early childhood system that empowers families, links service providers, and engages communities on behalf of young children.

Economic Development:

The importance of the role of the state's early learning community in shaping Alaska's economic future must not be underestimated. The economic impact of early education and child care, for example, is often overlooked. Yet it has been found that at least 6,500 Alaskans are employed in the early learning sector workforce. The size of this workforce is comparable to other significant industries in Alaska such as the air transportation sector and residential and nonresidential building construction.[vi]

Finally, experts estimate that, investment in early childhood development programs brings a real public return of 12% and a real total return, public and private, of 16%. We would be hard pressed to find any other economic development effort that has such a public return. [vii] The investment in Head Start has been shown to lead to increased earnings, employment, and family stability, and to decrease welfare dependency, crime, grade repetition, and special education. [viii]

Conclusion

Alaska's vision for its youngest children is a work in progress. Such a vision is best developed in collaboration with other infant, toddler, preschool and child care programs and in conjunction with statewide early learning systems.

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[i] www.barackobama.com/pdf/issues/PreK-12EducationFactSheet.pdf, page 3, accessed on 12/3/2008.

[ii] McDowell Group Report. (July 2006) *Economic Impact Report on Early Education and Child Care Services in Alaska*

[iii] Chailee, B. (2003). *The Young Child as Scientist A constructivist Approach To Early Childhood Science Education.* Pearson Education, Inc. p5

[iv] Chailee, B. (2003). *The Young Child as Scientist A constructivist Approach To Early Childhood Science Education.* Pearson Education, Inc. p10

[v] Heckman, J. (2006, July 17). *The Technology and neuroscience of skill formation*. Slide presentation to the Invest in Kids Working Group, Center for Economic Development, Partnership for America's Economic Success. Retrieved fromhttp://www.ced.org/docs/ivk/iikmeeting_slides200607heckman.pdf; Meier, J. (2003, June 20). Interim Report. KindergartenReadiness Study: Head Start Success. Preschool Service Department, San Bernardino County, California; Oyemade, U., V.Washington, and D. Gullo. (1989). The Relationship between Head Start Parental Involvement and the Economic and Social Self-Sufficiency of Head Start Families. *Journal of Negro Education*. 58, 1, 13.

[vi] U.S. Department of Health and Human Services. (2005, June.) Executive Summary, Head Start Impact Study First Year Findings, xv; Currie, J. and Thomas, D. (1995, June). Does Head Start Make a Difference?. *The American Economic Review*. 85, 3: 360.

[vii] McDowell Group Report. (July 2006) *Economic Impact Report on Early Education and Child Care Services in Alaska*

[viii] Barnett, W. (2002, September 13). The Battle Over Head Start: What the Research Shows. Presentation at a Science and Public Policy Briefing Sponsored by the Federation of Behavioral, Psychological, and Cognitive Sciences; Ludwig, J. and Miller, D. (2007).
Does Head Start improve children's life chances? Evidence from a regression discontinuity design. *The Quarterly Journal of Economics,*122 (1): 159-208.

Alaska Head Start Association

Why Head Start Matters

Alaska's Head Start programs prepare young children for success in school and life.

1. **Head Start children are healthier than their peers from similar socio-economic backgrounds who are not enrolled in Head Start. Healthy children learn better.**

FACTS*
(The following figures refer to Head Start only. Early Head Start is not included.)

- 78% of Alaska's Head Start children received health screenings that meet Early Periodic Screening, Diagnosis and Treatment (EPSDT) standards. (EPSDT is Medicaid's well child check up program.) This compares to a 50% EPSDT medical screening rate for eligible 2-5 year olds statewide**.

- Of the 2,152 Head Start children who received health screenings, 356 were diagnosed as needing treatment for a variety of potentially serious conditions, including hearing & vision problems, anemia and asthma.

CONCLUSION
Without Head Start, we estimate that 100 or more children would enter kindergarten by 2009 with significant undiagnosed and untreated health problems.

**Based on federal 2007 Program Information Reports (PIR) for Alaska grantees.*
***For 2003, reported in the National Health Policy Forum issue brief #819, 11/20/2006.*

FACTS*
(The following figures refer to Head Start only. Early Head Start children are not included.)

- 88% of Alaska's Head Start children received dental exams. This compares to a 25% EPSDT dental screening rate for eligible 3-5 year olds statewide**.

- Of the 2,425 Head Start children who received dental exams, 586 were diagnosed as needing dental treatment. 376 of these children (64%) received treatment.

CONCLUSION
Without Head Start, we estimate that 270 or more children every year would live with untreated oral health needs. These conditions place a child's speech development, nutritional well-being, overall health and future oral health at risk.

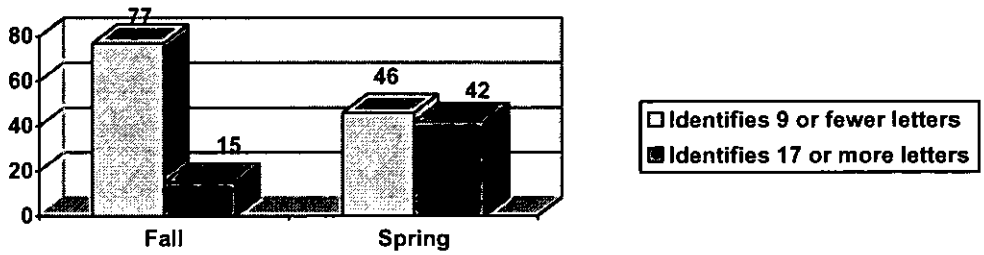
**Based on federal 2007 Program Information Reports (PIR) for Alaska grantees.*
***For 2003, reported in the National Health Policy Forum issue brief #819, 11/20/2006.*

2. **Participation in Head Start improves literacy and math skills for many children who are at risk of starting kindergarten behind their better off peers in these areas.**

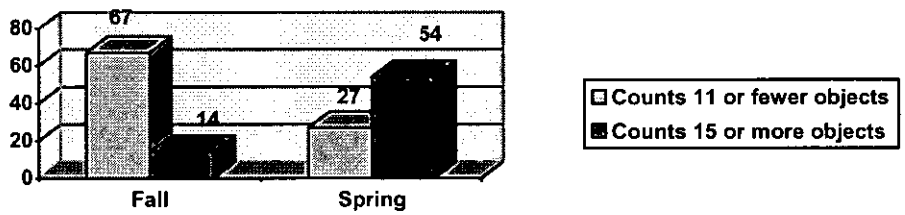
The following graphs are based on information taken from the National Head Start Reporting System (NRS) results of 11 Alaska grantees during the 2006-2007 program year. The NRS assesses only children who were going to kindergarten in 2007. The graphs include only those children assessed in both fall and spring— a total of 352 children in Region X programs and 329 children in AIAN programs.

2879

Letter Recognition
(Percentages)



Early Math Skills
(Percentages)



Alaska's Head Start programs achieved results that approach national norms even though program characteristics differ from national averages in several significant ways.

- Alaska has fewer full day programs
- Alaska has fewer teachers with a Bachelor's degree

Program Characteristic	Alaska Program Averages	National Head Start Averages
Percentage of teachers with Bachelor's degree or higher	20%	44%
Percentage of children enrolled in full day programs	10%	53%

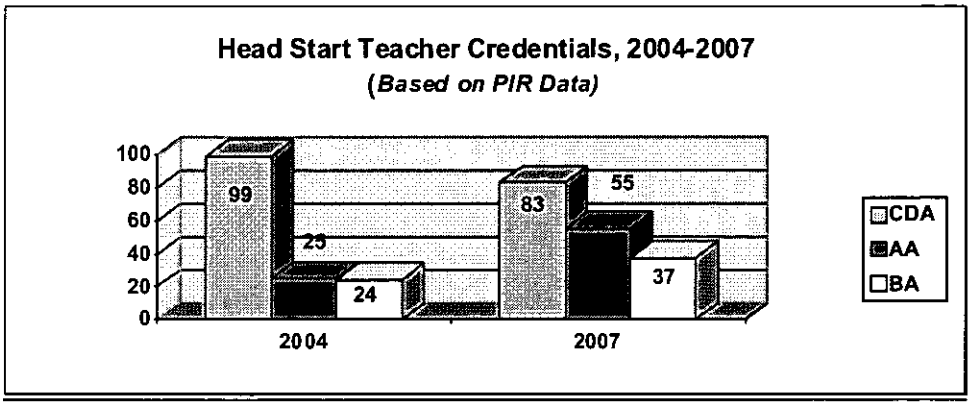
3. **Participation in Head Start increases the likelihood that children with previously undiagnosed disabilities will receive diagnosis and therapy for their disability before they enter kindergarten.**

FACTS*
(The following figures from the federal 2007 Program Information Report for Alaska grantees refer to Head Start only. Early Head Start children are not included.)

- 95% of Alaska's Head Start children received developmental screenings exams.
- Of the 2,600 Head Start children who received developmental screenings, 276 were eventually diagnosed with a disability.

CONCLUSION
Without Head Start, hundreds of Alaska's children would enter kindergarten every year with undiagnosed disabilities.

4. **The quality of Head Start teachers continues to improve in spite of funding and distance learning challenges.**



5. **Head Start provides economic benefits for all of Alaska.**

Federal Head Start grants injected over 27 million dollars into Alaska's economy in FY 2007. This sum does not include the many other sources of federal revenue, such as Child and Adult Care Food Program (CACFP) reimbursements, which Head Start programs attract. This investment provides an important source of economic activity and employment in many of the rural communities listed on page one. For example, Head Start programs employed 927 people in 2006.

The Future of Head Start in Alaska

Many studies link high quality early child development programs to large and long term economic savings. We believe that the early intervention, health, and school readiness results described above testify to the high quality of Alaska's Head Start programs.

2881

2882

RESEARCH SUMMARY
Institute of Social and Economic Research
University of Alaska Anchorage • January 2009
R.S. No. 71

The Cost of Crime: Could The State Reduce Future Crime and Save Money by Expanding Education and Treatment Programs?

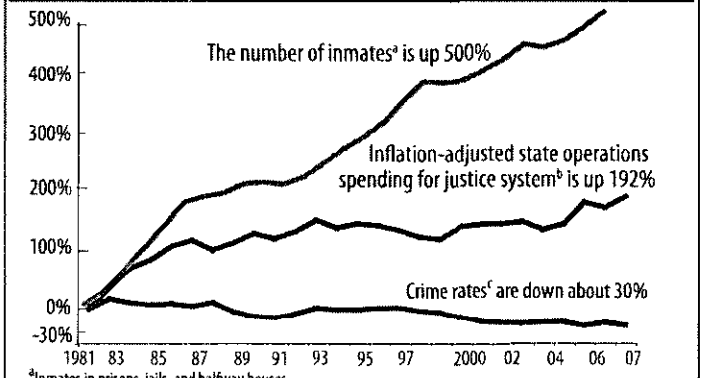
By Stephanie Martin and Steve Colt

Alaska's prison population is among the fastest-growing in the U.S., with five times more inmates in 2007 than in 1981. Spending for the state justice system has nearly doubled since 1981—but the crime rate has dropped only about 30%.

Here's the dilemma for the state, given the pattern shown in Figure 1: what can it do to hold down the number of inmates and stem the rising costs—while at the same time keeping the public safe and using tax dollars effectively?

Senator Hollis French asked ISER to project growth in the number of Alaska inmates and the associated costs—and then evaluate whether the state could reduce that growth by expanding intervention and prevention programs for people already in prison or at risk of ending up there. Alaska currently spends about $17 million a year for such programs, but they aren't available to many of those who might benefit from them.

Figure 1. Percentage Changes in Alaska Crime Rate, Spending for Justice System, and Number of Inmates, 1981-2007



[a]Inmates in prisons, jails, and halfway houses
[b]Spending for Departments of Corrections, Public Safety, and Law; court system; Division of Juvenile Justice; Public Defender Agency; and Office of Public Advocacy. Does not include capital spending or payment on debt.
[c]Rates per 100,000 for murder, rape, robbery, aggravated assault, burglary, larceny, and motor vehicle theft.
Sources: U.S. Department of Justice; state budget documents; Alaska Department of Corrections

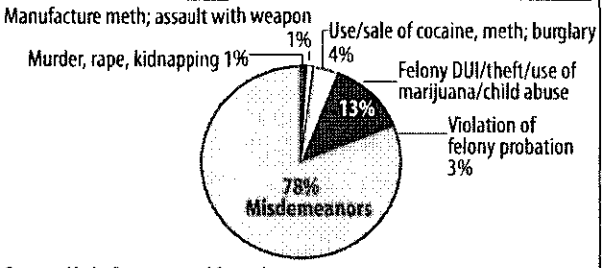
There are a wide range of such programs. But it is programs for adults who are already in prison or jail that have the most potential to save money and reduce crime in the next 20 years. That's because they can reach the most people.

We know that without any intervention, about two-thirds of those who serve their sentences and are released commit new crimes. Stopping at least some of them from committing more crimes would not only help improve public safety but also reduce growth in both the number of inmates and in spending.

Also, most of those released committed misdemeanors (Figure 2). Those who commit the most serious crimes serve long sentences and make up a small share of those released in any given year.

To analyze which programs have the most potential to reduce crime *and* save the state money, we worked with the Alaska Criminal Justice Working Group and the Washington State Institute of Public Policy. That institute did a similar analysis for Washington state and provided us with data it collected from program evaluations nationwide (see back page). What did our study show?

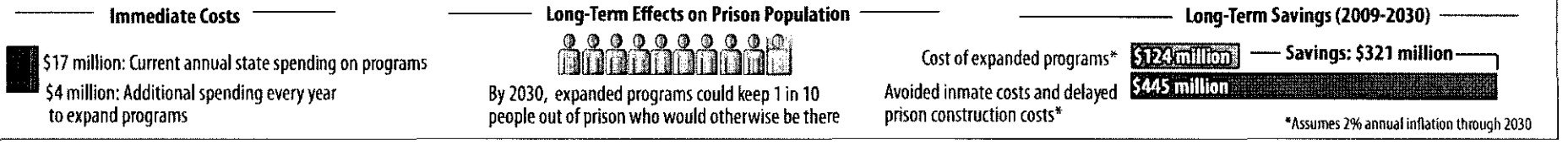
Figure 2. Who Gets out of Jail or Prison in Alaska?
(Total Releases, 2002-2007: 82,339)



Source: Alaska Department of Corrections

- *With no change in policies, the number of Alaska inmates is likely to double by 2030,* from 5,300 to 10,500.
- *If the state spent an additional $4 million a year to expand programs it already has, the prison population in 2030 might be 10% smaller* than projected—about 1,050 fewer inmates.
- *The state would spend about $124 million for expanded programs through 2030 but would avoid $445 million in costs—a savings of $321 million.* It would save money by incarcerating fewer people and by delaying prison construction costs. (Figures 3 and 8).
- *Education and substance-abuse treatment programs—in prison, after prison, and instead of prison—save the state two to five times* what they cost and reach the most people. Programs for teenagers are also very effective at reducing crime and saving money, but they reach fewer people.

Figure 3. Potential Effects, Costs of, and Savings from Expanded Prevention or Intervention Programs



Why Consider Expanding Programs?

In 1980, 2 in 1,000 Alaskans were behind bars; today that share is approaching 10 in 1,000. The sharp increase started in the 1980s, when the state government began collecting large oil revenues. The state used some of that money to expand police agencies, courts, and other parts of the criminal justice system statewide. Also in the 1980s, it made sentencing for the most serious felonies more uniform and stiffened sentences.

The crime rate in Alaska has declined since the 1980s. But the number of Alaskans in prisons, jails, and halfway houses has increased much faster, as have costs for the state justice system. Alaska's prisons are full, and the 1,500-bed prison scheduled to open in 2012 is projected to be full soon after it opens.

Locking people up is expensive, whether their crimes are major or less serious. Alaska spends on average $44,000 a year per inmate in prisons, jails, and halfway houses. Adjusted for inflation, that's actually less than in the 1980s—but it's still a lot (Figure 4).

Studies in other states have shown that some intervention and prevention programs can help cut both costs and crime, either by keeping people who have served their sentences from committing new crimes after they're released, or preventing some people from going to prison in the first place.

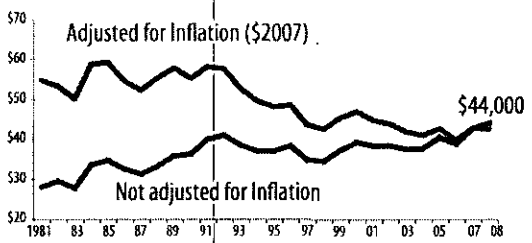
What Programs Did We Analyze?

The Alaska Criminal Justice Working Group gave us a list of programs to analyze. We looked for programs with the biggest potential payoff for the state—those that could reduce growth in both numbers of inmates and in spending for corrections, at a reasonable cost for the state.

Alaska already has a number of programs in place, and we found that expanding some of those would be most cost-effective. Table 1 lists the programs in our final analysis. As a guideline for what was a "reasonable" expansion, we used 10% to 20% of the eligible people not already served—except for very small programs that can't easily be expanded that much.

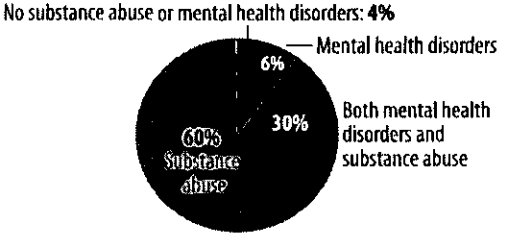
These programs would serve inmates, at-risk juveniles, and young children. They are all intended to reduce future crime in some way. Programs that treat substance-abuse or mental heath disorders have been shown to reduce recidivism—and as Figure 5 shows, almost all current inmates have those disorders.

Figure 4. Annual State Costs Per Inmate,* 1981-2008
(In Thousands of Dollars)



*Average cost of incarcerating people in prisons, jails, and halfway houses.
Source: Alaska Department of Corrections

Figure 5. How Many Alaska Inmates Have Substance Abuse or Mental Health Disorders?



Sources: Alaska Department of Corrections; Alaska Mental Health Trust

Table 1. Current Size and Potential Expansion of Intervention and Prevention Programs[a]

Programs	Currently serve	Reasonable expansion	Potentially eligible (2008)
Prison-based programs			
Education (adult basic; vocational)	More than 1,000	500	Almost all inmates (4,500)
Substance-Abuse (residential; intensive outpatient)	Close to 500	500	90% of inmates (approximately 4,000)
Sex-offender treatment[b]	0	50	10% of 500 eligible inmates
Transition from prison			
Transition for inmates with mental health disorders (Institutional Discharge Project)	70	100	36% of inmates (1,600)
Alternatives to Incarceration	500	500	Approximately 5,000[c]
Mental health, drug, alcohol courts; electronic monitoring; residential substance-abuse treatment			
Juvenile offenders	Approximately 500	1,000	Approximately 3,000
Aggression replacement training; family therapy; residential treatment; institutional transition			
Prevention	3,025	450	Approximately 8,000[e]
Head Start for 3- and 4-year olds from low-income families[d]			

[a]Programs included in our final analysis are those for which we found evidence that expansion would have significant pay-offs for the state at a reasonable cost. We evaluated additional programs not included here, either because there wasn't sufficient evidence to assess their effectiveness or because they weren't feasible to implement in Alaska at this time.
[b]To effectively reduce crime, sex offender treatment programs need to be offered in both prison and the community. Treatment is currently available only in the community, so the number served in prison is currently zero—but there are proposals to add treatment in prison.
[c]People facing low-level charges and with substance-abuse problems.
[d]Head Start is a federal program, but the state supplements federal money and Governor Sarah Palin has proposed additional state funding.
[e]We assume all children from families with up to double the poverty-level income would be eligible.

We looked at but excluded other programs from our final analysis. The criminal justice working group decided that a few programs, while effective elsewhere, wouldn't be feasible to implement in Alaska at this time. For other programs, there wasn't enough available evidence to judge how effective they were in saving money or reducing crime, or the available evidence showed them to be largely ineffective.

How Do the Programs Compare?

As Figure 3 (front page) shows, expanding programs to serve more of the eligible people would save the state about $321 million and reduce the projected number of inmates 10% by 2030. Figures 6 and 7 show how the various programs contribute to costs, savings, and reductions in the number of Alaskans behind bars.

- *Education and substance-abuse treatment programs for inmates save two to four times what they cost*, reduce recidivism by about four percentage points, and can reach the most people.

- *Intervention programs for juveniles who have committed crimes are very effective* at saving money and reducing recidivism, but they serve a much smaller number of people.

- *Programs that set up transition services for inmates with mental-health disorders* coming out of prison are among the most effective—but they can't readily be expanded to serve the many people who could benefit from them.

- *Alternatives to prison for some people charged with lesser offenses save the state money right away, and almost all reduce recidivism*. The exception is electronic monitoring, which is inexpensive but hasn't been shown to reduce future crime.

- *Treatment programs for sex offenders do reduce crime*, but they are very expensive and so don't save the state money.

- *Programs that prevent future crime by helping very young at-risk children are the most effective*. But the effects of spending for those programs aren't apparent until many years later.

Figure 6. How Effective Are Various Programs at Saving Money and Reducing Crime?

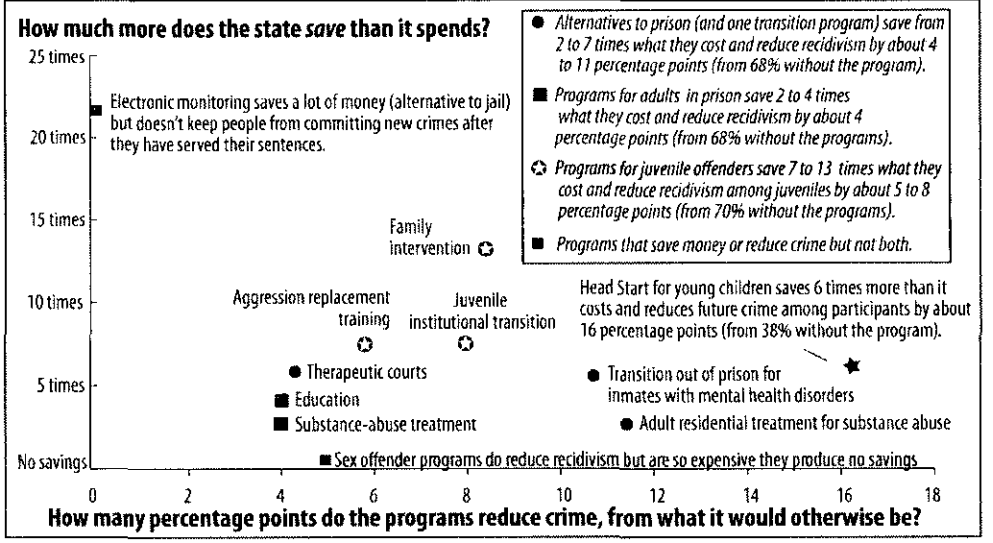
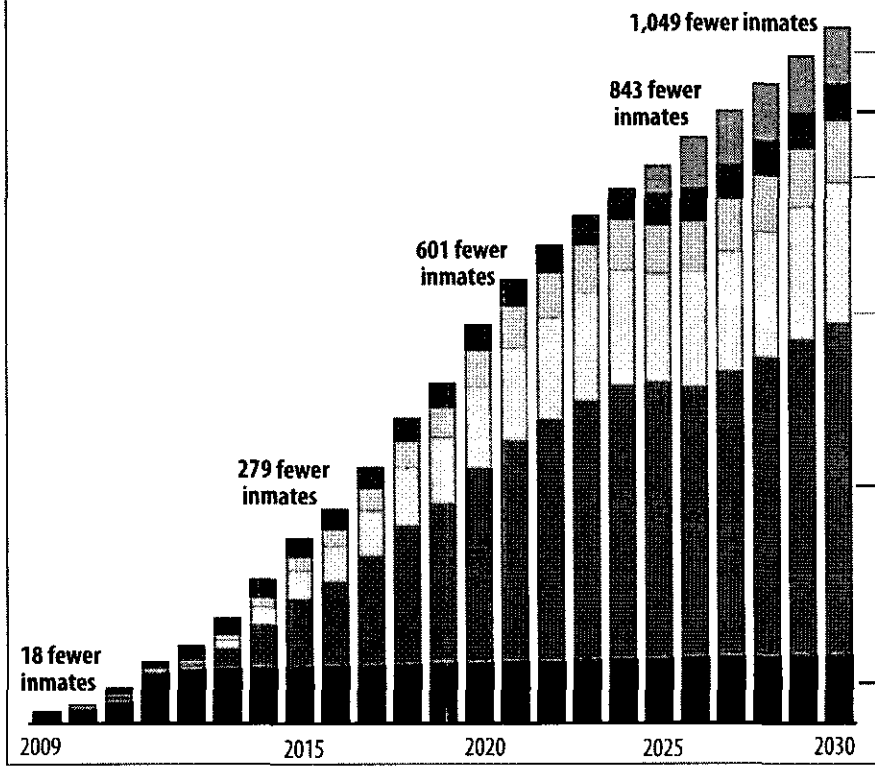


Figure 7. How Would Expanding Specific Programs Contribute to Reducing Growth in Numbers of Inmates?



Pre-school programs for at-risk children cost about $1,000 per child but save many times that much, by reducing future crime. The effects of the spending aren't apparent for years, until the children grow up.

Programs for juveniles offenders cost an average of about $2,500 per person, but save almost 10 times that much by keeping kids out of prison. They serve only a subset of the population of 12- to-17-year-olds.

Transition programs for people with mental health disorders are extremely effective, add about $2,000 per person to inmate costs, and save about four times that much. But the programs currently serve very few people and can't readily be expanded to serve large numbers.

Programs that treat inmates for substance abuse add about $2,000 a person to inmate costs, but over time save about twice as much. They are effective, but can't readily be expanded to reach all the people who need them.

Education and job training programs in prison add about $1,000 to inmate costs, but they reach the most people and save about four times more than they cost. Because they are offered in every facility, they can easily be expanded and can reach more people. (Reductions in the number of inmates as a result of the sex-offender treatment program are also included here, but are only one or two people a year.)

Programs that keep people out of prison save the state money right away, because they cost much less than the $44,000 per person the state spends to lock people up. They include therapeutic courts for substance abuse and mental health disorders, electronic monitoring, and residential substance-abuse treatment.

Conclusion

In conclusion, Figure 8 shows how Alaska's corrections system got where it is and where it's likely to go—if intervention and prevention program are kept at their current levels, and if the most effective programs are expanded to serve more of the eligible people.

We found that the state could both reduce the number of Alaskans in prison or jail and save considerable money over the next 20 years, by adding about $4 million a year to the $17 million it currently spends to keep people from returning to prison— or prevent them from ever going there at all.

Spending more for these programs even as oil prices and state revenues are falling may not seem like a good idea. But Alaska also needs to look to the future—and over time the benefits of strategically expanding those programs that reduce crime and keep more Alaskans out of prison far outweigh the costs.

Method of Analysis

Our job was to assess whether specific programs could reduce long-term state spending for corrections by reducing growth in the number of inmates. As a starting point, we needed evaluations of how effective various programs are at reducing future crime.

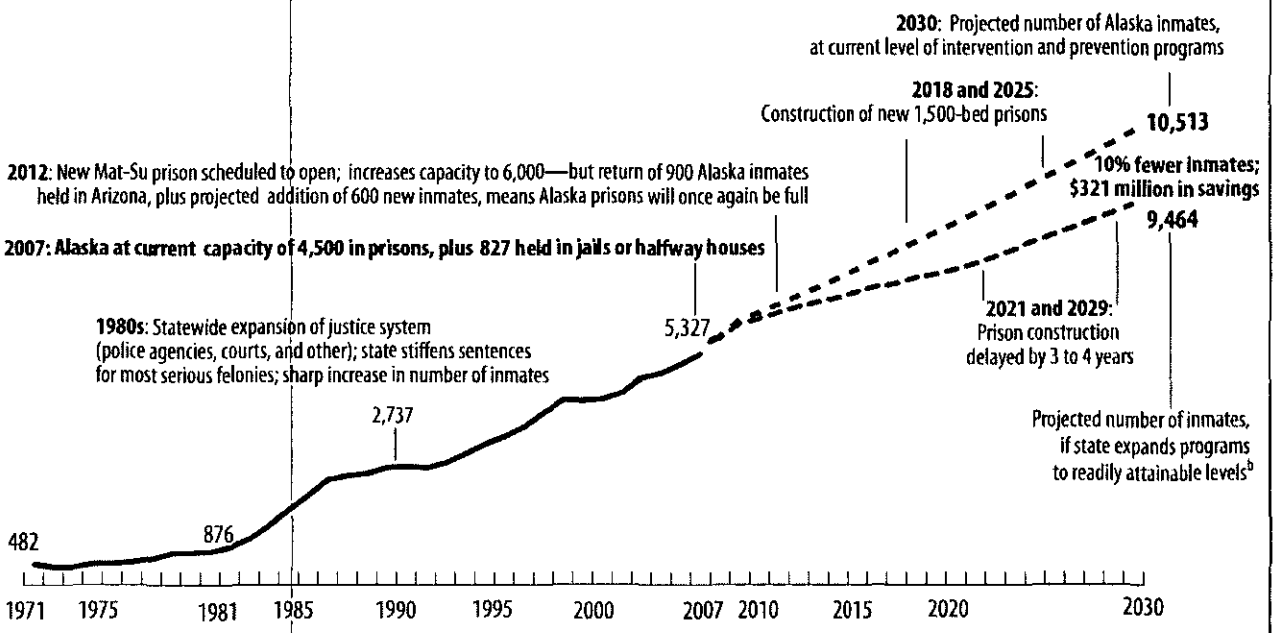
But except for some of the therapeutic court programs, most programs in Alaska have not been rigorously evaluated. Therefore, we used results of a Washington state assessment that systematically reviewed 571 program evaluations from around the country.

To be included, evaluations had to have carefully designed control groups, replicable results in multiple settings, and long-lasting effects. This method is evidence-based public policy, which merges research and practice. It is similar to clinical trials in medicine. Keep in mind that this is a new field, and only about 10% of programs in place nationwide have been evaluated at this standard.

With data from rigorous evaluations, the Washington State Institute of Public Policy created a model that estimated the effects of programs on recidivism—and then combined those results with a cost-benefit analysis to estimate the long-term effects on state spending and inmate populations.

We combined the institute's estimates of recidivism with Alaska data on program costs, eligible groups, and state population to estimate long-term effects on crime and state spending.

Figure 8. Average Number of Alaska Inmates,[a] 1971-2007, and Projected Number, 2008-2030



[a]Average daily number of people in prisons, jails, and halfway houses. [b]The number of people who could be readily added to program rolls varies considerably by program; see Table 1.

Sources: Alaska Department of Corrections; ISER projections of number of prisoners, based on Alaska Department of Labor projections of Alaska population 18-64 and assuming no change in current use of rehabilitation programs as well as expanded use; Washington State Institute of Public Policy

The authors thank the members of the Alaska Criminal Justice Working Group for their help in identifying programs to evaluate and for comments on drafts of this publication. The Alaska Legislature funded this group in 2007 and authorized the Alaska Judicial Council to act as its staff.

The group is chaired by a justice of the Alaska Supreme Court and Alaska's lieutenant governor. Other members include top policymakers from the departments of Corrections, Public Safety, Health and Social Services, and Law, as well as the Alaska Mental Health Trust Authority; the heads of the Alaska Public Defender Agency and the Office of Public Advocacy; the administrative and deputy directors for the Alaska Court System; the executive director of the Judicial Council, the U.S. attorney, and Anchorage's police chief.

This group meets monthly to talk about long-term justice issues, as well as to resolve any inter-branch issues that come up among the many agencies and organizations that deal with aspects of Alaska's justice system.

The authors also thank Elizabeth Drake and Steve Aos of the Washington State Institute of Public Policy for developing the methods and models we used and for helping us apply them to Alaska. For more information go to www.wsipp.wa.gov.

This research summary and many other publications on a wide range of topics are available on ISER's Web site:

www.iser.uaa.alaska.edu

Editor: Linda Leask Graphics: Clemencia Merrill

2/6/09

OVERVIEW:

NO CHILD LEFT BEHIND

Louie Flora

From: Louie Flora
Sent: Friday, February 13, 2009 11:10 AM
To: 'Herman, Marcy J (EED)'; 'Jeans, Eddy (EED)'; 'les.morse@alaska.gov'; 'cyndy.curran@alaska.gov'
Subject: RE: NCLB Presentation

As noticed on Basis here is what the committee wants to hear on NCLB:

1. **What it is**
2. **What it requires**
3. **What it funds**
4. **What it doesn't fund**
5. **How it works in Alaska.**

Please be sure the overview addresses those topics in some detail, in that order. Thank you.

The committee will have in front of them two items:

1. No Child Left Behind memo discussing the different federal Title programs. Dated February, 5th.
2. FY 2010 Operating and Capitol Budget Document

From: Herman, Marcy J (EED) [mailto:marcy.herman@alaska.gov]
Sent: Friday, February 13, 2009 7:34 AM
To: Louie Flora
Subject: FW: NCLB Presentation

Louie,

Here is what Deputy Commissioner Morse will cover on NCLB.

Marcy Herman
Special Assistant
Commissioner's Office
Alaska Department of Education & Early Development
P.O. Box 110500
Juneau, AK 99811-0500
907-465-2803 (voice)
907-465-4156 (fax)

What is NCLB?
The Elementary and Secondary Education Act as reauthorized by the No Child Left Behind Act of 2001

Prior to NCLB the federal law was IASA or
Improving American's Schools Act of 1994, reauthorizing the programs under the Elementary and Secondary Education Act of 1965

What is the focus of NCLB?
Provide students equitable access to high quality education and increase student achievement. The federal law is focused on ensuring students of low socio-economic status have equitable and quality education.

I will give a very high level explanation of the accomplishments of the program in Alaska.

I will respond to questions

I will use the hand out that Ms. Curran provided last week, and the budget document if necessary, to outline the programs. I will verbally provide examples of programs supported by different titles.

FY2010 Operating & Capital Budget

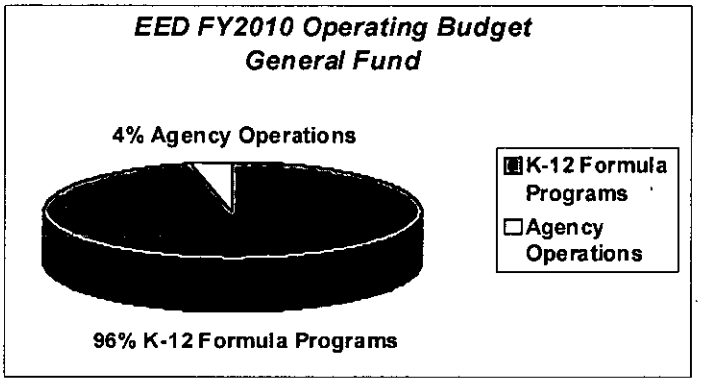
December 15, 2008 – Agency Budget

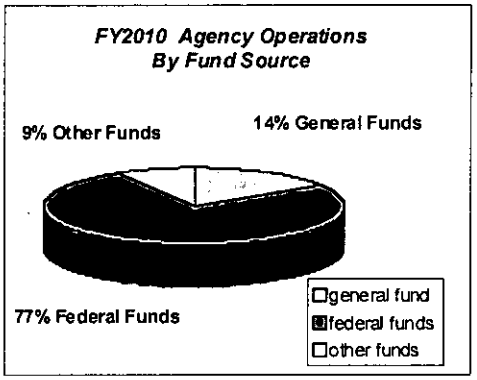
Department of Education & Early Development
*FY2010 Operating Budget - Governor's December 15**

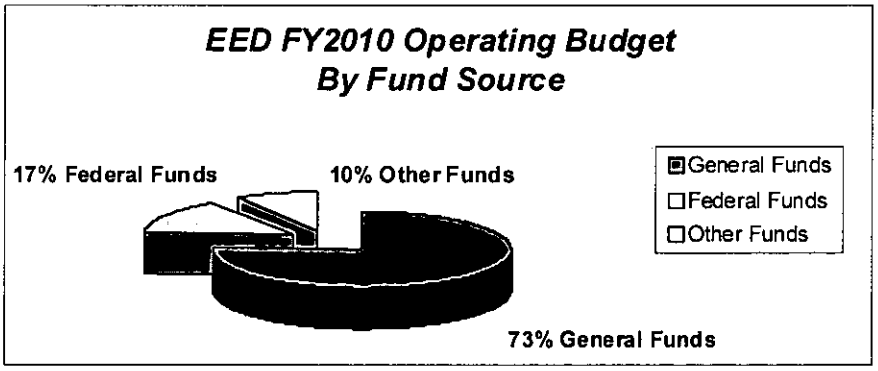
**includes school debt reimbursement, foundation program & pupil transportation*

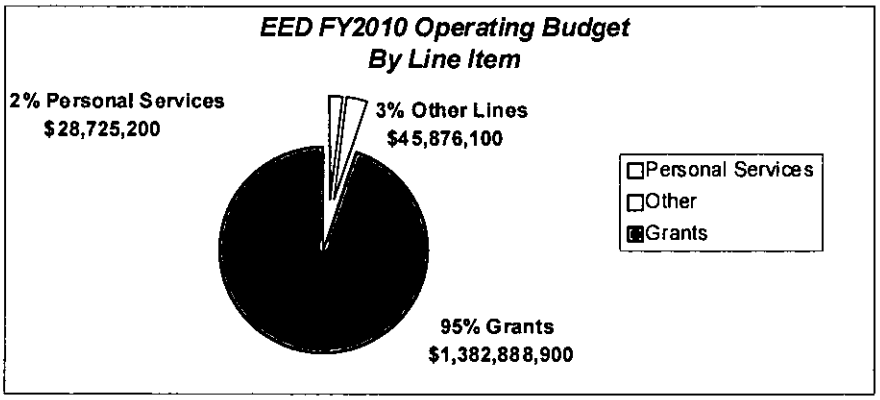
	General Funds	Federal Funds	Other Funds	Total
K-12 Formula Programs	1,066,909.7	20,791.0	111,874.0	**1,199,574.7**
Agency Operations	41,494.8	194,167.5	22,253.2	**257,915.5**
Total	**1,108,404.5**	**214,958.5**	**134,127.2**	**1,457,490.2**

Positions:	
Full-time	332
Part-time	15









Department of Education & Early Development
FY2010 Governor's December 15 Budget

	Positions PFT	Positions PPT	General Funds	Federal Funds	Other Funds	Total
K-12 Formula Programs:						
Foundation Program			994,268,500	20,791,000	12,937,000	1,027,996,500
Boarding Home Grants			1,690,800	0	0	1,690,800
Youth in Detention			1,100,000	0	0	1,100,000
Special Schools			3,127,500	0	0	3,127,500
Pupil Transportation			60,293,800	0	0	60,293,800
Alaska Challenge Youth Academy			6,429,100	0	0	6,429,100
School Performance Incentive Program			0	0	0	0
School Debt Reimbursement			0	0	98,937,000	98,937,000
Subtotal K- 12 Formula Programs	**0**	**0**	**1,066,909,700**	**20,791,000**	**111,874,000**	**1,199,574,700**

	Positions PFT	Positions PPT	General Funds	Federal Funds	Other Funds	Total
Agency Operations:						
Executive Administration	8		2,131,900	0	22,400	2,154,300
Administrative Services	8		614,000	145,000	532,000	1,291,000
Information Services	6		230,800	0	428,100	658,900
School Finance & Facilities	13		1,732,700	0	718,800	2,451,500
Student and School Achievement	70		8,583,400	155,626,200	1,308,200	165,517,800
Statewide Mentoring Program	0		3,900,000	0	600,000	4,500,000
Teacher Certification	5		8,500	0	693,400	701,900
Child Nutrition	9		86,600	35,494,100	0	35,580,700
Early Learning Coordination	3		7,799,700	256,700	0	8,056,400
Professional Teaching Practices Commission	2		275,000	0	0	275,000
Alaska State Council on the Arts	5		695,300	700,000	210,000	1,605,300
Mt. Edgecumbe Boarding School	34	11	3,846,000	0	3,517,500	7,363,500
State Facilities Maintenance	8		0	0	1,084,800	1,084,800
State Facilities Rent	0		2,045,800	0	26,000	2,071,800
Library Operations	35		4,440,200	1,045,500	358,300	5,844,000
Archives	10	0	983,500	40,000	93,500	1,117,000
Museum Operations	14	4	1,466,600	60,000	355,100	1,881,700
ACPE - Program Admin & Operations	102		0	800,000	12,305,100	13,105,100
WWAMI Medical Education	0		2,654,800	0	0	2,654,800
Subtotal Agency Operations	**332**	**15**	**41,494,800**	**194,167,500**	**22,253,200**	**257,915,500**
Total	**332**	**15**	**1,108,404,500**	**214,958,500**	**134,127,200**	**1,457,490,200**

Department of Education & Early Development
Operating Budget Comparison - General Funds
FY2009 Management Plan to FY2010 Governor's December 15 Budget

	FY2009 Mgmt. Plan	FY2010 Governor's	Mgmt. Plan to Governor's	% Change
K-12 Formula Programs:				
Foundation Program	944,776.2	994,268.5	49,492.3	5.2%
Boarding Home Grants	1,340.8	1,690.8	350.0	26.1%
Youth in Detention	1,100.0	1,100.0	0.0	0.0%
Special Schools	3,132.8	3,127.5	-5.3	-0.2%
Pupil Transportation	58,516.6	60,293.8	1,777.2	3.0%
Alaska Challenge Youth Academy	6,243.9	6,429.1	185.2	3.0%
School Performance Incentive Program	4,800.0	0.0	-4,800.0	0.0%
School Debt Reimbursement	0.0	0.0	0.0	0.0%
Subtotal Formula Programs	**1,019,910.3**	**1,066,909.7**	**46,999.4**	4.6%

	FY2009 Mgmt. Plan	FY2010 Governor's	Mgmt. Plan to Governor's	% Change
Agency Operations:				
Executive Administration	1,310.4	2,131.9	821.5	62.7%
Administrative Services	594.9	614.0	19.1	3.2%
Information Services	224.0	230.8	6.8	3.0%
School Finance & Facilities	1,484.1	1,732.7	248.6	16.8%
Student and School Achievement	7,811.6	8,583.4	771.8	9.9%
Statewide Mentoring Program	3,900.0	3,900.0	0.0	0.0%
Teacher Certification	8.5	8.5	0.0	0.0%
Child Nutrition	66.7	86.6	19.9	29.8%
Early Learning Coordination	6,989.3	7,799.7	810.4	11.6%
Professional Teaching Practices Commission	15.6	275.0	259.4	1662.8%
Alaska State Council on the Arts	679.3	695.3	16.0	2.4%
Mt. Edgecumbe Boarding School	3,974.7	3,846.0	-128.7	-3.2%
State Facilities Maintenance	0.0	0.0	0.0	0.0%
State Facilities Rent	1,835.2	2,045.8	210.6	11.5%
Library Operations	4,336.6	4,440.2	103.6	2.4%
Archives	953.4	983.5	30.1	3.2%
Museum Operations	1,417.7	1,466.6	48.9	3.4%
ACPE - Program Admin & Operations	0.0	0.0	0.0	0.0%
WWAMI Medical Education	2,130.1	2,654.8	524.7	24.6%
Subtotal Agency Operations	**37,732.1**	**41,494.8**	**3,762.7**	10.0%
Total Education	**1,057,642.4**	**1,108,404.5**	**50,762.1**	4.8%
Positions:				
Full-time	332.0	332.0	0.0	
Part-time	15.0	15.0	0.0	
Total	347.0	347.0	0.0	

Department of Education & Early Development
Operating Budget Comparison - Total Funds
FY2009 Management Plan to FY2010 Governor's December 15 Budget

	FY2009 Mgmt. Plan	FY2010 Governor's	Mgmt. Plan to Governor's	% Change
K-12 Formula Programs:				
Foundation Program	979,867.2	1,027,996.5	48,129.3	4.9%
Boarding Home Grants	1,340.8	1,690.8	350.0	26.1%
Youth in Detention	1,100.0	1,100.0	0.0	0.0%
Special Schools	3,132.8	3,127.5	-5.3	-0.2%
Pupil Transportation	58,516.6	60,293.8	1,777.2	3.0%
Alaska Challenge Youth Academy	6,243.9	6,429.1	185.2	3.0%
School Performance Incentive Program	4,800.0	0.0	-4,800.0	-100.0%
School Debt Reimbursement	97,021.2	98,937.0	1,915.8	2.0%
Subtotal Formula Programs	**1,152,022.5**	**1,199,574.7**	**47,552.2**	**4.13%**

	FY2009 Mgmt. Plan	FY2010 Governor's	Mgmt. Plan to Governor's	% Change
Agency Operations:				
Executive Administration	1,332.8	2,154.3	821.5	61.6%
Administrative Services	1,266.7	1,291.0	24.3	1.9%
Information Services	637.7	658.9	21.2	3.3%
School Finance & Facilities	2,182.1	2,451.5	269.4	12.3%
Student & School Achievement	164,845.7	165,517.8	672.1	0.4%
Statewide Mentoring Program	4,500.0	4,500.0	0.0	0.0%
Teacher Certification	687.7	701.9	14.2	2.1%
Child Nutrition	35,556.7	35,580.7	24.0	0.1%
Early Learning Coordination	7,246.0	8,056.4	810.4	11.2%
Professional Teaching Practices Commission	267.7	275.0	7.3	2.7%
Alaska State Council on the Arts	1,532.8	1,605.3	72.5	4.7%
Mt. Edgecumbe Boarding School	7,492.1	7,363.5	-128.6	-1.7%
State Facilities Maintenance	1,084.8	1,084.8	0.0	0.0%
State Facilities Rent	1,861.2	2,071.8	210.6	11.3%
Library Operations	5,740.4	5,844.0	103.6	1.8%
Archives	1,083.4	1,117.0	33.6	3.1%
Museum Operations	1,832.8	1,881.7	48.9	2.7%
ACPE - Program Admin & Operations	12,672.5	13,105.1	432.6	3.4%
WWAMI Medical Education	2,130.1	2,654.8	524.7	24.6%
Subtotal Agency Operations	**253,953.2**	**257,915.5**	**3,962.3**	1.6%
Total Education	**1,405,975.7**	**1,457,490.2**	**51,514.5**	3.7%
Positions:				
Full-time	332.0	332.0	0.0	
Part-time	15.0	15.0	0.0	
Total	347.0	347.0	0.0	

Department of Education & Early Development
***Operating Budget* - Changes from FY2009 Management Plan to FY2010 Governor's December 15 Budget**

				FY2009 Management Plan			
		332	*15*	*1,057,642.4*	*214,567.9*	*133,765.4*	*1,405,975.7*
Component	**Description**	**PFT**	**PPT**	**General Funds**	**Federal Funds**	**Other Funds**	**Total**
Personal Services	FY10 bargaining unit contract adjustments			579.0	4.1	361.1	944.2
Foundation Program	Public School Trust Fund reduction from Revenue (total - $12,937)					-1,363.0	-1,363.0
Foundation Program	Remove FY09 Foundation Program_PEF tracking			-944,776.2			-944,776.2
Foundation Program	FY10 Foundation Program need (BSA $5,580)			992,268.5			992,268.5
Foundation Program	Age-4 Pilot Program			2,000.0			2,000.0
Pupil Transportation	Remove FY09 Pupil Transportation_PEF tracking			-58,516.6			-58,516.6
Pupil Transportation	FY10 Pupil Transportation entitlement			60,293.8			60,293.8
School Debt Reimbursement	Remove FY09 School Fund amount					-23,400.0	-23,400.0
School Debt Reimbursement	FY10 School Fund projection					23,000.0	23,000.0
School Debt Reimbursement	FY10 Debt Reimbursement increment					2,315.8	2,315.8
Boarding Home Grants	FY10 increase for additional beds / Galena			350.0			350.0
Special Schools	FY10 SESA decrement			-5.3			-5.3
School Performance Incentive Program	Remove OTI. End of 3-year pilot program			-4,800.0			-4,800.0
Alaska Challenge Youth Academy	FY10 increment based on BSA @ $5,580			185.2			185.2
Executive Administration	FY10 District Support Services - Tech contracts			600.0			600.0
Executive Administration	FY10 District Support Services - Op support			224.2			224.2
Executive Administration	Remove OTI from SB285			-30.0			-30.0
School Finance & Facilities	FY10 school bus contractual increase			24.7			24.7
School Finance & Facilities	FY10 AVTEC school bus driver training			45.2			45.2
School Finance & Facilities	FY10 Auditor contracts for intensive student clamis			150.0			150.0
Student & School Achievement	FY10 SBA & HSGQE contractual increases			250.0			250.0
Student & School Achievement	MH Trust Recommendations - tech adjustment					-300.0	-300.0
Student & School Achievement	MH Trust Recommendations - Autism Research Center			150.0		200.0	350.0
Student & School Achievement	MH Trust Recommendations - Rural Transitions			150.0			150.0
Early Learning Programs	FY10 increment for Head Start (serving approx. an additional 60 children through competive grants)			800.0			800.0
Professional Teaching Practices Commission	Fund soucre change from Receipt Supported Services to GF (RSS were teacher cert. fees)			252.1		-252.1	0.0
Alaska State Council on the Arts	FY10 increase for federal NEA grants				56.5		56.5
Mt. Edgecumbe Boarding School	Remove FY09 OTI - fuel/utility distribution			-167.8			-167.8
State Facilities Rent	FY10 lease increases			210.6			210.6
ACPE - Program Admin & Ops	FY10 increase federal authority for carryforward				330.0		330.0
ACPE - Program Admin & Ops	FY10 remove MHTAAR program funding (program transferred to AMHTA)					-200.0	-200.0
ACPE - WWAMI	FY10 Increment for WWAMI program expansion			524.7			524.7
	Total Proposed Operating Changes			**50,762.1**	**390.6**	**361.8**	**51,514.5**
	Total FY2010 Operating	*332*	*15*	*1,108,404.5*	*214,958.5*	*134,127.2*	*1,457,490.2*

Alaska Department of Education & Early Development
Public School Funding Program
FY2009 Authorized vs FY2010 Projected
Prepared 11/13/08

	FY2009 Authorized	FY2010 *Projected*	Difference
Regular ADM	118,192.64	118,054.70	(137.94)
Correspondence ADM	10,382.75	10,302.42	(80.33)
Total ADM	128,575.39	128,357.12	(218.27)
Adjusted ADM	223,907.49	230,269.86	6,362.37
Basic Need *	$1,227,013.0	$1,284,905.8	$57,892.8
Required Local Effort	(220,394.7)	(229,470.4)	(9,075.7)
Deductible Impact Aid	(57,065.9)	(59,427.3)	(2,361.4)
Supplemental Funding Floor	704.9	276.8	(428.1)
Quality Schools Grant	3,582.5	3,684.3	101.8
Military Flow Through and Other	26,027.3	26,027.3	0.0
Total	$979,867.1	$1,025,996.5	$46,129.4
Grants			$0.0
Total	$979,867.1	$1,025,996.5	$46,129.4
Funding Sources			
1004 General fund	944,776.1	992,268.5	47,492.4
1043 P/L 81-874	20,791.0	20,791.0	-
1066 Public School	14,300.0	12,937.0	(1,363.0)
Total	$979,867.1	$1,025,996.5	$46,129.4

FY09
* Hold Harmless Provision
* 50% ISER
* 9x Intensive
* Base Student Allocation at $5,480

FY10
* Hold Harmless Provision
* 62.5% ISER
* 11x Intensive
* Base Student Allocation at $5,580

Alaska Department of Education & Early Development
FY2010 Projected State Program Allocations based on Legislative Appropriations.
Projected allocations are subject to adjustment based on individual program requirements.

UPDATED 11/18/2008	FY2010 Projected ADM	Total Foundation @ $5,580	Boarding Home	Residential Boarding Program	Youth in Detention	Special Schools	AK Challenge Youth Academy	Pupil Transportation	Debt Retirement	PROJECTED FY2010 TOTALS
ALASKA GATEWAY	401	6,248,785						554,288		6,803,073
ALEUTIAN REGION	37	1,402,350						0		1,402,350
ALEUTIANS EAST	256	5,537,672						69,888	501,883	6,109,443
ANCHORAGE	48,360	296,771,314			385,897	1,101,400		18,795,843	46,298,215	363,352,669
ANNETTE ISLANDS	268	1,951,739						16,884		1,968,623
BERING STRAIT	1,653	25,913,834						76,038		25,989,872
BRISTOL BAY	142	1,665,702						315,980		1,981,682
CHATHAM	157	2,627,310						11,550		2,638,860
CHUGACH	240	2,204,756						0		2,204,756
COPPER RIVER	505	7,011,500						650,032		7,661,532
CORDOVA	365	3,921,692						104,755		4,026,447
CRAIG	727	5,120,347						91,300		5,211,647
DELTA/GREELY	1,085	10,392,334						1,144,530		11,536,864
DENALI	409	3,782,658						412,542		4,195,200
DILLINGHAM	514	5,114,482	34,310					534,924	824,109	6,507,825
FAIRBANKS	14,368	100,631,972			114,036			9,655,450	9,161,622	119,563,080
GALENA	3,634	18,309,059		962,800				58,266		19,330,125
HAINES	276	2,670,287						159,471	909,499	3,739,257
HOONAH	115	1,721,773						33,350	69,896	1,825,019
HYDABURG	60	952,683						0		952,683
IDITAROD	293	4,533,656	21,300					35,512		4,590,468
JUNEAU	4,921	34,742,934			84,214			2,623,280	12,374,895	49,825,323
KAKE	95	1,446,064						18,905		1,464,969
KASHUNAMIUT	318	3,349,104						1,590		3,350,694
KENAI	9,047	63,101,787	26,960		213,720			5,337,696	1,588,676	70,268,839
KETCHIKAN	2,095	16,228,383			63,584			1,458,480	2,055,864	19,806,311
KLAWOCK	119	1,576,249						25,845		1,602,094
KODIAK	2,615	22,305,645						1,465,230	2,147,325	25,918,200
KUSPUK	326	6,193,690	7,540					207,988		6,409,218
LAKE AND PENINSULA	364	8,840,919						134,680	1,101,050	10,076,649
LOWER KUSKOKWIM	3,948	54,238,860		95,000	93,574			805,392		55,232,826
LOWER YUKON	2,039	28,413,501						2,039		28,415,540
MAT-SU	16,564	121,164,808	4,920		62,519			11,294,171	11,237,576	143,763,994
NENANA	987	6,410,693		447,100				102,289		6,960,082
NOME	677	8,147,503			82,456			253,840	229,155	8,712,954
NORTH SLOPE	1,571	12,575,007						1,453,175	641,355	14,669,537
NORTHWEST ARCTIC	1,854	29,094,617	17,120					40,788	4,348,447	33,500,972
PELICAN	16	425,806						1,120		426,926
PETERSBURG	510	5,240,896						137,190	496,945	5,875,031
PRIBILOF	106	1,349,404						0		1,349,404
SAINT MARY'S	180	2,927,565						13,140		2,940,705
SITKA	1,303	10,243,349						528,756	2,283,780	13,055,885
SKAGWAY	95	804,255						3,325		807,580
SOUTHEAST	168	4,356,062						179,191		4,535,253
SOUTHWEST	634	8,958,859	68,630					369,331		9,396,820
TANANA	40	1,021,920						18,600		1,040,520
UNALASKA	410	3,539,661						259,120	865,470	4,664,251
VALDEZ	682	4,036,437						442,618	889,586	5,368,641
WRANGELL	309	3,166,751						177,205	213,700	3,557,656
YAKUTAT	101	1,297,196						71,205		1,368,401
YUKON FLATS	271	6,556,177						66,346		6,622,523
YUKON/KOYUKUK	1,249	10,432,799	5,120					79,734		10,517,653
YUPIIT	450	6,325,511						900		6,326,411
Mt. EDGECUMBE	430	2,970,874								2,970,874
OTHER \1		26,027,300				2,026,110	6,429,108		698,000	35,180,518
Sub Totals	128,357	1,025,996,491	185,900	1,504,900	1,100,000	3,127,510	6,429,108	60,293,772	98,937,048	1,197,574,729
TOTALS	128,357	$1,025,996,491	$185,900	$1,504,900	$1,100,000	\2 $3,127,510	\3 $6,429,108	\5 $60,293,772	\4 $98,937,048	$1,197,574,729

\1 OTHER INCLUDES OTHER ADJUSTMENTS.
\2 OTHER INCLUDES ALLOCATION TO SPECIAL EDUCATION SERVICE AGENCY (SESA).
\3 OTHER INCLUDES ESTIMATED ALASKA CHALLENGE YOUTH ACADEMY.
\4 OTHER INCLUDES ESTIMATED DEBT REIMBURSEMENT PROGRAM OVERHEAD.
\5 RECALCULATED WITH PROJECTED CPI

SCHOOL CONSTRUCTION DEBT RETIREMENT AS 14.11.100 - FY2010 ESTIMATED STATE AID

Updated 10/15/08

SCHOOL DIST.	90% BOND SALES 7/1/77 TO 1/1/82 2YR LAG	80% ESTIMATED CASH PAYMENTS 2YR LAG	80% BOND SALES 7/1/83 TO 3/31/90 CURRENT PAY	70% BOND SALES 4/1/90 TO PRESENT CURRENT PAY	60% BOND SALES 6/30/99 TO PRESENT CURRENT PAY	90% BOND SALES 6/30/99 TO 10/31/2006 CURRENT PAY	60%-70% & 90% ESTIMATED NEW BONDS HB2003 SB73,HB13 CURRENT PAY	SCHOOL DIST.	ESTIMATED TOTAL DEBT RETIREMENT BY DISTRICT FOR FY2010
ALEUTIANS EAST				136,690	$365,193			ALEUTIANS EAST	501,883
ANCHORAGE			1,498,523	30,802,614	11,083,193		2,913,885	ANCHORAGE	46,298,215
DILLINGHAM				824,109				DILLINGHAM	824,109
FAIRBANKS		79,853		9,081,770				FAIRBANKS	9,161,622
HAINES				909,499				HAINES	909,499
HOONAH				69,896				HOONAH	69,896
JUNEAU				8,248,019	262,569		3,864,307	JUNEAU	12,374,895
KENAI				1,588,676				KENAI	1,588,676
KETCHIKAN				2,055,864				KETCHIKAN	2,055,864
KODIAK				1,217,349	929,976			KODIAK	2,147,325
LAKE & PEN				200,690		900,360		LAKE & PEN	1,101,050
MAT-SU				8,217,548	3,020,028			MAT-SU	11,237,576
NOME				140,064	89,091			NOME	229,155
NORTH SLOPE				159,456	481,898			NORTH SLOPE	641,355
NORTHWEST ARCTIC				3,637,827	275,214	435,405		NORTHWEST ARCTI	4,348,447
PETERSBURG				184,783	312,163			PETERSBURG	496,945
SITKA				1,368,359	519,399		396,022	SITKA	2,283,780
UNALASKA	146,363			295,649			423,459	UNALASKA	865,471
VALDEZ				68,257	32,424		788,905	VALDEZ	889,586
WRANGELL				213,700				WRANGELL	213,700
YAKUTAT								YAKUTAT	0
TOTALS	146,363	79,853	1,498,523	69,420,818	$17,371,149	$1,335,765	8,386,577		98,239,048

THESE ENTITLEMENTS ARE SUBJECT TO ADJUSTMENTS BASED ON ACTUAL BOND PAYMENTS.

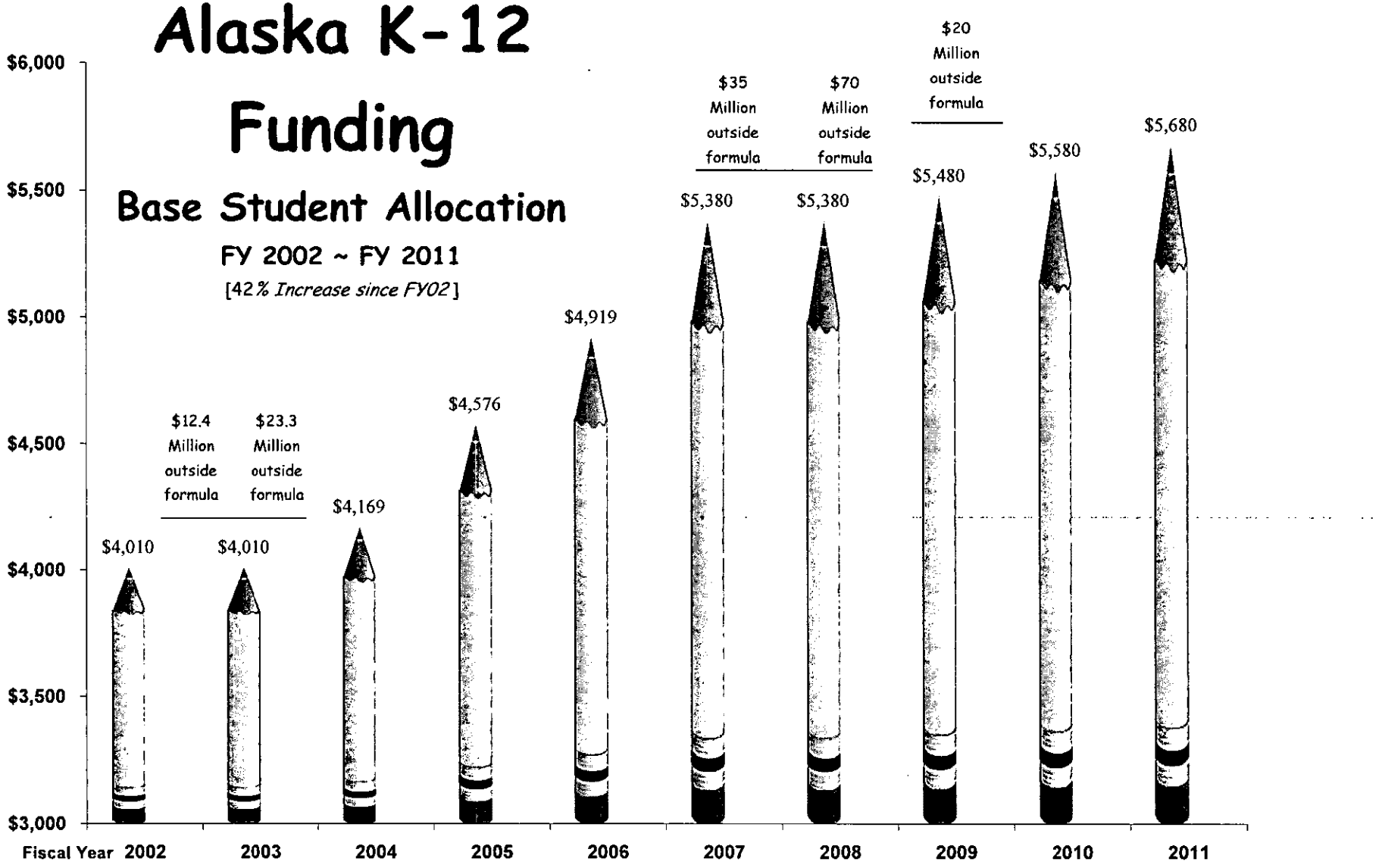
BOND ENTITLEMENT	$89,772,618
CASH ENTITLEMENT	79,853
SUB TOTAL	**89,852,471**
ESTIMATED DEBT	8,386,577
EST. STATE AID-FY2010	98,239,048
EED OVERHEAD	698,000
TOTAL FY2010 STATE AID	98,937,048

FY2009 Division of Teaching & Learning Support Component / Program Funding

Component / Program	Federal	Federal NCLB	General Fund	GF / Mental Health	GF/ Match	Inter Agency Receipts	MHTAAR	Statutory Designated	TVEP	Receipt Supported Services	Donated Commodities	Total	Positions by Program PFT	PPT
Student and School Achievement														
ESEA Title 1 Grants to LEAs		39,500.0										39,500.0	8	
ESEA Title 1B - Even Start		1,200.0										1,200.0	1	
ESEA Title 1 Reading First State Grants		936.0										936.0	1	
Title I-Part C Migrant Education		7,100.0										7,100.0	5	
Title I-Part D Neglected & Delinquent		268.0										268.0		
Title I-Part 1003(g) School & District Improvement		1,578.0										1,578.0		
Special Education	34,000.0											34,000.0	7	
Special Education - Preschool	1,300.0											1,300.0	1	
Improving Teacher Quality		14,000.0										14,000.0	2	
Math and Science Partnerships		900.0										900.0	1	
Title II D Technology		700.0										700.0	2	
Title IV 21st Century Community Learning		5,140.0										5,140.0	2	
Title VI School Imp.- Innov.Ed Program Strat.		0.0										0.0	0	
Small Rural School Achievement		170.0										170.0		
State Assessments		3,700.0	6,825.0									10,525.0	16	
Title IV-Safe & Drug Free Schools		1,100.0										1,100.0	1	
Language Acquisition		950.0										950.0	1	
Education for Homeless Children & Youth		180.0										180.0	1	
Vocational Education Career & Tech	4,600.0				173.8							4,773.8	5	
Charter/Correspondance Schools	1,000.0		131.0									1,131.0	1	
Alaska Community Preschool	300.0											300.0	1	
Counseling (suicide prevention & at risk)				39.8								39.8	1	
Alaska Longitudinal Data System (Unity Project)			610.0									610.0	4	
Spec. Ed. State Improvement Grant Support	550.0			150.0	50.0							750.0	2	
School Health								230.8				230.8	1	
Autism Resource Center				150.0			200.0					350.0		
Senate Youth								1.0				1.0		
Director's Office			353.8									353.8	4	
Galena TVEP Grant									377.9			377.9		
Alaska Mineral & Energy Resources Education Fund- Operating			100.0									100.0		
Alaska Transition to Teaching (AKT2)		650.0										650.0	2	
Unallocated/Carryforward	14,600.0	21,204.2				307.5		191.0				36,302.7		
Total	56,350.0	99,276.2	8,019.8	339.8	223.8	307.5	200.0	422.8	377.9	0.0	0.0	165,517.8	70.0	0.0

Division of Teaching & Learning Support *continued*

Component / Program	Federal	Federal NCLB	General Fund	GF / Mental Health	GF/ Match	Inter Agency Receipts	MHTAAR	Statutory Designated	TVEP	Receipt Supported Services	Donated Commodities	Total	Positions by Program PFT	PPT
Statewide Mentoring Program														
Statewide Mentoring Program			3,900.0			600.0						4,500.0		
Total	0.0	0.0	3,900.0	0.0	0.0	600.0	0.0	0.0	0.0		0.0	4,500.0	0	0
Teacher Certification														
Teacher Certification			8.5			16.4				677.0		701.9	5	
Total	0.0	0.0	8.5	0.0	0.0	16.4	0.0	0.0	0.0	677.0	0.0	701.9	5	0
Child Nutrition														
Child Nutrition	35,141.3		27.2		59.4						352.8	35,580.7	9	
Total	35,141.3		27.2	0.0	59.4	0.0	0.0	0.0	0.0		352.8	35,580.7	9	0
Early Learning Coordination														
Early Learning Coordination	256.7		7,799.7									8,056.4	3	
Total	256.7	0.0	7,799.7	0.0	0.0	0.0	0.0	0.0	0.0		0.0	8,056.4	3	0
RDU Totals														
Student & School Achievement	56,350.0	99,276.2	8,019.8	339.8	223.8	307.5	200.0	422.8	377.9		0.0	165,517.8	70	0
Statewide Mentoring Program	0.0	0.0	3,900.0	0.0	0.0	600.0	0.0	0.0	0.0		0.0	4,500.0	0	0
Child Nutrition	35,141.3	0.0	27.2	0.0	59.4	0.0	0.0	0.0	0.0		352.8	35,580.7	9	
Early Learning Coordination	256.7	0.0	7,799.7	0.0	0.0	0.0	0.0	0.0	0.0		0.0	8,056.4	1	
Teacher Certification	0.0	0.0	8.5	0.0	0.0	16.4	0.0	0.0	0.0			24.9	5	0
Total	91,748.0	99,276.2	19,755.2	339.8	283.2	923.9	200.0	422.8	377.9		352.8	213,679.8	85	0


Alaska K-12
Funding
Base Student Allocation
FY 2002 ~ FY 2011
[42% Increase since FY02]
$6,000
$5,500
$5,000
$4,500
$4,000
$3,500
$3,000
$12.4 Million outside formula
$23.3 Million outside formula
$35 Million outside formula
$70 Million outside formula
$20 Million outside formula
$4,010
$4,010
$4,169
$4,576
$4,919
$5,380
$5,380
$5,480
$5,580
$5,680
Fiscal Year 2002
2003
2004
2005
2006
2007
2008
2009
2010
2011

Department of Education & Early Development
Capital Budget - FY2010 Governor's December 15

Deferred Maintenance	General Funds	Other Funds*	Total
Mt. Edgecumbe High School Deferred Maintenance	2,000,000	-	2,000,000

FY10 Major Maintenance Grants

Kaltag K-12 School Heating System	-	1,078,835.0	1,078,835
Diomede K-12 School Renovation	-	15,890,622.0	15,890,622
Kodiak Schools Seismic Mitigation Project	-	3,236,143.0	3,236,143
Craig Middle School Classroom Renovation (recovery of funds)	-	83,588.0	83,588
Saint Mary's - Districtwide Fuel Tank Farm Replacement	-	3,306,502.0	3,306,502
Craig Elementary School Roof Replacement	-	85,807.0	85,807
Kotlik K-12 Heat Plan Relocation	-	1,369,016.0	1,369,016
Aleknagik, Clarks Point and Ekwok K-12 Schools HVAC Upgrades	-	384,186.0	384,186
Kasigluk-Akula K-12 School Floor Repairs (generator building)	-	928,581.0	928,581
Galena Regional Learning Center Dining Facility Upgrade	-	3,528,598.0	3,528,598
False Pass K-12 School Siding Replacement (recovery of funds)	-	92,042.0	92,042
Platinum K-12 School Prime Power Generators	-	181,678.0	181,678
Allakaket K-12 School Water System Improvements	-	161,994.0	161,994
Galena Regional Learning Center Gym Building Upgrade	-	6,888,506.0	6,888,506
Cold Bay K-12 Heating System Upgrade	-	75,789.0	75,789
Craig Middle School Exterior Envelope Upgrades (recovery of funds)	-	26,868.0	26,868
Valley Park Elementary Siding Replacement	-	467,164.0	467,164
Huslia High School Exterior Upgrade	-	923,685.0	923,685
Pacific High School Renovation	-	1,736,513.0	1,736,513
Sand Point K-12 School Window Replacement (recovery of funds)	-	67,948.0	67,948
		Total MM:	**40,514,065**

Total DM:	**2,000,000.0**
Total MM:	**40,514,065.0**
Total All:	**42,514,065.0**

* Alaska Housing Capital Corporation receipts appropriated to the Major Maintenance Grant Fund.

No Child Left Behind [federally funded]

Title I Improving the Academic Achievement of the Disadvantaged
Supports equitable student access to high-quality education and increased student achievement through efficient and appropriate provision of federal resources from the Elementary and Secondary Education Act (ESEA).

- **Title I A** provides funding to districts to implement supplemental programs to improve student performance of low achieving students in schools with the highest concentration of low-income families.

- **Title IC** Migrant Education provides funding for programs to assist migratory children in meeting high standards

- **Title I Part D** Neglected Delinquent and at Risk provides funding to state operated institutions, coordination and transition services so that students can meet the same standards as other students; provides funding to school districts with the highest concentration of delinquency to develop cooperative agreements with agencies for instructional improvement, coordination activities, drop-out prevention services, voc-ed and support services; and coordinate further integration between special education and Title I programs

Title II Preparing, Training and Recruiting High Quality Teachers and Principals

- **Title II Part A Teacher and Principal Training and Recruiting Fund** [Higher Education Partnerships] Provide competitive grant funds for higher education and eligible partnerships to increase student academic achievement

- **Title II Part B Mathematics and Science Partnership Grants** Provide competitive grant funds to improve student achievement in math and science.

- **Title II Part C Innovation for Teacher Quality** Provides federal funding for Troops to Teachers, Transition to Teaching programs

- **Title II D Technology** Provide resources to school districts on a formula and competitive basis to update existing technology and integrate the use of technology in instruction

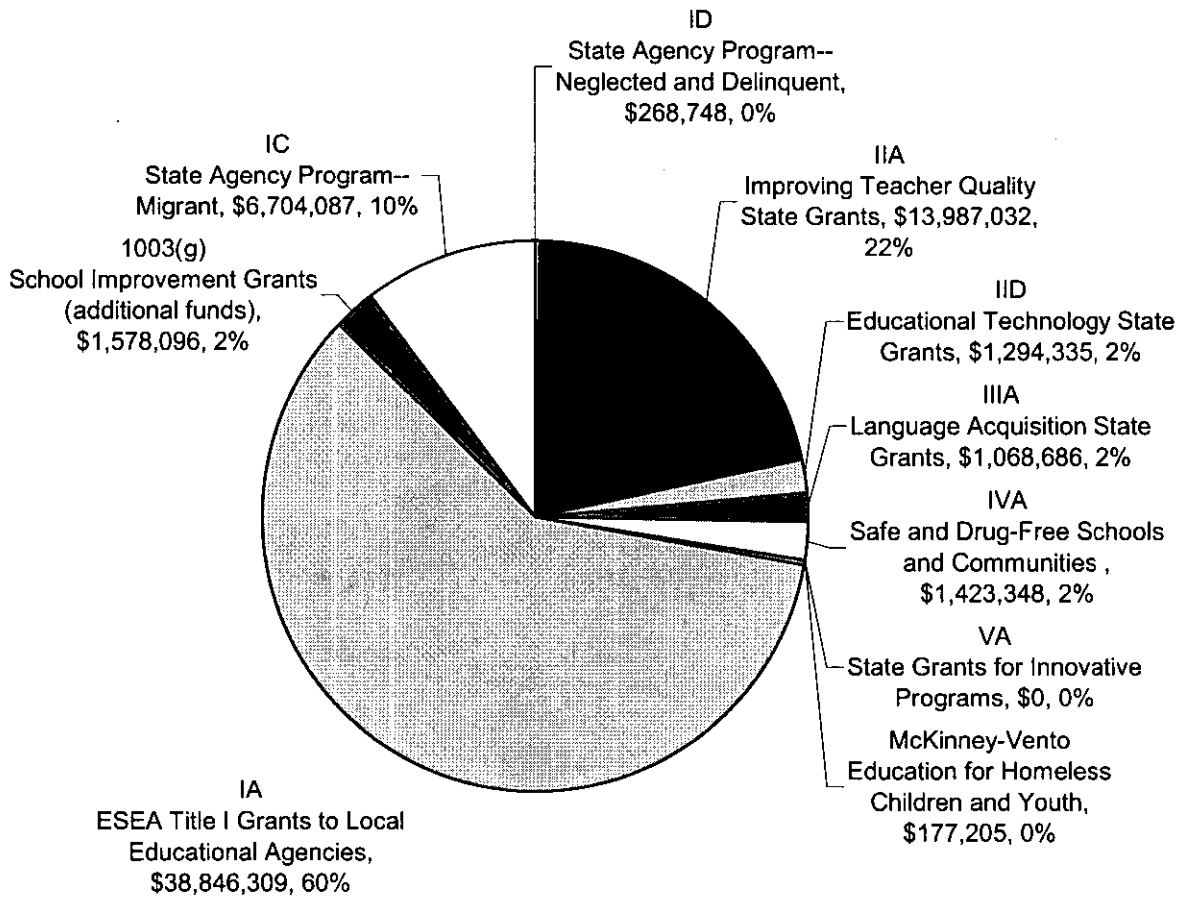
Title III English Language Acquisition Provide grants and technical assistance to eligible school districts applying for funding aimed at increasing English language acquisition of limited English proficient students.

Title IV 21st Century Schools

- **Title IV Part A Safe and Drug Free Schools and Communities** Provides federal funds to support programs that prevent violence in and around schools; that prevent the illegal use of alcohol, tobacco and drugs; that involve parents and communities and that are coordinated with related Federal, State , school, and community efforts and resources that foster a safe and drug free learning environment that supports student academic achievement
- **Title IV Part B 21st Century Community Learning Centers** provides grants to districts and non-profit educational agencies to provide before and after school programs based on academic standards and related school subjects

Title V Innovative Programs Provide resources to school districts for school improvement and innovation [program has been zeroed out]

Alaska NCLB Funding 2008-2009
Total $65,347,846



2/11/09 OVERVIEW: BRING THE KIDS HOME PROGRAM

Bring (& Keep) the Kids Home (BTKH)

An update related to Education

February 2009

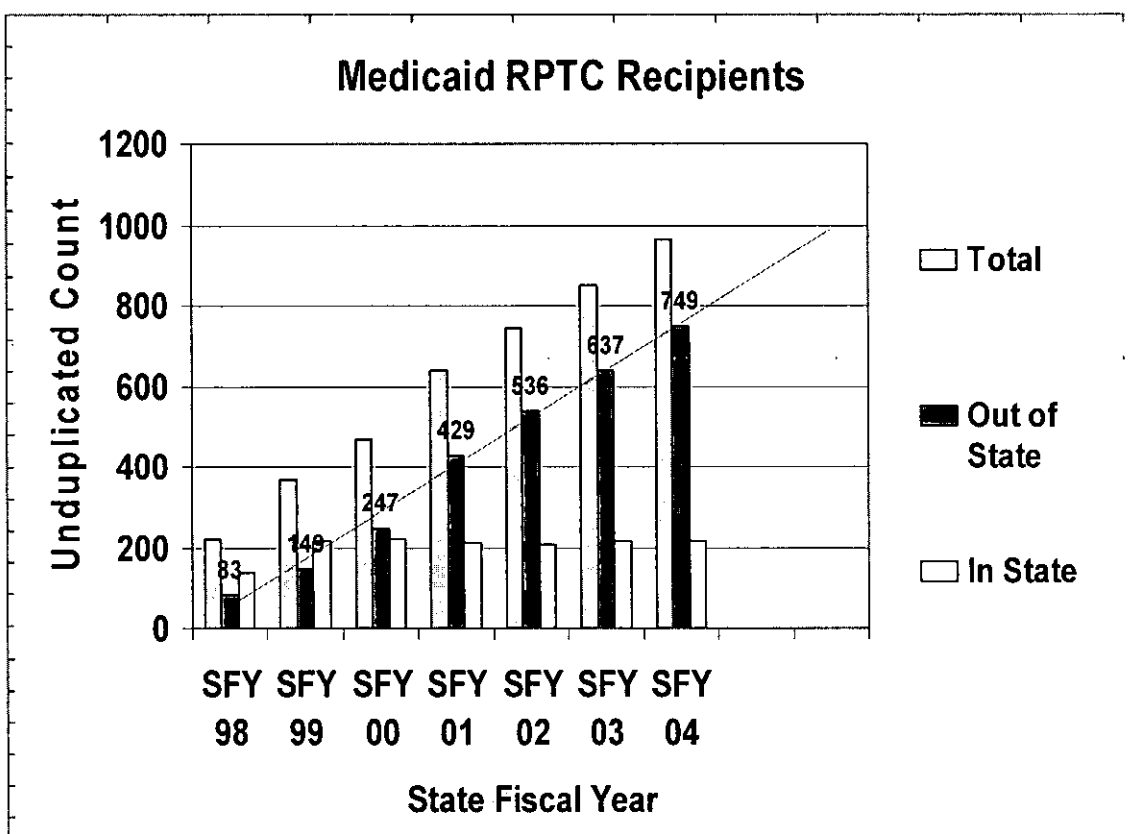
Develop integrated, seamless, culturally competent, least restrictive services, close to home

A collaboration of Department of Health and Social Services, Alaska Mental Health Trust Authority & partner boards, Denali Commission, Rasmuson Foundation, Alaska Native health providers & other service providers, parents, advocacy groups

The Alaska Mental Health Trust Authority

Exponential Growth In Use of Out-of State Residential Psychiatric Treatment Centers (RPTC)

Between 1998- 2004, out-of-state RPTC placements for children with severe emotional disturbances (SED) grew by nearly 800%

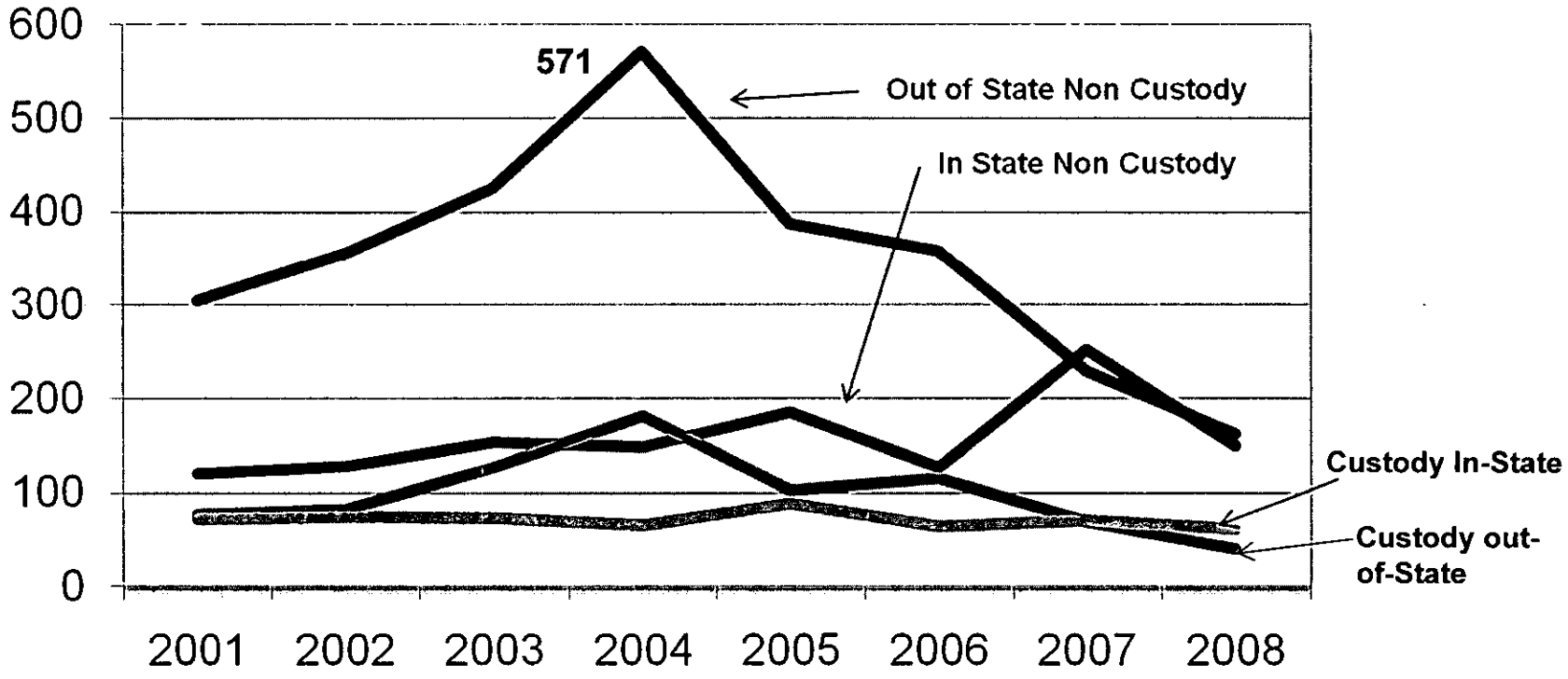


Data are from Behavioral Health (DBH), Policy and Planning based on Medicaid claims paid for unduplicated RPTC recipients. Recipients include all children served per fiscal year – including those admitted in a previous year but served during the current year.

Progress: Decrease in RPTC Admissions

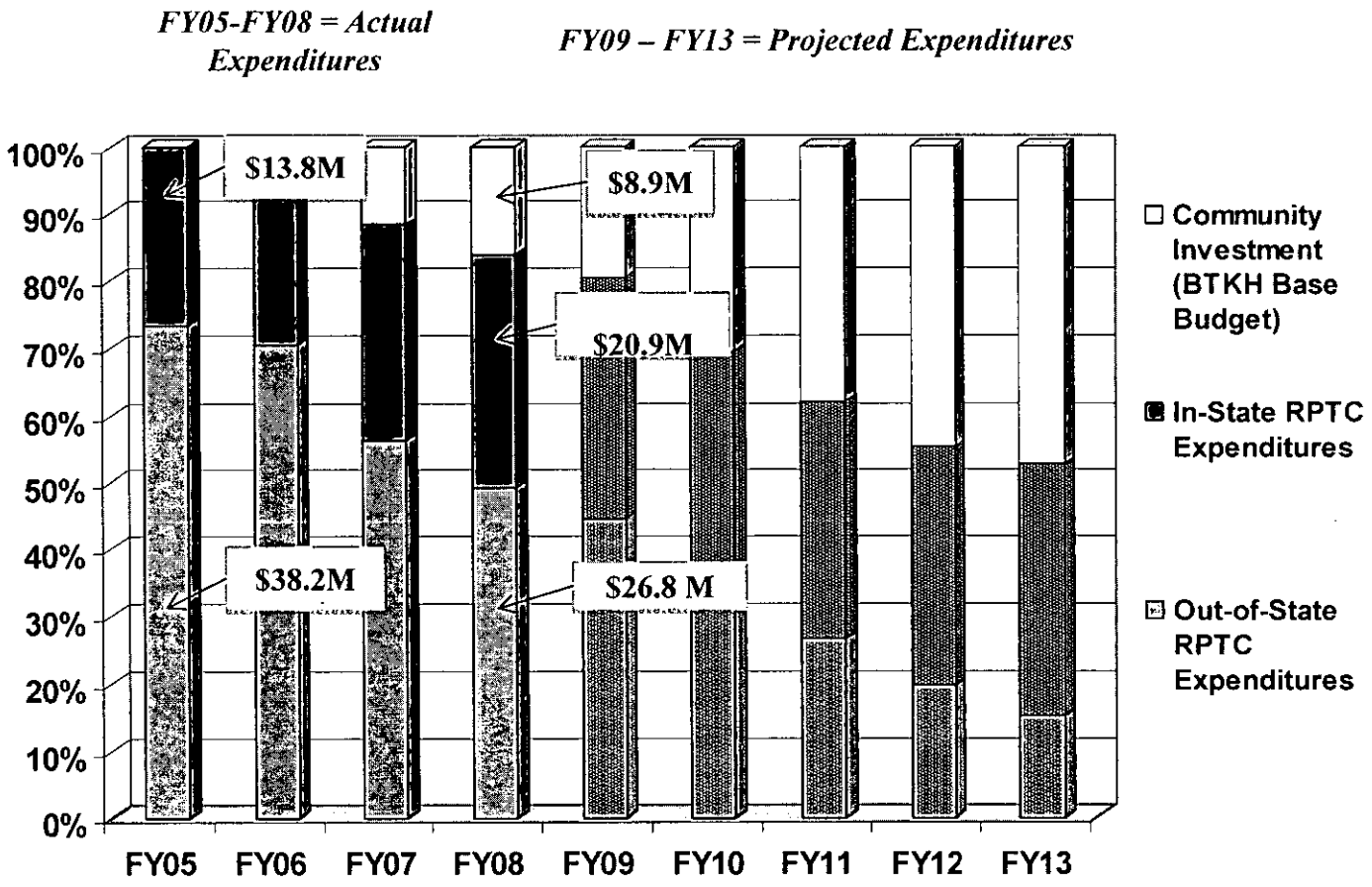
(Youth who enter RPTC during each fiscal year)

Drop of 73% in out-of-state admissions between FY04 and FY08



Data are from Behavioral Health, Policy and Planning based on Medicaid claims paid for unduplicated RPTC admissions. Includes only those admitted during the current year.

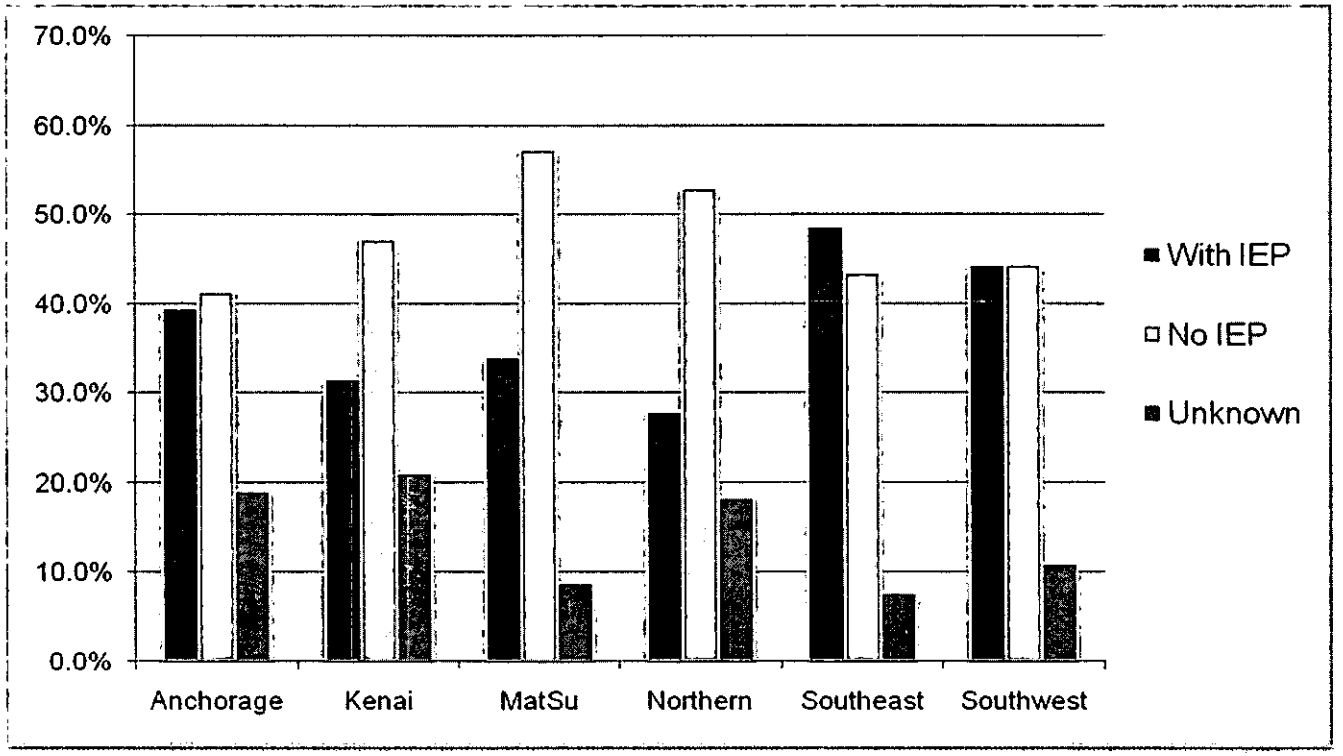
Progress: Projected BTKH Reinvestment



Data for FY05-07 are from Behavioral Health based on paid claims for Medicaid data. Expenditure data for FY08 are from Finance Management Services and includes all claims incurred and paid in FY08 and claims incurred in FY08 and paid in the first quarter of FY09.

Back to their Home School:

Hundreds of youth with special needs



Data source: Qualis Health, as of 7/31/08, **437 Active Cases**

IEP = Individual Education Plan for Special Education Youth

BTKH Education Subcommittee

Established in March 2007

- Co-Chairs: DHSS & DEED Commissioners
- GOALS:
  - Unite two systems
  - Gather data to understand needs
  - Identify best practices & appropriate funding
  - Implement keys for success:
    - Monitor current efforts ($450.0)
      1. Medicaid funding support for school interventions
      2. Create a safe school environment for recovery
      3. Ensure returning youth are supported in schools
    - Develop new initiatives as needed

Membership

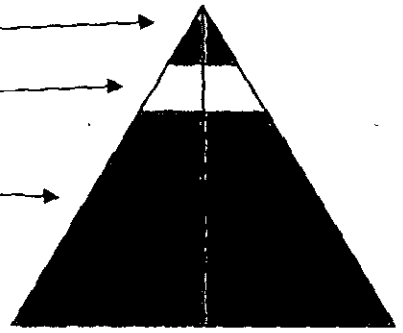
DHSS Commissioner's office	Co-chair	Bill Hogan	Juneau
DEED Commissioner's office	Co-chair	Larry Ledoux	Juneau
Sch Superintendent's Assoc	member	Mary Francis	Juneau
Anchorage Superintendent	member	Carol Comeau	Anchorage
Rural Superintendent	member	Jim Nygaard	Cordova
Other School District	member	Lucy Hope	MatSu
Alaska Mental Health Trust	member	Jeff Jessee	Anchorage
In State Provider	member	John Regitano	Fairbanks
Governor's Council on Disabilities and Special Education	member	Teresa Holt	Anchorage
Parent	member	Jeanne Gearhardt-Cyrus	Kiana
Advocate	member	Pam Schackleford	Anchorage

Progress: Enhancing Supports at School and in the Community

- **Positive Behavioral Supports**

  UAA Center for Human Development

  - Intense Individual Interventions (intense needs, 1-5%)
  - Targeted Group Interventions (at-risk, 5-10%)
  - Improve School-wide Environment (80-90%)
  - Results for schools:
    - *Better environment, better interventions*
    - *Community provider support*
    - *Enhanced collaboration between school, family and community*



Progress: Enhancing Supports at School and in the Community

- **School-Based Medicaid Services**
  - Assist schools in billing
  - Projected new revenue = **$3.3 million**

- **Educational Transition Support Project**

  Special Education Service Agency
  - *Schools are unaware of youth returning from RPTCs*
  - *Records transfer: often does not occur*
  - ***Approach**: Track discharges & assist schools in being prepared*

Progress: Enhancing Supports at School and in the Community

- **School-Based "Little Tykes"** ($41,000 annual grant)

  Anchorage Community Mental Health Services

  – SED ROOT CAUSES

• Sexual abuse	20%
• Physical abuse	65%
• Neglect	100%
• Witness to DV	100%
• Family substance abuse	95%
• Complex trauma	100%

  – Implements Evidenced Based Practices

  – FY09 Impact: 19 children served (3-5 yrs. old)

  – 7 graduated to regular care

Ahead in FY 2010: Support for On-going Efforts

Mental Health Trust Recommendations

ITEM *(Trust recommendations)*	***MHTAAR***	***GF/MH incrm***	***Total***
Enhance Home, School & Community-based Services			
Outpatient Grants	$250.0	$2,000.0	$2,250.0
Crisis Bed Stabilization	$150.0	$0.0	$150.0
School-Based Tool Kit	**$100.0**	**$0.0**	**$100.0**
School-Based Grants	**$200.0**	**$0.0**	**$200.0**
Tribal/Rural System Development	$400.0	$400.0	$900.0*
Family Voice & Peer Support	$25.0	$125.0	$150.0
Individualized Services into Base	$0.0	$800.0	$800.0
Enhance Best Practices			
Technical Assistance	$100.0	$225.0	$400.0*
Parent & Foster Parent Training	$75.0	$0.0	$75.0

**Includes Federal match not listed separately.*

Ahead in FY2010: Expanding In-State Capacity

Mental Health Trust Recommendations

ITEM *(Trust recommendations)*	***MHTAAR***	***GF/MH incrm***	***Total***
Intervene Earlier to Prevent Problems			
Early Childhood Grants	$75.0	$100.0	$175.0
Early Childhood Learning Network	$100.0	$100.0	$250.0*
Assist in the Transition to Adulthood			
Transitional Aged Youth	$200.0	$300.0	$500.0
BTKH Capital Development *(matches Denali Commission funding)*		$2,316.0	$2,316.0

Group Homes, Transitional-aged Youth & Crisis Stabilization Facilities

**Includes Federal match not listed separately.*

The Alaska Mental Health Trust Authority

BTKH Reports and Information at: http://www.hss.state.ak.us/commissioner/btkh/

Parent/Peer Navigation and Information at:

- **Alaska Youth and Family Network: http://www.ayfn.org/**
- **Stone Soup Group: http://www.stonesoupgroup.org/**

2/13/09 OVERVIEW: MINIMUM EXPEND. FOR INSTRUC-TION

ALASKA DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT

Resolution of The State Board of Education & Early Development

Minimum Expenditure for Instruction

Resolution 01-2009

WHEREAS, the State of Alaska now has in place an extensive system of accountability, approved by the federal government, for schools and school districts; and

WHEREAS, the accountability system uses assessments to measure school and school district progress in reading, writing and mathematics in nine subgroups of students and in the student body as a whole in grades 3 through 10; and

WHEREAS, the accountability system is accompanied by regulations specifying actions that schools and districts must take to improve; and

WHEREAS, the Alaska Department of Education & Early Development has in place programs and services designed to assist schools and districts to improve; and

WHEREAS, the state administers a high school graduation qualifying examination in accordance with state law and aligned with statements of legislative intent; and

WHEREAS, since 1998 Alaska Statute 14.17.520 requires that at least 70 percent of school districts' operating fund expenditures be spent on instruction; and

WHEREAS, the assessment data since 1998 does not demonstrate there is a relationship between student achievement and the percentage of districts' operating funds spent on instruction; and

WHEREAS, districts consume valuable staff time each year to prepare requests for waivers of the minimum expenditure requirement, when needed, from Alaska Statute 14.17.520; and

WHEREAS, the department consumes valuable staff time each year reviewing districts' instructional budgets, expenditures and requests for waivers, and preparing an annual report to the legislature; and

WHEREAS, the minimum expenditure requirement also places a burden on the Legislative Budget & Audit Committee to review the districts' waiver requests and forward recommendations to the State Board of Education & Early Development; and

WHEREAS, the department has seen that nearly all districts that request waivers have small budgets that are heavily affected by rising fixed costs in necessary non-instructional areas such as heating;

THEREFORE, BE IT RESOLVED, the State Board of Education & Early Development respectfully requests the Alaska Legislature to reconsider or amend the statute that requires districts to spend a minimum of 70 percent of their operating funds on instruction, in acknowledgement that a system of accountability directly tied to student achievement is now in place.

Esther Cox, Chair
On behalf of the State Board of Education
& Early Development

December 5, 2008

Sec. ⏭14.17.520⏮. Minimum expenditure for instruction.

(a) A district shall budget for and spend a minimum of 70 percent of its school operating expenditures in each fiscal year on the instructional component of the district budget.

(b) The commissioner shall reject a district budget that does not comply with (a) of this section and, unless a waiver has been granted by the board under (d) of this section, shall withhold payments of state aid from that district, beginning with the payment for the second full month after rejection and continuing until the school board of the district revises the district budget to comply with (a) of this section.

(c) The commissioner shall review the annual audit of each district for compliance with the expenditure requirements of (a) of this section. If the commissioner determines that a district does not meet those requirements, the commissioner shall advise the district of the determination, calculate the amount of the deficiency, and deduct that amount from state aid paid to the district for the current fiscal year. A deduction in state aid required under this subsection begins with the payment for the second full month after the determination, unless a waiver has been granted by the board under (d) of this section.

(d) A district that has been determined by the commissioner to be out of compliance with the requirements of this section may, within 20 days of the commissioner's determination, request a waiver by the board of the imposition by the commissioner of any reduction in state aid payments under (b) or (c) of this section. The request must be in writing and must include an analysis of the reasons and causes for the district's inability to comply with the requirements of this section. The board may grant the waiver if the board determines that the district's failure to meet the expenditure requirements of this section was due to circumstances beyond the control of the district. The request must also be submitted to the Legislative Budget and Audit Committee, which shall review the district's request and forward the committee's recommendations on it to the board.

(e) The commissioner shall submit an annual report on actions taken by the commissioner or the board under this section to the Legislative Budget and Audit Committee by April 15 of each year.

(f) In this section, "instructional component" includes expenditures for teachers and for pupil support services.

Department of Education & Early Development
Operating Fund Minimum Expenditure for Instruction
Comparison of FY1999 Audit to FY2008 Audit
February 13, 2009

	FY 1999 Audit	FY2008 Audit	Difference	FY99 ADM	FY08 ADM
Alaska Gateway	63%	67%	4%		
Aleutian Region	62	71	9		
Aleutians East Borough	58	66	8		
Anchorage	72	80	8		
Annette Island	63	73	10		
Bering Strait	63	71	8		
Bristol Bay Borough	65	61	(4)	295.65	144.65
Chatham	70	66	(4)	272.05	151.75
Chugach	75	83	8		
Copper River	65	70	5		
Cordova City	69	71	2		
Craig City	70	80	10		
Delta Greely	71	72	1		
Denali Borough	63	71	8		
Dillingham City	67	73	6		
Fairbanks North Star Borough	73	78	6		
Galena City	72	75	3		
Haines Borough	66	73	7		
Hoonah City	55	63	8		
Hydaburg City	47	62	15		
Iditarod Area	59	64	5		
Juneau Borough	73	80	7		
Kake City	57	58	1		
Kashunamiut	58	70	12		
Kenai Peninsula Borough	68	75	7		
Ketchikan Gateway Borough	69	77	8		
Klawock City	61	65	4		
Kodiak Island Borough	69	74	5		
Kuspuk	62	63	1		
Lake & Peninsula Borough	64	67	3		
Lower Kuskokwim	64	75	11		
Lower Yukon	61	68	7		
Matanuska Susitna Borough	74	80	6		
Nenana City	69	74	6		
Nome City	63	66	3		
North Slope Borough	57	65	8		
Northwest Arctic Borough	56	67	11		
Pelican City	61	56	(5)	29.80	14.55
Petersburg City	69	74	5		
Pribilof Islands	56	66	10		
Saint Mary's	60	62	2		
Sitka Borough	75	79	4		
Skagway City	58	74	16		
Southeast Island	71	67	(4)	297.78	173.45
Southwest Region	65	69	4		
Tanana City	52	51	(1)	104.00	39.15
Unalaska City	64	72	8		
Valdez City	68	74	6		
Wrangell City	69	71	2		
Yakutat City	60	71	11		
Yukon Flats	54	65	11		
Yukon/Koyukuk	63	70	7		
Yupiit	51	70	20		
G:\SF District Support\SF Audit\7030Spreadsheet\[EddyRequest7030Spreadsheet1999&2009-02					
Average	**63**	**69**			

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2/13/09 OVERVIEW: SPECIAL EDUC. & INTENSIVE NEEDS

Training Materials for Determining Eligibility of Intensive Needs Students

Published September 22, 2008

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SECTION 1: Regulation 4AAC 53.700 Public School Foundation Program 2

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SECTION 4: Individual Education Program (IEP) 14

INTRODUCTION

The Department of Education & Early Development (EED) has developed the *Training Materials for Determining Eligibility for Intensive Needs Students* to provide assistance to school districts in correctly identifying and documenting students who may qualify for intensive needs funding.

These training materials contain four sections that will assist school district staff in understanding how the regulations concerning intensive needs students are interpreted and applied. In addition, this document includes a copy of the verification checklist EED staff and/or special education contractor's use when reviewing students who are claimed for intensive needs funding.

This document is intended to provide the reader with a general familiarity with the requirements for funding of intensive special education students. This document is not binding and does not have the force of law. All decisions related to intensive funding will be governed by the relevant statutes and regulations.

SECTION 1

Regulation 4AAC 53.700 Public School Foundation Program

The following are the regulations as they appear in the Alaska Administrative Code as of 9/22/08 for determining eligibility for students for intensive needs funding. Included in this section are the relevant sections from the definitions section.

4 AAC 52.700. Public school foundation program

(a) Each district that files a plan under AS 14.17.420 (b) to provide special education and related services to children with disabilities is eligible for state financial aid under AS 14.17.300 - 14.17.490.

(b) Public school foundation reports must be submitted, on forms provided by the department, to the department's division of education support services.

(c) A student is eligible for funding as an intensive student if the student has been identified for special education and the student needs and receives individual attention and services that are significantly more complex and frequent, and require significantly more resources to provide, than the services received by other special education students. The services received by an intensive student will include services necessary to meet a critical medical need, services necessary to provide for the student's health, safety, and educational needs, and special education and related services provided by qualified staff for the entire school day both in and out of the classroom setting. A student who is able to function independently, with limited or no supervision, for a substantial period of time, inside or outside the classroom setting, is not an intensive student. Intensive services do not include new services due to discipline, alcohol or illegal drug use, or criminal activity that were not already provided to the student for educational purposes. For funding purposes under AS 14.17.420 , a student will not be counted as receiving intensive services unless the student needs and receives intensive services and the -

(1) student's IEP provides for the following:

(A) direct daily instruction by a certified special education teacher with an endorsement under 4 AAC 12.330 or special education alternate program certificate under 4 AAC 12.340;

(B) multiple services, including related services;

(C) that all services not provided by a certified special education teacher be supervised by at least one certified special education teacher or related service provider;

(D) continuous special education programming;

(E) assistance and training in two or more basic self-help, daily living, or adaptive skills, appropriate to the age of the student;

(F) that individual care will be provided to the student for the student's entire school day by staff who are trained to meet the student's individual needs;

(G) special transportation when the student needs transportation, except that this transportation requirement does not apply in the case of a student who has received special transportation for at least a year and no longer needs it; or

(2) student experiences deaf-blindness, must read Braille, or needs and receives full-time the services of a deaf education interpreter or tutor;

(3) student's IEP team determines that out-of-state residential placement is necessary; or

(4) student has a disability that prevents the student from attending a regular or special education program even with the aid of special transportation, and the IEP team's evaluation and the IEP, itself, indicate that a home-based or health-care-facility-based instructional program is

appropriate to meet the student's needs; however, a student may not be counted under this paragraph as receiving intensive services if the student is placed in a detention facility, or is receiving home-based or health-care-facility-based instruction solely because of a disciplinary problem.

(d) A district may seek a department waiver, for one year, from one or more of the requirements of (c) of this section if the district needs additional money for a student whose IEP team has determined that the student's educational program includes high-cost services that do not meet the funding criteria in (c) of this section. The department will grant the waiver if the requested funding is consistent with AS 14.17.420 and this section and in the public interest. An application for a waiver must be in writing and include -

(1) a statement of the component or components to be waived and the reason why the waiver is sought;

(2) the student's IEP; and

(3) any additional information that the department determines is necessary to address a particular student's needs.

(e) The department will notify a district of the action taken on a public school foundation report after receipt of the report.

(f) A district may not receive state financial aid under this section for special education or related services provided by the department.

(g) If, after an entitlement review under 4 AAC 52.780, or otherwise, the department determines that an overpayment has occurred, the department may require repayment or withhold all or part of one or more future payments. The decision to do so is subject to appeal under 4 AAC 52.750.

History: Eff. 7/1/83, Register 86; am 11/26/93, Register 128; am 8/22/2001, Register 159; am 8/29/2004, Register 171; am 9/29/2005, Register 175; am 1/17/2007, Register 181; am 3/24/2007, Register 181
Authority: AS 14.07.060, AS 14.17.420, AS 14.30.180

4 AAC 52.790. Definitions

As used in 4 AAC 52.090 - 4 AAC 52.790, unless the context requires otherwise,

(10) "IEP" means individualized education program;

(15) "related services" has the same meaning given that term in AS 14.30.350 ;

(20) "basic self-help, daily living, or adaptive skills" means rudimentary facility, as appropriate to the age of the student, in eating, toileting, dressing, grooming, personal hygiene, communication, and other basic essential skills;

(21) "multiple services" means more than one special education service or related service;

(23) "appropriate to the age of the student" means with consideration of the wide range of ages during which children develop skills, particularly children under six years of age for whom a basic skill may be developing or emerging;

(24) "individual care" means providing for the health, safety, and educational needs of the student with personal attention by a certified special education teacher, a special education aide, or another trained person; for purposes of this paragraph, "personal attention" means

(A) full-time one-on-one attention; or

(B) attention provided on other than a one-to-one basis if

(i) one-on-one care is not required for a particular intensive student;

(ii) the district has provided the level of care necessary to protect the health and safety of the child; and

(iii) the teacher, aide, or another trained person attends to no more than three intensive students at a time.

History: Eff. 8/22/2001, Register 159; am 8/29/2004, Register 171; am 1/17/2007, Register 181; am 8/30/2007, Register 183; am 9/23/2007, Register 183

Authority: AS 14.07.060, AS 14.30.180, AS 14.30.186, AS 14.30.193, AS 14.30.194, AS 14.30.250, AS 14.30.255, AS 14.30.272, AS 14.30.285, AS 14.30.325, AS 14.30.350

SECTION 2

Regulation Explanation and Examples

Section two of this document breaks regulation *4 AAC 52.700* down and provides the reader with questions to consider when claiming a student for intensive needs funding. Examples are provided, but the reader is cautioned that the examples are **not** all inclusive and will require some judgment on the school district's part. Additionally, the reader is provided direction as to where EED staff will expect to find documentation in the student's IEP to support a claim for intensive needs funding.

EED has separated regulation 4 AAC 52.700(c) into four sections for discussion because it establishes the basic criteria a school district must follow in order to correctly identify an intensive needs student. **The basic criteria outlined in 4 AAC 52.700(c) must be met before moving to the additional seven criteria outlined in 4 AAC 52.700(c)(1)(A)-(G).**

Below, each section of the regulation is underlined and italicized for easy reference followed by some basic questions and examples pertaining to each section. If the reader is still unsure about the eligibility of a student for intensive funding, they are encouraged to contact EED special education staff for additional clarification.

4 AAC 52.700 Public school foundation program.

(a) Each district that files a plan under AS 14.17.420(b) to provide special education and related services to children with disabilities is eligible for state financial aid under AS 14.17.300-14.17.490.

- School districts have completed this requirement.

(b) Public school foundation reports must be submitted, on forms provided by the department, to the department's division of education support services.

- This is an annual reporting requirement.

(c) A student is eligible for funding as an intensive student if the student has been identified for special education and the student needs and receives individual attention and services that are significantly more complex and frequent and require significantly more resources to provide than the services received by other special education students.

- Students must be eligible for special education under one of the 14 state categories - 4 AAC 52.130.
- The IEP documents this criteria in this place:
  - ✓ The student identification information section under "Eligibility Category".
- Students must need and receive individual attention as defined by the IEP team and there must be evidence that these services are being delivered.
- The IEP documents this criteria in this place:
  - ✓ Special Education & Related Services page (Section XIV of the IEP)
- Students must receive services that are significantly more complex and frequent than those of a typical special education student. What makes the services significantly more complex and frequent?
- The IEP documents this criteria in one or both of these places:
  - ✓ Present Levels of Academic Achievement and Functional Performance (Section V of the IEP)

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- ✓ Measurable Academic and Functional Annual Goal (Section XI of the IEP)

- Students must require more resources than other typical special education students to access needed services. What are the financial, staff and environmental resources? Why does the student require more resources?
- The IEP documents this criteria in one or both of these places:
  - ✓ Present Levels of Academic Achievement and Functional Performance (Section V of the IEP)
  - ✓ Measurable Academic and Functional Annual Goal (Section XI of the IEP)

-- *The services received by an intensive student will include services necessary to meet a critical medical need, services necessary to provide for the student's health, safety, and education needs, and special education and related services provided by qualified staff for the entire school day both in and out of the classroom setting.*

- Students must require services necessary to meet a critical medical need. What individual care is required for this student to meet a critical medical need? For example: tracheotomy care, wound care, tube feeding, ventilator care, psychotropic medication managed by school personnel, etc.
- The IEP documents this criteria in one or both of these places:
  - ✓ Special Education & Related Services page (Section XIV of the IEP)
  - ✓ Program Modifications/Accommodations for student (Section XIII of the IEP)

- Students must require services necessary to provide for the students health, safety, and educational needs. What individual services are provided to meet the health, safety and educational needs of the student that are different from those of a typical special education student?
- The IEP documents this criteria in one or both of these places:
  - ✓ Special Education & Related Services page (Section XIV of the IEP)
  - ✓ Program Modifications/Accommodations for student (Section XIII of the IEP)

- Students must require services necessary to provide special education and related services provided by qualified staff for the entire school day both in and out of the classroom setting. What services and supports are needed in all environments while this student is attending school?
- The IEP documents this criteria in one or more of these places:
  - ✓ Present Levels of Academic Achievement and Functional Performance (Section V of the IEP)
  - ✓ Measurable Academic and Functional Annual Goal (Section XI of the IEP)
  - ✓ Program Modifications/Accommodations for student (Section XIII of the IEP)

-- *A student who is able to function independently, with limited or no supervision, for a substantial period of time, inside or outside the classroom setting is **not** an intensive student.*

- Can this student function independently with limited supervision in or out of school? For example: driving a car , driving a 4 wheeler, driving a snow machine, attending social or sports functions by self or with peers, shops independently, has a job, etc.

-- *Intensive services do not include new services due to discipline, alcohol or illegal drug use, or criminal activity that were not already provided to the student for educational purposes.*

- Is the student placed in a rehabilitation facility or detention facility due to discipline, alcohol or illegal drug use, or criminal activity unrelated to education services?

For example, a placement of a student made by an entity other than the IEP team does not make the student eligible for intensive funding.

-- *For funding purposes under AS 14.17.420, a student will not be counted as receiving intensive services unless the student needs and received intensive services and the*

*(1) Student's **IEP** provides for the following:*

4 AAC 52.700(c)(1)(A) Student's IEP provides for the following:

(A) Direct daily instruction by a certified special education teacher with an endorsement under 4 AAC 12.330 or special education alternate program certificate under 4 AAC 12.340.

- Is there evidence in the IEP that the Sped teacher is providing direct daily instruction to the student?
- Are the services identified in the IEP being provided?
- The IEP documents criteria A in one or both of these places:
  - ✓ Special Education & Related Services page – provider needs to say SPED teacher not Sped staff (Section XIV of the IEP)
  - ✓ Measurable Academic and Functional Annual Goal – provider needs to say SPED teacher not SPED staff (Section XI of the IEP)

4 AAC 52.700(c)(1)(B) Student's IEP provides for the following:

(B) Multiple services, including related services;

- Is there evidence in the IEP that the student is receiving multiple services including related services?
  - ➢ This means that in addition to special education and special transportation, the child must also be receiving **at least one** related service involving instruction. (i.e. speech and language services, audiology services, psychological services, physical therapy, occupational therapy, recreation, therapeutic recreation, early identification and assessment of disabilities in children, counseling services, rehabilitation counseling, orientation and mobility services, medical services for diagnostic or evaluation purposes, school health services and social work services in schools)
- Are the services identified in the IEP being provided?
- The IEP documents criteria B in one or both of these places:
  - ✓ Special Education & Related Services page (Section XIV of the IEP)
  - ✓ Measurable Academic and Functional Annual Goal (Section XI of the IEP)

4 AAC 52.790 (15) AS 14.30.350: "Related Service" has the same meaning given that term in AS 14.30.350;

AS 14.30.350 (7): "Related Service" means services described in 34 C.F.R. 300.24.
4 AAC 52.790 (21): "Multiple services" means more than one special education service or related service.

4 AAC 52.700(c)(1)(C) Student's IEP provides for the following:

(C) That all services not provided by a certified special education teacher be supervised by at least one certified special education teacher or related service provider.

- Is there evidence in the IEP that services not being provided by the special education teacher or related service provider are supervised by a special education teacher or related service provider?
- Are the services identified in the IEP being supervised?
- The IEP documents criteria C in one or both of these places:
  - ✓ Special Education & Related Services page (Section XIV of the IEP)
  - ✓ Measurable Academic and Functional Annual Goal (Section XI of the IEP)

4 AAC 52.700(c)(1)(D) Student's IEP provides for the following:

(D) Continuous special education programming;

- Is there evidence in the IEP that the student is receiving continuous special education programming?
  - ➢ This means that the child has specially designed instruction for the entire school day.
  - ➢ Regular education time needs to say 0 hours or specify that special education support person is with the student
- Are the services identified in the IEP being provided?
- The IEP documents criteria D in this place:
  - ✓ Special Education & Related Services page (Section XIV of the IEP)
    - ➢ Regular Education needs to say 0 hours or specify that special education support person is with the student (Section XIV of the IEP)

4 AAC 52.700(c)(1)(E) Student's IEP provides for the following:

(E) Assistance and training in two or more basic self-help, daily living, or adaptive skills, appropriate to the age of the student;

- Is there evidence in the IEP that the student is receiving assistance and training in two or more basic self-help, daily living, or adaptive skills, appropriate to the age of the student?
- Is the assistance and training identified in the IEP being provided?
- The IEP documents criteria E in one or more of these places:
  - ✓ Present Levels of Academic Achievement and Functional Performance (Section V of the IEP)
  - ✓ Statement of Needed Transition Services for ages 16-21 (Section VIII of the IEP)
  - ✓ Measurable Academic and Functional Annual Goal (Section XI of the IEP)
  - ✓ Program Modifications/Accommodations for student (Section XIII of the IEP)

Definition 4 AAC 52.790 (20): "Basic self-help, daily living, or adaptive skills" means rudimentary facility, as appropriate to the age of the student, in eating, toileting, dressing, grooming, personal hygiene, communication, and other basic essential skills;

1) As set out in regulation, when defining basic self help, daily living or adaptive skills consider large domain areas. They are not meant to be broken down into separate areas. (Separate objectives under each goal are not considered a single domain area.)

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For example:

a. Utensil use, chewing, tongue thrusting, and swallowing, are not four separate domains areas. They fall under the single domain of eating.
b. Receptive language, expressive language and articulation are not three separate domain areas. They fall under the single domain of communication.
c. Verbal aggression and physical aggression are not two separate domain areas. They fall under the single domain of behavior.

Definition 4 AAC 52.790 (23): "Appropriate to the age of the student" means with consideration of the wide range of ages during which children develop skills, particularly children under six years of age for whom a basic skill may be developing or emerging;

4 AAC 52.700(c)(1)(F) Student's IEP provides for the following:

(F) That individual care will be provided to the student for the student's entire school day by staff who are trained to meet the student's individual needs;

- Is there evidence in the IEP that individual care is provided to the student for the student's entire school day by staff who are trained to meet the student's individual needs?
  1) The expectation is that individual care means 1-1 attention.
  2) The only exceptions to 1-1 care is when the district can justify through documentation that:
     I. one-on-one care is not required for a particular intensive student;
     II. the district has provided the level of care necessary to protect the health and safety of the child; and
     III. the teacher, aide, or another trained person attends to no more than three intensive students at a time.
- Is individual care being provided to the student?
- The IEP documents criteria F in this place:
  - ✓ Present Levels of Academic Achievement and Functional Performance (Section V of the IEP) (4AAC 52.790 (24) (A-B))

Definition 4 AAC 52.790 (24): "Individual care" means providing for the health, safety, and education needs of the student with personal attention by a certified special education teacher, a special education aide, or another trained person for purposes of this paragraph, "personal attention" means:

(A) full time one-on-one attention; or
(B) attention provided on other that a one-to-one basis if
  (i) one-on-one care is not required for a particular intensive student;
  (ii) the district has provided the level of care necessary to protect the health and safety of the child; and
  (iii) the teacher, aide, or another trained person attends to no more than three intensive students at a time.

4 AAC 52.700(c)(1)(G) Student's IEP provides for the following:

(G) Special transportation when the student needs transportation, except that this transportation requirement does not apply in the case of a student who has received special transportation for at least a year and no longer needs it; or

- Is there evidence in the IEP that the student needs and receives transportation or no longer needs transportation services?
- Are the transportation services identified in the IEP being provided?
- The IEP documents criteria G in this place:
  - ✓ Special Education & Related Services page (Section XIV of the IEP)
    - ➢ If services are not being provided by the district the provider line should say person responsible (e.g., parent)
  - ✓ In the case of the student who has received special transportation for one year and no longer needs it. The district will provide a Prior Written Notice stating the changes and conditions of transportation

4 AAC 52.700(c)

(2) Student experiences deaf-blindness must read Braille, or needs and receives full time the services of a deaf education interpreter or tutor;

- This includes a deaf student who needs an interpreter or needs a tutor
- This includes a blind student who reads or are learning to read Braille or needs a tutor
- This includes a dual sensory impaired (deaf/blind) student
- The IEP documents this exemption in one or more of these places:
  - ✓ Present Levels of Academic Achievement and Functional Performance (Section V of the IEP)
  - ✓ Measurable Academic and Functional Annual Goal (Section XI of the IEP)
  - ✓ Program Modifications/Accommodations for student (Section XIII of the IEP)
  - ✓ Special Education & Related Services page (Section XIV of the IEP)

(3) Student's IEP team determines that out of state residential placement is necessary; or

- Placement is recommended by the IEP team and is paid for by the school district.
- The IEP documents this exemption in this place:
  - ✓ Justification for Placement (Section XVI of the IEP)

(4) Student has a disability that prevents the student from attending a regular or special education program even with the aid of special transportation, and the IEP team's evaluation and the IEP, itself, indicate that a home-based or health-care-facility-based instructional program is appropriate to meet the student's needs; however, a student may not be counted under this paragraph as receiving intensive services if the student is placed in a detention facility, or is receiving home-based or health-care-facility-based instruction solely because of a disciplinary problem.

- If a student is prevented from attending a regular or special education program due to the student's disability and the IEP team recommends and places the child in a home based or health care facility based instructional program they are eligible for intensive funding.
  - ➢ Home-school/correspondence is not synonymous with home-based or health-care-based instructional program.
- Intensive services do not include new services due to discipline, alcohol or illegal drug use, or criminal activity that were not already provided to the student for educational purposes.
- Is the student placed in a Residential Treatment Placement Center (RTPC), rehabilitation facility or detention facility due to discipline, alcohol or illegal drug use, or criminal activity unrelated to education services? For example, a placement of a student made by an entity other than the IEP team does not make the student eligible for intensive funding.

- The IEP documents this exemption in one or more of these places:
  - ✓ Justification for Placement (Section XVI of the IEP)
  - ✓ Present Levels of Academic Achievement and Functional Performance (Section V of the IEP)

4 AAC 52.700(d)
A district may seek a department waiver, for one year, from one or more of the requirements of (c) of this section if the district needs additional money for a student whose IEP team has determined that the student's education program includes high-cost services that do not meet the funding criteria in (c) of this section. The department will grant the waiver if the requested funding is consistent with AS 14.17.420 and this section and in the public interest. An application for a waiver must be in writing and include

(1) A statement of the component or components to be waived and the reason why the waiver is sought;
(2) The student's IEP; and
(3) Any additional information that the department determines is necessary to address a particular student's needs.

Sec. 14.17.600. Student counting periods.

(a) Within two weeks after the end of the 20-school-day period ending the fourth Friday in October, each district shall transmit a report to the department that, under regulations adopted by the department, reports its ADM for that counting period and other student count information that will aid the department in making a determination of its state aid under the public school funding program.

Example: District A submits its waiver request for Sally P. in January. The intensive funding for District A has already been processed and Sally P. was not approved as intensive. The waiver request is denied because it was not timely under AS 14.17.600 and 4 AAC 09.015(b).

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SECTION 3

INTENSIVE REVIEW BY:_____ **Type of Review:** ☐I ☐R ☐A ☐W

District: _____ **Student Name:** _____
School/Site: _____ **Student ID Number:** _____
Grade: _____ **Eligibility:** _____
Date: _____ **Observation: Date** _____ **Who** _____

___ A student is eligible for funding as an intensive student if the student has been identified for special education and;
- ___ the student needs and receives individual attention and;
- ___ services that are significantly more complex and frequent, and;
- ___ require significantly more resources to provide, than the services received by other special education students.

___ The services received by an intensive student will include services necessary to meet a critical medical need,
- ___ services necessary to provide for the student's health, safety, and educational needs, and;
- ___ special education and related services provided by qualified staff for the entire school day both in and out of the classroom setting.

___ A student who is able to function independently, with limited or no supervision, for a substantial period of time, inside or outside the classroom setting is not an intensive student.

___ Intensive services do not include new services due to discipline, alcohol or illegal drug use, or criminal activity that were not already provided to the student for educational purposes.

___ A student will not counted as receiving intensive services unless the student needs and receives intensive services and the students IEP provides for the following:

Notes

Criteria:

A) ☐Y ☐N Direct daily instruction by a certified special education teacher.

B) ☐Y ☐N Provision of multiple services including related services. (This means that in addition to special education and special transportation, the child must also be receiving at least one related service involving instruction. (i.e. speech and language services, audiology services, psychological services, physical therapy, occupational therapy, recreation, therapeutic recreation, early identification and assessment of disabilities in children, counseling services, rehabilitation counseling, orientation and mobility services, medical services for diagnostic or evaluation purposes, school health services and social work services in schools)

C) ☐Y ☐N All services not provided by a certified special education teacher are supervised by at least one certified special education teacher or related service provider.

D) ☐Y ☐N Continuous special education programming. (This means that the child needs specially designed instruction for the entire school day.)

E) ☐Y ☐N Assistance and training in two or more basic self help, daily living, or adaptive skills, appropriate to the age of the child;

F) ☐Y ☐ N That individual care will be provided to the student for the student's entire school day by staff who are trained to meet the student's individual needs;

G) ☐Y ☐ N When the student needs transportation, (the student will receive special transportation), except that this transportation requirement does not apply in the case of a student who has received special transportation for at least a year and no longer needs it;

Automatic Exemptions to Criteria:
☐ Student experiencing deaf-blindness, must read Braille, and needs or receives full-time the services of a deaf education interpreter or tutor.
☐ Student's IEP team has determined that out-of-state residential placement is necessary.

☐ Student has a disability that prevents the student from attending a regular or special education program even with the aid of special transportation, and the IEP team's evaluation and the IEP, itself, indicate that a home-based or health-care-facility-based instructional program is appropriate to meet student's needs; however, a student may not be counted under this paragraph as receiving intensive services if the student is placed in a detention facility, or is receiving home-based or health-care-facility-based instruction solely because of a disciplinary problem.

Student's Name:_____ **Observation:** ☐ **Yes** ☐ **No**
District Contact:_____ **Location of Observation:** _____
SpEd Team Members:_____

Standard:	**Notes:**
_____	
_____	
_____	
_____	
_____	
_____	

Other:

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SECTION 4

INDIVIDUAL EDUCATION PROGRAM (IEP)

Student's Legal Name: _____ _____
(Last Name/First Name/Middle Name) (State ID Number)

_____ _____
(School District) (Site)

_____ _____ _____ _____ _____
(Grade) (Primary Language of Student) (Age) (Birth Date - MM/DD/YYYY) (Gender)

Mark One: Annual IEP [ ] **or** Interim IEP [ ] **or** Initial IEP [ ]

IEP Meeting Date: _____ **Eligibility Category:** _____
(Primary Category – only one)

IEP Expiration Date: _____ **Eligibility Report Date:** _____
(Most Recent Date)

[ ] **Transfer of Rights Letter has been sent** ***to both parent and student (at least one year before turning 18, the student must be informed of his/her rights).***

I. Signature Of Participants In Attendance At IEP Meeting *

Parent _____ Special Ed. Teacher _____

Parent _____ Regular Ed. Teacher _____

Student _____ District Representative _____

_____ _____
Title/Signature Title/Signature

_____ _____
Agencies Community Partners

* Signature indicates attendance and does not constitute agreement or disagreement with IEP content.

II. Student's Strengths:

III. Student and Parent Comments, Needs or Concerns:

IV. Other Agency Comments:

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INDIVIDUAL EDUCATION PROGRAM (IEP)

Student's Legal Name: _____ **IEP Date:** _____

V. Present Levels of Academic Achievement and Functional Performance (Must address all identified needs from the ESER, and each need must correspond to a goal and objective or benchmark, when appropriate)

Student's current functioning (Report on and consider most recent performance on classroom, statewide, and district-wide assessments) and results of most recent evaluations.

Describe how the disability affects the student's involvement and progress in the general education curriculum, or for a preschool student, participation in appropriate activities. * Provide a Transition Statement based on the student's needs, interests and preferences.

INDIVIDUAL EDUCATION PROGRAM (IEP)

Student's Legal Name: _____ **IEP Date:** _____

VI. Post-School Goals for Students Age 16-21 years (based on age-appropriate transition assessments; students needs, interests and preferences.)

Secondary Transition Domains

A. Training:	**Source of Information:**
B. Education:	**Source of Information:**
C. Employment:	**Source of Information:**
D. Independent Living (when appropriate):	**Source of Information:**

INDIVIDUAL EDUCATION PROGRAM (IEP)

Student's Legal Name: _____ **IEP Date:** _____

VII. Statement of Transition Service Needs for Students Age 16-21 (or younger if appropriate)

School Year	Grade Level	List courses and activities needed to assist the student in reaching his/her post-secondary goals.	Credits Earned

Total number of credits required by district for graduation: _____ Anticipated month and year of graduation: _____

INDIVIDUAL EDUCATION PROGRAM (IEP)

Student's Legal Name: _____ **IEP Date:** _____

VIII. Statement of Needed Transition Services for Ages 16-21 (or younger if appropriate)

Transition Services Name of Service	Needs & Activities What is needed and what is planned to provide this service	Agency(s) & Responsibilities What agency will be providing the service and what agencies are responsible	Contact/Date Who will be contacting the agency and date of contact	Provider & Payer Who is the provider of this service and who is responsible for payment of service
Instruction:				
Related Services:				
Community Experiences:				
Job Training / Employment:				
Adult Living and Post-school Activities:				
Daily Living Skills (when appropriate):				
Functional Vocational Assessment:				

*** If any agency identified by the IEP team fails to provide services, the IEP team must reconvene as soon as possible to identify alternate strategies and amend the IEP as necessary. The team should document date of reconvened IEP meeting and results.**

INDIVIDUAL EDUCATION PROGRAM (IEP)

Student's Legal Name: **IEP Date:**

IX. SPECIAL FACTORS IEP TEAM MUST CONSIDER:

1. In the case of a student whose behavior impedes his/ her learning or that of others, consider, if appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior.

   [ ] Concern addressed in IEP [ ] Not a concern

2. In the case of a student with limited English proficiency, consider the student's language needs as they relate to the student's IEP.

   [ ] Concern addressed in IEP [ ] Not a concern

3. In the case of a student who is blind or visually impaired, provide instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student.

   [ ] Concern addressed in IEP [ ] Not a concern

4. The communication needs of the student and, in the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.

   [ ] Concern addressed in IEP [ ] Not a concern

   Whether the student requires assistive technology devices and services.

   [ ] Concern addressed in IEP [ ] Not a concern

X. PROGRESS REPORTS

Part XI, with progress appropriately noted, may serve as a Progress Report to parents. Parents of children with disabilities must be notified of progress at least as often as parents of children without disabilities. Progress reports must answer two questions:

1. What is the student's progress toward the annual goal?

2. Is progress sufficient for the student to achieve the annual goal by end of IEP period? *(If not, IEP Team must review and revise IEP goals and objectives/benchmarks)*

Progress reports will be provided each: **[ ] Quarter** **[ ] Trimester** **[ ] Other** _____

INDIVIDUAL EDUCATION PROGRAM (IEP)

Student's Legal Name: _____ **IEP Date:** _____

XI. MEASURABLE ACADEMIC AND FUNCTIONAL ANNUAL GOAL:

STANDARD ADDRESSED:

Short-Term Instructional Objectives or Benchmarks (required for all special education students in Alaska)	**Evaluation Procedure & Schedule**	**Progress % or Ratio**	**Progress % or Ratio**	**Progress % or Ratio**	**Progress % or Ratio**
	[ ] Test [ ] Daily [ ] Data [ ] Weekly [ ] Work Samples [ ] Monthly [ ] Grade [ ] Quarterly [ ] Observation [ ] Semester [ ] Other [ ] Other Person(s) Responsible (Including Other Agencies):	Date: Result:	Date: Result:	Date: Result:	Date: Result:
	[ ] Test [ ] Daily [ ] Data [ ] Weekly [ ] Work Samples [ ] Monthly [ ] Grade [ ] Quarterly [ ] Observation [ ] Semester [ ] Other [ ] Other Person(s) Responsible (Including Other Agencies):	Date: Result:	Date: Result:	Date: Result:	Date: Result:
	[ ] Test [ ] Daily [ ] Data [ ] Weekly [ ] Work Samples [ ] Monthly [ ] Grade [ ] Quarterly [ ] Observation [ ] Semester [ ] Other [ ] Other Person(s) Responsible (Including Other Agencies):	Date: Result:	Date: Result:	Date: Result:	Date: Result:

Student's Legal Name: _____ IEP Date: _____

XII. STATE AND DISTRICT-WIDE ASSESSMENTS:

The student will:

1. [ ] Participate in state and district-wide assessments (grades 3 through 10) without accommodations
2. [ ] Participate in state and district-wide assessments (grades 3 through 10) with the following accommodations (refer to *The Participation Guidelines* booklet for the list of accommodations).

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

Comments:

3. [ ] Participate in a modified High School Graduation Qualifying Exam (HSGQE) with the following modifications (refer to *The Participation Guidelines* booklet for the list of modifications and Appendix L of the State Special Education Handbook for parental guidance). **Requires application and Department approval.**

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

Comments:

4. [ ] Participate in a nonstandardized High School Graduation Qualifying Exam (HSGQE) (refer to *The Participation Guidelines* booklet for guidance). **Requires application and Department approval.**

Non-Diploma Track

5. [ ] Participate in the statewide Alternate Assessment for grades 3 through 10.

The Alternate Assessment is based on alternate achievement standards and is a non-diploma track assessment. The team must provide a statement of why regular assessment **is not** appropriate and why the Alternate Assessment **is** appropriate.

Reason(s): _____

_____

_____

Parent Signature: _____

(Note: The parent's signature acknowledges participation in a non-diploma track assessment)

INDIVIDUAL EDUCATION PROGRAM (IEP)

Student's Legal Name: _____ **IEP Date:** _____

XIII. Program Modifications/Accommodations for Student

to:	Supports for School Personnel:
Advance appropriately toward annual goals	What supports/training do school personnel need?
Be involved in and progress in the general education curriculum	What supports/training do school personnel need?
Participate in extracurricular and other nonacademic activities	What supports/training do school personnel need?

Please address all areas listed above.

***Extended School Year*:**

Extended School Year services must be considered for each child with a disability. Justification for the team's decision must be stated below.

[ ] A review of the child's educational program indicates that extended school year services are required.

[ ] A review of the child's educational program indicates that extended school year services are not required.

[ ] The team needs to collect further data before making this determination and will meet again by: _____. (mm/dd/yy)

Justification: _____

_____

INDIVIDUAL EDUCATION PROGRAM (IEP)

Student's Legal Name: _____ **IEP Date:** _____

Special Education & Related Services

XIV. [ ] **- Total number of hours in student's school day (including lunch, recess and study periods)**

Note: Supervision is required for any service provided by individuals who are not certified in that service area. Do not include supervision or transportation time in the total of special education and related service time received by the student.

Special Education	Location	Projected Start Date	Projected End Date	Provider	Frequency	Time
[ ] Reading						
Supervision						
[ ] Math						
Supervision						
[ ] Writing						
Supervision						
[ ] Speech/Language						
Supervision						
[ ] Social/Behavioral						
Supervision						
[ ] Other:						
Supervision						
[ ] Other:						
Supervision						
(Insert additional rows as needed)					**Special Ed. Hours Per Week**	

Related Services	Location	Projected Start Date	Projected End Date	Provider	Frequency	Time
[ ] Speech/Language						
Supervision				Speech Pathologist		
[ ] Gross Motor						
Supervision				Physical Therapist		
[ ] Fine Motor						
Supervision				Occupational Therapist		
[ ] Counseling						
Supervision						
[ ] Other:						
Supervision						
[ ] Transportation						
Supervision						
(Insert additional rows as needed)					**Related Service Hours Per Week**	

INDIVIDUAL EDUCATION PROGRAM (IEP)

Student's Legal Name: _____ **IEP Date:** _____

Regular Education Participation	Location	Provider	Frequency	Time
		Total Regular Education Hours Per Week (Regular education + special education service and related service hours should total one school day.)		

XV. FEDERAL REPORTING REQUIREMENT FOR EDUCATIONAL ENVIRONMENTS

[ ] This child is 3-5 years old

Check the appropriate educational environment for this student: (only check one)

For students ages 3-5 in Early Childhood education environments the student receives:

[ ] Regular education, special education and related services **Inside** the regular early childhood program at least 80% of time.*
[ ] Regular education, special education and related services **Inside** the regular early childhood program 40% to 79% of time.*
[ ] Regular education, special education and related services **Inside** the regular early childhood program less than 40% of time.*
[ ] Regular education, special education and related services In a Separate Class. (do not include children who attend a regular EC program)
[ ] Regular education, special education and related services In a Separate School. (do not include children who attend a regular EC program)
[ ] Regular education, special education and related services In a Residential Facility (do not include children who attend a regular EC program)
[ ] Regular education, special education and related services In a Home
[ ] Not attending special education and related services, but receiving services (do including children who receive services at home)

* When determining which environment to report you must calculate the percentage of time the child spends in a regular early childhood program. The numerator for this calculation is the amount of time per week the child spends in a regular early childhood program. The denominator for this calculation is the total number of hours the child spends in a regular early childhood program PLUS any time the child spent receiving special education and related services outside of a regular early childhood program. The result is multiplied by 100.

Divide # of hours per week inside regular childhood program by the total #hours in regular EC program plus anytime spent receiving SPED and Related Services outside a regular EC program.

INDIVIDUAL EDUCATION PROGRAM (IEP)

Student's Legal Name: _____ **IEP Date:** _____

[ ] This child is 6-21 years old

Check the appropriate educational environment for this student: (only check one)

For students ages 6-21 educational environments the student receives:

[ ] Regular education, special education and related services **Inside** the regular classroom at least 80% of time.*
[ ] Regular education, special education and related services **Inside** the regular classroom 40% to 79% of time.*
[ ] Regular education, special education and related services **Inside** the regular classroom less than 40% of time.*
[ ] Regular education, special education and related services In a Separate School. (do not include children who attend a regular classroom)
[ ] Regular education, special education and related services In a Residential Facility (do not include children who attend a regular classroom)
[ ] Regular education, special education and related services In a Homebound/Hospital environment
[ ] Regular education, special education and related services In a Correctional Facility
[ ] Regular education, special education and related services In a **Parentally Placed** Private school

*To calculate the percentage of time INSIDE the regular classroom, divide the number of hours the youth spends inside the regular classroom by the total number of the hours in the school day (including lunch, recess, and study periods). The result is multiplied by 100. Time spent outside the regular classroom receiving services unrelated to the youth's disability (e.g., time receiving LEP services) should be considered time inside the regular classroom.

Divide # of hours INSIDE the regular classroom _____
by the total # of hours in a school day.....multiply answer by 100 = % of time INSIDE the regular classroom.

**** For further clarification:**

See OASIS Data Handbook Appendix A for Schools and Districts
See OASIS Data Handbook Appendix C for environments

INDIVIDUAL EDUCATION PROGRAM (IEP)

Student's Legal Name: _____ **IEP Date:** _____

JUSTIFICATION FOR PLACEMENT

XVI. Teams must consider the first placement option and, if rejected, explain why. Do the same for each succeeding placement option until the most appropriate is selected. If a child's IEP requires multiple settings, choose the placement option that best describes the child's placement and then describe any variations in the justification box. (See Appendix E Data Handbook for Schools & Districts)

Placement	Justification
1. Regular education classroom 80% or more of the day. [ ] Selected [ ] Rejected	
2. Regular education classroom no more than 79% of day and no less than 40% of the day [ ] Selected [ ] Rejected	
3. Regular education classroom less than 40% of the day. [ ] Selected [ ] Rejected	
4. Full –time instruction in a separate day school. Separate school- a public or private day school [ ] Selected [ ] Rejected	
5. Residential facility- lives in residential facilities and rec's instruction for greater than 50% of the school day. [ ] Selected [ ] Rejected	
6. Homebound/Hospital [ ] Selected [ ] Rejected	
7. Correctional facilities [ ] Selected [ ] Rejected	
8. At a Service Provider Location (for 3-5 year olds) [ ] Selected [ ] Rejected	

Alaska Department of Education and Early Development
Special Education Child Count by District

FY2009 VI-B Child Count — Count as of: 10/1/08

	MR	HI	SI	VI	ED	OI	OHI	LD	DB	MD	AUT	TBI	DD	3-21 Total
Alaska Gateway	4	1	25	0	0	0	3	16	0	0	2	0	3	54
Aleutian Region	1	0	1	0	0	0	0	2	0	0	0	0	0	4
Aleutians East	0	1	6	0	1	0	3	17	0	0	1	0	2	31
Anchorage	248	72	770	14	368	26	773	2,918	1	180	304	24	1153	6,851
Annette Island	0	2	19	0	1	0	6	17	0	0	0	0	6	51
Bering Strait	10	1	63	0	6	1	11	91	0	5	3	0	15	206
Bristol Bay	0	0	1	0	1	1	0	9	0	0	0	0	1	13
Chatham	3	1	7	0	0	0	4	6	0	4	0	0	3	28
Chugach	0	0	1	0	1	0	3	5	0	0	1	0	0	11
Copper River	1	0	34	1	2	0	12	25	0	0	1	0	4	80
Cordova City	0	3	11	0	3	0	11	9	0	2	3	0	5	47
Craig City	1	0	15	0	4	0	6	28	0	4	4	0	10	72
Delta/Greely	2	2	17	1	7	0	18	44	0	0	7	1	18	117
Denali	0	0	15	0	0	0	4	15	0	0	2	0	3	39
Dillingham	2	1	21	0	2	0	9	35	0	6	1	0	11	88
Fairbanks	62	12	613	3	64	16	289	688	0	24	54	7	240	2,072
Galena	5	2	43	0	4	0	23	68	0	1	14	0	10	170
Haines	2	0	9	0	3	2	9	15	0	1	3	0	1	45
Hoonah	1	0	1	0	1	0	3	3	0	1	2	0	0	12
Hydaburg	1	0	1	0	0	0	1	11	0	0	0	0	3	17
Iditarod	1	0	19	0	1	0	0	16	0	0	0	0	5	42
Juneau	25	7	100	3	33	1	92	317	3	16	42	2	109	750
Kake	2	0	4	0	1	0	0	3	0	1	0	0	2	13
Kashunamiut	0	0	11	0	1	0	2	6	0	6	0	0	1	27
Kenai Peninsula	30	9	337	5	51	9	163	537	0	25	52	4	109	1,331
Ketchikan	5	8	89	1	4	2	17	80	0	6	4	3	42	261
Klawock	0	0	7	0	3	0	1	9	0	0	1	0	2	23
Kodiak Island	4	6	66	2	8	1	60	147	0	12	14	0	46	366
Kuspuk	5	1	4	0	1	0	7	25	0	1	2	0	5	51
Lake & Peninsula	5	0	9	0	1	0	3	26	0	0	1	0	5	50
Lower Kuskokwim	24	7	104	3	14	2	35	316	1	27	3	0	37	573
Lower Yukon	16	2	68	0	2	2	5	112	0	6	0	0	16	229
Mat-Su	107	16	395	10	118	10	169	1,133	1	44	55	5	258	2,321
Mt. Edgecumbe	0	0	2	0	0	0	4	13	0	0	0	0	0	19
Nenana	0	2	11	1	12	0	10	62	0	0	2	0	1	101
Nome	6	0	53	0	1	0	5	25	0	2	2	0	8	102
North Slope	1	0	45	1	5	0	9	113	0	6	3	0	23	206
Northwest Arctic	31	7	65	1	0	1	14	109	0	7	2	0	10	247
Pelican	0	0	1	0	0	0	1	0	0	0	0	0	0	2
Petersburg	1	0	35	0	1	0	17	30	0	1	6	0	15	106
Pribilof	1	0	2	0	0	0	0	7	0	0	0	0	1	11
Saint Mary's	2	0	5	0	0	0	1	7	0	0	0	0	0	15
Sitka	7	0	27	0	6	0	24	71	0	5	6	0	49	195
Skagway	0	0	6	0	0	0	3	5	0	1	2	0	0	17
Southeast Island	0	0	6	0	3	0	6	20	0	0	0	0	4	39
Southwest Region	8	0	22	0	5	0	3	38	0	3	0	2	13	94
Tanana	0	0	3	0	1	0	2	6	0	0	0	0	0	12
Unalaska	0	0	25	0	0	0	4	6	0	0	1	0	4	40
Valdez	4	0	18	0	3	0	9	56	0	0	2	0	14	106
Wrangell	0	0	7	1	2	0	4	14	0	2	2	0	2	34
Yakutat	0	0	10	0	0	0	2	3	0	0	0	0	0	15
Yukon Flats	3	0	15	0	1	0	6	31	0	1	2	0	2	61
Yukon/Koyukuk	6	0	41	1	7	0	20	56	0	1	0	0	7	139
Yupiit	3	0	10	1	1	0	4	31	0	1	1	0	4	56
Grand Total	640	163	3,295	49	754	74	1,890	7,452	6	402	607	48	2,282	17,662

MR - Mental Retardation
HI - Hearing Impaired
SI - Speech/Language Impaired
DD - Developmentally Delayed
VI - Visual Impairments
ED - Emotional Disturbance
OI - Orthopedic Impairments
OHI - Other Health Impairments
LD - Specific Learning Disabilities
DB - Deaf-Blindness
MD - Multiple Disabilities
AUT - Autism
TBI - Traumatic Brain Injury

128,000 students statewide

Alaska's Public School Special Needs Funding
Prepared 2/7/09

Alaska's public school funding formula provides block funding for students with special needs. The special needs adjustment provides public school districts with funding to support special education, bilingual/bicultural, vocational and gifted and talented programs. In addition to the special needs block grant, school districts can apply for funding for high cost special education students identified as "intensive needs students". Below are the amounts that have been generated through the public school funding formula for the most recent five years.

FY06	
Special needs	$157,801,815
Intensive needs	45,008,850
FY06 Total	$202,810,665

FY07	
Special needs	$172,215,141
Intensive needs	44,142,900
FY07 Total	$219,358,041

FY08	
Special needs	$169,740,668
Intensive needs	50,679,600
FY08 Total	$220,420,268

FY09	
Special needs	$180,643,104
Intensive needs	97,998,840
FY09 Total	$278,641,944

FY10 Projected	
Special needs	$186,813,769
Intensive needs	118,033,740
FY10 Total	$304,847,509

Prepared by Eddy Jeans, Director of School Finance
907-465-8679
Email Eddy.Jeans@Alaska.gov

Department of Education & Early Development
Prepared 2/4/09
Intensive Movement during FY2008

Prepared by Assessments & Accountability

District to District movement through out the year.

District	Sending	Receiving	Lose/Gain
Anchorage	7	11	**4**
Bering Strait	0	1	**1**
Chatham	0	1	**1**
Copper River	1	0	**-1**
Cordova	1	0	**-1**
Denali	0	1	**1**
Dillingham	0	1	**1**
Fairbanks	5	3	**-2**
Juneau	0	1	**1**
Kenai	2	0	**-2**
Ketchikan	1	0	**-1**
Lower Kuskokwim	2	1	**-1**
Mat-Su	6	4	**-2**
North Slope	0	1	**1**
Sitka	1	0	**-1**
SW Region	1	1	**0**
Yukon/Koyukuk	1	2	**1**
TOTAL	**28**	**28**	**0**

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Department of Education & Early Development
Prepared 2/4/09
Correspondence ADM that are SPED
and/or Limited English Proficient [LEP]

Prepared by School Finance

	TOTAL ADM	SPED ADM	% SPED of TOTAL Corresp ADM	LEP ADM	% LEP of TOTAL Corresp ADM	SPED ADM + LEP ADM TOTAL	TOTAL % Corresp SPED & LEP
Alaska Gateway	**56.14**	8.50	15%	7.00	12%	**15.50**	**28%**
Anchorage	**893.15**	26.95	3%	12.50	1%	**39.45**	**4%**
Chugach Extension	**158.50**	6.00	4%	3.00	2%	**9.00**	**6%**
Copper River Corresp	**48.95**	3.50	7%	-	0%	**3.50**	**7%**
Craig PACE	**391.31**	12.05	3%	-	0%	**12.05**	**3%**
Delta Greely Cyber	**272.18**	15.30	6%	7.00	3%	**22.30**	**8%**
Denali PEAK	**174.29**	1.75	1%	-	0%	**1.75**	**1%**
Fairbanks	**249.11**	12.91	5%	4.65	2%	**17.56**	**7%**
Galena IDEA	**3,427.15**	135.47	4%	-	0%	**135.47**	**4%**
Haines	**15.00**	-	0%	-	0%	**-**	**0%**
Iditarod Distance Learning	**83.93**	8.00	10%	-	0%	**8.00**	**10%**
Juneau	**74.40**	4.00	5%	1.65	2%	**5.65**	**8%**
Kenai	**893.60**	7.13	1%	5.50	1%	**12.63**	**1%**
Ketchikan	**57.20**	8.35	15%	-	0%	**8.35**	**15%**
Kodiak	**84.55**	7.25	9%	1.00	1%	**8.25**	**10%**
Mat-Su	**1,483.45**	69.25	5%	34.45	2%	**103.70**	**7%**
Nenana Cyberlynx	**795.75**	102.28	13%	13.20	2%	**115.48**	**15%**
Nome	**8.50**	-	0%	-	0%	**-**	**0%**
Sitka	**37.90**	4.00	11%	-	0%	**4.00**	**11%**
Yukon/Koyukuk	**1,071.53**	77.45	7%	10.00	1%	**87.45**	**8%**
TOTAL	**10,276.59**	**510.14**	**5%**	**99.95**	**1%**	**610.09**	**6%**

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Department of Education & Early Development
Prepared 2/4/09
Cost of Correspondence
receiving 1.20 SPED Adjustment

~ X ~

Prepared by School Finance

School District	FY10 Projected Entitlement	FY10 Projected Entitlement with Correspondence & 1.20 SPED Adjustment	Cost of Correspondence Adjusted b/f 1.20 SPED add-on
Alaska Gateway	$ 6,248,785	$ 6,300,716	$ **51,931**
Aleutian Region	1,402,350	1,402,350	-
Aleutians East	5,537,672	5,537,672	-
Anchorage	296,771,314	297,573,556	**802,242**
Annette Island	1,951,739	1,951,739	-
Bering Strait	25,913,834	25,913,834	-
Bristol Bay	1,665,702	1,667,493	**1,791**
Chatham	2,627,310	2,629,995	**2,685**
Chugach	2,204,756	2,296,257	**91,501**
Copper River	7,011,500	7,056,492	**44,992**
Cordova	3,921,692	3,921,692	-
Craig	5,120,347	5,473,678	**353,331**
Delta/Greely	10,392,334	10,660,942	**268,608**
Denali	3,782,658	3,939,346	**156,688**
Dillingham	5,114,482	5,119,854	**5,372**
Fairbanks	100,631,972	100,894,312	**262,340**
Galena	18,309,059	21,353,283	**3,044,224**
Haines	2,670,287	2,683,717	**13,430**
Hoonah	1,721,773	1,721,773	-
Hydaburg	952,683	952,683	-
Iditarod Area	4,533,656	4,623,192	**89,536**
Juneau	34,742,934	34,815,458	**72,524**
Kake	1,446,064	1,446,064	-
Kashunamiut	3,349,104	3,349,104	-
Kenai Peninsula	63,101,787	63,938,949	**837,162**
Ketchikan Gateway	16,228,383	16,259,721	**31,338**
Klawock	1,576,249	1,576,249	-
Kodiak Island	22,305,645	22,377,274	**71,629**
Kuspuk	6,193,690	6,193,690	-
Lake & Peninsula	8,840,919	8,840,919	-
Lower Kuskokwim	54,238,860	54,238,860	-
Lower Yukon	28,413,501	28,413,501	-
Mat-Su	121,164,808	122,494,417	**1,329,609**
Nenana	6,410,693	7,126,981	**716,288**
Nome	8,147,503	8,155,114	**7,611**
North Slope	12,575,007	12,575,007	-
Northwest Arctic	29,094,617	29,094,617	-
Pelican	425,806	425,806	-
Petersburg	5,240,896	5,240,896	-
Pribilof	1,349,404	1,349,404	-
Saint Mary's	2,927,565	2,927,565	-
Sitka	10,243,349	10,274,687	**31,338**
Skagway	804,255	804,255	-
Southeast Island	4,356,062	4,356,957	**895**
Southwest Region	8,958,859	8,958,859	-
Tanana	1,021,920	1,021,920	-
Unalaska	3,539,661	3,539,661	-
Valdez	4,036,437	4,036,437	-
Wrangell	3,166,751	3,170,333	**3,582**
Yakutat	1,297,196	1,297,196	-
Yukon Flats	6,556,177	6,556,177	-
Yukon/Koyukuk	10,432,799	11,305,775	**872,976**
Yupiit	6,325,511	6,325,511	-
Mt. Edgecumbe	2,970,874	2,970,874	-
TOTAL			$ **9,163,623**

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Special Education

Within the Division of Teaching and Learning Support this team:

- Operates under various state and federal statutes and regulations regarding the education of students with special needs.

- Maintains compliance with state and federal laws governing students with disabilities through technical assistance to school districts, distribution of grant funding, development of pre-service and in-service training programs, complaint investigation, mediation, due process hearing and compliance reviews. [Federal funds]

- Provides or arranges for technical assistance or professional development related to any department activity as needed

- Conducts district monitoring on a 5-year cycle to verify compliance with state and federal regulations related to special education

- Conducts meetings, work sessions, conferences to help school staff and administrators meet the goals of the district and the department

- Ensures that children receive early screening and intervention for health developmental and learning needs

- Collaborates with other agencies to ensure students have access to necessary supports and services:
    - Health (general, oral, mental, and behavioral)
        - Part C and Early Intervention services
        - Headstart and Daycare services
    - Assistance and supporting Autism Resource Center
    - Assistance and supporting Secondary Transition Supports and Services as well as Department of Vocational Rehabilitation activities
    - University of Alaska Statewide System—Alaska Teacher Placement
        - Special Educators for Alaska Project: Statewide Mentor Program

- Assists with and supports:
    - The Alternate Assessment
    - Response to Instruction initiatives
    - Positive Behavior Interventions and Supports initiatives
    - McKinney-Vento initiatives
    - Correspondence and Home School initiatives

- Preschool handicapped: Provides funding to school districts for special education services to disabled preschool children ages 3 to 5 years. [Federal funds]

- Special Education State Personnel Development Grant: Integrates teacher recruitment with mentoring. The project's purpose is to design and implement a highly innovative and timely strategy addressing problems of recruitment and retention of special education teachers in Alaska. A key project component is the recruitment and training of special education field mentors matched with special education teachers in their first or second year of teaching.

- In order to help districts and others understand Special Education a guidance document Alaska Special Education Handbook has been published and is reviewed yearly and updated as necessary. This document is located on the EED website:

  http://www.eed.state.ak.us/tls/sped/Handbook.html

- Intensive needs

  The Department of Education & Early Development developed the *Training Materials for Determining Eligibility for Intensive Needs Students* to provide assistance to school districts in correctly identifying and documenting students who may qualify for intensive needs funding.

  The training materials contain four sections that will assist school district staff in understanding how the regulations concerning intensive needs students are interpreted and applied. In addition, this document includes a copy of the verification checklist EED staff and/or special education contractor's use when reviewing students who are claimed for intensive needs funding.

  The link to the Training Materials may be found on the EED website:

  http://www.eed.state.ak.us/tls/sped/

IDEA is up for reauthorization during 2009.

Special Education

Welcome to the Alaska State Special Education Website!

NEW / • **Alaska State Performance Plan & Annual Performance Report Information**

- Resource Information:
  - **Early Learning Guidelines** - PDF (December 2007)
  - **eLearning Modules**
  - **Resources for Educators & Parents**
- **Contact Us - State and District Contact Information**

NEW / • **Training Materials for Determining Eligibility of Intensive Needs Students**- PDF

Alaska Special Education Handbook - (2007/2008)

NEW / • **Revisions and Filing Guide for Handbook**

• **2007 / 2008 Handbook Guidance Memorandum** - PDF

- **Assessment, Accountability and Student Information**
  - **Accommodations**
  - **September 2007 Participation Guidelines** - PDF
- **Conference Information and Materials** (SPED Directors' Conferences 2006 - 2008)
- **Grants: FY07 Title VI-B and Section 619 Preschool Disabled**
- **IDEA 2004** - Changes to IDEA and Legal Resource Links

NEW / **Annual State Application under Part B of the Individuals With Disabilities Education Act as Amended in 2004 for FEDERAL FISCAL YEAR 2009**

• **Access the OSEP IDEA 2004 Topic Briefs Here**

- **Mediation, Complaints & Due Process Hearings**
  - **4AAC 52.550(e)(9)** – Due Process Hearings for Special Education - Effective May 20, 2006, Register 178, July 2006
- **Monitoring Schedule for School Year 2008 / 2009** - PDF

Quick Links...

- **U.S. Dept. of Education ~ Office of Special Education**
- **NASDSE**
- **NICHCY**
- **Office of Civil Rights**
- **Western Reg. Resource Ctr**
- **Government Education Publications On-line**
- **National Center for Learning Disabilities**
- **Division of Vocational Rehabilitation**-" Assisting Alaskan's with disabilities get good jobs."
- **Special Olympics ~ Alaska**
- **Special Ed Connection** ~ this is a quick link for those that subscribe to this service
- **Frequently Used Special Education Acronyms**

- **Reports & Results** - Federal Reports and Data

- **State Improvement Grant**
  (please refer to the Reports & Results page for this information)

Upcoming Events:

NASDSE Professional Development Series

From Computers to Classrooms:
Tackling Bullying in Todays Schools

Friday, March 20, 2009 1pm-3pm ET
Contact your District Special Education Director for log-on information

How may we help you?

Revised. 1/26/2009

Resources for Educators & Parents

Of Interest to Educators & Districts:

- **A Guide to the Individual Education Program (IEP)**
- **Alaska Autism Resource Center (AARC)**
- **A Place for Teachers**
- **Alaska Family Directory (AFD)**
- **AK Sp Ed Directors & Community Resources**
- NEW / **Alaska Special Education Handbook** - (2007/2008)
  - 2007-2008 Handbook Guidance Memo - PDF
- **Alaska Staff Development Network (ASDN)**
- **Alaska Standards**
- **Assessment and Accountability**
- **Assistive Technology of Alaska (ATLA)**
- **E-Learning Modules**
- NEW / **Early Learning Guidelines** - PDF (December 2007)
- **Mediation, Complaints & Due Process Hearings**
- **No Child Left Behind**
- **Post Secondary Education - Student Loans**
- **School District Directories**
- **SET for Life - Transition Implementation Guide-**
- **Stone Soup Group** - Alaska Parent Training & Information (PTI) Center
- **Teaching Self-Determination in Alaskan Schools**
- **Teacher Certification**
- **Tool Kit on Teaching and Assessing Students with Disabilities**

Of Interest to Parents & Families:

- **A Guide to the Individual Education Program (IEP)**
- **Alaska Autism Resource Center (AARC)**
- **Alaska Family Directory (AFD)**
- **Alaska Parent Guide - 2007**
  - English Version - PDF

  The 2007 Tagalog, Spanish and Yupik versions of this publication are currently being revised. 11/30/2007
- **AK Sp Ed Directors & Community Resources**
- NEW / **Alaska Special Education Handbook**
  - Select Handbook Sections of Interest to Parents:
  - Part III - Eval & Elig, Sec. 3: Parental Consent
  - Part IV - IEP Development, Implementation...
  - Part VII - Procedural Safeguards & Parental Rights
  - A Word to Parents and Family
  - HSGQE - Guidance for Parents
- **Assessment, Accountability and Student Information**
- **Assistive Technology of Alaska (ATLA)**
- NEW / **Early Learning Guidelines** - PDF (December 2007)
- **Family Educational Rights and Education Act (FERPA)**
- **Frequently Used Special Education Acronyms**
- **Parents and Students**
- **Stone Soup Group** - Alaska Parent Training & Info. (PTI) Center
- **TestingFacts.org**
- **Transition Toolkit** - Self-determination Guide for Parents
- **What Parents of Children with Disabilities Need to Know and Do**
- **Additional Resources: See Statewide Agencies**

TOP

Statewide Resources:

- **Alaska Autism Resource Center (AARC)**
- **Alaska Center for Blind**
- **AK Sp Ed Directors & Community Resources**

Community-Specific Resources:

- **LINKS - Mat-Su Parent Resource Center**
- **REACH - Northern Southeast Alaska**
- **Southeast Alaska Living Center (SAIL)**

- Center for Human Development (CHD) - UAA
- Division of Vocational Rehabilitation (DVR)
- Governor's Council on Disabilites & Special Education (GCDSE)
- Office of Childrens Services (OCS)
- Southeast Regional Resource Center (SERRC)
- Special Education Service Agency (SESA)
- Special Olympics ~ Alaska
- Stone Soup Group - Alaska Parent Training & Information (PTI) Center

Department of Education Resources:

- Alaska State Special Education Staff
- Special Education Technical Assistance - PDF
- State Program Contact Information
- Quality School Team Leaders (QSTL) - PDF

National Resources:

- ACRES - American Council on Rural Special Education
- Assistive Technology Resources
- Ntl Assoc. for the Education of Young Children
- Ntl Early Childhood Tech Assistance Center (NECTAC)
- National Center for Learning Disabilities
- Ntl Dissemination Ctr for Children with Disabilities (NICHCY)
- Office of Civil Rights
- U.S. Dept. of Education
- Western Regional Resource Center (WRRC)

Links posted to this site are for the sole purpose of making resources available to those accessing this website. Posting of links is not an endorsement of services or agencies.

Please contact us if you have questions or concerns regarding the information posted on this site, or would like to request a link be posted

Revised: 11/20/2008

Special Education District Data Profile

To viewing a report card from a district:

1. Select the **school year**
2. Select the **district** - if you would like to see where the district is located, go to this **MAP**
3. Click on the **Submit** button

GLOSSARY OF TERMS

2006-2007

Anchorage School District

Submit Reset

Special Education District Data Profile

State of Alaska > Department of Education & Early Development > Special Education District Data Profile

Read This Before Printing! Print This Page

District Name: **Anchorage School District** **2006-2007 School Year**

Total Enrollment: **49230**
Child Count (students with disabilities) Total: **6,661**
Child Count Aged 3-5: **692**
Child Count Aged 6-21: **5969**

In accordance with the Individuals with Disabilities Education Improvement Act (IDEA), each state must have in place a State Performance Plan (SPP) to evaluate the state's efforts to meet the requirements and purposes of the implementation of IDEA. The SPP is a six-year plan which describes Alaska's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that states report annually to the public on the performance of each local education agency (LEA) on 16 of the 20 indicators.

KEY			
*	Results cannot be published without releasing personally identifiable information.	**N/A**	No students were reported in this population.
~	Did not meet the States' AYP minimum N (21 or more students with disabilities enrolled and 26 or more meeting full academic year requirements).	**NR**	Not required to report this year.
<=	Less than or equal to	>=	Greater than or equal to
^	New Indicator, No Data **(2005-2006 reporting ONLY)**	**Not Collected**	Not required to report by district. **(2005-2006 reporting ONLY)**

ALASKA STATE PERFORMANCE PLAN INDICATORS

Indicator 1: Graduation Rates

	District	State	State Target	Met State Target Y/N
% of Students w/Disabilities Who Graduated	42.0%	39.4%	>= 42.1%	No
% of All Students Who Graduated	65.0%			

Indicator 2: Drop-Out Rates

	District	State	State Target	Met State Target Y/N
% of Students w/Disabilities Who Dropped Out	5.2%	6.1%	<= 4.5%	No
% of All Students Who Dropped Out	5.1%			

Indicator 3: Assessment

		District	State	State Target	Met State Target Y/N
A.	District meet AYP for Students w/Disabilities	No			
B.	Participation Rate in Math for students w/Disabilities	97.8%	97.4%	>= 95.2%	Yes
B.	Participation Rate in Reading for students w/Disabilities	97.8%	97.2%	>= 95.2%	Yes
C.	Proficiency Rate in Math for students w/Disabilities	39.2%	37.8%	>= 34.1%	Yes
C.	Proficiency Rate in Reading for students w/Disabilities	48.0%	45.5%	>= 43.8%	Yes

Indicator 4: Suspension/Expulsion

		District	State	State Target	Met State Target Y/N
A.	Did the district have a significant discrepancy in suspension/expulsion rates for students w/disabilities?	No			

A.	Percent of Students w/disabilities being suspended for greater than 10 days in a school year.	2.5%	1.9%	<= 2.6%	Yes
A.	Percent of Students wo/disabilities being suspended for greater than 10 days in a school year.	1.0%			

Indicator 5: School Age Least Restrictive Environment (LRE)				
	District	State	State Target	Met State Target Y/N
Percent of students aged 6-21 with disabilities outside the regular class <21% of the day	40.9%	55.4%	>= 58.2%	No
Percent of students aged 6-21 with disabilities outside the regular class <60% of the day	16.2%	13.3%	<= 12.7%	No
Percent of students aged 6-21 served in separate schools, residential, homebound, or hospital placements	3.7%	1.8%	<= 1.8%	No

Indicator 6: Preschool LRE				
	District	State	State Target	Met State Target Y/N
Percent of preschool students with disabilities in setting with typically developing peers.	NR	NR	NR	NR

Indicator 7: Preschool Outcomes				
	District	State	State Target	Met State Target Y/N
Percent of preschool students who demonstrate improved positive social-emotional skills.	NR	NR	NR	NR
Percent of preschool students with disabilities who demonstrated improved acquisition and use of knowledge and skills.	NR	NR	NR	NR
Percent of preschool students with disabilities who demonstrate improved use of appropriate behaviors to meet their needs	NR	NR	NR	NR

Indicator 8: Parent Involvement				
	District	State	State Target	Met State Target Y/N
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	28.9%	29.3%	>= 29.3%	No
Percent of parents surveys returned	8.8%	9.1%		

Indicator 9: Disproportionality - Child with a Disability	
	Inappropriate Identification Yes/No
Does the district have a disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	No

Indicator 10: Disproportionality - Eligibility Category	
	Inappropriate Identification Yes/No
Does the district have a disproportionate representation of racial and ethnic groups in specific disability a category that is the result of inappropriate identification?	No

Indicator 11: Child Find				
	District	State	State Target	Met State Target Y/N
Percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days	89.4%	88.4%	= 100%	No

Indicator 12: Early Childhood Transition				
	District	State	State Target	Met State Target Y/N
Percent of children referred by Part C and found eligible for Part B whose IEP's were completed on or before their 3rd birthday	81.3%	81.9%	= 100%	No

Indicator 13: Secondary Transition				
	District	State	State Target	Met State Target Y/N
Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	97.7%	96.9%	= 100%	No

Indicator 14: Post School Outcomes					
		District	State	State Target	Met State Target Y/N
Percent of youth who had IEP's, who are no longer in secondary school, and who have been:					
A.	Competitively employed within one year of leaving high school	NR	NR	NR	NR
B.	Enrolled in some type of post-secondary school within one year of leaving high school	NR	NR	NR	NR

Indicator 15:General Supervision				
	District	State	State Target	Met State Target Y/N
Percent of noncompliance corrected within one year for:	100.0%	99.7%	= 100%	Yes
Indicators 1, 2, 13, 14	100.0%			
Indicators 3, 7	100.0%			
Indicators 5, 6	100.0%			
Indicator 8	100.0%			
Indicators 9, 10	100.0%			
Indicator 11	100.0%			
Indicator 12	100.0%			
Indicator 4a	100.0%			
Confidentiality	100.0%			
Interagency Agreement	100.0%			
Miscellaneous	100.0%			
Personnel	100.0%			
Procedural Safeguards	100.0%			
IEP Process	100.0%			
Dispute Resolution	100.0%			

Indicator 20: State Reported Data			
Data Collection	Timely	Complete	Accurate
Fall Oasis (Tables 1 & 3)	Yes	Yes	Yes
Summer Oasis (Table 4)	Yes	Yes	Yes
Supplement Workbook (indicators 7, 11, 12, 13)	Yes	Yes	Yes
Participation Rate (Table 6)	Yes	Yes	Yes
Suspensions Expulsion Data (Table 5)	Yes	Yes	Yes
Personnel (Table 2)	Yes	Yes	Yes
Monitoring Noncompliance	Yes	Yes	Yes
Fiscal Reports (EDGAR)	Yes	Yes	Yes

For more information regarding the Alaska State Performance Plan /Annual Performance Report, please go to **www.eed.state.ak.us/tls/sped**.

- Results of survey: Section questions for follow up 8:9 a.m.

- Listing IEP w/out Parental Consent (D) - Muñoz

- # of parents that turn Down IEP - Edgemon (Don't think that #s exist, but will attempt to get back)

Section

Examples of what Vocational Rehabilitation means (more information)

Comparison to National Average - Gardner

Intense Needs

questions for RFP

List of Intensive needs (No breakdown) → 2,000

"Intensive Needs"

5 x BSA to 9 x this year

FY 10

11 x Next

FY 11

At Term

13 x

$75,000 Follow

→ To ensure Valid Data

3000 I.N. out of 17,000

Students Statewide Special ED.

2/18/09 OVERVIEW: ALASKA MILITARY YOUTH ACADEMY

Louie Flora

From: Pierre, McHugh (ANG) [mchugh.pierre@alaska.gov]

Sent: Monday, February 23, 2009 2:06 PM

To: Louie Flora

Cc: Clark, Teri L (MVA)

Subject: FW: RE: Answers due From Christensen and Jones

Attachments: image002.jpg; Thinking and Learning Style Teaching Styles.pdf; Thinking and Learning Style Characteristics.pdf; Thinking and Learning Style Survey.pdf; Post-Residential Standards on Mentoring.pdf

Louie, here are the answers to the questions from the Joint Education Committee as well as some attached supporting documents.
Thanks!

McHugh Pierre
Director of Public Relations & Legislative Liaison
Alaska Department of Military and Veterans Affairs
907-321-2179 cell
907-465-4402 Juneau office

The House Education Standing Committee would like a follow up from AMYA to these questions:

1) What is the name of the company/assessment tool used to determine learning styles for incoming cadets?

Learning styles are determined by administering the Thinking and Learning Style Preference Survey, originally created by Dr. Virginia R. Johnson Ed D. (circa 1993). She was the head of the education department at UAA where AMYA Principal "Tom" Hamill, pursued his Master of Arts in Teaching (MAT) degree in 1996. The Academic Section has utilized this tool with great success since that time. The classroom teachers administer the test after cadets are instructed with a Microsoft PowerPoint presentation.

2) How do you match a cadet up with a mentor?

We accomplish the Mentor – Cadet matching using the following NGB-Challenge guidelines:

Standard 4: Mentor Qualifications
Prospective mentors:

a. At least 21 years of age.

b. Same gender (Cross-gender matches are allowed on a case-by-case basis if approved by the Director and documented in the cadet/mentoring case file.)

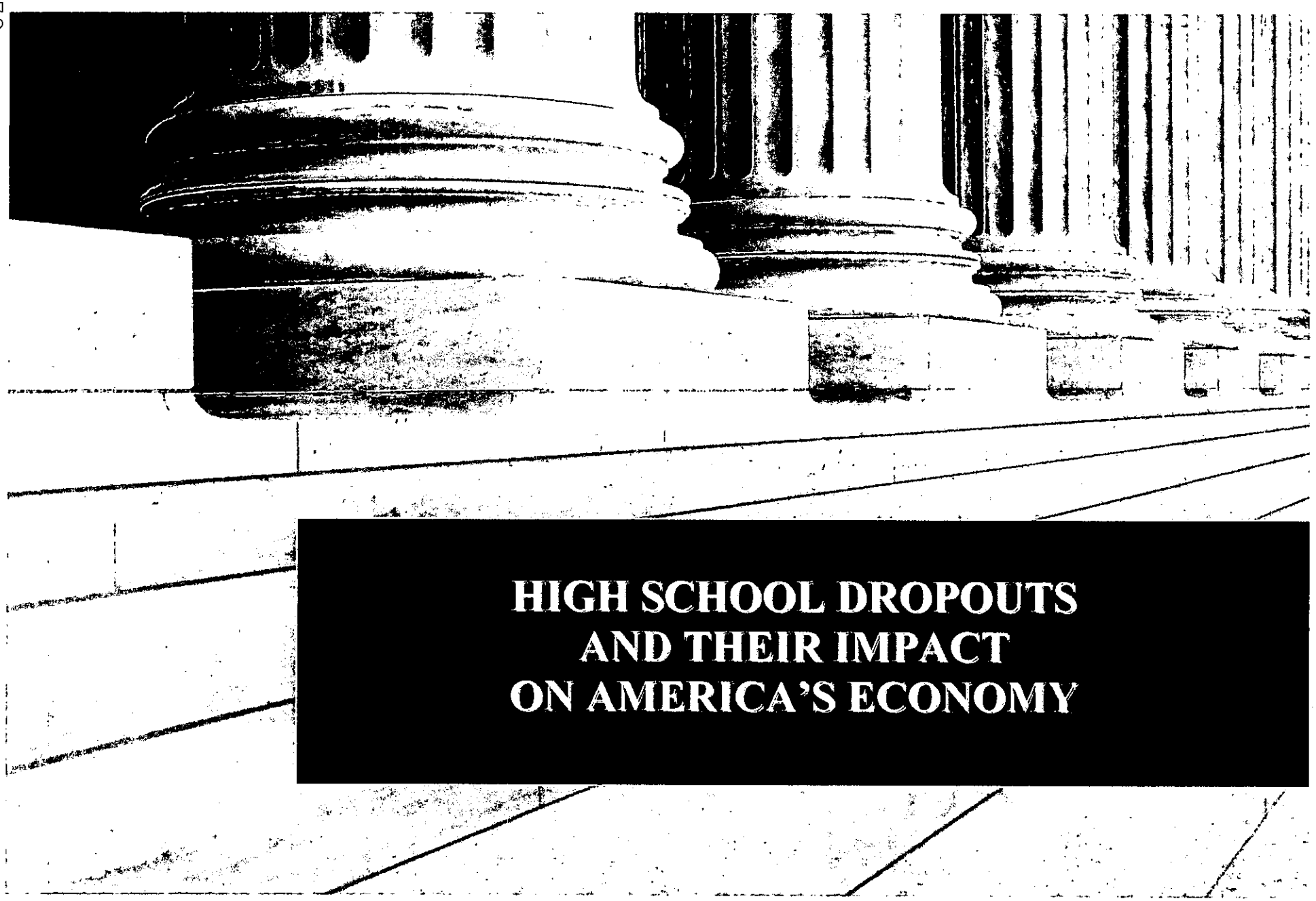
c. Geographic proximity acceptable to both the mentor and cadet.

d. Not of same household, immediate family (mother, father, stepmother, stepfather, brother, sister, step brother, step sister, foster parent, legal guardian), or ChalleNGe staff or spouses.

Generally, this is done with the Cadets and parent/guardian involvement. Cadets must have a mentor application filled out when applying for AMYA. For those who

do not have anyone that can pass the background checks, live outside the Municipality of Anchorage or Mat-Su Borough, the Recruiting, Placement, and Mentoring (RPM) staff assists them with volunteers from the local area. Staff has a basic questionnaire for both the volunteer Mentors and the Cadets. Using this questionnaire, RPM staff attempts to match Cadets with Mentors who have similar interests, when possible. If at any time, a Cadet-Mentor match is not compatible, RPM staff works to help find them a more compatible Mentor. If a Cadet leaves the program and the Mentor returns to the volunteer pool until they are needed. Mentors must be at least 21 years of age, of the same gender, an not an immediate family member.

2972



HIGH SCHOOL DROPOUTS AND THEIR IMPACT ON AMERICA'S ECONOMY

High School Dropout Facts

- **The 1.2 million dropouts in 2007 will cost the American economy $329 billion in lost productivity and earnings over the course of their lifetimes.**

Organization for Economic Co-Operation and Development (2007). Education at a glace 2007. Paris: Author

- **The 12 million students who are projected to drop out over the next decade will cost our economy more than $3 trillion.**

Organization for Economic Co-Operation and Development (2007). Education at a glace 2007. Paris: Author

- **Dropouts are estimated to contribute $60,000 less to state and federal revenues over the course of their lifetime. That is $50 billion annually.**

Rouse, Cecila. (2005).

High School Dropout Facts

- **It is estimated that each class of dropouts costs states $17 billion in publically subsidized health care costs over the course of their lives.**

Healthier and Wealthier: Decreasing Health Care Cost by Increasing Educational Attainment:
http//www.all4ed.org/files/handw.pdf

- **Increasing the educational level of one year's dropout by just one grade level, would recoup $192 billion in lost earnings and productivity over the course of their lifetimes.**

Rouse, Cecilia. (2005)

- **Individuals lacking a high school education make up 90 percent of our nation's prison population accounting for $45 billion of the $50 billion spent annually on incarceration.**

Saving Futures, Saving Dollars: The Impact of Education on Crime Reduction and Earning
http://www.all4ed.org//files/SavingFutures.pdf

High School Dropout Facts

- **Three-quarters (3/4) of dropouts say that if given a "second-chance" they would have stayed in school.**

  Bridgeland, John M. et al. The Silent Epidemic: Perspectives of High School Dropouts. Civic Enterprises. March 2006

- **The Bureau of Labor statistics projects that by 2020, US labor demand will exceed the American labor supply by 20 million.**

  Cartnevale, A. ASTD Training + Development. American Society for Training & Development, January 2005.

- **Of the 3.4 million dropouts age 16-24 in Oct. 2006 who had not reenrolled in school, only half were employed.**

  College Enrollment and Work Activity of 2006 High School graduates. U.S. Department of Labor Bureau of Labor Statistics. April 26, 2007.

High School Dropout Facts

- **These youth are more likely to be living in poverty, receiving public assistance, in prison, on death row, unhealthy, divorced, and single parents of children who drop out.**

Bridgeland, John M. et al. The Silent Epidemic: Perspectives of High School Dropouts. Civic Enterprises. March 2006

- **Federal investment in dropout recovery and youth empowerment programs has dropped from $15B in the late 1970's to just $3B today.**

Barton, Paul E. One-Third of a Nation: Rising Dropout Rates and Declining Opportunities. Educational Testing Service. Princeton, NJ. February 2005

Dream. Believe. Achieve.

Facts·at·a·Glance

National Guard Youth Challe*NG*e Program (NGYCP)

The Need

- 1.2 million students drop out of high school each year, costing the nation more than $309 billion in lost wages, revenues and productivity over the students' lifetimes.
- 33 million Americans ages 16 to 24 do not have a high school degree.
- 21 percent of students reported they were in gangs in their schools.

High School Dropouts

- Have a life expectancy 9 years less than a high school graduate
- Can expect to earn about $17,000 per year compared to $27,000 for a high school graduate
- Nearly 30 percent are unemployed and 24 percent are on welfare compared to only 10% of those with a high school degree.
- 1 in 4 babies is born to high school dropouts.
- The prison system has grown by 187% over the last decade to 2.2 million Americans. Approximately 68% are high school dropouts.

The Program

- The NGYCP was founded by the National Guard with Congressional mandate in 1993.
- NGYCP is a 17 month voluntary program with a 51/2 month residential phase and a 12 month mentoring phase.
- NGYCP is open to 16-19 year old male and female high school dropouts.
- 32 NGYCP program sites are located in 28 states and Territories, and two state partnerships; District of Columbia and Nevada.
- NGYCP enhances students' life skills, education levels, employment potential and prospects for the future.

The Results

- Over 84,700 students have graduated the program as of December 2008.

Last Year:

- 60% earn their general equivalency degree (GED), nearly double the pass rate of other adult education programs.
- 28% of graduates continued their education.
- 14% of graduates joined the military
- 2007 Test of Adult Basic Education (TABE) gains during the Residential Phase include an estimated 1.6 overall grade level improvement.

NATIONAL GUARD YOUTH FOUNDATION
11 Canal Center Plaza, Suite 103 Alexandria, Virginia 22314 | TEL 703.683.4222 FAX 703.683.0645 E-MAIL ngyouth@aol.com

Dream. Believe. Achieve.

The Benefits

- An average of $109 million in juvenile correction savings each year, based on an annual cost of $14,000 per NGYCP enrollee vs. an annual cost of $40,000 per youth in a correction facility.
- An average of $31.7 million in taxpayer savings each year based on students receiving their GED vs. on-going educational costs.
- $109.6 million in community service hours, based on over 5.8 million hours of community service performed by program participants since 1993.
- Decrease in Federal Assistance (20 percent of 16-18 years olds enrolled in the program are taken off Federal Assistance programs).
- Increase in voter registration (99 percent of program graduates register to vote).
- Savings of $10,000-$15,000 on education costs per cadet.

States with ChalleNGe Programs

- Alaska
- Arizona
- Arkansas
- California [2]
- Florida
- Georgia [2]
- Hawaii
- Illinois
- Indiana
- Kentucky
- Louisiana [3]
- Maryland
- Michigan
- Mississippi
- Montana
- Nevada
- New Jersey
- New Mexico
- North Carolina
- Oklahoma
- Oregon
- Puerto Rico
- South Carolina
- Texas
- Virginia
- Washington
- West Virginia
- Wisconsin
- Wyoming

States actively seeking a program or additional programs:

Arkansas [2]	Colorado	Idaho
Maine	Massachusetts	Minnesota
New Hampshire	Ohio	Oklahoma [2]
Pennsylvania	Rhode Island	Tennessee
Texas [2]	Vermont	

About the National Guard Youth Foundation

The National Guard Youth Foundation is a non-profit 501(c)(3) organization formed to support the work of the National Guard Youth Challe*NG*e Program through public awareness, scholarships, higher education assistance, mentoring and job development programs for graduates. The Foundation also works to expand the number of states and sites per state to accommodate growing demand for the program. The Honorary Board of Directors is co-chaired by President George H.W. Bush and Senator Mary Landrieu (D-LA). For more information about the National Guard Youth Foundation, please visit **www.ngyouthfoundation.org**.

NATIONAL GUARD YOUTH FOUNDATION
11 Canal Center Plaza, Suite 103 Alexandria, Virginia 22314 | TEL 703.683.4222 FAX 703.683.0645 E-MAIL ngyouth@aol.com

ALASKA MILITARY YOUTH ACADEMY
"ChalleNGe Program"
28 January 2009

The Alaska Military Youth Academy (AMYA) is a National Guard Youth ChalleNGe Program, which helps at-risk youth focus and get back on track with their lives. The Academy produces graduates with the values, skills, education and self-discipline necessary to succeed as adults. The Youth ChalleNGe Program is a 17 ½ month program that consists of a 22-week Residential Phase based on the traditional military training model, followed by a year long Post-Residential Phase. The Alaska Military Youth Academy serves the needs of 16 to 19 year-old Alaskans who have dropped out of High School. The program is located at Camp Carroll on Fort Richardson.

Facts to Consider:

- AMYA ranks #1 in the nation, per capita, with regard to contact and recruitment of High School dropouts.
- AMYA ranks in the top three ChalleNGe Programs nationally for resident program graduates, based on graduation targets and funding.
- AMYA ranks in the top three ChalleNGe Programs nationally for the successful placement of students at the end of the 17 ½ month program. Placement involves students being gainfully employed, attending school, or being positively engaged as measured by a prescribed set of standards.
- In January 2009, AMYA received a national level award, recognizing the Academy as the "Most Progressive ChalleNGe Program in the Nation in 2008".
- In August 2008, AMYA exceeded 2,630 graduates who are demonstrating exceptional success in their lives and futures.
- As of August 2008, AMYA has awarded more than 1,647 High School Diplomas or GED credentials since 1994. The AMYA ChalleNGe Program is one of only five existing National Guard ChalleNGe Programs (33 total) accredited to award High School Diplomas.
- AMYA's overall success rate at the end of the 12-month Post-Residential Phase (Class 06-2 & 07-1) exceeds 80%. Measured success in prior years has been shown to exceed 90%.
- The last four graduating classes with 154, 140, 123, and 143 graduates respectively, were the largest graduating classes in AMYA's 15 year history.

- Classes 08-1 & 08-2 performed 19,400 hours of service to the community at a combined value of $138,794 to the community.

- AMYA entered students in the Statewide GCI Academic Decathlon in 2008, 2007, 2005 and 2004; where they won first place in the small schools division each year the Academy was entered.

  In 2008, Cadet Ryan Joe, a native student from Anchorage, AK; was recognized as the recipient of the Statewide GCI Academic Decathlon Kristin Caperton Award for excellence as a member of the winning team in the small schools division. He was subsequently designated to participate on the Alaska Academic Decathlon Team which competed in California later in 2008. At the California competition, Cadet Ryan Joe was recognized as the recipient of the Kristin Caperton Award for excellence at the national level. Cadet Joe is presently in the Post-Residential Phase of the ChalleNGe Program. He has completed the Covenant House Rights of Passage Program and was recently employed as a property manager in Washington State by an Alaska Native corporation.

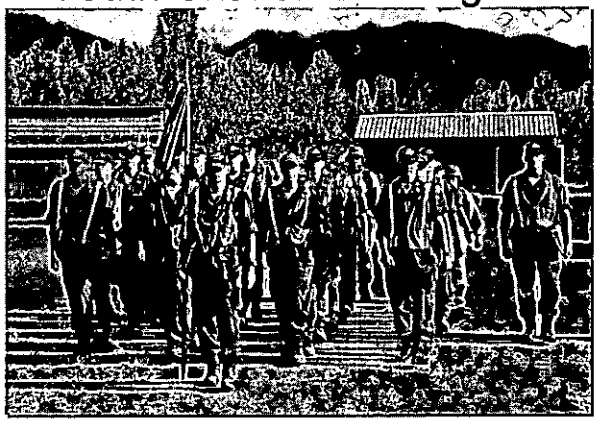
- In January 2009, AMYA will experience its 15th year Anniversary and is on track to produce the largest graduating class in the Academy's history.

Submitted by
Craig Christensen
Director

National Guard

Alaska Military Youth Academy

Youth ChalleNGe Program



- **Administered by the Department of Defense**

(DODI 1025.8) 20 March 2002

- **Federal and State Partnership**

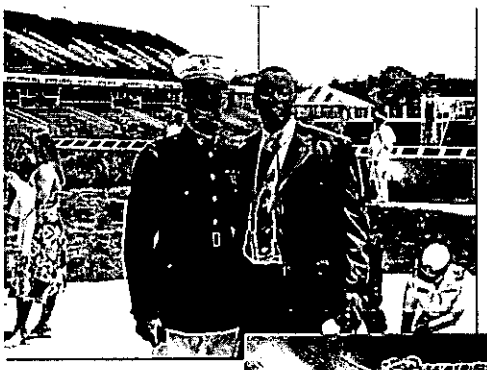
•A multi-phased Intervention Program- 17 ½ months

-High School dropouts between ages 16 - 18 years old

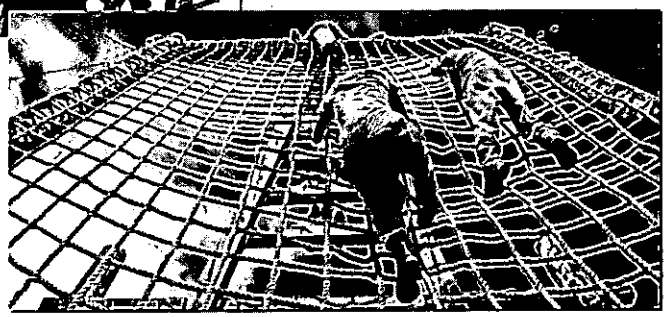
-5 ½ months residential with 12 month post residential

8 Core Components

- Academic Excellence
- Physical Fitness
- Job Skills
- Service to Community
- Health and Hygiene
- Responsible Citizenship
- Leadership/Followership
- Life Coping Skills



Academic
Excellence



Physical
Fitness

Job Skills

Service to the Community

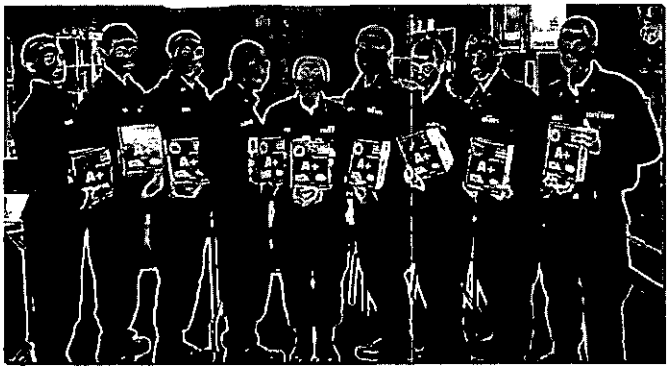
Health & Hygiene

Responsible Citizenship

Leadership/Followership

Life Coping Skills

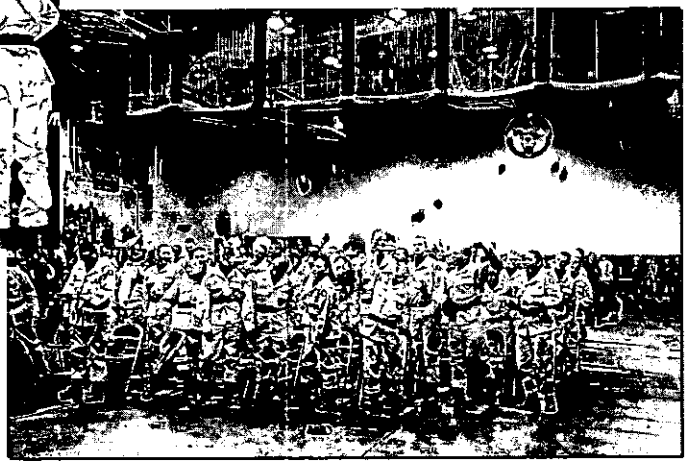
-High School Diploma or GED



-Mentorship Program

•Successful Graduates

Alaska Has Exceeded 2,630 Graduates



Success=
Positive, Durable Placement
Goal 90%+

2/18/09 UNIV. OF AK REPORT ON TEACHER PREP...

Narrative
February 18, 2009

Good morning!

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

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

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

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

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

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

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

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

know him.

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

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

First, I want to assure you of the following:

1. The University's and the president's commitments to education and K-12 Outreach.

2. Staff at UA have taken tremendous care to ensure that the data before you is accurate and reflects the information you requested

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3. Educational Resources and Teacher Recruitment and Retention.

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

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

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

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

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

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

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

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

What we know:

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

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

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

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

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

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

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

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

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

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

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

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

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

In conclusion,

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

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

We would be happy to answer any questions you have.

Thank you.

Article 10. TEACHER EDUCATION LOAN PROGRAM

Sec. 14.43.600. Findings and intent.

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

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

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

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

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

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

Sec. 14.43.610. Program established.

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

Sec. 14.43.620. Teacher education revolving loan fund.

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

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

Sec. 14.43.630. Administration.

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

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

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

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

Sec. 14.43.640. Conditions of and limitations on loans.

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

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

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

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

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

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

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

Sec. 14.43.650. Selection criteria.

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

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

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

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

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

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

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

applicants' academic records.

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

Sec. 14.43.700. Definition.

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

AS 14.43.600. Findings and Intent.

(a) The legislature finds that there is a wide and unacceptable disparity between the distribution of Native teachers and Native students in rural elementary and secondary schools in the state. Many rural schools have virtually no Native teachers and no non-Native students. The undesirable effects of this disparity include the following:
(1) there is a serious weakness in the ability of teaching staffs in rural schools to foster a sense of Native traditions and cultures in the Native students;
(2) many rural students are forced to exist in two entirely separate situations: the essentially traditional atmosphere of many Native homes, and the essentially modern atmosphere of the classroom;
(3) almost no Native students return to rural schools to teach, continuing the imbalance and exacerbating its effects; and
(4) there is an annual turnover of 40 percent among teachers in regional educational attendance areas in the state.
(b) The legislature further finds that existing programs have failed to increase the proportion of Natives teaching in rural schools. Therefore, it is the intent of the legislature to establish the teacher education loan program to encourage rural high school graduates to return to rural schools as teachers and relieve the conditions described in this section.

AS 14.43.610. Program Established.

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

AS 14.43.620. Teacher Education Revolving Loan Fund.

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

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

AS 14.43.630. Administration.

(a) The teacher education loan program shall be administered by the commission in accordance with regulations adopted by the commission. The commission shall
(1) allocate the loan awards available for teacher education loans annually to local school boards giving a preference to rural school districts; and
(2) develop and distribute to the local school boards an application form for teacher education loans; the form must include a requirement that the applicant supply a high school academic transcript and a statement of intent to enter a teaching career at the elementary or secondary school level in the state.
(b) The local school boards shall select the recipients of the teacher education loans according to the criteria in AS 14.43.650 .

AS 14.43.640. Conditions of and Limitations On Loans.

(a) To the extent that they are not in conflict with the provisions of AS 14.43.600 - 14.43.700, the provisions of AS 14.43.100 - 14.43.160 are applicable to loans made under AS 14.43.600 - 14.43.700.
(b) If a borrower meets the conditions provided in (a) of this section and is employed as a teacher in a rural elementary or secondary school, the portion of the loan that shall be paid by the state is the following percentages of the total loan received plus interest up to a total of 100 percent of the total loan:
(1) one year employment, 15 percent;
(2) two years employment, an additional 15 percent;
(3) three years employment, an additional 15 percent;
(4) four years employment, an additional 25 percent;

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

AS 14.43.650. Selection Criteria.

(a) To be eligible for a teacher education loan, a student must
(1) be a graduate of a public or private high school in the state, with sufficient credits to be admitted to an accredited college or university;
(2) be enrolled in or show evidence of intent to enroll in a degree program directed at a teaching career at the elementary or secondary school level;
(3) meet the conditions set by the student's local school board with respect to the district's requirements for teachers in particular subject areas;
(4) submit to the local school board an application provided by the commission under AS 14.43.630 (a)(2); an application may be submitted six months before graduation from high school; and
(5) not have a past due child support obligation established by court order or by the child support services agency under AS 25.27.160 - 25.27.220 at the time of application.
(b) A local school board shall award teacher education loans giving a preference to applicants from rural schools who meet the qualifications for a loan and taking into account the applicants' academic records.
(c) A student may not be awarded a teacher education loan under AS 14.43.600 - 14.43.700 if the student receives a loan under AS 14.43.170 - 14.43.175 for the same period of attendance.

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

Alaska Teacher Education Loan

LOAN PROGRAMS

Student Loans
AlaskAdvantage® Stafford
PLUS for Graduate & Professional Students
Alaska Supplemental
Parent Loans
PLUS
Family Education
Career Specific Loans
Teacher Education
A.W."Winn" Brindle
Michael Murphy Memorial
Professional Student Exchange
Consolidation Loans
Federal
Alternative

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

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

Eligibility

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

How to Apply

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

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

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

ACPE Customer Service: 800-441-2962 M-F 8am-5pm © 2005

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

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

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

Is this what you are looking for?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

DC 07

B14	B15	B16
B15	B14	B17
B20	B24	B18

UNIVERSITY
of ALASKA

Many Traditions One Alaska

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

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

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

Prepared by:
Melissa Hill, Director UA Alaska Teacher Placement
Alexander Hill, UAA Research Analysis Institute of Social and Economic Research
Diane Hirshberg, Assoc. Professor of Education Policy Institute of Social and Economic Research
Gwen White, Director UA Institutional Research and Planning

In collaboration with:
John Pugh, Chancellor of UAS
Larry Harris, Dean of the School of Education UAS
Eric Madsen, Dean of the School of Education UAF
Mary Snyder, Dean of College of Education UAA

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

On February 18, 2009

PURPOSE STATEMENT

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

OVERVIEW

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

HIGHLIGHTS

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

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

Alaska's Teacher Workforce

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

3010

RECOMMENDATIONS

Invest in Special Education Teacher Preparation

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

Invest in Education Studies and Research for the State of Alaska

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

- Provide valuable ongoing information and data analysis for the standing Senate and House Education Committees, and ensure future reports meet state expectations.

- Support the State Education Plan prepared by the Alaska Department of Education & Early Development, including the following goals and activities:

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

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

Expand Scholarship Opportunities for Education Majors

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

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

3011

TEACHER EDUCATION GRADUATION DATA

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

GAP ANALYSIS: SHORTAGES IN THE TEACHING WORKFORCE

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

EFFORTS TO ATTRACT, TRAIN, AND RETAIN QUALIFIED SCHOOL TEACHERS

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

THREE TO FIVE YEAR PLAN FOR TEACHER PREPARATION

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

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

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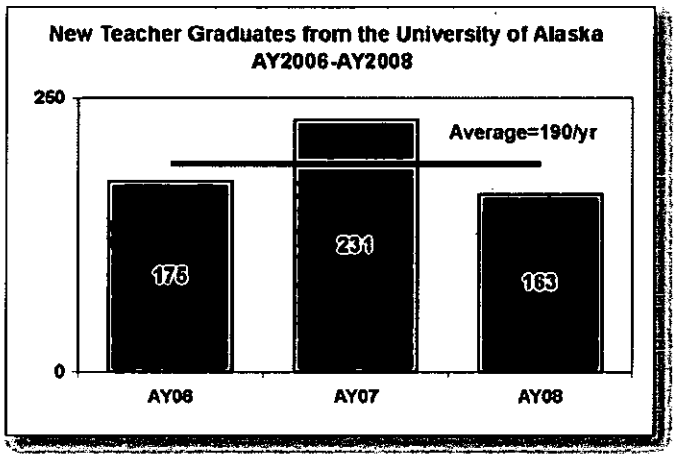
TEACHER EDUCATION GRADUATION DATA

New Teachers for Alaska

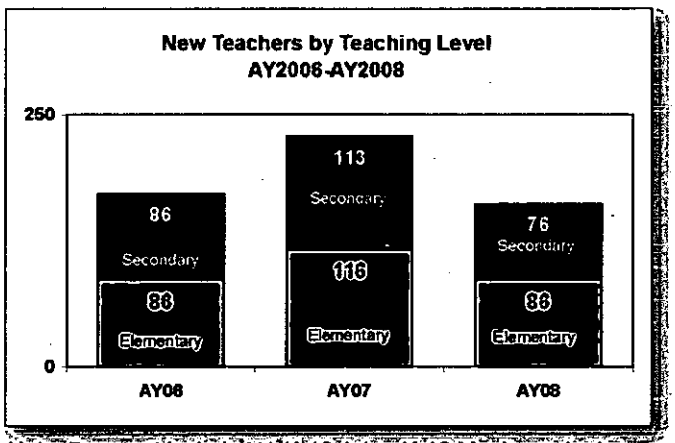
The University of Alaska graduated 175 new teachers in Academic Year (AY) 2006, 231 in AY07, and 163 in AY08. This number reflects bachelor's degrees, master's degrees, and licensure degrees in elementary, secondary, and early childhood for the three universities: University of Alaska Anchorage, University of Alaska Fairbanks, and University of Alaska Southeast. The increase from AY06 and AY07 reflects a variance due in part to the use of the start and end dates necessary to eliminate duplicate counts of graduates.



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

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

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



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

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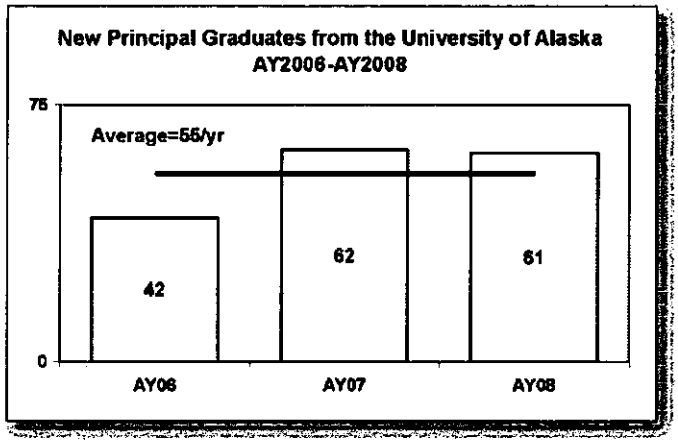
New Principals for Alaska

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



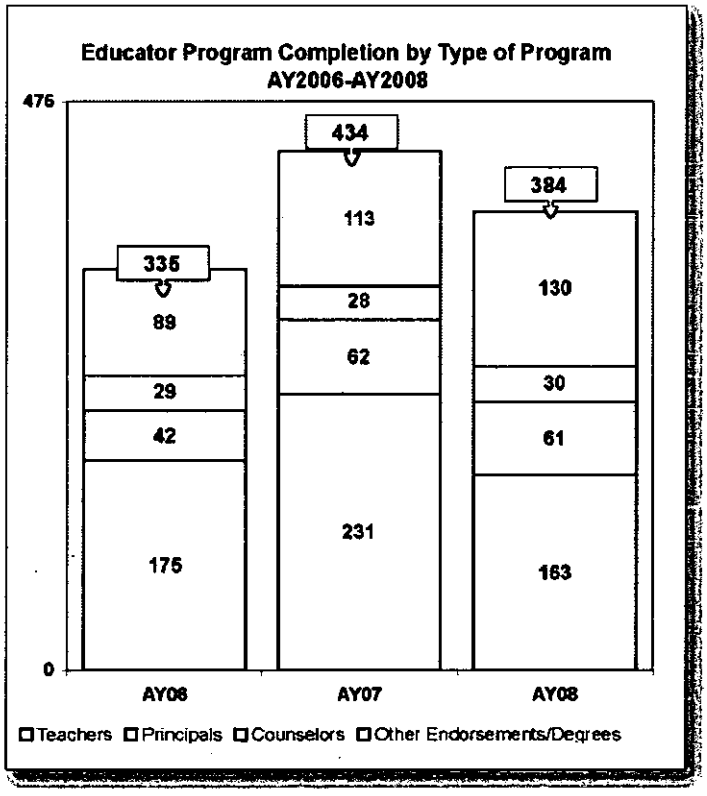
The University of Alaska Anchorage is currently the only campus offering a principal licensure program. The University of Alaska Southeast in Juneau will be launching a new program in 2009. The summer cohort has 20 new applicants, some of whom are former and current Alaska Statewide mentors.

Other Endorsements & Degree Programs

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

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

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

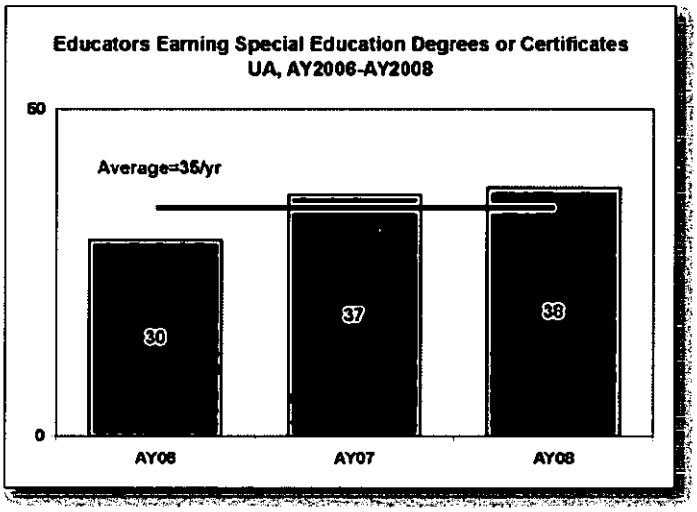


The University of Alaska Fairbanks offers the only terminal degree for educators through the Interdisciplinary Studies Ph.D. program. The UAF Elementary Licensure Program is a post baccalaureate, year-long elementary licensure program. UAF also offers Masters of Education degrees in Curriculum and Instruction,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

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

New Special Education Teachers

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



New Math & Science Teachers

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

Number of UA Graduates in Mathematics and Science UA, AY2006-AY2008

	AY06	AY07	AY08	3 Year Average
Mathematics	9	14	9	11
Science	23	35	13	24

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

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GAP ANALYSIS: SHORTAGES IN THE TEACHING WORKFORCE

Understanding the Alaska Teaching Workforce

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

Annually, Alaska districts hire roughly 900 to 1,100 teachers for vacant positions in every teaching subject. However, special education and secondary content areas are in disproportionately high-demand. Of the estimated 1,000 new positions, roughly 150-200 reflects "movers" – teachers who leave one school district for another, rather than exiting the system. Movers are common in Alaska as teachers migrate from district to district. The majority of vacancies are often in rural Alaska, yet the majority of the Alaska teachers live in urban areas.

Average Number of Teachers by School District Region FY06 to FY08

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

Source: ISER tabulations of DEED Certified Staff Accounts.
Urban: Anchorage, Fairbanks, Kenai, Juneau, and Mat-Su
Southeast: All districts from Yakutat to Ketchikan (including Haines and Skagway)
Road System/Other: Denali, Alaska Gateway, Copper River, Delta Greeley, Nenana, and Valdez
Off the Road System/Rural: All other districts, typically accessible only by air

The Economics of Education in Alaska

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

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

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

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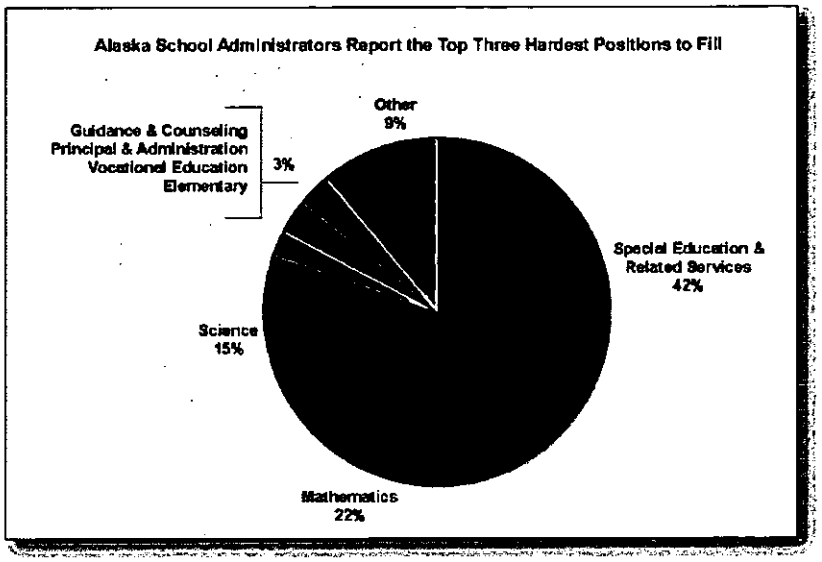
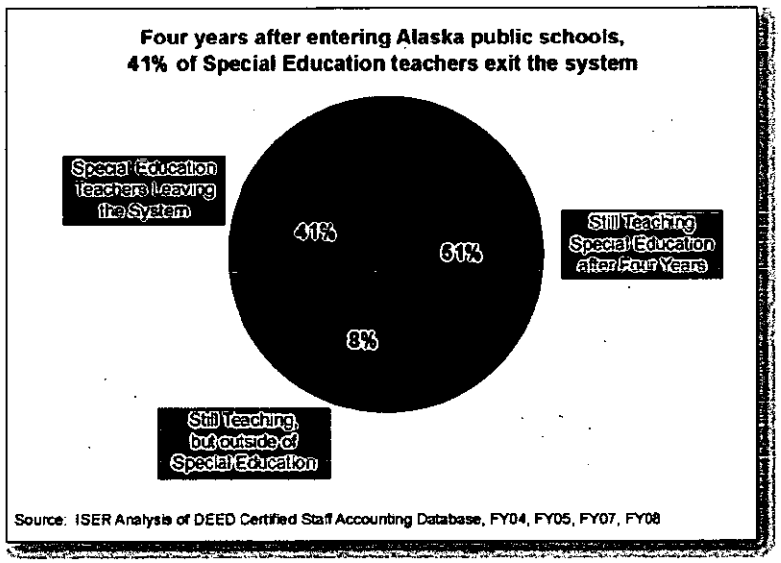
Gap Analysis for Special Education, Mathematics, and Science

Special education vacancies are unquestionably the hardest to fill. This trend is equally common on a national level. While the need for special education teachers is not unique to Alaska, teaching in Alaska, especially rural Alaska, remains unique compared to the rest of the United States. In a recent survey conducted by Alaska Teacher Placement (M. Hill, 2008) school administrators reported the hardest K-12 education positions to fill include special education and related services at forty-two percent (42%) of the total responses, followed by mathematics (22%) and science (15%). Additional studies could be conducted to better understand the complexities of these trends.





According to a recent report by the Institute of Social and Economic Research at UAA, (A. Hill & Hirshberg, 2008) special education teacher turnover is higher compared to statewide turnover. Four years after entering a teaching position, forty-nine percent (49%) of special education teachers were no longer teaching special education, and of those, only eight percent (8%) remained in the Alaska system, but teaching outside of special education. However, simply producing more teachers in these areas may not address the issue of retention. The Alaska Statewide Mentor Project (ASMP) reported, "*Through grant funding, ASMP has been able to increase focus on mentoring special education teachers by pairing mentors with special education certifications to work with early career special education teachers. Working with a sub-sample of about a third of all new special education teachers, ASMP has retained over 80% each year.*"[4]

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

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

Special Education Gap

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

Mathematics Gap

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

Science Gap

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

Shortage Teacher Assignments in Alaska
Average, AY2006-AY2008

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

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EFFORTS TO ATTRACT, TRAIN, AND RETAIN QUALIFIED SCHOOL TEACHERS

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

K-12 Student Outreach and Bridging Efforts

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

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

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

Teacher Professional Development and Educational Resources

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

Teacher Recruitment and Retention

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

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THREE TO FIVE YEAR PLAN FOR TEACHER PREPARATION

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

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

Members of the Teacher Education Planning Group

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

Priorities for the Teacher Education Planning Group

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

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

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

1. Special Education

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

2. Recruitment Efforts

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

3. Program Access Through Distributed Teaching and Learning

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

4. STEM Resources

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

5. Early Childhood Education

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

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Long Term Goals of the Planning Group

1. Establish the UA Teacher Education consortium or taskforce, which will continues to meet with school districts and industry representatives to engage these stakeholders in the planning effort.

2. Develop an ongoing, long-range planning process for Teacher Education based on the priorities identified by stakeholders and the University of Alaska Board of Regents.

3. Work with school districts and policymakers to research current recruitment and retention challenges, best practices, and alignment of K-12 and college ready.

4. Develop an integrated, cross-MAU marketing campaign to recruit students into the teaching profession with the goal of increasing enrollment in and awareness of the advantages of completing a teacher preparation program. Similar to the "Hot Jobs" and other industry career guides, education needs to develop resources and materials for education.

RECOMMENDATIONS & FISCAL NOTE REQUEST

Invest in Education Studies and Research for the State of Alaska

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

- Provide ongoing valuable information and data analysis for the standing Senate and House Education Committees, and ensure future reports meet state expectations.

- Support the State Education Plan prepared by the Alaska Department of Education & Early Development, including the following goals and activities:

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

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

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

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Invest in Special Education Teacher Preparation

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

Expand of Scholarship Opportunities for Education Majors

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

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

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

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

Requests for Additional Information

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

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

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

2/20/09 OVERVIEW: ALASKA CHARTER SCHOOLS

Charter School Funding
Relevant Statutes

Sec. 14.03.260. Funding for charter school.

(a) A local school board shall provide an approved charter school with an annual program budget. The budget shall be not less than the amount generated by the students enrolled in the charter school less administrative costs retained by the local school district, determined by applying the indirect cost rate approved by the Department of Education and Early Development. The "amount generated by students enrolled in the charter school" is to be determined in the same manner as it would be for a student enrolled in another public school in that school district.

Sec. 14.17.905. Facilities constituting a school.

(a) For purposes of this chapter, the determination of the number of schools in a district is subject to the following:

(1) a community with an ADM of at least 10, but not more than 100, shall be counted as one school;

(2) a community with an ADM of at least 101, but not more than 425, shall be counted as

(A) one elementary school, which includes those students in grades kindergarten through six; and

(B) one secondary school, which includes students in grades seven through 12;

(3) in a community with an ADM of greater than 425, each facility that is administered as a separate school shall be counted as one school, except that each alternative school with an ADM of less than 200 shall be counted as a part of the school in the district with the highest ADM.

(b) Notwithstanding (a)(3) of this section, a charter school shall be counted as a separate school if the charter school has an ADM of at least 150 students.

Sec. 14.17.450. School size factor.

(a) For purposes of calculating a school's ADM to determine state aid, the ADM of each school in a district shall be computed by applying the following formula:

If the student count In a school is			The adjusted student count is			
At least		But less than	Base		Multiplier	The number of Students in excess of
10	-	20	39.6			
20	-	30	39.6	+	(1.62 x	20)
30	-	75	55.8	+	(1.49 x	30)
75	-	150	122.85	+	(1.27 x	75)
150	-	250	218.1	+	(1.08 x	150)
250	-	400	326.1	+	(0.97 x	250)
400	-	750	471.6	+	(0.92 x	400)
750 or over			793.6	+	(0.84 x	750).

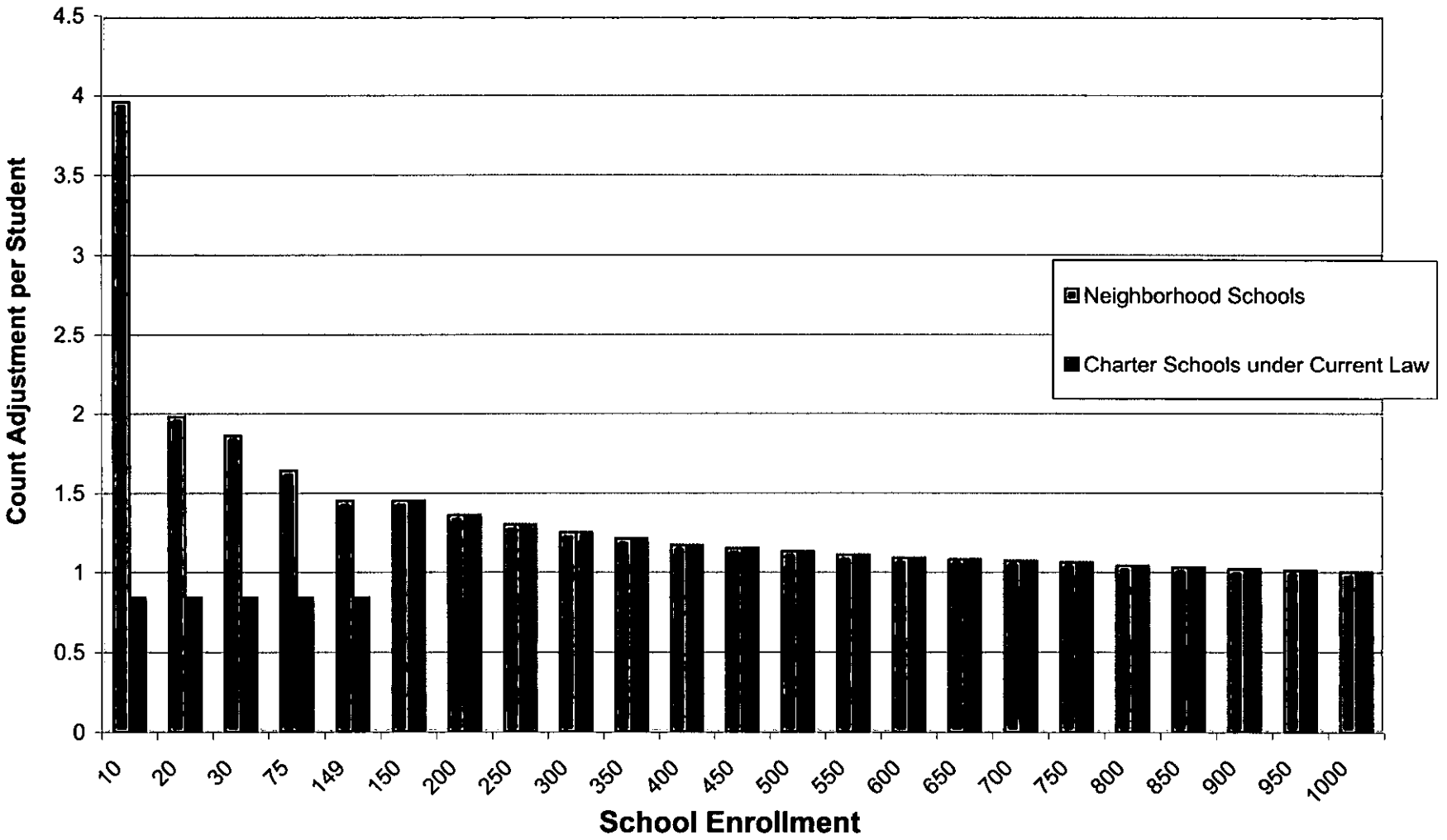
(b) If the ADM in a school is less than 10, those students shall be included in the ADM of the school in that district with the lowest ADM as determined by the most recent student count data for that district.

**Note:

The adjusted student count for charter schools with fewer than 150 students is based on the same formula as the largest school in the district (AS 14.17.905). Since urban districts generally have a high school with more than 750 students, their smaller charter schools receive .84 (84%) of the base student allocation for each of their students. This is the lowest rate for any non-correspondence school in the state.

Adjusted Student Count for Charter Schools vs. Neighborhood Schools

The adjusted student count of each school is the basis of state funding. The number of students enrolled in a school is increased or decreased according to the formula in AS 14.17.450, to determine the school's adjusted student count. That adjusted student count is then multiplied by the district cost factor, the special needs factor and, finally, by the base student allocation to determine the amount of funding.



* This chart assumes that a charter school with fewer than 150 students has a student count adjustment of .84 under current law, because it is located in a district that contains a school with over 750 students, such as Anchorage, Fairbanks, Mat-Su or Juneau. A charter school in a community such as Kenai, Bethel, Ketchikan or Nome would have a student count adjustment of .92 or .97.

Senator Joe Thomas
January 29, 2009

The Role of the "Adjusted Student Count" in School Funding

The adjusted student count of each school is the root of state funding for school districts. The number of students enrolled in a school is increased or decreased according to the formula in AS 14.17.450, to determine the school's adjusted student count. That adjusted student count is then multiplied by the district cost factor, the special needs factor and, finally, by the base student allocation, to determine the amount of funding.

Student Count (school enrollment)		----------	***Becomes***	----------		**Adjusted Student Count**	***Equals***	**Student Rate** (per-student adjustment)
At least	**But less than**	**Base**	**plus (**	**Multiplier**	**times**	**Students in Excess of Column 1)**		
10 students to 20 students		39.6	+	0			10 students = 39.6 adjusted student count	=	3.96 per student
							19 students = 39.6 adjusted student count	=	2.08 per student
20 students to 30 students		39.6	+	(1.62	x	students over 20)	20 students = 39.6 adjusted student count	=	1.98 per student
							29 students = 54.18 adjusted student count	=	1.87 per student
30 students to 75 students		55.8	+	(1.49	x	students over 30)	30 students = 55.8 adjusted student count	=	1.86 per student
							74 students = 121.36 adjusted student count	=	1.64 per student
75 students to 150 students		122.85	+	(1.27	x	students over 75)	75 students = 122.85 adjusted student count	=	1.64 per student
							149 students = 216.83 adjusted student count	=	1.46 per student
150 students to 250 students		218.1	+	(1.08	x	students over 150)	150 students = 218.1 adjusted student count	=	1.45 per student
							249 students = 325.02 adjusted student count	=	1.31 per student
250 students to 400 students		326.1	+	(0.97	x	students over 250)	250 students = 326.1 adjusted student count	=	1.30 per student
							399 students = 470.63 adjusted student count	=	1.18 per student
400 students to 750 students		471.6	+	(0.92	x	students over 400)	400 students = 471.6 adjusted student count	=	1.18 per student
							749 students = 792.68 adjusted student count	=	1.06 per student
750 or more students		793.6	+	(0.84	x	students over 750).	750 students = 793.6 adjusted student count	=	1.06 per student
							1,000 students = 1003.6 adjusted student count	=	1.00 per student

Example Adjusted Student Count Calculations

Student Count (school enrollment)							**Adjusted Student Count**
	Base	**plus**	**Multiplier**	**times**	**Students in Excess of bottom of the bracket**		
100 students in neighborhood school	122.85	+	1.27 multiplier	X	100 – 75 = 25	1.27 X 25 = 31.75	122.85 + 31.75 = **154.6**
*100 students in Anc/Fbnks/Jun/ charter school	No base	+	.84 multiplier for district's largest school	X	all 100 students	*.84 X 100 = 84*	*0 + 84 =* ***84***

**Charter schools with enrollments under 150 students do not go through the adjusted student count formula as individual schools. Instead, their students are added to the enrollment of the largest school in their district. Therefore, the adjusted student count of these charter schools is based on just the "multiplier" for additional students at large schools.*

Louie Flora

From: Cynthia Morelli [cmorelli@alaska.net]
Sent: Tuesday, February 24, 2009 11:23 AM
To: Rep. Paul Seaton
Subject: SB57
Follow Up Flag: Follow up
Flag Status: Blue

Dear Representative Seaton,

Thank you for holding the meeting regarding SB 57, equitable funding for charter schools in Alaska. Fireweed Academy here in Homer is providing quality education that meets the needs of our 6th grader who learns by doing. They also did a remarkable job with our daughter, who is currently at Homer High School taking accelerated math and science classes. Our entire family will miss Fireweed dearly and will continue to do what we can to support its continued success, when our son moves on to the Homer Middle School next year.

Sincerely,
Cynthia Morelli
Taro Sasakura

Alaska
Public Charter Schools
Directory
2008-2009

Charter School Contacts Summary

Julie Morris: Program Manager
Phone: 465-8689
Fax: 465-2713
E-Mail: Julie.morris@alaska.gov

Kristina Monson: Grants Administrator
Phone: 465-2930
Fax: 465-6760
E-Mail: Kristina.monson@alaska.gov

Revised: January 2009

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CHARTER SCHOOLS BY DISTRICT

Anchorage School District
Alaska Native Cultural Charter School
Aquarian Charter School
Eagle Academy
Family Partnership Charter School
Frontier Charter School
Highland Tech High
Winterberry Public School
Rilke Schule German School of Arts and Sciences

Fairbanks North Star Borough School District
Chinook Montessori
Effie Kokrine Charter School
Star of the North Secondary School

Juneau Borough Schools
Juneau Community Charter School

Kenai Peninsula Borough School District
Aurora Borealis Charter School
Fireweed Academy
Kaleidoscope School of Arts & Sciences
Soldotna Montessori Charter School

Ketchikan Gateway Borough School District
Ketchikan Charter School
Tongass School of Arts & Sciences

Lower Kuskokwim Schools
Ayaprun Elitnaurvik

Mat-Su Borough Schools
Academy Charter School
Fronteras Spanish Immersion Charter School
Midnight Sun Family Learning Center
Twindly Bridge Charter School

Nome City Schools
Anvil City Science Academy

CHARTER SCHOOL CONTACTS

Alaska Native Cultural Charter School Tim Godfrey Muldoon Community Assembly Church 7041 DeBarr Road Anchorage, AK 99504 Phone: 575-6195 Fax: handcockelizabeth@asd12k.org	**Academy Charter School** Barbara Gerard 801 East Arctic Palmer, AK 99645 Phone: 746-2358 Fax: 746-2368 barbara.gerard@matsuk12.us
Anvil City Science Academy Todd Hindman P.O. Box 931 Nome, AK 99762 Phone: 443-6207 Fax: 443-5144 thindman@nomeschools.com	**Aquarian Charter School** Susan Forbes 1705 W. 32nd Avenue Anchorage, AK 99517 Phone: 742-4900 Fax: 742-4919 forbes_susan@asdk12.org
Aurora Borealis Charter School Larry Nauta 705 Frontage Rd., Suite A Kenai, AK 99611 Phone: 283-0292 Fax: 283-0293 lnauta@kpbsd.k12.ak.us	**Ayaprun Elitnaurvik** Panigkaq Agatha John-Shields P.O. Box 1468 Bethel, AK 99559-1468 Phone: 543-1645 Fax: 543-1647 agatha_john-shields@lksd.org
Chinook Montessori Charter School Michele Halbrook 3002 International Street Fairbanks, AK 99701 Phone: 452-5020 Fax: 452-5048 theproject@awcable.com	**Eagle Academy Charter School** Mary Meade 10901 Mausel Street, Suite 101 Eagle River, AK 99577 Phone: 742-3025 Fax: 742-3035 meade_mary@asdk12.org
Effie Kokrine Charter School Linda Evans 601 Loftus Road Fairbanks, AK 99709 Phone: 474-0958 Fax: 479-2104 elaughlin@northstar.k12.ak.us	**Family Partnership Charter School** Reed Whitmore 401 E. Fireweed Lane, Suite 100 Anchorage, AK 99503 Phone: 742-3700 Fax: 742-3710 whitmore_reed@asdk12.org

Fireweed Academy Kiki Abrahamson P.O. Box 474 Homer, AK 99603 Phone: 235-9728 Fax: 235-8561 kabrahamson@kpbsd.k12.ak.us	**Frontier Charter School** Tim Scott 400 W. Northern Lights Blvd. Suite # 9 Anchorage, AK 99503 Phone: 742-1180 Fax: 742-1188 scott_tim@asdk12.org
Fronteras Spanish Immersion School Casey Bowen 7010 E. Bogard Road Wasilla, AK 99687 Phone: (907) 868-3103 Fax: (907) 745-6132 casey.bowen@matsu12.us	**Highland Tech High** Mark Standley 5530 E. Northern Lights Blvd., #1 Anchorage, AK 99504 Phone: 742-1700 Fax: 742-1711 standley_mark@asdk12.org
Juneau Community Charter School Marjorie Hamburger 430 4th Street Juneau, AK 99801 Phone: 586-2526 Fax: 586-3543 marjorie_hamburger @jsd.k12.ak.us	**Kaleidoscope School of Arts & Sciences** Mick Wykis 549 N. Forest Dr. Kenai, AK 99611 Phone: 283-0804 Fax: 283-3786 mwykis@kpbsd.k12.ak.us
Ketchikan Charter School Harry Martin 410 Schoenbar Road Ketchikan, AK 99901 Phone: 225-8568 Fax: 247-8568 spinkm@kgbsd.org	**Midnight Sun Family Learning Center** Jeanne Troshynski 7362 W. Parks Hwy., #714 Wasilla, AK 99654 Phone: 357-3733 Fax: 373-6786 jeanne.troshynski@matsuk12.us
Rilke Schule Charter School Chrystal Wrabetz 650 West International Airport Anchorage, AK 99518 Phone: (907) 742-7455 Fax: (907) wrabetz_crystal@asdk12.org	**Soldotna Montessori Charter School** Mo Sanders 162 Park Avenue Soldotna, AK 99669 Phone: 260-9221 Fax: 260-9032 msanders@kpbsd.k12.ak.us

Star of the North Secondary School Annemarie Keep-Barnes 2945 Monk Court North Pole, AK 99705 Phone: 490-9025 Fax: 490-9021 akeep-barnes@northstar.k12.ak.us	**Tongass School of Arts & Sciences** Janet Johnson 410 Schoenbar Road, Suite 202 Ketchikan, AK 99901-3309 Phone: 225-5720 Fax: 225-8822 millerk@kgbsd.org
Twindly-Bridge Charter School Greg Miller 141 E Seldon Road Wasilla, AK 99654 Phone: 376-6680 Fax: 376-6683 greg.miller@matsuk12.us	**Winterberry Public School** Shanna Mall 508 W. 2nd Ave. Anchorage AK 99501 Phone: 742-4980 Fax: 742-4985 mall_shanna@asdk12.org

Charter school profiles are on the following pages.

CHARTER SCHOOL PROFILES

Alaska Native Charter School

Students Enrolled: 153
Grade Levels: K-6
Type: Citizen/Community
State Board of Education Approval: March 28, 2007
Date Charter Expires: March 28, 2010

Mission: The mission of the Alaska Native Cultural Charter School is to realize the reality of our unique urban environment with its rich Alaska Native traditions including cultural corporations and organizations, and with their partnership develop well prepared Alaska Native students who are able to contribute to the community. The school will bring Elders, Alaska Native Leaders, youth, parents, and teachers together to infuse Alaska Native values, cultures, and languages into active learning experiences. A curriculum that utilizes traditional ways of knowing and methods of instruction will successfully transition rural Alaska Native students into urban community while fostering pride and a strong sense of cultural identity. The school engages in educational research and serves as a demonstration school for other teachers and administrators who wish to develop effective methodologies and approaches for working with Alaska Native and Native American students and their families.

Purpose: Alaska Native Cultural Charter School builds student excellence through traditional cultural learning.

School District	**District Contact**	**Charter School Contact**
Carol Comeau, Superintendent Anchorage Schools P.O. Box 196614 Anchorage, AK 99519-6614 Phone: 742-4312 Fax: 742-4312	Connie Bensler, Liaison Anchorage Schools P.O. Box 196614 Anchorage, AK 99519-6614 Phone: 868-3103 Fax: 742-4318	Tim Godfrey, Principal Muldoon Community Assembly Church 7041 DeBarr Road Anchorage, AK 99504 Phone: 575-6195 Fax: no fax at this time

Website:
http://www.asdk12.org/schools/ancecs/pages/

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Academy Charter School

Students Enrolled: 231
Grade Levels: K-8
Type: Citizen/Community
State Board of Education Approval: April 28, 1997
Date Charter Expires: July 1, 2015

Mission: Our mission is to create a learning system that encourages and develops students' inherent abilities to be competent, confident, productive and responsible young adults. We will strive to produce a generation of young people who possess the habits, skills and attitudes necessary to empower them to succeed as life long learners and outstanding citizens.

Purpose: The primary focus of the Academy Charter is on the well-being of the children of our community. It is the goal of the approximately 10 currently active members (project designers) to create a purposeful, living laboratory, which will operate in a caring, supportive and closely monitored environment. As an integral part of the Matanuska-Susitna School District, the Charter's successful innovations will be transferable to other schools in the District and to the larger world community, thus benefiting all of our children. Charter Community members seek to make education a community passion.

School District	**District Contact**	**Charter School Contact**
George Troxel, Superintendent Matanuska-Susitna Borough Schools 501 N. Gulkana Palmer, AK 99645 Phone: 746-9255 Fax: 761-4076	John Weetman, Liaison Matanuska-Susitna Borough Schools 501 N. Gulkana Palmer, AK 99645 Phone: 746-9200 Fax: 746-9292	Barbara Gerard 801 East Arctic St. Palmer, AK 99645 Phone: 746-2358 Fax: 746-2368

Website:
http://www.acc.matsuk12.us/

Aquarian Charter School

Students Enrolled: 351
Grade Level: K-6
Type: Language & Arts
State Board of Education Approval: April 28, 1997
Date Charter Expires: July 1, 2012

Mission: The Aquarian Charter school is dedicated to providing Anchorage area children freedom to achieve their human potential by endeavoring to: celebrate each child's uniqueness and diversity; provide a stimulating academic program with high expectations in a joyful, stress-free atmosphere; assure there is a safe and nurturing environment to instill well-being for all students; empower thinking, understanding individuals to communicate and live in a challenging and changing world; pique interest, awareness and involvement in the neighborhood and global community; facilitate creative expression through language, drama, art, music and sports; stimulate continual family interaction with children and their educational development.

Purpose: The Aquarian Charter School is designed for bright, high-achieving children from families with working parents.

School District	**District Contact**	**Charter School Contact**
Carol Comeau, Superintendent Anchorage Schools Box 196614 Anchorage, AK 99519-6614 Phone: 742-4000 Fax: 742-4318	Connie Bensler, Liaison Anchorage Schools P.O. Box 196614 Anchorage, AK 99519-6614 Phone: 868-3103 Fax: 742-4318	Susan Forbes, Principal 1705 W. 32nd Ave. Anchorage, AK 99517 Phone: 742-4900 Fax:742-4919

Website:
http://www.aquariancharterschool.com/Aquarian_Charter/Home.html

Anvil City Science Academy

Students Enrolled: 44
Grade Level: 5-8
Type: Science
State Board of Education Approval: June 9, 1998
Date Charter Expires: October 1, 2013

Mission: "Through a cooperative network of parents, teachers and community members, ACSA will provide a safe, nurturing, family-oriented, multi-age learning environment supporting a highly rigorous academic program for higher education preparation with high standards of responsible citizenship. Current technology will be incorporated in all aspects of the students' education. ACSA will promote academic excellence, character development and educational enthusiasm resulting in responsible, productive citizens."

Purpose: Anvil City Science Academy was created and shaped by a small nucleus of like-minded parents, teachers, and community members interested in a family-oriented, character-developing, highly rigorous academic education as well as concern for the future of their own and community children. It is an expectation that all students will have a high achievement, for each has great potential. Technology and scientific research methods are an integral part of the curriculum, as it will be an integral part of every child's future.

School District	**District Contact**	**Charter School Contact**
Rick Luthi, Superintendent Nome City Schools P.O. Box 131 Nome, AK 99762-0131 Phone: 443-2231 Fax: 443-5144	Rick Luthi, Superintendent Nome City Schools P.O. Box 131 Nome, AK 99762-0131 Phone: 443-2231 Fax: 443-5144	Todd Hindman P.O. Box 931 Nome, AK 99762 Phone: 443-6207 Fax: 443-5144

Website:
http://nome.nosd.schoolaccess.net/~acsa/

Aurora Borealis Charter School

Students Enrolled: 178
Grade Levels: K-8
Type: Individual Learning Styles
State Board of Education Approval: April 28, 1997
State Board of Education Approval: July 1, 2012

Mission: To provide teachers and parents with the opportunity, responsibility, and accountability for the management and control of the total school curriculum and environment; to produce a flexible set of learning outcomes measured with different and authentic forms of assessment; to provide students with an educational opportunity of the highest quality; and to foster student, parent, and community involvement through the use of community resources and partnerships.

Purpose: The purpose of Aurora Borealis School is to offer the finest academic program possible that will provide for increased learning opportunities for all students in an environment designed to meet the unique needs of each student by providing opportunities consistent with their learning styles [and] to improve pupil learning by creating a school with high and rigorous standards for pupil performance.

School District	**District Contact**	**Charter School Contact**
Donna Peterson, Superintendent Kenai Peninsula Schools 148 N. Binkley Street Soldotna, AK 99669 Phone: 714-8888 Fax: 262-9645	Dave Jones, Asst. Superintendent Kenai Peninsula Schools 148 N. Binkley Street Soldotna, AK 99669 Phone: 714-8888 Fax: 262-9645	Larry Nauta 705 Frontage Rd., Ste. A Kenai, AK 99611 Phone: 283-0292 Fax: 283-0293

Website
https://www.edline.net/pages/Aurora_Borealis

Ayaprun Elitnaurvik

Students Enrolled: 145
Grade Levels: K-6
Type: Yup'ik Immersion
State Board of Education Approval: June 5, 1999
Date Charter Expires: June 1, 2009

Mission: Ayaprun Elitnaurvik Yup'ik Immersion School is committed to providing a public school option where all members, students, staff, and parents, function democratically. Students are valued as unique individuals who are encouraged to learn both independently and collaboratively. A hands-on approach is emphasized integrating the arts and the appreciation of the natural world. The School Community embraces diversity, creating small, mixed-aged, and family-oriented environments, which exhibit mutual respect, and caring.

Purpose: Ayaprun Elitnaurvik Yup'ik Immersion School is a public school operating under the auspices of the Lower Kuskokwim School District Board of Education. Ayaprun Elitnaurvik Yup'ik Immersion School offers a choice for students who might benefit from an integrated, thematic approach to education using the arts, the environment, and culture in a small, intimate learning community.

School District	**District Contact**	**Charter School Contact**
Gary Baldwin, Superintendent Lower Kuskokwim School District P.O. Box 305 Bethel, AK 99559-0305 Phone: 543-4912 Fax: 543-4904	Gary Baldwin, Superintendent Lower Kuskokwim School District P.O. Box 305 Bethel, AK 99559-0305 Phone: 543-4912 Fax: 543-4904	Panigkaq Agatha John-Shields P.O. Box 1468 Bethel, AK 99559 Phone: 543-1645 Fax: 543-1647

Website:
http://www.lksd.org/ayaprun/

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Chinook Montessori Charter School

Students Enrolled: 155
Grade Levels: K-8
Type: Montessori
State Board of Education Approval: April 16, 1996
Date Charter Expires: July 1, 2011

Mission: Chinook Montessori Charter School, a school of choice, will strive to create a dynamic educational environment, which fosters educational excellence and cultivates personal, intellectual, and emotional growth and responsibility. We will provide this through an alliance formed through a seamless web of educators, parents, businesses and community members.

Purpose: The philosophy of Chinook Montessori Charter is grounded in the belief that learning is interwoven with life. The community serves as our campus with Chinook Montessori School acting as our headquarters. The school offers a nurturing multi-age environment, which supports a highly rigorous academic program. Integrated teaching encourages students to make connections between ideas and concepts in different content areas. Chinook Montessori School values time. The flexibility of time allows for small group seminars, grand conversations and investigations with teachers and students. Chinook Montessori is a professional development site, which values innovation, teacher research and excellence in teaching.

School District	**District Contact**	**Charter School Contact**
Nancy Wagner, Superintendent Fairbanks School District 520 Fifth Ave Fairbanks, AK 99701-4756 Phone: 452-2000, ext. 401 Fax: 451-0541	Nancy Wagner, Superintendent Fairbanks School District 520 Fifth Ave Fairbanks, AK 99701-4756 Phone: 452-2000, ext. 401 Fax: 451-0541	Michele Halbrook 3002 International Street Fairbanks, AK 99701 Phone: 452-5020 Fax: 452-5048

Website:
http://www.northstar.k12.ak.us/schools/chn/Home.htm

Eagle Academy Charter School

Students Enrolled: 165
Grade Levels: K – 6
Type: Spalding
State Board of Education Approval: December 7, 2004
Date Charter Expires: December 6, 2009

Mission: Eagle Academy offers an academically challenging educational program requiring students to master Eagle Academy's performance standards before progressing to the next level of curriculum.

Purpose: The Spalding method of teaching is the basis for instruction across curriculum in all grade levels, employing a multi-sensory approach to learning. Teaching of core subjects is given priority in scheduling and other areas of school operation. Students are placed at their appropriate instructional level for Language Arts and Math based on results of standardized tests, along with classroom grades and assessments. For all other subjects (Social Studies, Science, Art, Music, PE and Technology) students are grouped by grade level.

Rewards, incentives, effort grades, and discipline are individual, based on each student's own behavior, participation and performance. Each family is required to fulfill a 16 hour service commitment per year

Curriculum: Language Arts instruction is based on Spalding's The Writing Road to Reading. Saxon Math is structured in incremental learning steps, which is effective for retaining and applying mathematical concepts. The Core Knowledge History and Geography textbook series is utilized for Social Studies. Scott Foresman Science offers a combination of content and hands-on learning. Students receive one hour each of PE, Technology, Art and Music instruction weekly.

School District	**District Contact**	**Charter School Contact**
Carol Comeau, Superintendent Anchorage Schools Box 196614 Anchorage, AK 99519-6614 Phone: 742-4000 Fax: 742-4318	Connie Bensler, Liaison Anchorage Schools Box 196614 Anchorage, AK 99519-6614 Phone: 742-4322 Fax: 742-4318	Mary Meade 10901 Mausel Street Suite 101 Eagle River, AK 99577 Phone: 742-3025 Fax: 742-3035

Website:
http://www.eagleacademycharterschool.com/

Effie Kokrine Charter School

Students Enrolled: 102
Grade Levels: 7-12
Type: Conversion/At-Risk/Native
State Board of Education Approval: June 10, 2005
Date Charter Expires: July 1, 2015

Mission: The mission of Effie Kokrine is "to provide educational opportunities for students to succeed in the world by developing a strong sense of purpose, identity, place and community through cultural and academic empowerment."

Purpose: The school's vision "is a place of support, development and learning for the whole child. It uses their cultural background as the foundation of who they are."

School District	**District Contact**	**Charter School Contact**
Nancy Wagner, Superintendent Fairbanks School District 520 Fifth Ave Fairbanks, AK 99701 Phone: 452-2000, ext. 401 Fax: 451-0541	Nancy Wagner, Superintendent Fairbanks School District 520 Fifth Ave Fairbanks, AK 99701 Phone: 452-2000, ext. 401 Fax: 451-0541	Linda Evans Principal 601 Loftus Road Fairbanks, AK 99709 Phone: 474-0958 Fax: 479-2104

Website:
http://www.northstar.k12.ak.us/index.php?i_page=250

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Fronteras Spanish Immersion Charter School

Students Enrolled: 189
Grade Levels: K-8
Type: Spanish Immersion
State Board of Education Approval: June 10, 2005
Date Charter Expires: July 1, 2015

Mission: Fronteras Charter School is a Spanish Immersion K-8 academic center that promotes high academic success in a nurturing, creative multiage environment; and foster increased cultural understanding, communication and citizenship in our community, nation and world.

Purpose: Expanding the spectrum of thought and the ability to communicate in today's evolving world makes the goal of acquiring a second language profoundly important. Being immersed part of each day in Spanish, each child will be nurtured; gaining well rounded personal development through meaningful and creative academic and social exploration. Fronteras Charter School utilizes the partnership of parents, community resources, technology, skilled instructors' service, and stimulating curriculum to realize high academic success, language acquisition, critical thinking, good citizenship, and the development of healthy, global minded individuals.

School District	**District Contact**	**Charter School Contact**
George Troxel, Superintendent Matanuska-Susitna Borough Schools 501 N Gulkana Palmer, AK 99645 Phone: 907-746-9255 Fax: 907-761-4076	John Weetman Matanuska-Susitna Borough Schools 501 N. Gulkana Palmer, AK 99645 Phone: 746-9200 Fax: 761-4076	Casey Bowen 70101 E. Bogard Rd Wasilla, AK 99654 Phone: 745-2223 Fax: 745-6132

Website:
http://www.fronteras-k8.us

Family Partnership Charter School

Students Enrolled: 494
Grade Levels: K-12
Type: Home School
State Board of Education Approval: April 28, 1997
Date Charter Expires: July 1, 2012

Mission: The charter school is committed to a framework in which mankind's first and most basic school, the home, is supported by the community as a viable education alternative. The charter school is a non-sectarian partnership school between students, parents, professional educators and community members where as many families as desire will customize an education for their children. It utilizes a school without walls wherein parents are to bear the primary responsibility for the management of their children's education.

Purpose: We live in an ever-changing world. Every day we discover new opportunities for learning. New tools, technology, methods and ways of thinking demand a more flexible and open model for educational program development. The Family Partnership Charter School provides a framework for the responsible use of public resources in which students, parents and educators can make the most of these opportunities.

School District	**District Contact**	**Charter School Contact**
Carol Comeau, Superintendent Anchorage Schools Box 196614 Anchorage, AK 99519-6614 Phone: 742-4000 Fax: 742-4318	Connie Bensler, Liaison Anchorage Schools Box 196614 Anchorage, AK 99519-6614 Phone: 742-4322 Fax: 742-4318	Reed Whitmore 401 E. Fireweed Lane, Suite 100 Anchorage, AK 99503 Phone: 742-3700 Fax: 742-3710

Website:
https://www.fpcs.net/fpcsweb2/

3048

Fireweed Academy

Students Enrolled: 72
Grade Levels: 3-6
Type: Theme Immersion
State Board of Education Approval: April 28, 1997
Date Charter Expires: July 1, 2012

Mission: To provide a compassionate learning environment that gives students, parents, teachers and community members opportunities to develop self-reliance, cooperation, creativity, reasoning ability, personal growth and academic achievement.

Purpose: The Fireweed Academy Charter School recognizes many different styles of learning. Many students do well in a traditional classroom, yet some students learn best when they have more choices and when lessons are individualized and tied to real-world applications. To accommodate such students, the Fireweed Academy Charter School implements the following teaching methods: Theme Immersion Studies, Socratic Practice, Experiential Learning, Project-based Curricula, and Interdisciplinary Education. The establishment of Fireweed Academy not only benefits individual students, but also provides the Homer area community with more options for tested activities, methods, and curricula.

School District	**District Contact**	**Charter School Contact**
Donna Peterson, Superintendent Kenai Peninsula Schools 148 N. Binkley Street Soldotna, AK 99669 Phone: 714-8888 Fax: 262-9645	Dave Jones, Asst. Superintendent Kenai Peninsula Schools 148 N. Binkley Street Soldotna, AK 99669 Phone: 714-8888 Fax: 262-5867	Kiki Abrahamson P.O. Box 474 995 Soundview Ave Homer, AK 99603 Phone: 235-9728 Fax: 235-8561

Website:
https://www.edline.net/GroupHome.page

Frontier Charter School

Students Enrolled: 364
Grade Levels: K-12
Type: Home School
State Board of Education Approval: March 20, 2003
Date Charter Expires: June 30, 2013

Mission: Frontier Charter School is a resource for curriculum, technology and community. Frontier serves full-time home schooling families in the Anchorage School District who are pursuing academic excellence.

Purpose: Frontier's program philosophy states: One of the primary reasons parents choose to home-school their children is their belief that they can help each of their children achieve academic excellence. This belief stems from the fact that they are willing and able to give education top priority and that they can build an individualized education program that meets the needs of each child. Frontier Charter School provides qualified instructors and community resources including guidance to parents, books and supplies, online courses, one-on-one tutoring, distance learning courses, classes offered by local vendors, and access to facilities as necessary.

School District	**District Contact**	**Charter School Contact**
Carol Comeau, Superintendent Anchorage Schools Box 196614 Anchorage, AK 99519-6614 Phone: 742-4000 Fax: 742-4318	Connie Bensler, Liaison Anchorage Schools Box 196614 Anchorage, AK 99519-6614 Phone: 742-4322 Fax: 742-4318	Tim Scott 400 W. Northern Lights Blvd. Suite # 9 Anchorage, AK 99503 Phone: 742-1180 Fax: 742-1188

Website:
http://www.frontierk12.org/

Highland Tech High

Students Enrolled: 272
Grade Levels: 7-12
Type: Technical
State Board of Education Approval: March 20, 2003
Date Charter Expires: August 31, 2013

Mission: To equip our students with the academic, social, and technical skills to excel in today's world and contribute positively to our society and the future.

Purpose: Highland Tech High was developed for students in grades 7 through 12 interested in an alternative educational environment that combines interdisciplinary, real world, project-based learning with rigorous academic expectations. The program focuses on four key principles: individualization, project-based studies, comprehensive assessments, and community immersion. Students will meet district and state standards, as well as those incorporated in the HTH curriculum.

School District	**District Contact**	**Charter School Contact**
Carol Comeau, Superintendent Anchorage Schools Box 196614 Anchorage, AK 99519-6614 Phone: 742-4000 Fax: 742-4318	Connie Bensler, Liaison Anchorage Schools Box 196614 Anchorage, AK 99519-6614 Phone: 742-4322 Fax: 742-4318	Mark Standley 5530 E. Northern Lights Blvd. Anchorage, AK 99504 Phone: 742-1700 Fax: 742-1711

Website:
http://www.highlandtech.org/

Kaleidoscope School of Arts & Sciences

Students Enrolled: 159
Grade Levels: K-4
Type: Arts/Science
State Board of Education Approval: March 16, 2004
Date Charter Expires: December 4, 2018

Mission: "Kaleidoscope School of Arts & Sciences is a public elementary charter school that develops student academic and life skills through the integrated study of arts and sciences. Like all Alaskan charter schools, the KSAS offers a free, public, and unique choice within the Kenai Peninsula Borough School District system for innovative instruction focusing on student achievement, creative problem solving, life-long learning, and parent involvement. We have chosen the name Kaleidoscope as the image reflects what we want to accomplish: to use multiple 'lenses' to create new patterns of understanding."

Purpose: KSAS combines current magnum classroom concepts from Sears Elementary by centering all lessons on science and the arts, using the philosophy that students learn best through hands-on practice.

School District	*District Contact*	*Charter School Contact*
Donna Peterson, Superintendent Kenai Peninsula Schools 148 N. Binkley Street Soldotna, AK 99669 Phone: 714-8888 Fax: 262-9645	Dave Jones, Asst. Superintendent Kenai Peninsula Schools 148 N. Binkley Street Soldotna, AK 99669 Phone: 714-8888 Fax: 262-5867	Mick Wykis 549 N. Forest Dr. Kenai, AK 99611 Phone: 283-0804 Fax: 283-3786

Website:
https://www.edline.net/pages/Kaleidoscope

Juneau Community Charter School

Students Enrolled: 68
Grade Levels: K-6
Type: Arts/Music
State Board of Education Approval: April 28, 1997
Date Charter Expires: July 1, 2016

Mission: The Juneau Community Charter School provides a balanced education using developmentally appropriate techniques, which tap into the child's need to explore and create in all fields of learning. Our strong connection with parent and community resources gives students diverse perspectives and unique learning opportunities.

Purpose: The Juneau Community Charter School's core identity includes a structure consisting of multi-age classrooms and an overall small school size; teaching methods which address the whole child, are arts-integrated and use constructivist methods and curricula; a cooperative school model in which parental involvement and engagement is paramount; frequent interaction with individuals and institutions in the larger Juneau community; long-term relationships of students, staff and families; and a high degree of teacher autonomy.

School District	**District Contact**	**Charter School Contacts**
Peggy Cowan, Superintendent Juneau City Schools 10014 Crazy Horse Drive Juneau, AK 99801 Phone: 523-1701 Fax: 523-1708	Laury Scandling, Asst. Superintendent Juneau City Schools 10014 Crazy Horse Drive Juneau, AK 99801 Phone: 523-1703 Fax: 523-1709	Marjorie Hamburger, Site Manager 430 Fourth Street Juneau, AK 99801 Phone: 586-2526 Fax: 586-3543

Website
http://www.jsd.k12.ak.us/jccs/

Ketchikan Charter School

Students Enrolled: 175
Grade Levels: K-8
Type: Core Knowledge
State Board of Education Approval: April 28, 1997
Date Charter Expires: July 1, 2012

Mission: Through the cooperation of parents, teachers, and students, Ketchikan Charter School creates a learning environment that fosters growth of character, high academic achievement, and the love of learning, resulting in responsible, productive citizens.

Purpose: The Ketchikan Charter School Committee sees a need to offer parents another choice in educating their children in this District. A structured and more challenging curriculum that includes specific and sequential content, skills, and knowledge is wanted and needed. Regular assessment and early remediation must be available. The Charter School Law enables students, parents, teachers and administrators to accept responsibility for the education of children.

School District	**District Contact**	**Charter School Contact**
Robert Boyle, Superintendent Ketchikan Gateway Schools 2417 Tongass Ave #223 Ketchikan, AK 99901 Phone: 247-2109 Fax: 247-3820	Robert Boyle, Superintendent Ketchikan Gateway Schools 2417 Tongass Ave #223 Ketchikan, AK 99901 Phone: 247-2109 Fax: 247-3820	Harry Martin 410 Schoenbar Road Ketchikan, AK 99901 Phone: 225-8568 Fax: 247-8568

Website:
http://kcs.kgbsd.org

Midnight Sun Family Learning Center

Students Enrolled: 162
Grade Levels: K-8
Type: Technology/Citizenship
State Board of Education Approval: April 28, 1997
Date Charter Expires: July 1, 2015

Mission: Through a cooperative network of parents, teachers, and community members, Midnight Sun Family Learning Center will provide a safe, nurturing, family-oriented, multi-age learning environment supporting a highly rigorous academic program for higher education preparation with high standards of responsible citizenship. Current technology is incorporated in all aspects of the students' education. Midnight Sun Family Learning Center promotes academic excellence, character development, and educational enthusiasm resulting in responsible, productive citizens.

Purpose: Midnight Sun Family Learning Center was created and shaped by a small nucleus of like-minded parents, teachers, and community members interested in a family-oriented, character-developing, highly rigorous academic education as well as concern for the future of their own and community children. It is an expectation that all students will have high achievement, for each has great potential. Technology is an integral part of the curriculum as it will be an integral part of every child's future.

School District	**District Contact**	**Charter School Contact**
George Troxel, Superintendent Matanuska-Susitna Borough Schools 501 N. Gulkana Palmer, AK 99645 Phone: 746-9255 Fax: 761-4076	John Weetman, Liaison Matanuska-Susitna Borough Schools 501 N. Gulkana Palmer, AK 99645 Phone: 746-9212 Fax: 746-9292	Jeanne Troshynski 7362 W. Parks Hwy. Box 714 Wasilla, AK 99654-9132 Phone: 357-3733 Fax: 373-6786

Website:
http://www.midnightsunschool.com

Rilke Schule German School of Arts and Sciences

Students Enrolled: 220
Grade Levels: k-8
Type: German Immersion, Arts/Science
State Board of Education Approval: March 28, 2007
Date Charter Expires: August 31, 2010

Mission: The mission of the of the Rilke Schule- German School of Arts and Sciences is to provide an outstanding education focused on high academic achievement by engaging each child through enriched language curriculum taught primary in German.

Purpose: Our teaching focus is on language, arts, music, math and sciences, fostering creative expression though drama, arts, music and sports. With the support of parents and the extended family, our school creates a community which is immersed in the German culture and promotes international awareness. Our school nurtures a child's natural curiosity, cultivating life long learning.

School District	**District Contact**	**Charter School Contact**
Carol Comeau, Superintendent Anchorage Schools Box 196614 Anchorage, AK 99519-6614 Phone: 742-4000 Fax: 742-4318	Connie Bensler, Liaison Anchorage Schools Box 196614 Anchorage, AK 99519-6614 Phone: 742-4322 Fax: 742-4318	Chrystal Wrabetz 650 W. International Airport Rd. Anchorage, AK 99518 Phone: 742-7455 Fax: 742-7456

Website:
http://rilkeschule.org/

Soldotna Montessori Charter School

Students Enrolled: 161
Grade Levels: K-6
Type: Montessori
State Board of Education Approval: November 30, 2006
Date Charter Expires: June 30, 2012

Mission: Soldotna Montessori will treat each child with respect in a nurturing, supportive, academic environment. The school is setting a high level of expectation for the quality of work and will give each child the opportunity to explore and discover on their own. They expect each child to become a self-confident life long learner.

Purpose: The focal points of the Soldotna Montessori School are to: create a prepared environment in which each child is able to develop self discipline and individual strengths; to develop the child's ability to work individually or with a group to solve problems; to accept the unique nature of each child; to encourage the child to learn to live and work responsibly within the classroom, school, and community; to promote and support parental involvement; and to help each child develop responsible attitudes toward self, others and the environment and to become a socially conscious individual.

School District	**District Contact**	**Charter School Contact**
Donna Peterson, Superintendent Kenai Peninsula Schools 148 N. Binkley Street Soldotna, AK 99669 Phone: 714-8888 Fax: 262-9645	Dave Jones, Asst. Superintendent Kenai Peninsula Schools 148 N. Binkley Street Soldotna, AK 99669 Phone: 714-8888 Fax: 262-9645	Mo Sanders Soldotna Elementary School 162 E. Park Avenue Soldotna, AK 99669 Phone: 260-9221 Fax: 260-9032

Website:
https://www.edline.net/pages/Soldotna_Montessori

Star of the North Secondary School

Students Enrolled: 207
Grade Levels: 7-12
Type: Conversion/At-Risk
State Board of Education Approval: March 16, 2004
Date Charter Expires: March 16, 2014

Mission: To positively intervene on the behalf of young people at risk for not earning a high school diploma.... and provide a wider base for alternative education in the Fairbanks North Star Borough School District.

Purpose: "The Career Education Center (CEC) and the North Pole Leadership Academy (NPLA) are currently successfully serving the needs of 150 FNSBSD students for whom the traditional high school model has failed. Star of the North Secondary School views creating a Charter and gaining the fiscal autonomy allowable under such a contract as a sensible way to guarantee that the needs of our students at most risk for school failure will be addressed. We will continue to work closely with the school district in order to help disengaged students recover their dreams of earning a high school diploma."

School District	**District Contact**	**Charter School Contact**
Nancy Wagner, Superintendent Fairbanks North Star Borough Schools 520 5th Avenue Fairbanks, AK 99701-4756 Phone: 452-2000 Fax: 451-0541	Nancy Wagner, Superintendent Fairbanks North Star Borough Schools 520 5th Avenue Fairbanks, AK 99701-4756 Phone: 452-2000 Fax: 451-0541	Annemarie Keep-Barnes 2945 Monk Court North Pole, AK 99705 Phone: 490-9025 Fax: 490-9021

Website:
http://www.northstar.k12.ak.us/schools/son/snss.html#

Tongass School of Arts & Sciences

Students Enrolled: 152
Grade Levels: K-6
Type: Arts/Science
State Board of Education Approval: March 20, 2003
Date Charter Expires: August 31, 2011

Mission: To provide an educational experience for students that includes real-life and real-world experiences and builds on themes related to the arts and sciences; creates an educational environment that provides positive relationships within the classroom; and develops respect and appreciation for the diversity of people, cultures, ideas and perspectives.

Purpose: A meaningful education includes an instructional program that develops a foundation of skills and knowledge and provides students, according the their developmental levels, the freedom to ask important questions and to seek answers; to analyze, investigate, and synthesize information and to develop independent opinions and conclusions through inquiry, dialogue, and reflection.

School District	**District Contact**	**Charter School Contact**
Robert Boyle, Superintendent Ketchikan Gateway Schools 333 Schoenbar Road Ketchikan, AK 99901 Phone: 225-2118 Fax: 225-2356	Robert Boyle, Superintendent Ketchikan Gateway Schools 333 Schoenbar Road Ketchikan, AK 99901 Phone: 225-2118 Fax: 225-2356	Janet Johnson 410 Schoenbar Road, Suite 202 Ketchikan, AK 99901-3309 Phone: 225-5720 Fax: 225-8822

Website:
http://www.tongassschool.org/

Twindly-Bridge Charter School

Students Enrolled: 214
Grade Levels: K-12
Type: Home School
State Board of Education Approval: March 11, 2005
Date Charter Expires: August 31, 2010

Mission: "...will provide a meaningful education and encourage a strong bond to develop between students, families, teachers, staff, our district, and our community. Students will develop a solid core of skills using creativity as they develop critical thinking skills." Our mission is to provide an instructional program that builds on students' interests. We believe that this approach promotes creativity and critical thinking.

Purpose: The school will stress the Multi-Intelligences Theory and Problem-Based Learning in a home school format. The educational approach of TBCS is to focus on the individual student and his/her own interests, weaknesses and strengths, completing independent study at home and in supplementary classes held in the school's classrooms and labs.

School District	**District Contact**	**Charter School Contact**
George Troxel, Superintendent Matanuska-Susitna Borough Schools 501 N. Gulkana Palmer, AK 99645 Phone: 746-9255 Fax: 761-4076	John Weetman, Liaison Matanuska-Susitna Borough Schools 501 N. Gulkana Palmer, AK 99645 Phone: 746-9212 Fax: 746-9292	Greg Miller 141 E. Seldon Rd. Wasilla, AK 99654 Phone: 376-6680 Fax: 376-6683

Website:
http://www.twindlybridge.us/

Winterberry Public School

Students Enrolled: 185
Grade Levels: K-8
Type: Waldorf

Mission: "Our mission is to nurture and promote the development of healthy, responsible, and creative human beings. We aim to enliven and support families in our local community. Specially trained teachers use developmentally attuned approaches and the arts to encourage academic achievement and creativity, social intelligence and ecological awareness."

Purpose: Winterberry School provides an innovative, standards-based education, enhancing the growth of student creativity and imagination through the arts. Our aim is to provide a holistic learning environment and demonstrate that all children are natural and inspired learners who can achieve. To do this, we will use the Whole Child Curriculum, based on the Waldorf educational philosophy.

School District	**District Contact**	**Charter School Contact**
Carol Comeau, Superintendent Anchorage Schools Box 196614 Anchorage, AK 99519-6614 Phone: 742-4000 Fax: 742-4318	Connie Bensler, Liaison Anchorage Schools Box 196614 Anchorage, AK 99519-6614 Phone: 742-4322 Fax: 742-4318	Shanna Mall 508 W. 2nd Ave. Anchorage AK 99501 Phone: 742-4980 Fax: 742-4985

Website:
http://www.winterberryschool.org/

3061

Funding — charter school

Neighborhood : school run by district

60,000 $ per year charter school

$200,000 per year

Introduction - Show a Bird - each pay $300,000 per year

1995 - Charter school legislation

Not using charter

Want to run charter schools cost effective.

- charter schools will get 3.96 as multiplier

Walter District will be a financial incentive

focus in revenue generation

→ late in session

- which district else to branch up and get funding from

quickest

By scope	**Magnet school** • Virtual school • K-12 Compulsory education • Comprehensive school • Vocational school • University-preparatory school
By name	Grammar school • High school • Secondary school • Middle school • Primary school • Elementary school • University-preparatory school • Vocational school • Gymnasium • College • University

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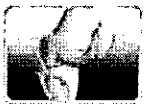
alternative school

Dictionary: alternative school

n.

A school that is nontraditional, especially in educational ideals, methods of teaching, or curriculum.


Arthritis
What is Arthritis? Learn about how to manage the aches and pains.
HealthiNation Play Video

5min Related Video: alternative school

Top

Children's Health Encyclopedia: Alternative School

Top

Definition

An alternative school is an educational setting designed to accommodate educational, behavioral, and/or medical needs of children and adolescents that cannot be adequately addressed in a traditional school environment.

Purpose

Charter schools as an option to Vouchers - stay in public system

Alternative schools - At a different times (for an overview)

All Advisory rather, by lottery

1-14 short Rs but No WT

1-18 Parent teacher Ratio at Firework

- No admissions but Superintendent should have given a what you want 7,000 - if like I studied
- Governed by an academic policy Committee (Super, assoc - Super)

A - Access to resources P C (Parents, Staff, at Community - Fireworks)

Local Contributions - frequently not going to charter schools at known Pursuit a Bright - Others Provides Facilities Chinook

Michael Fulton - Educator

19
3

506 total

2007	170	did not meet	AYP	3 years
2008	230?	did not meet	AYP	9 years

charter schools

Ak 2007 4/2 schools Awards 6 years charter schools
SPIP 2008 32 3 charter schools

SPIP 2 yrs in now → 2 charter schools Eagle River Mont

Ads
by
Google
School
Voucher
Motor
Magnet
School
Pictures
Free
Education

Answers.®

magnet school

Dictionary: magnet school

n.

A public school offering a specialized curriculum, often with high academic standards, to a student body representing a cross section of the community.

US-History-Encyclopedia: Magnet Schools

Top

Magnet Schools gained popularity in the 1970s, when the federal courts accepted such schools as a method of desegregation, as in *Morgan v. Kerrigan* (1976). They were proposed in an effort to make desegregated schools more attractive to parents, educators, and students. Magnet schools, the most widespread form of public school choice, are typically characterized by four qualities: a thematic curriculum (such as arts or technology) or unique method of instruction (such as Montessori); admission to facilitate voluntary desegregation; choice of school by families; and access to pupils beyond neighborhood attendance zones.

Magnet schools are typically established in urban school districts with large student enrollments (over 10,000). Fifty-three percent of large urban school districts include magnet school programs as part of their desegregation plans. More than half of all magnet programs are located in low socioeconomic districts. School districts establish admission processes for magnet schools because they usually have more students than spaces. Most districts use a lottery format, while others rely upon a first-come, first served arrangement. Magnet schools have been supported with considerable investments of resources to serve as incentives for parental choice. On average, expenditures per student are 10 percent higher in districts with magnets. Magnet schools are funded through state desegregation funds and grants through the federal Magnet Schools Assistance Program (MSAP).

Magnet schools have met with mixed success. They attract students of different racial and socioeconomic backgrounds with similar educational interests, provide unique sets of learning opportunities, encourage innovation, and promote academic gains for some students. Critics charge that magnets tend to select the most motivated and academically able students as well as the most innovative and effective teachers, lead to socioeconomic segregation because middle-class parents are more motivated and more informed regarding the availability of educational options and choices, and divert resources that should be used for systemwide improvements.

Bibliography

Eaton, Susan E., and Elizabeth Crutcher. "Magnets, Media, and Mirages." In *Dismantling Desegregation: The Quiet Reversal of "Brown v. Board of Education."* Edited by Gary Orfield and

1992 - 1st in U.S. in Memphis

1996 - Academy Mid-Sch
Charter - FBX

2009 - 24 schools (could 3 have failed)

Immersion -
Spanish -
Yupik -
German -
Ak Native charter
Effie Kokrine - Archive

- Mid Elementary

Core knowledge school - Use specific Programs - Academic
Montessori school - Connected w/ Fairbanks Mid Community
Waldorf -
Theme Immersion — Language, Kaleidescope, Firewheel
Research Abilities, Problem Solving

Magnet School - Kaleidescope (?)
↳ School w/in a school - Provide an alternative Program

	2007	2008
Not meeting AYP	1.7%	4.3%
AKSPIP	14.3%	9.4%

Charter Schools

Alaska Native Cultural Charter School

Alaska Native Cultural Charter School opens Fall 2008

The Alaska Native Cultural Charter School will open in August 2008. The school is open to students in kindergarten through sixth grade and offers a curriculum focused on Alaska Native cultures and lifestyles including elders, native languages, and many cultural activities.

For more information, contact Principal **Tim Godfrey** at 907-575-6195
or Elizabeth Hancock at 907-575-6206
www.asdk12.org/schools/anccs/pages/

The temporary location for the ANCCS will be:
Muldoon Community Assembly
7041 DeBarr Road
Anchorage, AK 99504

General Information

- **Charter School Directory** - PDF
- **FAQs** - PDF
- **Becoming a Charter School** - PDF

Charter School Application

- **Application #05-01-027** - MS Word
- **Rating Template** - PDF
- **Reapplication** - PDF

Grants & Forms

- **Monitoring Form** - PDF

Charter School Resources

Alaska Statutes on Charter Schools
AS 14.03.250 - AS 14.03.290

Alaska Administrative Code for Charter Schools
4 AAC 33.110

Title V, Part B - Non-Regulatory Guidance - MS Word

The Impact of the New Title I Requirements on Charter Schools Non-Regulatory Guidance - PDF

U.S. Charter Schools

Contact Information

Alaska Department of Education & Early Development
Charter Schools Program
ATTN: Julie Morris, Program Manager
801 West 10th Street, Suite 200
P.O. Box 110500
Juneau, Alaska 99811-0500

Telephone: (907) 465-8689
Fax: (907) 465-2713

Charter School Statutes: AS 14.03.250 – 14.03.290

Article 02. CHARTER SCHOOLS

Sec. 14.03.250. Establishment of charter schools.

(a) A charter school may be established as provided under AS 14.03.250 - 14.03.290 upon the approval of the local school board and the state Board of Education and Early Development of an application for a charter school. The state Board of Education and Early Development may not approve more than 60 charter schools to operate in the state at any one time.

(b) A local school board shall prescribe an application procedure for the establishment of a charter school in that school district. The application procedure must include provisions for an academic policy committee consisting of parents of students attending the school, teachers, and school employees and a proposed form for a contract between a charter school and the local school board, setting out the contract elements required under AS 14.03.255 (c).

(c) A local school board shall forward to the state Board of Education and Early Development applications for a charter school that have been approved or denied by the local board.

Sec. 14.03.255. Organization and operation of a charter school.

(a) A charter school operates as a school in the local school district except that the charter school (1) is exempt from the local school district's textbook, program, curriculum, and scheduling requirements; (2) is exempt from AS 14.14.130 (c); the principal of the charter school shall be selected by the academic policy committee and shall select, appoint, or otherwise supervise employees of the charter school; and (3) operates under the charter school's annual program budget as set out in the contract between the local school board and the charter school under (c) of this section. A local school board may exempt a charter school from other local school district requirements if the exemption is set out in the contract. A charter school is subject to secondary school competency testing as provided in AS 14.03.075 and other competency tests required by the department.

(b) A charter school shall

(1) keep financial records of the charter school;

(2) oversee the operation of the charter school to ensure that the terms of the contract required by (c) of this section are being met;

(3) meet regularly with parents and with teachers of the charter school to review, evaluate, and improve operations of the charter school; and

(4) meet with the academic policy committee at least once each year to monitor progress in achieving the committee's policies and goals.

(c) A charter school shall operate under a contract between the charter school and the local school board. A contract must contain the following provisions:

(1) a description of the educational program;

(2) specific levels of achievement for the education program;

(3) admission policies and procedures;

(4) administrative policies;

(5) a statement of the charter school's funding allocation from the local school board and costs assignable to the charter school program budget;

(6) the method by which the charter school will account for receipts and expenditures;

(7) the location and description of the facility;

(8) the name of the teacher, or teachers, who, by agreement between the charter school and the teacher, will teach in the charter school;

(9) the teacher-to-student ratio;

(10) the number of students served;

(11) the term of the contract, not to exceed a term of 10 years;

(12) a termination clause providing that the contract may be terminated by the local school board for the failure of the charter school to meet educational achievement goals or fiscal management standards, or for other good cause;

(13) a statement that the charter school will comply with all state and federal requirements for receipt and use of public money;

(14) other requirements or exemptions agreed upon by the charter school and the local school board.

(d) A charter school may be operated in an existing school district facility or in a facility within the school district that is not currently being used as a public school, if the chief school administrator determines the facility meets requirements for health and safety applicable to public buildings or other public schools in the district.

Sec. 14.03.260. Funding for charter school.

(a) A local school board shall provide an approved charter school with an annual program budget. The budget shall be not less than the amount generated by the students enrolled in the charter school less administrative costs retained by the local school district, determined by applying the indirect cost rate approved by the Department of Education and Early Development. The "amount generated by students enrolled in the charter school" is to be determined in the same manner as it would be for a student enrolled in another public school in that school district.

(b) The program budget of a charter school is to be used for operating expenses of the educational program of the charter school, including purchasing textbooks, classroom materials, and instructional aids.

(c) The charter school shall provide the financial and accounting information requested by the local school board or the Department of Education and Early Development and shall cooperate with the local school district or the department in complying with the requirements of AS 14.17.910 .

(d) The expenses of housing nonresident students who attend the charter school, including room, board, and other reasonable housing expenses, may not be paid for with state money but may be paid for with funds contributed by sources other than the state.

Sec. 14.03.263. Charter school grant program. [Repealed, Sec. 1 ch 100 SLA 2003].

Repealed or Renumbered

Sec. 14.03.265. Admission.

(a) The program of a charter school may be designed to serve

(1) students within an age group or grade level;

(2) students who will benefit from a particular teaching method or curriculum; or

(3) nonresident students, including providing domiciliary services for students who need those services, if approved by the board.

(b) A charter school shall enroll all eligible students who submit a timely application, unless the number of those applications exceeds the capacity of the program, class, grade level, or building. In the event of an excess of those applications, the charter school and the local school board shall attempt to accommodate all of those applicants by considering providing additional classroom space and assigning additional teachers from the district to the charter school. If it is not possible to accommodate all eligible students who submit a timely application, students shall be accepted by random drawing. A school board may not require a student to attend a charter school.

(c) In addition to other requirements of law, a charter school shall be nonsectarian.

Sec. 14.03.270. Teacher or employee transfers, evaluations, and negotiated agreements.

(a) A teacher or employee may not be assigned to a charter school unless the teacher or employee consents to the assignment.

(b) All provisions of an existing negotiated agreement or collective bargaining agreement applicable to a teacher or employee of a district apply to that teacher or employee if employed at a charter school in that district, unless the district and the bargaining unit representing the teacher or employee agree to an exemption.

(c) A teacher in a charter school shall be evaluated in an equivalent manner as all other teachers in the district, except that if there is no administrator assigned to the charter school, the local school board, with the agreement of the charter school, shall designate a school district administrator in that district to evaluate a teacher in a charter school.

Sec. 14.03.275. Contracts; duration.

A contract for a charter school may be for a term of no more than 10 years.

Sec. 14.03.280. Regulations.

The state Board of Education and Early Development may adopt regulations under AS 44.62 (Administrative Procedure Act) necessary to implement AS 14.03.250 - 14.03.290.

Sec. 14.03.290. Definitions.

In AS 14.03.250 - 14.03.290,

(1) "academic policy committee" means the group designated to supervise the academic operation of a charter school and to ensure the fulfillment of the mission of a charter school;

(2) "charter school" means a school established under AS 14.03.250 - 14.03.290 that operates within a public school district;

(3) "local school board" means a borough or city school board or a school board of a regional educational attendance area;

(4) "parent" means a biological, adoptive, or foster parent, or an adult who acts as guardian of a child and makes decisions related to the child's safety, education, and welfare;

(5) "teacher" means a person who serves a school district in a teaching, counseling, or administrative capacity and is required to be certificated in order to hold the position.

	2007	2008
Not meeting AYP	1.7%	4.3%
AKSPIP	14.3%	9.4%

CS FOR SENATE BILL NO. 57(FIN)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SIXTH LEGISLATURE - FIRST SESSION

BY THE SENATE FINANCE COMMITTEE

Offered: 4/1/09
Referred: Rules

Sponsor(s): SENATORS THOMAS, Elton, Stevens, Davis

A BILL

FOR AN ACT ENTITLED

"An Act relating to charter and alternative school funding."

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

*** Section 1.** AS 14.17.450 is amended by adding new subsections to read:

(c) Except as provided in (d) of this section, if the student count in a charter school is less than 150, the adjusted student count for the school shall be calculated by multiplying the student count by the student rate for a school that has a student count of 400.

(d) If a charter school has a student count of more than 120 but less than 150 for the current year and is in the first year of operation or had a student count of 150 or more in the previous year of operation,

(1) the adjusted student count for the school shall be calculated by multiplying the student count by 95 percent of the student rate for a school that has a student count of 150; and

(2) not later than February 15, the charter school shall submit for approval of the governing board of the district a plan for the following school year that

includes a statement about whether the school will continue to operate if the student count remains the same that year and, if so, a projection of the funding anticipated from the state and other sources, a proposed budget, and a description of anticipated changes to the school staff, program, and curriculum; if the school intends to close if the student count remains the same the following year, the plan must describe transfer plans for students, staff, facilities, and materials.

(e) If an alternative school has a student count of more than 120 but less than 175 for the current year and is in the first year of operation, or had a student count of 175 or more in the previous year of operation, the adjusted student count for the school shall be calculated by multiplying the student count by 95 percent of the student rate for a school that has a student count of 175.

(f) In (c) - (e) of this section, "student rate" is calculated by adding the base and the multiplier provided under (a) of this section and dividing the sum by the student count.

*** Sec. 2.** AS 14.17.905 is amended to read:

Sec. 14.17.905. Facilities constituting a school. (a) For purposes of this chapter, the determination of the number of schools in a district is subject to the following:

(1) a community with an ADM of at least 10, but not more than 100, shall be counted as one school;

(2) a community with an ADM of at least 101, but not more than 425, shall be counted as

(A) one elementary school, which includes those students in grades kindergarten through six; and

(B) one secondary school, which includes students in grades seven through 12;

(3) in a community with an ADM of greater than 425, each facility that is administered as a separate school shall be counted as one school, except that each alternative school with an ADM of less than **175** [200] shall be counted as a part of the school in the district with the highest ADM.

(b) Notwithstanding (a)(3) of this section **and for purposes other than**

calculations under AS 14.17.450, a charter school shall be counted as a separate school if the charter school has an ADM of at least 150 students.

ALASKA STATE LEGISLATURE

SENATOR JOE THOMAS

Sectional Analysis
SB 57

Section 1

Subsection (c) states that charter schools with fewer than 150 students will have their student count adjusted by the same per-student rate as neighborhood schools with 400 students.

Under the school size factor statute, AS 14.17.450(a), the per-student rate of adjustment for 400-student neighborhood schools is 1.18, which means their student enrollment is multiplied by 1.18 to determine their "adjusted student count." The adjusted student count is the basis for the calculation of state funding provided to school districts.

Subsection (d) is an exception to subsection (c) for charter schools that are either in their first year of operation or had more than 150 students the previous year. It grants these charter schools a one-year hold-harmless period, during which they will receive 95% of the per-student rate of neighborhood schools with 150 students.

Under the school size factor statute, the per-student rate of adjustment for 150-student neighborhood schools is 1.45, and 95% of that rate is 1.38. Charter schools in the hold-harmless year will have their enrollment multiplied by 1.38 to determine their adjusted student count.

Subsection (d) requires charter schools that are in the hold-harmless year to submit a plan for the following year to their local school board. The plan must describe what will happen the following year if the school again has fewer than 150 students and no longer qualifies for the hold-harmless provision.

Subsection (e) defines the term "student rate." The student rate is the base plus the multiplier under AS 14.17.450(a) divided by the student count.

Section 2:

This is a technical amendment creating the exception from the existing requirement that charter schools have at least 150 students to have their own adjusted student count calculation. Without this amendment, the Department of Education would continue to calculate school funding as if the students at charter schools under 150 attended the largest school in their district.

January – May: State Capitol – Juneau, Alaska 99801 – (907) 465-2327 – 1 (800) 336-7383 – Fax (907) 465-5241
June – December: 1292 Sadler Way Ste 203 – Fairbanks, Alaska 99701 – (907) 456-8161 – Fax (907) 456-8163
Senator.Joe.Thomas@legis.state.ak.us

ALASKA STATE LEGISLATURE

SENATOR JOE THOMAS

Sponsor Statement
SB 57

SB 57 corrects a flaw in the school funding law as it applies to charter schools with fewer than 150 students. Current law results in these charter schools receiving 30% to 45% less state funding than neighborhood schools of their same size. SB 57 funds these charter schools at a per-child rate closer to that of average, urban elementary schools.

Charter schools are public schools that provide valuable education options to Alaska families. They increase learning opportunities and encourage parent and community involvement in our schools. Charter schools are designed and managed by parent-elected boards, under contract with their local school district. In 1995, the legislature passed Alaska's initial charter school law, authorizing local school districts to approve charter schools in their communities. However, the funding system has limited communities' ability to use the law to create and sustain these innovative programs.

SB 57 solves the funding problem in an equitable, fiscally responsible manner. It will support our schools and districts as they carry out the legislature's intent in creating the charter school law.

<u>The Current Funding System</u>

The root of the problem is the way the foundation formula calculates the "adjusted student count" for charter schools versus neighborhood schools.

The adjusted student count is the basis of state funding for all schools in Alaska. The funding a school district receives is calculated by multiplying the adjusted student count by the district cost factor, the special needs factor and, finally, by the dollar amount in the base student allocation.

The adjusted student count is determined by the school size formula in AS 14.17.450. The formula recognizes that economies-of-scale make it less expensive to operate a large school than a small school. Therefore, the enrollment of small schools is increased by a factor much higher than the adjustment for large schools. For example, the enrollment of a school with 75 students is adjusted to 123, a school with 400 students is adjusted to 472, and a school with 1,000 students is adjusted to 1,004.

Charter schools with an enrollment of less than 150 students are not treated as separate schools for the purpose of the adjusted student count calculation. Instead, the Department of Education adds

the charter students to the students attending the largest school in their district, and calculates the adjusted student count for the combined enrollment. This system makes the adjusted student count of the charter schools lower than their actual enrollment, while almost all other schools are adjusted upwards.

The Consequences

The impact of this system on charter schools is shown in the attached graph. The consequences include:

1. School districts can be penalized for allowing school choice.
The adjusted student count calculation for charter schools with fewer than 150 students can result in districts receiving less state funding than they would if their charter school students attended their neighborhood schools. The state will spend more if these charter schools close.

2. The law provides an inadequate amount of money for charter schools with fewer than 150 students to survive. Charter schools with fewer than 150 students in Anchorage, Fairbanks and Juneau have a count adjustment of .84, which is lower than even the largest high schools in those communities, and is close to the .80 rate the state provides to correspondence programs that do not have to pay for school buildings and teachers.

3. There is a dramatic decrease in funding when a charter school's enrollment drops from 150 students to 149. The loss of that one student costs a school district $500,000 - $700,000. The unanticipated funding cut occurs in November, when it is too late to significantly reduce costs. In the past five years, this has happened to the Anchorage School District, the Fairbanks North Star Borough School District and the Lower Kuskokwim School District.

The Solution

SB 57 states that charter schools with fewer than 150 students will have their student count adjusted by the same per-student rate as neighborhood schools with 400 students. Under the school size factor statute, the per-student rate of adjustment for 400-student neighborhood schools is 1.18.

SB 57 also contains a one-year, hold-harmless provision for charter schools that are either in their first year of operation or had more than 150 students the previous year. These schools will receive 95% of the per-student rate of neighborhood schools with 150 students. Under the school size factor statute, the per-student rate of adjustment for 150-student neighborhood schools is 1.45, and 95% of that rate is 1.38.

Finally, SB 57 requires charter schools that are in the hold-harmless year to submit a plan for the following year to their local school board. The plan must describe what will happen the following year if the school again has fewer than 150 students and no longer qualifies for the hold-harmless provision.

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June – December: 1292 Sadler Way Ste 203 – Fairbanks, Alaska 99701 – (907) 456-8161 – Fax (907) 456-8163
Senator.Joe.Thomas@legis.state.ak.us

Senator Joe Thomas
February 18, 2009

Charter School Funding: Senate Bill 57

- This legislation is about supporting school choice and doing away with the charter school penalty.

- The existing school funding law results in charter schools that enroll fewer than 150 students receiving 30% to 45% less state funding than neighborhood schools of their same size.

- There is a dramatic decrease in funding ($500,000 - $700,000 loss) when a charter school's enrollment drops from 150 students to 149, which creates a financial crisis for both the school and its host district.

- The root of the problem is the way the foundation formula calculates the "adjusted student count" for charter schools versus neighborhood schools. Almost all schools have their enrollment adjusted upward by a formula in the state education law.

- The BSA is not really the amount we fund districts to educate kids. The true funding per student is much higher due to the enrollment adjustment – except at charter schools that have fewer than 150 students.

- Charter schools with an enrollment of fewer than 150 students do not have their enrollment adjusted upward like other schools. Instead, their enrollment is adjusted downward. This provides too little money for these charter schools to survive.

- Senate Bill 57 fixes the funding problem in an equitable, fiscally responsible manner.

- SB 57 funds charter schools with fewer than 150 students at the same per-student rate as neighborhood schools with 400 students. This requires charter schools to be significantly more efficient than other schools, but it is a manageable funding level.

- SB 57 also contains a one-year, hold-harmless provision for charter schools that are either in their first year of operation or had more than 150 students the previous year. This provision reduces the financial harm to their districts from the unexpected decrease in their student count adjustment.

- SB 57 is supported by the Alaska Association of School Boards, and many superintendents have testified in support. The bill has been co-sponsored by Senators Thomas, Stevens, Elton, and Davis. In addition, Senators Olson and Huggins voted "do pass" in the Senate Education Committee.

Cost of SB 57:

- The fiscal note for SB 57 is $714,000.

- However, the predictable, ongoing cost to the state will be $365,000, because that is the impact of SB 57 on the three schools that consistently have fewer than 150 students.

  The fiscal note anticipates a fourth school, Effie Kokrine, enrolling fewer than 150 students in FY10. Although Effie Kokrine had an average of 140 students during the October, 2008 count period, the school was above 150 last year and has 150 students today. Effie Kokrine is working to maintain its150 student enrollment during the 2009 count period, which would remove that school from the effects of the bill.

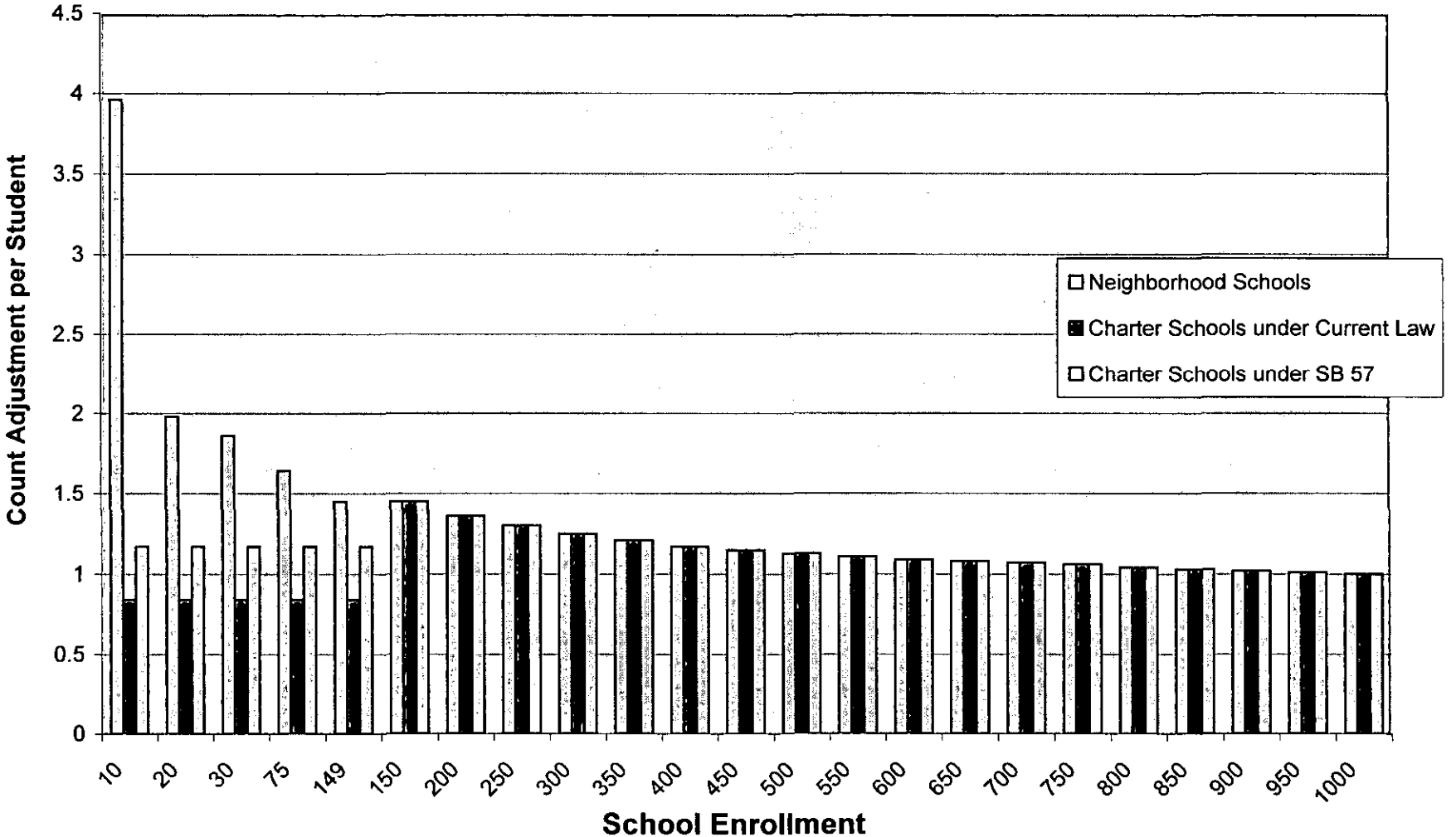
- $714,000 is less than one thousandth of the $1 billion the state spends on schools, and is well within the margin of error when we predict how much to appropriate each year. SB 57 will change state education expenditures by .000714 or less.

- SB 57 does not create a new program; it simply corrects an error in the current law which results in under-funding a few schools and penalizing districts for allowing school choice.

- SB 57 is a compromise. Affected charter schools will still receive significantly less money per student than neighborhood schools of the same size. However, the funding gap between charter and neighborhood schools will be smaller, and the new funding level will be sufficient for these charter schools to survive.

Adjusted Student Count for Charter Schools vs. Neighborhood Schools

The adjusted student count of each school is the basis of state funding. The number of students enrolled in a school is increased or decreased according to the formula in AS 14.17.450, to determine the school's adjusted student count. That adjusted student count is then multiplied by the district cost factor, the special needs factor and, finally, by the base student allocation to determine the amount of funding.



* This chart assumes that a charter school with fewer than 150 students has a student count adjustment of .84 under current law, because it is located in a district that contains a school with over 750 students, such as Anchorage, Fairbanks, Mat-Su or Juneau. A charter school in a community such as Kenai, Bethel, Ketchikan or Nome would have a student count adjustment of .92 or .97.

FISCAL NOTE

STATE OF ALASKA
2008 LEGISLATIVE SESSION

Fiscal Note Number:
Bill Version: **SB152**
() Publish Date:

Identifier (file name): **SB 152: SB152-EED-ESS-03-21-08**
Title: An Act relating to charter school funding.
Sponsor: Senator Thomas
Requester: Senate Finance

Dept. Affected: Education & Early Development
RDU: K-12 Support
Component: Foundation Program
Component Number: 141

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2009**	**FY 2009**	**FY 2010**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**
Personal Services							
Travel							
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims	648.8	0.0	0.0	0.0	0.0	0.0	0.0
Miscellaneous							
TOTAL OPERATING	**648.8**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES ( )							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	648.8	0.0	0.0	0.0	0.0	0.0	0.0
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**648.8**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

Estimate of any current year (FY2008) cost:

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*
Charter Schools with an average daily membership [ADM] of less than 150 will have the school size adjustment calculated by multiplying the ADM by 1.27.

The GF capitalizes on the Public Education Fund (PEF). **BASED ON FY09 PROJECTED ADM**

Prepared by: Eddy Jeans, Director — Phone 465-8679
Division: School Finance — Date/Time 3/21/08 12:00 AM
Approved by: Barbara Thompson, Interim Commissioner — Date 3/21/2008
Education & Early Development

(Revised 10/05/2008 OMB)

Department of Education & Early Development
Prepared 3/21/08
SB 152 Charter School Funding

Prepared by School Finance

District	Charter School	Average Daily Membership	FY09 Projection Funding	FY09 Independently Funded x 1.27	Difference
Juneau	Juneau Community Charter School	65.00	355,327	537,172	**181,845**
Kenai	Fireweed Academy Charter (Homer)	128.00	721,445	1,056,860	**335,415**
Nome	Anvil City Science Academy	44.00	345,721	477,222	**131,501**
				TOTAL	**648,761**

* Includes State Aid and Quality Schools

2/23/09 OVERVIEW: GOV'S PRE-K BUDGET PROPOSAL

22 January 2009

To: Paul Seaton
Louie Flora

I am writing to you as a professional in the Early Childhood field, as well as a parent of a soon-to-be-three-year-old who attends a home childcare facility. I have been teaching preschool and toddlers in the Kenai area for years, and am proud that my son is able to get the private care that is best for him. I am aware of impending changes in the education required of childcare professionals, and I am absolutely on-board with that decision. However, I feel that this community, and all the communities on the Kenai Peninsula, need the funding to help with these education requirements.

I feel that the money available for early childhood should be spent in the private sector. There are many local childcare facilities that provide quality services to the youth in the community. Those facilities should recieve money, to continue providing the quality that the children deserve.

I am asking that you seriously consider where you place early childhood funds. Please consider distributing the money among the private sector, so we can continue to provide quality care for our children!

Thank You,

Michelle Seaman
335-0531

Louie Flora

From: tombearup@cox.net
Sent: Tuesday, February 24, 2009 9:48 AM
To: Louie Flora
Subject: Fwd: FW: my example letter-Can you forward this letter to the needed sorces my computer will not let me :)

Sensitivity: Confidential

Louie,

I received this letter and the writer was not able to send it to directly so she asked me to forward it to you.

Please keep us posted as to what is going on.

Thanks again for your help.

Tom

--
Thomas R. and Adele M. Bearup

The information contained in this communication is confidential, is intended only for the use of the recipient named above, and may be legally privileged.

If the reader of this message is not the intended recipient, you are hereby notified that any dissemination, distribution or copying of this communication is strictly prohibited.

If you have received this communication in error, please resend this communication to the sender and delete the original message or any copy of it from your computer system.

Thank You.

==========
From: Ka Cu <katie.2.u@hotmail.com>
To: Adell The ark <tombearup@cox.net>, bret reid
<freelanceadventurer@yahoo.com>, jeremy <jhotboy2@hotmail.com>
Subject: FW: my example letter-Can you forward this letter to the needed sorces my computer will not let me :)
Date: Tue, 24 Feb 2009 07:31:03 -0700

Dear Mr. Paul Seaton,

I'm writing to express my concern over recent law changes introduced to local child care providers at a meeting held by the Childcare Division of the Department of Education (CCPO). The new requirements appear as a push to place childcare preschool programs to the local school districts.

A new representative for CCPO, whose responsibilities are to be an advocacy and represent

providers "to the people and for the people," acted not as an advocate or representative for us, but rather threatened our livelihood by suggesting that if we did not unite as individual business owners we would "lose our funding."

We "Early Childhood Professionals" were surprised by the information presented and the apparent lack of resources or remedy for us. Our state-appointed advocate delivered dismal news: without acquiring teaching education for our current employees, our preschoolers would be incorporated into the local school system for their preschool needs. The reality for us is that our facilities may not continue to operate without the pre-school programs that we offer to the public.

The new education requirements call for "Teaching Education" for current staff or replacement of current staff, placing centers in the position of having unanticipated financial and resource burdens to meet the new department standard. Educated teachers would require higher salaries than child care providers, and the possibility of assistance in meeting these new requirements was not addressed at the meeting. The potential cost for hiring teachers or educating staff beyond the 75% the child care connection may or may not fund, is not guarantee enough for a business to undertake the burden to fulfill these requirements if they will be closed base on the non-compliance of its competitors.

At the meeting, CCPO gave Seward as an example of a city that could not meet the burden of the new requirements. The real effect of the changes was centers closing completely rather than taking the financial risks involved in compliance. Before the same result happens in the Kenai/Soldotna area, we would like to fully examine the possible affects on the community, economy and the children.

In the past licensing was a partner with centers for the children's best interest in our area. Now I feel as though there is a breach in our relationship, or a cold shoulder, as we have no advice from them merely a distant "I hope you guys unite" approach, without giving us the tools to be successful at meeting the new requirements.

My experience of local child care providers is that we are not millionaires, but we are in this field because we care. Children are in pre-school because they are trying to achieve a development level adequate for school (the word is Pre-School). Children cannot take on a concept of school at a pre-school age developmentally. This is why our program is there for the people and children.

Our appointed advocate is not advising or representing us in the upcoming changes in regulations. $4,359 is the current monthly salary for a starting teacher in our area, it is not clear whether the individual daycares can cover these new costs or whether the community has the resources in qualified applicants to fill the positions. Without proper advocacy, daycare providers are forced to unite as they did advise us to do at the chat in February. Why is our advocate not advocating us?

Parents achieving Self Sufficiency through the PASS program (7AAC 41.012) is not funding daycare providers enough yet it is asking for more of our programs. The families do not have the freedom of choice of care and the facilities do not have advocacy or all the information to comply.
7AAC 41.025 Program rates should change and our "advocates" should advise us on how we are to meet requirements with the current funding.

Conflicts with new cost of teaching and education standards (7AAC 41.025 (A)). The program does not fund enough for us to comply especially with no advocate

Katherine Uei
Katie.2.u@hotmail.com
P.O. Box 3251 Soldotna Alaska 99669
Cell- 907-398-3864
B.Line- 907-260-3863
Fax Line- 907-260-6338

Pre –K Pilot Guidelines

The Department will offer funds for selected pilot Pre- Kindergarten programs that reflect the following approaches and requirements:

Alaska's voluntary pre-kindergarten programs will work with children and families living in poverty, children with disabilities, children who are learning English as a second language, or otherwise at risk. They will focus on all domains of each child's development as expressed in the Alaska Early Learning Guidelines.

- Program curriculum, assessment and learning opportunities will be based on use of the Alaska Early Learning Guidelines
- Programs will demonstrate growth through specific child outcomes in all developmental domains as expressed on the Alaska Developmental Profile, the Dial-3, and the PPVT.

Emphasis will be placed on school readiness, language development, literacy, mathematics, and cognition through a balance of teacher directed and child initiated activities

- Programs will provide opportunities and experiences for learning through exploration
- Programs will provide Mediated Learning Experiences
- Programs will provide direct instruction for three, four and young five year olds.

Each program will maintain professional qualifications for teachers and classroom staff.

- teachers will meet the requirements of 4 AAC 12.331
- All additional staff working with children will meet NCLB standards by 2010. Until then they will meet the preschool certification requirements.

Each program will prioritize family and community engagement and involvement, and will develop and implement:

- A written plan for ongoing communication with families to be included in the parent handbook
- Communication with parents in conversation or writing at least weekly
- Parent--teacher conferences to review child progress and set goals at least twice per year
- Staff knowledge of community resources and ability to make appropriate referrals
- Recourses available for families that home school their children.
- And at least 3 of the following: regular parent newsletter, additional parent-teacher conferences, daily report of activities, family social gatherings, educational events on topics chosen by families, opportunity to be on governing board or other policymaking body, community resource handbook

Each program will provide a safe and appropriate learning environment that meets the preschool certification requirements.

- Complete a self-assessment of each classroom using an appropriate Environment Rating Scale for the ages of children in the classroom.

Each program will maintain high educational expectations for staff and children

- Each program will provide a minimum of three hours of planed activities daily.
- Each program will provide a minimum of four child contact days per week.

Program management and leadership will insure:

- each program will meet preschool certification requirements
- fiscal and programmatic accountability

Each program will provide several means of communication among staff and between staff and management including:

- Staff meetings are held at least quarterly
- Staff participates in developing agendas for regularly held staff meetings
- A written annual performance appraisal is conducted by supervisor for all teaching staff using objective criteria

Pastor Tom and Adele Bearup
P.O. Box 2763
41212 Sterling Highway, Mile 91
Soldotna, Alaska 99669-2763
907-262-8741

February 22, 2009

Mr. Louie Flora:

This letter is in reference to our phone conversation this past week in involving educational funds for childcare and pre-schools.

As I mentioned, my wife Adele and I are very strong believers in the free enterprise system and with the private sector providing professional services to the communities that they serve. We currently are a licensed childcare center in the state of Alaska providing services to the central Kenai Peninsula.

We personally believe that there is no reason for funds to be spent in the Kenai Peninsula School District for pre-school childcare students. The private pre-schools are providing that service to the community in a professional manner and have done so for many years.

As a former Mayor of Soldotna, it has always been my belief that government is there to assist with providing in areas that the private sector are not able to cover and if there is an urgent need for that service. In our case, we have very qualified people that serve as administrators, teachers and assistants in our daycares and pre-schools.

I truly believe that we should not over burden our current school system with additional students that the schools are not prepared to take in. There are many concerns involving the idea of having the schools start pre-schools at their facilities. Some of which are the transportation of the students and the startup cost to the taxpayer.

My suggestion is to provide additional funding to the professional childcare facilities that are providing a tremendous service to their local communities and the people that they serve. We, as a professional group believe that the love and teaching that we are providing to the children, entrusted to us is exactly what these children need to have in their lives.

The professional childcare providers on the Peninsula continue to believe that what they are doing is so important that they are eager to get additional childcare training so that they can give the best that they can to the children that are in their care.

Thank you for your time and consideration in this matter. Please feel free to contact me in the event that you have any further questions.

Sincerely,

Pastor Tom Bearup

Louie Flora

From: Sonia Tribble [nanaschildcare@yahoo.com]
Sent: Sunday, February 22, 2009 8:54 PM
To: Louie Flora
Subject: Grant for Pre-Schools

To Whom It May Concern:

I recently heard there is a huge grant, ear marked for preschools.

Preschool targets a small age range of children. I am a 24/7 Group home childcare facility. I do have a CDA in child development. The age range of my facility is birth to 12 years old.

My childcare facility may not be called a preschool, but the function of it is the same with a lot more amenities. I have laundry facilities, I also have bedrooms where a sick child can stay so the parents don't miss work. What preschool has that??

I had a little boy from 18 months to 6 1/2 years, by the time I put him in kindergarten, he was spelling 4 letter words, adding subtracting, he also understood the concept of multiplication.

I have a 3 1/2 little girl since birth, she knows her colors, shapes, she recognizes 90% of her alphabets, she can count to 20, 10 in Spanish. She also can add simple numbers.

I have a little boy who did come from a local preschool 5 months ago. Mama said he was always tired and stressed out when picking him up there. She indicated how noisy it was there. Here, he seams much more rested and happy. And the atmosphere is more relaxed and quiet. She wished she changed long ago.

I had a child who got off the but from Kenaitze Pre School. He was tired and hungry. They did not give him a needed nap, nor did they feed him lunch.

Most of the parents I get do not like the atmosphere of large facility, the child does not get the one-on-one contact they so very much need for proper brain development.

If a parent calls me for an opening and is enrolled in a preschool facility, which would put him on a part time enrollment with me, I would not enroll him and many other facility will not enroll him part time either. Preschools do not cover the full working hours some parents needs.

The childcare facilities on the peninsula are the lowest paid in the state.

With a good size grant, I could build an extension on the back of my house for a extra play room/home workroom for after school children. I could get some professional heavy-duty playground equipment.

So please allocate the money for the small business owners like me. It would be for the children.

Thank you for your time in this matter. If you have any other questions that I may help you out with please contact me. Thank you

Sonia Tribble
907-335-1960

Louie Flora

From: THOMAS CAMPANELLA [ecolet.t.campanella@gmail.com]
Sent: Friday, February 20, 2009 10:16 AM
To: Louie Flora
Subject: one million dollars????

Kurt Olson,

THANK YOU FOR REPRESENTING THE NEEDS OF THE PENINSULA CHILD CARES. IT'S HIGH TIME THE STATE STOPS COMPETING WITH THE PRIVATE SECTOR. IT'S HARD ENOUGH MAKING A LIVING DOING WHAT WE DO.
A STATE RUN EDUCATION SYSTEM CAN'T HOLD A CANDLE TO THE HOME BASE CHILD CARE SYSTEM WE CURRENTLY HAVE NOW. WE HAVE GIVEN THEM DECADES TO PROVE TIME AND TIME AGAIN WHAT A DISMAL FAILURE THEY ARE..

DON'T ALLOW THE GREAT AMERICAN SOCIAL EXPERIMENT A FRESH NEW STUDY GROUP AT SUCH A EARLY AGE.

2/25/09

PRESIDENT

MARK

HAMILTON

U OF AK

Institutional Health

- 32,000 student headcount
- 9 out of 10 high school students rate UA quality of education as good or very good
- 63% of college bound high school graduates will attend UA schools
- Charitable giving to UA at record levels – $31 million from 6450 donors
- Research providing record amount of jobs. Alaskan research brining into state 150 million annually from out-side private and public sources.
- Retaining Alaska scholars keeping Alaska's best and brightest in the state.
- UA responsible for 90% of all state workforce training

FY08 report card reported from 1999 (SB281)

- High Demand Degrees awarded – up 38%
- First-Time Full-Time Undergraduate Under-graduate retention – up 10%
- Student Credit hours – up 16%
- Externally Funded Research – up 97%
- University Generated Revenue – up 90%

UA and the Economy

- Generates $1billion in direct and indirect economic activity in the state.
- UA Research activities produce a statewide payroll of $80 million per year employing 2300 people paid for with outside money
- UA generates over $6 of revenue for every $1 invested

Changing nature of education

- 23% 4 year degree 1951
- 23% 4 year degree 2008

Alaska higher education and Alaska Hire

- 1.7 billion
- 80 billion since completion of pipeline

Recruiting, Retention, Travelers

- Healthcare alone spends $24 million per year according to Providence Hospital

Workforce Development/Health

- 2800 graduates per year in workforce
- 1300 graduates per year in healthcare

- 120 programs 80% of which are 2 years or less
  - Refer to list
- List is generated from SB 281
  - SB 281 "thou shalt create high demand jobs and you will be judged on your ability to deliver them

Collaboration between Larry LeDoux, UA, Click Bishop

Heightened interest by Governor

- Summit

Heightened interest by Legislature

- Regents' report

From: Shana Crondahl [snssc@email.alaska.edu]
Sent: Tuesday, February 24, 2009 12:26 PM
To: Louie Flora
Subject: Feb 25 UA, Hamilton presentation
Attachments: academic program offerings.doc; major renewal.doc; FactSheet_lifescience.pdf; UAA-Sports-Arena.pdf; UAS-Auke-Lake-Fact-Sheet1.pdf

I hope I'm not inundating you with too much paper. The first attachment is an explanation of how the university adds and deletes program offerings. The second attachment is appendix H-1 from UA's budget (the "Redbook"), which is a 1-page narrative of maintenance/deferred maintenance. Also attached are fact sheets on the 2-4th capital project priorities for UA (maintenance is the number one capital project priority).
shana

From: Pete Kelly [mailto:pete.kelly@alaska.edu]
Sent: Thursday, February 12, 2009 10:08 AM
To: 'Shana Crondahl'
Subject:

University of Alaska
Academic Program Offerings

In the last ten years, the University of Alaska (UA) system has expanded academic offerings by more than 120 programs. This number does not include about 60 occupational endorsement certificates (OEC). These OECs are about the quickest way to get someone credentialed and into Alaska's workforce with a marketable skill. They are not counted because they are usually created from courses and faculty already available.

OECs allow students (who may already be enrolled) to receive short-term, focused workforce development training in a declared major. Financial aid eligibility and recognized credentials are significant benefits to students who make the choice to enter an OEC program.

With the added degrees and certificates, UA now has about the same breadth of associate and certificate level programs as other small western states, but, only about two-thirds the number of four-year programs, half the graduate programs, and less than a quarter of the doctoral level programs.

Our comparative lack of four year and graduate degrees is not necessarily considered a deficiency by the Board of Regents or the Administration of the University. It is consistent with the direction given by the legislature in 2000. The legislature directed UA to deliver an increase in degrees awarded in the high demand job areas. In fact, in SB 281, the legislature said UA would be judged by its performance in this and other areas.

By far, most of the added degree, certification, and credential programs are in high demand areas. Designating what programs are high demand and best meet the needs of the state is arrived at by consulting the Department of Labor and Workforce Development and industry. These degrees are very expensive to deliver, but because industry and government are clamoring for personnel in these areas, graduates are almost guaranteed employment upon completion. These expensive programs have only been possible through internal reallocation as well as state and industry support, and tuition increases.

To add a program the Board of Regents requires a high level of justification from the requesting department or school. All degree and certificate programs with the exception of OECs must be approved by the Board. The attached appendix provides the required regulations regarding the evaluation criteria for adding or deleting degree and

certificate programs. Typically this process starts with closing new applications.

Keep in mind that case law and contract law restrict our ability to delete programs quickly. Students enter degree or certificate programs in good faith assuming the university will provide the needed courses so they can follow through to the completion of their degree. UA refers to this as a "teach out". It simply refers to the time it takes to carry the participants through a program to the point where UA can end it without impact on their lives. Again, this is case law, but it is also just good business to do so.

Contract law comes into play mostly because of tenure. Agree or disagree with tenure, it is a legal fact of life at universities and often requires extra hoops through which a university must jump to end a program. The point is: it takes more time to delete programs because of legal constraints.

The addition of these new programs has resulted in significant increases in the number of students enrolled in programs leading to a degree. In fall 2008, degree-seeking students totaled 20,002 (62% of system enrollment); this is more than at any time in UA's history. Today's students take more credits per semester, on average, than those of the past.

Though UA has experienced a few notable funding years lately, most of those years were followed by shortfalls – some so significant they wiped out any previous year's gain. UA has only had its adjusted base funded and been given money for new programs about 4 times in the last 20 years. To follow the mandate of the legislature in an erratic funding environment UA has had to redirect funding from the lower enrollment programs shifting it to the higher enrollment, high demand programs. We have also sought and been successful in acquiring private funds to start these programs.

Since 2000 UA has been successful in shifting funding away from state GF. In 2000 UA received 60% of its funding from the state and in 2008 received only 40% from the state. A perfect example of this was the expansion of the nursing program which was begun with 8 different sources of funding – none of which was state. Unfortunately, UA has about run out of outside funding options for the short term and needs a higher level of state participation to keep up with the legislative mandate to pursue high demand programs.

Appendix

UA Board of Regents Regulation 10.04.020. Degree and Certificate Program Approval

Guidelines for the presentation of proposals to the Board of Regents to add, delete, or make major revisions in degree and certificate programs or to offer existing programs outside the State of Alaska are as follows.

A. Proposals will be submitted to Statewide Office of Academic Affairs at least 60 days prior to a scheduled Academic and Student Affairs Committee meeting in order to allow for statewide review and lead time for distribution in the committee meeting agenda. Review of program proposals will focus on Alaska's need for the program, effective use of resources, and consistency with institutional mission and program priorities. The nature and extent of program duplication and coordination of delivery among the universities and community colleges will also be evaluated.

B. Proposals for occupational endorsements and workforce credentials will be forwarded to SAC on a SAC approved summary form for review. All approved endorsements and credentials will be reported to the VPAA.

C. New degree or certificate program proposals must address the following points:

1. degree or certificate title, university or community college unit responsible for program (e.g. Bachelor of Arts in English, UAA);

2. catalog descriptions of the program and of new or modified courses that constitute the major field of study;

3. rationale for the new program and educational objectives, student learning outcomes and plan for assessment;

4. relevance to the university or community college mission, goals, and objectives;

5. collaboration with other universities and community colleges;

6. demand for program (citing manpower studies or similar statistics), relation to state of Alaska long-range

development, relation to other programs in the University of Alaska that may depend on or interact with the proposed program;

7. effects of program on other academic units (e.g. GER course requirements)

8. availability of appropriate student services for program participants.

9. opportunities for research and community engagement for admitted graduate and undergraduate students;

10. outline of schedule for implementation of the program;

11. projection of enrollments (FTE (full-time equivalent) and headcount) and graduates over next five years;

12. availability and quality and/or requirement for new faculty and/or staff to support the program;

13. library, equipment, and similar resource requirement, availability, appropriateness, and quality;

14. new facility or renovated space requirements;

15. projected cost of of all required resources, revenue from all sources and a budgetary plan for implementing and sustaining the program;

16. other special needs or conditions that were considered in the program's development (e.g. delivery mode, special faculty appointments, shared facilities, collaboration with other institutions);

17. consultant reviews, reports from visitations to other institutions, or names and opinions of personnel consulted in preparing the proposal;

18. concurrence of appropriate advisory councils; and

19. A Program Approval Summary of two pages in a form acceptable to SAC.

D. Program deletion proposals address the following points:

1. degree or certificate title, university or community college unit responsible for program;

2. rationale for deleting the program (lack of relevance, drop in enrollment, loss of quality, cost containment, etc., as determined through program review); and

3. concurrence of appropriate advisory councils.

UNIVERSITY
of ALASKA
Many Traditions One Alaska

Major Renewal and Renovation
Background Information

Magnitude of Facilities: The University of Alaska maintains over 400 buildings with more than half exceeding 30 years of age. The buildings have an estimated gross square footage of 6.7 million and an asset value of over $1.7 billion. The asset value does not represent building replacement value, which would be over $2.5 billion. UA requires an annual investment of over $50 million for facility renewal and renovation (R&R). Each year that the annual R&R investment goes un-funded or under-funded adds to UA's backlog of deferred projects.

Prior Funding: State funding for UA's R&R projects totaled $161 million in the ten-year period 2000 to 2009 averaging $16 million annually, while UA required an annual average investment of $50 million. The only years in this decade that UA has received adequate state funding for R&R projects was in 2007 ($48.7 million) and 2009 ($45.8 million). Due to the significant shortfall in funding coupled with the rising cost of construction, UA's deferred maintenance and R&R inventory has grown to over $800 million as of August 2008. An acceptable level of deferred maintenance and R&R for UA would be between $250 million and $300 million.

Maintenance/Maintenance and Repair (M&R): M&R also referred to as simply maintenance is the routine work required to preserve the functionality of a building. This is an operating budget requirement. The university dedicates about $31 million per year of its operating budget to this category. M&O and M&R are sometimes used interchangeably (they should not be) but the important fact to remember about them is that they are the day-to-day operating budget items addressing facilities.

Maintenance and Operation (M&O): M&O is similar to M&R, but is an expanded category that includes the operations of facilities such as janitorial, security, related staff, utilities, etcetera. This is an operating budget requirement, which when added to the amount spent on M&R, increases UA's annual physical plant expenditures to approximately $80.3 million.

Renewal and Renovation (R&R): This category represents the scheduled replacement of worn out building components that extend the useful life of a facility. R&R is nationally recognized as a capital budget item versus M&R recognized as an operating budget item. Projects that would fall under R&R include upgrading for code, replacement of heating and ventilation systems, roof repair or replacement, flooring replacement, and renovating and remodeling of space to meet program needs.

Deferred Maintenance: This is the cumulative effect of major repair, renewal, replacement, and renovation projects that have not been carried out. Usually this category represents the backlog of facility maintenance needs that result when M&R and R&R have been neglected for several years. The Board of Regents' has mandated full funding, through the operating budget, for regular maintenance and repair, so this backlog has come from the under funding of R&R needs in the capital budget.

FACT SHEET

UNIVERSITY OF ALASKA FAIRBANKS

FY10 UA Capital Budget Request
$82.2 million general fund/$20.6 million nongeneral fund

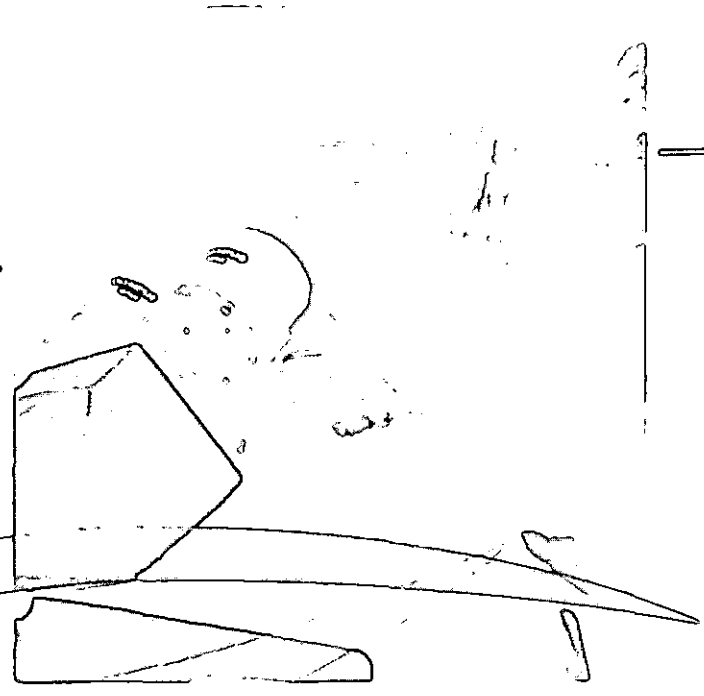
UAF Life Sciences Innovation and Learning Facility

Background

Nearly 600 undergraduate and graduate students are enrolled in UAF's biology and wildlife programs, making it one of the largest degree programs in the entire UA system. Yet most of UAF's existing biology teaching labs were built before 1960.

Our students are not being served when we try to teach them in antiquated biology laboratories. Our state is not being served when we don't have the proper space to conduct biological research in areas of vital importance to Alaskans, from avian influenza to sudden infant death syndrome, and from climate changes to emerging diseases.

The Life Sciences Innovation and Learning Facility is the University of Alaska's top priority for new construction, and understandably so when you consider the statewide impact of the teaching and research that will take place in the facility.



Life Sciences = teaching for Alaska

UAF's biological sciences program prepares students for *high-demand* careers and *advanced* degrees in all areas of biological sciences including animal and human health, wildlife management, physiology, ecosystems studies and others. Graduates of the program go on to careers across the state – and beyond – in jobs that affect all Alaskans.

All of UAF's biology teaching facilities date from the 1960s or earlier. Although there have been some renovations, they have not been adequate to accommodate the 25 percent growth in enrollment over the past decade, or to adapt to the dramatic changes in the subject matter covered by biology courses.

The Life Sciences Innovation and Learning Facility will provide modern instructional laboratories and classrooms for studying biological sciences, wildlife management and the effects of climate change, providing students with sufficient learning space and close proximity to the faculty and their research.

UAF's research success depends on immediate funding for the Life Sciences Innovation and Learning Facility.

Alaska's First University

3106

Life Sciences = Research for Alaska

Lack of sufficient research space continues to hamper UAF life sciences research programs. Since 2001, research expenditures in this area have increased nearly three-fold, yet there have been almost no new facilities constructed with state capital dollars to meet that growth. UAF's research success depends on immediate funding for the Life Sciences Innovation and Learning Facility.

UAF life sciences research focuses on:

- diseases of public health importance to the state, such as the avian influenza virus and diabetes.
- neuroscience studies on preventing sudden infant death syndrome and protecting against brain injury following heart attack or stroke.
- ecological and wildlife research to better understand climate change effects on Alaska and other northern ecosystems, and the occurrence and risk of contaminants in wildlife and in subsistence food.

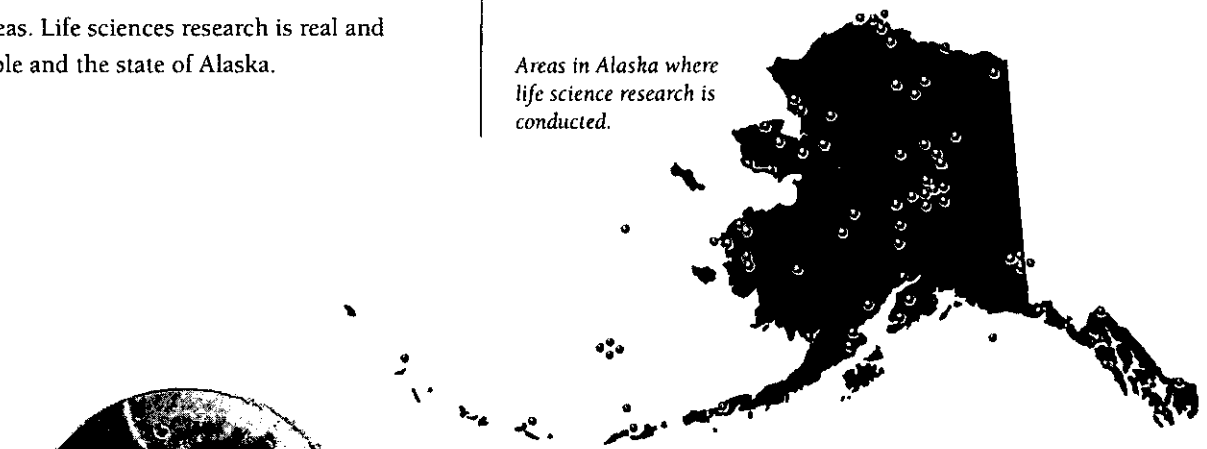
Additionally, the co-location of research with the teaching component of life sciences allows for better collaboration between the two areas. Life sciences research is real and relevant to the people and the state of Alaska.

One project. Two components. Hundreds of opportunities for Alaska

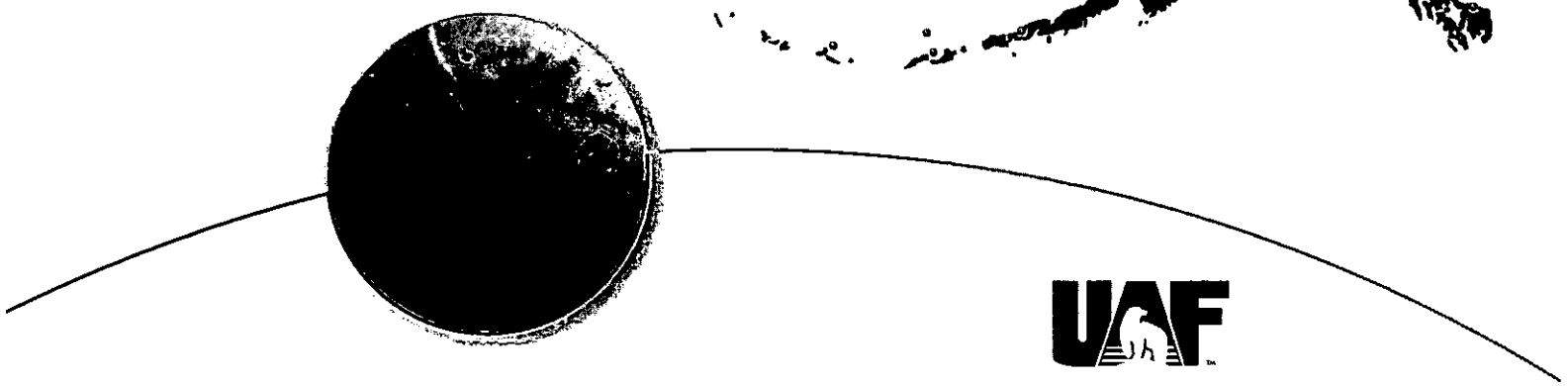
Life Sciences Innovation and Learning will feature modern academic space for more than 600 biology and wildlife degree students and more than 1,200 students who take biology courses each year. Research space will feature a series of labs for as many as 12 lead researchers who will also employ seven to 10 scientists each.

The facility's proposed location on UAF's West Ridge will allow for connectivity to the Biological Research and Diagnostic (BiRD) building and the new state virology laboratory. This location is integral to the collaborative research effort between the state and the university.

Life Sciences will utilize a two-component approach to provide flexibility for construction. The solution will connect 37,200 square feet of academic space with 50,000 square feet of research space. Once complete, space in other buildings will become available for renovation and reassignment for other programs, creating a domino effect that will benefit all students, staff and faculty at UAF.



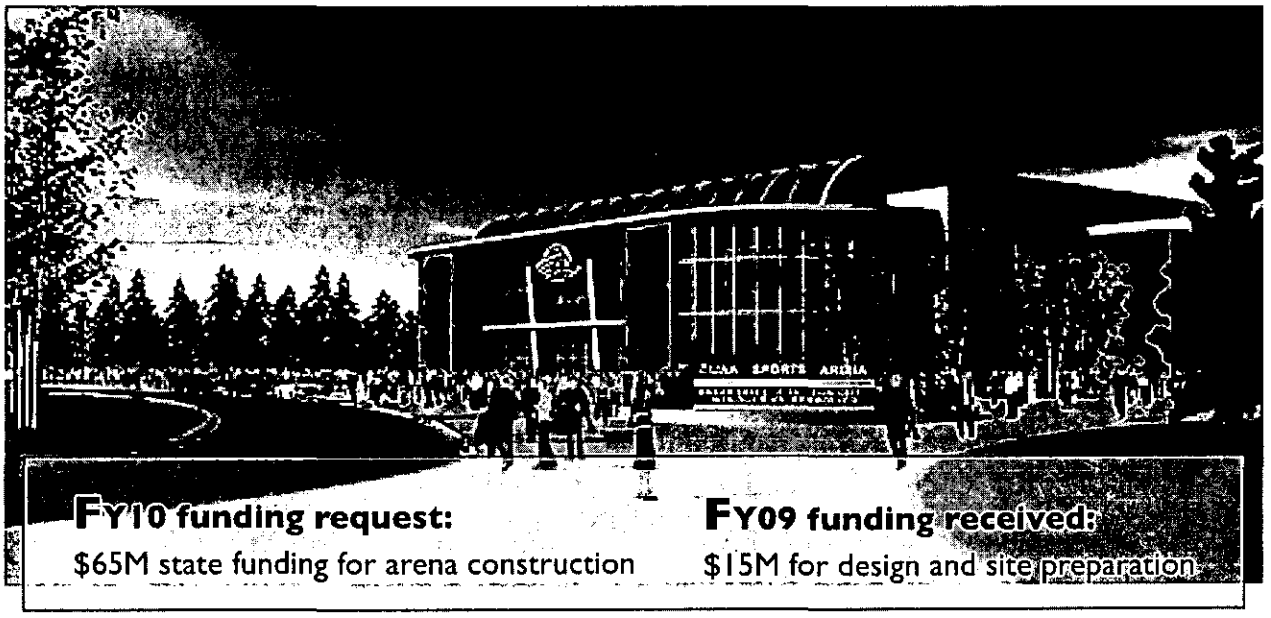
Areas in Alaska where life science research is conducted.



UNIVERSITY OF ALASKA FAIRBANKS
Alaska's First University

The University of Alaska Fairbanks is accredited by the Northwest Commission on Colleges and Universities. UAF is an affirmative action/equal opportunity employer and educational institution. Photos by Todd Paris, UAF Marketing and Communications. 12/2008

Sports Arena



FY10 funding request:
$65M state funding for arena construction

FY09 funding received:
$15M for design and site preparation

In FY09 the Alaska legislature provided the University of Alaska Anchorage (UAA) with $15M for a new sports arena. This funding is being used for project design and site preparation. Our FY10 request of $65M will be used for the arena's construction, which would begin during the summer of 2010.

The on-campus student recreation activities and varsity athletics currently share space in the Wells Fargo Sports Complex (WFSC) on the Anchorage campus. Built more than 30 years ago for a much smaller student population, the WFSC does not provide adequate classroom, recreation or spectator-sports space for UAA's rapidly growing student body. With the support of the Alaska legislature, community members and business partners, UAA is moving forward with its plan to address these deficiencies in the construction of a new on-campus sports arena.

What the new sports arena will do for UAA

- Provide support for UAA's athletics teams
- Help to attract and retain students
- Improve campus life
- Provide adequate spectator seating for athletic events
- Create a sustainable on-campus facility
- Help to support UAA's health, physical education and fitness curricula
- Enhance UAA's competitive edge in student-athlete recruitment
- Provide additional student recreation space
- Enhance academic programs

Proposed sports arena floor plan

Performance gymnasium

- Spectator seating for approx. 3,500
- Concession stands

Athletic administration and team support facilities

- Locker rooms for UAA's athletics teams
- Locker rooms for officials
- Locker rooms for visiting teams
- Fitness and training facilities
- Offices for coaches and athletic administration
- Auxiliary gym
- Equipment storage and laundry facilities
- Meeting rooms
- Academic support space
- A/V production space

Gymnastics facility

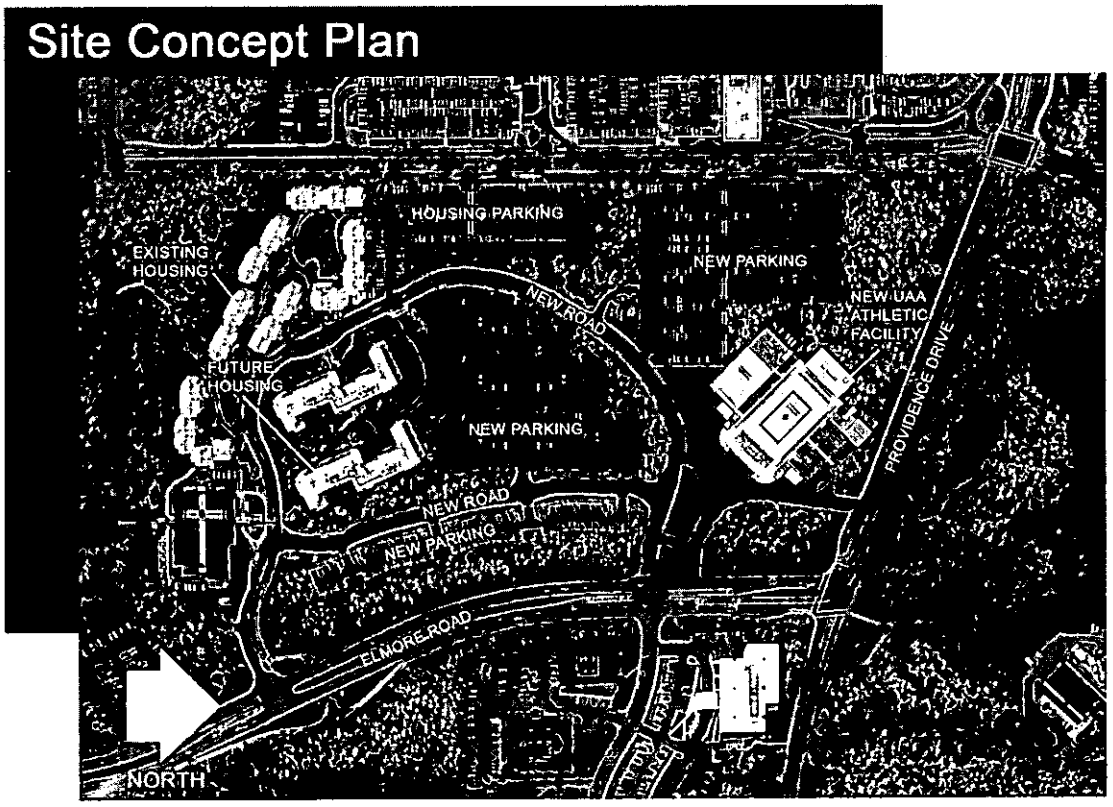
- Practice and performance gym
- Spectator seating

Construction timeline and specs

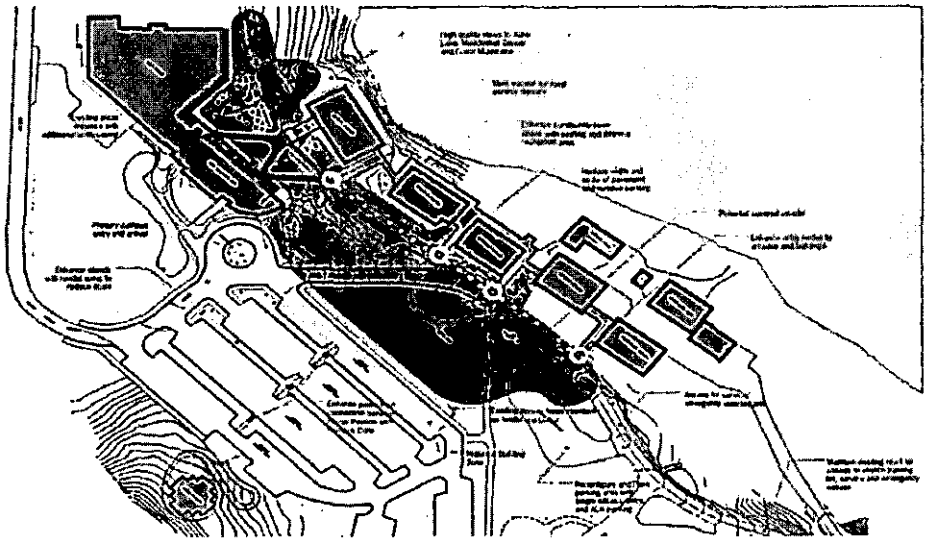
- 2008-09: design and site preparation
- 2010-11: facility construction
- Building area: approx. 130,000 gross square feet
- Total project budget: $80M

What the new sports arena will do for the community

- Expand high school sports and extracurricular activities
- Provide an additional Anchorage venue for concerts and other arts events
- Serve as a space for conferences and large meetings
- Provide additional training and testing space for fire, police and other city/state organizations
- Serve as a space for community athletic camps
- Serve as an additional venue for large high school athletic competitions
- Serve as an additional community venue for graduations and assemblies

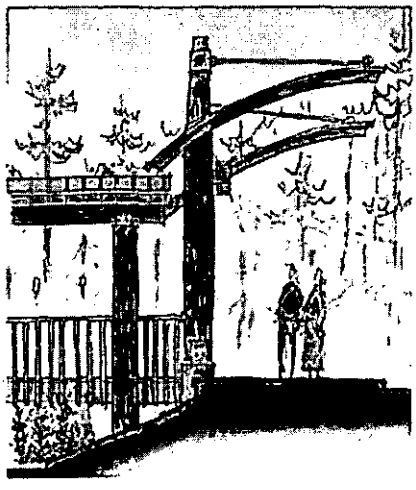


Auke Lake Way
Campus Entry Improvements & Road Realignment



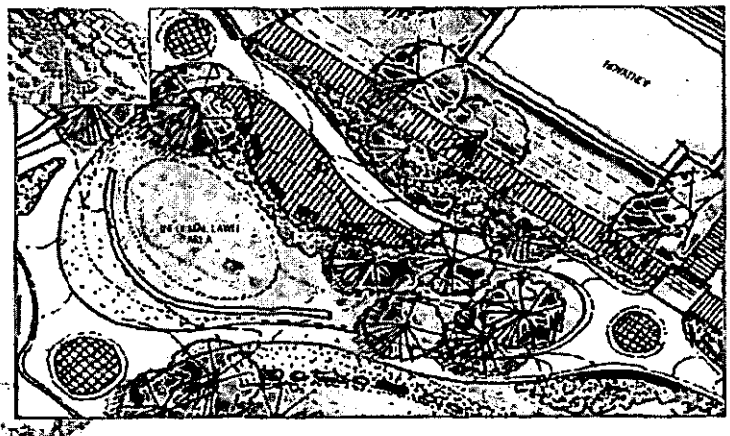
Need:

- Provide Service/Emergency Access
- Reduce pedestrian / vehicle conflicts
- Enhance the pedestrian environment
- Improve site drainage
- Accommodate future building development
- Connect existing pedestrian sidewalks and trails
- Establish new entry circulation routes



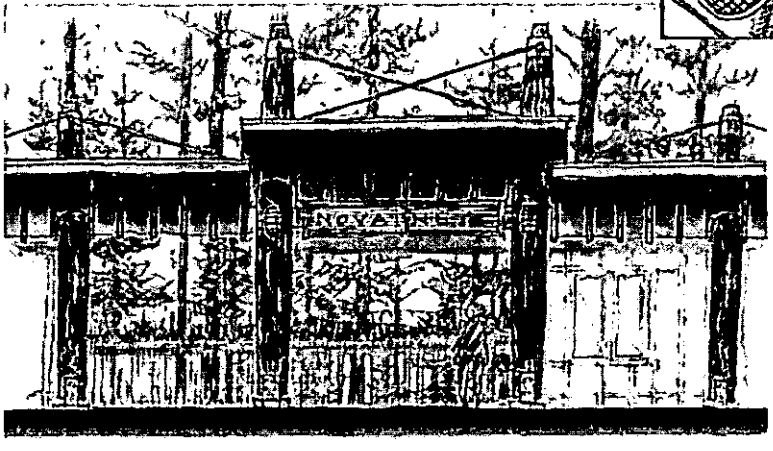
Features:

- Enhanced building entry nodes
- New covered pedestrian spine
- New informal gathering /recreational areas within a "campus green"
- New energy efficient site lighting
- Celebration of the culture and environment of the region
- Enhanced access to Auke Lake views



Funding:

FY10 Capital Request: $4.13 M



UNIVERSITY OF ALASKA
SOUTHEAST

UNIVERSITY
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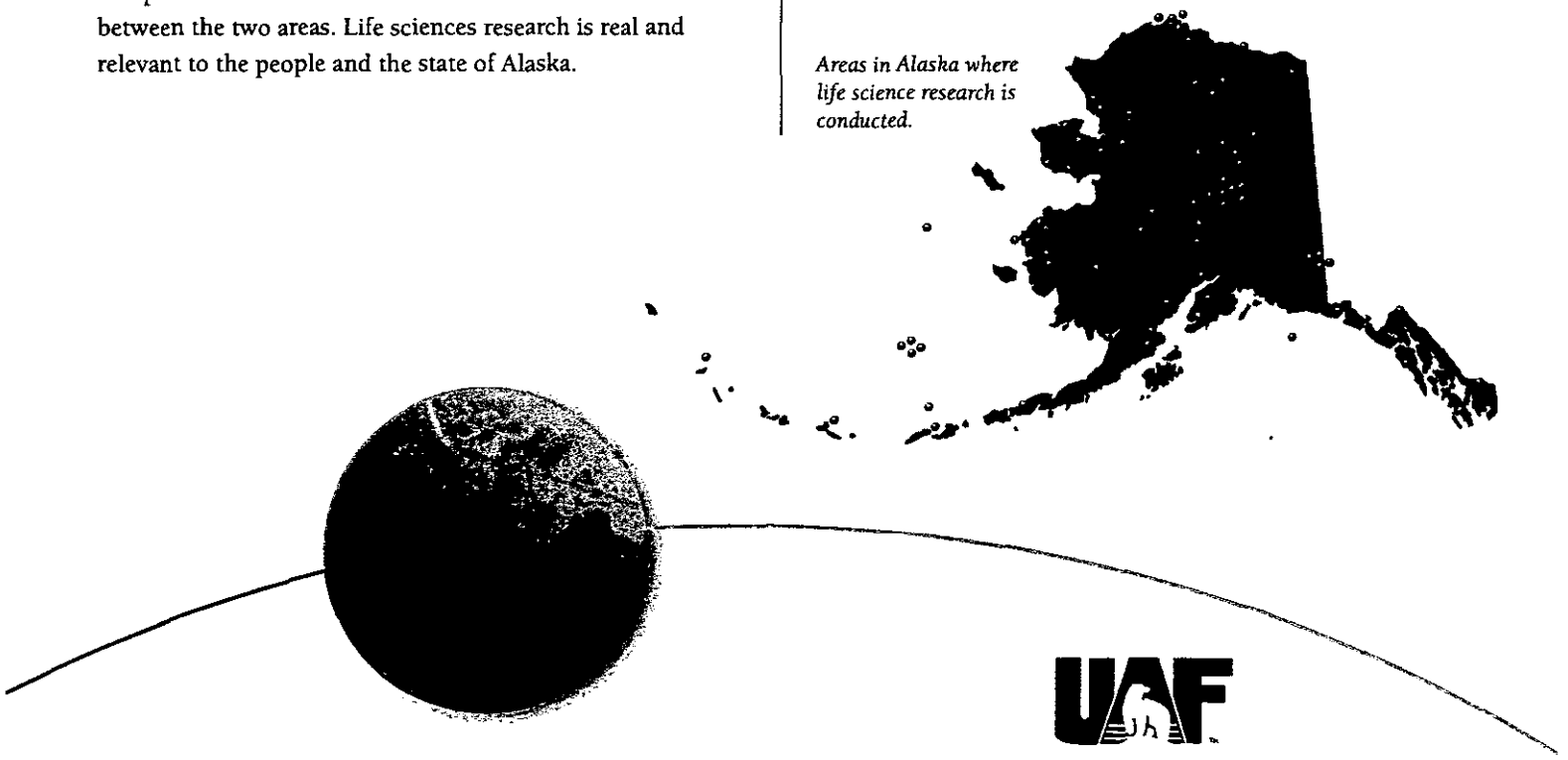
Areas in Alaska where life science research is conducted.



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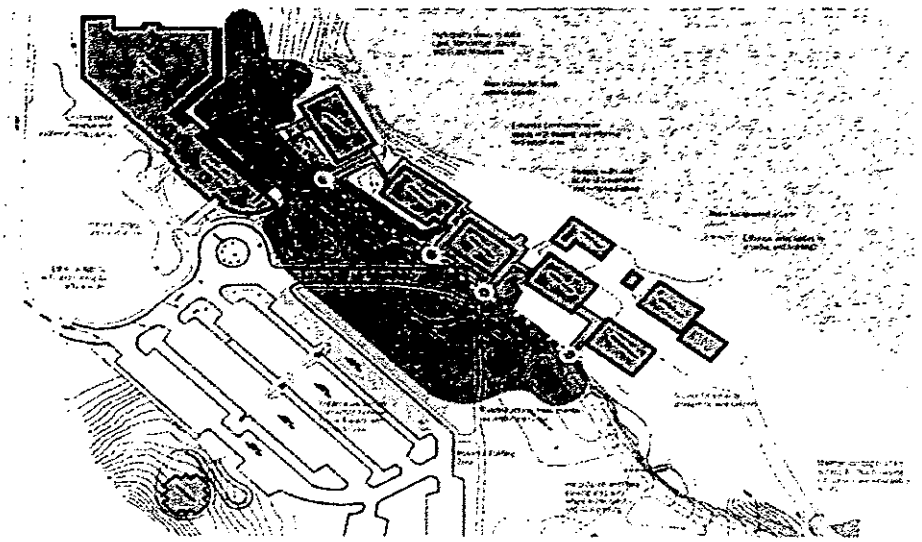
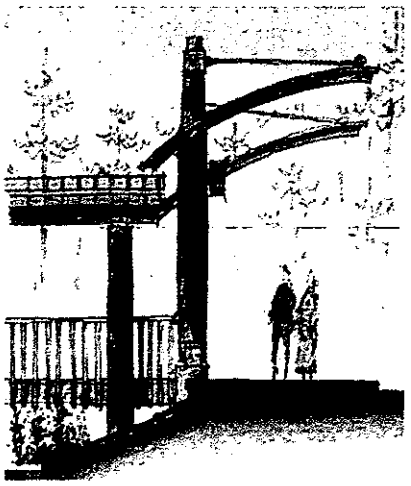


Need:

- Provide Service/Emergency Access
- Reduce pedestrian / vehicle conflicts
- Enhance the pedestrian environment
- Improve site drainage
- Accommodate future building development
- Connect existing pedestrian sidewalks and trails
- Establish new entry circulation routes



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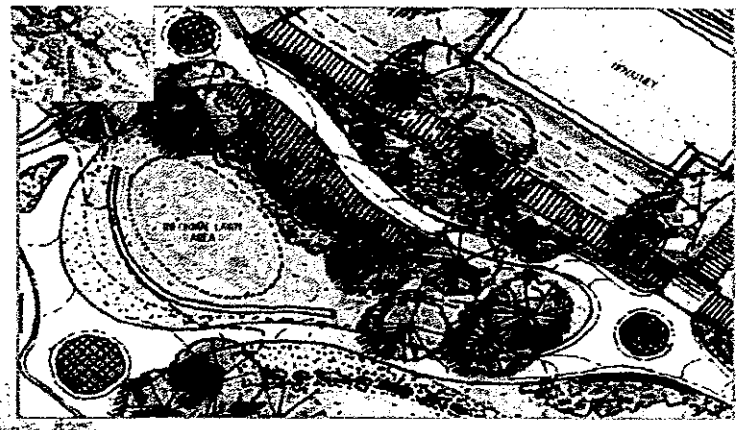
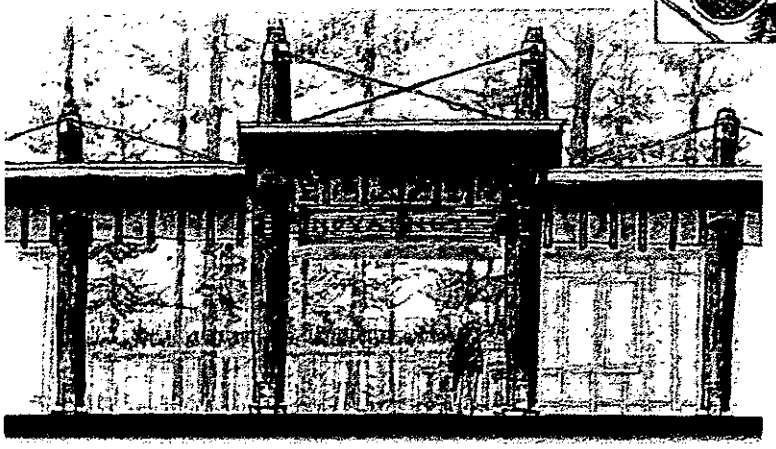
- New energy efficient site lighting
- Celebration of the culture and environment of the region
- Enhanced access to Auke Lake views



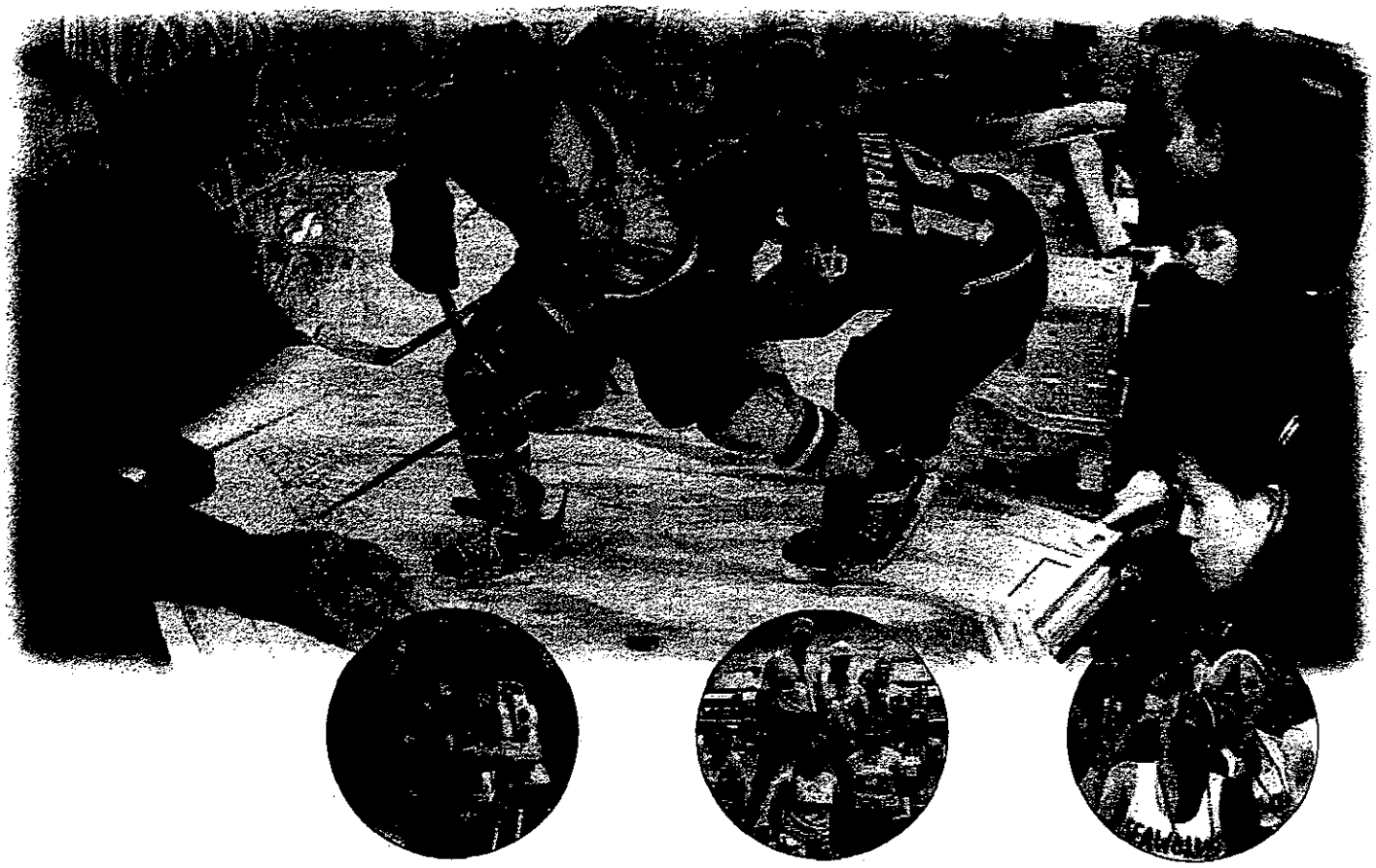
Funding:

FY10 Capital Request: $4.13 M



UNIVERSITY OF ALASKA
SOUTHEAST

FY10 **UAA Capital Projects Request**



- ***Sports Arena, construction***
  UAA request, $65M

This funding request will allow for the construction of a desperately needed new sports arena that will serve multiple needs from academic instruction to intramural and community recreational use to intercollegiate competition. The arena will include a 3,500-seat performance gymnasium for university and community events that will convert to three multi-use courts. There will also be a gymnastics facility and an additional two-court auxiliary gym. A one-eighth-mile running track will circle the main gymnasium. This new facility will provide significant support space for teams, faculty, staff and community use. This project received $15M of funding for design and site development in FY09.

- ***Engineering building, planning and design***
  UAA/UAF request, $25M

The engineering enrollment at UAA has nearly doubled in the past five years, and as a result, the current facility (built in the 1980s) is inadequate for the student population. This funding request is for facilities necessary to accommodate instruction and research program growth, campus services and to improve energy efficiency. These funds are proposed for a number of facilities including engineering instruction buildings at UAA and UAF, and an energy technology building at UAF. These projects are critical to meeting industry demand for Alaska engineers and the UA goal of doubling the number of graduating baccalaureate engineers.

- ***Co-generation plant, planning and design***
  UAA request, $2M

This funding request would provide for the initial planning and conceptual design of a 10-megawatt Central Heating and Power Plant as a joint venture between UAA, Providence Hospital and Anchorage Municipal Light and Power (ML&P). UAA would provide the site and building, Providence would provide staffing, and ML&P would provide the natural-gas-fired turbine

generators. The use of the exhaust heat from the generators will result in a significant cost savings to the University and would reduce its carbon footprint. Co-generation, a simultaneous production of thermal energy and electric power from a single fuel source, is more efficient than producing electric power and thermal energy (steam/hot water) from separate fuel sources. UAA has also submitted a proposal for a State of Alaska Renewal Energy grant to help with this project.

- ***Feasibility studies for community campuses new facilities (includes all campuses) UAA/UAF/UAS request, $4M***

This funding for feasibility studies on possible new facilities requested by UAA's, UAF's and UAS's community campuses would help define the projects' size, scope and future funding requirements.

- ***Maintaining existing facilities and equipment renewal & renovation annual requirement, UAA's community campus funding request, Distribution (Annual: $1,922.7, Backlog: $6,848.3)***

This funding request is for necessary major campus renewal and renovation projects on UAA's community campuses, including:

- Kenai Peninsula College Kenai River Campus water connection to city water system;
- Community campus fire systems upgrade;
- Community campus code/Americans with Disabilities Act projects;
- Community campus telephone and data network cable plant renewal, phase II;
- Prince William Sound Community College Wellness Center/Student Life Renewal;
- Mat-Su Campus HVAC, boiler and exhaust fan replacement.

- ***Anchorage campus maintaining existing facilities and equipment renewal & renovation, annual requirement funding request total, Distribution (Annual: $11,400.0, Backlog: $32,136.6)***

This funding request is for necessary major campus renewal and renovation projects, including:

- Renovation of the existing Science Building for classrooms, laboratories and offices, among other facility upgrades;
- Backfill renovation and renewal for the Beatrice McDonald Building for occupation by the Environment and Natural Resources Institute;
- Backfill renovation and renewal for the Engineering Building to provide much-needed offices, classrooms and instructional labs for the School of Engineering;
- Consortium Library overhaul or replacement of all HVAC equipment including boilers, supply/exhaust fans, heating/cooling coils and humidification systems;
- Fire Alarm Panel Upgrade;
- Fine Arts Building refurbishment/replacement of the HVAC systems;
- Campus Roof Replacement for its 5 percent/year plan;
- Campus replacement of boilers, fans, VAV boxes and building automation system controls in a number of campus buildings on the West Campus and the Administration Building. Air-conditioning in the Allied Health Sciences Building and many of the student computer labs will be resized and replaced to meet the needs of these areas;
- EM1 and EM2 Piping Replacement;
- Repair and resurfacing of roads, resurfacing and/or expansion of existing sidewalks and curb/gutters, as well as additional construction where required by traffic, new construction or code.

The UA Board of Regents' annual facility renewal, renovation (R&R) and code compliance request of $50 million from state funds represents approximately 3 percent of UA's facilities adjusted value. UA's deferred maintenance backlog request of $150 million is necessary to reduce the deferred maintenance and R&R backlog. The $50 million annual funding and the $150 million backlog funding enables UA to begin addressing projects to bring UA's facilities to appropriate standards, codes, and programmatic needs. Governor Palin's proposed budget includes a portion of UA's R & R request, of which $2,599,000 is for UAA.

The UA Board of Regents' total new capital project request for was $198,625,000, of which $96,000,000 was UAA. Governor Palin did not include any new capital project funding in her proposed budget.

New UA Degree, Certificate and Endorsement Programs added since FY00

Degree Level	Major Title	High Demand Category	Start FY
00_OEC	Office Foundations	Business, Finance & Management	2008
00_OEC	Office Support	Business, Finance & Management	2008
00_OEC	CAD for Building Construction	Construction	2008
00_OEC	Commercial HVAC Syst	Construction	2007
00_OEC	Commercial Refrig	Construction	2007
00_OEC	Construction Technology	Construction	2006
00_OEC	Electrical	Construction	2007
00_OEC	Residential Air Cond & Ref	Construction	2007
00_OEC	Residential Bldg Science	Construction	2006
00_OEC	Residential Heat/Vent	Construction	2007
00_OEC	Children's Residential Service	Health	2008
00_OEC	Clinical Assistant	Health	2007
00_OEC	Comm Ment Hlth Svcs	Health	2007
00_OEC	Limited Radiography	Health	2008
00_OEC	Medical Office Supp	Health	2006
00_OEC	Pharmacy Technology	Health	2008
00_OEC	Phlebotomist	Health	2007
00_OEC	Cisco Cert Network Associate	Information Technology	2007
00_OEC	Technical Support	Information Technology	2008
00_OEC	Conflict Resolution	Other/Regional	2007
00_OEC	Fitness Leadership	Other/Regional	2007
00_OEC	School-Age Care: Admin	Teacher Education	2008
00_OEC	School-Age Care: Practitioner	Teacher Education	2008
00_OEC	Brakes, Suspension, Align	Transportation	2007
00_OEC	Engine Performance	Transportation	2007
00_OEC	Logistics	Transportation	2008
00_OEC	Marine Engine Repair	Transportation	2006
00_OEC	Power Trains	Transportation	2007
10_CT	Construction Technology	Construction	2008
10_CT	Residential Bldg Science	Construction	2003
10_CT	Civil Drafting	Engineering	2002
10_CT	Drafting Technology	Engineering	2005
10_CT	Geographic Information Sys	Engineering	2003
10_CT	Community Wellness Advocate	Health	2004
10_CT	Health Information Mgt	Health	2004
10_CT	Pre-Radiologic Technology	Health	2005
10_CT	Indust Weld Tech	Process Technology	2004
10_CT	NonDestruct Testing	Process Technology	2004
10_CT	Early Childhood Development	Teacher Education	2004
10_CT	Logistics	Transportation	2002
10_CT	Welding	Transportation	2007
20_CT	Accounting Technician	Business, Finance and Management	2001
20_CT	Small Business Mgmt	Business, Finance and Management	2001
20_CT	Tribal Management	Business, Finance and Management	2002
20_CT	Construction Trades Technology	Construction	2003
20_CT	Dental Assistant	Health	2002
20_CT	Health Care Reimbursement	Health	2003
20_CT	Medical Assistant	Health	2005
20_CT	Practical Nursing	Health	2002
20_CT	Computer & Networking Tech	Information Technology	2002
20_CT	Computer Info Office Systems	Information Technology	2004
20_CT	Telecomm and Electronic System	Information Technology	2002
20_CT	Outdoor Skills & Leadership	Natural Resources	2001
20_CT	Educator: Para-Professional	Teacher Education	2004
20_CT	Automotive Technology	Transportation	2007
20_CT	Diesel/Heavy Equipment	Transportation	2003
20_CT	Heavy Duty Trans & Equip	Transportation	2003
30_AAS	Tribal Management	Business, Finance and Management	2002
30_AAS	Construction Management	Construction	2005
30_AAS	Construction Trades Technology	Construction	2003
30_AAS	Dental Assistant	Health	2002
30_AAS	Dental Hygiene	Health	2008
30_AAS	Radiologic Technology	Health	2003
30_AAS	Computer Info Office Systems	Information Technology	2004
30_AAS	Computer Systems Technology	Information Technology	2003

New UA Degree, Certificate and Endorsement Programs added since FY00

Degree Level	Major Title	High Demand Category	Start FY
30_AAS	Telecomm Elect & Computer Tech	Information Technology	2002
30_AAS	Process Technology	Process Technology	2002
30_AAS	Technology	Process Technology	2001
30_AAS	Weld & NonDestruct Test Tech	Process Technology	2004
30_AAS	Educator: Para-Professional	Teacher Education	2004
30_AAS	Heavy Duty Trans & Equip	Transportation	2003
40_AA	Nursing Science	Health	2002
50_Bac	Accounting	Business, Finance and Management	2006
50_Bac	Business Administration	Business, Finance and Management	2006
50_Bac	Hospitality Restaurant Mgt	Business, Finance and Management	2001
50_Bac	Construction Management	Construction	2008
50_Bac	Engineering	Engineering	2006
50_Bac	Medical Technology	Health	2003
50_Bac	Computer Engineering	Information Technology	2005
50_Bac	Computer Science	Information Technology	2002
50_Bac	Geological Science	Natural Resources	2005
50_Bac	Physical Education	Other/Regional	2005
50_Bac	Early Childhood	Teacher Education	2004
50_Bac	Aviation Technology	Transportation	2001
60_Lic	Port & Coastal Engineering	Engineering	2007
60_Lic	Clinical Social Work Practice	Health	2006
60_Lic	Dietetic Internship	Health	2005
60_Lic	Family Nurse Practitioner	Health	2005
60_Lic	Psychia & Mentl Hlth Nur Pract	Health	2005
60_Lic	Social Work Management	Health	2006
60_Lic	Adult Education	Teacher Education	2008
60_Lic	Early Childhood	Teacher Education	2006
60_Lic	Ed Cert - Early Childhood Ed	Teacher Education	2007
60_Lic	Ed Cert - Education Technology	Teacher Education	2007
60_Lic	Ed Cert - Elementary Education	Teacher Education	2007
60_Lic	Ed Cert - Mathematics K-8	Teacher Education	2007
60_Lic	Ed Cert - Reading K-8	Teacher Education	2007
60_Lic	Ed Cert - Special Education	Teacher Education	2007
60_Lic	Elementary Ed (K-6)	Teacher Education	2004
60_Lic	Elementary Education (K-8)	Teacher Education	2006
60_Lic	K-12 Art	Teacher Education	2007
60_Lic	Nursing Education	Teacher Education	2006
60_Lic	Principal	Teacher Education	2004
60_Lic	Special Education	Teacher Education	2007
60_Lic	Superintendent	Teacher Education	2004
60_Lic	Supply Chain Management	Transportation	2007
70_Mas	Project Management	Business, Finance and Management	2004
70_Mas	Rural Development	Community Services	2001
70_Mas	Public Health Practice	Health	2003
70_Mas	Computer Science	Information Technology	2002
70_Mas	Software Engineering	Information Technology	2003
70_Mas	Appl Environ Science & Techno	Natural Resources	2007
70_Mas	Career & Technical Education	Teacher Education	2008
70_Mas	Counselor Education	Teacher Education	2004
70_Mas	Early Childhood Spec Educ	Teacher Education	2005
70_Mas	Reading	Teacher Education	2003
70_Mas	Global Supply Chain Mgmt	Transportation	2001
80_PhD	Engineering	Engineering	2002
80_PhD	Clinical-Community Psychology	Health	2007
00_OEC	Admin Office Supp	n/a	2006
00_OEC	Automotive Technology	n/a	2006
00_OEC	Basketry	n/a	2006
00_OEC	Carving	n/a	2006
00_OEC	Child Develop & Family Studies	n/a	2006
00_OEC	Computer Applications	n/a	2006
00_OEC	Diesel/Heavy Duty	n/a	2006
00_OEC	Diesel/Marine	n/a	2006
00_OEC	Introductory Network Admin	n/a	2006
00_OEC	Networking Essentials	n/a	2006
00_OEC	Programming Foundations	n/a	2006

New UA Degree, Certificate and Endorsement Programs added since FY00

Degree Level	Major Title	High Demand Category	Start FY
00_OEC	Wastewater Operations	n/a	2006
00_OEC	Water Operations	n/a	2006
00_OEC	Weaving	n/a	2006
00_OEC	Web Authoring	n/a	2006
00_OEC	Web Foundations	n/a	2006
00_OEC	Welding Technology	n/a	2006
00_OEC	Bookkeeping	n/a	2007
00_OEC	Desktop Publ & Graph	n/a	2007
00_OEC	Legal Office Support	n/a	2007
00_OEC	Marine Transportation	n/a	2007
00_OEC	Nurse Aide	n/a	2007
00_OEC	Office Technology	n/a	2007
00_OEC	RHS Behavioral Health Aide	n/a	2007
00_OEC	Rural Utilities Business Mgmt.	n/a	2007
00_OEC	Administrative Assistant	n/a	2008
00_OEC	Bookkeeping Technician	n/a	2008
00_OEC	Community Wellness Advocate	n/a	2008
00_OEC	Financial Services Rep	n/a	2008
00_OEC	Marine Engine Room Prep	n/a	2008
10_CT	Applied Ethics	n/a	2003
10_CT	Civic Engagement	n/a	2008
10_CT	Indust Safety Program Support	n/a	2008
10_CT	Pre-major Engineering	n/a	2008
20_CT	Mining Applications & Tech	n/a	2003
20_CT	Instrumentation Technology	n/a	2005
20_CT	Safety, Hlth & Envn Aware Tech	n/a	2005
20_CT	Yup'ik Language Proficiency	n/a	2005
20_CT	High Latitude Range Management	n/a	2008
20_CT	Power Generation	n/a	2008
20_CT	Veterinary Science	n/a	2008
30_AAS	Theatre	n/a	2002
30_AAS	Human Services w/ RHS Cert	n/a	2003
30_AAS	Yup'ik Language Proficiency	n/a	2005
30_AAS	Digital Art	n/a	2006
30_AAS	Aviation Maintenance	n/a	2007
40_AA	Business Administration	n/a	2008
50_Bac	Liberal Studies	n/a	2002
50_Bac	Undeclared	n/a	2002
50_Bac	Philosophy	n/a	2003
50_Bac	Child Develop & Family Studies	n/a	2005
50_Bac	Computer Information Systems	n/a	2005
50_Bac	Emergency Management	n/a	2008
50_Bac	International Studies	n/a	2008
50_Bac	Yup'ik Language and Culture	n/a	2008
60_Lic	K-12 Art	n/a	2007
60_Lic	Secondary Education	n/a	2007
60_Lic	Language Education	n/a	2008
70_Mas	Cross-Cultural Studies	n/a	2001
70_Mas	Administration of Justice	n/a	2002
70_Mas	Statistics	n/a	2002
70_Mas	Applied Linguistics	n/a	2003
70_Mas	Interdisciplinary Studies	n/a	2004
70_Mas	Cr Writing & Literary Arts	n/a	2008
80_PhD	Interdisciplinary Studies	n/a	2007
80_PhD	Natural Res. & Sustainability	n/a	2008

Budget Request

And Performance Summary

FY 2010

UNIVERSITY of ALASKA

Many Traditions One Alaska

University of Alaska Anchorage (UAA):
Anchorage, Kenai, Mat-Su, Homer, Kodiak and Valdez
Outreach centers: Cordova, Copper Center and Eagle River

University of Alaska Southeast (UAS)
Juneau, Sitka and Ketchikan

University of Alaska Fairbanks (UAF)
Fairbanks, Bethel, Dillingham, Nome, Kotzebue, Tanana Valley and Interior-Aleutians

3119

University of Alaska
FY10 Operating Budget Request Summary
(in thousands)

	State Approp.	Receipt Authority	Total
FY09 Operating Budget	**313,107.1**	**525,007.6**	**838,114.7**
FY10 Operating Request Items			
Adjusted Base Requirements			
Compensation Increases	9,098.4	5,676.5	14,774.9
Additional Operating Cost Increases	8,359.4	9,458.6	17,818.0
Subtotal - Adjusted Base Requirements	**17,457.8**	**15,135.1**	**32,592.9**
Priority Program Enhancement and Growth			
K-12 Outreach	2,628.1	846.6	3,474.7
Energy, Engineering, Climate	3,823.4	7,120.0	10,943.4
Health Programs	3,073.2	3,213.5	6,286.7
Workforce and Campus Programs	2,341.8	619.9	2,961.7
Subtotal - Priority Program Enhancement and Growth	**11,866.5**	**11,800.0**	**23,666.5**
Total FY10 Increment Request	**29,324.3**	**26,935.1**	**56,259.4**
Total FY10 Operating Budget Request	**342,431.4**	**551,942.7**	**894,374.1**
Percent Change FY09 Received to FY10 Request	*9.4%*	*5.1%*	*6.7%*
Operating Budget Adjustments	2,957.5	(47,677.0)	(44,719.5)
Total FY10 Operating Budget Request with Adjustments	**345,388.9**	**504,265.7**	**849,654.6**

University of Alaska
FY10 Capital Budget Request Summary
(in thousands)

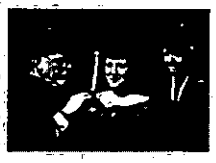
	State Approp.	Receipt Authority	Total
FY10 Facility Capital Needs			
Maintaining Existing Facilities R&R Annual Requirement	50,000.0		50,000.0
UAF Life Sciences Innovation and Learning Facility	82,195.0	20,625.0	102,820.0
UAS Auke Lake Way Campus Entry Improvements & Road Realign.	4,130.0		4,130.0
UAA Sports Arena	65,000.0		65,000.0
New Facilities Planning & Design	47,300.0	15,800.0	63,100.0
Reducing Major R&R and Deferred Maintenance Backlog	150,000.0		150,000.0
UAF Alaska Region Research Vessel		100,000.0	100,000.0
Federal Receipt Authority		15,000.0	15,000.0
Subtotal - FY10 Facility Capital Needs	**398,625.0**	**151,425.0**	**550,050.0**
FY10 Project and Equipment Requests			
Energy Projects	20,950.0		20,950.0
Climate Projects	21,500.0		21,500.0
Alaska Education Policy Project	700.0		700.0
University Equipment Refresh (administrative & academic)	90,000.0		90,000.0
Compliance/Business Efficiency Solutions	10,000.0		10,000.0
Subtotal - FY10 Project and Equipment Requests	**143,150.0**		**143,150.0**

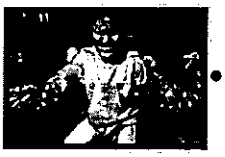
Quick Facts & Figures

	UAF	UAA	UAS
Headcount Fall 2008			
Urban Campuses	5,212	15,356	2,625
Community Campuses	4,464	4,369	975
Total	9,676	19,725	3,600

Comparisons from 2003 to 2008

Occupational Endorsements	NA	NA / 47	NA/ 28
Certificates	78 / 190	88 / 87	21 / 52
Associate Degrees	246 / 238	530 / 679	72 / 65
Baccalaureate Degrees	395 / 444	770 / 871	80 / 93
Master's Degrees	163 / 199	204 / 289	61 / 116
Doctorate Degrees	36 / 29	NA	NA
First-Time Freshmen	1,057 / 943	1,581 / 1,907	193 / 220
Foreign Students	398 / 315	448 / 472	78 / 45
Female/Male Ratio 2008	5,894 / 3,934	11,837 / 7,891	2,409 / 1,189
% Female	60%	60%	67%
UA Scholars	510 / 698	809 / 1,081	66 / 65
Alaska Native Students	2,299 / 2,048	1,790 / 1,864	762 / 493
Average Age UA Student	28 / 27	28 / 27	31 / 30
Instructional Faculty FTE	373 / 383	458 / 511	95 / 97
Staff FTE	1,500 / 1,518	968 / 987	203 / 222
External Research	$99.4 m/$108 m	$10.2 m/$8.8 m	$1.2 m/$2.1 m





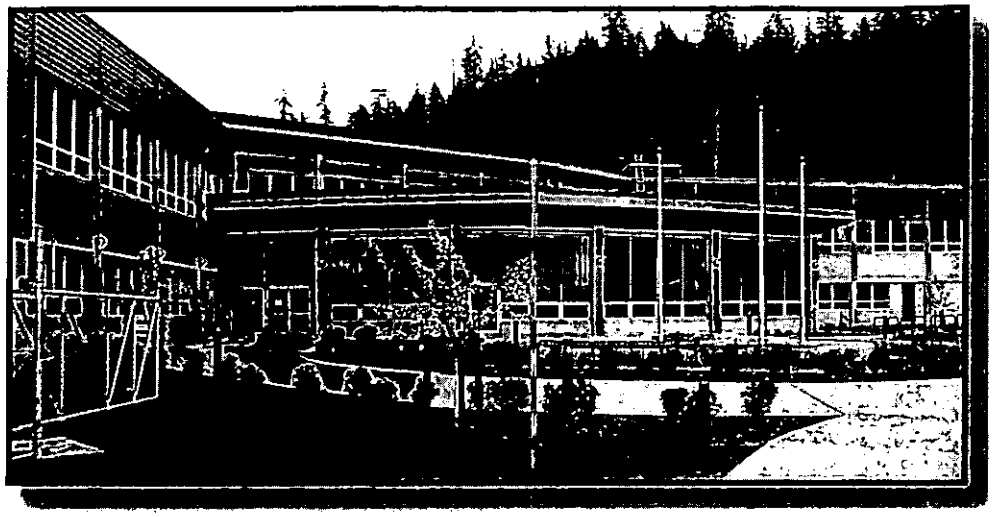
UA Request Compared to Actual Appropriation

FY	UA's Requested GF* Increase	State Appropriated GF* Increase		Salary and Fixed Cost Obligations	
				GF*	NGF
2000	$16.3 m	$6.0 m	3.6%	$12.9 m	$2.5 m
2001	$16.9 m	$15.7 m	9.0%	$11.7 m	$3.7 m
2002	$16.8 m	$10.7 m	5.6%	$10.7 m	$7.1 m
2003	$16.9 m	$9.7 m	4.8%	$10.3 m	$8.6 m
2004	$13.6 m	$4.6 m	2.2%	$9.9 m	$9.3 m
2005**	$19.3 m	$15.5 m	7.2%	$18.6 m	$13.6 m
2006**	$19.5 m	$17.1 m	7.4%	$18.8 m	$17.6 m
2007**	$40.5 m	$34.3 m	13.8%	$29.9 m	$18.7 m
2008	$27.8 m	$10.0 m	3.5%	$12.9 m	$15.8 m
2009	$28.4 m	$20.5 m	7.0%	$14.5 m	$13.9 m
Total	$216.0 m	$144.1 m	7.1%	$150.2 m	$110.8 m

* GF includes GF/MHT/TVEP/ASTF/BLic

** Includes extraordinary PERS/TERS retirement increases for FY05 $8.8m GF; FY06 $6.9m GF; FY07 $7.9 m GF

Bottom Line: In only four of the last 20 years have general fund increases covered the salary and fixed cost obligations and allowed for state-funded



UA Facilities Need Investment

- UA requires annual capital funding of $50 million for major renewal and renovation (R&R), plus an additional annual investment to begin to address the R&R backlog known as "deferred maintenance."
- This investment is in addition to operating funds UA dedicates each year ($31 million in FY09) to maintain 400 buildings – 6.7 million square feet across the state.
- When capital R&R funding falls below $50 million annually, UA's maintenance backlog grows.
- Every year, UA's highest priority capital budget request is major R&R. Since FY2000, UA's annual request has averaged $75 million. State appropriations have averaged $16 million.
- UA's R&R inventory now exceeds $800 million--a critical level.

FY08 REPORT CARD

From FY07		From FY99
↑ Up 1%	High Demand Job Area Degrees Awarded	↑ Up 38%
↓ Down 1.5 points	First-Time Full-Time Undergraduate Retention	↑ Up 9.5 points
↕ No Change	Student Credit Hours	↑ Up 16%
↓ Down 4.6%	Grant-funded Research Expenditures	↑ Up 97%
↕ No Change	University-Generated Revenue	↑ Up 90%

UA's Impact on Alaska

Completion of at least one workforce training course at UA leads to an average 18 percent increase in earnings.

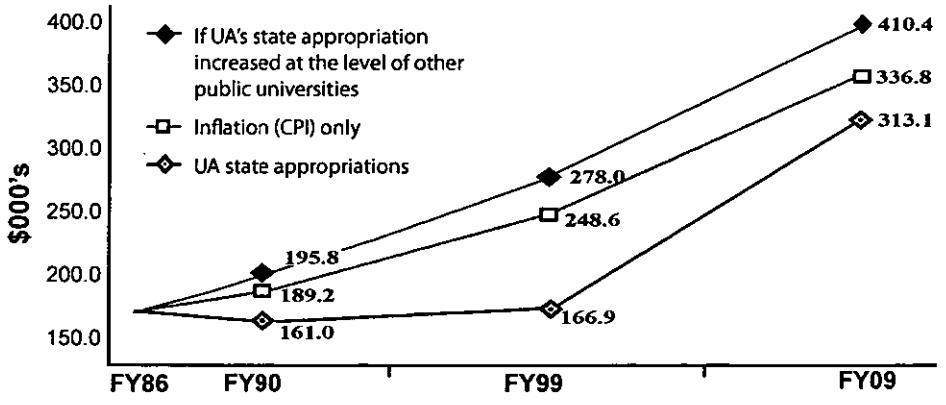
The UA Scholars Program keeps young Alaskans in state. More than 4,250 Scholars have enrolled since 1999, earning more than 1,200 degrees and certificates to date. More than 90 percent of them stay in Alaska to work, raise families and contribute to the economy.

New Occupational Endorsement and Workforce Credential tracks are tailored toward non-traditional students who have a specific career goal, like a promotion.

UA freshmen in baccalaureate engineering programs have doubled since 2004, with a 30 percent increase in the last year. State labor economists predict strong employment opportunities in engineering and related fields.

UA graduates in health programs have increased over 20 percent in the last five years. The latest enrollment figures, at nearly 3,450 students, are up an incredible 86 percent since 2000. Health-care workers are highly sought for employment, with demand even higher in rural Alaska.

State Appropriation Comparison



Where We Could Be: If state funding increased at the average for Lower 48 public universities

Where We Should Be: If state participation was adjusted for inflation (CPI)

Where We Are: Nearly $24.6 million is consumed by extraordinary increases in state retirement

Bottom Line: State support for UA has not kept pace with the average of Lower

Strengthening Alaska's Economy

- The University of Alaska leaves an economic footprint in the state of nearly $1 billion annually, including:
  - Direct and indirect payroll
  - Student and visitor spending
  - And millions in goods and services paid to 1,200 Alaska businesses in 70 communities
- Nine out of 10 recent high school graduates rate the quality of education at UA as good or very good, a dramatic improvement since 1999.
- UA research brings over $150 million to the state each year, employs nearly 2,400 people and has a total payroll of $92 million. Future growth in UA research will require a state investment in new facilities.
- Charitable donations to the UA Foundation reached a record $31 million in FY08, with nearly 6,450 people, businesses and foundations supporting the university's programs, scholarships and students.
- UA now attracts 63 percent of college-bound high school graduates in Alaska, up from 45 percent in the mid-1990s.

Bottom Line: Students, parents, employers, alumni and citizens support the UA system.

Funding Analysis Comparison

University of Alaska Compared to Western States

	U of A	WICHE
	FY06	FY06
State Appropriation to Higher Education	9.8%	11.6%
State Grant Aid per Student	$28	$416
Ratio : Instruction Expenditures per Student FTE	$9,373	
2-year, 4-year and Graduate Institutions		$6,545
4-year and Graduate Institutions only		$9,813
Ratio : Appropriation per Student FTE	$14,090	
2-year, 4-year and Graduate Institutions		$7,073
4-year and Graduate Institutions only		$15,613
Staff per 100 FTE Students*	13.9	12.9
Research Generated per Faculty**	$118,734	$54,283

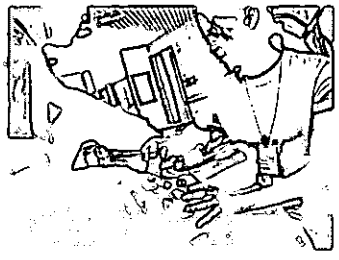
Note: * UA Peer Institutions with less than 35,000 student FTE.

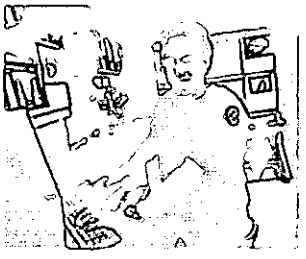
** Only FY05 Faculty figures were available on WICHE website: http://www.wiche.edu/policy/factbook/

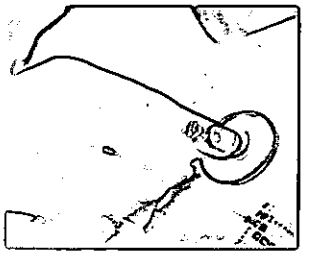
Bottom Line: UA instructional costs and state appropriations, per student, are in line with our Western neighbors.

UNIVERSITY of ALASKA

Many Traditions One Alaska







University of Alaska Health Programs

2008 - 2009

The State of Alaska is in great need of well-prepared graduates in the health care workforce. Shortages abound as health care needs increase and current workers look toward retirement. As one of the largest and fastest growing sectors of Alaska's economy, the health care industry makes up more than one in every 12 jobs in Alaska.

The University of Alaska stands ready to help meet the needs of Alaska's health care workforce. With new and expanding programs, and a new Health Sciences Building on the horizon, there are many programs and job prospects for health students to look forward to at UA.

This University of Alaska Health Programs publication will guide you through many of the health programs offered at the University of Alaska, from medical laboratory technology to psychology, and nursing to dental hygiene.

- **UA has experienced nearly 70 percent growth in health care students and graduates since 2002.**
- **One in every 12 jobs in Alaska is in the health care industry.**
- **Between UAA, UAF and UAS, health students in more than 200 locations across Alaska are taking classes in their discipline.**
- **Alaska will need nearly 50 percent more behavioral health professionals by 2010.**
- **The Alaska WWAMI Program has doubled its enrollment from 10 to 20 students to help meet Alaska's critical physician shortage.**
- **More than 90 percent of nursing graduates intend to remain in Alaska for their first jobs.**
- **The School of Nursing's capacity doubled from 96 admission slots in 2002 to 223 slots in the 2008 academic year.**
- **Enrollment in the University of Alaska's allied health programs has grown by about 130 percent since 2002.**

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Photo by Mike Conti. Courtesy of Alaska Native Tribal Health Consortium

From the Associate Vice President, Health Programs

The University of Alaska has a pivotal role to play in meeting the significant health and human service workforce needs of Alaska. State labor projections show a continued strong job forecast for virtually every health care profession. Employers report significant shortages in qualified personnel.

Recent studies show that over $24 million in costs are added each year to Alaska's health care system from vacancies and the need to import temporary health workers.

The University has responded by producing thousands of new graduates and creating many new degree programs. Program expansion has been based on a number of principles, including:

- Strategic planning and cooperation between all campuses to enhance offerings and eliminate duplication.
- Export of programs, like nursing, to many sites from a centralized center of excellence through use of distance technology.
- "Grow our own" philosophy, which brings articulated career ladder programs to students in rural and urban settings and at mid-career.
- A focus on students who are place-committed to their local community, and who are more likely to stay upon graduation and practice locally.

I hope you will share my excitement about the future of health workforce development as you read this publication. We have a strong team of health and human services faculty, administrators and staff at the University of Alaska who will continue to push for increasing the quality and quantity of our offerings.

Karen Perdue
Associate Vice President, Health Programs
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From the Vice Provost, Health Programs

It's exciting to see the incredible growth of Alaska's health care industry. However, this does create a burgeoning demand for health care workers, and challenges the University to respond vigorously to address state needs.

The University of Alaska has a growing reputation for offering quality education in many arenas, especially health care. More people are turning to UA for health care-related training and education. In excess of 70 percent of health-related jobs in 2014 will require at least an associate's degree or significant postsecondary vocational training, and almost 30 percent of those will require a bachelor's degree or higher.

The University will work hand-in-hand with industry, governmental and community entities, and collaborate closely with public and private sector partners, to maintain and develop our programs supporting workforce development and high-demand careers. Specifically, the University of Alaska Anchorage, which educates over 75 percent of UA health students, has prioritized the development of new health care training opportunities.

I hope you enjoy reading this updated University of Alaska Health Programs publication to get all the latest on what UA is doing to help meet our students' interests and state's health care needs.

Jan Harris
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UA Steps Up...

The need for trained workers in the health care industry has never been greater.

The health care industry is one of the largest and fastest growing sectors of Alaska's economy. More than one in every 12 jobs in Alaska is in the health care industry. The fastest-growing group of health care-related occupations includes home health aides, paramedics, medical assistants and dental assistants.

A significant number of job openings across the state reflects the demand for new workers, and retirements from the workforce play a major role in the future need for workers in the industry. That's where the University of Alaska comes in.

University of Alaska responds

The University of Alaska has stepped up vigorously to address the state's health care needs. Shortages have been identified in many critical occupations, some at crisis stage. There are significant state and national shortages in the fields of nursing, medicine, pharmacy, physical and occupational therapy, behavioral health, public health, management, and a number of allied health occupations.

UA has experienced nearly 70 percent growth in health care students and graduates since 2002. Between the fall semesters of 2001 and 2007, there was a 68 percent increase in students majoring in a health field, with a growth in numbers from just over 2,000 to more than 4,000. The numbers of degrees and certificates awarded grew from more than 700 in 2001 to nearly 1,300 in 2007, a 66 percent increase.

Distance delivery: Reaching more students in more places

University of Alaska's health programs are available via distance delivery to many Alaska communities, allowing more students access to the education they need to enter into or advance their health careers.

"We've been very aggressive in using distance education for things that people wouldn't normally think could be taught by distance," said Sally Mead, Director of UA's Expanding Access to Health Programs project.

Old models of instruction required students to travel away from their homes – sometimes for several years – to gain the education necessary to become a nurse, pharmacy technician or social worker.

Left: Sue Miller and Nina Mehegak are limited radiography students participating in an "Elluminate Live" session at the Yukon-Kuskokwim Health Center in Bethel.

Right: Alexia Wassilie, Clinical Lab Assistant student in Bethel.

Photo by Mike Dinneen

Distance education now allows Alaskans to prepare for established, well-paying jobs in or near their home communities, previously out of reach for place-committed rural residents.

Distance-delivered courses and programs take many forms. Many have a statewide reach while others are organized regionally. Because students may take courses from more than one campus, or might move from one part of the state to another, aligning courses and programs has become critical in the distance education arena.

The UA Health Programs initiated the Health Distance Education Partnership (HDEP) to increase the number of distance-delivered programs offered through UAA, UAF and UAS. "The success of this initiative depends on a 'hub and spoke' structure that recognizes the importance of community campuses around the state," said Mead. "The partnership between these campuses is essential." During its first three years, the HDEP supported faculty to create or improve 50 courses, including 14 certificates or degrees in nursing, allied, behavioral and public health.

UAA partners with Creighton University to offer distance-delivered Occupational Therapy program

One of the University's newest distance-delivered programs is a joint Occupational Therapy program with Nebraska's Creighton University. Started in August 2008, a group of eight students are participating in Alaska's first student cohort. This distance-delivered pilot program is aimed at addressing Alaska's critical shortage of occupational therapists.

"This partnership responds to the lack of educational opportunity for occupational therapists in Alaska and the shortage of OTs available to practice in this state," said Cheryl Easley, Dean of UAA's College of Health and Social Welfare. "The program increases the likelihood that the graduates will remain in Alaska to work."

Alaska Area Health Education Center

The Alaska Area Health Education Center (AHEC) is a statewide university-industry partnership focused on strengthening Alaska's health workforce that:

- Encourages Alaskans from disadvantaged backgrounds into health careers;
- Coordinates clinical rotations to help students secure employment in underserved areas and with underserved populations; and
- Improves access to continuing education for health professionals in underserved areas.

The Alaska AHEC Program has four partners: the Yukon Kuskokwim AHEC at Yukon Kuskokwim Health Corporation, the Interior AHEC at Fairbanks Memorial Hospital, the Southcentral AHEC at the Providence Alaska Learning Institute and the Southeast AHEC at the Southeast Alaska Regional Health Consortium. The AHEC Program Office and its partner organizations work to synergistically bridge the gap between professional training schools and underserved populations.

For more information:

Sally Mead, *Director, UA Expanding Access to Health Programs*
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Allied Health

"The majority of our students already have jobs, and our programs allow them to advance their careers."

People who work in allied health fields make the health care industry tick. According to the Alaska Department of Labor and Workforce Development, four of the 10 fastest-growing occupations in Alaska are in allied health.

The University of Alaska has ramped up its offerings to respond to the critical demand for allied health workers throughout Alaska. Formed in 2002, the University of Alaska Allied Health Alliance, a cross-campus planning and coordination group made up of leaders of the allied health programs, works to expand allied health course offerings across the University's 16 campuses. The group meets regularly to evaluate offerings and brainstorm ideas on how to address the allied health workforce needs of our state.

In the last seven years alone, enrollment in the University of Alaska's allied health programs has grown by about 130 percent, and the number of degrees awarded has increased by 86 percent.

The University of Alaska Anchorage's (UAA) Allied Health Sciences

James Munn graduated from UAA in 2007 with two degrees: an AAS in Radiologic Technology and an AAS in Human Services. After graduation, James moved to Bethel to work as a Radiologist Technician in the Diagnostic Imaging Department at the Yukon-Kuskokwim Health Corporation.

Photo by Mike Dinneen

Four of the 10 fastest-growing occupations in Alaska are in allied health.

Photo by Mike Dinneen

Photo by Todd Paris

Right: Students at UAF's Kuskokwim Campus in Bethel take notes in their anatomy and physiology class.

Division, a part of the Community and Technical College, is home to eight allied health program areas including Dental Assisting, Dental Hygiene, Fire and Emergency Services/Paramedic, Medical Assisting, Medical Laboratory Technology, Pharmacy Technology, Radiologic Technology and Therapeutic Massage.

The University of Alaska Fairbanks' (UAF) Tanana Valley Campus (TVC) offers seven allied health programs: Certified Nurse Aide, Dental Assistant, Dental Hygiene, Emergency Medical Services/Paramedic, Health Care Reimbursement, Medical Assistant, Medical/Dental Receptionist and Phlebotomy. The University of Alaska Southeast (UAS) delivers training in Certified Nurse Aide, Health Information Management, and Personal Care Attendant, in addition to offering UAA's Medical Laboratory Technology, Pharmacy Technology and Radiologic Technology via distance delivery.

The College of Rural and Community Development (CRCD) Health Programs office at UAF delivers certificates in Health Care Reimbursement to help individuals enter the field of health care, and serves as university liaison to the Community Health Aide/Practitioner Program.

Torie Foote, Director of CRCD Health Programs, explains, "We're continuing to work with tribal health corporations to make sure we're meeting their workforce needs. The majority of our students already have jobs, and our programs allow them to get the training needed to advance their career."

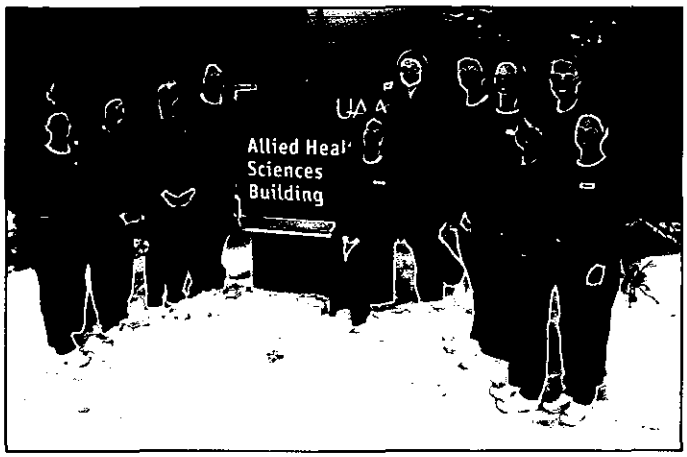
"By offering distance-delivered programs, we are providing greater access to higher education to all Alaskans," said Sally Mead. "Between UAA, UAF and UAS, allied health students in 213 locations across Alaska are working toward an education to better themselves and the communities they live in. Our distance-delivered programs use several methods of course delivery including web-based courses, audio and video conferencing and hands-on clinical experience."

Growing dental programs keep Alaskans smiling

The UAF Tanana Valley Campus recently added an Associate of Applied Science degree in Dental Hygiene to its program offerings. "The demand for dental hygienists in the Fairbanks area is significant," said Marsha Sousa, Allied Health Programs Coordinator, UAF Tanana Valley Campus. "The support of our local dental community was essential in developing this program, and they continue to help us by teaching and mentoring students in our state-of-the-art dental clinic. The presence of our dental hygiene clinic has increased access to care for our underserved population in particular."

UAA's dental programs have also experienced some major changes. Students and faculty are enjoying their recently remodeled UAA Dental Clinic, featuring 21 dental operatories (14 for hygiene, seven for assisting), a lab, a large classroom and faculty offices. Because of the remodel, the Dental Hygiene program can now enroll 14 students a year.

"We are excited to see how our new facility can change the treatment we give patients and the way our students learn," said Lynda Hernandez, Student Success Coordinator for UAA's Allied Health Division.



Courtesy of UAA Dental Programs

The 2007 UAA graduating class of dental hygiene students placed second in the nation on their National Board Examination.

■ = Offered via Distance Delivery ■ = University of Alaska Anchorage ■ = University of Alaska Fairbanks ■ = University of Alaska Southeast

Allied Health Programs	UAA	UAF	UAS
DENTAL			
Dental Assisting (AAS)	■	■	
Dental Assisting (Certificate)	■	■	
Dental Hygiene (AAS)	■	■	
HEALTH INFORMATION/INPATIENT			
Health Information Management (AAS)			■
Health Care Reimbursement (Certificate)		■	
Health Care Privacy (Certificate)			■
Health Information Management, Coding Specialist (Certificate)			■
Medical Office Specialist (Certificate, OE)			■
MEDICAL OFFICE/OUTPATIENT			
Medical Assisting (Certificate, AAS)	■	■	
Medical Transcription (Courses)	■		
Medical Office Coding (OE)	■		
Medical Billing (OE)		■	
Medical Coding (OE)		■	
Medical Office Reception (OE)		■	
Health Care Reimbursement (Certificate)		■	
Medical/Dental Reception (Certificate)		■	
MEDICAL LABORATORY			
Phlebotomist (OE)	■		
Phlebotomy (6-credit Training)		■	
Clinical Assistant (OE)	■		
Medical Laboratory Technician (AAS)	■		
Medical Technology (BS)	■		

	UAA	UAF	UAS
RADIOLOGIC TECHNOLOGY			
Pre-Radiologic Technology Qualification (Certificate)			■
Radiologic Technology (AAS)	■		
Mammography	■		
Limited Radiography (OE)	■		
EMERGENCY SERVICES			
Paramedic (AAS)	■	■	
Paramedic Academy		■	
Fire and Emergency Services (AAS)	■		
Emergency Medical Services (Certificate, AAS)		■	
Emergency Medical Technology (Courses)	■	■	■
PHARMACY CAREERS			
Pharmacy Technician (OE)	■		
ADDITIONAL ALLIED HEALTH PROGRAMS			
Community Health (AAS)		■	
Community Health/Practice (Certificate)		■	
Allied Health (Pre-Professional)		■	
Health Sciences (AAS)			■
Health Care Management (AAS)		■	
Massage Therapy (Continuing Education)	■		
DIRECT SERVICES			
Personal Care Attendant (PCA)	■	■	■
Certified Nurse Aide/Assistant (CNA)	■	■	■
PCA Bridge to CNA			■

Enrollment in the University of Alaska's allied health programs has grown by about 130 percent.

Photo by Todd Paris

Courtesy of UAA Dental Programs

Above: UAA's remodeled dental clinic features 21 dental operatories, a lab, a large classroom and faculty offices.

Left: A recent remodel of the Tanana Valley Campus Center includes a state-of-the-art dental clinic with six full operatories, three x-ray suites, dental materials lab, sterilization room and dark room. The clinic is home to UAF's dental assisting and dental hygiene programs.

Southcentral Paramedical Technology Program

After a successful start at UAA's Kenai Peninsula College (KPC), the Paramedical Technology Program is growing and will be offered at the Mat-Su College and the Anchorage campuses in the coming years. Paul Perry, a 23-year paramedic and KPC's paramedic instructor, says that Alaska's paramedic shortage is part of a nationwide need for paramedics and other health care professionals. The program's expansion to Anchorage and the Mat-Su Valley will help fill the paramedic positions that are in such high demand in Alaska.

Courtesy of Kenai Peninsula College

KPC students practice immobilizing and transporting an injured patient.

The Southcentral Program offers the 2-year Associate of Applied Science degree, which requires 68 credits including a number of general education courses, many of which are available via distance delivery. At the end of the program, students are required to participate in a 2-3 month field internship at an emergency services organization in the Lower 48.

Students enrolled in this program work with state-of-the-art training tools to gain the hands-on experiences they need to be successful in the paramedic field. KPC has partnered with the Kenai Peninsula Central Emergency Services and the Nikiski Fire Department in a variety of ways resulting in a strong community-supported program. The college has its own ambulance that was donated by the Nikiski Fire Department and is used as a training and recruiting aid. University vocational equipment funds have enabled KPC to purchase a high-tech SimMan mannequin for students to monitor blood pressure, lung sounds and 2,500 different cardiac rhythms.

UAF Tanana Valley Campus Emergency Medical Services/Paramedic Program

The Tanana Valley Campus Emergency Medical Services/Paramedic program is designed to prepare students for an entry-level position as a paramedic within the EMS community. Students can pursue the program at the certificate or associate's degree level, or can take individual EMT courses to meet the Alaska requirements for certification as an Emergency Medical Technician. The certificate program takes three semesters to complete, which includes a 2-3 month field internship with a Lower 48 emergency services operation.

The associate's degree expands upon the certificate program, and includes general education courses.

Courtesy of Kenai Peninsula College

Students participate in a mock emergency as first responders to the scene.

Statewide Estimates for Allied Health Vacancies

Paramedic: 7% vacancy rate, 34 vacancies

Billing/Coding: 4-11% vacancy rate; 101 vacancies

Pharmacists: 23.7% vacancy rate, 98 vacancies

Pharmacy Technician: 5.7% vacancy rate, 27 vacancies

Radiologic Technician: 6% vacancy rate, 22 vacancies

Medical Technologist: 7.7% vacancy rate, 22 vacancies

Med Lab Tech: 6.1% vacancy rate, 9 vacancies

Community Health Aide Program: 18.1% vacancy rate, 100 vacancies

Dental Hygienist: 5.7% vacancy rate, 31 vacancies

Dental Assistant: 8.8% vacancy rate, 98 vacancies

Certified Nurse Assistant: 6.7% vacancy rate, 71 vacancies

Personal Care Attendant: 8.7% vacancy rate, 27 vacancies

Physical Therapist: 16.5% vacancy rate, 84 vacancies

Occupational Therapist: 29.3% vacancy rate, 75 vacancies

Physical Therapy Assistant: 28.6% vacancy rate, 18 vacancies

Source: *2007 Alaska Health Workforce Study, 476 Respondents, Alaska Center for Rural Health*

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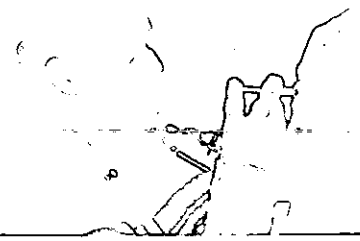

"The intense, practice-oriented program brings real issues to the table and teaches students to work with community partners..."

Public Health

Public health can be defined as "the science and art of protecting and improving the health of communities through education, promotion of healthy lifestyles, and research for disease and injury prevention." Public health focuses on a population as a whole, rather than the individual. Professionals in public health work to prevent health problems before they occur, and strive to improve the health and well being of people locally, nationally and globally.

Master of Public Health

The Master of Public Health (MPH) program at UAA focuses on public health issues specific to Alaska and the north. It is designed to enhance health in Alaska's diverse communities and the circumpolar north by preparing leaders to identify, prevent and solve health problems.

Many students are practicing professionals from all corners of the world who bring their broad range of expertise to class discussions. The intense, practice-oriented program brings real issues to the table and teaches students to work with community partners to develop innovative approaches to both current and emerging public health problems.

More than 70 students are engaged in the MPH program, and 21 people now call themselves alumni. Three additional full-time faculty members have recently joined the team, and community-based affiliate faculty now number more than 25. The program also welcomed Presidential Professor Dr. Richard Windsor in 2007.

Progress is being made toward achieving national accreditation from the Council on Education for Public Health (CEPH), with anticipated accreditation by Fall 2009.

"Everything we've done with this program to date has been with national standards of excellence in mind," said Dr. Rhonda Johnson, Department of Health Sciences Chair and MPH Coordinator. "CEPH accreditation, while voluntary, will confirm we are a program of excellence."

For more information:

http://health.uaa.alaska.edu/mph

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Culinary Arts and Hospitality, Dietetics and Nutrition program seeks funds to grow its Nutrition program

Alaska is the only state in which a bachelor's degree in nutrition is not offered. There is a growing demand for nutrition education leading to licensure as a registered dietician. The UAA Culinary Arts and Hospitality, Dietetics and Nutrition program currently offers an AAS in Culinary Arts and a BA in Hospitality Restaurant Management, with a minor in Nutrition. Due to increasing enrollment, the program is seeking funds for a full-time Dietetics and Nutrition assistant professor. This additional funding would make it possible for the program to maintain its excellence and offer baccalaureate education in nutrition sciences.

Health and Fitness Leadership Program

The Bachelor of Science in Physical Education with emphasis in Health and Fitness Leadership, offered through the Department of Health, Physical Education & Recreation produced its first graduates in May 2006. This career pathway has more than 100 active majors and prepares students for employment in clinical-based health; education and fitness programs; fitness facilities; worksite health promotion programs; or further studies in physical therapy, coaching and teaching, exercise and sport science, exercise rehabilitation or other health-related areas.

Nursing

School of Nursing chips away at nursing shortage, continues to grow

Growth seems to be a common theme in the School of Nursing. After meeting its goal to double the number of basic nursing graduates, the School of Nursing is continuing to grow with plans to accept an additional 16 students into its AAS program in Anchorage.

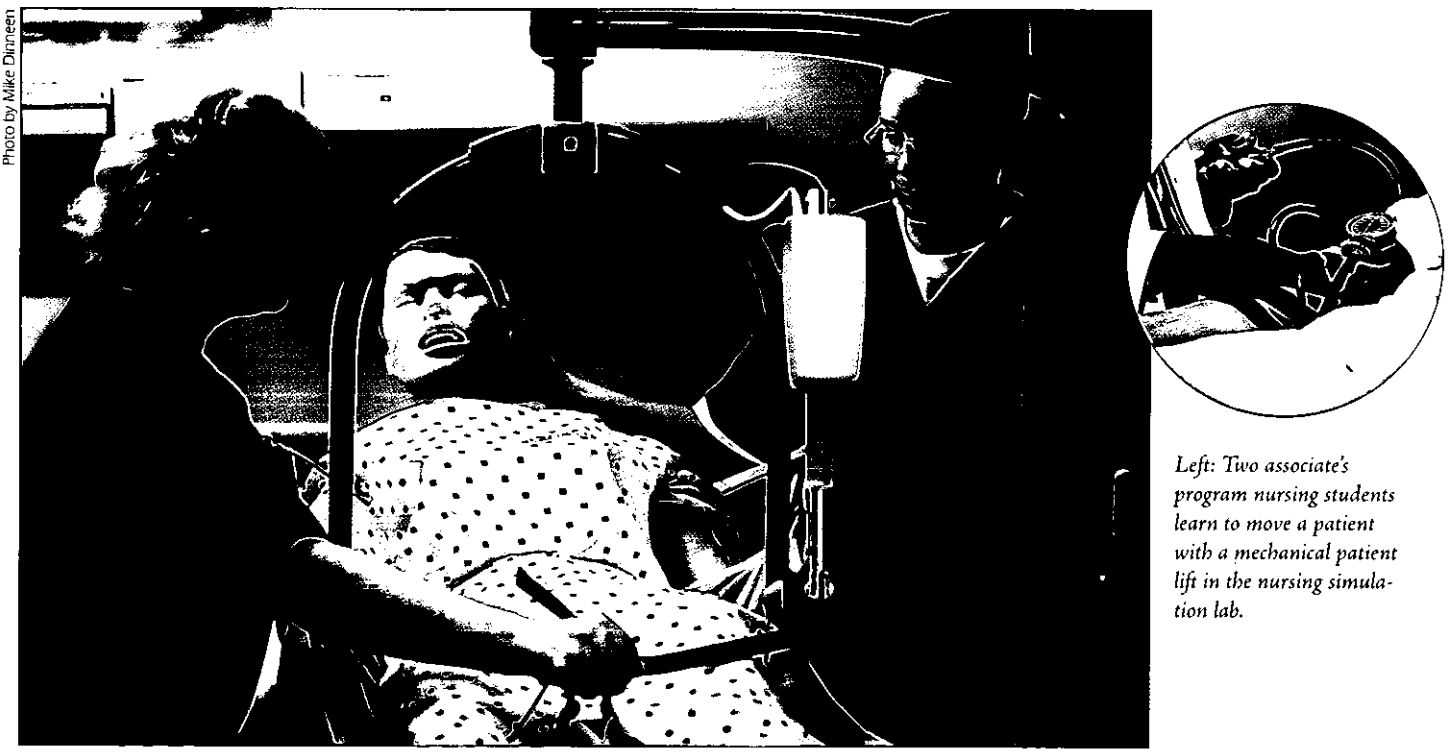
In 2002, the University/Industry Nursing Education Task Force established the goal of doubling the number of basic nursing graduates (AAS and BS programs) from the UAA School of Nursing by 2006. That goal was reached, and the School's capacity doubled from 96 admission slots in 2002 to 223 slots in the 2008 academic year. The baccalaureate nursing program increased the number of students in each admission cohort from 32 to 40, and admits three cohorts a year, instead of two.

"We're continuing to increase our capacity by hiring more faculty members and admitting more students," said Jean Ballantyne, Director of UAA's School of Nursing.

The School of Nursing offers Associate of Applied Science, Bachelor of Science in Nursing and Master of Science degrees. The School also offers an LPN to AAS option and an RN to BS option to help Licensed Practical Nurses and Registered Nurses transition into the next phase of their careers.

The Associate of Applied Science prepares students to provide direct nursing care to individuals in inpatient settings and structured outpatient settings. Students gain clinical experience in hospitals, nursing homes and clinics. The program is offered via distance delivery to 12 communities across Alaska.

Photo by Mike Dinneen



Left: Two associate's program nursing students learn to move a patient with a mechanical patient lift in the nursing simulation lab.

By 2020, the U.S. will be short more than 800,000 RNs.

Photo by Mike Dinneen

Courtesy of Kenai Peninsula College

Right: Kenai Peninsula College nursing student Cindy Miller examines a "practice" patient's ear.

By expanding the number of communities where students can enroll in the AAS program, the School of Nursing plans to eventually graduate about 240 to 250 students each year, according to Jackie Pflaum, Associate Director of the School of Nursing.

"That's the number of new nurses the health care industry in Alaska has indicated it can absorb on an annual basis," she said.

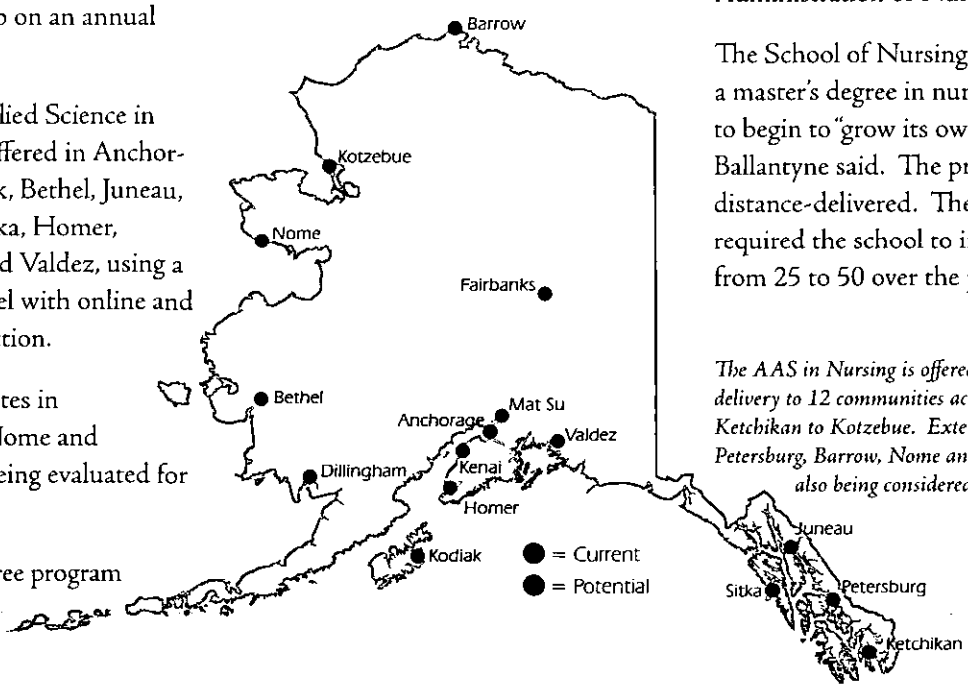
The Associate of Applied Science in Nursing program is offered in Anchorage, Fairbanks, Kodiak, Bethel, Juneau, Ketchikan, Kenai, Sitka, Homer, Mat-Su, Kotzebue and Valdez, using a blended delivery model with online and on-site clinical instruction.

Ballantyne said that sites in Petersburg, Barrow, Nome and Dillingham are also being evaluated for future offerings.

The baccalaureate degree program provides students with both theory and clinical experiences to enable them to assess, plan, implement and evaluate health care to meet the needs of individuals, families, groups and communities. Students may choose from two options: the Basic Student Option and the Registered Nurse Option.

For those who seek to further their nursing education, the School of Nursing offers a Master of Science in Nursing. Graduate studies at the master's level place primary emphasis upon advanced professional nursing practice, theory, research and health care delivery systems. Students may select one of four specialty tracks: Family Nurse Practitioner, Psychiatric-Mental Health Nurse Practitioner, Health Care Administration or Nursing Education.

The School of Nursing has developed a master's degree in nursing education to begin to "grow its own" faculty, Ballantyne said. The program is fully distance-delivered. The expansion required the school to increase faculty from 25 to 50 over the past four years.



The AAS in Nursing is offered via distance delivery to 12 communities across Alaska, from Ketchikan to Kotzebue. Extension sites in Petersburg, Barrow, Nome and Dillingham are also being considered for future offerings.

"With the nationwide nursing faculty shortage, we need to prepare the educators of the future, too," she said.

Even with the expanded programs, nursing vacancy rates in Alaska have held steady at around 8 percent for the past four years, she said, but coming retirements are anticipated to greatly increase the need for nurses worldwide.

By 2020, the Health Resources and Services Administration estimates the U.S. will be short more than 800,000 RNs.

"The best news for Alaska is our preliminary data shows more than 90 percent of our graduates intend to remain in Alaska for their first jobs," Pflaum said.

Shara Sutherland, Chief Nurse Executive for Providence Alaska Medical Center, says that 40 of the 50 nurses they've hired over the past year are graduates of UAA's School of Nursing. "There's no doubt that we'll exceed the number of nurses we hired last year," she said. "Providence offers many opportunities for new graduates to strengthen their skills through externships, internships and fellowships."

Similarly, the Alaska Native Medical Center has added 25 new nurses in 2008. "About 95 percent of our new nurses come from UAA," said Julie McNulty, ANMC Nursing Internship Coordinator.

Ballantyne adds, "Nursing education can't stand alone. We rely heavily on our community partnerships to provide students with the clinical experiences they need to be successful in this field."

As long as the Alaska health care industry can continue to hire the new graduates, university officials expect these numbers to stay up over time. The School of Nursing also is looking ahead by updating its comprehensive strategic plan to address the continued expansion and development of its programs, while also improving communication, student responsiveness, and faculty recruitment, retention and development.

For more information:

http://nursing.uaa.alaska.edu/

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Nursing Program Outreach Sites

Academic Year	Nursing Program Outreach Sites	No. of Sites
2000	Anchorage	1
2001	Fairbanks, Kodiak	3
2004	Bethel, Juneau, Ketchikan	6
2005	Kenai, Sitka	8
2006	Homer, Mat-Su, Kotzebue	11
2008	Valdez	12

Photo by Mike Dinneen

Nursing Workforce Diversity Program

The School of Nursing started the Nursing Workforce Diversity Program (NWDP) in 2006 to address the lack of diversity in Alaska's nursing workforce. Since its inception, 35 people have graduated from the program. NWDP is designed to increase the number of ethnic minorities in the nursing workforce to match that of Alaska's diverse population, and to increase the opportunities for educationally and economically disadvantaged students.

RRANN is about building a community to help support students so they're more likely to succeed.

Courtesy of Kenai Peninsula College

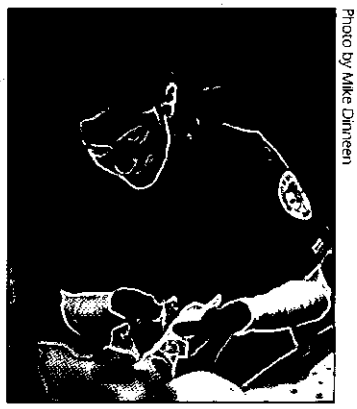

Photo by Mike Dinneen

Left: Nursing students at Kenai Peninsula College's Kenai River Campus train on a simulated patient.

Recruitment and Retention of Alaska Natives into Nursing - RRANN

The Recruitment and Retention of Alaska Natives into Nursing (RRANN) program, housed within the School of Nursing, is designed to increase the number of Alaska Natives and American Indians who graduate with Associate of Applied Science or Bachelor of Science degrees in nursing.

The program offers an extra level of support to students through advising, college preparation counseling, admission planning, and providing information about degree programs and course requirements. RRANN provides free tutoring, student-led study sessions, weekly social meetings with cultural themes and guest speakers, financial assistance and on-campus housing. Formal mentoring is also available to eligible students in partnership with the Alaska Native Medical Center.

"We're here to help students transition into college," said Randi Madison-Jacobs, RRANN Coordinator. "Many of our students come to us educationally and financially underprepared, and are experiencing culture shock. RRANN is about building a community to help support students so they're more likely to succeed."

Courtesy of RRANN

Bethel students: Gracie Nelson, Mary Devlin, Evelina Achee.

Alaska Natives/American Indians comprise approximately 16 percent of the state's population. RRANN hopes to increase the number of Alaska Natives/American Indian nurses in Alaska to match that percentage.

"If we increase the number of Alaska Native nurses in our state, it will make a huge impact on the quality of care for Alaska Native patients," said Madison-Jacobs. "They speak the language and understand the philosophies – there's a level of trust involved."

Since RRANN's beginning in 1998, 90 students have graduated from the program. A 10-year anniversary party was held on April 25, 2008 to celebrate the program's many accomplishments and service to our community.

For more information:

http://nursing.uaa.alaska.edu/rrann/

www.tvc.uaf.edu/programs/health/nursing.html

Medical Education

Alaska WWAMI Biomedical Program, Alaska's Medical School, doubles students to address physician shortage

The Alaska WWAMI Biomedical Program at UAA is an affiliate of the University of Washington School of Medicine and is part of a collaborative medical school agreement among the states of Washington, Wyoming, Alaska, Montana and Idaho.

WWAMI, an acronym for the participating states, has teaching sites for medical students in more than 100 towns and cities across the five-state region. Six state universities, and more than 4,500 volunteer physicians and other clinicians in the region, join in educating and training WWAMI medical students. Alaskans can complete three of the four years of medical school in Alaska through WWAMI.

The Alaska WWAMI Program began at the University of Alaska Fairbanks in 1971 and moved to the University of Alaska Anchorage in 1989. Historically, only 10 Alaska residents have been admitted to the Alaska WWAMI Program each year, but through the combined efforts of the Alaska WWAMI Program, the University of Alaska, physician and health care communities, and the Alaska legislature, the program now accepts 20 students per year.

Alaska WWAMI students complete their first year of medical school at UAA. Students from all five WWAMI states take second year classes at the University of Washington School of Medicine. The series of six-week clinical clerkships that comprise the 3rd and 4th years of the curriculum can be taken throughout the five-state region. The Alaska Track is a means to complete nearly all of these in Alaska.

The program was again ranked No. 1 in Primary Care education in *U.S. News & World Report's* 2009 list of America's Best Graduate Schools for the 15th consecutive year. WWAMI was also ranked No. 1 in Rural Medicine and Family Medicine for 17 consecutive years.

For more information:

http://biomed.uaa.alaska.edu/

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Courtesy of Alaska WWAMI Biomedical Program

The WWAMI program makes it possible for medical students to complete three of their four years of medical school in Alaska.

In the next decade, Alaska will need approximately 100 new physicians per year.

Courtesy of Alaska WWAMI Biomedical Program

Starting in Fall 2007, 20 Alaskans were admitted to the Alaska WWAMI Biomedical Program, doubling its class size from 10 per year since 1971. A report released by the Alaska Physician Supply Task Force predicts that in the next decade, Alaska will need approximately 100 new physicians per year.

Physician Assistant Program

Expanded program to reduce primary care shortages across Alaska

UAA's Bachelor of Science in Health Sciences Physician Assistant (PA) Program is growing dramatically this coming year. The first year class of 18 to 24 Physician Assistant students begins in Anchorage in Summer 2009. This doubles the volume of Alaskans served, and allows all training to be completed in Alaska. The two-year program is a collaborative effort with the University of Washington MEDEX Northwest Physician Assistant Program, developed in response to the need for practitioners in rural and underserved communities.

This program has been training PAs for Alaska's communities since 1972. Students entering the program are required to have significant health care experience prior to application. This training model creates opportunities for second career students with prior health care experience (e.g. community health aides and practitioners, paramedics and emergency medical technicians, military medics, nurses, allied health workers) to move up into the health care practitioner role. Over half of the practicing PAs in Alaska have been trained in the MEDEX Program.

The first year classroom portion of the program will be delivered in Anchorage and the second year will consist of clinical rotations throughout Alaska and the Northwest region.

After completing the PA program, students are eligible to sit for the National Certifying Examination for Physician Assistants. The University of Washington School of Medicine also grants a Physician Assistant Certificate upon successful completion of the program.

The Physician Assistant is one of the top 10 fastest growing positions in the United States. Physicians and institutions are expected to employ more PAs to provide primary care and to assist with medical and surgical procedures, as they are cost-effective and productive members of the health care team.

This more robust program will also allow additional opportunities for rural health professionals to continue their professional development and increase the retention of those who have a higher likelihood of returning to their home communities.

For more information:

www.health.alaska.edu/bshs/

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Behavioral Health

UA - addressing Alaska's behavioral health needs through education, training and research.

Alaska, being a largely rural state, has historically had difficulties recruiting and retaining an effective behavioral health workforce. As Alaska's public university, the University of Alaska has a responsibility to address the state's behavioral health needs through education, training and research.

The University of Alaska is the premier educator of Alaska's behavioral health workforce, with educational pathway programs ranging from non-degree trainings and certificates to doctoral programs. The University of Alaska graduates roughly 300 social workers, psychologists and human services professionals each year.

However, the need far exceeds the supply. Karen Ward, Director of the Center for Human Development, said that Alaska will need nearly 50 percent more behavioral health professionals by 2010.

According to Cheryl Easley, Dean of the College of Health and Social Welfare at the University of Alaska Anchorage, behavioral health professionals work in a wide variety of fields, such as psychology, human services, rehabilitation, nursing and social work, that provide mental health, behavioral health and substance use disorder services to individuals (children and adults), families and communities. Activities can include prevention and treatment of mental illness and substance abuse, and assistance with solving problems associated with mental or physical disabilities, Easley said.

"Alaska has significant behavioral health issues that demand attention," said Easley. "There is a high rate of substance abuse and suicide in our state, and we need to prepare for the high number of war veterans returning home who may be experiencing post-traumatic stress disorder."

Behavioral Health Initiative Partnership

The Behavioral Health Initiative Partnership was established to address the severe workforce shortages in the behavioral health field at all levels of licensure and credentialing. The University of Alaska, Alaska Mental Health Trust Authority (AMHTA) and State of Alaska Department of Health and Social Services joined forces to address current and future demand for behavioral health professionals.

In May 2004 a summit was held to develop a strategic plan for addressing the supply of behavioral health workers in Alaska. Policy direction from that meeting included:

- Increase the supply of workers at all degree levels;
- Improve course and program articulation across all campuses;
- Increase cultural competence skills of the workforce; and
- Ensure curriculum reflects new practice trends including integration of substance abuse and mental health practices.

In the last year, the AMHTA has assumed a greater leadership role by establishing a more focused effort on workforce. This has brought more partners, such as the Western Interstate Commission on Higher Education (WICHE) and the Annapolis Coalition, a national university-based organization focused on workforce.

Statewide comprehensive efforts revolve

Behavioral Health Programs	UAA	UAF	UAS
PSYCHIATRIC NURSING			
Psychiatric Nurse Practitioner (MS)	■		
SOCIAL WORK			
Social Work (BSW, MSW)	■		
Social Work (BA)		■	
Social Work Management (Graduate Certificate)	■		
PSYCHOLOGY			
Clinical-Community Psychology (Ph.D.)	■	■	
Clinical Psychology (MS)	■		
Community Psychology - Guidance and Counseling (MA)		■	
Community Mental Health Services (OE)	■		
Psychology (BA, BS)	■	■	
HUMAN SERVICES			
Human Services (AAS, BHS)	■	■	
Conflict Resolution (OE)	■		
Rural Human Services (Certificate)		■	
DISABILITY/RESIDENTIAL SERVICES			
Disabilities Services (Certificate, AAS)	■		
Children's Residential Services (OE, Certificate)	■		
Project Success	■		

■ = Offered via Distance Delivery

around education and training, recruitment and retention.

Some new efforts at the University include:

Ph.D. Program in Clinical-Community Psychology with Rural, Indigenous Emphasis

The Ph.D. Program in Clinical-Community Psychology with Rural, Indigenous Emphasis is jointly delivered and administered by the Departments of Psychology at UAF and UAA. The program is designed to prepare scientist-practitioners who join theory, practice and research to meet behavioral health needs and improve the well-being of Alaskans. It combines the spirit of clinical, community and cultural psychology, placing strong emphasis on non-traditional service delivery and social action, as well as clinical service delivery to individuals, groups, families and communities. The first students will graduate in 2011.

Specialties in Children's Mental Health

Several programs have been developed to meet the growing need of serving the special needs of children in Alaska, rather than sending those children outside of Alaska for care. Faculty are being trained in working with very young children and their families, and a special certificate in children's behavioral health has been established.

The certificate is a series of five courses that focus on issues related to children in out-of-home care. Completion of the program leads to an occupational endorsement from UAA.

Distance MSW Program

The Distance MSW Program was created between UA and AMHTA in 2003. In an effort to increase the number of graduate prepared social workers statewide, the distance MSW program was expanded in 2005 by adding a second cohort to the program, doubling the number of MSW students. A total of 18 students have completed their degrees thus far, with 18 due to graduate in 2009.

BSW Social Work Cohort

The UAF Social Work Cohort is a unique group of 25 rural Alaska students who are working toward a bachelor's degree in social work (BSW) through a combination of face-to-face and audio-conference modalities. The program's overall mission is to "grow our own" practitioners from rural communities. This method of instruction is highly successful, as students form a bond with fellow classmates, and receive course instruction from university instructors and Alaska Native Elders, incorporating both Western and traditional approaches to learning.

UAA and UAF Human Services

The UAA and UAF Human Services behavioral health workforce development programs will continue their efforts to increase the number of skilled Alaskans prepared to work within Alaska's behavioral health agencies and to enter the behavioral health workforce pathway. UAA and UAF Human Services are working to grow clinicians and program managers across Alaska that will work with Trust beneficiaries and at-risk youth and their families.

Trust Training Cooperative

The Trust Training Cooperative was developed and funded to implement a statewide cooperative that serves as a training clearinghouse designed to broker and coordinate existing trainings and when needed, provide training, education and career development opportunities, for the current and future workforce engaged with Alaska Mental Health Trust beneficiaries. With staff located in Anchorage, Fairbanks and Sitka, the cooperative is able to work with local service providers to coordinate and share training opportunities to address workforce issues.

Alaska Rural Behavioral Health Training Academy

The Alaska Rural Behavioral Health Training Academy works to identify and respond to the needs of rural behavioral health providers. The Academy provides learner-centered continuing education courses for degree providers, academic credit for non-degree providers, Alaska Native cultural attunement workshops for non-Native providers, tele-behavioral health education for rural providers and their urban counterparts, a workplace-based learning program and several conferences each year.

Strategic Partners

In the last year, Alaska's three main behavioral health partners have taken their partnership to a new level. The University of Alaska, the Trust and the Department of Health and Social Services have hired a coordinator to further develop the strategic direction of their work together. Kathryn Craft began her role as the Behavioral Health Workforce Coordinator in July 2008. Kathy is detailed to the University of Alaska System, but remains also an employee of the State under the direction of Commissioner Bill Hogan. She plays a pivotal role in formulation of the Alaska Mental Health Trust Workforce efforts, under the direction of Delisa Culpepper, COO of the Trust.

Kathryn Craft, Behavioral Health Workforce Coordinator
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Facilities

The new Health Sciences Building on UAA's campus will help meet tremendous industry need.

Demand for health care workers in Alaska is expected to grow faster than any other employment sector over the next decade. University of Alaska enrollments in all health programs, the majority of which are housed at UAA, have grown dramatically in the last few years. Although the need for and enrollment of health care students has skyrocketed, UAA currently lacks the proper facilities to house these programs. But that will soon change.

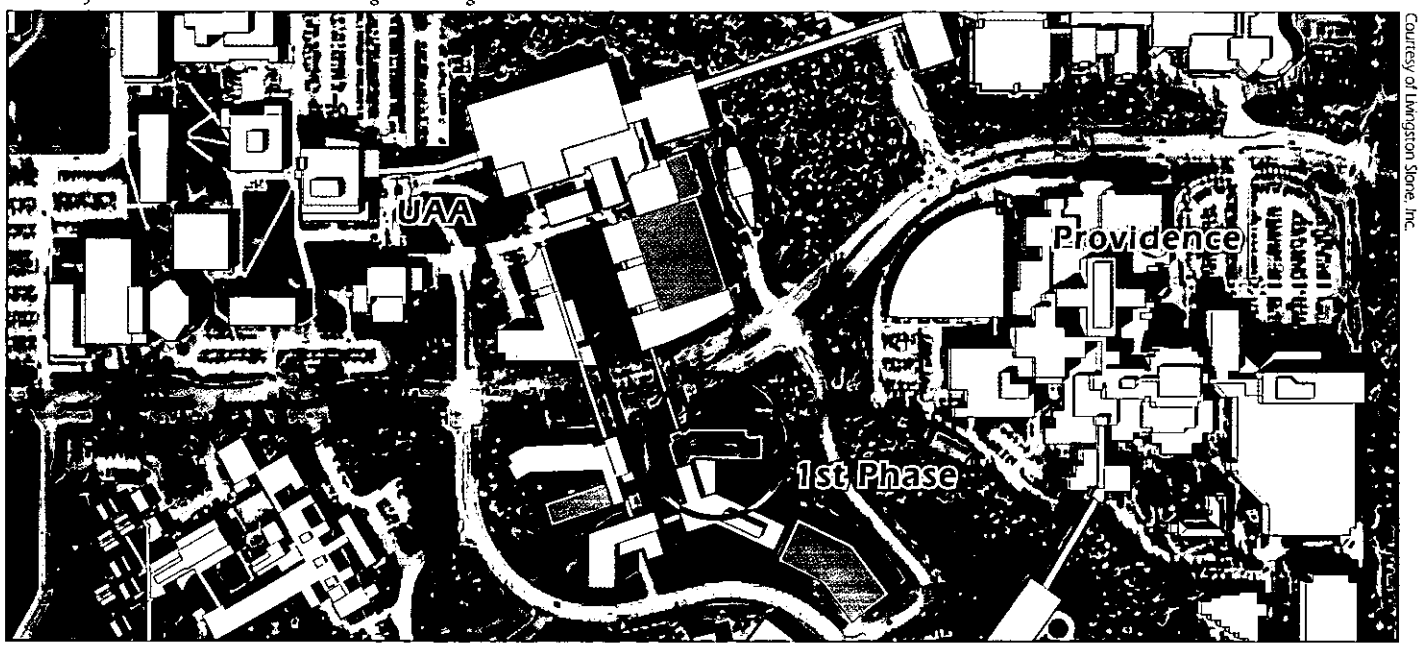
The University received funding from the State of Alaska in June 2008 for $46M to build a new Health Sciences Building on UAA's campus. This building is essential in moving the University forward in addressing Alaska's health care workforce needs. FY09 funding provides $40M for construction of the building and $6M for infrastructure development.

Phase I of this project is the 62,500 gross-square-foot building, which will be situated across Providence Drive from the main campus. UAA is a major institution in the U-Med District and is conveniently situated among some of Anchorage's major medical facilities.

The building's location is ideal for UAA to continue strengthening its partnerships with nearby U-Med District partners – and others in the health care industry – to deliver state-of-the-art training to students.

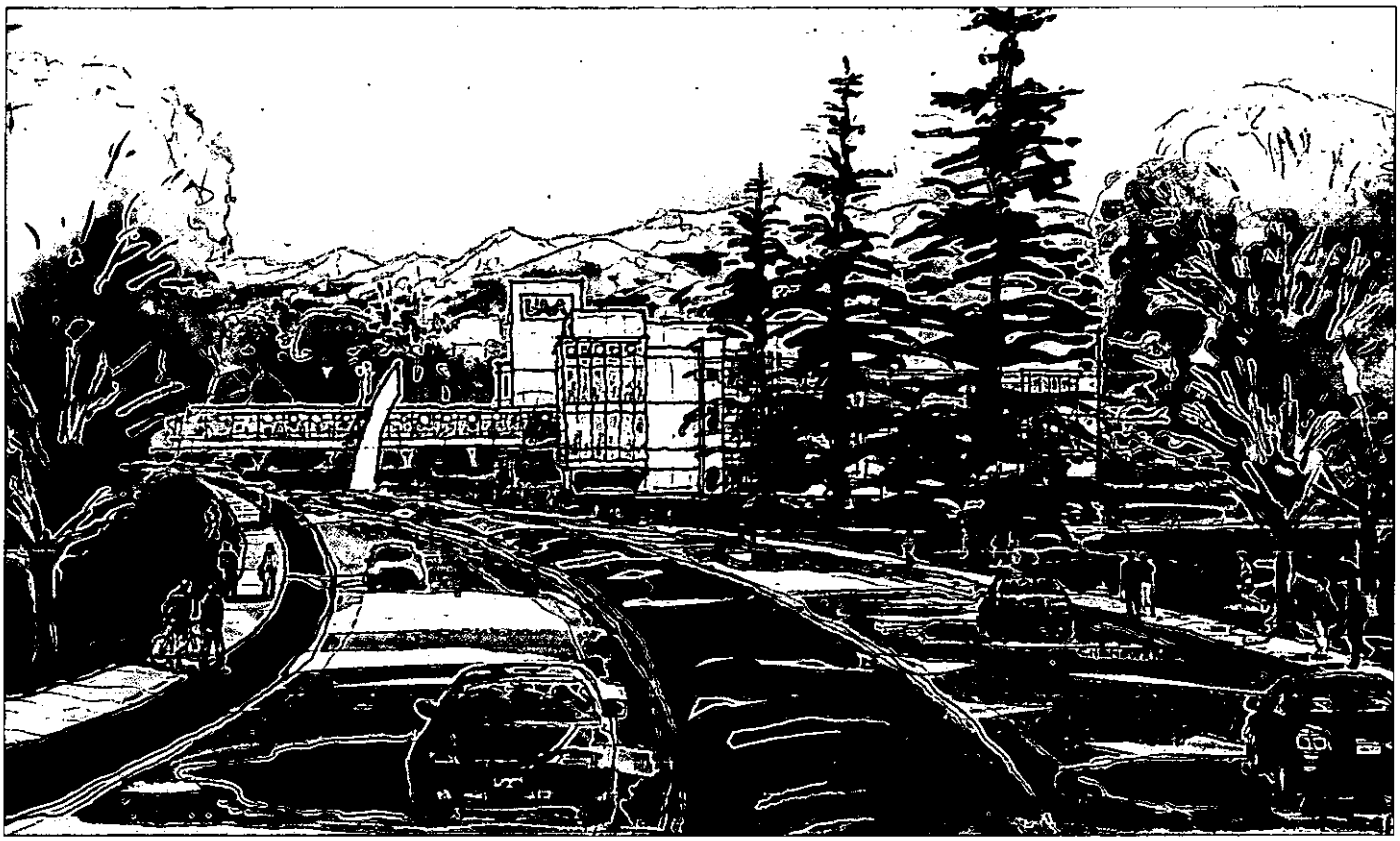
The proposed Health Sciences Building will be three stories, and will house the medical, nursing, clinical laboratory and physician assistant programs. Classrooms and student services will be located on the ground floor, instructional laboratories will be located on the second level, with faculty and staff offices on the top floor.

View of the existing UAA and Providence Hospital campuses (yellow) with the proposed Health Sciences Complex site plan. Phase I of the new Health Sciences Building is in orange.



Courtesy of Livingston Slone, Inc.

University of Alaska enrollments in all health programs have grown dramatically in the last few years.



An artist's rendering of the proposed UAA Health Sciences Building.

Master planning is occurring for future development of the health sciences campus, with a second phase of the initial building to accommodate many additional programs, and room on the campus for further growth. It is expected that pedestrian bridges will link the building to future buildings on the health sciences campus and to the main UAA campus.

Some of the building's features will include:

- Distance classrooms to connect students from rural communities
- Clinical and instructional laboratories and classrooms
- Instructional spaces designed for interactive learning and collaborative hands-on experiences

Development of the Health Sciences Complex was included in the UAA Master Plan and is in keeping with UA's Strategic Plan, focusing on student success, educational quality, faculty and staff strength, and responsiveness to Alaska's needs, technology and facility development.

Interactive Simulation Labs

A simulation center is, "a replication of a clinical setting that allows the learner an opportunity to integrate theory and practice, think critically and ensure patient safety." Technology is integral to all aspects of health education. Instructional space in Phase I of the Health Sciences Building will provide increased opportunities for use of simulation in the educational process. An interdisciplinary simulation laboratory planned for Phase II of the building will create a dynamic place for collaborative scholarship and discovery.

UAA's new labs will:

- Promote collaborative, interdisciplinary learning;
- Replicate real-life clinical situation settings;
- Allow students an opportunity to integrate theory and practice, think critically and ensure patient safety;
- Increase confidence in skills prior to clinical experience; and
- Provide training in physical assessment, medical/surgical, maternity/pediatrics, critical care and operating rooms.

The use of human simulators in health curricula has increased greatly over the past decade. They present students with problem-solving encounters that require real-time assessment of a problem. A student's experience with simulation is rewarding and helpful in increasing their self-confidence prior to entering a clinical unit.

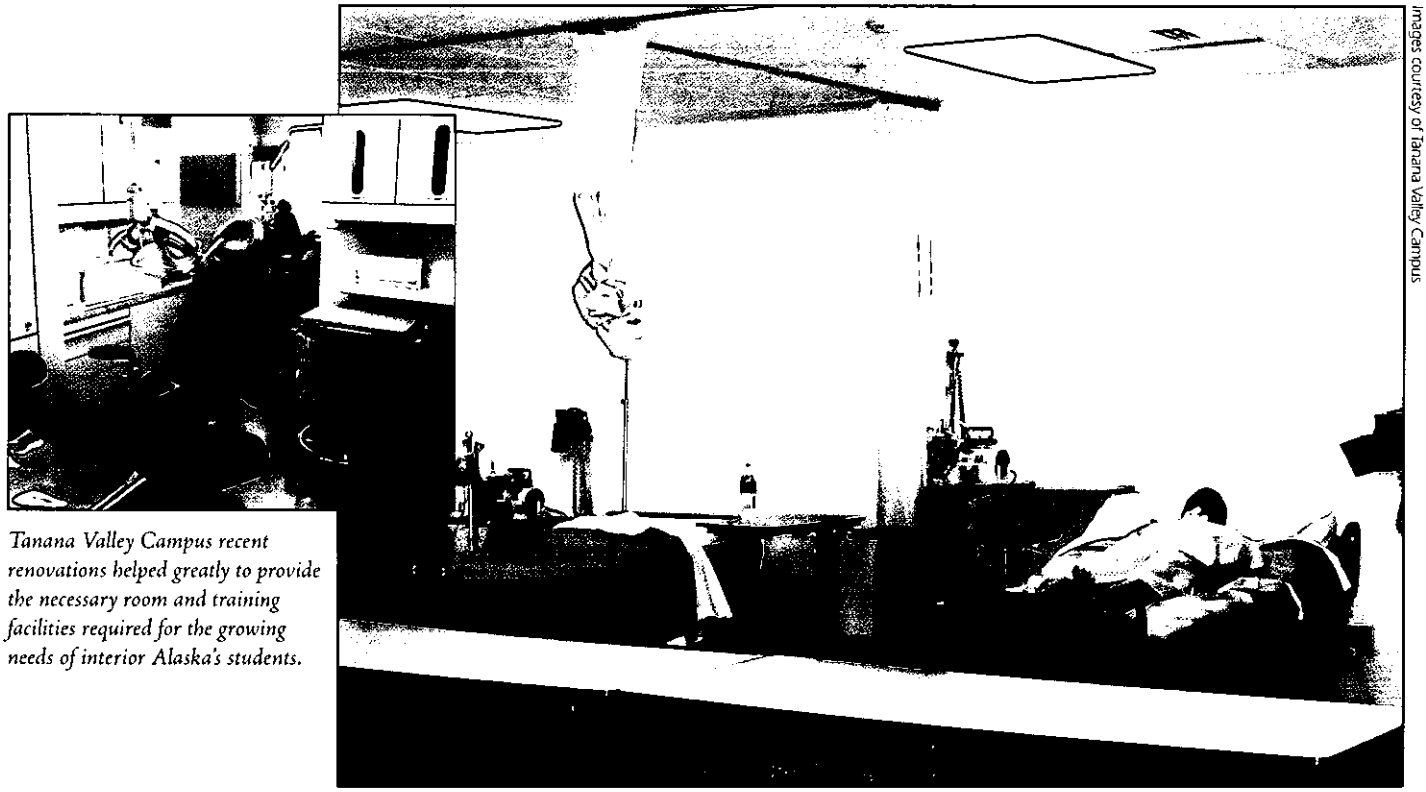
UAF's Tanana Valley Campus seeks additional funding to complete remodel of the Tanana Valley Campus Center

In 2004 the Tanana Valley Campus (TVC) was awarded a $1.5M grant from the Denali Commission to begin partial renovations on the 4th floor of the Tanana Valley Campus Center to be used for the TVC Allied Health Learning Center.

The 4th floor remodel resulted in:

- A state-of-the-art dental clinic with six full operatories, three x-ray suites, dental materials lab, sterilization room and dark room. The clinic is home to UAF's dental assisting and dental hygiene programs.
- One nursing lab with four beds for training UAA nursing students.
- One multi-use classroom

TVC is seeking an additional $5M from the Alaska State Legislature to convert un-renovated space into up-to-date labs and a medical assisting clinical space, a multi-use classroom, a phlebotomy and clinical sciences teaching facility, and another nursing lab for training Certified Nurse Aide students.



Tanana Valley Campus recent renovations helped greatly to provide the necessary room and training facilities required for the growing needs of interior Alaska's students.

Images courtesy of Tanana Valley Campus

The University of Alaska would like to thank the following donors who made contributions of $500 or more between June 1, 2007 and July 30, 2008 to support health programs at any UA campus. The generous support of community partners like these is helping UA health programs to grow and meet with community need for qualified and well trained allied health, nursing and medical professionals.

Thank you!

Leadership Circle
Recognizes those individuals who made gifts or pledges of $20,000+ and organizations that made gifts or pledges of $50,000+ in FY10

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Providence Alaska Foundation

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Providence Health & Services
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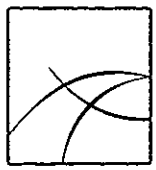

UNIVERSITY of ALASKA

Many Traditions One Alaska

UNIVERSITY OF ALASKA SOUTHEAST

UAA UNIVERSITY of ALASKA ANCHORAGE

UAF UNIVERSITY OF ALASKA FAIRBANKS

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2/27/09 OVERVIEW: CORRESP. & HOME SCHOOL PROGRAMS

Eagle Forum Alaska

Working for the Family

Alaska's All-Volunteer Pro-Family Group-

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About Us

Join our over 1,100 member families in Alaska in defending our freedoms and affecting public policy issues concerning families in Alaska. Eagle Forum Alaska was formed in 2003 when **Phyllis Schlafly of Eagle Forum** appointed Debbie Joslin to head our Alaska affiliate. Eagle Forum Alaska has no paid employees, only volunteers. Every dollar donated to Eagle Forum Alaska is put to work for the families of Alaska.

Eagle Forum Alaska (EFA) has led the fight for such legislation as the Woman's Right to Know bill, the Laci and Connor bill, toughening the penalty for sex offenders crimes against children, stopping expansion of gambling in Alaska, the battle to defend marriage by forming **Vote YES For Marriage** grassroots organization in 2007. We are at the forefront of the battle to pass the partial birth abortion ban and the parental consent for abortion bill. We informed Alaskans about the deceptive language in the gambling ballot measure and stopped this initiative from forming a gaming commission that would have had a blank check for instituting new gaming in Alaska. We are in communication with the Governor's office and key legislators making sure the issues important to us all get the attention they deserve.

Eagle Forum Alaska President **Mrs. Debbie Joslin** resides in Delta Junction, Alaska with her husband and their four children. She is a homemaker, a home schooling mom, and businesswoman. She served two years as public member on the state medical board. Mrs. Joslin is the National Committeewoman for Alaska on the Republican National Committee and sits on the Republican Party of Alaska Central and Executive Committees.

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Alaska's History of Home School
Charter & Statewide Correspondence

Highlights from …

Home Schooling in Alaska by Terje Hanson

1899 - During the Gold Rush era, the Federal Bureau of Education was responsible for educating Alaska's children. They were unable to keep up with the growth of communities. The Douglas Island News recommended home education and exhorted parents to read to their children. p11-12

1905 - Federal Bureau of Education assumed control of education of all Natives while the incorporated towns, comprised mostly of white people, supported their own schools. In 1905, the Nelson Act created the Alaska Fund (from license fees outside of incorporated towns). The Nelson Act allotted 25% of this fund for education and the establishment of a school district and school board. p 13

1917 - Ex-officio Territorial Board of Education (comprised of Governor Strong and four senators) was appointed by the Territorial legislature. p 14

1933 - Eleventh AK Legislature created the Board of Education, removed the public school system from the Territorial Board of Education & delegated $8000 for use of newly created Division of High School Correspondence

1933-1934 - Extreme changes in education funding: Funding cuts for transportation funds for children in outlying areas (It was thought this would encourage residents in rural areas and non-incorporated districts to incorporate and levy taxes • Abolishment of rural school boards • Elimination of funds for rural high schools.

1936 - Territorial Board requests $4000 for correspondence ed. (for those in "isolated" places). Legislature did not adopt this recommendation.

3151

1939 – The Territorial Board recommended that the Legislature provide $8000 for the education of students in isolated areas. The legislature denied the $8000 but directed the Commissioner to use funding from the Schools Outside Incorporated Cities Fund. The Territory ordered 11 Calvert Correspondence School Courses saving the State $933/student (Calvert cost $520/student vs. rural school cost $1453.44/student) p21-22

1941 - Territorial Board decides remote students should be offered the option of high school correspondence.

1955 - Ak Dept or Education begins developing courses and providing correspondence grading services for high schools

1959 - Statehood

1969 - Alaska Dept of Education hires Alaska certificated teachers to develop and grade courses

1970 (to 1976) - Students enrolled in state correspondence study

1971 - Five Kivalina Native families file suit wanting to receive secondary education in Kivalina.

1972 - Suit (similar to Kivalina) - Twenty-eight rural Native students file suit (Hootch vs. State Operated School System (4 years court time).

1973 - Improvements in 10 yr old curriculum—Board of Education cites that "quality of education received [in correspondence study] should be as nearly as possible on par with the levels of students attending public school." p42

1974 - SB35 set up Regional Education Attendance Areas decentralizing education across the state. Dept of Education sought to decentralize correspondence education.

1975 – State Board of Education (March minutes) determines it was the Dept. of Educations duty to give responsibility and funding to the districts for teaching students. The services that can not be provided will be taken care of by departments. The Department should not be in the business of directly operating programs for school districts. (Correcting papers, giving grades) The Department should be more concerned with providing leadership and training to the districts.

1975- SB 367/ HB 443 – Correspondence Study through district or state – Homeschoolers had a choice (no two mile limit) Correspondence for everyone.

1975-77 - CCS helped many Districts with Correspondence Study – contracting with some.

1977 – (Sept) CCS (Central Correspondence Study) hosted 1st annual Correspondence Conference

1983 - "private exempt school" only requirement is to provide attendance records 1/yr, meet immunization requirements and administer tests gr, 4, 6, 8

1984 - 26 of 53 school districts operated correspondence study programs

1985 - Interwest Applied Research of Portland Oregon points out contradiction between In-district School Board AS 14.14.090 (2) and State Dept. of Ed. AS14.070.020(9) statutes as related to correspondence students.

1993 - CCS becomes Alyeska Correspondence

1994 - Cordova School District asked Chugach School District to serve correspondence students outside of Cordova city limits.

1995 - There are 995 students homeschooling under private exempt status

1995 – Charter school pilot program

1996 – SCR 25 (Senator Mike Miller) extols benefits of a viable home school community and encourages "cooperation with parents who are teaching their children at home." Oct 13-19, 1996 is Alaska Home Education Week

1996 – Chugach School District offers cross district program serving 12 students in Anchorage.

1997 – SB 134 (Loren Leman) passes both houses – complete deregulation of homeschooling in Alaska. (Independent homeschoolers)

1997 – 1999 - Birth of other statewide correspondence programs - so many that Dept of Ed caps # of programs possible.

Terje Ann Hanson, M.A. ~ Fairbanks, Alaska

Terje's history ends with the year 2000

2001-2008 – The Alaska State Board of Education and Early Development, the Department of Education and Early Development, the Legislature, Administrators of Homeschool programs and homeschoolers have survived a period of growth with many birthing pains. Homeschoolers are very fortunate that the Legislative body has always listened and supported us. In 2002, Legislature supported homeschoolers' rights to use privately owned materials SB345 signed into law: AS 14.07.050. In 2004, homeschoolers, independent and affiliated with homeschool programs, joined together to form the Alaska Home Educators Alliance: AHEA. In November several of our members were honored to be invited and attended the Alaska Education Summit.

Alaska Statewide Correspondence Schools

General Information

- **Statewide Correspondence Directory**

Program Forms

- **Monitoring Form** - Available in spring

Resources

- **Statewide Correspondence Regulations**
- **Special Education Requirements**

Contact Information

Alaska Department of Education & Early Development
Statewide Correspondence Schools Program
ATTN: Julie Morris, Program Manager
801 West 10th Street, Suite 200
P.O. Box 110500
Juneau, Alaska 99811-0500

Telephone: (907) 465-8689
Fax: (907) 465-2713

Alaska Statewide Correspondence Schools

Julie Morris, Program Manager
Telephone: (907) 465-8689

Chugach Schools **Chugach Extension Corresp.** 9312 Vanguard Dr Anchorage, AK 99507 Telephone: (907) 522-7400 Fax: (907) 522-3399 Grades: PE - 12 **Annie Dougherty**, Head Teacher **Bob Crumley**, Superintendent	**Copper River Schools** **Copper River Corresp.** Box 108 Glennallen, AK 99588 Telephone: (907) 822-3234 Fax: (907) 822-5933 Grades: KG - 12 **Boyd Ables**, Teacher **James Elliott**, Superintendent	**Craig City Schools** **PACE Correspondence** Box 800 Craig, AK 99921 Telephone: (907) 826-3274 Fax: (907) 826-2974 Grades: KG - 12 **Bill Whicker**, Principal **Patrick Low**, Superintendent
Delta-Greely Schools **Delta Cyber School** PO Box 1672 Delta Junction, AK 99737 Telephone: (907) 895-1043 Fax: (907) 895-5198 Grades: KG - 12 **William Burr**, Principal **PJ Ford Slack**, Superintendent	**Denali Borough Schools** **Denali Peak Program** PO Box 280 Healy, AK 99743 Telephone: (907) 683-7325 Fax: (907) 683-0329 Grades: KG - 12 **Jeni Mason**, Principal **Kim Langton**, Superintendent	**Galena City Schools** **Interior Distance Education of AK (IDEA)** 2157 VanHorn Rd Fairbanks, AK 99701 Telephone: (907) 374-2200 Fax: (907) 374-2286 Grades: PE - 12 **Tim Cline**, Director **Jim Smith**, Superintendent
Iditarod Area Schools **Distance Learning/Corresp. Ctr.** Box 772182 Eagle River, AK 99577 Telephone: (907) 694-6100 Fax: (907) 694-6105 Grades: KG - 12 **Joe Banghart**, Superintendent **Joe Banghart**, Superintendent	**Nenana City Schools** **CyberLynx Correspondence Program** PO Box 599 Nenana, AK 99760 Telephone: (907) 832-5423 Fax: (907) 832-5468 Grades: PE - 12 **John Abrams**, Principal **Eric Gebhart**, Superintendent	**Southeast Island Schools** **SE Island Correspondence** PO Box 19569 Thorne Bay, AK 99919 Telephone: (907) 828-8254 Fax: (907) 828-8257 Grades: PE - 12 **Deedee Jeffreys**, Teacher **Lauren Burch**, Superintendent
Yukon-Koyukuk Schools **Raven Correspondence School** 4762 Old Airport Way Fairbanks, AK 99709 Telephone: (907) 374-9412 Fax: (907) 374-9440 Grades: PE - 12 **Patrick Doyle**, Director **Kerry Boyd**, Superintendent		

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Correspondence Programs FY09

District Name	School Name	Total K-12
Alaska Gateway	Gateway Correspondence	56.14
Anchorage	Family Partnership Charter School	578.05
Anchorage	Frontier Charter School	315.10
Bristol Bay	Bristol Bay Correspondence.	2.00
Chatham School	Chatham Correspondence	2.00
Chugach School	Chugach Extension Corresp.	158.50
Copper River	Copper River Corresp.	48.95
Craig City	PACE Correspondence	391.32
Delta-Greely	Delta Cyber School	272.15
Denali	Denali Peak Program	174.29
Dillingham	Dillingham Correspondence	5.00
Fairbanks	Fairbanks B.E.S.T.	249.72
Galena	Interior Distance Education of AK (IDEA)	3,427.15
Haines	Haines Correspondence	15.00
Iditarod	Distance Learning/Corresp. Ctr.	83.95
Juneau	HomeBRIDGE	74.40
Kenai Peninsula	Connections	893.58
Ketchikan Gateway	Ketchikan Correspondence	57.20
Kodiak Island	Kodiak Island Corresp.	84.55
Matanuska-Susitna	Corresp. Study School	1,193.10
Matanuska-Susitna	Twindly Bridge Charter School	290.35
Nenana	CyberLynx Correspondence Program	795.76
Nome	Extensions Correspondence	8.50
Sitka	Sitka Correspondence	37.90
Southeast Island	SE Island Correspondence	1.00
Wrangell	Wrangell Correspondence	4.00
Yukon-Koyukuk	Raven Correspondence School	1,071.53
	TOTAL	**10,291.19**

Interior Distance Education of Alaska

IDEA

IDEA is the homeschool support program of the Galena City School District, serving the needs of students throughout Alaska since 1997. We are privileged to partner with homeschooling parents, providing resources and support to committed parents who individualize education for each child.

Galena City School District

Superintendent: James Smith

P.O. Box 299

Galena, Alaska 99741

Historical Background

IDEA (Interior Distance Education of Alaska) was created by the Galena City School District in 1997 to support homeschooling families. The enrollment that first year surprised us all when it went to 1157 and then tripled the following year. Of the students enrolled in the first year of IDEA, 88% of them had never attended public or private school, which confirmed to us that IDEA was meeting a need among Alaskan students. Our mission is to provide resources and support to parents who have elected to educate their children at home; to achieve a partnership with families that honors the efforts and dedication of homeschooling parents. Presently our enrollment stays steady at around 3500 students in kindergarten through 12th grade. We operate offices in Juneau, Soldotna, Anchorage, Wasilla and Fairbanks.

Current Student Enrollment

Our enrollment at the end of the count period this fall was 3449.65 FTE. This represented a drop of 95.45 students from the previous school year. We are presently involved with our reenrollment process for current students and we have opened our online forms for enrollment for new families for next year. The 08-09 school year represented the first year that we were required to remain open for enrollment year around. Presently we have enrolled 107 new students since the end of the count period. In the past we had closed enrollment after the count period. The following chart shows our current demographic profile of our students.

Grade Level	TOTAL IN GRADE	Caucasian (White)	African-American (Black), Not Hispanic	Hispanic	Asian	American Indian	Alaskan Native	Two or more races (not Hispanic)	Native Hawaiian or Pacific Islander	Unclassified
-1	187 87 / 100	157 76 / 81	7 2 / 5	3 2 / 1	2 0 / 2	2 1 / 1	13 4 / 9	1 1 / 0	1 1 / 0	1 0 / 1
0	259 143 / 116	228 130 / 98	6 4 / 2	4 2 / 2	4 1 / 3	2 0 / 2	15 6 / 9	0 0 / 0	0 0 / 0	0 0 / 0
1	288 149 / 139	256 136 / 120	5 1 / 4	4 3 / 1	5 2 / 3	4 2 / 2	11 5 / 6	2 0 / 2	1 0 / 1	0 0 / 0
2	284 157 / 127	234 126 / 108	6 3 / 3	8 6 / 2	7 3 / 4	4 4 / 0	22 12 / 10	1 1 / 0	2 2 / 0	0 0 / 0
3	308 160 / 148	277 146 / 131	6 2 / 4	6 2 / 4	8 2 / 6	2 1 / 1	8 6 / 2	1 1 / 0	0 0 / 0	0 0 / 0
4	289 150 / 139	240 122 / 118	10 6 / 4	6 3 / 3	5 2 / 3	3 2 / 1	24 14 / 10	0 0 / 0	1 1 / 0	0 0 / 0
5	281 140 / 141	237 114 / 123	9 6 / 3	5 4 / 1	5 2 / 3	2 2 / 0	21 11 / 10	1 0 / 1	1 1 / 0	0 0 / 0
6	272 131 / 141	233 113 / 120	8 4 / 4	6 3 / 3	3 0 / 3	4 2 / 2	16 8 / 8	2 1 / 1	0 0 / 0	0 0 / 0
7	277 142 / 135	233 121 / 112	11 4 / 7	4 3 / 1	8 2 / 6	2 1 / 1	19 11 / 8	0 0 / 0	0 0 / 0	0 0 / 0
8	247 131 / 116	212 113 / 99	9 6 / 3	7 2 / 5	3 2 / 1	2 0 / 2	14 8 / 6	0 0 / 0	0 0 / 0	0 0 / 0
9	230 114 / 116	196 101 / 95	6 2 / 4	5 3 / 2	4 1 / 3	1 0 / 1	18 7 / 11	0 0 / 0	0 0 / 0	0 0 / 0
10	240 107 / 133	200 86 / 114	6 3 / 3	10 4 / 6	4 1 / 3	6 3 / 3	14 10 / 4	0 0 / 0	0 0 / 0	0 0 / 0
11	255 110 / 145	206 95 / 111	8 2 / 6	5 2 / 3	13 4 / 9	4 1 / 3	17 6 / 11	2 0 / 2	0 0 / 0	0 0 / 0
12	208 84 / 124	181 74 / 107	7 5 / 2	2 0 / 2	4 2 / 2	4 1 / 3	8 2 / 6	2 0 / 2	0 0 / 0	0 0 / 0
TOTAL	3625 1803 / [illegible]	3090 1553 / [illegible]	104 50 / [illegible]	75 39 / [illegible]	75 24 / [illegible]	42 20 / [illegible]	220 110 / [illegible]	12 4 / [illegible]	6 5 / [illegible]	1 0 / [illegible]

Because IDEA is a statewide program, our students are spread across the state. We have structured IDEA by regions; our enrollment in each region is presented below.

Student Enrollment by Region	
Region A (Anchorage area)	872
Region F (Fairbanks area)	903
Region MS (Mat-Su Valley)	894
Region K (Kenai Peninsula)	441
Region SE (Southeast)	297
Region G (off the road system)	216

Based upon employment and economic trends and military deployments our enrollment by regions varies. To more clearly understand the movement of students within the various districts and programs throughout the state I have attached the enrollment comparison that we do each year based upon the numbers reported by DEED after the fall count period is complete. Funding for correspondence programs is governed by AS 14.17.430 which states that we receive 80% of the base student allocation and we do not receive funds for special education or federal programs.

Public School Funding for All Correspondence Schools FY Comparison				Base of $5,480; using $4,384
School District	FY08	FY09	Difference	
Alaska Gateway	37.96	57.64	19.68	86,277.12
Aleutian Region	0.00	0.00	0.00	0.00
Aleutian East	0.00	0.00	0.00	0.00
Anchorage	874.62	894.20	19.58	85,838.72
Annette Island	0.00	0.00	0.00	0.00
Bering Strait	0.00	0.00	0.00	0.00
Bristol Bay	0.00	2.00	2.00	8,768.00
Chatham	3.00	2.00	(1.00)	(4,384.00)
Chugach	168.50	158.85	(9.65)	(42,305.60)
Copper River	40.05	49.00	8.95	39,236.80
Cordova	0.00	0.00	0.00	0.00
Craig	411.00	394.66	(16.34)	(71,634.56)
Delta/Greely	329.65	279.80	(49.85)	(218,542.40)
Denali	342.95	181.14	(161.81)	(709,375.04)
Dillingham	7.00	0.00	(7.00)	(30,688.00)
Fairbanks	283.57	252.18	(31.39)	(137,613.76)

Galena	3545.10	3449.65	(95.45)	(418,452.80)
Haines	19.00	15.00	(4.00)	(17,536.00)
Hoonah	0.00	0.00	0.00	0.00
Hydaburg	0.00	0.00	0.00	0.00
Iditarod Area	100.60	85.73	(14.87)	(65,190.08)
Juneau	87.22	76.40	(10.82)	(47,434.88)
Kake	0.00	0.00	0.00	0.00
Kashunamiut	0.00	0.00	0.00	0.00
Kenai Peninsula	847.00	893.53	46.53	203,987.52
Ketchikan Gateway	0.00	59.20	59.20	259,532.80
Klawock	0.00	0.00	0.00	0.00
Kodiak Island	70.25	85.65	15.40	67,513.60
Kuspuk	0.00	0.00	0.00	0.00
Lake & Peninsula	0.00	0.00	0.00	0.00
Lower Kuskokwim	0.00	0.00	0.00	0.00
Lower Yukon	0.00	0.00	0.00	0.00
Mat-Su	1462.40	1484.05	21.65	94,913.60
Nenana	698.00	818.08	120.08	526,430.72
Nome	4.00	8.50	4.50	19,728.00
North Slope	0.00	0.00	0.00	0.00
Northwest Arctic	0.00	0.00	0.00	0.00
Pelican	0.00	0.00	0.00	0.00
Petersburg	0.00	0.00	0.00	0.00
Pribilof	0.00	0.00	0.00	0.00
Saint Mary's	0.00	0.00	0.00	0.00
Sitka	34.78	37.90	3.12	13,678.08
Skagway	0.00	0.00	0.00	0.00
Southeast Island	3.00	0.00	(3.00)	(13,152.00)
Southwest Region	0.00	0.00	0.00	0.00
Tanana	0.00	0.00	0.00	0.00
Unalaska	0.00	0.00	0.00	0.00
Valdez	0.00	0.00	0.00	0.00
Wrangell	0.00	0.00	0.00	0.00
Yakutat	0.00	0.00	0.00	0.00
Yukon Flats	0.00	0.00	0.00	0.00
Yukon/Koyukuk	1015.14	1085.28	70.14	307,493.76
Yupiit	0.00	0.00	0.00	0.00
Mt. Edgecumbe	0.00	0.00	0.00	0.00
TOTALS	**10384.79**	**10370.44**	**(14.35)**	

Special Education Services

The IDEA program works very hard to meet the needs of all enrolled students. We follow all federal and state guidelines to provide appropriate special education services. Each student has an IEP team that meets to determine the Least Restrictive Environment. We strive to meet the individual needs of the student through co-operative agreements with the local school district or by specialized training by our special education staff. We presently serve 140 special education students with 7 certified and 1 classified staff member and also employ speech services through SERRC to meet our needs outside of our staffing ability. Presently we provide service to 11 of the 13 disability categories within special education; we respect the boundaries of the local school districts and do not provide direct services to our students.

Staffing

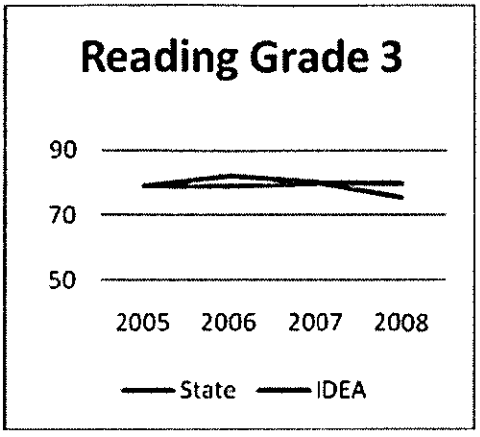
To meet the needs of our student body, we employ 30 certified teachers and 28 classified support staff. All of our certified teachers are highly qualified in one or more areas and a few are highly qualified in as many as 8 areas. Having a strong and varied staff allows us to meet the HQ requirement.

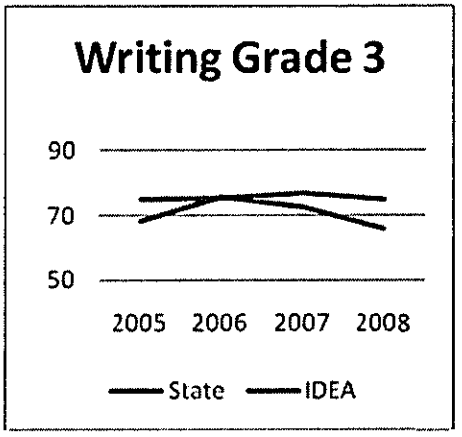
Student Performance

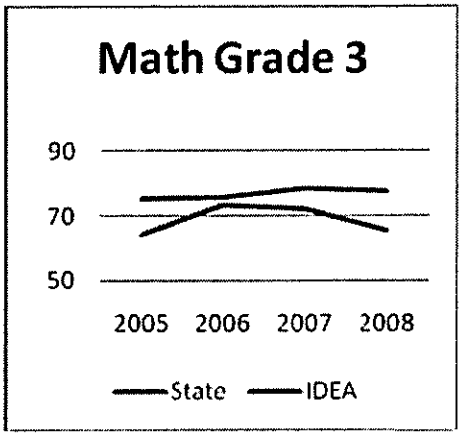
Families enter into homeschooling for a variety of reasons and with a student turnover rate of close to 1/3 some years our performance has its up and downs. The most important factor that contributes to our success is parental involvement. This one factor has the most impact on our continued high student performance.

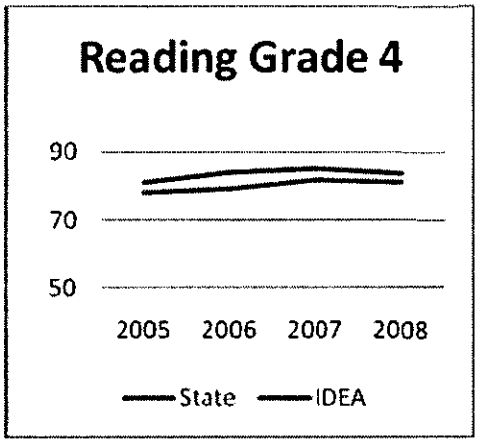
To compare our students against other schools' performance is problematic. It is very difficult to find a program with similar demographics. As the largest program in the state, we have a Herculean task to see that all IDEA students participate in the state testing in the spring. Last year we tested 2076 students at 72 different testing sites around the state. The following graphs display our student performance in the SBA's for grades 3 – 10 over the last four years, showing the comparison between IDEA test scores and the state average in each subject area.

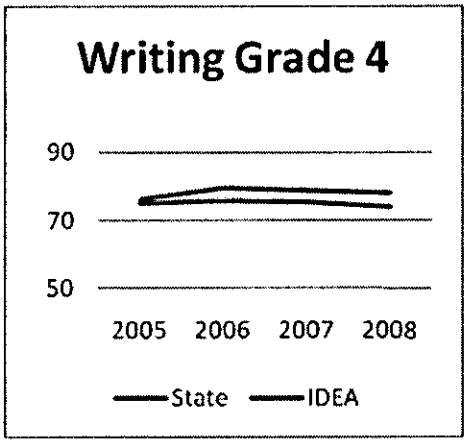
% Advanced/Proficient

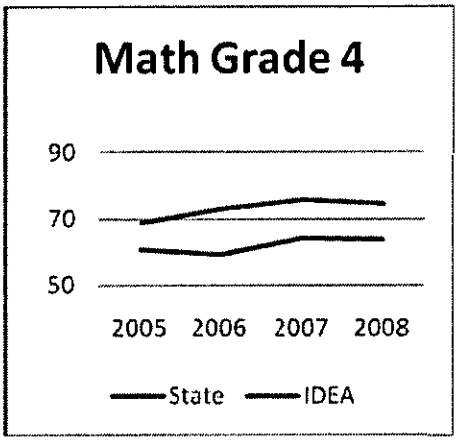


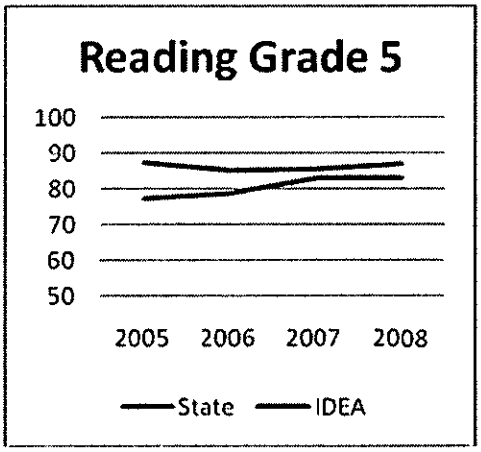


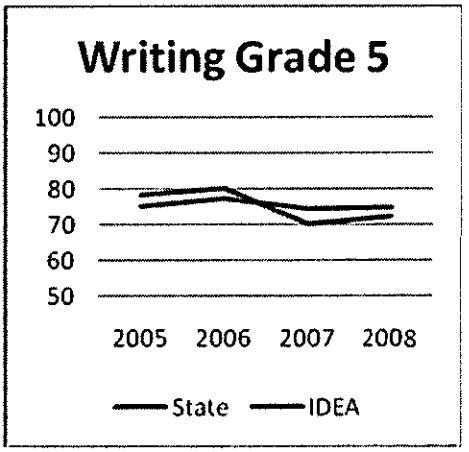


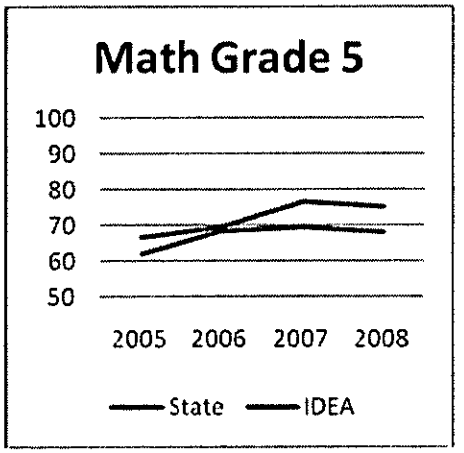


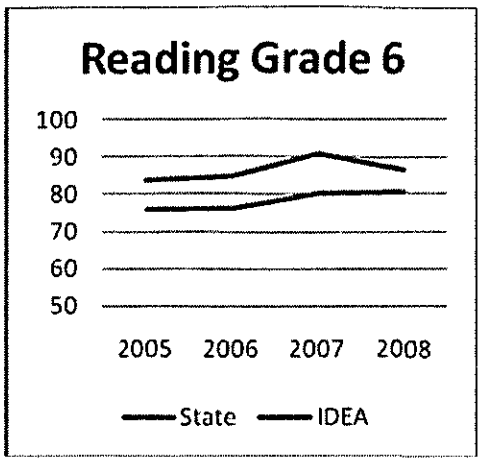








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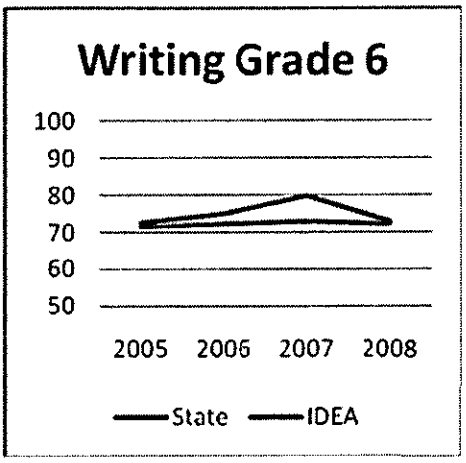
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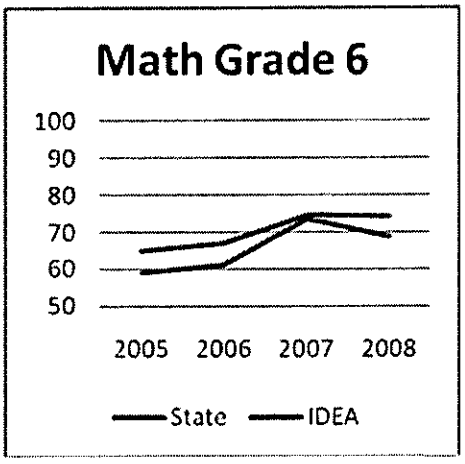
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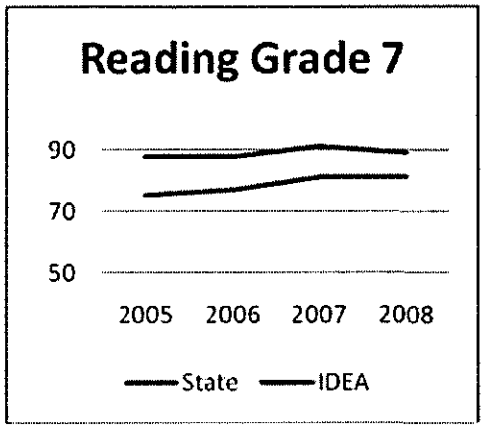
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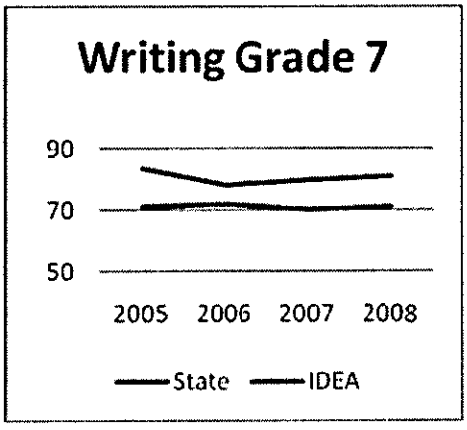
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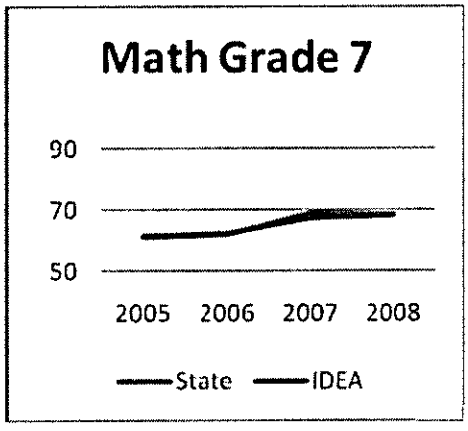
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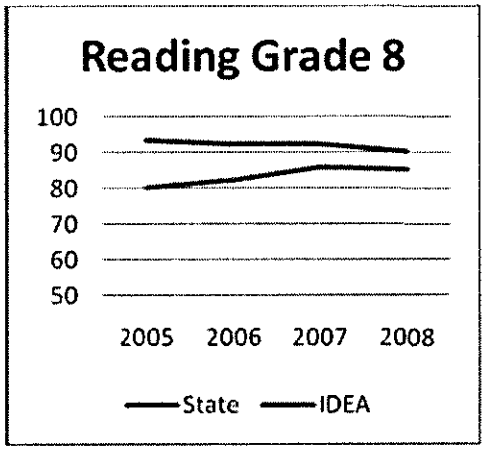
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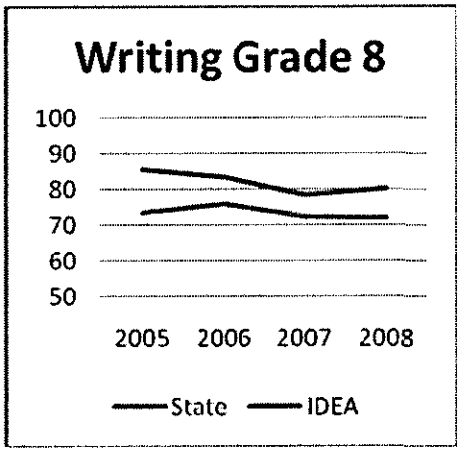
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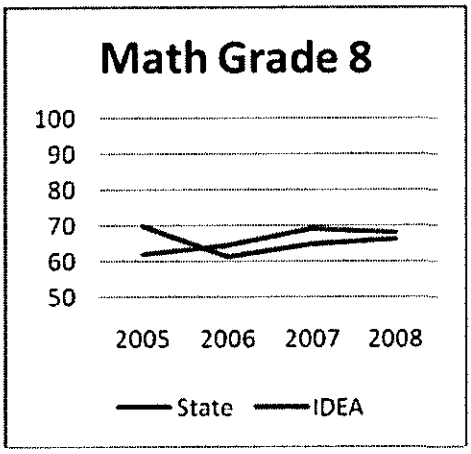
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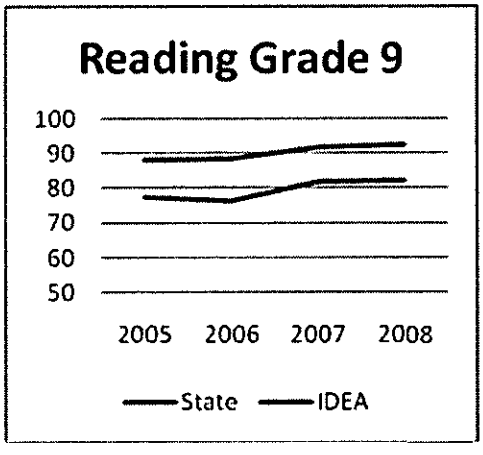
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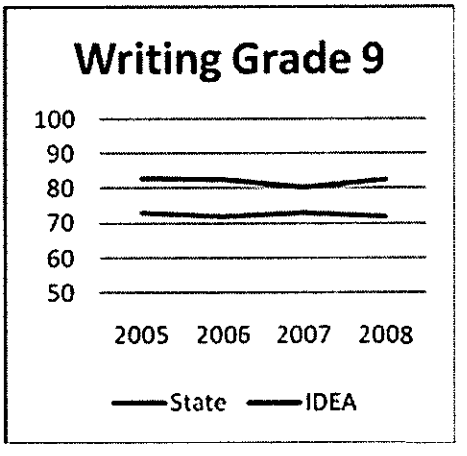
State IDEA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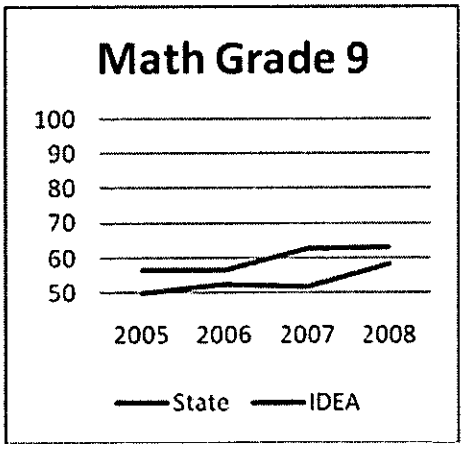
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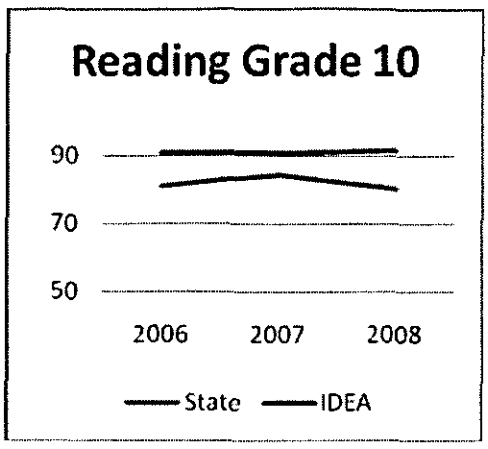
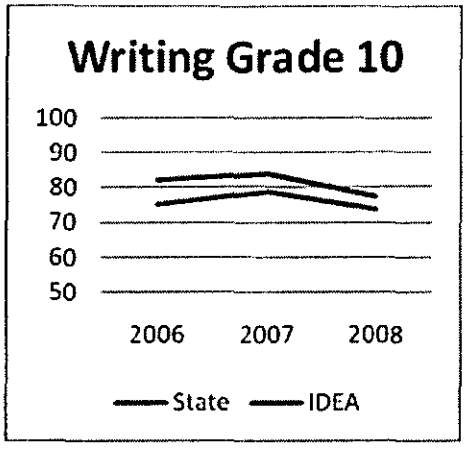
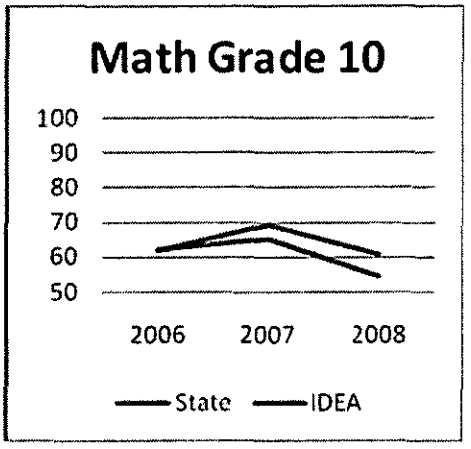
State IDEA







As a program we strongly encourage the families to use the GLE's and state standards as we work with them to develop their students' Individual Learning Plan (ILP) each school year. We have discovered that materials favored by the one-on-one teaching environment of the homeschooling family often presents information in a different order than is laid out in the state guidelines, particularly in the primary years. However, as the students progress through the years, student achievement levels increase.

Graduation rates and dropout rates are a topic of much conversation lately. Last year we started a program within IDEA which we call I-Grad. I-Grad is a dropout recovery program designed for students who have been unsuccessful in other school settings and for whom the regular IDEA program would not be a good fit. I-Grad helps students finish their high school education by taking online classes and through credit recovery. Presently we have 105 students enrolled in I-Grad. This past year we found that our graduation rate had fallen. After analysis of the reasons for this, we put some changes into effect within IDEA to address the problem. The following graph tracks our performance since 1999.

School Year	Graduation Rate	Dropout Rate	Enrollment
07-08	42.5%	6.1%	3566
06-07	63.1%	3.3%	3525
05-06	79.1%	1.3%	3457
04-05	72.9%	1.8%	3554
03-04	90.2%	1.6%	3769
02-03	49.6%	0.8%	3612
01-02	100.0%	1.0%	3453
00-01	100.0%	0.1%	3104
99-00	98.8%	1.0%	3487

IDEA is currently at level 5 2nd year for AYP. Because of our size we have found this a difficult target to reach in all areas. We are currently providing tutoring opportunities and

workshops to the families around the state where we have identified lower performing students.

Conclusion

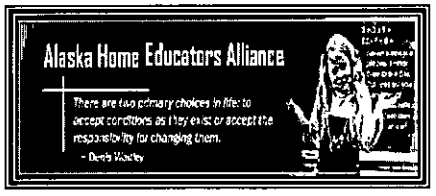
The Galena City School Board has supported and been actively engaged in the development and operation of the IDEA program from its inception. They believe in diversity and educational opportunities for all students. In addition to providing oversight and direct involvement in program decisions, the school board brings a group of IDEA parents to Galena itself for a few days each year, with the goal of increased communication and understanding between the parents in IDEA and the school board members.

The IDEA program will continue to recognize and validate the families in their belief in choice and their desire/ability to homeschool their children. We have found that most parents who commit to homeschooling also commit themselves to their own education and apply themselves to learning about the materials and teaching techniques that will best meet the needs of their students. We offer a huge range of materials that parents can use, and provide regular workshops on teaching tips and techniques. Our students participate in statewide educational events such as Spelling Bee, Geography Bee, Academic Decathlon, Close Up in both our state and nation's capitals, and others. As a matter of fact, we just finished the state Battle of the Books yesterday. IDEA students took first in high school and grades 5-6, were part of the three-way tie for second in grades 7-8, and were third in grades 3-4.

Homeschooling is not the answer for everyone, but it is a viable alternative with proven success. Tailoring education to each student's needs provides for a great deal of flexibility, which allows each student to excel in his or her own way while still meeting the expectations of the state. We are proud of our support of homeschoolers these past twelve years and look forward to our continuing partnership with them.

www.AHEAnow.org

- **To strengthen** homeschooling families through unity
- **To support** the rights of parents who want to educate their own children
- **To support** the rights of parents who want to educate their own children
- **To inform** homeschooling families of pertinent litigation (www.AHEAnow.org)
- **To assist** legislators in their decisions
- **To unite** all supporters and participators of home education
- **To unite** all supporters and participators of home education
- **To support** public school and homeschool partnerships
- **To prevent** discrimination of those who choose to use privately-purchased curriculum
- **To educate** the general public about homeschooling and **raise awareness** about common concerns



AHEA Board

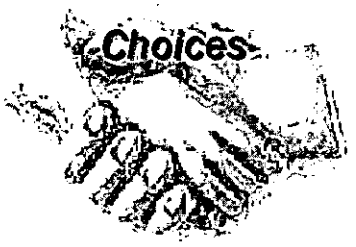
Glen Biegel	Anchorage
John Clum	Eagle River
Annie Dougherty	Fairbanks
Lee Ann Hamerski	Anchorage
Kristin Lee Hamerski	Anchorage
Barb Heinrichs	Kodiak
Sally Javier	Anchorage
Debbie Joslin	Delta Junction
Susan Nymeyer	Kodiak
Nels Tomlinson	Juneau
Ben Shier	Juneau
Brigitte Youngblood	Anchorage

Alaska Home Educators Alliance
(AHEA)
PO Box 140784
Anchorage, AK 99514-0784

E-mail: AHEA@AHEAnow.org
Website: http://www.AHEAnow.org

Alaska Home Educators Alliance

A Partnership for Educational Choices



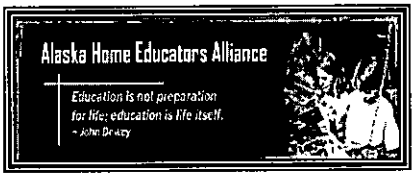
Overview: Homeschooling in Alaska

- 1996 - SCR 25 extols homeschooling
- 1997 - SB134 deregulates homeschooling
- 1997-2002 - statewide programs— recognized doing more with less; saves state resources
- 2002 - Dept. of Education halts funding if privately purchased, faith-based materials are used (*not* state purchased)
- 2002 - SB345 allows use of privately purchased, faith- based materials
- 2003-4 - Dept. of Education places 15% cap of allotment for art, music, PE for statewide programs (to halt perceived abuses)
- 2004— Audit interpretation: more restrictions on statewide programs if using privately purchased, faith-based materials
- 2005 - Memo from Deputy AG regarding SB345 distorts intent of bill; yields more restrictions
- 2006 - Candidate Palin supports educational options. Positive answers to all AHEA survey questions
- 2006-2007 - Governor Palin recognizes homeschool as educational option
- 2008 - Dept. of Education board attempts to equalize disparity between state-wide and in-district programs (Results in restricting in-district programs)
- 2008— Governor Palin and Board of Education appoints Larry LeDoux as new Commissioner of Education

~ ONE SIZE DOES NOT FIT ALL ~

Alaska Home Educators Alliance: Our Mission

It is the express purpose of AHEA to ensure that families who choose to educate their own children are supported in their endeavor, with attention to SAFETY, EQUITY, PERFORMANCE, and RESPONSIBILITY.



Alaska Home Educators Alliance
(AHEA)
PO Box 140784
Anchorage, AK 99514-0784

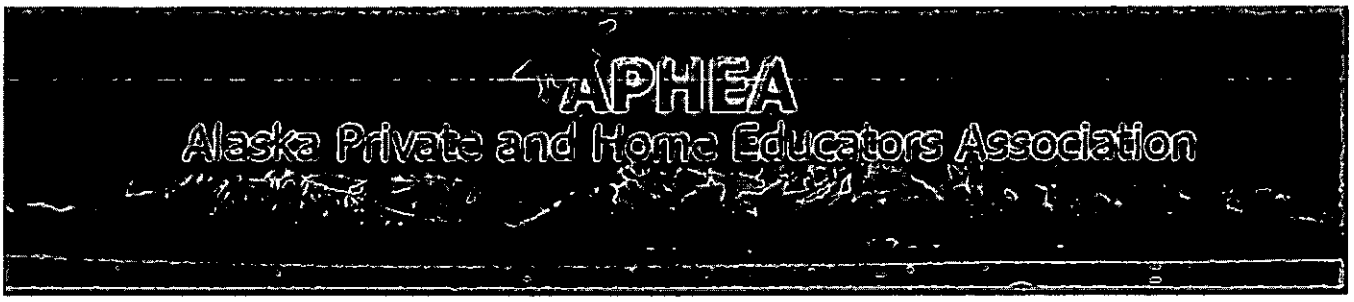
E-mail: AHEA@AHEAnow.org
Website: http://www.AHEAnow.org

Homeschool Programs in Alaska

Blue italics = Districts Serving Children in Statewide Programs
Black manuscript = In-district programs

- AK Gateway Correspondence (Gateway)
- *Chugiak Home School Extension (Chugach)*
- Connections Homeschool Program (Kenai)
- *Copper River Correspondence (Copper River)*
- *CyberLynx Correspondence (Nenana)*
- *Delta Correspondence School (Delta-Greely) Denali*
- *PEAK (Denali Borough)*
- Fairbanks Guided Independent Study (Fairbanks)
- Family Partnership Charter School (Anchorage)
- Frontier Charter School (Anchorage)
- Haines Correspondence Program (Haines)
- HomeBRIDGE (Juneau)
- *IDEA-Interior Distance Ed. of AK (Galena)*
- *Iditarod Distance Learning (Iditarod)*
- Kodiak Regional Learning Center (Kodiak)
- Mat-Su Correspondence (Mat-Su)
- *PACE Correspondence (Craig)*
- *Raven Correspondence (Yukon-Koyukuk)*
- REACH Homeschool (Sitka)
- Twindley Bridge Charter School (Mat-Su)
- *Yukon River Academy (Tanana)*

- Independent Homeschooling – See www.aphea.org



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About APHEA

Purpose
The Alaska Private and Home Educators Association is a membership-based coalition of parents and others who have banded together for the furtherance of educational excellence through alternatives to the government-operated public schools.

Administration
APHEA is governed by a board of directors consisting of seven members. The President and one-third of the directors are elected each year at the convention.

Activities

APHEA promotes home education on two levels:

1. **Supportive Inter-relationships**

- Provides means to foster contact between home school groups in Alaska. This is done through publications and the presentation of seminars.
- Conducts an annual convention which encourages family participation and includes the following:
  - At least one keynote speaker who is well-known in the field of home education.
  - Workshops conducted by the keynote speaker and by local teachers and parent educators.
  - Curriculum displays. This is an excellent opportunity to obtain information from vendors knowledgeable in various curricula and to get a hands-on look at curricula and supplementary materials.

2. **Political Involvement**

Fosters and protects a climate of non-interference for home education in Alaska by direct involvement in the political process. This is accomplished by providing information on issues and candidates and by acting as a liaison between home education and the Alaska legislature. Keeps APHEA members informed through bulletins concerning pertinent legislation and Department of Education activities.

APHEA Position Statement

Whereas it is a fact recognized by the Supreme Court of these United States that children are not the mere creatures of the state, and;

Whereas it is the first responsibility of parents to care for their children and that part of this responsibility is the training and educating of their children, and;

Whereas we recognize the high duty and right of all parents to direct the education of their children without unreasonable restrictions by the state, and;

Whereas we affirm the fundamental right of parents to provide for their children religious training without interference from the state, and;

Whereas it is a violation of the most basic concept of liberty for the state to standardize children by forcing upon them and their parents state-directed instruction;

WE, THE MEMBERS OF **APHEA**, DO HEREBY DECLARE:

1. Our intention to execute faithfully our parental duty to the best of our God-given abilities;
2. Our intention to cooperate together to attain excellence in private education for our children;
3. Our intention to resist any attempt by the government of these United States or the State of Alaska to disallow the freedom to exercise our parental rights in education; and
4. Our willingness to collaborate to improve the climate of educational freedom in Alaska through public information as well as through legislative means.

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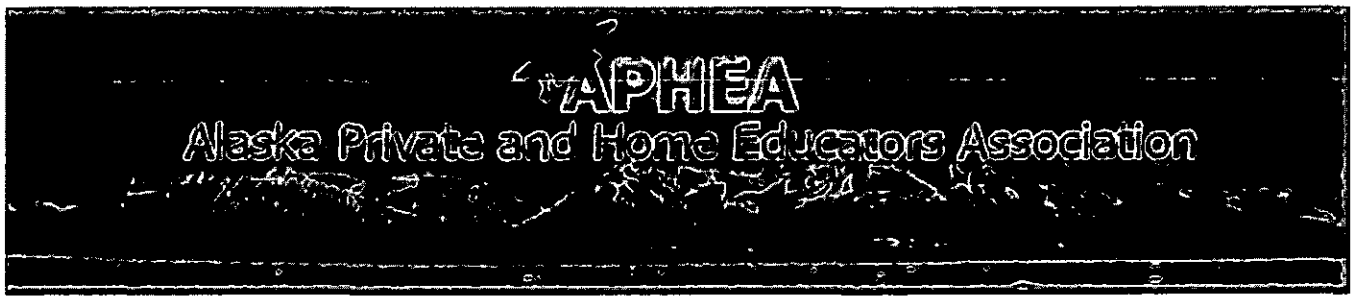

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Alaska Law

Alaska State Statute: This statute describes the compulsory attendance requirements and includes the exception (12) to compulsory attendance that apply to Homeschool students.

Sec. 14.30.010. When attendance compulsory.

(a) Every child between seven and 16 years of age shall attend school at the public school in the district in which the child resides during each school term. Every parent, guardian or other person having the responsibility for or control of a child between seven and 16 years of age shall maintain the child in attendance at a public school in the district in which the child resides during the entire school term, except as provided in (b) of this section.

(b) This section does not apply if a child...

(12) is being educated in the child's home by a parent or legal guardian.

(Click "Alaska Law" below for complete statute)

Alaska Law

Gavel to Gavel (watch Alaska Legislature in action)

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Expand All | Collapse All

HOME

About Alaska Homeschooling

Alaska Laws on Homeschooling

Making Your Voice Heard

About AHEA

Get Involved

Contact Us

Welcome to AHEA

"We cannot do everything at once, but we can do something at once."
~ Calvin Coolidge

Welcome and thank you for your interest! The Alaska Home Educators Alliance, (AHEA) is a developing alliance uniting Alaskan homeschoolers who choose to partner with public schools (Affiliated Homeschoolers),those who have remained independent of public schools (Independent Homeschoolers), and includes Alaskans who support their dedication. Our long term mission is to promote an understanding of the benefits of home education alternatives in Alaska, and to serve as a clearinghouse for information pertaining to both affiliated and independent homeschoolers.

- **Weigh-in on Homeschool Issues - Take our 3 minute survey**
- **Super Tuesday and Election Info for Kids**
- **Perfect Time to Contact 2008 Candidates - Contact List**
- **Candidate Responses - Homeschool Issues - Educational Improvement Plans**

Why AHEA? Why now? **To promote home education choices for families:** independent, in-district affiliated and statewide affiliated with public schools.

The initial cause was inequity between in-district and statewide correspondence programs. This past year, through the efforts of many homeschoolers and administrators who work with homeschoolers, statewide correspondence (homeschool) programs were able to see some relief in the area of use of allotment funds for music, art and P.E.; however, the same regulations that promise some relief to statewide families are imposing regulations never before required of in-district correspondence and homeschool-charter programs.

The current Department of Education and Early Development's (the DEED's) interpretation of long standing regulations in regards to privately-purchased curricula that are aligned to state standards and the Deputy AG memo to Senator Dyson and Senator Lyda Green on Sept. 20, 2005 continues to be a concern and a reason to unite all supporters of home education and speak up for common issues.

Your neighbors and your legislators need to understand the importance of choice in resource availability, curricular materials (both privately-purchased and state-fundable) and methodology, as well as the value of parental commitment. Each child deserves a fair chance at a good education. **We truly believe that one size does not fit all .....and no child should be left behind!**

Please join us as a concerned homeschooler!
Read the Introductory Letter from the AHEA Board

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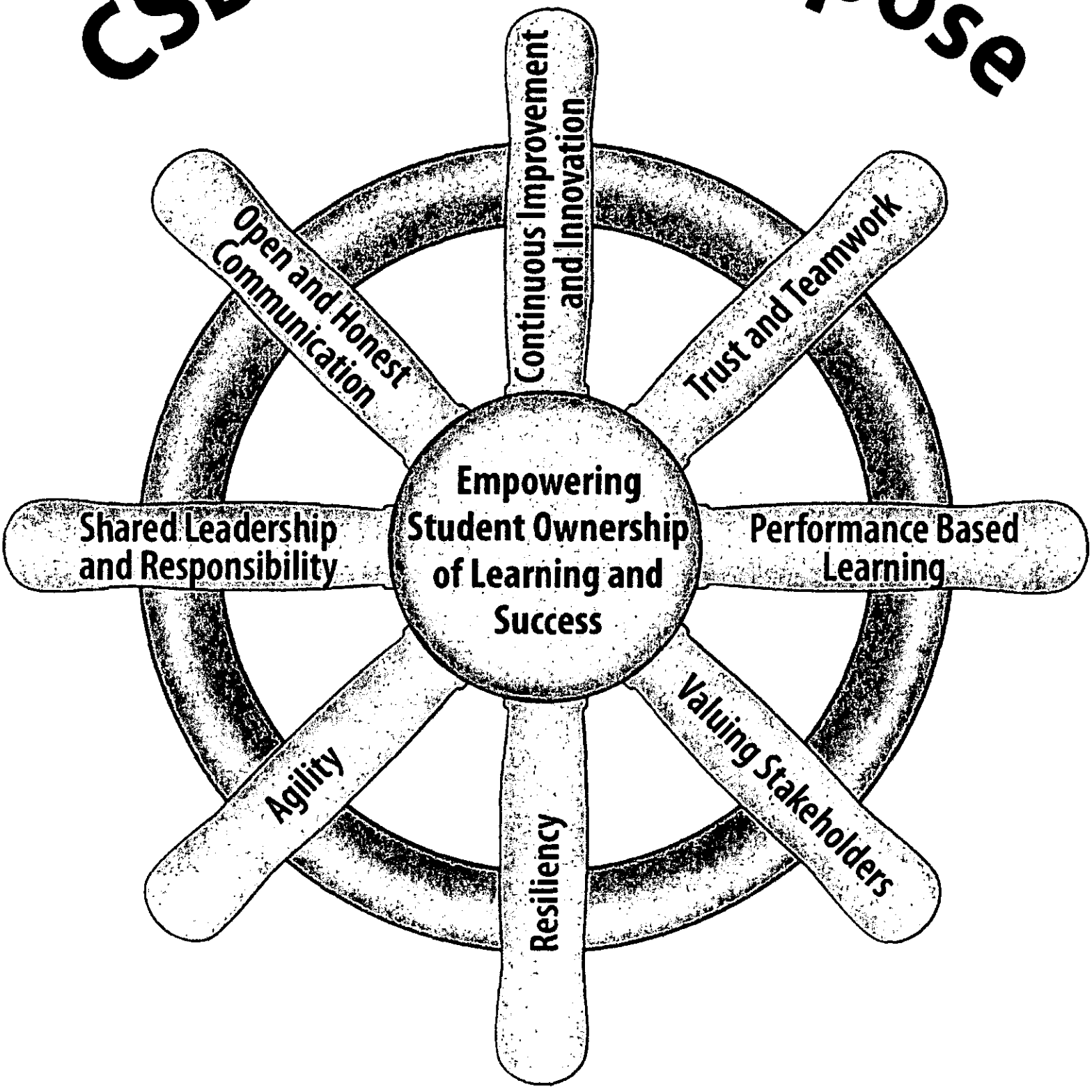
CSD Shared Purpose



Chugach School District

Voyage to Excellence

Chugach Extension School

Annie Dougherty
Head Teacher
and
Advisory Teacher
Fairbanks Extension Office
907-457-2545
Fax: 907-374-0466

adougherty@gci.net

Chugach Extension School
2216 Penrose Lane
Fairbanks, AK 99709

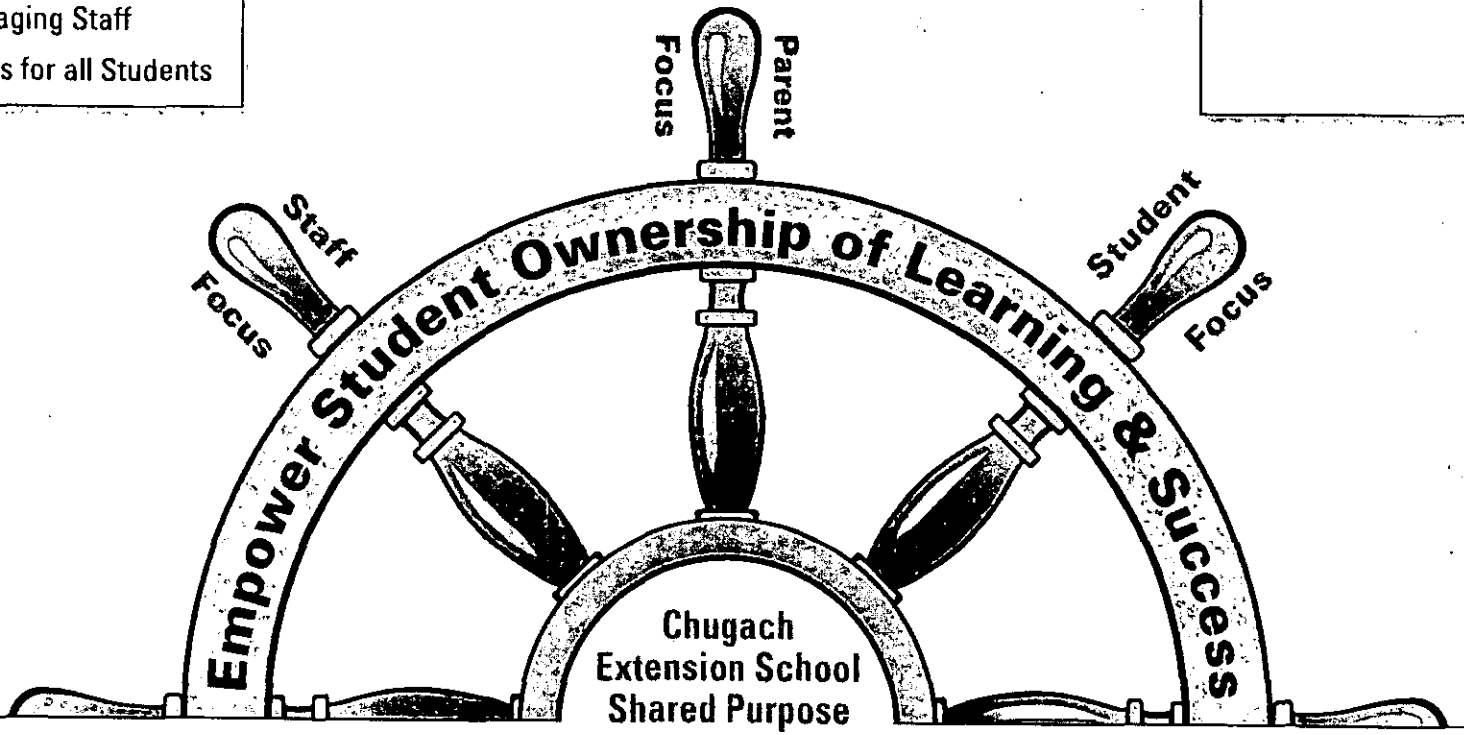
When it comes to education, there's no place like home.

Annie Dougherty, her husband Dennis, and sons John and Daniel are all strong advocates of home schooling. In addition to educating her children at home, Annie is a certified teacher, serving home school families across the state. She has worked for Chugach School District as an advisory teacher and the head teacher of the Chugach Extension School program for the past eight years. She has been a long time advocate of parental rights and involvement in the education of their children, even during her prior 15 years as a classroom teacher.

Flexibility
Activities
Materials
Individualized Learning
Life Skills
Instructional Support
Encouraging Staff
Success for all Students

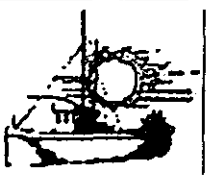
Integrity
Nurturing
Skills
Personalize
Independence
Respect
Excellence

Freedom
Understanding
Team work
Unlimited possibilities
Responsibility
Exploration



Chugach School District

Voyage to Excellence



Chugach School District Shared Purpose

Empowering Student Ownership of Learning and Success

Mission

The Chugach School District is committed to developing and supporting a partnership with students, parents, community and business which equally shares the responsibility of empowering students to meet the needs of the ever changing world in which they live. Students shall possess the academic and personal characteristics necessary to reach their full potential. Students will contribute to their community in a manner that displays respect for human dignity and validates the history and culture of all ethnic groups

Chugach Extension School (CES) was established in the 1980's as a way to meet the educational needs of families residing in remote communities within CSD boundaries. In 1994, CES responded to a growing need to offer its services to home schooling families living in remote communities surrounding Prince William Sound. Currently, CES students across Alaska represent 60% of CSD students.

During the enrollment process, home school parents describe their alignment with the educational philosophy of CSD. Prospective parents and students are interviewed to determine whether CES is the best educational choice for their family. When students are accepted in CES, they are placed at their individualized levels in 10 content areas. These CSD levels reflect the student's current level of performance in each content area rather than using a grade level based on the student's age. Student Learning Profile tests may be given to provide information about each student's strengths and preferred learning styles.

Measures of CES program quality

CES students represent 2.5% of the home school students in Alaska. CES has the lowest student-teacher ratio compared to the other statewide correspondence schools in Alaska. On average, the student-teacher ratio in the two largest statewide programs since 2005 has been more than two times greater than the consistent ratio of 50 to 1 in CES.

CES has met all AYP requirements for 4 out of the last 5 years. In 2008, the only factor out of compliance was the graduation rate based on a small number of potential graduates for that year. In contrast, the two largest statewide programs are currently in their second year of level 5 status based on not meeting AYP requirements for the past 6 years.

In CES, parents and students collaborate with teachers in designing and delivering the CSD standards-based educational program. Throughout the year, CES provides home school teacher trainings in academic content areas such as math, language arts, and science.

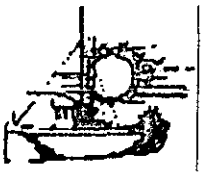
Measures of CES Student Achievement

The data for CES students shows a high degree of academic achievement and overall satisfaction with the program. For the past 3 years, CES students have exceeded the required SBA score requirements for AYP. The percentage of CES students scoring proficient or advanced in language arts has ranged from 89% in 2005/06 and 90% in 2006/07 to 77% in 2007/08. The percentage of CES students scoring proficient or advanced on math SBA tests has increased from 70% in 2005/06 and 68% in 2006/07 to 86% in 2007/08.

Since 2001, the number of students enrolled in CES has grown slowly from 138 students in 2001 to 163 students in 2008. For the past 5 years, there has been an average 65% of CES students who returned to the program in the following year. CES has chosen to maintain a low student-teacher ratio in order to focus on its performance-based, individualized education program for each student.

http://chugachschools.com

Chugach School District
Voyage to Excellence



The Chugach School District (CSD) has been pursuing educational excellence since 1994 when leadership and stakeholders came together to collaborate on an innovative educational model based on shared leadership and vision, a continuous improvement cycle and a standards-based instructional design.

Currently, CSD is a leader in standards-based educational reform. The district was awarded one of the first Baldrige awards in the Education category in 2001. The CSD Quality Schools Model is now used in six school districts in Alaska.

The Chugach School District is located in Southcentral Alaska and includes most of the Prince William Sound coastline and islands. CSD employs 22 certified teachers who deliver instruction to 253 students in PreK to 12th grade. CSD teachers deliver highly effective standards-based instruction in

- three community schools (in Tatitlek, Chenega Bay and Whittier)
- the "Voyage to Excellence"(VTE) work-to-life residential program and month-long EXCEL summer program in Anchorage
- the statewide Chugach Extension school with offices in Valdez, Fairbanks and Anchorage.

CSD is the lead partner in numerous grants that benefit students and staff in other school districts. Six school districts in rural Alaska send their students to the VTE program and EXCEL camp. The VTE has a long-standing partnership with over 70 business organizations, educational programs and Native organizations in Alaska.

The "Voyage to Excellence" residential house

Chugach School District Shared Purpose

Empowering Student Ownership of Learning and Success

Mission

The Chugach School District is committed to developing and supporting a partnership with students, parents, community and business which equally shares the responsibility of empowering students to meet the needs of the ever changing world in which they live. Students shall possess the academic and personal characteristics necessary to reach their full potential. Students will contribute to their community in a manner that displays respect for human dignity and validates the history and culture of all ethnic groups.

The standards-based instructional design and delivery in CSD are based on the belief that individuals learn and develop at different rates while using their preferred learning styles. Students in CSD are allowed the flexibility to grow and achieve at their own pace, with guidance from highly trained and qualified staff. The expectation is that all students will master the rigorous requirements for graduation established by the School Board in ten curriculum areas, as well as the passage of all three sections of the state-mandated HSGQE. It is possible for a student to be academically prepared for high school graduation by age 16 while students who require more instruction are encouraged to stay enrolled up to age 21 if necessary.

The ten curriculum areas include traditional academic subjects as well as innovative areas such as personal/social/service learning, career development, technology and cultural studies. These content areas were developed in response to input from community members and business partners. Students demonstrate their mastery of these standards in a variety of assessments developed by Chugach staff members, including content-specific tests and real-life applications of skills. An extensive review and revision of the Chugach standards in all ten content areas was completed in 2008 with collaboration from students, parents and community members.

http://chugachschools.com/

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TIFF (Uncompressed) decompressor
are needed to see this picture.

QuickTime™ and
TIFF (LZW) decomp
are needed to see thi

VTE Program Accomplishments:

2003-2008 VTE High School Graduation Rate = 98%
(Predominantly At-Risk Students)

Of those graduates today:

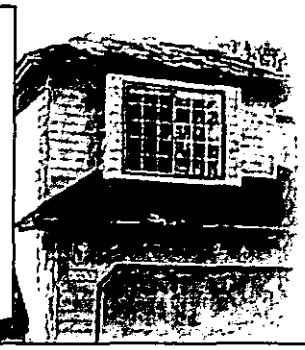
- 39% in College
- 53% in the workforce (the majority in Alaska)

2003-2008 Voyage To Excellence program student data:

- 43% still attending High School
- 55% have graduated from High School
- 2 % have dropped out*

  * dropouts chose not to complete VTE Program.

Currently the VTE program has waiting lists in with partnering districts, which ranges from 6-18 students per phase, as well as two other districts wanting to partner. This indicates a great need to expand our facility to accommodate our rural Alaskan students.



Student Accomplishments:

Students earned the following during EXCEL Summer Camp:

- 125 UAF credits total
- 40 national certificates
  - 8 – Alaska Career Readiness Certificates
  - 15 – National SafeServe Certificates
  - 17 – NCCER National Center for Construction

Education & Research

- 2 four-week internships in education & business

Students earned the following during VTE Program Phases:

- UAF credits for each phase successfully attended
- NCCER Certificates for our construction phases
- Alaska Career Readiness Certificates with successful completion of tests
- First aid and cold water certificates
- Summer internships in construction

The VTE program is **more** than a Career and Technical program. The focus is on skills **all** students need for a successful transition:

- Employability Skills
  - Basic Skills
  - Work attitudes
  - Work values
- Character Education
- Life Skills
- Post Secondary Skills
- WorkKeys Training
- Dual CTE Credits UAF
- National Career Certificates
  - NCCER
  - WorkKeys Career Readiness
  - Certified Nursing Asst.
  - Emergency Trauma Tech.
  - ServeSafe Certificate
- Cold water survival training

Voyage To Excellence (VTE) has a long-standing partnership with over **70** organizations including -

Local Businesses:

- Davis Constructors & Engineers
- Providence Hospital
- Conoco Phillips
- Alyeska Resort
- Captain Cook
- Associated General Contractors
- Associated Builders and Contractors
- Wells Fargo
- Totem Ocean Trailer Express

Partner Districts:

- Lower Yukon
- Lake & Peninsula
- Kuspuk
- Bering Strait

Education:

- NACTEC
- Anchorage Youth Court
- Alaska Job Center
- Job Corp
- UAA
- APU
- UAF

Native Organizations:

- Chugachmiut
- Chenega Corporation
- Tatitlek Corporation
- Chugach Alaska Corporation
- Cook Inlet Tribal Council
- Bristol Bay Native Corporation

*Our partners provide workplace tours, job shadows, and possible apprenticeships.

http://web.me.com/vte1/VTE/Welcome.html

http://chugachschools.com/

3180

Raven is the choice for homeschooling families!

"Families are ravin' about Raven"

"As a 17-year homeschooler I have appreciated Raven's trust in me, the support for finding the right products and programs to teach and enrich each student's education, and for minimizing the paperwork that is necessary."

"I chose Raven because one of the goals is to keep paper work down...they created a website where I can post reports online, which is very easy! I feel completely supported and empowered by all of Raven's help and appreciate the trust they feel for me."

"Before Raven, I was nervous about homeschooling, even though my child was struggling in school and I felt we needed an alternative...Raven gave me the confidence with their support and advice and my child is now excelling...Thank you, Raven!"

"My Raven teacher is very knowledgeable--the first person I ask when searching for resources; and Raven is the best program for keeping paperwork to a minimum."

NAAS
Northwest Association of Accredited Schools
1917

Raven Correspondence School

Serving Families at Six Locations

Anchorage
800 E. Dimond Blvd. Suite 234
Anchorage, AK 99515
907.644.8590

Delta
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PO Box 396
Delta Junction, AK 99737
907.895.2280

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4762 Old Airport Way
Fairbanks, AK 99709
907-374-9401
1.888.99RAVEN

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3141 Channel Dr. #100
Juneau, AK 99801-7897
907.796.2112

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44109 Sterling Highway, Suite A
Soldotna, AK 99669
907.262.2735

Wasilla
1261 Seward Meridian Rd. Suite H
Wasilla, AK 99654
907.357.9573

Requirements

- Monthly Contact
- Quarterly Progress Reports
- Quarterly Work Samples
- Statewide Mandatory Testing

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We are committed to maintaining a high quality program that encompasses the best elements of individualized education and meets the needs of all students. We support the role of parents in educating their children. We will continue to provide educational choice that includes academically sound curriculum and extra-curricular programs to produce independent learners who will become contributing members of society.

Enrollment Options

Raven offers several options for students:

- Full-time - enrolled only in Raven
- Part-time - enrolled in 1-3 courses
- Dual enrollment-enrolled full or part-time to take enrichment, remedial, advanced placement, and/or general education courses
  - Private School
  - Public School

Raven offers many benefits:

- Certified Advisory Teacher support
- Student allotment provided for curricular materials, instruction, supplies, tutoring and activities
- Choice in curriculum
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- Individualized Learning Plan
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- Dual credit classes available
- K-12 Counselor: Academic reviews, scholarships, career and post-secondary planning and workshops
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- Media center with extensive resources/subject kits for check-out
- Online resources including: DORA/DOMA Reading & Math assessments, Aleks Math, WorldBook Online, Cosmeo, Enchanted Learning, Online Homework Helper, BrainPop, and INET Classroom & Library

Computer Options

Computer options available to meet the educational needs of our full-time students:

- Computer Assistance Program
- Computer Reimbursement Program
- Monthly Internet Stipend

Specialized Programs

- YKSD Distance Education Courses
- HSGQE Prep-Courses/Workshops
- Video Conferencing Courses
- Lets Go Learn: Online Reading and Math Assessments

Enrichment/Activities

- ASAA activities including individual music, art and sports opportunities
- Activities and events including Virtual Science Fair, Battle of the Books, Free Book Programs: Book-It and River Readers
- Local area workshops and talent shares

Eligibility Requirements

- A child who is five years of age before September 1 following the beginning of the school year and who is under the age of 20 and has not completed the 12th grade is of school age and is eligible for enrollment.

Students receive state funding based on the following formula:

Kindergarten – 3rd Grades
Full-time (4+ classes) $1,600

4th – 8th Grades
Full-time (4+ classes) $1,800

9th – 12th Grades
Full-time (4+ classes) $2,000

At least 50% of classes must be core classes: English, math, social studies, science, technology, or world languages.

HOME SCHOOLING
on the Threshold

A SURVEY OF RESEARCH AT THE DAWN OF THE NEW MILLENNIUM

BRIAN D. RAY, Ph.D.

Introduction

Education has been a crucial concern of parents and society since the genesis of culture. Educational issues are passionately debated in America today, at the dawn of the new millennium. And at this unique point in history, it has become clear that home schooling will play an ever-increasing role in the fracas that surrounds educational debates, reforms, and choices. What some observers thought would be a passing fad—home schooling—has become a visible movement motivated by capable leaders and a robust mix of parents and children.[1]

The home-school movement will likely exert influence in society that is disproportionate to its size. Why? A key reason is its successes. Research has made it apparent that the home educated are doing well in terms of academic achievement, socialization, and success in adulthood.[2] Multiple references will be provided later to support this statement and other conclusions made in this publication. In addition, these families are becoming a respected part of society that is politically active, savvy, and successful.[3]

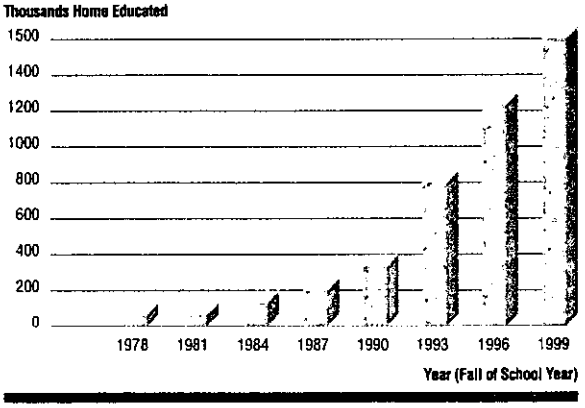
Although home-school parents and their children are bucking the conventional practice of relying on typical educational institutions beginning at the age of 5 or 6 in groups of same-age peers with state-certified and largely state-trained teachers, the growing cadre of home-school parents are practicing what cultures have believed and practiced for centuries. That is, parents, families, and closely-tied social groups should be the ones to transmit culture, beliefs, and literacy (in reading and writing) with the utmost care and dedication.[4]

Both noble and ignoble persons in many countries value education. They recognize that the education (including indoctrination) of children—a country's future citizens—is the key to the path a nation will follow.[5] Adolph Hitler, V. I. Lenin, and Benito Mussolini are known for their plans to use schools to advance their own base purposes. Martin Luther wanted to use schools to impress on children the word and mind of God. In America, educators such as John Dewey, Horace Mann, and Jane Addams, business leaders, and many other social leaders knew that if they were to be able to enculturate, indoctrinate, and mold the thinking and behavior of the next generation then they would have to design and control the curriculum of the schools.[6]

Today, social thinkers, social tinkerers, and some parents still recognize the battle that exists for children's hearts and minds that is played out in their education. Some call for institutional schools to exert even more influence in and control over the lives of children.[7] Contrariwise, others are sounding a clarion call that urges parents to be in charge, knowledgeably and intimately, of their offspring's education.

As one response, people of many cultural heritages, skin colors, and religious worldviews are moving quickly to engage their children in home-based education—for a broad array of reasons. By the end of the first decade of the 21st century, there may be well over two million children being home schooled in the United States alone (see Figure 1).[8] Meanwhile, this educational practice is also resurgent in many other countries such as Mexico, South Africa, the United Kingdom, Canada, and Germany.[9]

FIGURE 1
GRADES K-12 CHILDREN HOME EDUCATED IN THE U.S.
(estimated)



This booklet is designed to review important and representative research on home schooling to date. The review covers the topics that are generally the most important to parents, educators, policy makers, and society at large. For those who desire to conduct an in-depth examination of the methodology and quality of the cited studies, full citations are provided.

Why Are People So Curious About Home Schooling?

Many cultures throughout history have practiced home- and family-based education, and some still do. Even people during the past few centuries of western civilization have practiced forms of education that are clearly parent-controlled or parent-led. Dr. Edward and Elaine Gordon make it clear, in *Centuries of Tutoring: A History of Alternative Education in America and Western Europe*, that education centered in and around the home and family has played a key role in society throughout history.[10] The Gordons' brief comments dedicated to home schooling at the end of the 20th century puts into perspective that today's home education has a rich heritage and is one more significant expression of the importance of the historical concept and practice of home- and family-based learning throughout western civilization.

An examination of education in America also indicates that home education, in one form or another, was prevalent until the late 19th century. "In general, then, seventeenth and eighteenth century parents—particularly the father—bore the primary responsibility for teaching their children... Christian doctrine, vocational skills, and how to read and, to a lesser extent, write and figure..."[11] Renowned historian Dr. David Tyack pointed out that during the 19th century "...the school was a voluntary and incidental institution: attendance varied enormously from day to day and season to season..."[12] Further, the parents and community controlled the school during this period of history. Schooling or book learning was only a small and often incidental part of the total education of a child since he "...acquired his values and skills from his family and from neighbors of all ages and conditions."[13] The growth in popularity of compulsory school attendance at the end of the 19th and the early 20th centuries, along with the idea that trained professionals could best teach children, decidedly moved the education of children into the hands of school personnel as the 20th century began.

An examination of education in America also indicates that home education, in one form or another, was prevalent until the late 19th century.

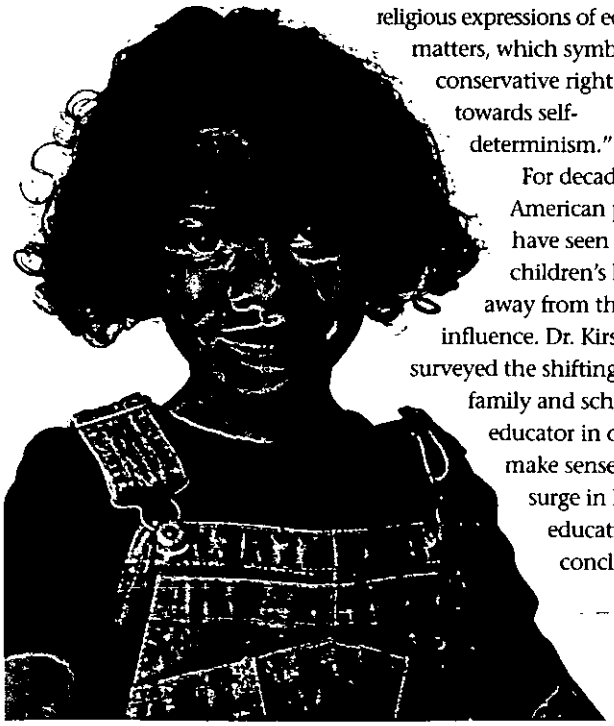
Home education has always existed in spite of the prevalence of classroom school attendance since 1900. Although it is difficult to know the numbers of students taught primarily at home by their parents during the period of 1875 to 1975, the practice continued to a limited extent. For example, the situation of great distances between homes and schools in Alaska led to the creation in 1940 of the government-sponsored Centralized Correspondence Study (CCS) which is still essentially home schooling. Those involved in home education across the country today, however, include students far removed from any government-operated program.

Stimuli for the Renewal

The late 1970s and the 1980s witnessed a sudden growth in the occurrence of home education.[14] A number of factors might account for this phenomenon. One study of early published material on home education noted the frequent mention of names such as John Holt, Ivan Illich, and Jonathan Kozol, and inferred a direct link between the public issues of alternative schools, community control, and deschooling that were raised in the 1960s and the emergence of modern home education;[15] "...the early jargon of home education made use of the arguments of the prominent educational reformers" of the 1960s and early 1970s.[16] In a similar vein, Dr. Michael Shepherd surveyed the social activism, the public's declining regard for public schools, and the concepts of deschooling and alternative schooling that were prevalent in the 1960s and early 1970s. Shepherd concluded, "Several people who promoted alternative schools in the 1970s would come to advocate home schooling..."[17] Dr. Joseph Kirschner's historical account, likewise, links the work of John Holt and others to the beginnings of modern home education.[18]

For decades, American parents have seen their children's lives slip away from their influence.

Since the 1970s, many new home-school "...advocates found and espoused Biblical and religious rationales. ...Home schools became grounds of and for ideological, conservative, religious expressions of educational matters, which symbolized the conservative right's push towards self-determinism."[19]



For decades, American parents have seen their children's lives slip away from their influence. Dr. Kirschner surveyed the shifting roles of family and school as educator in order to make sense of the surge in home education. He concluded that "...we find many Americans turning to 'family values' and scriptural religion in a search for stability and something to believe in. ...In the home-school movement one finds a hint of optimism in this age of cynicism not seen in quite a while."[20] Even the secular media came to the realization by the 1990s that they had to address the breakdown of the traditional, biblical family that had occurred during the preceding three decades.[21]

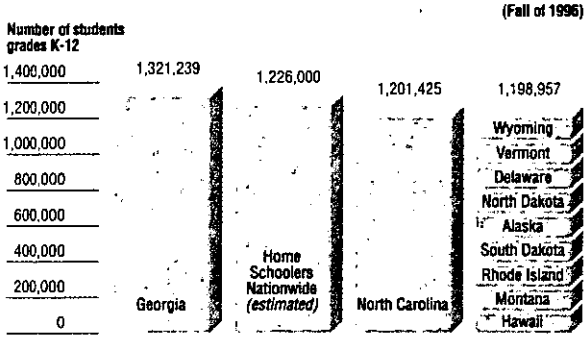
Dr. Maralee Mayberry, a sociologist, also perceives home education as a way for parents to regain control of their children's and their own lives, a way to make the impact they want on the next generation.[22] This choice is being made by a wide variety of people. For example, despite the unfounded claim of some critics (e.g., a representative of the National Education Association) that many parents choose home schooling due to their racism,[23] it appears that an increasing proportion of Blacks, Hispanics, and other minorities are choosing home education.[24]

This educational life that integrates parents and children is, however, contrary to the modern trend toward the institutionalization and professionalization of education. In 1980, close to 100 percent of children and youth of ages 6 to 18 were in institutional schools; about 88% of these were in state-operated (public) schools.[25] Over the course of just two decades, America has changed to the point where 1.2 to 1.6 million school-aged children and youth are home schooled.[26] In the fall of 1996, it is estimated that there were more home-school students than public-school students in nine states combined (see Figure 2).[27] Further, the home-school population is now about 24% of the size of the private-school student population.[28] This represents a very notable change in the educational choices of parents and students. If this trend were to continue at a modest 7% annual growth rate,[29] about 3 million students would be home educated during the fall of 2010.

A quickly growing number of government-run school systems are so alarmed about the growth of home schooling that they are instituting new tax-funded home-school programs to get these families into public schools. Some government-school personnel claim that they are starting these programs simply to help students. Much debate surrounds these programs.

The media, public and private educators, policy makers, politicians, and parents are fascinated with home schooling.

FIGURE 2
HOME SCHOOL STUDENTS NATIONWIDE COMPARED TO SELECTED STATE PUBLIC SCHOOL POPULATIONS
(Fall of 1996)



It contradicts the norm; ordinary parents are taking the mystery out of professional teaching; it seems to be working. In addition, home-based education appears to embody many things that parents and families have desired throughout the ages, and perhaps especially at this point in time in a highly technological age: high levels of parental involvement in children's lives, community-oriented education, success in academics, and an emphasis on the transmission of culture and values by family, friends, and religious communities rather than by society at large or a select group of educators.

Who Is Home Schooling and Why?

The stereotypes are crumbling regarding who home schools. In the mid-1980s, Dr. Jane Van Galen categorized home-school parents as either pedagogues or ideologues.[30] Pedagogues were those who said that whatever public schools could do in terms of teaching and learning, they could do better. Ideologues were those parents driven more by a desire to pass on to their children a particular set of values, worldview, and religious beliefs. They often expressed the idea that God had called them to home educate their little ones. As Dr. Van Galen pointed out, however, there was not always a clear cleavage between these two groups. That is, any given set of parents might have a mixture of reasons in mind for home educating their children.

Multiple studies make clear what the main reasons for home schooling. The most frequently cited reason has to do with wanting to teach and transmit a particular set of values and beliefs and a worldview to children. Parents also frequently talk about five other important reasons for home schooling. First, they want their children to accomplish more academically than they would in schools. Related to this, they want to individualize the curriculum and learning environment to meet the unique strengths and needs of each child. Third, they want to enhance family relationships between children and parents and amongst siblings. Fourth, these parents want to provide guided and reasoned social interactions with youthful peers and adults rather than taking their chances with what will occur in an institution. Finally, an increasing number of parents are concerned about the safety of their children (e.g., regarding physical violence, drugs and alcohol, psychological abuse, and sexuality).[31] Research also shows that many parents' and youths' reasons for home schooling change or mature over time.[32]

GENERALIZATIONS

After two strong decades of a renaissance of home- and family-based education, the variety of families involved has greatly increased. Generalization about them leads to a paradox. An attempt to homogenize home-school families in order to understand them may lead a person further from fully understanding the richness of the many dimensions that are so much a part of the home-schooling community. It is important, therefore, to first mention a few other things that are known about home schooling. Bolick's observation in 1987 is perhaps even more salient today:

> *"Many home schoolers are rigidly traditional and scrupulously law-abiding, while others are long-time practitioners of civil disobedience. Some are fervently religious and have removed their children from mainstream schools because they are too secular, while others are nonbelievers who consider the public schools too religious."*[33]

Many researchers and this author's years of experience corroborate this wide and increasing diversity within home schooling.[34] With the preceding thoughts and nuances in mind, a synthesis of many studies produces the following principal characteristics of home-education families:

1. Both parents are actively involved in home-based education with the mother/homemaker as the main academic teacher most of the time; fathers do about 10% of the formal teaching of the children. Research suggests that 25,000 or more single-parent families were home schooling in the fall of 1998 and the number is increasing.[35]

2. The learning program is flexible and highly individualized, involving both homemade and purchased curriculum materials. Some families purchase complete curriculum packages for their children while others approach home schooling with a small degree of pre-planned structure; this is often called "lifestyle of learning" or "unschooling."

3. Children are formally "schooled" three to four hours per day and often spend extra time in individual learning endeavors. The amount of formal or structured learning time is directly related to the student's age.

4. The median amount that families spend per child per year for home education (e.g., textbooks, tuition for part-time classes, field trips, and special resources) is about $450 (with a mean of about $575).

5. Home-educated students have relatively little interaction with public schools or their services. A minority participate in interscholastic activities like sports and band in the public schools or occasionally take an academic course in local schools.

6. Children study a wide range of conventional subjects with an emphasis on reading, writing, math, and science. Many students take advantage of home schooling's flexibility to participate in special studies and events such as volunteer community work, political internships, travel, missionary excursions, animal husbandry, and national competitions.

7. Children are taught at home for at least 4 to 5 years, and most parents intend to home educate them through the high school years.

8. Home education is chosen for various reasons, including concerns for the cognitive development (e.g., to accomplish more academically, to individualize learning, and to teach a particular worldview), the affective development (e.g., to learn selected philosophical, religious, or cultural values and traditions, to be in a preferred moral environment, to avoid unnecessary peer pressure, to have greater parent-child contact, and to enhance self-concept), and safety (e.g., regarding physical violence, drugs, and sexuality).

9. On average, there are 3.0 to 3.3 children in the family; male and female students are equally represented; at least 95% of the families are headed by a married couple.

10. Formal instruction typically begins at 5 to 6 years of age. The individualized nature of home schooling allows parents to begin formal instruction at whatever point their child is ready and to whatever extent they think is most suitable for the child.

11. About 70% of the students are 7 to 13 years old. Research suggests that the age distribution is beginning to approximate that of the general population.

12. The "typical" parent has attended or graduated from college. About half of home educators have earned a bachelor's degree or higher in terms of formal education; there are, however, significant numbers of home-school parents who themselves simply have high school educations.

13. The total annual household income is under $25,000 for about 18% of the families, $25,000 to $49,000 for about 44% of the families, $50,000 to $74,000 for about 25% of the families, and $75,000 and above for about 13% of the families.

14. Over 75% regularly attend religious services; the large majority are of the Christian faith and place a strong emphasis

on orthodox and conservative biblical doctrine. Significant and increasing numbers of agnostics, atheists, Buddhists, Jews, Mormons, Muslims, and New Agers also home school their children.

15. It appears that currently over 90% are White/not-Hispanic in terms of racial/ethnic background. A rapidly increasing number of minorities are engaging in home-based education.[36]

The median amount that families spend per child per year for home education is about $450.

How do some of the preceding "average" characteristics compare to the nation's population at large? The average number of children in married-couple families in the United States was 1.8 in 1990. Home-school families, therefore, have significantly more (about 70%) children than the average. In 1990, only 73% of children under the age of 18 in the United States lived with a married couple while it appears at least 95% of home-school children do so.[37]

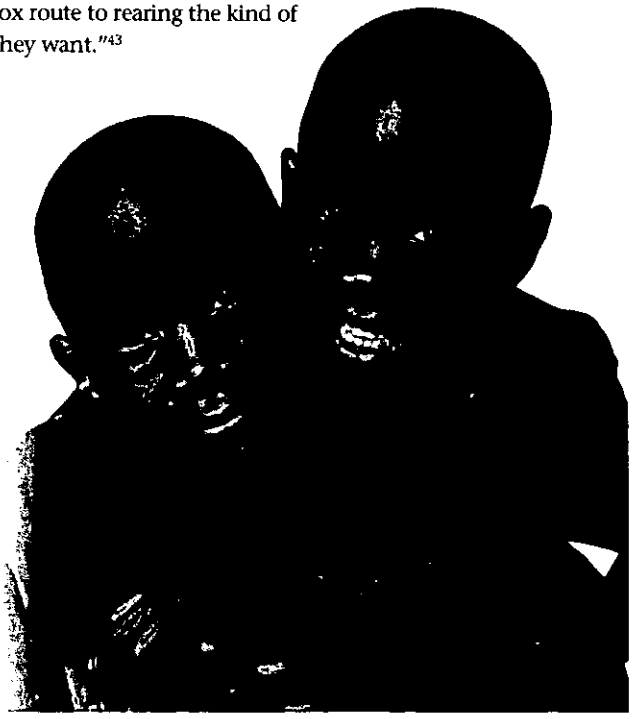
About half of home-school parents have completed a 4-year college degree or higher. In contrast, only about 24% of the general public does so.[38] The population of home educators has a somewhat higher level of educational attainment than that of the general public.

The median annual family income of home-school families appeared to be between $38,000 and $43,000 in 1996. The median income for all married-couple families in the United States in 1995 was $47,062.[39] Home-education families apparently have median incomes that are lower than those of all married-couple families across America, but are higher than those of married-couple families with the wife not in the paid labor force.[40]

While home-school parents spend, out of pocket, a median of about $450 (mean of about $575) per child per year on education, state schools (i.e., public schools) spent an average of $5,325 per student (pre-kindergarten through the 12th grade) during school year 1993-94.[41] This cost in state schools did not include construction, equipment, and debt financing. The highest per-pupil expenditure was $9,075 in New Jersey; the lowest was $3,206 in Utah. It is clear that the direct, out-of-pocket costs of public (government-run) schooling in the United States are about 10 times as much as what the home-education families spend on educational materials and services.

In summary, a wide variety of individuals are involved in home schooling, just as the United States is comprised of a pluralistic population. Home-based education includes (but is not limited to) atheists, Christians, and Mormons; conservatives, libertarians, and liberals; families with 5-, 10-, and 17-year-old children; low-, middle-, and high-income families; Black, Hispanic, White, and Asian people; parents with Ph.D.s, parents with bachelor's degrees, and parents with no degrees; and families containing 1, 5, and 10 children. Furthermore, there is nothing in the research literature to suggest that home-school families are, as a group, outlandish with respect to the characteristics previously summarized. That is to say, they are part of mainstream America in many ways.

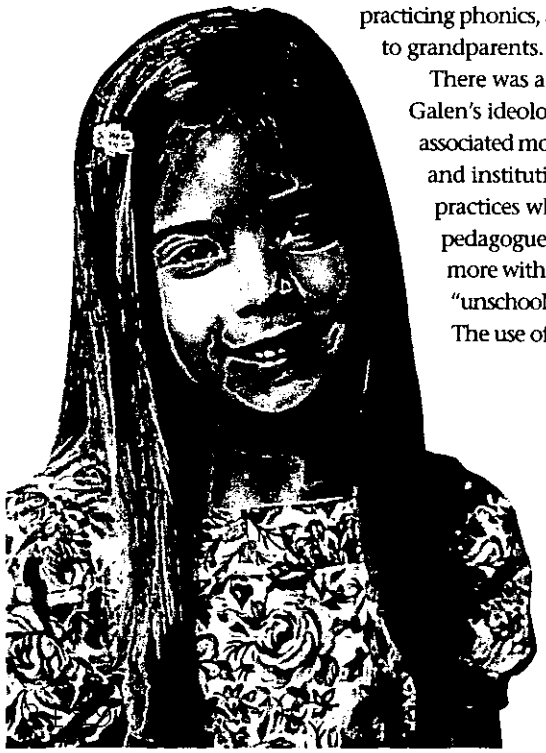
It has already been explained that the literature suggests home-school parents and families are not drastically different from most Americans. They must be different in some ways, however, since they are home schooling. Despite the apparently increasing pluralism of the home-schooling movement with respect to many variables, the vast majority seem to share at least one common belief—the education of children is primarily the responsibility and the right of parents. In addition, there is one trait that is usually implied and occasionally explicit in the literature: parents who home school their children are extremely interested in and concerned about the total education of their children.[42] "And they are willing to be different, to take a socially unorthodox route to rearing the kind of children they want."[43]



A Day in the Life of a Home-School Family

Although stereotypes and touted formulas abound, there is no one best system for home schooling. Advocates and practitioners alike maintain that this is one of the most important aspects of home-based education. The approach that is chosen by parents and students may be based upon a unique blend of their worldview, philosophy of education, the child's particular academic interests, strengths, and weaknesses, the nature of the local community, the laws of the family's state, the parents' traits and interests, and the family's special character. The claim that all children in America (or in any nation) need a common educational and social experience is not central to the thinking of home educators.

The variety of day-to-day pedagogy and activity within home-schooling homes is remarkable, researchers have found.[44] Some children may start the day with breakfast then are off to their desks in a "schoolroom" where they recite the Pledge of Allegiance and then promptly dig into a series of sequential workbooks. Children in other families begin the day by feeding the chickens and livestock, then prolonged conversation around the breakfast table, then a gradual shift into a minimally-planned mixture of reading novels, practicing phonics, and writing letters to grandparents.



There was a time when Van Galen's ideologues were associated more with structured and institutional-school practices while the pedagogues were associated more with unstructured and "unschooling" approaches.[45] The use of such stereotypes, however, is now essentially fruitless. Many families have the "flavor of institutional school"[46] while many avoid almost all appearance of what goes on in public and private schools. For example, while "religious" parents were at one time associated more with school-like practices, an increasing number of Christian speakers and writers are advocating "relaxed home schooling,"[47] a "lifestyle of learning,"[48] and a focus on "eternal and practical time"[49] rather than schooling *à la* conventional practice. As Dr. Lesley Taylor noted, some families are practicing home schooling in a way that keeps biblical truths firmly in place while giving less attention to "...all the criteria by which institutional schools and thus the wider culture measure what is truly of value in education."[50]

In general, children who are taught by their parents score above national averages on standardized achievement tests.

The variety in the thinking and practice of home educators is no different, in some ways, than the variety found among theorists and teachers who are associated with institutional public and private schools. Many believe that the vast potential of home-based education is yet to be rediscovered.

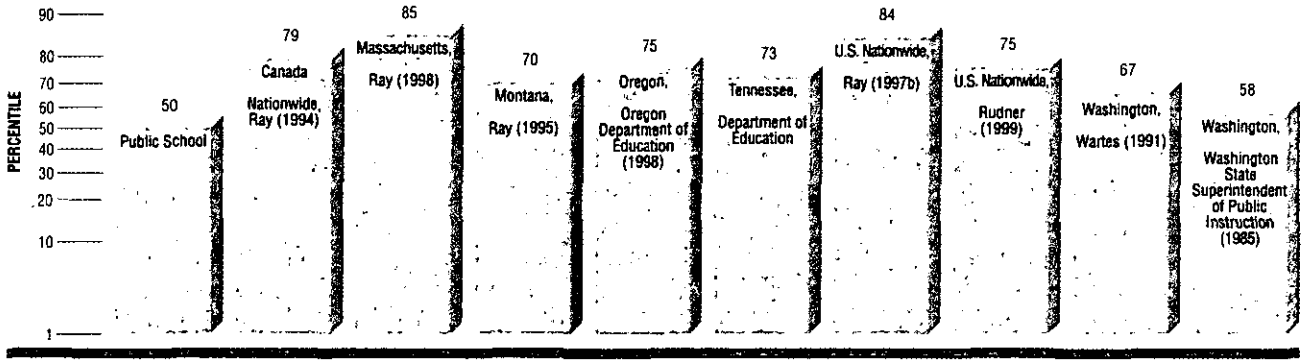
Does It Work?

ACADEMICS

The public and researchers began asking 20 years ago: Does it work? Is it possible for parents, who are not professionally trained teachers, to successfully teach and guide their children's education? Dozens of studies have now been completed. Often such studies involve an analysis of standardized achievement test scores of home-educated students. It should be pointed out, therefore, that the national average on such tests is the 50th percentile for students in institutional schools. For example, if Johnny scores at the 50th percentile in mathematics, that means he did better than 50 percent of the general population of students taking that mathematics test. For another example, if Lucinda scores at the 82nd percentile in science, she performed better than 82 percent of the other students.

In general, children who are taught by their parents score above national averages on standardized achievement tests (Figure 3). Following are descriptions of several representative studies.

FIGURE 3
HOME SCHOOL AND PUBLIC SCHOOL ACADEMIC ACHIEVEMENT (GRADES K-12, AVERAGE SCORES)



Jon Wartes, a public high school counselor, has studied the *Stanford Achievement Test* scores of hundreds of home-educated students, grades K-12, in Washington State for several years. He has found that these students consistently score above the national average in various academic areas (e.g., reading, language, math, science), with the median score at about the 67th percentile on national norms.[51]

A study in California by Dr. Mona Delahooke compared the intelligence and achievement of home-school and private-school nine-year-olds. She found no significant differences between the two groups in terms of intelligence and achievement test scores.[52]

Students in Alaska's Centralized Correspondence Study (CCS), a state-managed form of home education, have consistently scored significantly higher than conventional-school students nationwide on the *California Achievement Test* in math, reading, language, and science.[53] These students also score higher on achievement tests than do conventional-school Alaskans.[54]

State departments of education, such as those in Oregon and Tennessee, often report that the home-educated students (for whom they have scores) in their states are scoring well above average on standardized achievement tests.[55]

The most in-depth nationwide study to date examined, among other things, the achievement of home-educated students.[56] Dr. Brian Ray's 1997 study included a variety of families from all over the United States. Data were collected on 1,657 families and their 5,402 children. These students scored, on the average, at high percentiles on standardized academic achievement tests: (a) total reading, 87th, (b) total language, 80th, (c) total math, 82nd, (d) total listening, 85th, (e) science, 84th, (f) social studies, 85th, (g) study skills, 81st, (h) basic battery (i.e., reading, language, and mathematics combined), 85th, and (i) complete battery (all subject areas in which student was tested), 87th. Notably, the home educated did quite well in areas that skeptics often consider to be too difficult for the untrained to teach (e.g., math and science) and areas in which skeptics think home educators would not be interested (e.g., other cultures, social studies).

Dr. Ray's 1990 nationwide study, the largest of its kind at that time, involved a more limited population of home schoolers. The findings on the approximately 1,500 families and 4,600 children were, however, similar to those of his 1997 nationwide study. The home-educated students averaged at or above the 80th percentile on standardized achievement tests in all subject areas.[57]

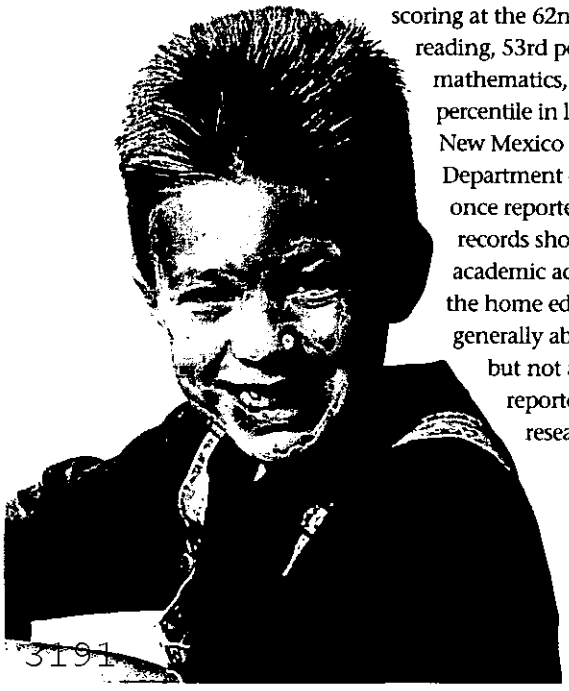
Ray's nationwide 1990 and 1997 findings may be compared to the achievement test data reported by the Home School Legal Defense Association (HSLDA) in 1994.[58] *The Iowa Test of Basic Skills (ITBS)* scores, for several subjects, of 16,311 home-educated students in grades K through 12 were obtained from a national testing service. The basic battery scores, by grade level, ranged from a low of the 62nd percentile to a high of the 87th percentile, with a majority of the percentile scores in the 70s. Perhaps the volunteer nature of participation in Ray's nationwide studies tended to include students whose achievement scores were slightly higher than those in the general home-education population which this HSLDA report might have represented.

More recently, Dr. Larry Rudner examined the *ITBS* scores of about 21,000 home-educated students, nationwide. He found that the students' average percentiles were in the mid-60s to mid-70s percentiles. At each grade level, the percentile corresponding to the median scaled score was typically in the 70th to 80th percentile range.[59]

A number of other studies have resulted in findings similar to those just mentioned: home-educated students in Indiana averaged at the 86th percentile on the basic battery;[60] Massachusetts students were at the 85th percentile on basic battery;[61] Montana students were at the 72nd and 70th percentile on basic battery;[62] North Dakota students taught at home had averages at about the 85th percentile;[63] those taught by their parents in Oklahoma scored, on average, at the 88th percentile in the combination of their reading, language, and mathematics performance;[64] the home educated in Pennsylvania scored from the 60th to 74th percentiles.[65]

Home-school Parents "...armed to the teeth with educational materials and technology."

Not all studies, however, show home-educated students scoring above average. Dr. Jennie Rakestraw found 1st and 4th grade home-education students to be scoring below the national average in mathematics, while the home educated in grades 2, 3, 5, & 6 were above average, and average reading scores for the 1st through 6th grade students were at the 54th through 97th percentile.[66] The Washington State Superintendent of Public Instruction also found scores that were not particularly high, with the home educated scoring at the 62nd percentile in reading, 53rd percentile in mathematics, and the 56th percentile in language.[67] The New Mexico State Department of Education once reported that their records showed that the academic achievement of the home educated was generally above average, but not as high as reported in most research studies.[68]



Overall, the research clearly indicates that home-school students perform at least as well as their conventional-school counterparts in the subject areas considered to be the "basics" of American education and the essential tools for success in college and in American society.

ARE THE COLLEGE-BOUND PREPARED?

ACT and *SAT* tests are the best-known test predictors of success in college. The *ACT* publisher reported the scores of 1,926 home-school students from the high school graduating class of 1997. The home schooled scored, on average, in English at 23.0 compared to 20.3 for the national average; in math, 20.2 versus 20.6; in reading, 24.4 compared to 21.3; in science reasoning, 22.0 versus 21.1; and the home-schooled composite average was 22.5 compared to the national average of 21.0. According to statistical rules of thumb, these home-school youth who were interested in college outperformed the national average in English, reading, and on the overall composite of the *ACT*, but there was little to no difference in terms of reasoning skills.[69] The *SAT* scores of 75 home-school students in Pennsylvania were reported for the 1995-1996 school year. "The middle PA Homeschooler scored 600 (80th percentile) in verbal and 550 (65th percentile) in math."[70] Increased research will soon reveal more on this subject.

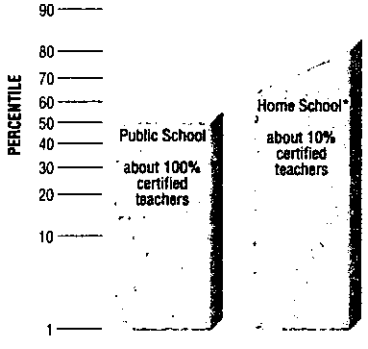
ARE THEY BECOMING TECHNOLOGICALLY LITERATE?

Some research has implicitly addressed the computer literacy of the home educated. Dr. Gregory Marchant explored home-education families' usage of on-line computer services. He concluded that these parents were "...armed to the teeth with educational materials and technology. They all have computers and use them."[71] Eighty-six percent of the families in a recent nationwide study had a computer in their home and computers were used for the education of children in 84% of these families.[72] By comparison, only about 34% of all United States families owned computers at the time.[73] Limited research and news reports suggest that technology, including computers, the Internet, and distance-education courses, are commonly used by home schoolers and available technology will significantly increase the numbers of families home schooling in America.[74]

CORRELATIONS BETWEEN ACADEMIC ACHIEVEMENT AND OTHER VARIABLES

A number of researchers have explored whether the academic achievement of the home educated is related to selected variables that might be of particular interest to policy makers and others. One of these factors of interest is whether the parents are government-certified teachers (see Figure 4). Studies in Alabama, Oklahoma, Pennsylvania, Texas, nationwide twice, and nationwide in Canada all revealed that there was no significant relationship between student achievement and the teacher certification status of their parents.[75] Dr. Steven Duvall and his colleagues, on two occasions, have found that even special needs children were successfully home educated by parents who were not certified teachers.[76] One study in Montana found that whether the father was a certified teacher was not significant while the mother's certification status was significant.[77] Dr. Richard Medlin, on the other hand, found a weak relationship between achievement and whether the mother was a certified teacher.[78]

FIGURE 4
IS TEACHER CERTIFICATION NESSESSARY FOR HIGHER ACHIEVEMENT?
Average scores on standardized achievement tests

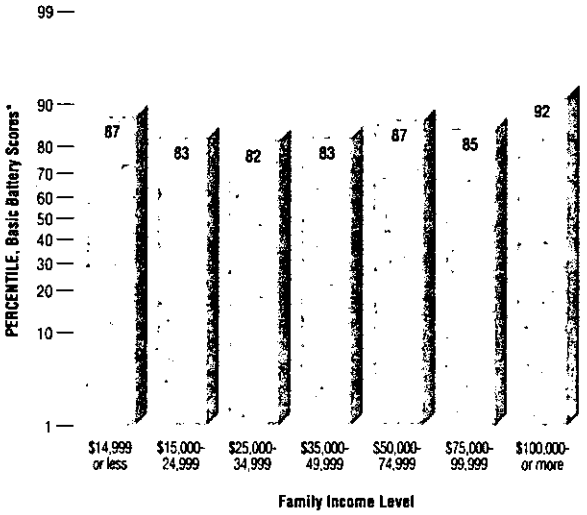


*Home-school students of both non-certified and certified parents score in the 65th to 80th percentile range.

The educational attainment of parents is another factor that is of interest to policy makers and some researchers. In four separate studies, Dr. Havens, Dr. Rakestraw, and Dr. Ray found no relationship between parents' educational attainment and the academic achievement scores of their home-educated children in Texas, Alabama, Oklahoma, and nationwide.[79] On the other hand, Dr. Ray found weak to moderate relationships between parents' educational attainment and their children's achievement scores in his North Dakota and earlier nationwide studies.[80] Likewise, Jon Wartes found weak to moderate relationships in his Washington research.[81] Even with these correlations, which do not necessarily indicate a causal relationship, the home educated still tended to score above average on achievement tests.

The relationship between family income and student achievement has been of interest to policy makers and researchers. "Within the general school population,...The children of parents who earn more money tend to do better than those where the parents earn less."[82] There was no significant relationship between family income and student achievement in home-school studies done in North Dakota, in most comparisons in an Oklahoma study, in Washington, and in one nationwide study (see Figure 5).[83] On the other hand, Jon Wartes and Dr. Brian Ray found weak relationships between income and test scores in Washington and in a nationwide study.[84] Even with these weak correlations, which do not necessarily indicate a causal relationship, the home educated tended to score above average.

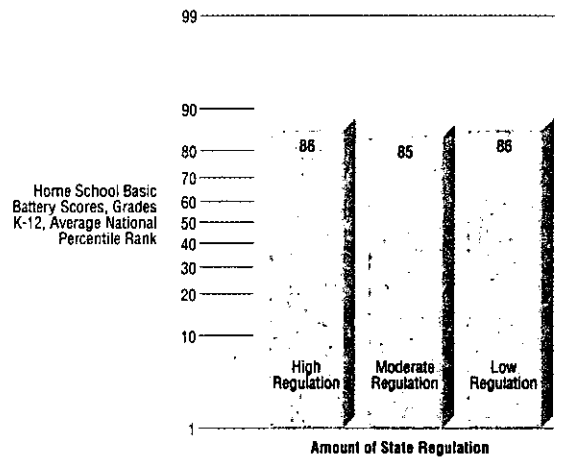
FIGURE 5
IS FAMILY INCOME A PREDICTOR OF ACADEMIC ACHIEVEMENT FOR HOME SCHOOLERS?



*Based on data from Ray, 1997b.

FIGURE 6
IS GOVERNMENT REGULATION NECESSARY FOR HIGH ACHIEVEMENT?

STATE REGULATION: No impact on home-school achievemnt*

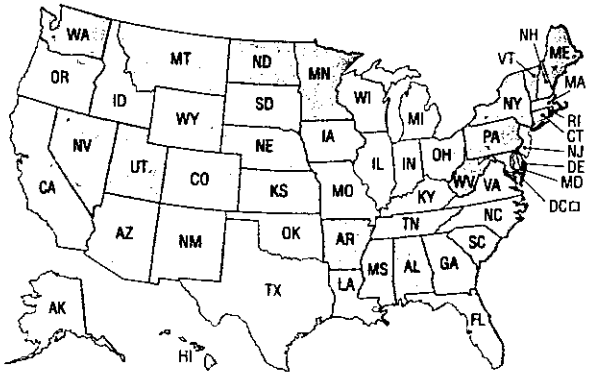


BREAKDOWN OF STATES BY REGULATORY POLICY

LOW REGULATION
No state requirement for parents to initiate any contact with the state.

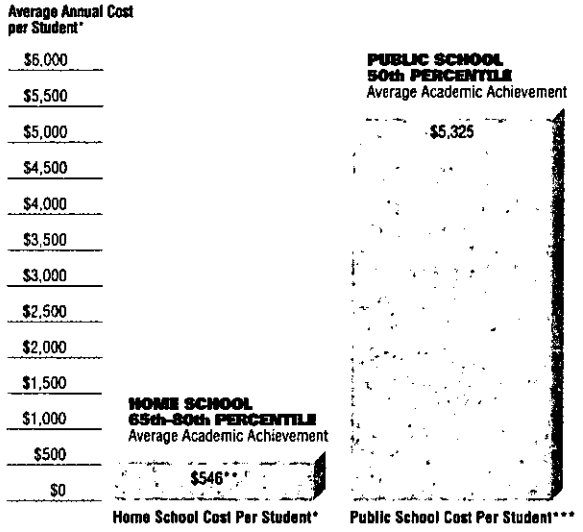
MODERATE REGULATION
State requires parents to send notification, test scores, and/or professional evaluation of student progress.

HIGH REGULATION
State requires parents to send notification or achievement test scores and/or professional evaluation, plus other requirements (e.g. curriculum approval by the state, teacher qualifications of parents, or home visits by state officials).



*Based on data from Ray, 1997b.

FIGURE 7
DOES SPENDING CORRELATE WITH ACHIEVEMENT?



* *All cost-per-student amounts in this figure exclude capital costs.*
** *Based on data from Ray, 1997b.*
*** *United States Department of Education, National Center for Education Statistics (1996). Statistics in brief, June 1996: Revenues and expenditures for public elementary and secondary education: School year 1993-1994. (From: Common Core of data: National public education financial survey.) Washington DC: U.S. Department of Education.*

FIGURE 8
RELATIONSHIP BETWEEN VARIOUS INDEPENDENT VARIABLES AND ACADEMIC ACHIEVEMENT TEST SCORES OF HOME SCHOOL STUDENTS.
This is a summary of many studies.

Variable of Interest	Related to Academic Achievement in Home Schooling?
Money Spent on Education	No Relationship
Family Income	No Relationship Most Studies; a few studies found weak positive
Degree of State Regulation	No Relationship
Legal Status of Family	Typically No; one study found underground performed better
Father's Formal Education Level	Mixed Results
Mother's Formal Education Level	Mixed Results
Father Been Certified Teacher	Typically No Relationship; few studies found weak positive
Mother Been Certified Teacher	Typically No Relationship; few studies found weak positive
Gender of Student	No Relationship
Years Student Home Educated	Typically No Relationship; few studies slight positive
Time Spent in Formal Instruction	No Relationship
Age Began Formal Instruction	No Relationship
Use of Libraries	Typically No Relationship; occasional slight positive
Use of Computer	Typically No Relationship; occasional slight positive
Who Administered Test to Student	Typically No Relationship; occasional slight

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Many policy makers are interested in whether home schoolers should be regulated more heavily by the state. Research to date has shown little to no relationship between degree of regulation by the state and students' academic achievement (see Figure 6).[85]

Sociologists and policy makers also wonder whether the money spent on home education is related to student achievement. Research findings suggest there is no relationship (see Figure 7).[86]

Various researchers have studied many factors and their relationships to the academic achievement of the home educated. Figure 8 provides a summary of these relationships. While examining Figure 8, it should be kept in mind that a statistical relationship does not necessarily establish cause and effect.

The hidden curriculum affects the psychological and spiritual development of a child.

But What About Socialization?

It is well known among educators, and many others, that there is a "hidden curriculum" in the schools.[87] It has more to do with values and acculturation than with the three R's. It has to do with how people behave and what understanding of reality and society guides their thinking. The hidden curriculum affects the psychological and spiritual development of a child. While some have tried to argue that the public-school environment and curriculum are value- and religion-neutral, most scholars and educators have come to recognize this is not true. Dr. Warren Nord of the department of philosophy of the University of North Carolina concluded, "Indeed, I will argue that at least in its textbooks and formal curriculum students are *indoctrinated* into the modern (secular) worldview and against religion."[88] All of this is part and parcel of socialization.

When someone asks of home education, "What about socialization?," he or she usually means, "How will these children learn to get along with others when they are not in large, age-segregated groups of their peers the majority of the day?" He might mean, "How will this home-educated child learn to accept the American way of thinking and living?"

Of course, the questioner presupposes a number of unspoken assumptions. For example, she assumes that a conventional-school classroom is the best setting for learning how to get along with others, that a child in such a classroom will learn best how to stand on his own, that an age-segregated situation with a government-certified teacher is best for learning how to function and think in society, and that the conventional classroom setting is the healthiest setting for the psychological development of a child who is trying to become a mature adult in a democratic republic.

"What about socialization?" is a perennial question asked of home educators and their children. Several researchers have explored the self-perceptions, which are related to socialization, of the home schooled. Dr. John Wesley Taylor focused on self-concept as one significant aspect of the psychological development of children. His nationwide study revealed that the self-concept of home-school students was significantly higher than that of public-school students for the global scale and all six subscales of the *Piers-Harris Children's Self-Concept Scale (PHCSCS)*.[89]

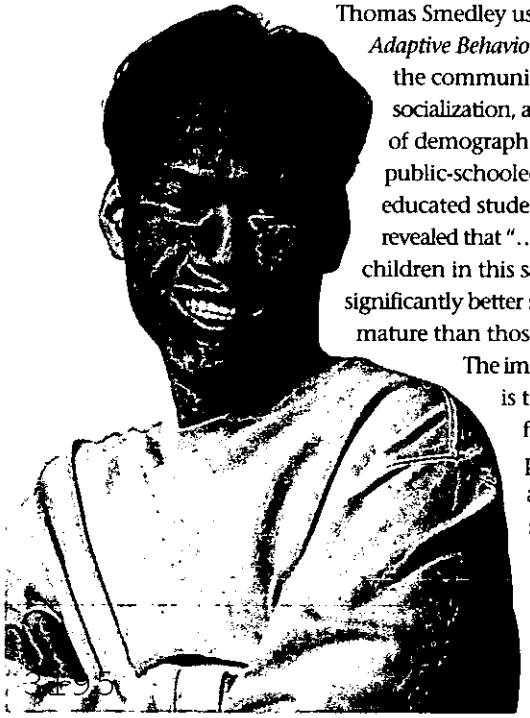
Dr. Norma Hedin also examined the self-concept of home-educated children using the *PHCSCS*. She only studied children from Baptist churches in Texas. She compared those who were educated in public, Christian, and home schools and found no difference in self-concept between these three groups. The self-concept of all of them as a group, however, was higher than that of the public-school population.[90]

Dr. Steven Kelley also used the *PHCSCS* and concluded: "The self-concept of home schooling children in suburban Los Angeles was significantly higher...than the norms of conventionally schooled children. ...A low anxiety level could be a contributing factor,... More contact with significant others, parental love, support, and involvement, peer independence, and a sense of responsibility and self-worth may be other contributing factors."[91]

Self-perceptions also relate to academic achievement. Dr. Richard Medlin examined the predictors of home schoolers' achievement and concluded that their academic self-concept, at the 72nd percentile, was above the national average and was positively related to achievement.[92]

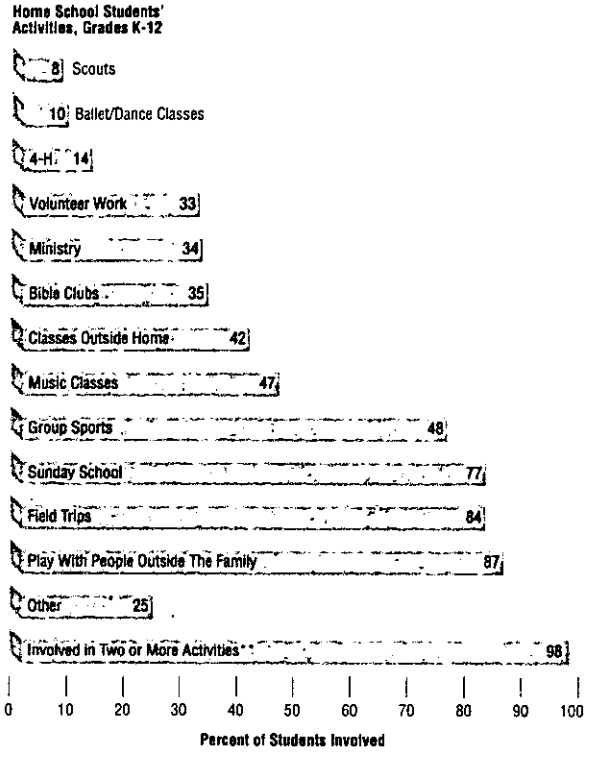
Findings of Vicki Tillman "...show that these home schoolers are not isolated but active, contributing members of society, even in childhood. Ninety-eight percent are involved in weekly church meetings and other activities which require interfacing with various ages and settings. ...As rated by the *SEI* [*Self-Esteem Index*], these home schoolers have above-average self-esteem."[93]

Dr. Mona Delahooke studied the social and emotional development of nine-year-olds from private schools compared to those who were home schooled. The only significant difference was that "...private school subjects appeared to be more influenced by or concerned with peers than the home-educated group."[94] It appeared that home-educated children perceived their parents as primary authority figures more often than did the private-school children.



Thomas Smedley used the *Vineland Adaptive Behavior Scales* to evaluate the communication skills, socialization, and daily living skills of demographically matched public-schooled and home-educated students. The data revealed that "...the home-educated children in this sample were significantly better socialized and more mature than those in public school. The immediate implication is that home school families are providing adequately for socialization needs."[95]

FIGURE 9
WHAT ABOUT SOCIALIZATION?
Home Schoolers' Activities and Community Involvement*



* Based on data from Ray, 1997b.
** Participation in two or more of the 12 activities does not include "other activities." See Table 8 of Ray 1997b.

The research of Dr. Larry Shyers has received the most media attention regarding the socialization of the home educated. He compared those who were solely home educated to the solely public-schooled students in terms of their social adjustment. Both groups of children received positive self-concept scores. The only significant differences were in their actual observed behaviors—institutionally schooled students received significantly higher problem behavior scores than did their home-educated agemates. The conventionally schooled tended to be considerably more aggressive, loud, and competitive than were the home educated. Dr. Shyers noted that his findings draw into question the assumption made by many people that traditionally educated children are more socially well-adjusted than those who are home educated.[96]

As far as researchers have found, the home educated are doing well in terms of social, psychological, and emotional development. Perhaps the fact that most of these children have siblings and are engaged in a variety of social activities makes the research findings on socialization not surprising.

Researchers in several other studies have examined various aspects of the social activities and emotional characteristics of home-school children. Their research has established that these children are actively involved in myriad activities outside the home with peers, children of different ages, and adults (see Figure 9). The data from this research suggest that home schoolers are not being socially isolated nor are they emotionally maladjusted.[97]

As far as researchers have found, the home educated are doing well in terms of social, psychological, and emotional development.

On the other hand, Dr. Steven Smith and his colleagues discovered some negative findings regarding the home educated. They studied 6- to 10-year-old home-school and conventional-school children in Michigan. The researchers found that both groups were lower in motor performance than children nationwide; the home educated were somewhat lower in motor performance (e.g., galloping, running, and kicking objects) scores than the children in conventional schools. Also, the home educated were significantly lower in some of the self-perception domains tested when compared to the conventional-school group. The authors pointed out, however, the fact that their findings regarding perceived competence seemed to contradict findings by a number of other researchers.[98]

Sonia Gustafson studied families drawn from the directory of one nationally circulated home-school magazine. One fifth of the parents said there was some form of social isolation involved, but many of these parents explained that the problem was not isolation itself—the problem was the challenge of the effort parents needed to expend to provide an acceptable type and degree of social contact. It should be noted, further, that the parents did not say that this isolation resulted in children with poor social skills.[99]

What About Special-Needs and Talented-and-Gifted Children?

Some people would concede, based on research findings, that home schooling works for "normal" or "near-typical" children but they maintain that it cannot work for those with special needs or those who are talented and gifted. Is there any research on this? So far, very little; but the little there is speaks well of home schooling's effects.

First, some work has been done on children with special needs, those who have mental or physical delays or disabilities. Dr. Duvall and his colleagues studied elementary and junior high students with learning disabilities in both home schools and public-school special education programs "...to determine whether parents, who were not certified as professional educators, provided students with instructional environments that facilitated the acquisition of basic skills."[100]

Home-school students were involved in academic engaged time (AET) 59% of the time versus 22% of the time for public-school students. The "... home school students made more [academic achievement] gains in comparisons involving reading, the one involving math, and three of four in written language. The remaining written language comparison...involved equivalent home school and public school gains."[101] "Generally, the measures of classroom ecology and achievement showed that home schools, when compared to special education programs, provided equal if not more advantageous instructional environments for children with learning disabilities."[102]

Another study involved home-school and public-school elementary and junior high students with Attention-Deficit/Hyperactivity Disorder (ADHD).[103] The general purpose of the study was to determine whether parents provided students with instructional environments that facilitated the acquisition of basic skills. "...Homeschool students were academically engaged about 1-1/2 [1.5] times as often as public school students. Furthermore, homeschool students made more progress in reading and math, and about equal gains in written language. It was concluded that parents could create powerful instructional environments for their children at home."[104]

While researchers use conservative terms to state the success that parents have in home schooling their learning disabled children, a rapidly increasing number of families with special needs children are eagerly choosing home schooling.[105]

Another group of students, the talented and gifted (TAG), also appear to be a part of the swelling ranks of the home-education community. In 1984 Katheryn Kearney, now an instructor at Iowa State University, wrote, "No less a gifted inventor than Thomas Edison was taught at home by his mother, after she removed him from school when his teacher said he was 'addled.'"[106] Kearney interviewed two families with gifted children to explore what they did and why, perhaps, they were successful. She found: "Both families designed an extensive, individualized curriculum for their children, taking into account special abilities and interests."[107]

"No less a gifted inventor than Thomas Edison was taught at home by his mother, after she removed him from school when his teacher said he was 'addled.'"

Dr. Jacque Ensign studied both special needs and gifted students who were home educated and concluded:

> *"The hallmarks of the educational philosophies and pedagogies of the homeschoolers in this study are 1) focus on the whole child rather than primarily on the child's disability or extreme ability, 2) individualized attention, and 3) care, patience, and respect for the child to lead the teacher in both the timing and the content of what the child is ready to be taught. ...The educational outcomes for these homeschooled special education students are self-confident students who have developed academic skills at very uneven rates but who have usually achieved academic excellence by the end of high school."*[108]

In addition to this limited research on TAG students, numerous writers in the field have listed the names of famous gifted people who were home schooled, and have suggested that home schooling is a good option for many gifted children.[109]

How Will They Do in the Real World?

Although the research evidence supports the claim that home schooling has positive effects on children and students, serious questions still remain. One question is framed like this: These children may do well in the three R's and in basic social skills while they are young—and maybe into their teen years—but how are they going to do in the "real world" as adults?

Dr. Linda Montgomery was one of the first to look to the future and adulthood of the home educated. She did this by investigating the extent to which home-school students were experiencing conditions which foster leadership in children and adolescents. Her findings on 10- to 21-year-olds suggested that the home educated are certainly not isolated from social and group activities with other youth and adults. They were quite involved in church youth group and other church activities, jobs, sports, summer camps, and music lessons and recitals. She concluded that it appears home schooling "...nurture[s] leadership at least as well as does the conventional system."[110]

Susannah Sheffer's book on her study of home-schooled adolescent girls is replete with these girls' own words and interpretive comments by the researcher. Sheffer begins her report by citing the work of Dr. Carol Gilligan and her colleagues in the Harvard Project on Women's Psychology and Girls' Development who, lamenting, "...have written about girls' 'loss of voice' and increasing distrust of their own perceptions."[111] Sheffer suggests that the great difference in structure and function—the way things work, the relationships people have, expected behaviors, and the roles people play—between home schooling and conventional schooling may explain why she found so many of these home-educated adolescents to have not lost their personal voice and personal sense of identity.

Meredith, a 14-year-old, said, "I was worried that I would become a typical teenager if I went to school" and "I think some people would have seen [school] as my opportunity to 'be like everybody else.' But I didn't want to be like everybody else."[112] Sheffer concludes, "Throughout this book the homeschooled girls I've interviewed have echoed these statements. They have talked about trusting themselves, pursuing their own goals, maintaining friendships even

when their friends differ from them or disagree with them."[113] Finally, these home-educated girls maintain their self-confidence as they pass into womanhood.

Sheffer's findings regarding adolescent girls might explain some of the successes that other researchers have found regarding young adults who were home schooled. For example, Dr. Rhonda Galloway and Dr. Joe Sutton categorized college students as either home, public, or private schooled and examined their aptitude for and achievement in college English.[114] They found, "...the home schooled students in this study demonstrate similar academic preparedness for college and similar academic achievement in college as students who had attended conventional schools."[115]

Dr. Paulo Oliveira and his colleagues found: "Although the [college] students who were educated in home schools had a slightly higher overall mean critical thinking score... than that of students who were from public schools, Christian schools, and ACE schools, the [statistical] ... test revealed that there were no significant differences among the groups on this critical thinking score..."[116]

Researchers in another study used academic, cognitive, spiritual, affective-social, and psychomotor criteria for measuring success at a university. Among other things, they found that the home schooled held significantly more positions of appointed and spiritual leadership and had more semesters of leadership service than did the private-school group, although they were not significantly different from the public-school group.[117]

Although some college and university personnel show animosity or hostility toward the home-schooling process, it appears that most are now interested in welcoming the home educated.[118] A fast-growing list of now over 750 colleges and universities admit the home educated.[119] Dr. Irene Prue's nationwide survey of college admissions personnel revealed, "Home schoolers are academically, emotionally, and socially prepared to succeed in college..."[120] In addition, several colleges think so well of the home educated that they have been actively recruiting them for several years. Another survey of college admissions officers found the Dartmouth College admissions officer saying, "The applications [from home schoolers] I've come across are outstanding. Home schoolers have a distinct advantage because of the individualized instruction they have received."[121]

Dr. J. Gary Knowles was the first to focus on older adults who were home educated. He collected extensive data from a group who were home educated an average of about 6 years before they were 17 years old. He found that they tended to be involved in occupations that are entrepreneurial and professional, and that they were fiercely independent and strongly emphasized the importance of family. Furthermore, they were glad they had been home educated, would recommend it to others, and had no grossly negative perceptions of living in a pluralistic society.[122]

Along a different vein, Patricia Lines, of the United States Department of Education, asked whether home-school parents and their children are withdrawing from the larger public debate about education and, more generally, from social discourse that is an integral part of a liberty-loving republic. In a sense, she addressed whether these children and youth are being prepared to be a significant part of society. Lines concluded:

> *"Although they [home school parents] have turned their backs on a wide-spread and hallowed practice of sending children to a school located in a particular building, adhering to a particular schedule and program, they have not turned their backs on the broader social contract as understood at the time of the Founding [of the United States]. ...Like the Antifederalists, these homeschoolers are asserting their historic individual rights so that they may form more meaningful bonds with family and community. In doing so, they are not abdicating from the American agreement. To the contrary, they are affirming it."*[123]

Similarly, Charles Clark's report confirmed the involvement of home educators, who are models for their children, in vigorous legislative lobbying.[124] Others have also discussed how home educators and their children receive an alternative education and stay involved in the larger political and social processes of America.[125] Although limited in terms of the number and the scope of studies, research to date suggests that the home educated are doing well in adulthood.

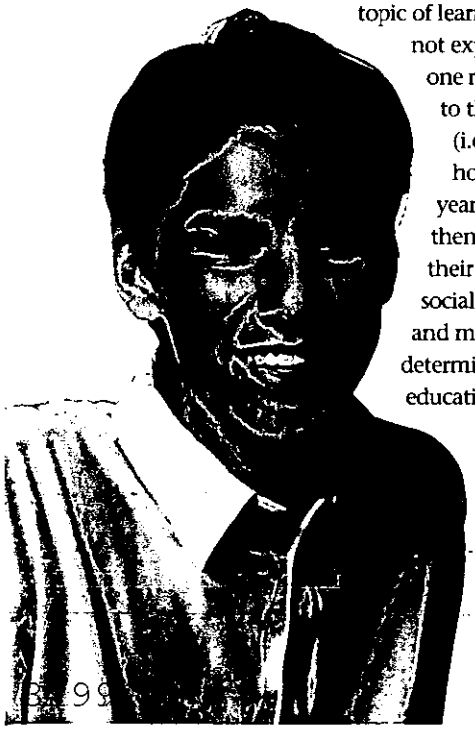
The Generational Effect

Not only does home schooling affect youth who are becoming adults, the practice also significantly affects the older generation, their parents. It is well known that having children forces adults, if they have not already done so, to clarify their beliefs about many things, including education. Considering and practicing home schooling causes parents to think about their own educational experiences, evaluate available alternatives, change their relationships with their children, critically analyze societal norms, and learn anew or improve in academic subjects. Fundamentally, they must become lifelong learners if they are not already.[126]

Limitations of the Research

Does this research present an accurate picture of its subject, home-based education and its results? First, with respect to home schooling, researchers find it challenging to obtain samples that are representative of all home schoolers in the populations of interest. This uncertainty should be kept in mind while evaluating any social science study about human populations.

Second, one of the main problems with drawing firm conclusions from the research described above on the specific topic of learner outcomes is that it is not experimental.[127] That is, no one randomly assigns children to three types of education (i.e., public, private, and home), lets them live for ten years in those environments, then measures and compares their academic achievement, social and emotional maturity, and motor skills, all in order to determine whether the type of education *caused* differences in the measured factors. The reality is that researchers have to deal with intact groups and research situations that entail complex and confusing factors. This is a challenge in almost all social science research, not just that on home schooling. More causal-comparative studies are needed that simultaneously and carefully control for various background variables in order to more clearly determine whether home schooling causes positive, or negative, effects.



Another limitation of the research to date is that not much of it has investigated the effect of home education on other aspects that are important to home educators.[128] Sparse research has been done to address such long-term outcomes as close family relationships and mature, home-educated adults who hold true to certain values and ways of living.[129] Research along these lines will add greater richness to the current body of research on home education.

In Conclusion

It is clear that home- and family-based education has firmly grabbed hold of Americans' attention during the last two decades of the 20th century. Researchers, trend watchers, and reporters for major news magazines all indicate that the movement will continue to grow in numbers and cultural influence well into the 21st century. Dr. James Carper of the University of South Carolina wrote in 1992, "How it [home education] relates to changing family roles and structures and the way we educate children now and in the future begs the attention of scholars of all stripes."[130] He was correct, and scholars have descended upon the phenomenon. Their research indicates that the home educated are doing favorably in terms of academic achievement, participation in nonacademic activities, measures of social, emotional, and psychological development, and success in college and adulthood.

There have been times when many, even advocates of home schooling, have cautiously stated, "Home schooling is not for everyone." Only the future will tell, however, to what extent home schooling will appeal to and serve the briskly expanding variety of social, cultural, ethnic, and educational groups who have already gained a hearty interest in it. The evidence suggests that these families and children will experience the same successes had by home schoolers of the 1980s and 1990s. Therefore, the growth in the movement's ranks and its impact on society may be peculiar and remarkable through the threshold of the new millennium.

ENDNOTES

(See the reference list for the complete bibliographic information related to these notes.)

1 Caldwell, 1999; Clark, 1994; Hadeed, 1991; Kantrowitz & Wingert, 1998; Lines, 1994; Toch, 1991.
2 Multiple references will be provided later to support this statment and other conclusions made in this publication.
3 See, e.g.: Clark, 1994 and Kantrowitz & Wingert, 1998.
4 Orr, 1929, 1983, p. 901; Martin Luther, in Plass, 1959, p. 449.
5 Richman, 1994.
6 See, e.g.: Gatto, 1998; Richman, 1994; Smith, 1990; Spring, 1990, p. 31.
7 Buehrer, 1995; Clinton, 1996; Duffy, 1995; Martin, 1992; National Education Association, 1990, resolutions promoting tax-funded pre-kindergarten programs, health care services, social and psychological services, food services, and counseling regarding sexual/gender orientation within government-run schools.
8 Lines, 1998; Ray, 1998b.
9 See, e.g.: Farris, 1998; Klicka, 1997a; Meighan, 1984, 1997; Ray, 1994; Smith, 1993.
10 Gordon & Gordon, 1990.
11 Carper, 1992, p. 254.
12 Tyack, 1974, p. 16.
13 Tyack, 1974, p. 14, 15.
14 Lines, 1991; Carper, 1992.
15 Knowles, Marlow, & Muchmore, 1992.
16 Knowles, Marlow, & Muchmore, 1992, p. 204.
17 Shepherd, 1986b, p. 39, 40.
18 Kirschner, 1991.
19 Knowles, Marlow, & Muchmore, 1992, p. 227.
20 Kirschner, 1991, p. 156.
21 Leo, 1992, p. 24.
22 Mayberry, 1988, p. 12, 13; see also, Caldwell, 1999.
23 Caldwell, 1999.
24 Home School Legal Defense Association, 1996; Romm, 1993.
25 United States Department of Education, National Center for Education Statistics, 1998b.
26 Lines, 1998; Ray, 1998; see graph.
27 United States Department of Education, 1998a.
28 United States Department of Education, 1998b.
29 Lines, 1998; Ray, 1998b.
30 Van Galen, 1986, 1988.
31 Breshears, 1996; Mahan & Ware, 1987; Mayberry, Knowles, Ray, & Marlow, 1995, p. 60, 63; Ray, 1997a; Romm, 1993; Sheffer, 1995, p. 137.
32 Resetar, 1990; Sheffer, 1995.
33 Bolick, 1987, p. 84.
34 Home School Legal Defense Association, 1996; Lines, 1987; Mayberry, Knowles, Ray, & Marlow, 1995; Romm, 1993; Shepherd, 1986a, 1986b; Van Galen, 1986.
35 This and the other summary statements in this report are based mainly on research. The author has used his understanding of the research findings, research methodology, and the studies' strengths and limitations to arrive at these summaries. Multiple references will be provided at the end of this list of generalizations and summary statements.
36 The following studies are among those used for making the preceding several summary statements: Breshears, 1996; Gladin, 1987; Gustafson, 1988; Gustavsen, 1980; Howell, 1989; Kilgore, 1987; Kink, 1983; Knowles, 1987, 1988, 1991; Knowles, Mayberry, & Ray, 1991 and unpublished data from the same study; Linden, 1983; Mahan & Ware, 1987; Mayberry, 1988, 1991; Mayberry, Knowles, Ray, & Marlow, 1995; McGraw, 1989; Pitman, 1986; Rakestraw, 1988; Ray 1989a, 1989b, 1990a, 1990b, 1991, 1992, 1995, 1997a, 1997b, 1998a, 1998b; Resetar, 1990, 1991; Reynolds, 1985; Rose, 1985; Schemmer, 1985; Van Galen, 1987; Wartes, 1987a, 1990a; White 1987; Williams, 1990.
37 United States Bureau of the Census, 1994a, p. 66.
38 United States Bureau of the Census, 1996b.
39 United States Bureau of the Census, 1996a.
40 United States Bureau of the Census, 1996a.
41 United States Department of Education, National Center for Education Statistics, 1996.
42 Benson, 1981; Gustafson, 1987; Gustavsen, 1980; Knowles, 1988; Schemmer, 1985; Taylor, 1986b.
43 Divoky, 1983, p. 397.
44 Harris, 1995; Mayberry, Knowles, Ray, & Marlow, 1995; Ray 1997b; Sheffer, 1995; Taylor, 1992; Wartes, 1988a.
45 Van Galen, 1987.
46 Taylor, 1992.
47 Hood, 1998.
48 Howshall, 1998.
49 Davis, 1998.
50 Taylor, 1992, p. 11.
51 Wartes, 1987a, 1988b, 1989, 1990b, 1991.
52 Delahooke, 1986.
53 Alaska Department of Education, 1984, 1985, 1986; Falle, 1986.
54 Alaska Department of Education, 1985, 1986; Falle, 1986.
55 Oregon Department of Education, 1990, 1998; Tennessee Department of Education, 1988.
56 Ray, 1997b.
57 Ray, 1990b.
58 HSLDA, 1994-1995.
59 Rudner, 1999.
60 Ray, 1997a.
61 Ray 1998a.
62 Ray, 1990a, 1995.
63 Ray, 1991.
64 Ray, 1992.
65 Richman, Girten, & Snyder, 1990; See further: Butler, 1994; Frost, 1987; Havens, 1991.
66 Rakestraw, 1987, 1988.
67 Washington State Superintendent of Public Instruction, 1985.
68 New Mexico State Department of Education, 1998.
69 ACT, 1997.
70 Pennsylvania Homeschoolers, 1996, p. 1.
71 Marchant, 1993, p. 8.
72 Ray 1997b.
73 United States Department of Education, 1996.
74 Yarnall, 1998.
75 Rakestraw, 1988; Havens, 1991; Ray, 1990b, 1992, 1994, 1997b.
76 Duvall, Ward, Delquadri, & Greenwood, 1997; Duvall, 1999.
77 Ray, 1995.
78 Medlin 1994.
79 Havens, 1991; Rakestraw, 1988; Ray, 1992, 1997b.
80 Ray, 1990b, 1991.
81 Wartes, 1990a.
82 Wartes, 1990a, p. 50; see also, Coleman, Campbell, Hobson, McPartland, Mood, Weinfeld, & York, 1966; Coleman & Hoffer, 1987, ch. 5; Snow, Barnes, Chandler, Goodman, & Hemphill, 1991; Toch, 1991; Toch, Vladero, Holland, Mezzacappa, McGraw, Koerner, Dickerson, Silver, & Perry, 1999.
83 Ray, 1991, 1992, 1997b; Russell, 1994.
84 Ray, 1990b; Wartes, 1990a.
85 Ray, 1990b, 1997b.
86 Ray, 1990b, 1997b, 1998a.
87 Pitman, 1987; Tyack, 1974.
88 Nord, 1995, p. 160; see also, Glanzer, 1998, Vitz, 1985.
89 Taylor, 1986a, 1986b.
90 Hedin, 1991.
91 Kelley, 1991, p. 9.
92 Medlin, 1994.
93 Tillman, 1995, p. 5.
94 Delahooke, 1986, p. 85.
95 Smedley, 1992, abstract.
96 Shyers, 1992.
97 Rakestraw, 1987; Ray, 1990b, 1997b; Reynolds, 1985; Schemmer, 1985; Wartes, 1987b.
98 Smith, Bannink-Misiewicz, & Bareman, 1992.
99 Gustafson, 1987.
100 Duvall, Ward, Delquadri, & Greenwood, 1997, p. 150.
101 Duvall, Ward, Delquadri, & Greenwood, 1997, p. 163.
102 Duvall, Ward, Delquadri, & Greenwood, 1997, p. 166.
103 Duvall, 1999.
104 Duvall, 1999, abstract.
105 Bushnell, 1998.
106 Kearney, 1984, p. 16.
107 Kearney, 1984, p. 16; see also, Kearney, 1999.
108 Ensign, 1998, p. 6, 7.
109 Baum, 1986; Kearney, 1999; Linehan, 1992; McMillan, 1985; Silverman, 1992.
110 Montgomery, 1989, p. 8.
111 Sheffer, 1995, p. 2.
112 Sheffer, 1995, p. 122, 123.
113 Sheffer, 1995, p. 176.
114 Galloway, 1994, 1995; Galloway & Sutton, 1995.
115 Galloway, 1994, abstract.
116 Oliveira, Watson, & Sutton, 1994, p. 4.
117 Galloway & Sutton, 1997.
118 Klicka, 1997b; Prue, 1997; Villanueva, 1999.
119 HSLDA, 1999.
120 Prue, 1997, p. 62.
121 Klicka, 1998, p. 3.
122 Knowles, 1991; Knowles & Muchmore, 1995.
123 Lines, 1994, p. 21.
124 Clark, 1994.
125 Farris, 1997, ch. 2; Weyrich, 1999.
126 Bishop, 1991; Breshears, 1996; Cappello, 1995; Carlson, 1995, 1996; Ensign, 1998; Harrison, 1996; Knowles, 1991; Lines, 1994; Litcher & Schmidt, 1991; Mayberry, Knowles, Ray, & Marlow, 1995; Romm, 1993; Sheffer, 1995; Taylor, 1993; Van Galen, 1987; Wartes, 1992.
127 Cizek & Ray, 1995; Ray, 1986; Wright, 1988.
128 Cizek, 1993; Ray, 1988.
129 Some of these topics have been approached by: Galloway & Sutton, 1997, on involvement in leadership; Carson, 1990, regarding family structure and interaction; Birch, 1990, using "social skills" mentioned in the Bible; Montgomery, 1989, on leadership.
130 Carper, 1992, p. 256

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* Back issues of the journal *Home School Researcher*, which is often cited in the above reference list, and reports by Brian Ray are available from the National Home Education Research Institute, PO Box 13939, Salem, Oregon 97309 USA. (503) 364-1490. www.nheri.org.

RESOURCES ON HOME SCHOOLING

National Home Education Research Institute (NHERI)
PO Box 13939, 925 Cottage Street NE, Salem OR 97309, phone: (503) 364-1490, fax: (503) 364-2827, www.nheri.org, mail@nheri.org. Research, statistics, expert witness, general information, consultation, marketing data, *Home School Researcher* journal, serves nationwide and internationally.

Home School Legal Defense Association (HSLDA)
PO Box 3000, Purcellville VA 20134, (540) 338-5600, www.hslda.org, mailroom@hslda.org.
Legal support, *The Home School Court Report*.

The Teaching Home magazine
PO Box 20219, Portland OR 97294, (503) 253-9633, www.teachinghome.com, tth@teachinghome.com.

Practical Homeschooling magazine
PO Box 1190, Fenton MO 63026, (800) 346-6322, www.home-school.com.

STATE ORGANIZATIONS

Contact NHERI, *The Teaching Home*, or HSLDA to find state organizations.

ABOUT THE AUTHOR

Brian D. Ray, Ph.D., is president and founder of the National Home Education Research Institute (Salem, Oregon, U.S.A.), a nonprofit research and educational organization dedicated to serving all educators and the public by conducting research on home-based education, maintaining a network of researchers, and educating the worldwide public about home- and family-based education. Dr. Ray has conducted numerous studies on home schooling, founded and serves as editor of the academic, refereed journal *Home School Researcher* (ISSN 1054-8033), speaks widely to the media, professional meetings, and home-school conferences, and provides expert testimony before many courts and legislatures.

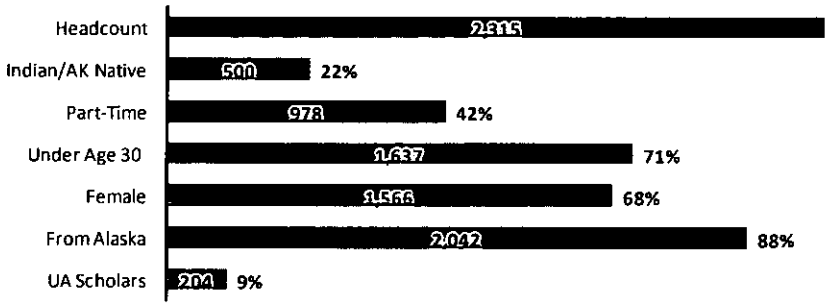
Dr. Ray earned his Ph.D. in science education from Oregon State University (Corvallis, Oregon, U.S.A.), has served as a professor at the undergraduate and graduate levels at colleges and universities in the areas of research methodology, science, education, and statistics, has taught at the elementary and secondary levels in public and private schools, has published many articles, is author of *Strengths of Their Own—Home Schoolers Across America* and is co-author of *Home Schooling: Parents as Educators*. Dr. Ray is considered a leading expert on home education both in the United States and internationally.

3/4/09 OVERVIEW: U OF AK REGIONAL CAMPUSES

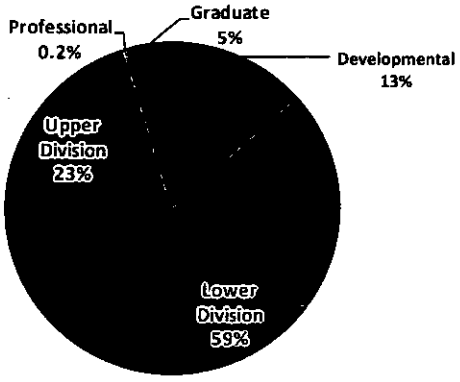
Campus Profile: *Rural College*

The University of Alaska Fairbanks (UAF) Rural College is a centralized component of UAF's College of Rural and Community Development (CRCD). It facilitates statewide delivery of academic and vocational education and outreach with an emphasis on Alaska Natives and underserved communities, and also serves as the center for support and development of distance delivery of education throughout the university. CRCD geographically serves nearly two-thirds of the state, representing more than 160 primarily Native Alaska communities.

Student Profile, Fall 2008



SCH by Course Level



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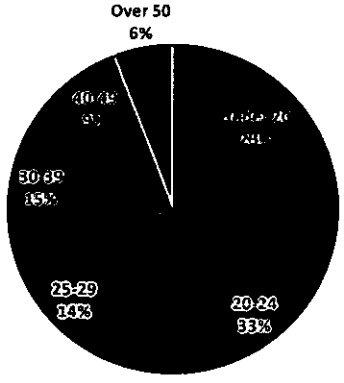

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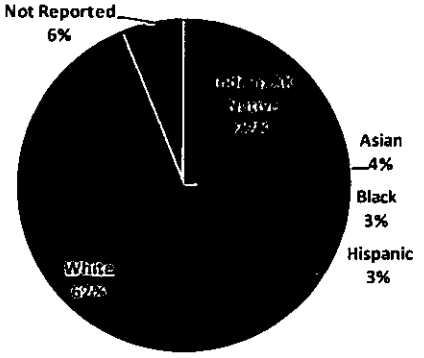


SCH by Degree-Seeking Status

- Almost 25 percent of UAF students took a course from the Rural College in fall 2008, with more than 2,300 students enrolled for credit.
- Rural College enrolled more than a quarter of UA Scholars (204) attending UAF in fall 2008.
- Almost sixty percent of students taking a class at the Rural College were enrolled full-time at the UA system level.
- More than 20 percent of enrolled students were Alaska Native/Indian.
- The number of degree-seeking students reached 1,250 in fall 2008, nearly three times as many as in fall 2000.
- In fall 2008 the number of UA first-time freshmen attending Rural College (389) was 5 times higher than in fall 2000.
- The number of minority students enrolled (732) has more than tripled since fall 2000.
- More than 1,330 Rural College students were enrolled full-time across UA in fall 2008, representing an additional 780 full-time students beyond the fall 2000 level.
- Rural College delivered 9,814 student credit hours (SCH), excluding auditors, in fall 2008, with over 70 percent delivered in lower division and developmental level courses.
- Nearly seventy percent of FY08 graduates completed programs that qualified them to work in High Demand Job Area careers.

Source: Data Supplied by MAUs via UA Information Systems: Banner SI Closing Extracts FY01-FY08. Compiled by Statewide Planning & Budget in conjunction with campus.

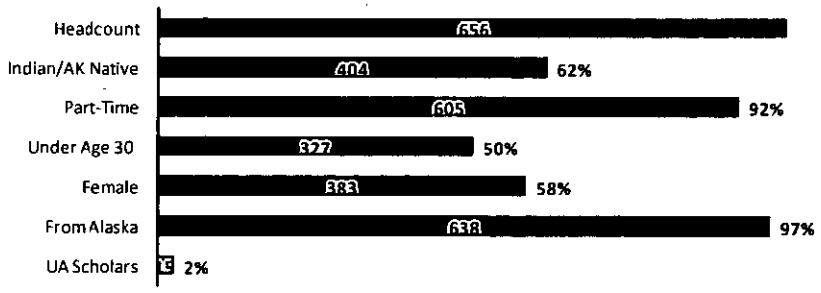
Headcounts are unduplicated at the reporting level and students often enroll at more than one campus or MAU in a semester, therefore the sum of headcount across multiple campuses often adds to more than the MAU totals.

Campus Profile: *Bristol Bay*

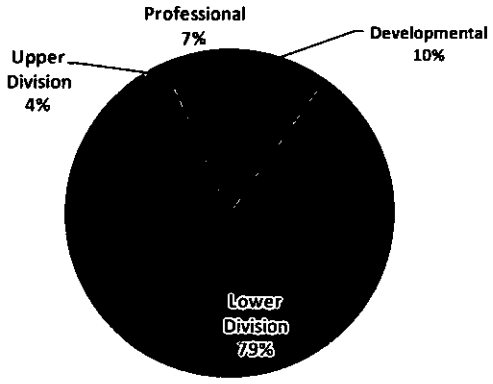
The Bristol Bay Campus of UAF is located in Dillingham on the northern coast of Bristol Bay, one of the world's largest producers of sockeye salmon. The campus serves an area of 55,000 square miles and a total of 32 communities.

Bristol Bay Campus
university of alaska fairbanks

Student Profile, Fall 2008



SCH by Course Level



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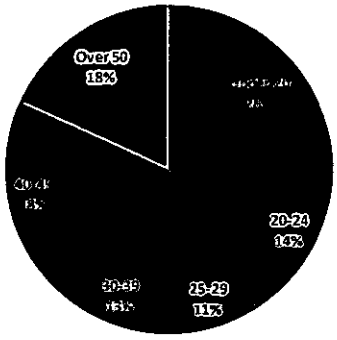

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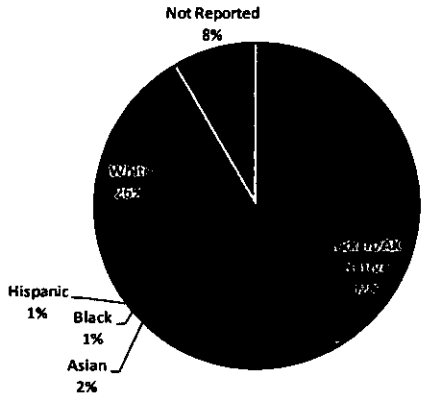
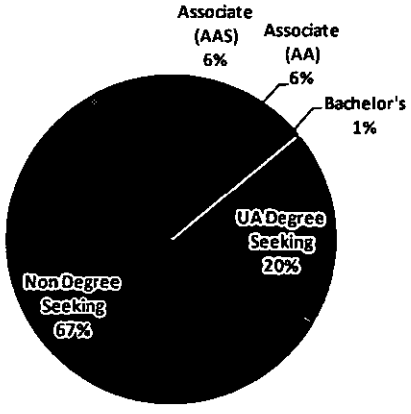


SCH by Degree-Seeking Status



- The Bristol Bay campus accounted for more than 5 percent of UAF students in fall 2008, with almost 660 students enrolled for credit.
- Among all students enrolled in fall 2008, more than 60 percent were Alaska Native.
- Enrollment of minority students increased 50 percent since fall 2000, to 430 in 2008.
- Nearly half of all enrolled students were under age 30 and the average student age was 34 in fall 2008.
- Nearly all students (97 percent) attending Bristol Bay originated in Alaska, with another 2 percent from out-of-state and 1 percent from other countries. .
- Almost 90 percent of student credit hours (SCH) were delivered in lower division and developmental level courses.
- One-third (160) of Bristol Bay students were pursuing a degree.
- Degrees, certificates and credentials awarded by the Bristol Bay campus in fall 2008 amounted to twenty five, a 25 percent increase since FY01.
- One of every three students was enrolled in a distance or technology delivered course, accounting for about forty percent of fall 2008 student credit hours.

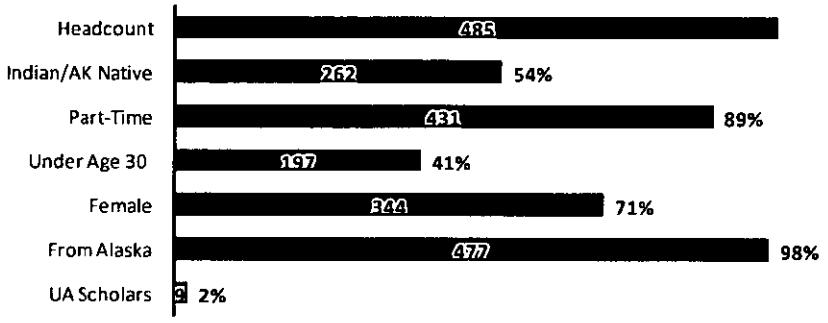
Source: Data Supplied by MAUs via UA Information Systems: Banner SI Closing Extracts FY01-FY08. Compiled by Statewide Planning & Budget in conjunction with campus.

Headcounts are unduplicated at the reporting level and students often enroll at more than one campus or MAU in a semester, therefore the sum of headcount across multiple campuses often adds to more than the MAU totals.

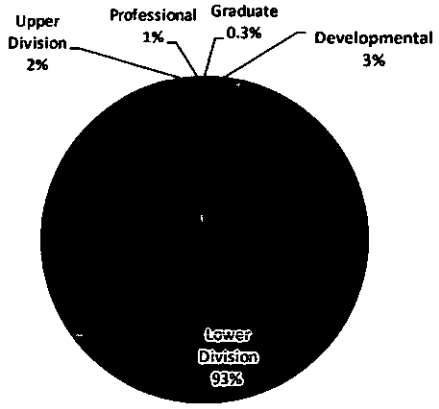
Campus Profile: *Interior-Aleutians*

The Interior-Aleutians Campus (I-AC) serves Alaska's Interior region, an area larger than France, and extends its service area to the Aleutians, a total area of about 200,000 square miles. With the largest land base of any rural campus, the area served by I-AC includes eleven separate school districts; several state government service areas; and three regional Native corporations. This campus is an Alaska Native Serving Institution that develops culturally relevant and place-based programs and serves a culturally and linguistically diverse Alaska Native population through its six rural education centers in Fort Yukon, Galena, McGrath, Tok, Unalaska and Nenana.

Student Profile, Fall 2008



SCH by Course Level



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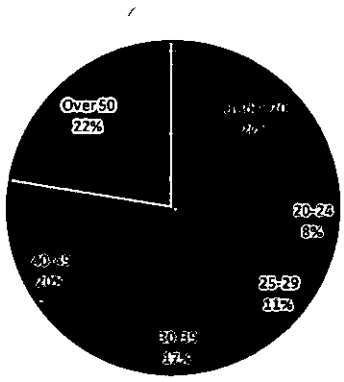

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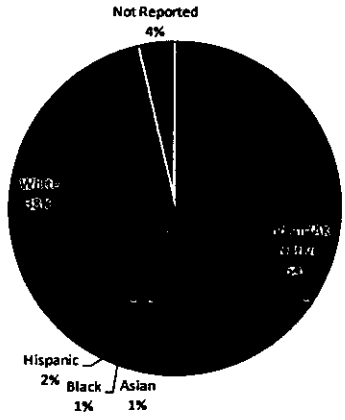
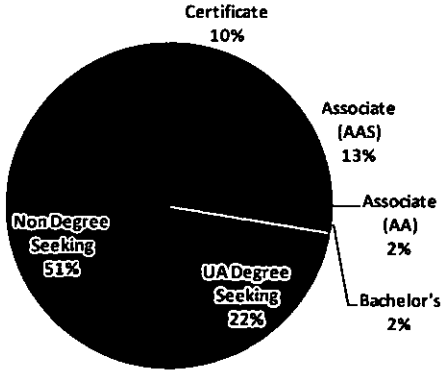


SCH by Degree-Seeking Status



- The Interior-Aleutians campus accounted for 5 percent of UAF students in fall 2008, with almost 500 students enrolled for credit.
- Fifty degrees, certificates and credentials were awarded by the Interior-Aleutians campus in FY08, more than triple the number awarded in FY01.
- Almost 95 percent of FY08 degrees and credentials awarded by Interior-Aleutians were in programs qualifying recipients to work in High Demand Job Area careers.
- Almost 55 percent of students were Alaska Native/Indian, one of the highest proportions among all UA campuses.
- Nearly sixty percent of enrolled students were over 30 years of age, with an average age of 36 in fall 2008.
- Students from Alaska accounted for ninety-eight percent of enrollment, out-of-state students for one and a half percent and students from other countries the remainder.
- The Interior-Aleutians campus delivered 1,810 student credit hours (SCH), excluding auditors, with more than ninety-five percent in lower division and developmental level courses.

Source: Data Supplied by MAUs via UA Information Systems: Banner SI Closing Extracts FY01-FY08. Compiled by Statewide Planning & Budget in conjunction with campus.

Headcounts are unduplicated at the reporting level and students often enroll at more than one campus or MAU in a semester, therefore the sum of headcount across multiple campuses often adds to more than the MAU totals.

26 February 2009

To the Members of the Alaska State Legislature.

My name is Leonard G. Benson. I am currently enrolled in the University of Alaska Fairbanks classes in Galena for an Applied Sciences Associates Degree. I am taking levels one and two Residential housing at the Interior-Aleutians Campus. I am writing you to tell you the reason why I think that it is important for us to have these classes. This class is important to Native Alaskans because we, the young people of this state, are the future for this state. Without an education, the people of bush Alaska would not survive because of the very high food prices, fuel prices, and housing bills in the bush. Most of the jobs throughout the state go to the out of state people because of the education requirements for most jobs in Alaska. This education is important because we need to keep our money in the state, instead of going to the 48 states. This is another reason we have very high-priced food and fuel. These classes are important to the students of Alaska because it will help our towns in the bush.

Sincerely,

Leonard G. Benson

Leonard G. Benson
Student at Interior-Aleutians Campus
P.O. Box 285
Galena, Alaska 99741

Feb. 25, 2009

To the members of the Alaska State Legislature:

My name is Curtiss Carlo. I was born and raised in the rural village of Ruby, and I am writing this letter for the future benefit of other students who would like to be able to stay at home and still get an Applied Sciences Associates Degree through the University of Fairbanks in Construction Trade Technology. Here in the rural interior, as the prices in transportation, house rental, food, and fuel cost increase, student's chances of going to college in the city steadily decreases. More and more frequently I see graduates coming back home, because they could not afford living in the city. I truly believe in the University's program to go where the students are. This program encourages them to continue their education and get a degree while staying home. I was going to apply to the Alaska Vocational Technical Center;{AVTEC}instead, this program provided me the same trade and a better opportunity of living at home with my family without having to pay rent and providing for my wife and son moving there too. Now, I am able to go to college, and continue watch over my elderly Auntie, because she likes living in the rural area. The cost to attend AVTEC was amazingly great, in the thousands. But thanks to the University's Interior-Aleutians Campus/Yukon-Koyukuk Center here in Galena, Alaska, and with your help, other students can continue to get back to higher education learning.

Sincerely,

Curtiss Carlo
Student at Yukon-Koyukuk Center
P.O. Box 285
Galena, Alaska 99741

26 Feb. 2009.

To the members of the Alaska State Legislature:

My name is Tom Esmailka, and I am writing to you to let you know about the Construction Trades Technology program that is being run by the University of Alaska at Fairbanks, Interior Aleutians Campus. The program consists of carpentry, electrical, and plumbing. In order To graduate we need to complete college English and carpentry, electrical, and plumbing to receive an A.A.S. degree. The more funding the program receives, the more successful it will be. People will use their degrees to gain employment and be upstanding citizens. The course lasts for about three years.

In our villages along the Yukon river, people are becoming stressed and turning to alcohol and drugs. If we can fund more schools like the CTT—A.A.S. degree program in Galena, AK., we can put our people into training for one of the many trades out there. After being trained, they can be productive citizens at home or out in the real world.

Sincerely,

Tom Esmailka

Student at UAF, Yukon-Koyukuk center

P.O. box 57

Galena, AK 99741

February 26, 2009

To the members of the Alaska State Legislature:

My name is Chris Kriska I am originally from Koyukuk, Alaska, but live in Galena 30 miles up the Yukon River from there. I have been attending the Applied sciences associates Degree program with UAF/ Interior-Aleutians campus for the last two years, and I am excited to be working towards getting an associate's degree in the Construction and Technology trades. I found this program to be very challenging; however, with the support of my fellow classmates and my family, I find myself learning at a high rate and I am pleased with my performance as a college student. I sacrificed a lot by taking this class; it's hard to be away from family. I just recently became a father for the second time, and this program keeps me away from her all day long, but I am sticking with it, and I am going to keep on going until the program is finished. The whole community of Galena is supporting us, and without Larry Hausmann this all wouldn't be possible. So I just want to thank everyone that helped get this program started, and hope other villages get the same opportunity to get the same education that we acquired.

Sincerely,

Chris Kriska

Chris Kriska

Student at UAF, Interior – Aleutians campus

P.O BOX 351

Galena, AK 99741

February 26, 2009

To the members of the Alaska State Legislature:

My name is Stewart Solomon and I live in Galena, Alaska. I am writing this letter in regards to the University's Construction and Trades Technology Applied Sciences Associates Degree Program. I am a student taking this program from the comfort of my hometown. I really enjoy taking this program here. It gives me the opportunity to go to school and stay in my own house. When I heard that this program was coming to Galena, I jumped at the opportunity. It gives me great pride to be taking classes here. I would just like to say that I wish everyone in different villages would have the same opportunity that I have. I urge you to support this program and other programs like this to give people the same kind pride that I have. Just today my aunt Elaine Settle said to me, "I'm proud of you and all the other students for working hard." This is just the kind of pride that it gave me; I wish everyone can have this kind of pride.

Sincerely,

Stewart Solomon

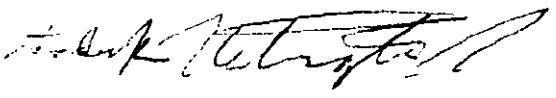
Stewart Solomon
Student at UAF, Yukon-Koyukuk Center
P.O. box 57
Galena, Ak 99741

February 26, 2009

To the members of the Alaska State Legislature:

My name is Frederick Huntington Jr. I live in Galena, Alaska. I am currently attending the University of Alaska Fairbanks through the Interior-Aleutian Campus. I love staying in my own home and attending regular classes based on the Construction Trades Technology Applied Sciences Associates Degree program. The opportunity of taking these classes here at home saved me thousands of dollars. Plus I am getting an education that will lead to a career that will help me for the rest of my life. With the program here in Galena, my friends and I can enjoy our culture and lifestyle here in rural Alaska while at the same time earning University degree. I would like to see more of our young men and women who live in the rural areas to have the same opportunity as I have. Give Alaskans a chance to better themselves. I ask you, the Legislature, for additional funding for programs like this and other programs that help Alaskans improve their chances to find work. Just the other day, I heard that some citizens of Galena are proud of the students taking the first step toward higher learning. This make me feel very proud, being a Koyukon Athabascan raised in a village earning my degree. I feel accomplished. I would like to see more people getting a college education here in rural Alaska. So please help fund additional programs that will invest in Alaska's future.

Sincerely,



Frederick Huntington Jr

Student at UAF, Yukon-Koyukuk Center

1 Mile Tiger Fwy. Galena, Alaska 99741

February 26th, 2009

To the members of the Alaska State Legislature:

My name is Jack Nickoli from the village of Kaltag, AK which is located 90 miles inland from Unalakleet. I am writing this letter in regards to the University's Construction and Trades Technology of Applied Sciences Associates Degree Program. I am a student that began this program on January 20th, 2006 in Kaltag and will complete it in Galena, graduating this May 2009.

I think one very important issue facing young native men in the interior of Alaska is the lack of jobs and training. The unemployment rate in rural Alaska is very high due to very poor prospects for a job, and not enough economic businesses.

The only way to break the cycle of natives being jobless is to get vocational training in a trade and or get a college degree. I am so happy I had this opportunity to work on my college degree. I thank the University of Alaska Fairbanks, staff, and teachers for helping me to succeed in the construction industry. I have never dreamed of becoming a college graduate of the University of Alaska Fairbanks. I hope other young natives in rural Alaska get the same opportunity that I have.

Sincerely,

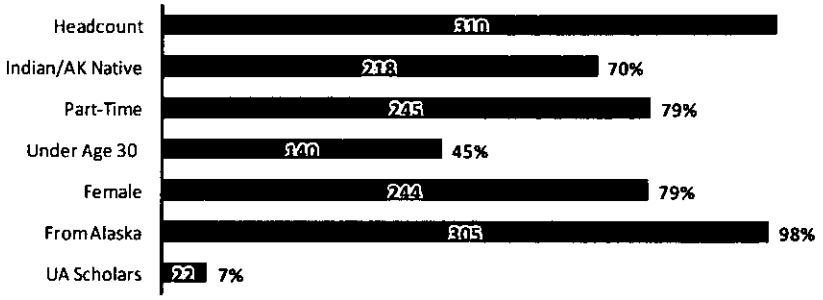
Jack Ramah Nickoli

Jack Nickoli
Student at UAF, Yukon-Koyukuk Center-Galena
PO Box 51
Kaltag, Ak 99748

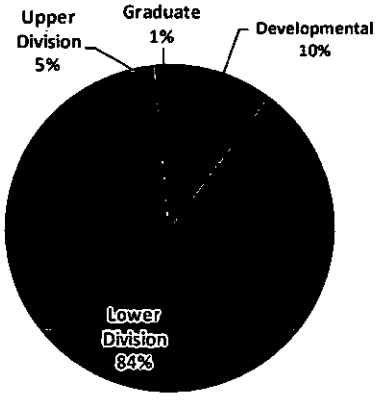
Campus Profile: *Kuskokwim*

The Kuskokwim Campus of the University of Alaska Fairbanks (UAF) is located in Bethel, a community situated on the banks of the Kuskokwim River, inland from the Bering Sea. The campus serves an area exceeding 57,800 sq. miles including a population of about 25,000 people. Service is provided to an extended community of 47 rural villages and 56 tribes.

Student Profile, Fall 2008



SCH by Course Level



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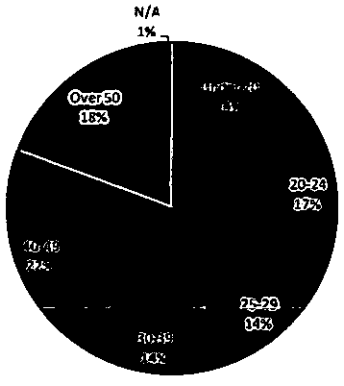
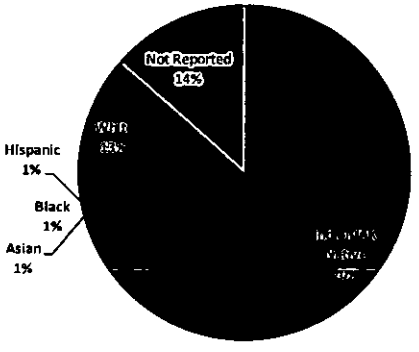
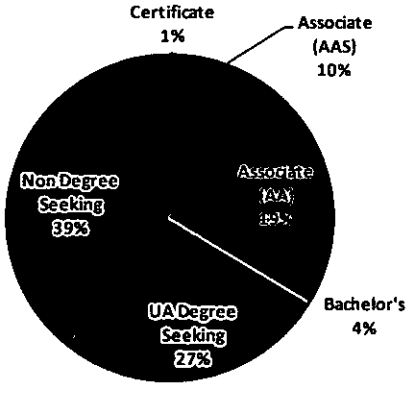


Ethnicity



SCH by Degree-Seeking Status



Source: Data Supplied by MAUs via UA Information Systems: Banner SI Closing Extracts FY01-FY08. Compiled by Statewide Planning & Budget in conjunction with campus.

Headcounts are unduplicated at the reporting level and students often enroll at more than one campus or MAU in a semester, therefore the sum of headcount across multiple campuses often adds to more than the MAU totals.

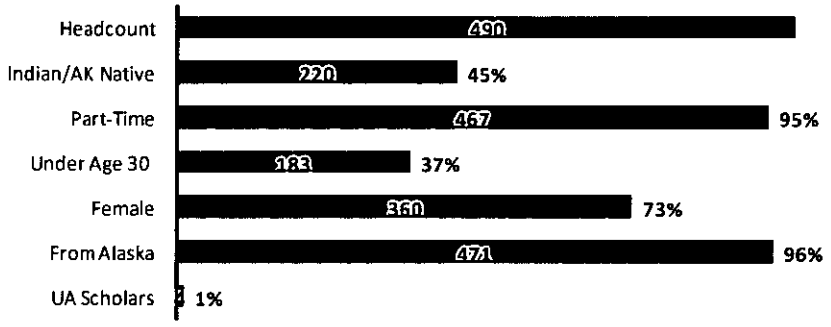
- With greater than 300 students enrolled, Kuskokwim accounted for 3 percent of UAF students in fall 2008.
- The number of degree-seeking students grew to nearly 160 in fall 2008, reflecting growth of nearly 15 percent over the last eight years.
- In fall 2008 nearly 40 of UA first-time freshmen attended the Kuskokwim campus, up almost 20 percent since fall 2000.
- Most of students (80 percent) taking a class at Kuskokwim enrolled part-time at the UA system level.
- Seventy percent of students were Alaska Native/Indian, the highest proportion of any UA campus in fall 2008.
- More than a half of enrolled students were over 30 years of age, with an average age of 35.
- The campus delivered 1,820 student credit hours (SCH), excluding auditors, in fall 2008. Nearly 95 percent were in lower division and developmental level courses.
- The Kuskokwim campus awarded nearly 60 degree certificates and credentials in FY08, about two and half times the number in FY01.
- Almost 65 percent of FY08 graduates received degrees or credentials in programs qualifying them to work in High Demand Job Area careers.

Campus Profile: *Northwest*

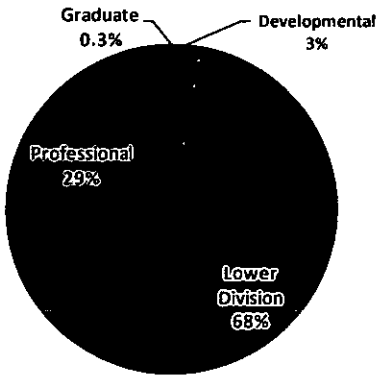
The Northwest Campus (NWC) is a branch campus of the University of Alaska Fairbanks (UAF) and is part of UAF's College of Rural and Community Development. The Northwest Campus serves 15 Alaska Native villages in the surrounding 36,000 square miles, an area the size of the state of Indiana. NWC and its service villages are entirely off the road system requiring commercial airline or private charter for the majority of travel, even between villages. The nearest major airport is in Anchorage, 550 air miles from Nome. Travel to or from the surrounding villages requires an additional flight in and out of Nome via small commercial aircraft.

NORTHWEST CAMPUS

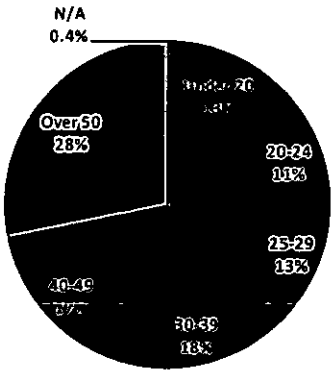
Student Profile, Fall 2008



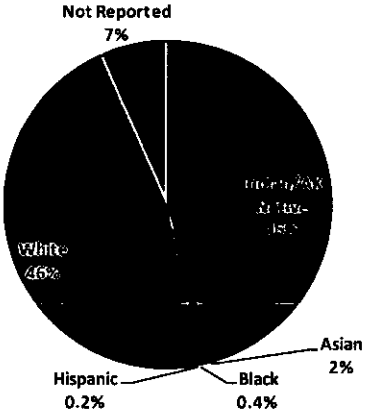
SCH by Course Level



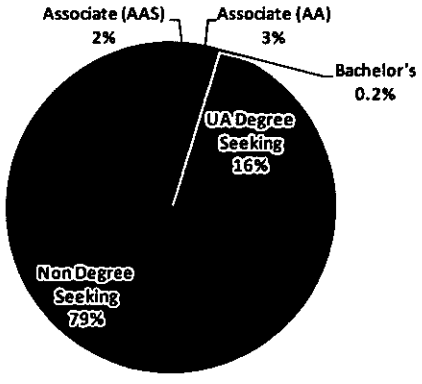
Age



Ethnicity



SCH by Degree-Seeking Status



- NWC accounted for 5 percent of UAF students in fall 2008, with close to 500 students enrolled for credit.
- The campus enrolled four UA Scholars in fall 2008.
- Students enrolled part-time at the UA system level accounted for 95 percent of all students.
- Among all students enrolled in fall 2008, forty-five percent were Alaska Native.
- The majority (60 percent) of enrolled students were over 30 years of age, with an average age of 38, one of the highest among UAF campuses.
- More than ninety-five percent of enrollment originated from Alaska, three percent from out-of-state and the rest from other countries.
- NWC delivered nearly 1,200 student credit hours (SCH), excluding auditors, in fall 2008. More than seventy percent were delivered in lower division and developmental level courses.
- Half of all degrees, certificates and credentials awarded by NWC in FY08 were in programs qualifying recipients to work in High Demand Job Area careers.

Source: Data Supplied by MAUs via UA Information Systems: Banner SI Closing Extracts FY01-FY08. Compiled by Statewide Planning & Budget in conjunction with campus.

Headcounts are unduplicated at the reporting level and students often enroll at more than one campus or MAU in a semester, therefore the sum of headcount across multiple campuses often adds to more than the MAU totals.

Expand Your Horizon

NWCC

MEAT PRODUCTION

with GREG FINSTAD

Greg Finstad is a range ecologist and runs the Reindeer Research Program at the University of Alaska Fairbanks. He has been working with reindeer herders in the Bering Strait region for many years.

Monday, Tuesday & Friday
March 2, 3 & 6

Two 7-hour sessions (March 2 & 3 • 9 a.m.-5 p.m.) +
Two 3-hour sessions (Mar 3 • 6-9 p.m. + Mar 6 • 9 a.m.-noon) +
Follow-up audioconfrence sessions (TBA)
Cost: $274 • 2 credits • HLRM F160
LIMITED SCHOLARSHIP FUNDS AVAILABLE

Learn about the meat animal processing sequence in this class! You'll study the production of reindeer and game meat in Alaska and the science and technology of their conversion to food, value-added products and by-products. Students will review state regulations and methods of proper field slaughtering, and learn about the preparation, handling and storage of meat.

Register by Monday, February 23: Info: 443-2201 • www.nwc.uaf.edu

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907-443-2201 • 800-478-2202 • www.nwc.uaf.edu

An equal opportunity/affirmative action employer and educational institution

UAF

Expand Your Horizon

MEAT-CUTTING WORKSHOP

with GREG FINSTAD

Greg Finstad is a range ecologist and runs the Reindeer Research Program at the University of Alaska Fairbanks. He has been working with reindeer herders in the Bering Strait region for many years.

Tuesday, March 3 • 6-9 p.m.

One 3-hour session • Cost: $30 non-credit workshop fee
Workshop meets at Nome Eskimo Community
LIMITED TO 25 PARTICIPANTS

Learn about cutting and cooking reindeer meat in this special workshop! You'll learn how to cut a reindeer carcass, which cuts to use for various reindeer dishes, and the best ways to cook the cuts. The workshop will cover how muscle is converted to meat, and some of the do's and don'ts of meat production. Learn how long to age and roast reindeer and moose meat, and some of the nutritional differences between the meat from these animals.

Register by Tuesday, February 24. Info: 443-2201 • www.nwc.uaf.edu

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907-443-2201 • 800-478-2202 • www.nwc.uaf.edu

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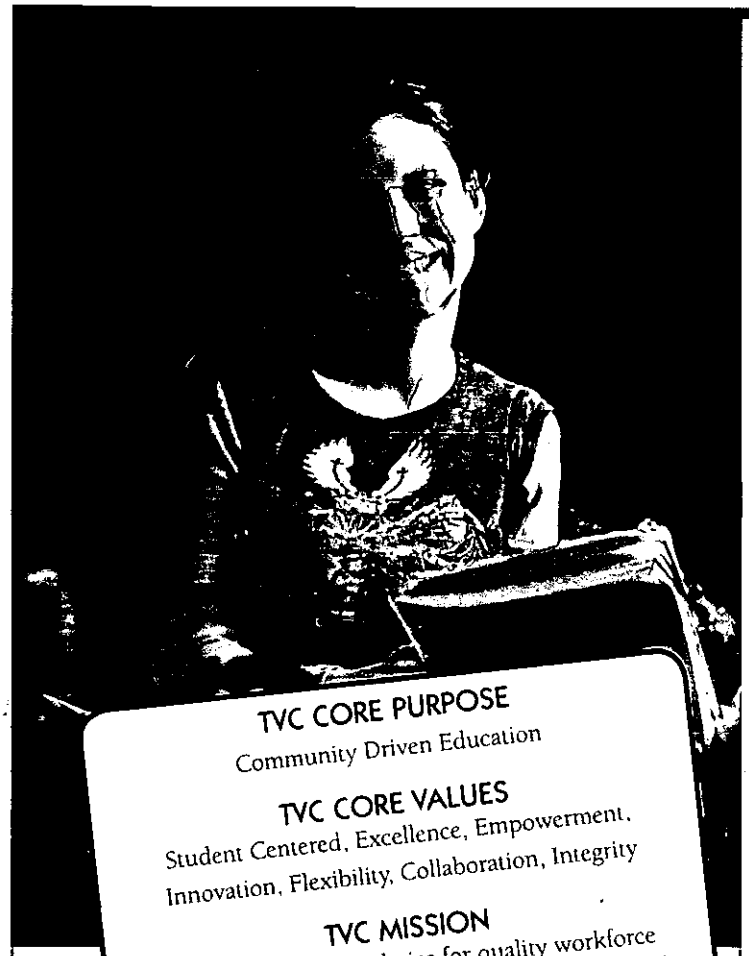
UAF TANANA VALLEY CAMPUS
TVC AT A GLANCE: SPRING 2009



TVC CORE PURPOSE
Community Driven Education

TVC CORE VALUES
Student Centered, Excellence, Empowerment, Innovation, Flexibility, Collaboration, Integrity

TVC MISSION
TVC is Alaska's first choice for quality workforce development, academic preparation, & lifelong learning.

TVC IS PRODUCTIVE
- 38% of UAF's student headcount.
- 22% of UAF's credit hour production.
- 281 degrees awarded in 2008.
- 3,000+ students served every semester.
- Offers over 40 certificate and degree programs.
- Hires 300+ adjuncts each year.

TVC IS EFFICIENT
- TVC's budget is nearly $11M.
- TVC's instructional efficiency of faculty is near the highest of all UAF campuses.
- TVC effectively using nine different facilities:
  - UAF Tanana Valley Campus Center
  - TVC Downtown Center/2nd Avenue
  - Hutchison Institute of Technology
  - University Park
  - Bunnell House Lab School
  - TVC Automotive Technology Center
  - Fort Wainwright
  - Eielson Air Force Base
  - Delta Career Advancement Center

TVC IS RESPONSIVE TO COMMUNITY

Construction Management Program:
- Strong support from local construction industry.
- Outstanding locally-experienced faculty.
- Program aligned with BA program at UAA.
- Received $25,000 donation from Associated General Contractors of Fairbanks to create a scholarship endowment.

Dental Hygiene Program:
- Granted initial accreditation by American Dental Association.
- State-of-the-art dental training facility.
- First cohort of six students began Spring 2008.

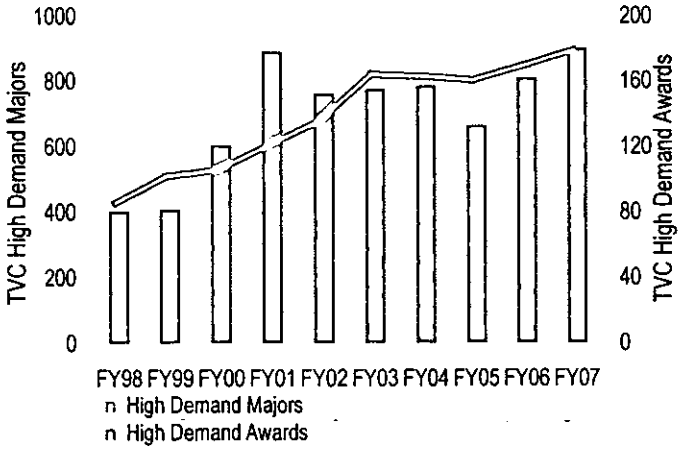
Automotive Technology Program:
- Modern automotive facility at 3202 Industrial Ave.
- Paid student internships with local employers.

Northern Military Programs:
- Serving armed forces personnel and families at Fort Wainwright, Eielson AFB, Fort Greely and Clear AFS.
- New testing center located on Eielson AFB.

TVC STUDENTS LIKE WHAT WE DO:
- Students surveyed like quality faculty-student engagement and collaborative learning.
- 95% would recommend TVC to family or friend.

TVC GRADUATES ARE GOING TO WORK
- Allied Health graduates-Tanana Valley Clinic, Fairbanks Memorial Hospital, and numerous clinics.
- Process Tech graduates - BP, ConocoPhillips, Flint Hills Resources, and Alyeska Pipeline Service Company.
- Paralegal graduates have a 100% rate of finding employment with local law firms.
- TVC awards over 70% of all UAF community campus degrees (occupational endorsements, certificates, AA, AAS).

UAF Tanana Valley Campus Trends in High Demand Jobs



University of Alaska Fairbanks
FY10 Capital Funding Request--$5M

Project: UAF Tanana Valley Campus Center (TVCC) Space Revitalization-Phase 4
604 Barnette Street, Downtown Fairbanks

Project Abstract:

The UAF Tanana Valley Campus Center located at 604 Barnette Street is in critical need of continuing major upgrades to ensure the reliable, safe, and efficient delivery of TVC programs focused on key Alaskan industries. The facility was designed and constructed in 1962-63. Since taking ownership in 2003, the University has accomplished two State funded projects and two additional projects funded by the Denali Commission. The State funded Phase 3 Exterior Envelope project is scheduled for 2009 construction. The FY10 request will complete the fourth floor revitalization for Allied Heath programs, upgrade antiquated elevator lift systems, and continue revitalization of interior spaces, exterior grounds and parking.

Project Overview:

UAF's FY10 capital funding request for Tanana Valley Campus Center (TVCC) seeks to improve education and training facilities for high-growth, high-demand occupations in Allied Health, Nursing, and related fields. The FY10 request for $5M will fund renovation of TVCC's fourth floor; it builds on recent phased renovation work to complete training facilities for Allied Health programs leading to jobs in fields like Nursing, Certified Nurse Aide, Medical and Dental Assisting, Dental Hygiene, Phlebotomy, and more. Students in these programs will have use of new training labs and classrooms. The renovation will also include upgrades to the antiquated 1960s-era elevator and other interior spaces.

Allied Health is one of TVC's fastest growing program areas; Alaska's graying workforce both increases demand for health-care services and job opportunities as current workers in the field retire. Graduates have little difficulty in finding productive employment in the field through employers such as Fairbanks Memorial Hospital and Denali Center, Fairbanks Imaging Center, Bassett Army Community Hospital, Tanana Valley Clinic, Fairbanks Clinic, and other local employers.

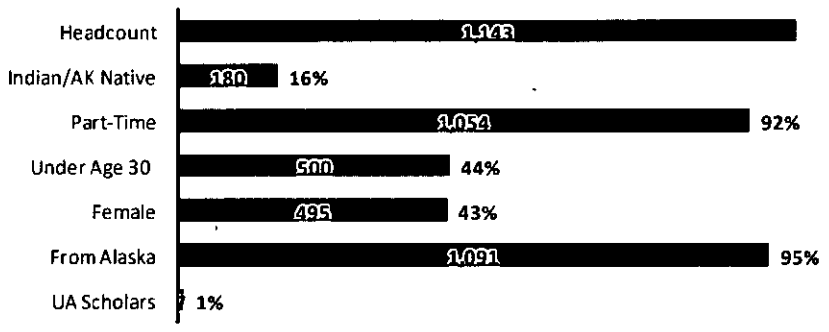
The FY10 request will complete revitalization of this floor, to include upgrades to the antiquated elevator systems (cars, electric motors, control and safety systems) plus ensure ADA compliance. The project builds on other recent phased work already funded and/or completed. This includes $4M for heating and cooling plus electrical systems and $7M for replacement of the building's exterior skin (improving insulation efficiency from R4 to R21).

UAF is an affirmative action & equal opportunity employer and educational institution.

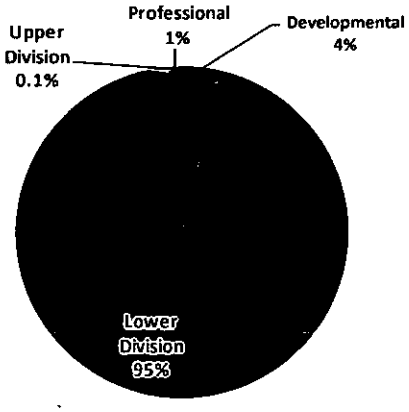
Campus Profile: *PWSCC*

The Prince William Sound Community College (PWSCC), an affiliate college of the University of Alaska Anchorage (UAA), is located in the historic community of Valdez with extensions in Cordova and the Copper Basin. Located in South-central Alaska, the College services a geographic area of more than 44,000 square miles.

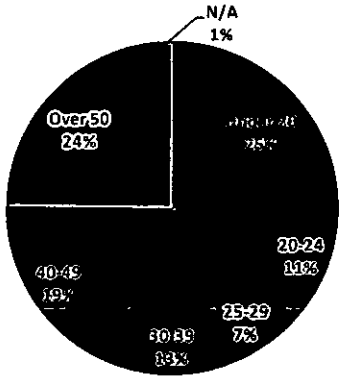
Student Profile, Fall 2008



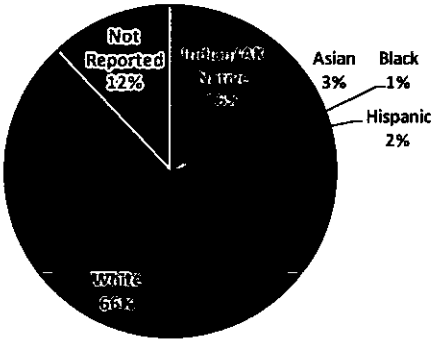
SCH by Course Level



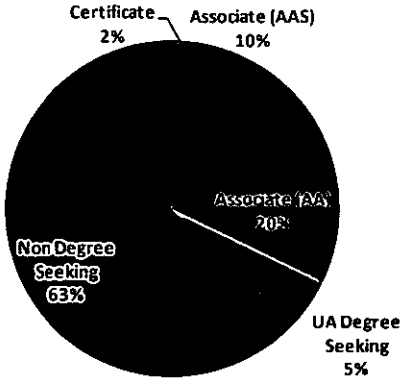
Age



Ethnicity



SCH by Degree-Seeking Status



Source: Data Supplied by MAUs via UA Information Systems: Banner SI Closing Extracts FY01-FY08. Compiled by Statewide Planning & Budget in conjunction with campus.

Headcounts are unduplicated at the reporting level and students often enroll at more than one campus or MAU in a semester, therefore the sum of headcount across multiple campuses often adds to more than the MAU totals.

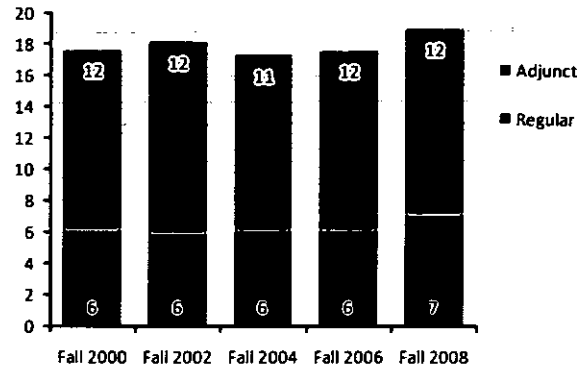
- Five percent of UAA students took one or more courses from PWSCC in fall 2008, with more than 1,140 enrolled for credit.
- The vast majority of students enroll part-time.
- PWSCC had the highest proportion of male student enrollment (57 percent) of any campus in the UA system.
- The majority of students were over the age of 30, with an average age of 36.
- More than 95 percent of students were from Alaska.
- Nearly 3,700 student credit hours (SCH) were delivered in fall 2008, excluding auditors. Virtually all SCH were delivered in lower division and developmental level courses.
- PWSCC provided non-credit Adult Basic Education training to more than 100 students in preparation for the GED exam.
- About five percent of fall 2008 students were enrolled in a PWSCC distance delivery course.

Campus Profile Trends: *PWSCC*

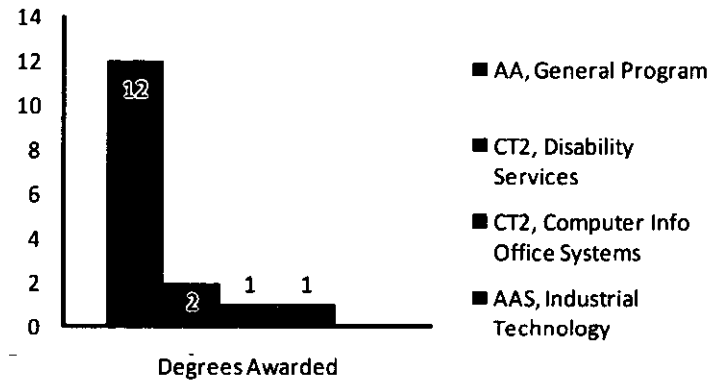
- PWSCC employed 7.0 regular, instructional faculty full-time equivalents (FTE) and 12 instructional adjunct FTE* in fall 2008. The campus employed another 1.0 regular faculty FTE on restricted funding in fall 2008.
- The number of degrees, certificates and credentials awarded can vary by year and has averaged more than 20 awards annually since FY01.
- A quarter of all academic program credential awards by PWSCC in FY08 were in programs qualifying recipients to work in High Demand Job Area careers.

** 1 adjunct FTE=3 adjuncts*

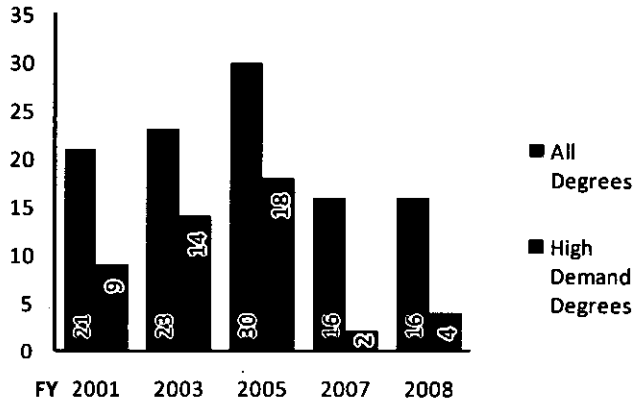
Instructional Faculty FTE, Fall 2000 - Fall 2008



Top Graduating Programs, FY08



Degrees and Credentials



Enrollment Trend	Fall 00		Fall 08		Change
Headcount	**1,459**	**(100%)**	**1,143**	**(100%)**	-22%
Male	730	(50%)	646	(57%)	-12%
Traditional Age (18-24)	240	(16%)	270	(24%)	13%
Ethnic Minority	219	(15%)	249	(22%)	14%
Degree Seeking Students	218	(15%)	192	(17%)	-12%
UA Full-Time Students	97	(7%)	89	(8%)	-8%
UA First-Time Freshman*	37	(3%)	30	(3%)	-19%

**Counts any UA first-time freshman taking at least one course from the campus. Student maybe considered a non-degree student at the campus.*

From fall 2000 to fall 2008:

- PWSCC has been significantly impacted by economic conditions in Valdez and surrounding communities, to which have impacted enrollment levels.
- Ethnic minority student enrollment at PWSCC has increased nearly 15 percent reaching more than 240 in fall 2008.
- From FY01-FY08, PWSCC generated total, cumulative revenue of $10.8 million ($7.9 million unrestricted) from community and other non-State sources, as well as $3.8 million in restricted federal funding for sponsored programs.

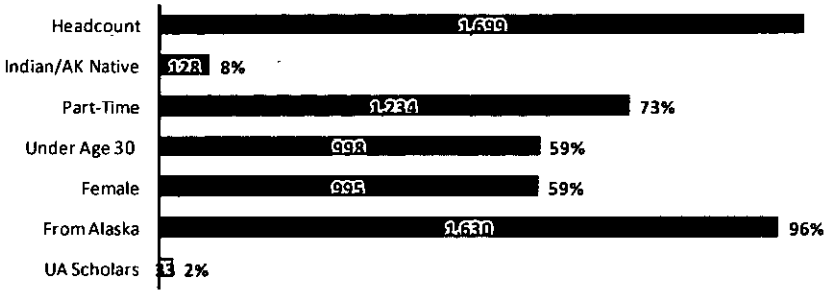
Source: Data Supplied by MAUs via UA Information Systems: Banner SI Closing Extracts FY01-FY08. Compiled by Statewide Planning & Budget in conjunction with campus.

Campus Profile: *Kenai Peninsula College*

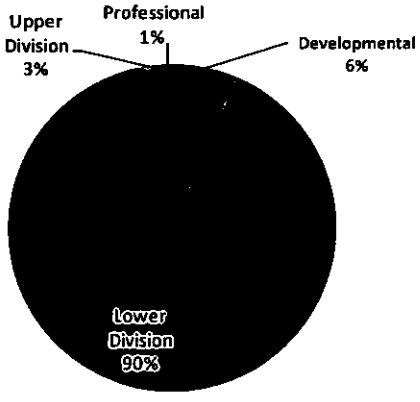
The University of Alaska Anchorage (UAA) Kenai Peninsula College (KPC) campus is located between Kenai and Soldotna on the scenic Kenai Peninsula, which provides superb opportunities for outdoor recreation. KPC is comprised of four sites: Kenai River Campus in Soldotna, Kachemak Bay Campus in Homer, Resurrection Bay Extension Site in Seward and the Anchorage Extension Site at the University Center. A number of specialized academic programs are offered such as Industrial Process Instrumentation, Occupational Health and Safety, Mechanical Technology, and Paramedic Technology.

KPC

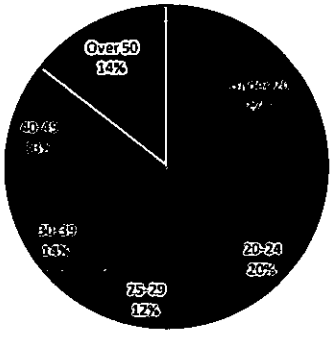
Student Profile, Fall 2008



SCH by Course Level



Age



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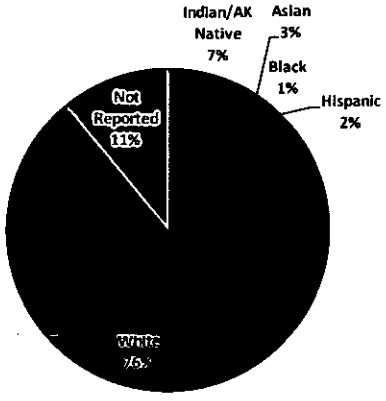
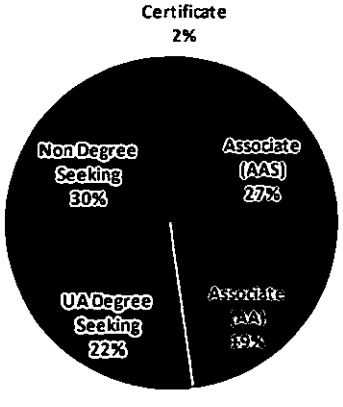


SCH by Degree-Seeking Status



- Ten percent of all UAA students took at least one class from KPC, with nearly 1,700 students enrolled in fall 2008.
- KPC enrolled 33 UA Scholars in fall 2008
- The majority of students (>70 percent) taking a class at KPC were enrolled part-time at the UA system level.
- About two in three students enrolled were under 30 years old, however the average age was 32 in fall 2008.
- More than 95 percent of enrollment originated from within Alaska, three percent from out-of-state and one percent from other countries.
- KPC delivered nearly 10,140 student credit hours (SCH) in fall 2008, excluding auditors, with ninety-six percent in lower division and developmental level courses.

Source: Data Supplied by MAUs via UA Information Systems: Banner SI Closing Extracts FY01-FY08. Compiled by Statewide Planning & Budget in conjunction with campus.

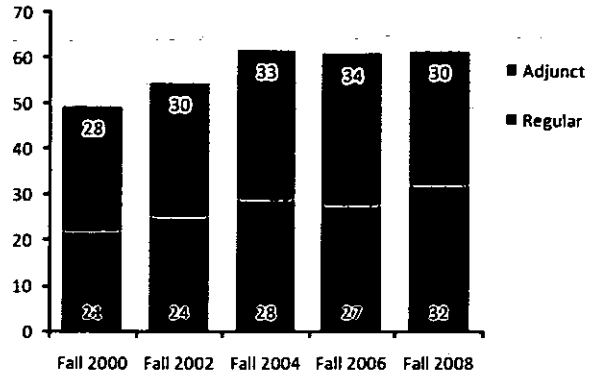
Headcounts are unduplicated at the reporting level and students often enroll at more than one campus or MAU in a semester; therefore the sum of headcount across multiple campuses often adds to more than the MAU totals.

Campus Profile Trends: *Kenai Peninsula College*

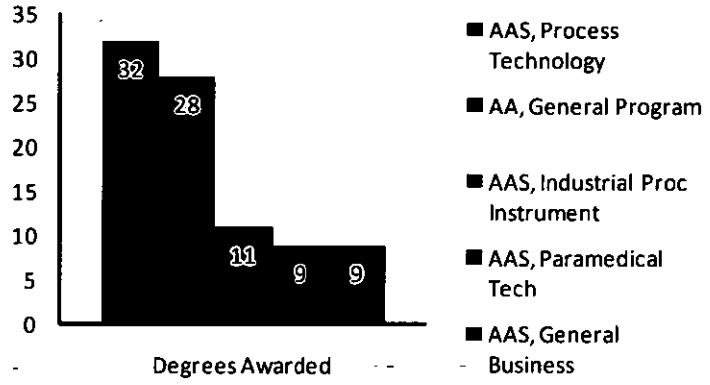
- KPC employed 31.5 regular, instructional faculty full-time equivalents (FTE) in fall 2008, an increase of about 11 since fall 2000. The campus also employed 3.2 regular, non-instructional faculty FTE in fall 2008.
- The number of adjunct faculty FTE* employed has been relatively steady at around since 2000
- Degrees, certificates and credentials awarded by KPC reached 110 in FY08, more than twice the number awarded in FY01.
- More than 70 percent of KPC's FY08 graduates were from programs qualifying recipients to work in High Demand Job Area careers.

** 1 adjunct FTE=3 adjuncts*

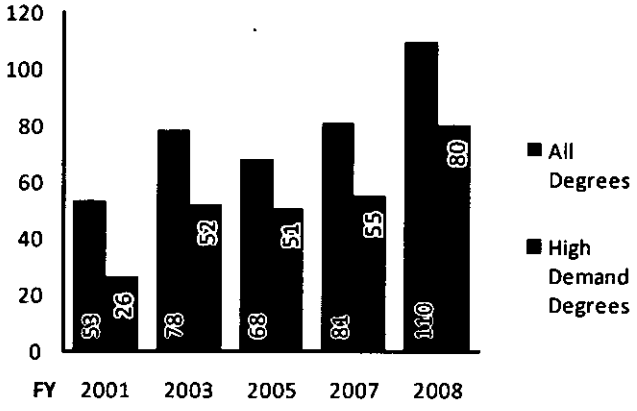
Instructional Faculty FTE, Fall 2000 - Fall 2008



Top Graduating Programs, FY08



Degrees and Credentials



Enrollment Trend	Fall 00		Fall 08		Change
Headcount	1,549	(100%)	1,699	(100%)	10%
Male	555	(36%)	704	(41%)	27%
Traditional Age (18-24)	432	(28%)	747	(44%)	73%
Ethnic Minority	148	(10%)	223	(13%)	51%
Degree Seeking Students	510	(33%)	922	(54%)	81%
UA Full-Time Students	371	(24%)	465	(27%)	25%
UA First-Time Freshman*	106	(7%)	150	(9%)	42%

**Counts any UA first-time freshman taking at least one course from the campus. Student maybe considered a non-degree student at the campus.*

From fall 2000 to fall 2008:

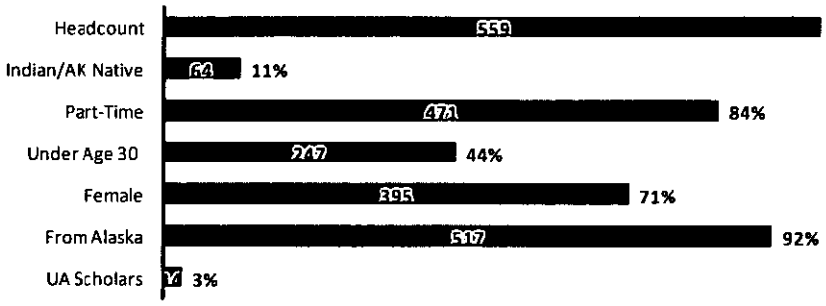
- The number of degree-seeking students increased more than 80 percent, equivalent to an additional 400 students.
- UA first-time freshmen enrollment increased by more than 45 percent, reaching 150 in fall 2008.
- The number of students less than 25 years of age grew more than 70 percent from fall 2000 to fall 2008, and accounted for slightly less than half of all fall 2008 students enrolled at KPC.
- The number of minority students enrolled grew by more than 50 percent over this time, to more than 220 students in fall 2008.
- Twenty-five percent more UA full-time students attended KPC in fall 2008 than in fall 2000, equivalent to an additional 95 UA level full-time students.
- KPC attracted almost 30 percent more male students in fall 2008 than in 2000 with the total headcount reaching more than 700 students.

Source: Data Supplied by MAUs via UA Information Systems: Banner SI Closing Extracts FY01-FY08. Compiled by Statewide Planning & Budget in conjunction with campus.

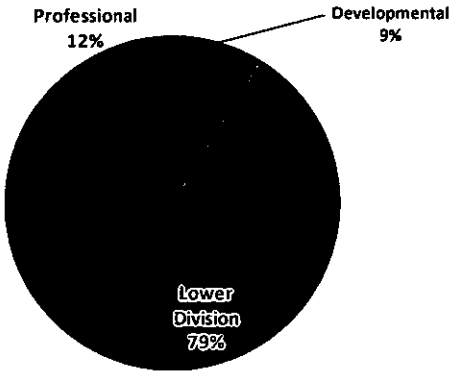
Campus Profile: *Kodiak*

The Kodiak College of the University of Alaska Anchorage (UAA) is located on Kodiak Island, 250 air miles south of Anchorage. Kodiak is the oldest permanent European settlement and the largest island in Alaska. Outreach sites served by Kodiak College include Akhiok, Karluk, Larsen Bay, Old Harbor, Ouzinkie, and Port Lions.

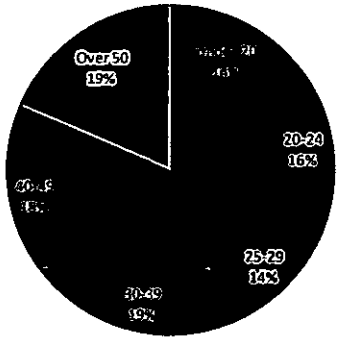
Student Profile, Fall 2008



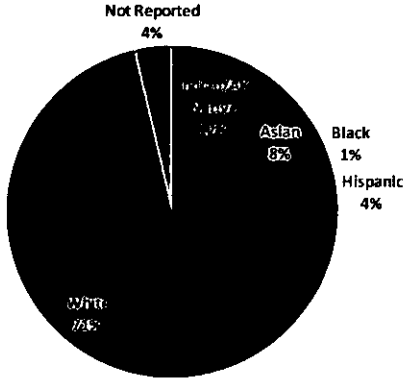
SCH by Course Level



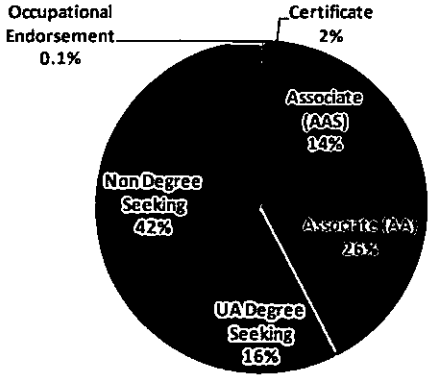
Age



Ethnicity



SCH by Degree-Seeking Status



Source: Data Supplied by MAUs via UA Information Systems: Banner SI Closing Extracts FY01-FY08. Compiled by Statewide Planning & Budget in conjunction with campus.

Headcounts are unduplicated at the reporting level and students often enroll at more than one campus or MAU in a semester, therefore the sum of headcount across multiple campuses often adds to more than the MAU totals.

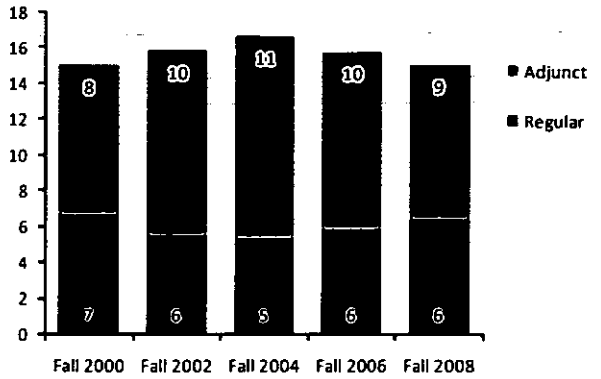
- Kodiak is the smallest UAA campus and enrolls more than 550 students for credit.
- Fourteen UA Scholars attended Kodiak campus in fall 2008, an all time high.
- Most students enroll part-time.
- Women account for 70 percent of enrollment, the highest proportion among UAA campuses.
- More than half of students are at least 30 years old, with an average age of 35 in fall 2008.
- More than 90 percent of students were from Alaska, five percent from out-of-state and three percent from other countries.
- Kodiak delivered nearly 2,400 student credit hours (SCH) in fall 2008, excluding auditors. Nearly 90 percent of SCH were delivered in lower division and developmental level courses.

Campus Profile Trends: *Kodiak*

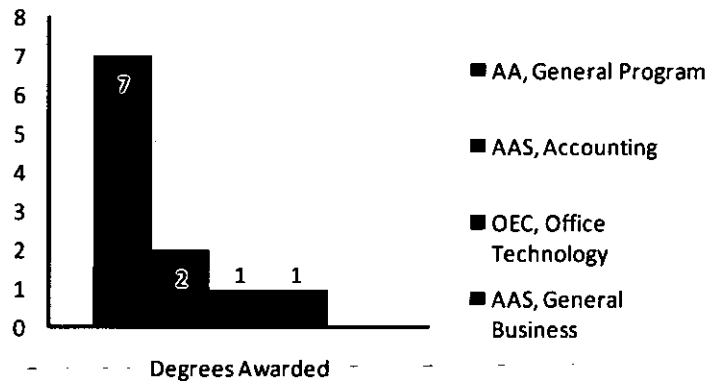
- Kodiak employed 6.4 regular, instructional faculty full-time equivalents (FTE) and 9 adjunct FTE* in fall 2008. An additional 2.2 regular faculty FTE, paid from restricted or non-instructional funds, were also employed in fall 2008.
- The number of degrees, certificates and credentials awarded by the Kodiak campus can vary by year, with an annual average of 17 since FY01.
- In FY08, more than a quarter of all academic program credential awards by Kodiak were in programs qualifying recipients to work in High Demand Job Area careers.

** 1 adjunct FTE=3 adjuncts*

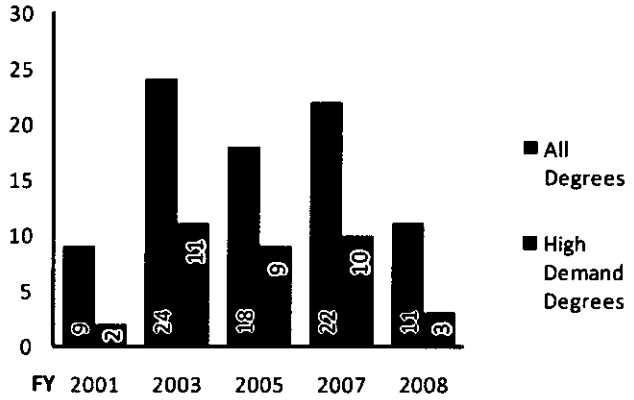
Instructional Faculty FTE, Fall 2000 - Fall 2008



Top Graduating Programs, FY08



Degrees and Credentials



Enrollment Trend	Fall 00	Fall 08	Change
Headcount	757 (100%)	559 (100%)	-26%
Male	264 (35%)	164 (29%)	-38%
Traditional Age (18-24)	124 (16%)	148 (26%)	19%
Ethnic Minority	160 (21%)	139 (25%)	-13%
Degree Seeking Students	123 (16%)	221 (40%)	80%
UA Full-Time Students	46 (6%)	88 (16%)	91%
UA First-Time Freshman*	16 (2%)	31 (6%)	94%

**Counts any UA first-time freshman taking at least one course from the campus. Student maybe considered a non-degree student at the campus.*

From fall 2000 to fall 2008:

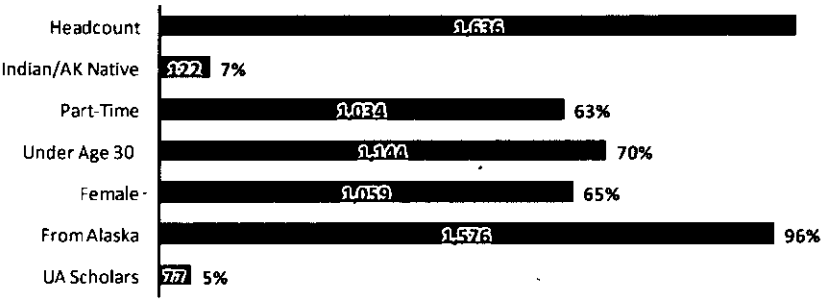
- The number of majors enrolled in Kodiak campus academic programs grew 80 percent, or about 100 students..
- UA first-time freshmen enrollment has doubled to more than 30 students.
- Nearly 90 students taking a course from Kodiak were enrolled full-time across the UA system in fall 2008, almost double the number enrolled in fall 2000.

Source: Data Supplied by MAUs via UA Information Systems: Banner SI Closing Extracts FY01-FY08. Compiled by Statewide Planning & Budget in conjunction with campus.

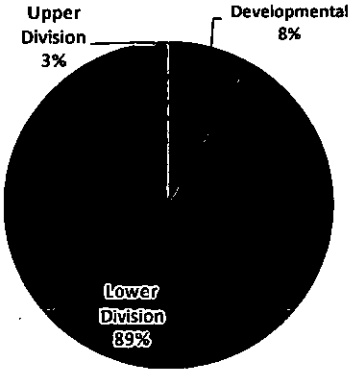
Campus Profile: *Mat-Su*

The Matanuska-Susitna College campus of the University of Alaska Anchorage (UAA) is located in the Matanuska-Susitna Valley, the state's most productive farming region. Matanuska-Susitna campus is founded on a 950 acre site on Trunk Road, about halfway between Palmer and Wasilla. A modern 102,676 square foot facility houses the majority of the educational activities.

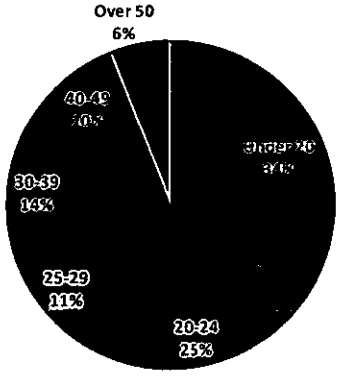
Student Profile, Fall 2008



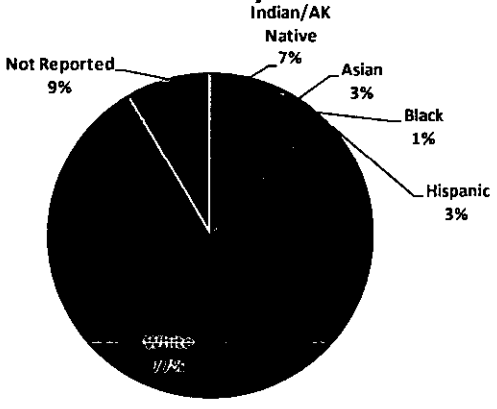
SCH by Course Level



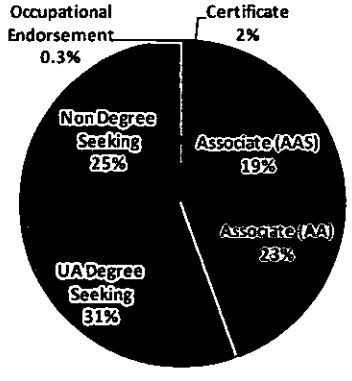
Age



Ethnicity



SCH by Degree-Seeking Status



Source: Data Supplied by MAUs via UA Information Systems: Banner SI Closing Extracts FY01-FY08. Compiled by Statewide Planning & Budget in conjunction with campus.

Headcounts are unduplicated at the reporting level and students often enroll at more than one campus or MAU in a semester, therefore the sum of headcount across multiple campuses often adds to more than the MAU totals.

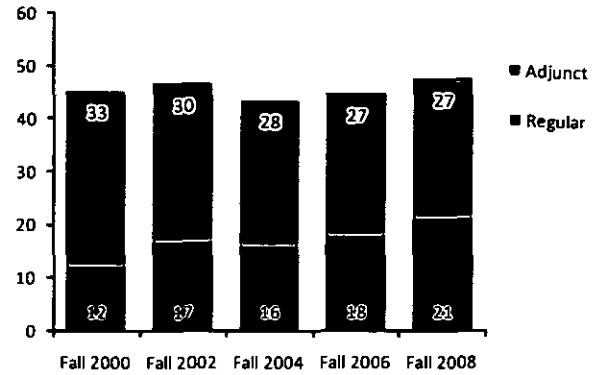
- About ten percent of UAA students took at least one class from the Mat-Su campus in fall 2008, with more than 1,630 students enrolled for credit.
- Nearly 8 percent (77) of the UA Scholars attending UAA in fall 2008 enrolled at the Mat-Su campus.
- The majority of students (60 percent) taking a class at Mat-Su were enrolled part-time at the UA system level.
- Women represented 65 percent of the student population.
- Almost 70 percent under 30 years of age, with an average age of 27.
- More than 95 percent of enrolled students originated from Alaska, three percent from out-of-state, and one percent from other countries.
- Nearly 10,700 student credit hours (SCH) were delivered in fall 2008, excluding auditors, with ninety-seven percent in lower division and developmental level courses.

Campus Profile Trends: *Mat-Su*

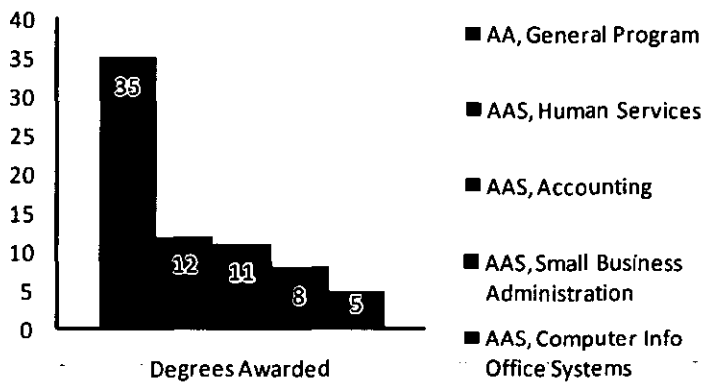
- Mat-Su campus employed a total of 25 regular faculty full time equivalents (FTE), with instruction accounting for 21 FTE (85 percent). The campus also employed 27 adjunct faculty FTE in fall 2008.
- Since fall 2000, regular, instructional faculty FTE have doubled while adjunct FTE decreased about 20 percent.
- Degrees, certificates and credentials awarded by the Mat-Su campus were up by almost 20 percent since FY01.
- More than a half of all academic credentials awarded by Mat-Su in FY08 were in programs qualifying recipients to work in High Demand Job Area careers.

** 1 adjunct FTE=3 adjuncts*

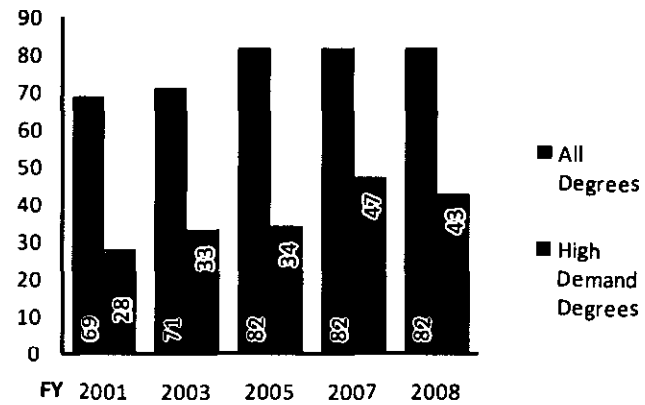
Instructional Faculty FTE, Fall 2000 - Fall 2008



Top Graduating Programs, FY08



Degrees and Credentials



Enrollment Trend	Fall 00	Fall 08	Change
Headcount	1,515 (100%)	1,636 (100%)	8%
Male	469 (31%)	577 (35%)	23%
Traditional Age (18-24)	503 (33%)	787 (48%)	56%
Ethnic Minority	97 (6%)	239 (15%)	146%
Degree Seeking Students	621 (41%)	1,077 (66%)	73%
UA Full-Time Students	420 (28%)	602 (37%)	43%
UA First-Time Freshman*	130 (9%)	211 (13%)	62%

**Counts any UA first-time freshman taking at least one course from the campus. Student maybe considered a non-degree student at the campus.*

From fall 2000 to fall 2008:

- The number of enrolled students seeking a Mat-Su degree grew 73 percent, equivalent to an additional 450 majors.
- First-time freshmen enrolling at the campus has increased more than 40 percent.

The number of enrolled students under 25 years of age has grown more than 50 percent from fall 2000 to fall 2008.

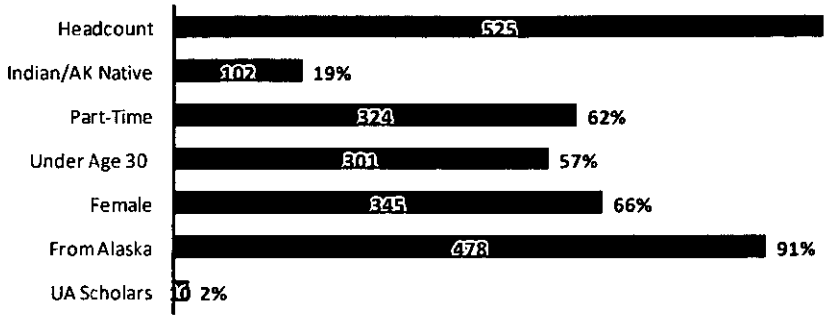
- The number of ethnic minority students more than doubled over this time, with almost 240 students enrolled in fall 2008.
- In fall 2008, the Mat-Su campus attracted 23 percent more male students than in fall 2000, reaching a level of nearly 580 males enrolled.

Source: Data Supplied by MAUs via UA Information Systems: Banner SI Closing Extracts FY01-FY08. Compiled by Statewide Planning & Budget in conjunction with campus.

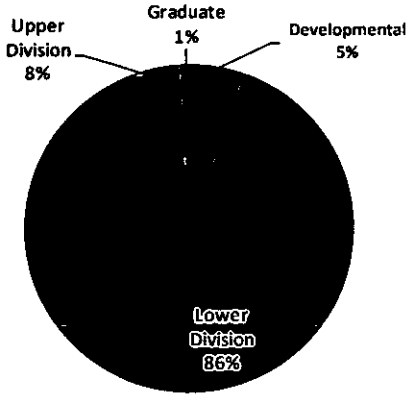
Campus Profile: *Ketchikan*

The Ketchikan Campus is located in Alaska's southernmost major city, the first port of call for cruise ships entering the state. Small class sizes offer a rich educational experience with the faculty who choose to live and work in a place where dramatic natural vistas inspire scientific, artistic and work force pursuits.

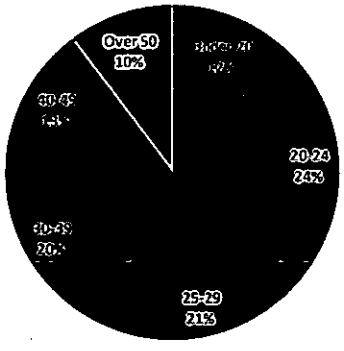
Student Profile, Fall 2008



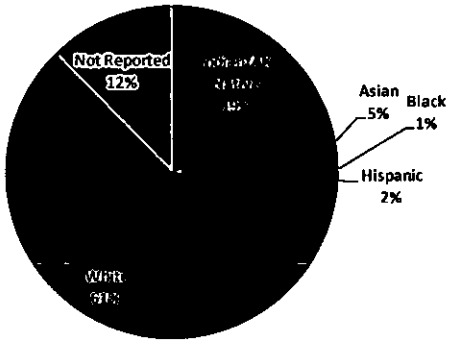
SCH by Course Level



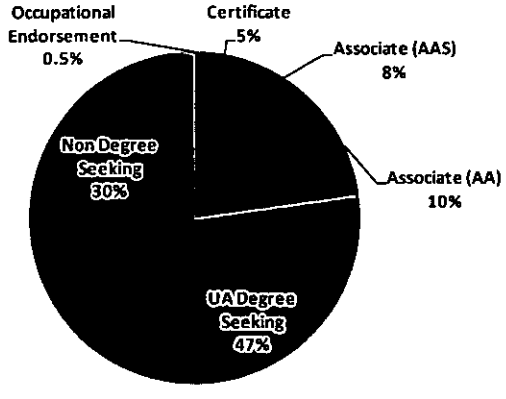
Age



Ethnicity



SCH by Degree-Seeking Status



Source: Data Supplied by MAUs via UA Information Systems: Banner SI Closing Extracts FY01-FY08. Compiled by Statewide Planning & Budget in conjunction with campus.

Headcounts are unduplicated at the reporting level and students often enroll at more than one campus or MAU in a semester, therefore the sum of headcount across multiple campuses often adds to more than the MAU totals.

- The Ketchikan campus accounted for more than 15 percent of UAS students in fall 2008, with 525 students enrolled for credit.
- More than 10 percent (10) of the UA Scholars attending UAS in fall 2008 enrolled at the Ketchikan campus.
- The majority of students (60 percent) taking a class at Ketchikan enrolled part-time at the UA system level.
- Women represented more than 65 percent of the student population.
- The average age for students enrolled last fall was 32, the youngest among all three UAS campuses. Overall, 57 percent of enrolled students were under 30 years of age.
- Ninety-one percent of enrollment headcount was from Alaska residents, eight percent from out-of-state students, and one percent from international students.
- More than eighty five percent of student credit hours (SCH) were delivered in lower division and developmental level courses.
- Continuing education and other non-credit educational activities are a growing part of Ketchikan's offerings, with nearly 13 percent growth in non-credit enrollments in the last year.
- Ketchikan serves many students seeking degrees from other UA campuses, accounting nearly half of fall 2008 SCH.

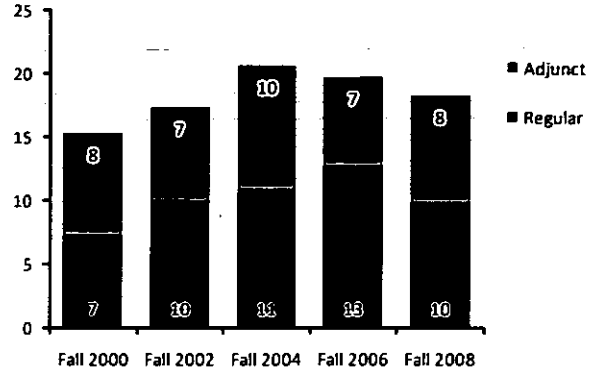
Campus Profile Trends: *Ketchikan*

- Ketchikan campus employed 10 regular instructional faculty full-time equivalents (FTE) in fall 2008, an increase of 3 FTE* from fall 2000.
- Eight adjunct faculty FTE were employed in fall 2008.
- Degrees, certificates and credentials awarded by the Ketchikan campus increased 57 percent during this period.
- In FY08 the programs qualifying recipients to work in High Demand Job Areas accounted for forty-five percent of all academic program credential awards by Ketchikan.
- Ketchikan offers 18 degree, certificate or credential programs. Seven are available by distance delivery.**

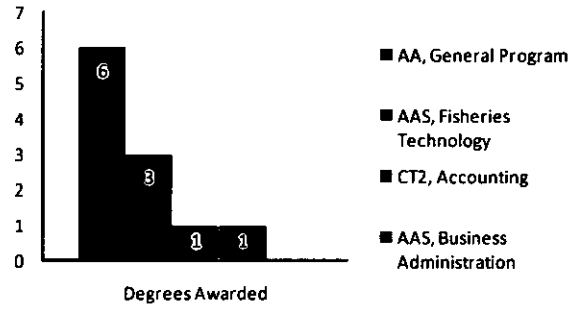
** 1 adjunct FTE=3 adjuncts*

*** Source: UASIR*

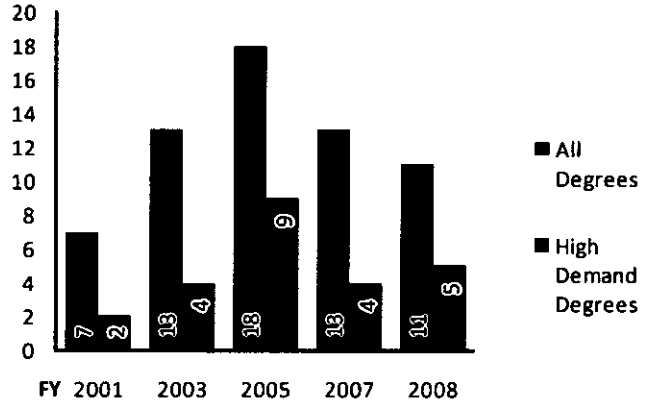
Instructional Faculty FTE, Fall 2000 - Fall 2008



Top Graduating Programs, FY08



Degrees and Credentials



Enrollment Trend	Fall 00	Fall 08	Change
Headcount	465 (100%)	525 (100%)	13%
Male	146 (31%)	180 (34%)	23%
Traditional Age (18-24)	103 (22%)	180 (34%)	75%
Ethnic Minority	79 (17%)	139 (26%)	76%
Degree Seeking Students	132 (28%)	345 (66%)	161%
UA Full-Time Students	84 (18%)	201 (38%)	139%
UA First-Time Freshman*	19 (4%)	35 (7%)	84%

**Counts any UA first-time freshman taking at least one course from the campus. Student maybe considered a non-degree student at the campus.*

From fall 2000 to fall 2008:

- Degree-seeking students have grown 2.5 times, more than 210 over the last eight years.
- Since fall 2000 the number of UA full-time students attending the Ketchikan campus more than doubled.
- UA first-time freshmen headcount at the Ketchikan campus almost doubled in fall 2008 in comparison with fall 2000.
- The Ketchikan campus attracted much higher number of minority students over this time, reaching almost 140 in fall 2008.
- The numbers of enrolled students less than 25 years of age has grown 75 percent from fall 2000 – fall 2008.
- Proportion of male students increased significantly over reported period and accounted for 34 percent of overall student enrollment, the highest figure among all three UAS campuses.

Source: Data Supplied by MAUs via UA Information Systems: Banner SI Closing Extracts FY01-FY08. Compiled by Statewide Planning & Budget in conjunction with campus.zz

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UA@Work

Winter 2008-2009 No. 14 Connecting Alaska employers with University of Alaska resources

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Going the Extra Mile to Deliver Workforce Training
"We want to provide more opportunities for individuals to train without traveling out of their village."
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"The demand for dental hygienists is great in Fairbanks, as well as in the rural communities. Our program was developed to address the current shortage of dental hygienists."
Page 6

Geology Program Garners Industry Support
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Growing Forest Products Industry Through Research and Education
"This new knowledge provides confidence in Alaska lumber as a replacement for imported lumber. Through the in-grade testing, we were able to add value to Alaska wood."
Page 12

Easy, Effective, Affordable Training for Harbor Personnel
"A harbor is not simply a place to park a boat. It's really big business and it's necessary that harbor personnel are knowledgeable."
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Students in TVC's dental hygiene program put their skills to work at TVC's on-site dental hygiene clinic. Photo by Todd Paris.

University of Alaska Statewide Corporate Programs
Workforce Training and Professional Development

3232

Physician Assistant Program Offers More Opportunities, Closer to Home

Becoming a physician assistant in Alaska just got a little easier, with the expansion of the UAA MEDEX physician assistant training program. The program, which is offered in collaboration with the University of Washington (UW) School of Medicine, will double its class size and offer all training in Alaska starting next fall.

The MEDEX program, which is a two-year bachelor's degree program, has been offered at UAA since 2002. In the past, students spent their first year in Washington completing classroom education before returning to Alaska for a year of clinical rotations. With the expansion, students may now complete all two years of training in Alaska, marking the first time the entire program has been offered outside of Washington.

The expansion also increases the opportunities for students to get into the program. Previously, six to nine students were accepted each year. Beginning next year, the program will accept up to 20 students annually.

"We're excited. We're remodeling new space and hiring new faculty, so we'll be ready for the students," says John Riley, physician assistant program coordinator. He adds that the program is currently preparing classroom space on the third floor of UAA's Diplomacy Building, and will be hiring two full-time faculty members and one part-time faculty this spring.

The MEDEX program prepares students to become physician assistants, who are licensed to practice medicine under the supervision of a physician. This occupation is among the top 10 fastest growing positions in the United States. In the coming years, physicians and institutions are expected to employ even more physician assistants to provide primary care and to assist with medical and surgical procedures, as they are cost-effective and productive members of the health care team.

In Alaska, physician assistants are especially important. According to the Alaska Physician Supply Task Force, physician assistants are a critical component of delivering health care services in Alaska, especially in rural areas.

Having an adequate number of physician assistants will also help address the growing need for health care in Alaska. The task force recommended that Alaska maintain a higher ratio of physician assistants and other mid-level providers than the national average, saying that will make it more feasible to provide high-quality, timely care to Alaskans.

▲ *MEDEX students practice their skills in a casting lab.*

"The MEDEX training model creates opportunities for second-career students with prior health care experience to move up into the health care practitioner role."

The MEDEX program is unique in that it is designed for people already working in the field. Before being accepted into the program, applicants must complete a rigorous set of prerequisites and have significant health care experience.

"The MEDEX training model creates opportunities for second-career students with prior health care experience, such as community health aides and practitioners, paramedics and emergency medical technicians, military medics, nurses and allied health workers, to move up into the health care practitioner role," says Riley, adding that nearly half of the physician assistants currently working in Alaska were trained through the MEDEX program at UAA.

After completing the program, students are awarded a bachelor of science degree in health sciences from UAA and a physician assistant certificate from UW. Students are also eligible to sit for the National Certifying Examination for Physician Assistants.

In addition to the bachelor's program expansion, MEDEX is also launching a master's program in 2009. Students who have completed the physician assistant training and become certified may choose to complete a master's degree through the new MEDEX extended master's in clinical health services degree option.

For more information, contact:

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- afjor@uaa.alaska.edu
- http://health.uaa.alaska.edu/bshs/medex.htm

Going the Extra Mile to Deliver Workforce Training

Melanie Burtis is an assistant professor at UAF's Northwest Campus in Nome, but on any given day, you may find her teaching classes in small communities throughout the Bering Strait region.

Since joining the Northwest Campus as the assistant professor of applied business last year, Burtis has traveled to Elim, Golovin, Teller, White Mountain, Shishmaref, Stebbins, Wales and Unalakleet, where she has led intensive, multi-day classes on topics including QuickBooks and grant writing.

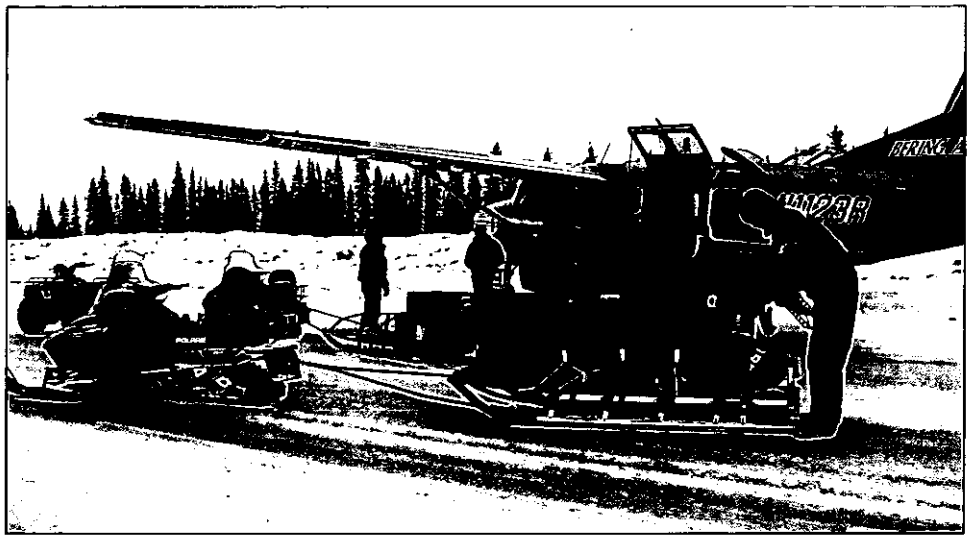
The classes are the result of a concerted effort by Northwest Campus to offer more workforce training opportunities within the remote villages of the region.

"When I was hired three years ago, one of our goals was to deliver more courses and better training opportunities to Bering Strait villages on a regular basis," says Lee Haugen, the Northwest Campus director. "In the past, if employers needed to train an employee, they had to send them out. The result was a lot of travel, but no real improvement of skills."

"We want to provide more opportunities for individuals to train without traveling out of their village," she continued. "This contributes to the overall economic stability of the region, and results in a larger labor pool of highly skilled individuals who live and work at home."

The campus' efforts are supported in large part by Kawerak, Inc., a nonprofit, Alaska Native corporation that serves 20 tribes in 16 communities throughout the Bering Strait region. Through the partnership, Kawerak pays for the course instructor's travel and per diem; lodging is usually provided by the local community. Kawerak will also cover the cost of tuition, if a student does not have the means to pay.

"It is costly for students to travel; and is much more cost-efficient for the instructors to come to the villages," says Dawn Salesky, Kawerak's vice president of employment and training. "Plus, students can learn in their own communities. We've found if students take classes at home, they are more successful."



▲ *Computers for a class taught in White Mountain last spring are off-loaded from a plane before being transported to the class site.*

"We want to provide more opportunities for individuals to train without traveling out of their village. This contributes to the overall economic stability of the region, and results in a larger labor pool of highly skilled individuals who live and work at home."

In addition to Kawerak, the campus also receives funding support from the U.S. Department of Education's Title III grant, as well as other grant sources. For example, Burtis applied for and received a $25,000 grant from UAF last year, which she used to purchase 13 notebook computers and software for her village-based QuickBooks and other computer classes.

The classes offered are in direct response to requests made by organizations within each village. Northwest Campus and Kawerak organized a series of educational forums in several villages last year to elicit feedback about what types of courses were needed in each community.

"We asked for ideas on what was needed, and the applied business courses, especially QuickBooks, received the highest responses," Haugen says. "It's been terrifically successful. Over the past year, we've trained 127 students in eight villages in basic courses like QuickBooks, and we're anticipating training close to 100 more in the coming year."

"These courses are definitely filling a big need. There are lots of office jobs in rural Alaska, and many of them use QuickBooks," Salesky adds.

In addition to last year's community forums, the campus also relies on feedback from the Northwest Campus advisory council, input from Kawerak's education and training committee, and direct requests from the community to guide its course offerings.

Northwest Campus continued on p. 4

UNIVERSITY of ALASKA

Addressing Alaska's workforce issues, collaborating with business and industry representatives, and providing solutions for more than 80 years.

Addressing

▲ *Melanie Burtis of UAF's Northwest Campus leads a QuickBooks class in Stebbins in September 2008.*

Northwest Campus continued from p. 3

While the village-based courses are a large part of the campus' workforce development efforts, the work doesn't end there. For example, in response to requests from numerous local employers, the campus offered a supervisory skills course in Nome last fall. This spring, the campus will also offer a public speaking course for paraprofessionals in the Bering Straits School District, to ensure they have the skills required by the No Child Left Behind legislation.

As part of its workforce development activities, the campus is also in the process of developing several occupational endorsements, which are programs ranging from nine to 30 credit hours that provide training in a specific field. At the top of the list is an occupational endorsement in office administration.

"Last year, we gathered leaders from many community organizations to brainstorm what they needed, what skills employees are lacking, and what they wanted to see. We're now developing the occupational endorsement in partnership with those organizations," Burtis says.

"Often, people try to get into a position, but they don't have basic skills like dressing for work, phone etiquette and basic computer skills. This occupational endorsement is something we've wanted for a long time," Salesky says.

Northwest Campus continued on p. 5

Spotlight

Melanie Burtis

As long as she can remember, Melanie Burtis wanted to live in Alaska, but it took a job at UAF's Northwest Campus in Nome to finally bring her here. Burtis, who is originally from Pennsylvania and has also lived in California, Oregon and Idaho, moved to Nome last summer to accept the position of assistant professor of applied business at the Northwest Campus.

For the past year and a half, Burtis has taught business and computer application courses, such as supervisory skills, accounting, Microsoft programs, intro to PCs, QuickBooks and grant writing for community development. While some of her courses take place at the campus in Nome, Burtis also spends a lot of time traveling to the remote villages throughout the region, where she delivers workforce training.

"I work with our local partners and other local organizations in developing workforce training programs. I teach many of my classes by request – local leaders request certain classes for their employees and I do my best to plan and fit them into my schedule," Burtis says.

"I came on three years ago, and it was my goal to get out into the villages on a regular basis. We hired Melanie to help us do this," says Lee Haugen, campus director. "We got lucky. We found someone who had the education and wanted to come to Alaska. We have a fantastic faculty in Melanie."

Burtis, who has a PhD in education from the University of Idaho, and a master's in education and a bachelor of science from Idaho State University, spent about 15 years in the information technology field prior to joining the faculty of Northwest Campus. She worked as a computer operator, computer programmer, network engineer and IT manager for a variety of industries, ranging from steel to a ski resort, and health care to a regional airline. Burtis also taught at the University of Idaho, Idaho State University and College of Southern Idaho.

The travel and working with the local people are the two things Burtis enjoys most about her work. Outside of her job, Burtis does community presentations, including one on her recent trip to Peru and an upcoming presentation on her travels in India. She also serves on the editorial board for the Journal of Ethnographic and Qualitative Research, and takes the opportunity to volunteer in the community, as she is able.

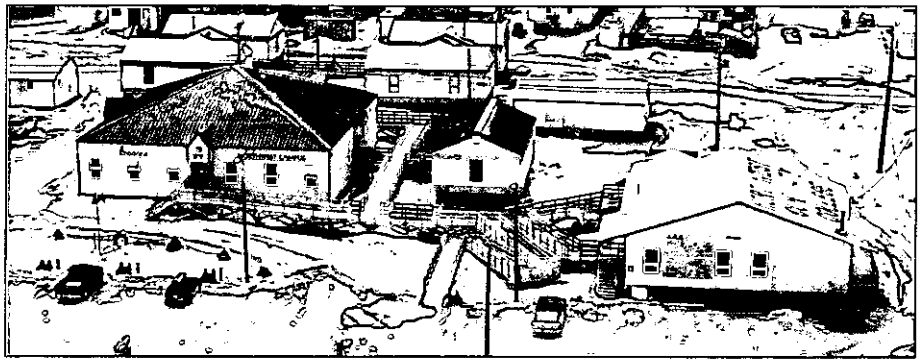
Burtis also enjoys dog mushing, and is currently working with a team of 13. She says she hopes to participate in some major events, like the Serum Run, in the future. Burtis also likes to travel and continue her own education.

"I take full advantage of my tuition waiver benefit, and have taken enrichment courses such as sign language, framing and matting, mold-making for sculpture, and ceramics," she says.

Spotlight

UAF Northwest Campus

Lee Haugen, Director



▲ *Photo by Todd Paris*

Northwest Campus (NWC), which was originally established as Northwest Community College in 1976, is now a community campus of UAF and part of the College of Rural and Community Development.

Located in Nome, NWC serves a population of 10,000 people in 15 villages in the Bering Strait region, a 44,000-square-mile area that is approximately the size of Indiana.

NWC and the villages it serves are entirely off the road system, requiring residents to rely primarily on air travel, even for travel between villages. Therefore, attending college on campus with face-to-face instruction is out of the question for most of the region's residents.

To address the unique needs of its region, NWC utilizes both traditional and distance delivery methods for its courses. In addition to the main campus in Nome, there are also learning centers located in St. Michael, Savoonga, Shishmaref and Unalakleet.

NWC responds to the vocational, academic and community needs within the Bering Strait region. Many courses, programs and degrees are offered in cooperation with regional health and tribal organizations, school districts and corporations.

NWC offers certificates, associate's degrees, bachelor's degrees and master's degrees in areas of study including allied health, applied business, education, high latitude range management, human services, information technology, rural development, and social work. NWC and regional partner agencies are also currently working to make Nome an outreach site for the UAA School of Nursing associate degree program.

The campus' high latitude range management certificate program is unique in the United States. Created in cooperation with employers and area reindeer producers, the program prepares students for natural resource-related jobs or further education in related fields.

In addition to these degree programs, NWC works with area school districts to offer dual-credit courses, giving high school students a preview of college. The campus also partners with local businesses and organizations to offer needed workforce training both in Nome and throughout the region.

Beyond academics, NWC also offers extracurricular activities including Iditarod week festivities, a travel slideshow series, and the International Polar Year Speaker Series.

For more information, contact:
- 907.443.2201 or 800.478.2202
- nwc.info@uaf.edu
- www.nwc.uaf.edu

Northwest Campus continued from p. 4

In addition to office administration, the campus is also developing small business and leadership/supervisory skills occupational endorsements. While meeting the needs of local employers, Burtis says the occupational endorsements will also benefit employees by upgrading their skills and offering increased opportunities for employment, pay raises and promotions. Burtis says local employers may also offer to pay the tuition for employees wishing to obtain an endorsement.

Everyone involved is excited about the expansion of the Northwest Campus' workforce development efforts – and the positive effect it is having on the region.

"The employers we are working with represent a wide range of industries like health, natural resources and seafood processing. By helping to train people for jobs within their communities, we are directly impacting these industries," Haugen says.

"I don't know what we'd do without the Northwest Campus," Salesky adds. "We totally support them in their educational role."

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- 907.443.8421
- nfmab@uaf.edu
- www.nwc.uaf.edu

New Program Prepares Dental Hygienists to Enter Workforce

UAF's Tanana Valley Campus (TVC) launched its new dental hygiene program in January 2008, and the first class of six students is now only months away from entering the workforce. After receiving their degrees in May, the graduates will likely have no trouble finding work, as dental hygiene has been identified as a high-demand career field in Alaska.

For example, according to an article in the October 2004 issue of Alaska Economic Trends, the Alaska Department of Labor and Workforce Development predicted a more than 40 percent increase in the need for dental hygienists – one of the highest rates of anticipated need among the occupations tracked by the state.

"The demand for dental hygienists is great in Fairbanks, as well as in the rural communities. It is a strong job market and predicted to remain that way in the future," says Rena Bower, dental hygiene program coordinator and assistant professor at TVC. "Our program was developed to address the current shortage of dental hygienists."

TVC's two-year program, which is accredited by the American Dental Association's (ADA) Commission on Dental Accreditation, awards graduates with an associate of applied science degree in dental hygiene. It also prepares students to take the ADA National Dental Hygiene Board examination, and the Western Regional Examining Board's clinical examination and anesthesia examination, which are required to obtain a license and practice in Alaska.

"The students are given the skills and knowledge that allow them to enter the profession of dental hygiene with confidence," Bower says.

Through the classroom curriculum, students study anatomy, embryology, histology, pathology, pharmacology, periodontics, radiography, dental hygiene techniques, nutrition, current periodontal therapies, dental health, and oral pain control.

▲ *Students in TVC's dental hygiene program put their skills to work at TVC's on-site dental hygiene clinic. Photo by Todd Paris.*

"The demand for dental hygienists is great in Fairbanks, as well as in the rural communities. Our program was developed to address the current shortage of dental hygienists."

In addition to the classroom, students also put their skills to work through clinical practicums at TVC's on-site dental hygiene clinic. The clinic, which is open to the general public, allows patients to receive dental hygiene services at a greatly reduced fee. Under the direct supervision of an Alaska-licensed dentist and dental hygienist, the students complete medical history reviews, take x-rays, assess patients' oral health, perform teeth cleanings, administer therapies like scaling and root planing, apply sealants and fluoride treatments, practice oral pain control, and provide patient education.

"Educating the patient is the biggest part of the dental hygienist's responsibility. The students provide the patient with information to improve their oral health and their overall health," Bower says.

In addition to the patient benefits, such as quality dental hygiene care at a reduced cost, the clinic also offers great benefits to the students – and their future employers.

"The clinic is state-of-the-art. We strive to provide the most current products and equipment to the students, so they will be familiar with a broad spectrum of instruments and procedures once they graduate and enter the profession," Bower says.

"Students get to practice their dental hygiene skills under direct supervision, in a safe and controlled environment," she adds. "There are several dedicated dentists who provide the supervision, and it is very beneficial for the students to have exposure to different concepts and practice methods when treating patients."

Bower says the dental community has been very supportive of the new program. In addition to supervising students at the TVC clinic, local practitioners have also welcomed students into their offices for observations, willingly answered questions, and generously donated time and materials to the program.

After the first class graduates in May, TVC will be gearing up for the next class, which will begin in fall 2009. Bower says a new class of six students will be accepted into the dental hygiene program each fall.

In addition to the program at TVC, UAA also offers a dental hygiene program, which graduates approximately 12 students per year.

For more information, contact:

- 907.455.2834
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- www.tvc.uaf.edu/programs/health/dh

TVC to Host Career Tech Expo 2009 in February

UAF's Tanana Valley Campus (TVC), in partnership with the Fairbanks North Star Borough School District and James T. Hutchison High School, will host Career Tech Expo 2009 on Saturday, February 21, from 11 a.m. to 2 p.m. at the James T. Hutchison Institute of Technology at 3750 Geist Road in Fairbanks. The event is free and open to the entire community.

"This is a great event that allows all ages to explore and become aware of the different career opportunities available to them in technical fields," says Amy Bristor, professional development and community outreach coordinator at TVC.

The expo, which coincides with National Career and Technical Education Month, will highlight career and technical education opportunities available through TVC. Attendees can meet program faculty, as well as local business, industry and labor representatives, and learn about education, training, apprenticeships and jobs in Fairbanks and Interior Alaska. Participants can also win door prizes and enjoy hands-on activities.

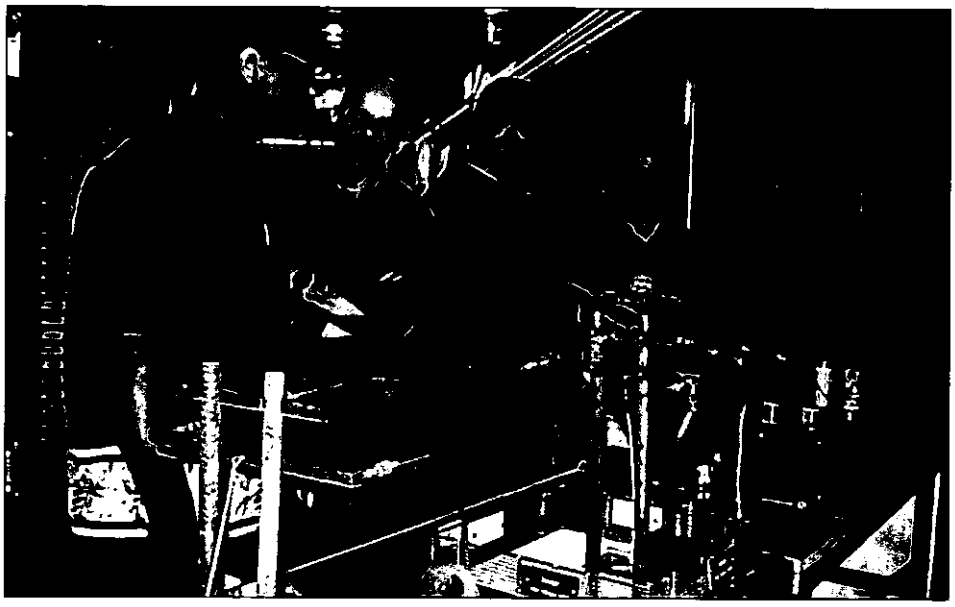
▲ *The Career Tech Expo, which coincides with National Career and Technical Education Month, highlights education opportunities available through TVC, including TVC's allied health programs.*

"This event brings awareness to our programs and to the connection that we have with industry partners across the state of Alaska," Bristor says. "It also helps make the connection between our programs and jobs in related fields. For example, participants are able to talk to TVC allied health faculty about their program, and then talk to Fairbanks Memorial Hospital about what they are looking for in possible employees."

"This is an opportunity for everyone from middle school students to adults to explore the kinds of career and technical education options that are available to them."

This is the fourth year TVC has organized the expo, which typically draws 500 to 600 attendees.

"This is an opportunity for everyone from middle school students to adults to explore the kinds of career and technical education options that are available to them," Bristor says.



▲ *Attendees of the Career Tech Expo can learn about training and educational programs at TVC, while also talking with local business, industry and labor representatives about current employment opportunities.*

For more information, contact:

- 907.455.2858
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- www.tvc.uaf.edu

Growing Geology Program Garners Industry Support

▲ *Private support of the geology department helps fund student and faculty research projects, such as LeeAnn Munk's investigation of the Nome River.*

In just its fourth year of offering a geology degree, the department of geological sciences at UAA is already proving to be a valuable resource for Alaska students and industry alike – and Alaska companies are returning the favor by showing support of the blossoming program.

The department, which offers a bachelor's in geological sciences, with a focus in either general geology or environmental geology, is one of only two schools in the state offering a geology degree. UAF also offers a geology degree, although UAA is the only school with an environmental geology track.

"The degree was developed primarily for two reasons. The first was student demand and the second was community demand, due to the large number of geology-related jobs in the state in oil and gas, mining and environmental industries," says LeeAnn Munk, department chair. Geology is considered a high-demand job area by the UA statewide system, she adds.

When the program was launched in 2004, there were just 12 students enrolled. By the beginning of fall 2007, there were more than 58 declared geological sciences majors at UAA – a nearly five-fold increase in just three years. With continued student interest, as well as the projected growth of Alaska industries, participation in the program is expected to remain high.

▲ *A generous contribution from TeckCominco allowed UAA geology students to visit the Red Dog Mine, where they observed the mine in operation and learned about the geology of nearby mountain ranges.*

To accommodate the growth of the program, an additional faculty member was recently hired, bringing the total number to five full-time faculty and two part-time, adjunct faculty members. The department is also scheduled to move into the new ConocoPhillips Integrated Science Building when it is completed in fall 2009. In the new facilities, the program will have additional, updated laboratory space for both instruction and research.

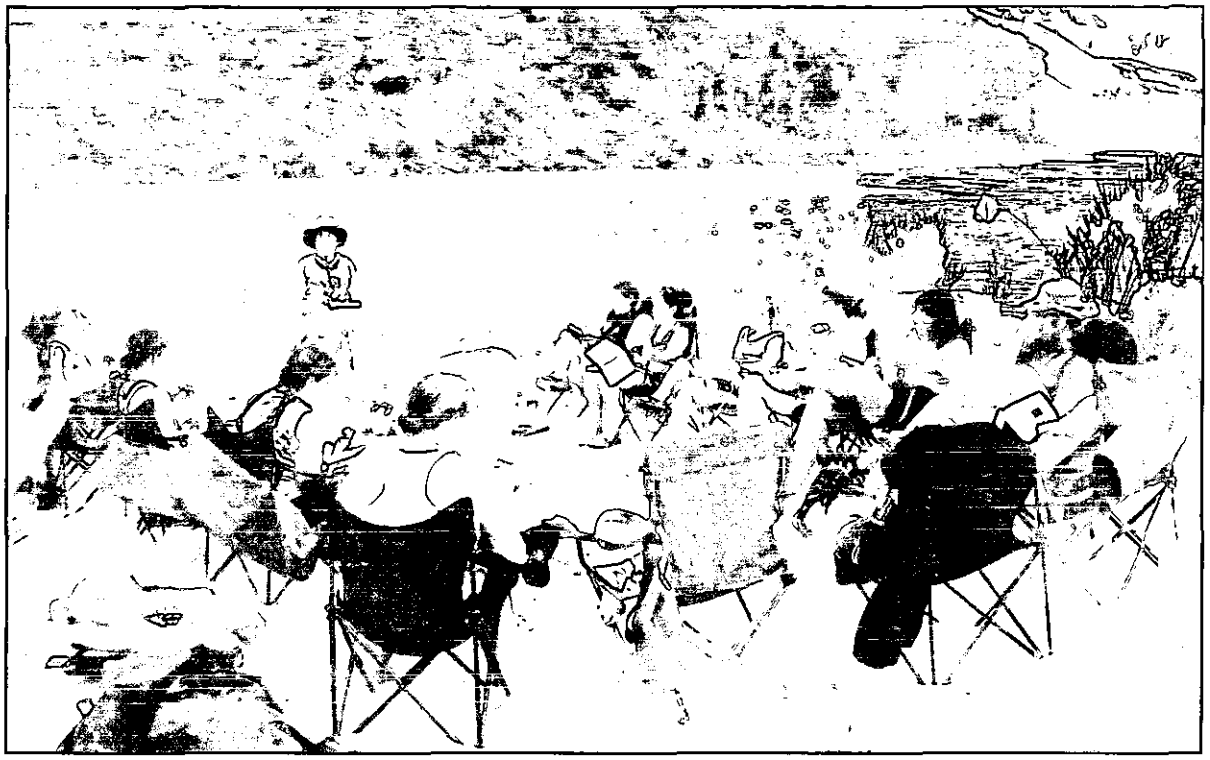
Through a curriculum that incorporates Earth materials, geologic Earth history, Earth surface processes, and Earth's environmental systems, the program prepares students for any Earth science-related job or graduate studies.

Munk says the minerals and mining industry and environmental industry are benefiting most from the program's students. Graduates also find work with state agencies, such as the Department of Transportation and the Department of Natural Resources, as well as federal agencies, including the Bureau of Land Management, U.S. Geological Survey (USGS), and U.S. Army Corps of Engineers.

"Previously, employers in Alaska had to rely heavily on employees from out of state because they could not find enough appropriately trained geologists in Alaska, particularly those ready for the minerals- and environmental-related jobs," Munk says.

Industry support of the program is apparent by the financial

to educational resources



◂ *Last year, funds from private donors helped to underwrite a week-long field course for 12 UAA geology students to visit the Grand Canyon.*

contributions and opportunities provided to students. For example, during the 2007 – 2008 academic year, funds from private donors helped to underwrite a week-long field course for 12 students to visit the Grand Canyon, where they learned about the geologic history of the canyon and hydrology of the Colorado River.

That same year, a generous contribution from TeckCominco allowed UAA geology students to visit the Red Dog Mine, where they observed the mine in operation and learned about the geology of the DeLong Mountains, Brooks Range and the nearby Seward Peninsula.

Private support also helps fund student and faculty research projects, such as UAA student Jessequa Parker's study of the glacial history of the Matanuska Valley and Munk's Nome River investigation, which seeks to better understand the sources, means of transportation and fate of metals in the watershed.

"These field courses and research projects are an integral part of the undergraduate education in geology at UAA. They give students hands-on experience that helps prepare them for jobs and graduate school. Many of these experiences are what inspire students to become scientists," Munk says.

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Donations are also assisting the department with major equipment acquisitions, including the purchase of six reflected light microscopes, which will be used to help student geologists better understand the composition and origin of various types of ores, minerals and rocks.

"The UAA department of geological sciences is honored by the support of so many generous donors to help enhance the educational offerings provided to UAA students," Munk says. "Private support helps to make possible the many extras not otherwise available to students at a public institution. This margin of excellence will help to prepare Alaska's next generation with the skills and experience they need to succeed in Alaska's workplace."

Munk says the department plans to expand upon industry support and involvement in the program by developing a community advisory board, comprised of representatives from the oil and mining industries, environmental consulting companies, the USGS and UAA geology alumni.

"The advisory board is designed to help the department develop additional community partnerships, while ensuring that our curriculum is relevant and meaningful to both private and public employers," she says.

For more information, contact:

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- http://geology.uaa.alaska.edu

Phone: 907.786.1531 Fax: 907.786.1181 E-mail: corporateprograms@alaska.edu Website: www.alaska.edu/uacp

Students Jumpstart Careers with Tech Prep Programs

Through the efforts of the Alaska Tech Prep Consortium, Alaska high school students are figuring out their career plans, getting a head start on their post-secondary education, and increasing their chances for success with academic performance, graduation and employment. Meanwhile, Alaska's businesses and industries are starting to see an influx of young, interested potential employees, prepared to enter high-demand career fields.

The Alaska Tech Prep Consortium is a statewide initiative that links secondary and post-secondary career and technical education programs into an integrated program, which allows students to earn college credit for courses they take in high school. Tech Prep programs enable students to transition smoothly from high school to college, avoid duplication of courses, successfully attain post-secondary credentials and enter high-skilled, high-demand, high-wage jobs in Alaska.

"Tech Prep works to improve academic rigor, reduce remediation and connect students' education to employment through a sequential course of study," says Diane Maples, statewide Tech Prep coordinator.

The consortium, which is funded by a federal grant through the Carl D. Perkins Act and is administered by UAA, was formed in May 2004 as a result of discussions among Alaska's vocational/technical education providers (VTEP) to build a statewide system.

"Our goal is to expand Tech Prep programs and the understanding of what Tech Prep is in Alaska, by building dynamic partnerships between schools, business and industry, families and community leaders, and local, state and federal agencies," Maples says.

The consortium's work is facilitated by the statewide coordinator, located in Anchorage, and two Tech Prep specialists, located in Petersburg and Fairbanks, who work with other Tech Prep staff at UA campuses around the state. To guide its efforts, the consortium also has a nine-member advisory board comprised of secondary and post-secondary educators, as well as business and industry representatives.

▲ *Members of Klawock's Tech Prep carpentry class include (left to right) Mr. "C," Kyle Packer, Cody Williams, Steven Roberts, Nate McNeil and James Sharp. Photo by Mike Cleary.*

"Alaska Tech Prep programs focus on subjects that are vital to Alaska employers, and seek to prepare students for technical careers in fields with strong employment growth and earnings potential."

"Our advisory board includes a wide array of business representatives, from hospital directors to construction managers and trainers. They are an integral part of the Tech Prep program," Maples says.

Alaska Tech Prep programs focus on subjects that are vital to Alaska employers, and seek to prepare students for technical careers in fields with strong employment growth and earnings potential.

In fiscal year 2008, there were more than 24 articulated programs at UA, in areas including accounting, allied health, architecture, automotive, aviation maintenance, business administration, computer and network technology, construction, culinary arts, diesel technology, dietetics and nutrition, drafting, early childhood education, fire and emergency services, fisheries, health care assisting, information technology, logistics operations, medical assisting, refrigeration and heating, and welding.

Last year, more than 3,000 secondary students were enrolled statewide in Tech Prep programs, which included 182 UA courses. An additional 445 post-secondary Tech Prep students were enrolled in UA during 2008.

In the coming year, Maples says the consortium plans to expand the use of educational technology and distance delivery methods; work with secondary, post-secondary, apprenticeship and educational

careers, increasing productivity

▲ *Tim Carl, a student enrolled in the Tech Prep welding courses offered through the Career and Technical Education program at Klawock High School, is planning to attend a post-secondary welding program or join the union after graduation. Photo by Mike Cleary.*

institutions to develop K-14 Tech Prep programs; provide equal access to special populations; and expand Tech Prep programs statewide, among other objectives.

As the Tech Prep system matures, the consortium expects to see results similar to those of the Rio Grande Valley Tech Prep system, where Tech Prep students graduated from high school at a rate of 93 percent, compared to 65.1 percent for non-Tech Prep students. Rio Grande Tech Prep students also had a college graduation rate of 26 percent, more than twice the 11 percent college graduation rate for other students.

"Through Tech Prep, many students have the opportunity to develop employability skills that are not always offered at the general high school level. Tech Prep also offers students the opportunity to both eliminate and identify a career pathway of choice, gain the confidence necessary to pursue their goal, and attain the academic skills, abilities and tools needed to be successful in the workplace," Maples says.

Anthony Kaplanis is just one of many Tech Prep success stories. Kaplanis earned eight computer and networking technology Tech Prep credits in high school at the King Career Center, and is currently pursuing an associate's degree in telecommunications, electronics and computer technology at UAA. In addition, he works full-time as Alaska Regional Hospital's diagnostic imaging administrator, where he is in charge of all of the hospital's digital radiology images.

In addition to these benefits, Tech Prep programs also allow students to save time and money for college. For example, in 2006 – 2007, college students paid $120 per credit, while Tech Prep students paid just $25 – a $95 savings. The consortium also awards scholarships; since 2006, more than $11,000 was awarded to 239 students.

"All of the (Tech Prep) classes that I took transferred to UNC ... (saving) over $12,000 for tuition, personal expenses, room and board, books ... I can graduate a year sooner and start working in my career," says Luke Schafer, a former Tech Prep student who is currently enrolled at the University of North Carolina (UNC).

For more information, contact:

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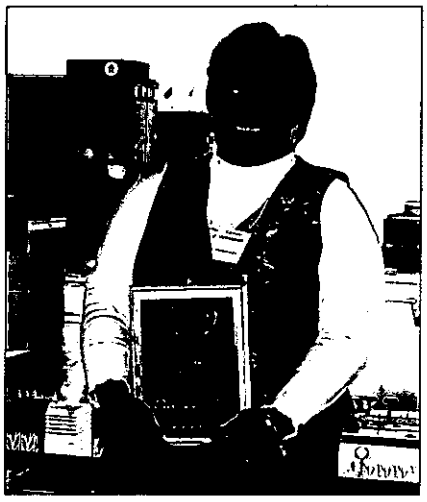
- www.alaska.edu/techprep

Alaska Tech Prep Specialist Receives Promising Practices Award

Cynthia Jacobsen, the Alaska Tech Prep Consortium's Tech Prep specialist for the Southeast region, recently received the 2008 Promising Practices Award, which is sponsored by UAS.

Jacobsen is credited for her instrumental role in developing the Southeast's first regional Tech Prep program. Since arriving in 2005, Jacobsen has fostered many Tech Prep partnerships and worked diligently with area school districts to create and renew Tech Prep agreements. UAS currently has Tech Prep agreements with seven of the school districts in the region, and Jacobsen has finalized articulation agreements for 46 UAS courses in the areas of construction, health sciences, welding, fisheries technology, automotive technology, and early childhood education.

Working from her office in Petersburg, Jacobsen collaborates with faculty at UAS' Juneau, Ketchikan and Sitka campuses to bring the benefit of Alaska Tech Prep to all the communities across Southeast. For example, with Jacobsen's assistance, UAS and Ketchikan High School had 60 students taking a total of 180 early childhood Tech Prep credits in fall 2008.



"Cynde is a professional educator with extensive teaching experience in both secondary and post-secondary systems in Alaska and in the lower 48," read a press release announcing the award. "This unique background, combined with her energy and enthusiasm to support students and promote career and technical education, have resulted in significant progress in building a regional Tech Prep program for UAS."

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Growing Alaska's Forest Products Industry Through Research and Education

Growing the forest products industry in Alaska is the focus of the Forest Products Project, which is administered by UAF's School of Natural Resources and Agriculture Sciences.

The Forest Products Project is funded through a U.S. Department of Agriculture special grant for Wood Utilization Research (WUR). Authorized and funded by Congress, WUR is tasked with stimulating innovation and generating new knowledge and technologies, which are necessary to balance the sustainable use of U.S. forest resources with the need to maintain a strong forest products industry.

"Our goal is to promote the wood products industries in a positive way. Many people don't like to see trees cut down. We promote the facts that there is enough timber, forests are sustainable, and we can harvest in ways that can work for everyone," says Dr. Valerie Barber, director of the Forest Products Project.

WUR currently supports research and outreach through 13 land grant university partners at 11 centers across the country. At UA, the project is operated through the Agricultural and Forestry Experiment Station at the Palmer Research and Extension Center.

"Originally, the Forest Products Project was focused on Southeast Alaska due to the closure of the pulp and paper mills, and the subsequent collapse of the wood products industry," Barber says. "The project has shifted focus to promote the forest products industry throughout Alaska."

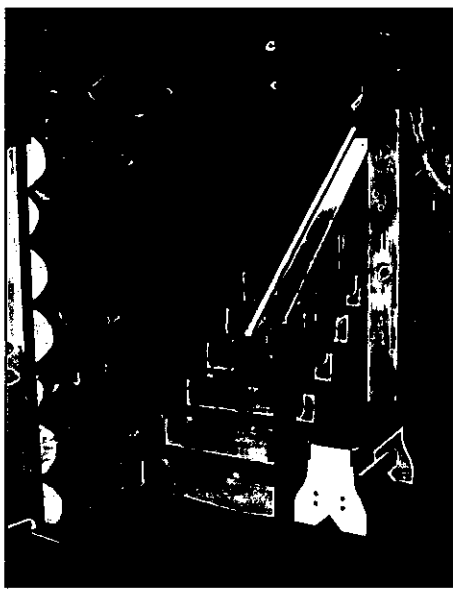
The Forest Products Project utilizes a mix of research, education and outreach to promote the forest products industry. In one example, the project was involved in a large, in-grade testing project with research partners Dr. Kevin Curtis at the Ketchikan Wood Technology Center and Dr. Allen Brackley at the USDA Forest Service-Sitka Forest Products Program. The project evaluated the strength of several Alaska species, including cedar, hemlock and spruce, and resulted in new design values for Alaska lumber.

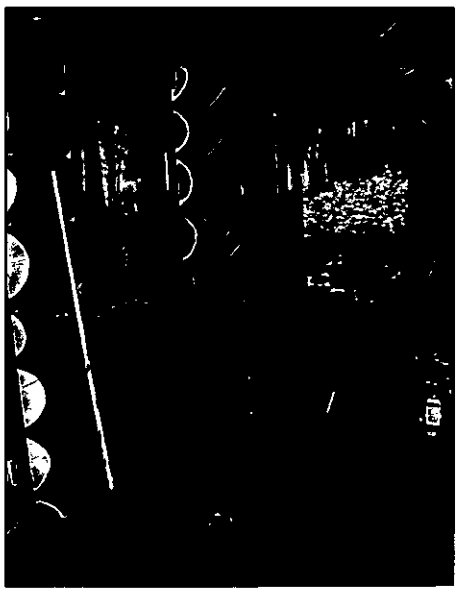
"This new knowledge provides confidence in Alaska lumber as a replacement for imported lumber," Barber says. "Through the in-grade testing, we were able to add value to Alaska wood."

Among the project's new initiatives is a research project, led by Dr. Andy Soria, to discover potential bio-fuel and bio-based products from the chemistry of Alaska trees. Soria, a pioneer in the liquefaction of wood using supercritical fluids, is building a new bio-fuel laboratory at the UAF Palmer Research and Extension Center to develop and test bio-fuels made from low-grade wood, woody biomass, and fire and insect-killed trees. These bio-fuels may offer alternatives to petroleum products and help alleviate the high energy costs experienced across the state.

The project's education outreach efforts include educational workshops, which range from marketing to log cabin construction. Last May, the project sponsored a log cabin-building workshop in Sitka. Led by two master log builders from Fairbanks, 12 students built a log cabin, which will be used as a handicapped-accessible recreational facility by the U.S. Forest Service.

During the workshop, participants learned each step of the building process, from selecting and harvesting the logs to de-barking and





▲ *Last May, the UAF Forest Products Project sponsored a log cabin-building workshop in Sitka. Led by two master log builders from Fairbanks, 12 students built a log cabin, which will be used as a recreational facility by the U.S. Forest Service.*

construction. The workshop was so successful that several participants are now looking into starting a log cabin business in Sitka.

Barber says the project plans to offer another log cabin-building workshop within the next year, where students will build two log cabins at the UAF Palmer Research and Extension Center. In addition to learning how to build a cabin, the workshop also presents the opportunity to study the effect of newer, greener technology that will be used in the construction process. Once completed, the cabins will be used to house instructors, researchers and students interested in visiting the station.

This spring, Barber says the project also plans to launch the "OneTree" project. Held in three different Alaska communities, the project will bring together students, artists, scientists and teachers who will work to use every single part of a tree – from roots to bark to leaves – to make an array of products, from syrups and baskets to firewood and flooring.

"OneTree is designed to showcase the distinctive qualities of Alaska birch, and the people and communities who use and value it," Barber says.

After eight years in operation, Barber says the project has many more untapped areas for investigation. Future projects are being designed to bridge the gap between applied research and the local community needs to promote the re-birth of wood products industries and provide alternative sources of income, while maximizing the use of locally available, natural, renewable resources.

For more information, contact:

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ANSEP Partners Permanently Endow Chair for Alaska Native Science and Engineering Students

Industry partners and Native corporations have stepped up with the Rasmuson Foundation to create the Herbert P. Schroeder Endowed Chair of the Alaska Native Science & Engineering Program (ANSEP). The endowment, with pledged gifts in excess of $4 million, will ensure stable funding for a full-time, year-round faculty member dedicated to students enrolled in ANSEP.

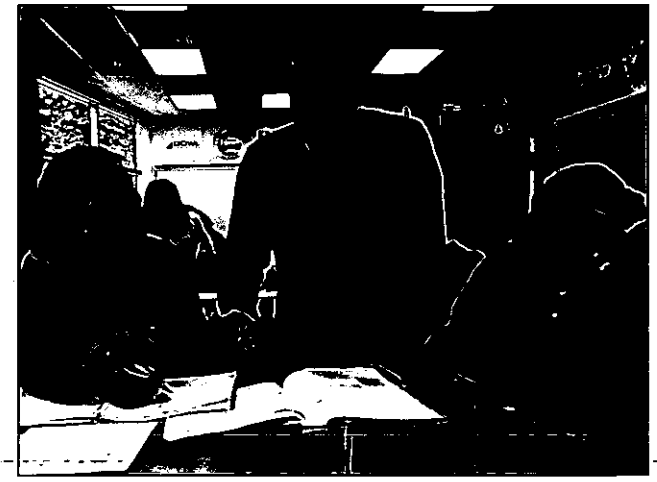
In December 2007, the Rasmuson Foundation contributed a $2 million challenge grant to fund the creation of the endowed chair position. The Rasmuson Foundation has been a long-time supporter of ANSEP because of its tremendous success in recruiting and retaining Alaska Native science and engineering students.

"ANSEP has made a lasting difference for Alaska Native students," says Diane Kaplan, president and CEO of the Rasmuson Foundation. "This program has created a supportive learning community, allowing students to excel and graduate at unprecedented levels."

Alyeska Pipeline was the first to step up to the challenge in September. Seven other partners followed their lead by donating to the chair, exceeding the amount of funds needed for the match. Commitments include Alyeska Pipeline Service Company, ASRC Energy Services, BP, Chevron, CIRI, ConocoPhillips, Rasmuson Foundation, Shell Oil and Udelhoven Oilfield System Services.

"These contributions to the endowed chair ensure that there will be a faculty advocate for Native students on our campus in perpetuity," says Herb Schroeder, ANSEP founder and executive director. "Together with our partners, we are having a profound and positive impact on the lives of our students, their families, their communities, our partner organizations, and the state that will endure for generations to come."

The Herbert P. Schroeder Chair of ANSEP will oversee and provide strategic direction for ANSEP and the related partnerships with other universities. The chair will be the key individual identified with ANSEP, responsible for building awareness and support of the program both within Alaska and throughout the United States.



◀ *Dr. Herb Schroeder, founder and executive director of ANSEP, started the program in 1995 with one Alaska Native student. ANSEP now has more than 1,000 students enrolled in eight universities and two community colleges in seven states, and an additional 400 students in 50+ high schools. In May 2008, UA graduated the largest number of Alaska Native engineering and science graduates ever in the history of the university. Photo courtesy of Mike Dinneen.*

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Mat-Su College Joins Johnson Controls' CareerConnect Program

Johnson Controls

Textbooks, curriculum and possibly even equipment for the college. Training opportunities for instructors. Tuition assistance and guaranteed jobs for students. And a pipeline of well-qualified potential employees for the company. These are just some of the many benefits stemming from a recent partnership developed between UAA's Matansuka-Susitna College and Johnson Controls.

After about a year of discussions, the relationship was finalized last September, when Mat-Su College became a participant in Johnson Controls' CareerConnect program.

"CareerConnect is Johnson Controls' vehicle to help develop, recruit and retain the top new talent that is coming into the job market," says Shannon Lippold, the CareerConnect program manager with Johnson Controls. The company, which is a global leader in automotive component manufacturing, building efficiency systems and power solutions, has 140,000 employees in more than 1,300 locations around the world.

"There is a national shortage of skilled technicians in the HVAC (heating, ventilation, air-conditioning and refrigeration) industry. Johnson Controls has taken a proactive approach to recruiting."

Mat-Su College is now the 14th partner in the CareerConnect program, joining colleges in Wisconsin, Minnesota, Illinois, South Carolina, Arizona, California, Massachusetts, New York, Oklahoma, Georgia, Nevada, Pennsylvania and Canada.

The CareerConnect program, which specifically targets the refrigeration and heating technology program and the computer systems technology program at Mat-Su College, has four primary goals – to enhance student curriculum, promote faculty development, increase community awareness and develop a pipeline of recruits.

Johnson Controls and its partner colleges work toward these goals in a number of ways. For example, to help enhance student curriculum, the company donates learning materials and sometimes equipment to the partner schools. To promote faculty development, instructors at partner colleges have access to discounted training opportunities offered through Johnson Controls. And to develop a pipeline of recruits, the company participates in campus career days and conducts on-site recruiting events.

Through the partnership, students in Mat-Su College's refrigeration and heating technology program and computer systems technology program are also eligible to apply for Johnson Controls' Future Hires program. If selected, the students are guaranteed a job with Johnson Controls upon graduation, and also receive $1,500 to put toward their education costs. Up to five Mat-Su College students may be selected each year for the program.

"There is a national shortage of skilled technicians in the HVAC (heating, ventilation, air-conditioning and refrigeration) industry," says Dan Mielke, assistant professor of refrigeration and heating technology at Mat-Su College. "Johnson Controls has taken a proactive approach to recruiting. They're connecting with students when they are entering a program and assisting them through the program, with the goal of selecting the best of the students."

"It gives them the opportunity to look at students ahead of time and see who they would like to have work for them, which results in a more stable workforce," adds Dennis Clark, director of Mat-Su College. "Companies like Johnson Controls are going to need a lot of employees in the not-too-distant future. This is a way to ensure they have employees ready and willing to go to work, and that those employees have the knowledge they need."

Recruiting tools like this are important for companies in the HVAC industry, as the total number of HVAC-related, skilled trade positions is expected to grow nearly 10 percent nationwide by the year 2016, resulting in 77,000 new job openings, according to the U.S. Department of Labor Statistics.

To date, two Mat-Su College students have already applied for the Future Hires program, and additional applications are expected early this year. Nationwide, Lippold says Johnson Controls has already hired nearly 30 employees through the Future Hires program, and expects to recruit an additional 60 to 75 students this spring.

While the CareerConnect and Future Hires programs offer multiple benefits to Johnson Controls, students are also reaping the benefits, which include access to the latest technology, learning tools and industry experts, reduced student debt, and the promise of employment once they successfully

with business and industry

complete their education.

"It's a real advantage for students to know they will be part of a successful company after graduation. It gives students a focus," Mielke says.

The win-win partnership is also good for Mat-Su College.

"Johnson Controls is an excellent resource for training materials. They don't require us to use those materials, but it's available. They also donate equipment, as the need arises and as equipment is available. They're very supportive," Mielke says.

"The total number of HVAC-related, skilled trade positions is expected to grow nearly 10 percent nationwide by the year 2016, resulting in 77,000 new job openings."

"Arrangements like this help keep our faculty current," Clark adds. "It also provides us with support, so we can give our students hands-on knowledge of what's out there right now."

Lippold says there were numerous reasons why a partnership between Johnson Controls and Mat-Su College made sense.

"First of all, Mat-Su's and University of Alaska's strategic direction were well-aligned with the CareerConnect program," she says. "Additionally, some of the strengths that Mat-Su brought to the table were its diverse population, strong recruiting practices with local schools, (and) multiple degree programs of interest. Most importantly, we have a strong need to hire talented people to fill key roles in Alaska! All of the pieces fit together nicely."

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Easy, Effective, Affordable Training for Harbor Personnel

Through a new online training program offered through UAS–Sitka, employers at ports, marinas and harbors now have an easy, effective and affordable way to train their employees. The program, called Career Training for Ports and Marinas, launched its first online course in October 2007. To date, three courses are available and more are in development.

The training program, which is a partnership between UAS, the Pacific Coast Congress of Harbormasters and Port Managers (PCC), Alaska Association of Harbormasters and Port Administrators, and the Harbour Authority Association of British Columbia, was originally proposed by Ray Majeski, the harbormaster in Sitka and the president of PCC.

"In the past, harbors may have just hired people off the street," Majeski explains. "But as the years have gone on, the job has become far more technical. A harbor is not simply a place to park a boat. You have to maintain clean water and maintain the facilities. You have to know how to deal with customers and keep computerized records. Now, it's really big business and it's more necessary than in the past that harbor personnel are knowledgeable."

"Ray approached UAS to see if it was possible for the university to do something about the incredible need for training within his industry," says Mary Purvis, Title III director at UAS.

To address this need, the university requested – and received special permission – from the U.S. Department of Education to use Title III grant funds to develop non-credit, continuing education courses for the new program.

"We worked very closely with Ray and other harbor personnel on what employers need, and then made a plan for meeting those needs," Purvis says. "It's a good partnership. We know education, and they know harbors."

"It works for UAS and it works for us. It's like a marriage made in heaven," Majeski adds. "UAS has been a phenomenal group to deal with."

▲ *Ray Majeski, the harbormaster in Sitka and the president of the Pacific Coast Congress of Harbormasters and Port Managers, spearheaded the Career Training for Ports and Marinas program at UAS. He is pictured here in front of Thomsen Harbor, one of the five harbors in Sitka.*

"A harbor is not simply a place to park a boat. Now, it's really big business and it's more necessary than in the past that harbor personnel are knowledgeable."

The program offers a very attractive alternative to employers, who previously had to pay hundreds – if not thousands – of dollars for airfare, food, lodging and tuition for their employees to attend on-site training sessions. Comparatively, UAS' training courses cost only $150 each and are offered completely online – allowing the student/employees to complete courses whenever and wherever is most convenient.

"Harbors are getting a bargain because they don't have to send people out. Before, they would have had to pay for airfare, food, a hotel. Now, employees can get trained in a subject for $150," Majeski says.

Through the program, UAS is currently offering courses in facility safety, which teaches marina employees about the major safety issues they will deal with on a day-to-day basis; oil spill prevention, preparedness and response, which focuses on the nature of oil spills and their consequent environmental and economic impacts; and marine structures and materials, which covers major structures and building materials found in harbors and small ports. The courses take an estimated 15 to 20 hours each to complete, and students are given a three-month period to finish the work.

UAS is currently working with content experts to develop additional courses, including operations and maintenance planning, harbor administration, fire safety, hazardous materials and waste removal, dockside cranes and straddle hoists, electrical and water systems, future developments in harbor operations, and customer service and community relations.

Following completion of the three currently available courses, students are eligible to receive a basic certificate in port, harbor and marina management from the PCC. As additional courses are offered, more advanced PCC recognition certificates will be made available.

"We wanted to create a certificate program for harbor personnel, so they have a vehicle to move up the career ladder. This way, they have documentation to prove they're educated in this career field. It shows they are knowledgeable about the business they have been hired for. It also gives people the opportunity to move up, and improve themselves economically and educationally," Majeski says.

"When you have a certificate and walk in the door to apply for a job, you'll have an edge over the other applicants," Purvis adds.

To date, approximately 50 people have registered for courses. During the first year, all of the students were based in Alaska – from Dutch Harbor to Kodiak and Sitka to Haines. This year, the program has expanded nationally and even internationally, drawing students from California, Washington, Oregon and British Columbia.

The training program is expected to continue growing and becoming more successful – a fact that brings a deep sense of personal accomplishment to Majeski, who plans to retire this spring.

"I'm on fire for this. This is the legacy I wanted to leave behind for PCC and their personnel," he says.

"This all happened because of Ray and his involvement with PCC. He was dedicated to finding a way to get training," Purvis adds. "It's exciting to be working on something that means so much to people."

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CITC Partners with UACP to Offer Workforce Training

Cook Inlet Tribal Council (CITC), a nonprofit subsidiary of Cook Inlet Region, Inc. that provides social, educational and employment services to Alaska Natives and Native Americans living in the Cook Inlet region, wanted to offer training to help job-seekers become more competitive for positions involving customer service and leadership roles.

To accomplish this, CITC partnered with UA Corporate Programs (UACP) to develop and deliver a customized training program at the CITC building in Anchorage. The first two-week training session, led by an instructor from UAA's Matanuska-Susitna College, was held in June 2008, and a second session took place in September. Three additional training sessions have been tentatively scheduled for January, March and June of this year.

To date, approximately 29 people have completed the training, which is available to individuals receiving services through the Alaska's People Career Center at CITC and CITC's Tribal Temporary Assistance for Needy Families program (TANF). According to Richard Perry, career center coordinator at CITC, a majority of the participants have either found work or are seeking additional training or education.

"With this effective level of training and support, I believe we are meeting our goals and are also able to refine our future objectives to better match the dynamic needs of our participants," Perry says.

The two-week, interactive training, which included presentations, discussions, small-group breakouts, exercises and case scenarios, was specifically developed to meet CITC's objectives and the anticipated needs and interests of the participants.

"UACP is the single point of contact for CITC. We help to identify CITC's needs and opportunities, and then connect them with appropriate resources within university."

Week one of the training focused on customer service, including workplace communications skills, employment readiness, conflict resolution, teamwork, effective meetings, workplace conduct, enhancing a professional image, and performance improvement strategies.

Week two of the training focused on an introduction to management training, and incorporated topics such as supervisory training, effective business writing, dollars and sense, managing projects, understanding organizational culture, and developing leadership skills.

As part of the training, instructor Sara LaForest invited members of the business community to present on appropriate topics. For example, Wells Fargo staff gave a presentation on handling money and fraud prevention, and a Lowe's representative spoke on managers' perceptions of hiring needs and priorities. Both organizations also presented on career opportunities in their industries.

"From the beginning, I felt it was important to include key community

CITC continued on p. 18

Empowering Disadvantaged Youth to Succeed in Education, Employment

The Youth Job Training Program at UAA's Kachemak Bay Campus (KBC) of Kenai Peninsula College in Homer is having a tremendous impact on disadvantaged youth, as well as benefitting local employers.

"This program allows us to keep young people from falling through the cracks or choosing a less healthy path. It also provides employers with employees who have great work skills," says Carol Swartz, director of KBC. "We're very proud of what we do."

The program, which is funded through a Workforce Investment Act grant from the Alaska Department of Labor and Workforce Development, serves eligible, low-income youth, ages 16 to 21, who face barriers to employment, such as lack of job experience, disabilities, economic disadvantages and homelessness.

Established in 2002, the program provides a wide range of services designed to prepare youth for success in employment and/or post-secondary education or training. There is a focus on providing participants with the skills necessary for careers in high-growth, high-demand industries.

For participants, the program offers "a safety net for youth trying to catch up. It gives them an equal shot at training and becoming contributing citizens in their local community," Swartz says.

For employers, the program provides employees "who know they are supposed to be on time and dressed appropriately, who call in if they are sick or late, who have the basic skills and who are able to learn," says David Lewis, program coordinator.

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CITC continued from p. 17

stakeholders and help participants really understand the lens of the employer. Partner entities may grow in the future," LaForest says.

While the primary goal of the training was to provide participants with customer service and leadership skills, organizers believe it did much more than that.

"A lot of the people in these trainings come from challenging backgrounds and came into the training with very low self-confidence. This training has gotten folks to focus on what they can do. It gave them the self-confidence to walk into an interview and walk out with the job," says Bruce Rowe, UACP manager.

The participants' improved self-confidence was apparent during the graduation ceremonies that were held at the end of each training session.

"Participants each received their certificate of completion and provided a personal presentation on the value of their participation. This is a very touching event, which we plan to build upon," LaForest says.

To offer continued assistance after completion of the training, CITC initiated an alumni peer group, which offers professional and personal support to participants while they look for employment, transition into their jobs, or work toward achieving other goals.

"A wonderful byproduct of the trainings is that the participants created sincere, positive relationships, which they continue to maintain," LaForest says. "This support will be invaluable in assisting folks to continue to move forward."

With one successful project underway, the partnership between CITC and UACP is poised to continue and possibly grow. For example, according to Perry, CITC is now looking to supplement the customer service and leadership training, by partnering with UACP to offer additional training in areas like Microsoft Office.

"We're working with CITC to develop other training and expand opportunities," Rowe says. "UACP is the single point of contact for CITC. We help to identify CITC's needs and opportunities, and then connect them with appropriate resources within university."

▲ *CITC participants celebrate their success during a graduation ceremony held at the completion of a recent customer service and leadership training session.*

For more information, contact:

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- www.alaska.edu/uacp

"This program allows us to keep young people from falling through the cracks or choosing a less healthy path. It also provides employers with employees who have great work skills."

Youth Job Training continued from p. 18

"Most communities in Alaska have challenges finding young people to move into skilled positions," adds Swartz. "This project provides employers with local, trained employees. We've developed quite the reputation for making sure this project will be able to provide a labor force."

The program takes a very individualized approach to each youth participant. After youth are accepted into the program, the first step is an in-depth assessment that looks at their current skill sets, interests and needs. After the assessment is complete, program coordinators work with the youth to develop a personalized action plan. Case management services are then provided to ensure youth participants make progress toward their goals.

Depending on the specific needs of each youth, they may receive services including help earning a GED or completing a high school diploma, applying for classes or job training programs, tutoring, resumé writing, interviewing, leadership, teamwork, customer relations and communication skills. Other services may include career guidance, financial planning, mentoring, help finding employment, and opportunities for work experience. All services are provided free of charge.

Funding is also available to help pay for GED costs, tutoring, job training programs or college courses, and job-related expenses like uniforms, glasses, driver's licenses and health care. Once a week, the program also offers a job club, which features presentations on different professions, led by members of the local business community.

"It's very individualized. Some of the youth are just figuring out what they want to do. Some are already enrolled in classes. Many are just getting the basic skills," Swartz says.

After youth attain their job training goals, they may receive follow-up services for one year. Follow-up services provide continued support and job-related funding for youth to continue with their post-secondary education, training and/or employment. At the end of the program, youth receive a basic certificate of completion.

To date, the program has served a total of 105 students. Currently, the program is serving 38 youth, including 21 active participants and 17 in the follow-up phase.

According to a recent review by the Department of Labor, the program is far exceeding expectations. For example, program organizers estimated that 37 percent of the youth participants would attain a degree or certificate. In actuality, 92.3 percent accomplished this goal. Organizers also estimated that 73 percent of participants would enter into employment. That number was actually 100 percent.

▲ *A participant in KBC's Youth Job Training Program, who graduated from the certified nursing assistant program, displays her certificate of completion.*

"We've exceeded all requirements," Swartz says. "I think we're successful in contributing to the quality of life in our community."

The program's success is dependent on a number of collaborations with other KBC programs, local agencies and businesses, including Homer Job Center/One Stop Center, Independent Living Center – TALENTS/YES program, Homer High School, Kenai Peninsula Borough School District, Homer Flex Alternative High School, Alaska Housing Authority, public health and public assistance agencies, and local mental health and general health providers.

▲ *Students in KBC's Youth Job Training Program participate in the Alaska Host-Training Program.*

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Inside this issue. . . .

*We've selected **twelve** University of Alaska workforce stories to highlight in the UA @ Work Winter 2008-2009 newsletter.*

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If you would like more information about articles in this newsletter, please contact UA Statewide Corporate Programs at 1815 Bragaw Street, Suite 102, Anchorage, AK 99508.

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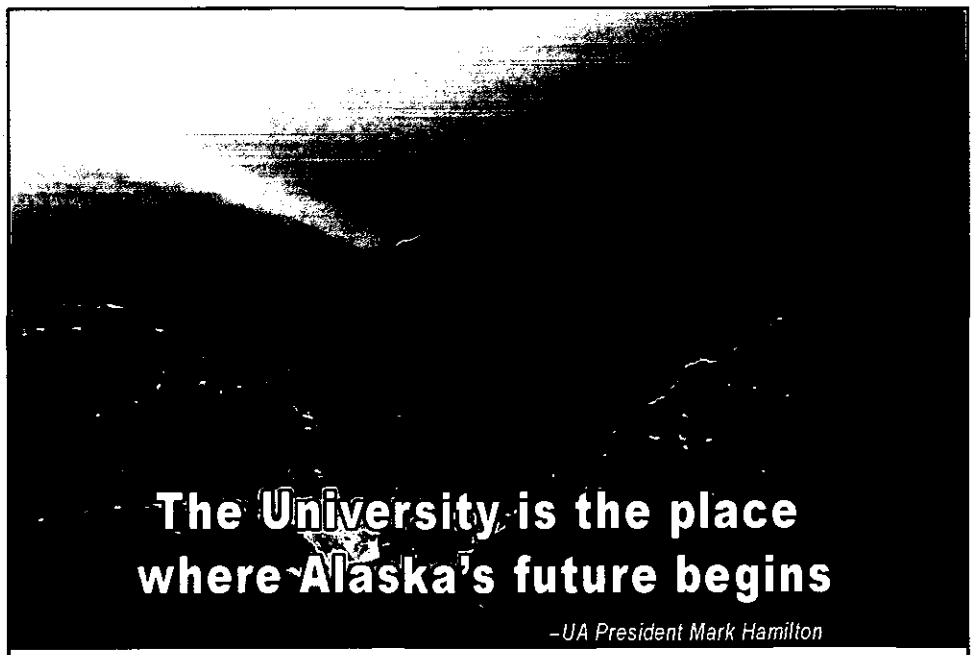

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–UA President Mark Hamilton

Photo by Todd Paris, UAF Marketing and Communications

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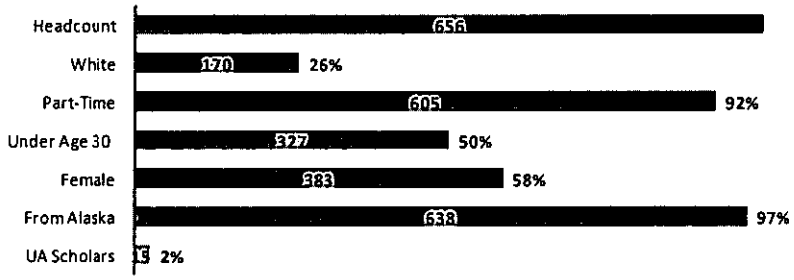
2. **Chukchi**
3. **Interior-Aleutians**
4. **Kuskokwim**
5. **Northwest**
6. **Tanana Valley**

Campus Profile: *Bristol Bay*

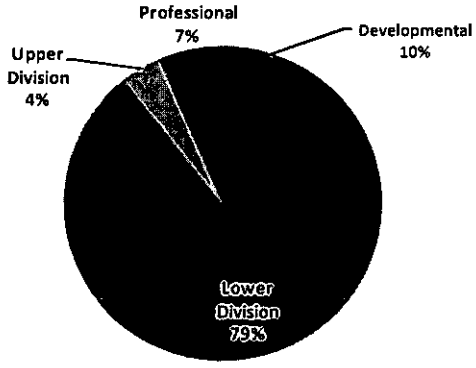
The Bristol Bay Campus of UAF is located in Dillingham on the northern coast of Bristol Bay, one of the world's largest producers of sockeye salmon. The campus serves an area of 55,000 square miles and a total of 32 communities.

Bristol Bay Campus
university of alaska fairbanks

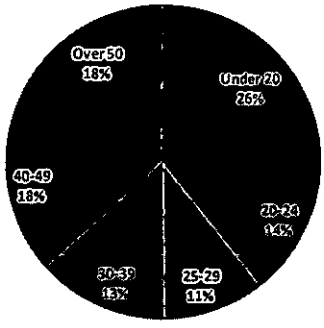
Student Profile, Fall 2008



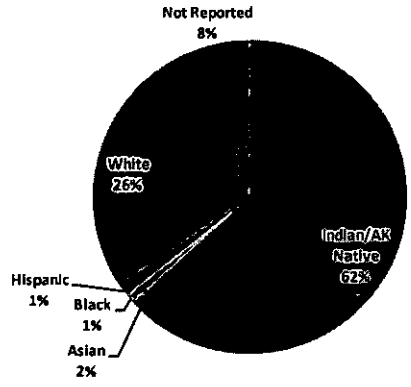
SCH by Course Level



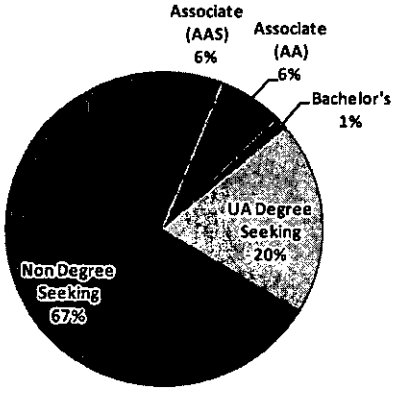
Age



Ethnicity



SCH by Degree-Seeking Status



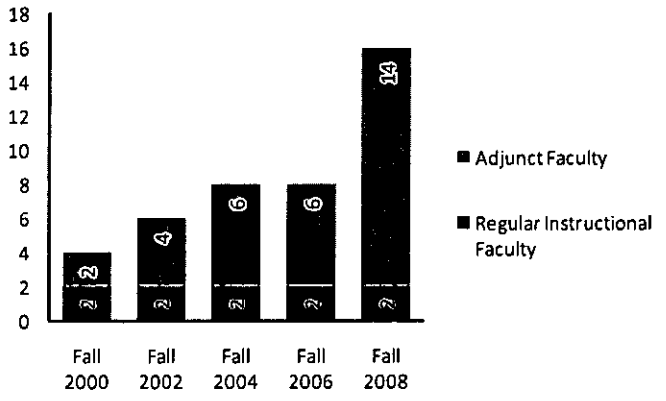
Source: Data Supplied by MAUs via UA Information Systems: Banner SI Closing Extracts Fall 2000, Fall 2008. Compiled by Statewide Planning & Budget in conjunction with campus.

- The Bristol Bay campus accounted for more than 5 percent of UAF students in fall 2008, with almost 660 students enrolled for credit.
- More than 1 percent of the UA Scholars attending UAF in fall 2008 enrolled at the Bristol Bay campus.
- Most of the students (>90 percent) taking a class at Bristol Bay enrolled part-time at the UA system level.
- Women represented nearly 60 percent of the student population.
- A half of enrolled students were under 30 years of age. In fall 2008 the average age for students enrolled was 34.
- Alaska residents accounted for 97ninety-seven percent of enrollment headcount, out-of-state students for two percent and international students for one percent.
- Almost 80 percent of student credit hours (SCH) were delivered in lower division and developmental level courses.

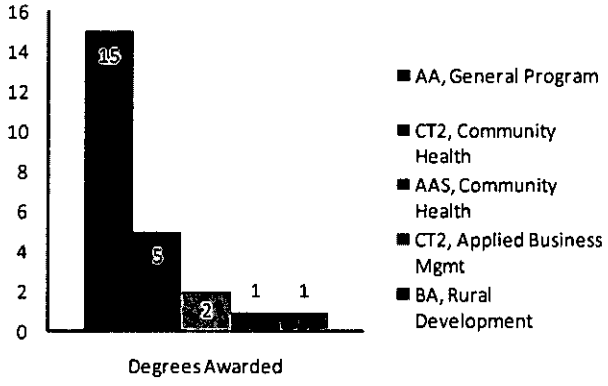
Campus Profile Trends: *Bristol Bay*

- The number of regular faculty teaching one or more courses at Bristol Bay has remained the same since fall 2000.
- The number of adjunct faculty employed at the Bristol Bay campus have grown in response to (new activity) to 14 in 2008.
- Degrees, certificates and credentials awarded by the Bristol Bay campus are up by 25 percent since FY01.
- Forty percent of all academic program credential awards by Bristol Bay in FY08 were in programs qualifying recipients to work in High Demand Job Area careers, however this varies year to year and is often higher.

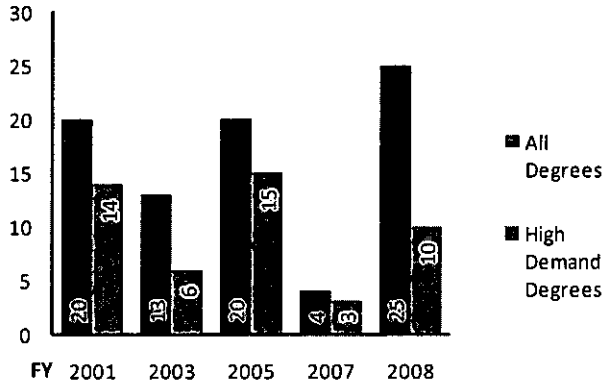
Faculty Headcount



FY08 Top Graduating Programs



Degrees and Credentials



Enrollment Trend	Fall 00	Fall 08	Change
Headcount	531	656	24%
Male	156 (29%)	273 (42%)	75%
Traditional Age (18-24)	66 (12%)	166 (25%)	152%
Ethnic Minority	286 (54%)	430 (66%)	50%
Degree Seeking Students	144 (27%)	160 (24%)	11%
UA Full-Time Students	55 (10%)	51 (8%)	-7%
UA First-Time Freshman*	13 (2%)	13 (2%)	0%

**Counts any UA first-time freshman taking at least one course from the campus. Student maybe considered a non-degree student at the campus.*

- Degree-seeking students have grown 11 percent over the last eight years.
- The number of male students experienced a significant increase of 75 percent over this time, amounting to almost 275 in fall 2008.
- Headcount of students less than 25 years of age amplified 2.5 times from fall 2000 – fall 2008.
- Since fall 2000 the Bristol Bay campus attracted 50 percent more ethnic minority students.

Source: Data Supplied by MAUs via UA Information Systems: Banner SI Closing Extracts Fall 2000, Fall 2008. Compiled by Statewide Planning & Budget in conjunction with campus.

Campus Profile Trends: *Bristol Bay*

4-Does your campus work with local high school(s) by offering dual credit courses? If yes, approximately how many courses can be taken for dual credit?

We work closely with the four local districts: Dillingham City School District, Southwest Region School District, Bristol Bay Borough School District and the Lake and Peninsula School District and have a robust dual credit program. Students, parents and school districts decide on courses for the dual credit process. In Fall 2008, 137 high school, home school or alternative school students worked on gaining university credits including but not limited to courses in mathematics, science, early childhood, vocational training, applied business and alternative energy.

5-Does your campus provide Adult Basic Education/GED services to people in your community? If so, how many students on average do you provide these services to each semester?

Major funding is provided by an Alaska Department of Education grant. The grant is not sufficient to provide an optimal level of service for the entire region so the campus has obtained supplemental funding for the GED portion of the program from the Bristol Bay Native Association, Housing & Urban Development, Alaska Department of Health and Social Services, and the Bristol Bay Economic Development Corporation.

Staffing for FY 09 includes one full time employee, 11 part time ABE/GED instructors, and 3 GED examiners. Services are provided in 32 communities in Bristol Bay region.

GED-related Activity FY 04 to 08

Activity	FY 04	FY 05	FY 06	FY 07	FY 08
GED Instruction	35	51	51	60	52
GED awarded	5	15	22	20	14
Contact hours	n/a	342	1,986	2,598	2,147

6-Challenges

- Rural communities need adequate and affordable broad band access to provide adequate education and economic opportunities.

7-Anything else you want to discuss or make the committee aware of?

- Bristol Bay Campus has established the Bristol Bay Environmental/Sustainable Communities Science lab in Dillingham. Recently received microbiology (bacteria) state certification.
- Strong collaborative partnerships with local entities make "Stay and Save in Bristol Bay" possible.

UA Community Campus Profile Prepared for House Education Committee
UAF Chukchi Campus Overview
March 2009

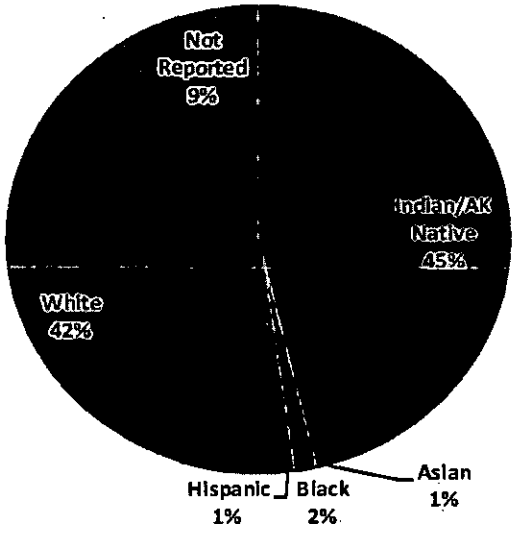
1-Name of campus and which University of Alaska Major Administrative Unit (MAU) do you report to? Description of campus—where located, how many locations.

Chukchi Campus—University of Alaska Fairbanks

Located in Kotzebue; serving the villages of the Northwest Arctic Borough: Deering, Buckland, Selawik, Kiana, Noorvik, Ambler, Shugnak, Kobuk, Noatak, and Kivalina.

2-Headcount and semester credit hours produced in Fall 08 and Spring 09 (as of 2/9/08).

Spring '09 numbers are continuing to grow. In our region we offer many intensive and special training sessions that start later in the semester. Our final Spring '08 numbers are included so you can understand to what extent we might continue to grow in Spring '09.



	Spring 08	Fall 08	Spring 09
Headcount Unduplicated	379	393	173
Student Credit Hours	987	1489	581

← Ethnicity

3-Number of degree-seeking vs non degree-seeking students—students currently enrolled this spring.

-Degree seeking in F'08—26.7
-Non-degree seeking in F'08—79.2
-Full time students (12 or more credits)—42
-Part time students (less than 12 credits)—131

NOTE: Above numbers portray CC students who are seeking a degree in some UA (UAA, UAF, UAS) program, not necessarily a CC program. These figures exclude students under the age of 18 who cannot be degree seeking, per University policy.

4-Does your college work with local high school(s) by offering dual credit courses? If yes, approximately how many courses can be taken for dual credit?

Yes, we work closely with the Northwest Arctic Borough School District. All of our college prep courses can be taken by high school students for dual credit. Last year we offered college prep courses that were designed to fit within the region wide high school schedule. We plan to continue the program next year. For these 3 crt courses we have an agreement with the school district: the district pays for one third tuition; CC covers one third; and the parents or student pay one third tuition plus materials & fees. We use this opportunity to introduce our students and their parents to the importance of financial aid applications and deadlines.

5-Does your campus provide Adult Basic Education/GED services to people in your community? If so, how many students on average do you provide these services to each semester?

No. The Alaska Technical Center provides our regional ABE and GED programs. They are very successful. Their numbers have exceeded the number of region wide HS graduates.

6-Challenges

Chukchi was hit hard during the 1990 university "drought years". We seem to have had a larger percentage of positions eliminated than other campuses. Presently this campus depends upon federal funding sources to provide adequate levels of service to our regional students. If these funds should fail to be renewed we will be one of a number of UA's Alaska Native Serving Institutions (20% or higher) that will need more funding help.

Chukchi works very closely with the CRCD Allied Health Program. Their distance delivered health courses serve our regional students and our regional health corporation, Maniilaq Association. The UAF Allied Health Program services to our region will suffer if the Work Force Program funds are cut.

-Gov. Palin only included $10 million for Renewal and Renovation for UA and no new construction capital projects for the entire University.

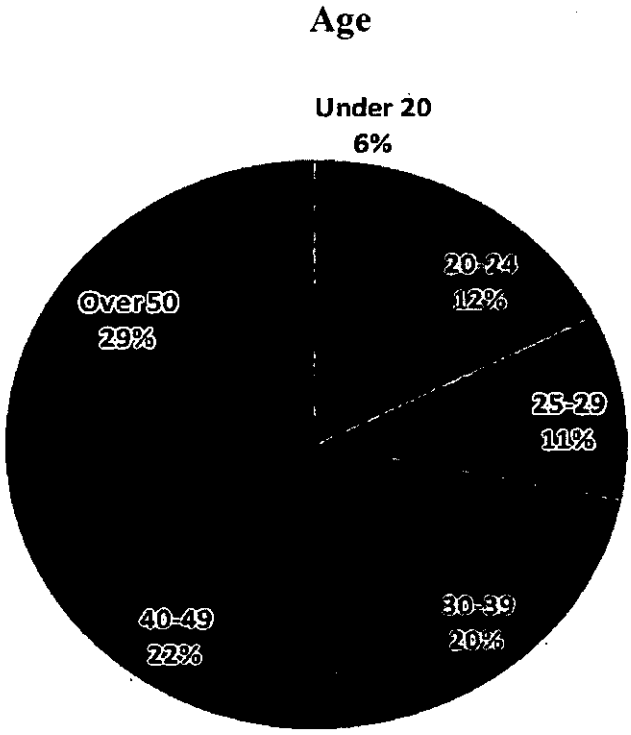
-Capital budget priorities for Chukchi Campus

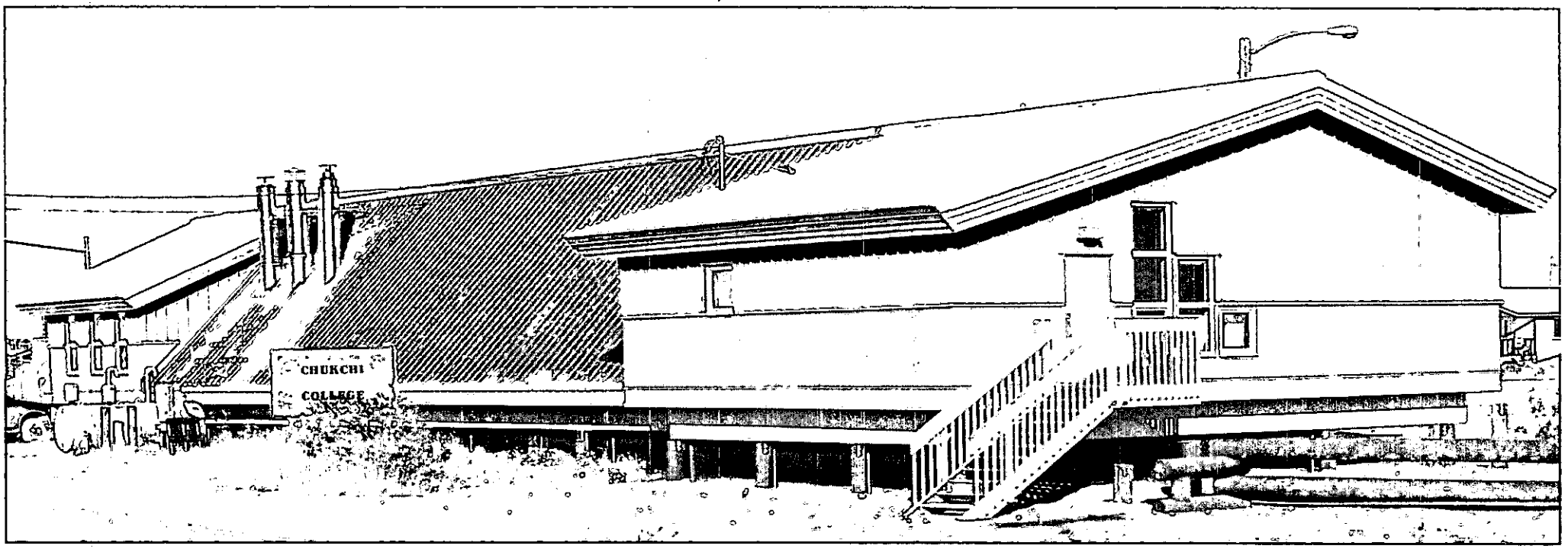
Consortium Library addition	$6 M
-Design & Planning	$0.6 M

7-Anything else you want to discuss or make the committee aware of?

- In higher education: where a student graduates from is where the student will live. UA President Hamilton found that 80% of our Alaska HS graduates, who graduated from universities in the lower 48, stayed and lived in the lower 48. The Board of Regents have supported the allocation of funds to maintain the UA Scholars Program. This is where the top 10% of our Alaska HS graduates receive a tuition free scholarship. This Program promotes keeping our best young Alaskans here in our state. It would be wonderful to see our state government fund this one program. Our best young Alaskans have the greatest potential to take care of our Alaskan businesses, corporations, schools, colleges, and cities. This is because our young people possess the background to understand our traditions, to understand and respect our history, and to know and appreciate our leaders. They know and love our land and waters. The state government should pluck this cherry of a program and make it your program that keeps our best young Alaskans in our state. Remember: where they graduate from will be where they will live.

- Higher education in rural Alaska is very similar. When our rural Alaskan students re-locate to our cities to attend college and to graduate, most all of them remain in the cities or return to raise their families in the cities. In rural Alaska a much higher percent of the students we serve are parents. This fall over 50% of our students were over the age of 40 and over 70% of them were over the age of 30! Most of the students that we serve want to remain in rural Alaska. Quality distance education programs allow them to remain in their communities, keep their jobs, receive the support of their extended family, use their local resources in their studies, apply accredited research strategies inside their own community, and to inspire their children, nieces and nephews. High quality distance education is very important to the well being of rural Alaska. Please continue to support it.

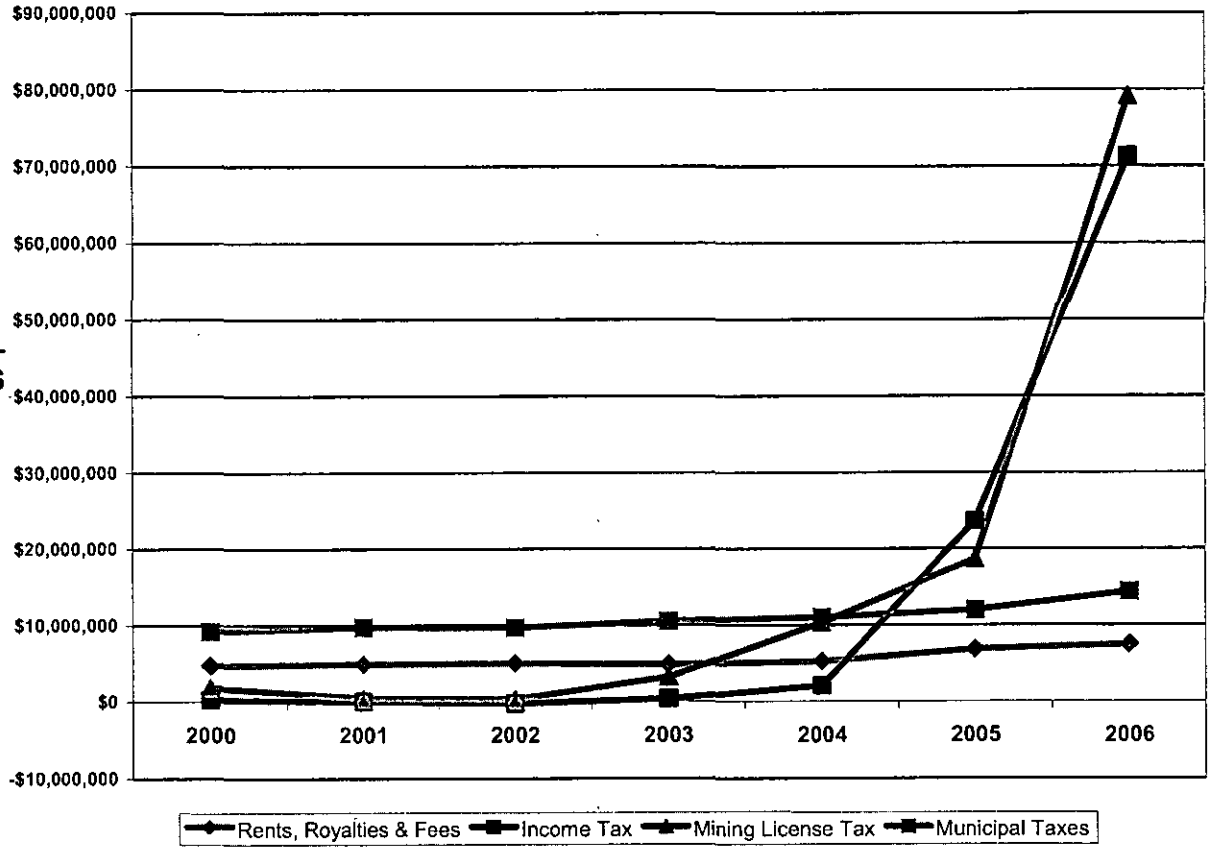



CHUKCHI
COLLEGE

TOTAL STATE & MUNICIPAL REVENUES 2000 TO 2006

Source: Office of Economic Development

STATE & MUNICIPAL REVENUES



UA Community Campus Profile Prepared for House Education Committee
Interior Aleutians Campus
March 2009

1-Name of campus and which University of Alaska Major Administrative Unit (MAU) do you report to? Description of campus—where located, how many locations.

Interior Aleutian Campus (IAC) is part of the College of Community and Rural Development at the University of Alaska Fairbanks. The Campus strives to integrate life long educational opportunities with Rural Alaskan and Alaskan Native communities, cultures and ways of life. Our campuses are located in the following places:

- Interior Aleutians Campus – Harper Building Fairbanks
- Aleutian-Pribilof Center – Unalaska, Alaska
- McGrath Center – McGrath, Alaska
- Nenana Center – Harper Building Fairbanks
- Tok Center – Tok, Alaska
- Yukon Flats Center – Fort Yukon, Alaska

2-Headcount and semester credit hours produced in Fall 08 and Spring 09 (as of 2/18/08).

IAC Headcount and Credit hours

IAC Location	Fall 08 HC	Fall 08 SCH	Spring 09 HC	Spring 09 SCH
IAC TOTAL *	505	1911	322	1668.5

HC=Headcount—number of students enrolled in IAC Courses SCH=Semester credit hours

Over 90% of these SCH were delivered in lower division and developmental courses.

* NOTE: IAC is a decentralized campus with six rural centers throughout the service area. These centers offer local classes that start at various times through the semester. At the time of this report IAC still has 40+ courses for Spring 2009 that have not begun and headcount/credit hours for those courses is not reflected above. (Spring 2008 HC was 569, SCH was 2514)

3-Number of degree-seeking vs non degree-seeking students—students currently enrolled this spring.

- Degree seeking 176 or 67 % of total student body *
- Non-degree seeking 86 or 33% of total student body
- Full time students (12 or more credits) - 62
- Part time students (less than 12 credits) - 61

Degrees, certificates and credentials awarded by the Interior Aleutians campus have more than tripled since FY01. The number of degree seeking students has grown more than 10 percent over the last eight years, while the number of UA first time freshman attending IAC has increased by 53 percent.

3261

* NOTE: Above numbers portray IAC students who are seeking a degree in a University of Alaska (UAF, UAA, UAS) program, not necessarily an IAC program. In a given semester a student might be taking a course through another MAU, but IAC provides student support services for those students. Students can take classes locally through an IAC Center or via audio/online through any UA campus and yet be a degree seeking student at any of the other 16 UA campuses. These figures exclude high school students, who cannot be degree seeking, per University policy.

4-Does your college work with local high school(s) by offering dual credit courses? If yes, approximately how many courses can be taken for dual credit?

Yes, we do work with local high schools to offer approximately 16 dual credit programs throughout Alaska. Through the Tech Prep program, we have agreements set up currently with Unalaska City School District, Nenana City School District, Alaska Gateway School District, Yukon Flats School District, Yukon-Koyukuk School District, Denali Borough School District, Galena City School District, and Effie Kokrine Charter School located in Fairbanks. Under these agreements, students are allowed to take courses that usually fulfill a high school requirement, and also earn them college credit at the same time. Some of the courses that have been offered or will be offered within the next semester include:

CIOS 233 Desktop Publishing
CTT 106 Construction Mathematics
EMS 152 Emergency Trauma Training First Responder
HLTH 105 Introduction to Health Careers
CIOS 100 Introduction to Personal Computers
DEVS 101 Skills for College and Career Success
DEVS 110 College Success Skills
ATVY 231 Arctic Survival
WMT 103 Welding I
CTT 100 Construction Technology Core
ABUS 256 Small Hotel, Bed and Breakfast and Lodge Operations
ABUS 199 Practicum in Applied Business

Other courses being offered dual credit at Effie Kokrine Chart School through the Early College Program include:

English 111 Introduction to Academic Writing
English 211 Academic Writing about Literature
Math 103 Concepts and Contemporary Applications of Mathematics
COMM 141 Fundamentals of Oral Communication: Public Context

5-Does your campus provide Adult Basic Education/GED services to people in your community? If so, how many students on average do you provide these services to each semester?

Several of our centers do provide ABE/GED services to people in their communities. These services are usually funded by Adult Learning Programs (ALPA) and they provide services, we provide the space in Fort Yukon at the Yukon Flats Center, in Tok at the Tok Center and in Galena at the Yukon-Koyukuk Center and we also proctor tests and find volunteers to tutor students. The numbers varies per semester, we approximate that there are 5 to 15 students during any given timeframe.

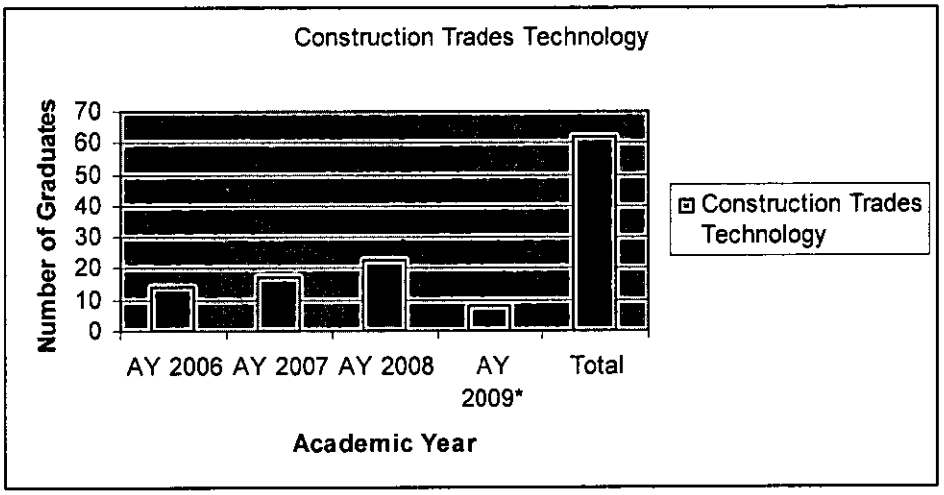
6-Challenges

- **Rural Students** – Our students are most often part-time and work in subsistence time frames that are outside of the traditional academic semesters. This limits their access to traditional funding sources. Our programs span vast distances to remote locations which creates challenges with travel, severe weather, and Alaskan lifestyle.
- **Growth** - All of our campus growth has been through federally funded grants and sustainability of funding is a challenge. Our most important external funding source has been Title III. We are completing an extensive 10 year evaluation of the Title III funding which we hope will provide the foundation for an additional Title III grant. At this time our regular faculty teaching one or more courses here at IAC has increased from 3 to 8.
- **Technology** – This is always an ongoing issue, our student's battle with access and connectivity daily.

7-Anything else you want to discuss or make the committee aware of?

IAC Accomplishments

- 4-year sustained increase in performance resulting in a 54 percent surge in student credit hour production, 141 percent jump in high demand job program enrollment, and a 255 percent increase in high demand job degrees and certificates awarded (UAF PBB 2007).
- 480 students have completed 6764 credit hours in Construction Trade Technologies since Fall 2003. The average age of these students was 33, 74% of whom were Native, and 299 of them were Native Alaskan males. There have been a total of 62 graduates.
- 12 students have been admitted into the newly approved Associate of Science Degree, from which 4 students are graduating this spring.
- 15 students have been admitted into the Veterinary Science Certificate and there will be two graduates in May 2009.
- Involvement in our own program evaluation has led IAC to explore the need for evaluation in an Alaska Native Cultural Context. Indigenous people across the Nations are working on new paradigms for programs and evaluation. Therefore Ukk'aa – Alaska Native Evaluation Framework is being developed and over the last four months five Alaskan Natives have undertaken the journey to become evaluators which meets a huge underdeveloped workforce area.
- IAC programs provide practical new skills which support healthy lifestyles. Extending education to remote, Alaskan villages creates opportunities for increasing the health of individuals, families and communities. The communities we service are small and close knit – one person learning calculus helps everyone by creating a math resource person.



Interior Aleutians Campus offers degrees in these areas:

Bachelors Degrees:

- BA in Education (UAF SOE)
- BA in Child Development and Family Studies
- BA in Social Work (UAF CLA)
- BA in Rural Development

Associate of Arts

Associate of Science

Associate of Applied Science Degrees:

- Community Health
- Construction Trades Technology
- Early Childhood Education
- Educator: Para Professional
- Tribal Management
- Information Technology Specialist
- Human Service Technology
- Applied Accounting
- Applied Business
- Renewable Resources

Certificate Programs:

- Construction Trades Technology
- Educator Para-Professional
- Early Childhood
- Tribal Management
- Rural Human Services
- Community Health

Occupational Endorsements (OEs)

- Rural Human Services
- Rural Utility Business Management

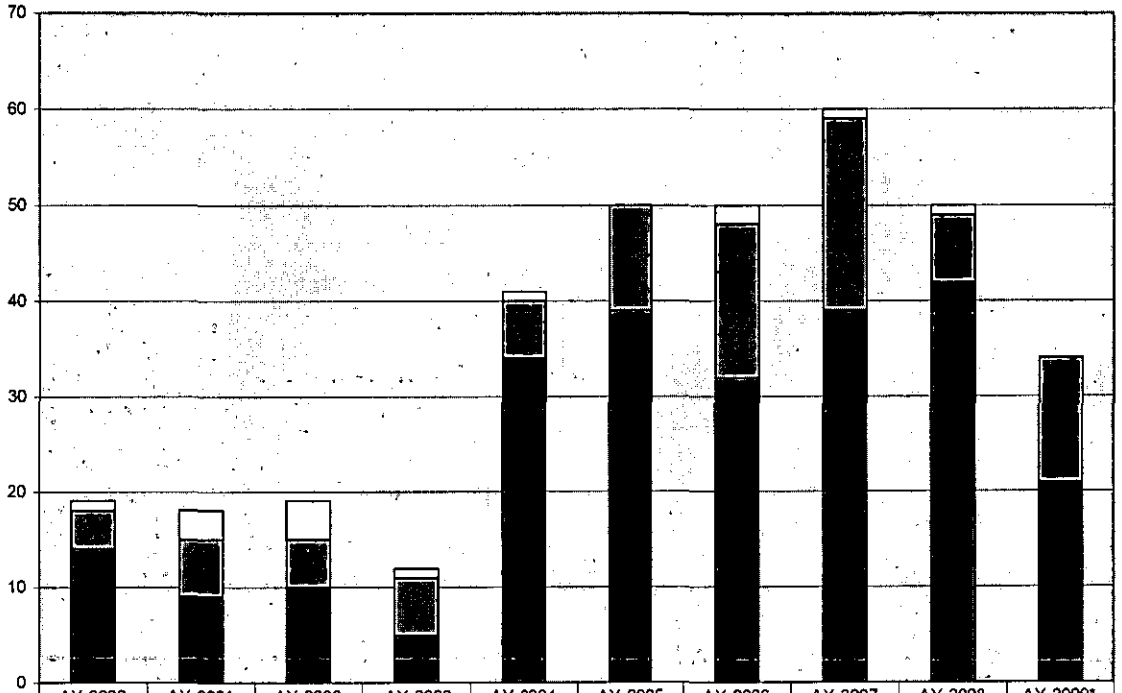
Certificates and OEs: Under Development

- Facility Maintenance
- Renewable Energy
- Road Scholars
- Nutrition Science
- 31 Proposed courses

Other College Programs

- Gaalee'ya STEM Project (NSF)
- Tribal Transportation Assistance Center (US DOT)
- Title III (US DOE)
- Early College (Bill and Malinda Gates Foundation)
- Upward Bound (US DOE)
- Tech Prep (US DOE)

Interior-Aleutians Campus Graduates



	AY 2000	AY 2001	AY 2002	AY 2003	AY 2004	AY 2005	AY 2006	AY 2007	AY 2008	AY 2009*
Bachelors	1	3	4	1	1	0	2	1	1	0
Associates	4	6	5	6	6	11	16	20	7	13
Certificates	14	9	10	5	34	39	32	39	42	21

UAF Community Campus Profile Prepared for House Education Committee
Kuskokwim Campus Overview
March 2009

1-Name of campus and which University of Alaska Major Administrative Unit (MAU) do you report to? Description of campus—where located, how many locations.

Kuskokwim Campus (KuC)—University of Alaska Fairbanks, UA

- **Service area 57,000 square miles**
  - **400 air miles west of Anchorage/80 miles inland from Bering Sea**
  - **located in Bethel, population 6,000**
  - **47 remote Alaska Native Yup'ik and Cup'ik villages with 56 tribes**
  - **off the road system**
  - **on the banks of the Kuskokwim River**

2-Headcount and semester credit hours produced in Fall 08 and Spring 09 (as of 2/9/08).

HC=Headcount—number of students enrolled
SCH=Semester credit hours

	Fall 08 HC	Fall 08 SCH	Spring 09 HC	Spring 09 SCH
KuC Campus	503[1]	2028	343[2]	1644

3-Number of degree-seeking vs. non degree-seeking students—students currently enrolled this spring.

-Degree seeking—169 or 49% of total student body
-Non-degree seeking—174 or 51% of total student body
-Full time students (12 or more credits)—67
-Part time students (less than 12 credits)—276

4-Does your college work with local high school(s) by offering dual credit courses? If yes, approximately how many courses can be taken for dual credit?

Kuskokwim Campus provides dual credit opportunities both on-campus and via distance delivery.

Dual credit offerings for Spring 2009 :

- HLTH F100 Medical Terminology
- ECE F245 Early Childhood Development
- HLTH F110 Professional Skills for the Workplace
- DEVS F150 Life Work Planning

High School students are integrated into the following courses:

- PHYS F115X Physical Science I
- ANTH F100 Individual, Society and Culture
- ENGL F271 Intro to Creative Writing-Fiction
- MATH F107X Functions for Calculus

[1] Enrollment figures are unduplicated headcount but do not differentiate between 3 and 1 credit course enrollment or the types of courses enrolled in.
[2] Enrollment is up 17 % from Spring 2008.

- MATH F200X Calculus I
- MATH F201X Calculus II

5-Does your campus provide Adult Basic Education/GED services to people in your community? If so, how many students on average do you provide these services to each semester?

Yes, KuC's ABE and GED programs consistently graduate one of the largest high school classes in rural Alaska.

Communities served: Bethel and the 47 villages in the Calista region. We partner with the Association of Village Council Presidents to provide a part-time facilitator in 13 villages and serve the other villages by distance.

Total students served: 200 students region wide every year.

Total GEDs awarded: Average 65 per year.

Total # contact hours: 5,000+ on average

Funding:

Alaska Department of Labor and Workforce Development	$241,000
Orutsararmuit Native Council	$ 17,000
Support from KuC (salaries, space, computers, etc.)	$ 26,756

KuC's ABE has had to start a waiting list for the first time ever due to increased demand and decreased resources.

6-Challenges

- Increased operational costs, especially, Maintenance and Operations, not covered in a flat-funded budget.

- KuC had a 50% utility increase from 2008 to 2009

-TVEP (Technical/Vocational Education Program) budget cuts mean we lose grant funded position:

- Allied Heath position $100,000

- As Renewal-Restoration funds decrease, the physical plant gets more costly to maintain.

- Deferred maintenance is very expensive

- US Department of Education Title III funding will no longer be available.

- Title III was instrumental in developing critical programs like the Emerging Scholars Program that assists with student retention and success.
- There may be plans to provide similar funds in the new College Cost Reduction Act.

7-Anything else you want to discuss or make the committee aware of?

-KuC appreciates the $4 million appropriation received last year for a new roof and exterior siding

- Continually leaking walls and roof routinely damaged or destroyed equipment and degraded the structural integrity of our buildings. Remaining funds will assist with the energy efficiency of the dorm.

- KuC is in the 4th year of a 5 year $2,266,444 Title III grant under the U.S. Department of Education's Strengthening Institutions Program.

- The grant focuses on increasing student retention through improved access to financial aid, campus community and student support systems and personal counseling resources, provides for a major infusion of new library materials, the creation of a student information database and new alumni and community outreach.

-KuC's distance education program is growing exponentially:

- Headcount: 258 students touched –unduplicated
    * 40 students from other regions
    * 218 KuC students (unduplicated)
- 19 Distance Delivered courses = 635 credit hours/224 students
- 11 Blended courses = 231 credit hours/143 students

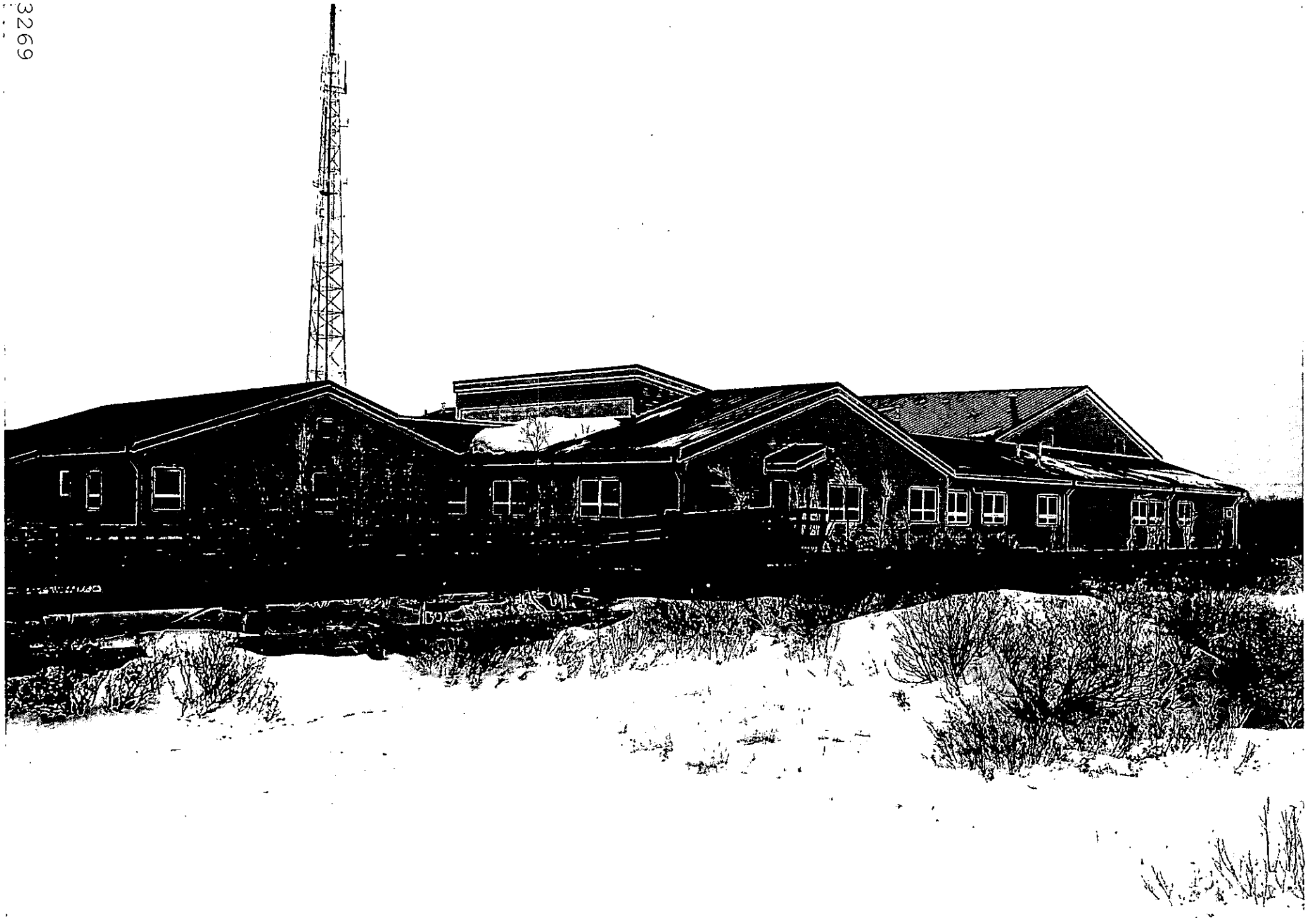
-KuC offers/facilitates the following special programs and courses:

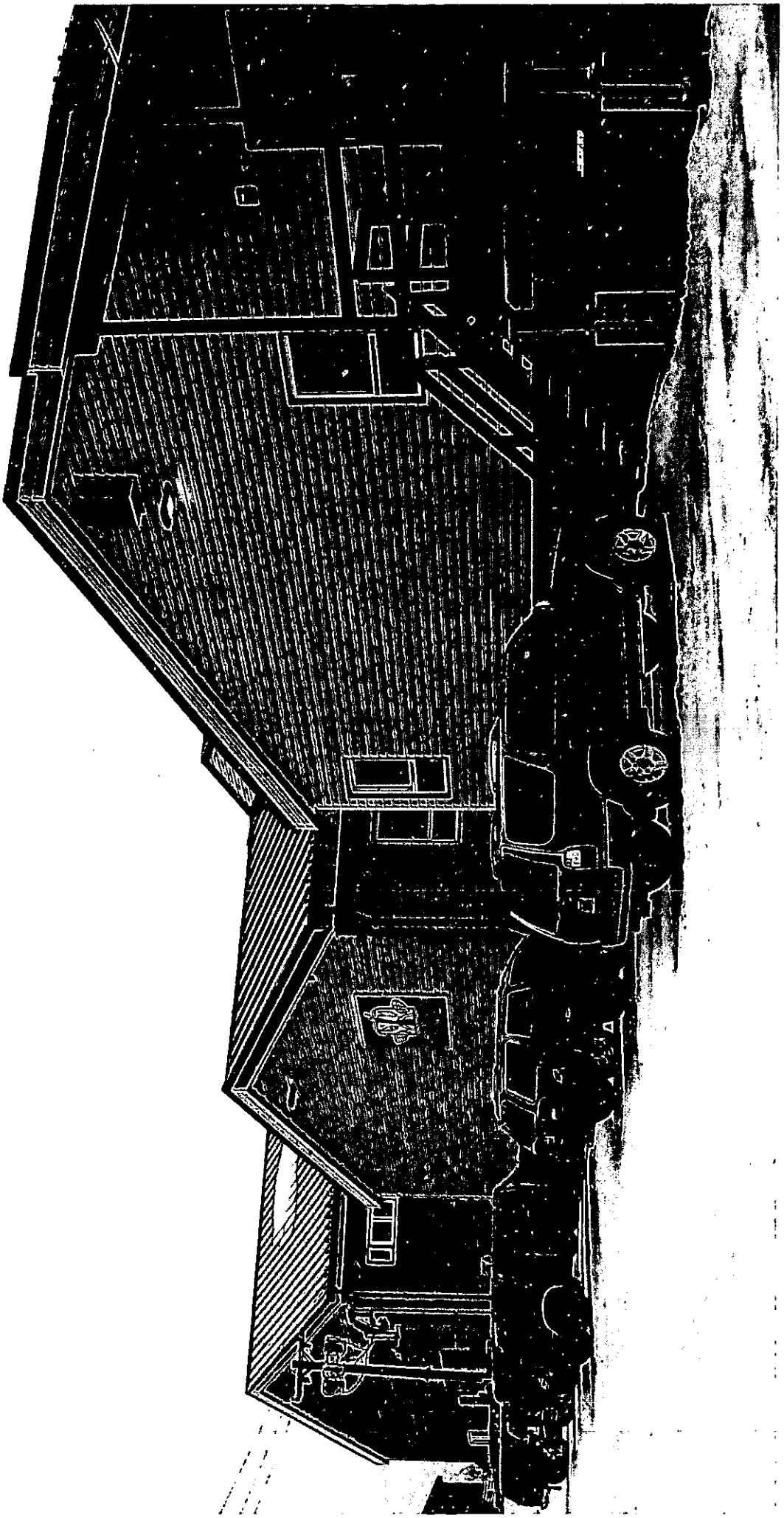
- Business workshops for small business development/Alaska Marketplace
- Saturday Markets for regional artists
- UAF/KuC courses teach traditional crafts/proximately 10 per year
- Web site development and blogging
- Annual Dog Shows
- Yup'ik dance classes each semester
-Community Theatre
- Festival of Arts and Academics/800 student entries
- Summer Youth Art Camp
- Bite of Bethel community Potluck

- KuC has developed a faculty-staffed Writing Center with extended hours to assist students in curriculum-wide writing skills development

Unique KuC offerings:

- Ethnobotany Certificate
- Yup'ik Language and Studies Bachelor's Degree
- Forensic Technology vocational certificate programs in development





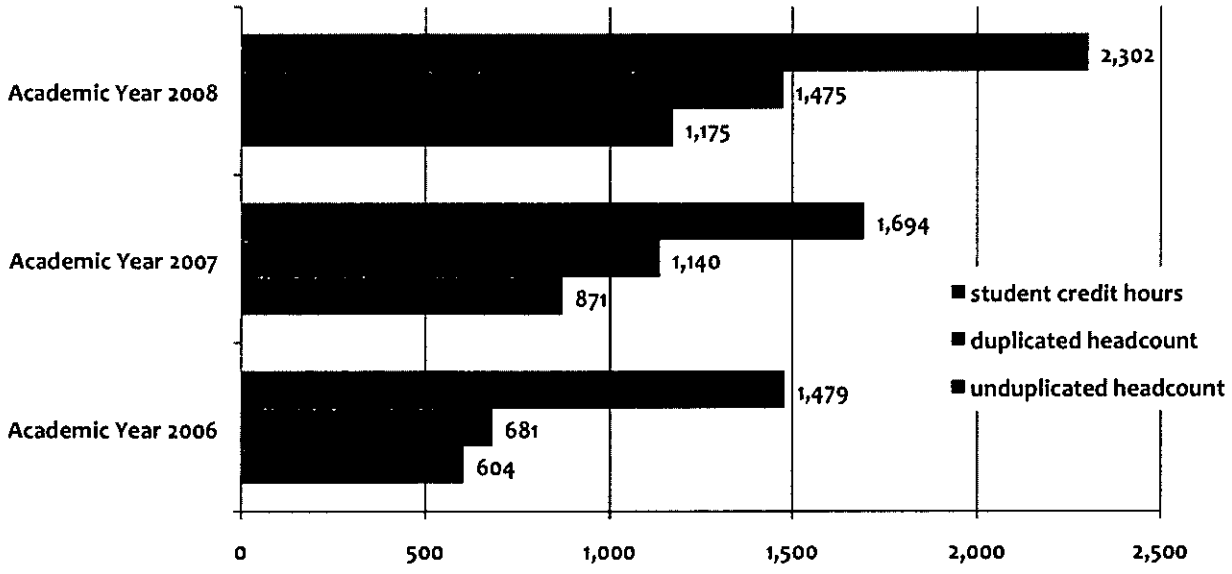
Northwest Campus Overview
Prepared for House Education Committee
February 2009

1. Name of campus and University of Alaska Major Administrative Unit (MAU). Description of campus–where located and how many locations.

Northwest Campus–College of Rural and Community Development, University of Alaska Fairbanks.

Facilities consist of one administrative building, library, and six classroom buildings that were built in 1970s. UAF Cooperative Extension Service has an office and classroom building.

2. Headcount and semester credit hours produced in Fall 2008 and Spring 2009.

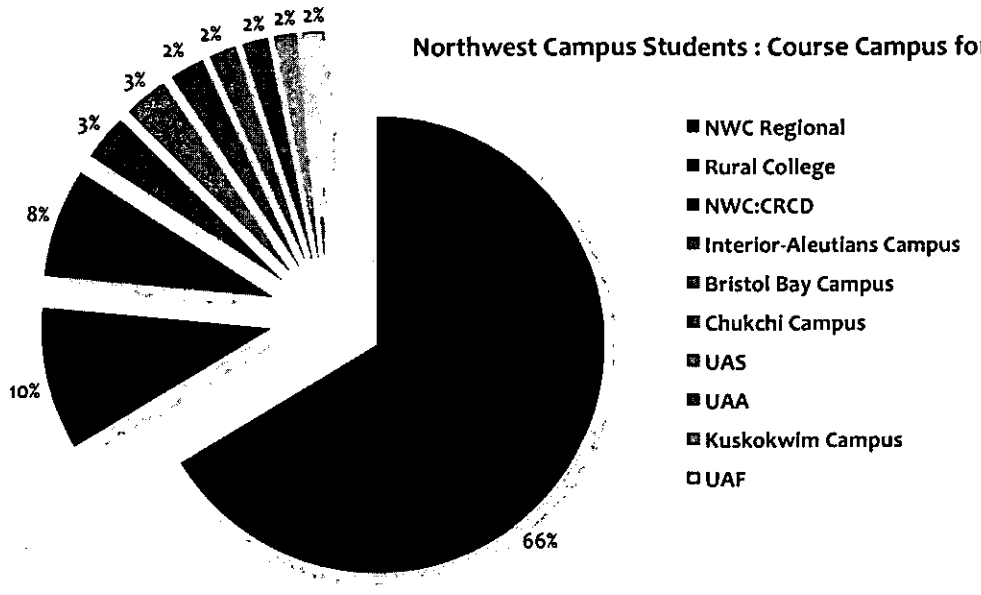


For contextual purposes, the 1,175 people enrolled last academic year represent a 20% penetration rate into the region's 18 years and older population (6,027).

Specifically, Fall 2008 headcount is 490 (7.5% increase from 2004) and 1,194 student credit hours (.7% increase from 2004). Early Spring 2009 semester reports indicate headcount is up 10.8% from last spring and 2% increase in student credit hours.

3. Number of degree-seeking vs. non-degree-seeking students.

Based on UA Institutional Research reports, 8% of Northwest Campus students are degree-seeking, and they account for 20% of NWC's total student credit hours. As is typical of our students who enroll in courses, degrees, and programs throughout the UA System, 83% (177) of the total (212) degree-seeking students are in a degree/program from another campus.



4. Does your campus work with local high schools by offering dual credit courses?

Yes, NWC is fortunate to have two school districts, Nome Public Schools and Bering Strait School District, who are very close partners.

- Both districts work cooperatively to provide vocational education opportunities through the Northwestern Alaska Career and Technical Center (NACTEC). Students received dual credit with NWC where appropriate. Some courses available this year are: Introduction to Legal Careers, Fundamentals of Aviation, Field Biology, Emergency Trauma Training (ETT), Certified Nurse Assistant (CNA) Training, Early Childhood Education, and welding.
- Nome-Beltz High School students also participated in a pilot Tech Prep program with the UA Statewide Early Childhood Education (ECE) Program that offered two ECE courses via the UA Videoconference Network.
- Northwest Campus also offers courses specifically for Bering Strait School District (BSSD) students, offered by distance and arranged with their school schedule. The courses offered this year are: Developmental Math (Beginning and Intermediate Algebra), Developmental Studies (English composition and College Success Skills), and MSL F111X, The Oceans, which is extended through the entire school year.

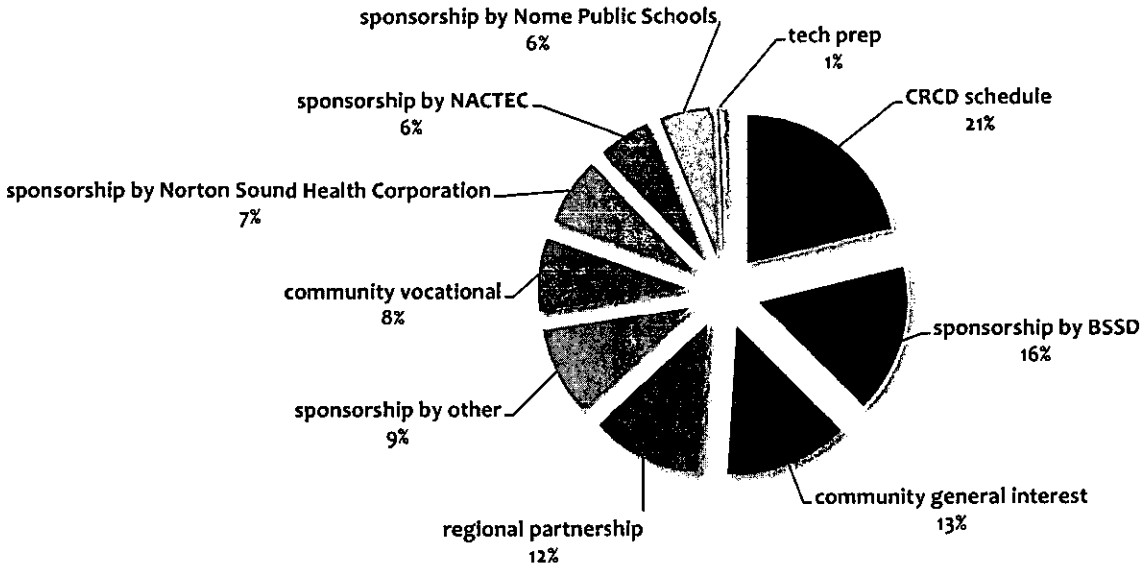
- Northwest Campus uses its authority to give departmental tuition waivers to subsidize one-third of the tuition cost for courses offered to high school students.

5. Does your campus provide Adult Basic Education/GED services to people in your community?

Kawerak, Inc., the regional non-profit, provides these services to our region. However, NWC supports their program by sharing campus office and classroom space with them. Our agreement connects their services with NWC's post-secondary support and instruction. We also share our students' accomplishments together at a joint commencement ceremony.

7. Anything else you want to discuss or make the committee aware of?

Source of NWC Courses by Credit Hours : AY 2008



Northwest Campus considers partnerships as our "life blood." This chart reflects where our productivity is generated and how NWC responds to local, regional demands.

Some highlights are–

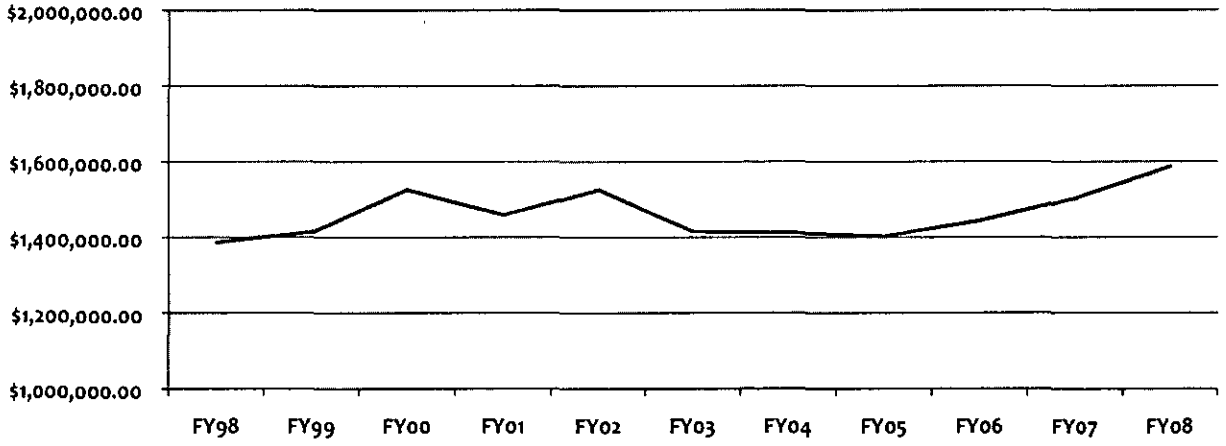
- Certified Nurse Assistant Program offered in conjunction with Kawerak, Inc., NACTEC, Nome Job Center, and numerous other scholarship organizations. Practicum is done in Fairbanks with Tanana Valley Campus faculty. Program includes both high school and adult students who received extensive classroom work and tutoring prior to practicum.
- High Latitude Range Management continues to expand its impact with increased partnership with Kawerak Reindeer Herders and UAF. With USDA funding, NWC has purchased a portable slaughter plant to use in developing meat science, which will result in certifying meat cutters in communities with herds.

- Applied Business Program is in response to regional and community plans developed by Kawerak. Courses are offered in communities with the support of Title III and partnership with Kawerak Education, Employment and Training Division. It is highlighted in UA@Work publication.
- Cultural documentation and localized Inupiaq language instruction is occurring in various regional communities. Of special interest is the effort to offer language instruction in dialects specific to Wales and Unalakleet. These courses are offered in partnership with UAF Alaska Native Language Center and Norton Sound Economic Development Corporation (NSEDC).
- International Polar Year (IPY) lecturers and guest instructors have brought expertise and connection to NWC's region over the last two years. It has brought over twenty talented, experts who have given presentations, taught courses, and conversed with the public, students, and regional high schools and communities. Presentations are delivered over audioconference and videoconference to region and high schools. Partnership with UAF Marine Advisory Program and Nome Community Schools.
- Pre-Nursing program with Norton Sound Health Corporation (NSHC) and UAA Nursing Program. NSHC funding clinical portion of training in Nome facility with UAA faculty/coordinator with NWC building student recruitment with all other instruction and student service support.

6. Challenges

Northwest Campus is working "at capacity." Critical aspects of student support services and workforce instruction are dependent on outside funding, such as Title III or USDA. Performance measures must recognize realities of campus funding and economic stability of region and constituents.

Northwest Campus : State Appropriation Adjusted for Inflation



UA Community Campus Profile Prepared for House Education Committee

UAF Tanana Valley Campus (TVC)

Serving the Greater Fairbanks Area, Delta Junction & surrounding areas
www.tvc.uaf.edu
March 2009

1-Name of campus and which University of Alaska Major Administrative Unit (MAU) do you report to?

- **UAF's Tanana Valley Campus is the largest community campus in the state. Its core purpose is *Community Driven Education* with an emphasis on workforce development, academic preparation and lifelong learning. Its major focus is on meeting education and training needs in the greater Fairbanks area and in northern Alaska. It makes up over 50% of UAF's College of Rural & Community Development.**

- **TVC comprises nearly 40% of all UAF headcount and 22% of all student credit hours and is nearly as big as all of UAS. It produces nearly 300 graduates each year, with growing numbers in high-growth, high-demand occupations.**

- **TVC serves the greater Fairbanks area in nine facilities**
  UAF Tanana Valley Campus Center, 604 Barnette, Downtown Fairbanks
  Downtown Center/2nd Avenue (Chena Building)
  Hutchison Institute of Technology (shared facility)
  UAF University Park Building
  TVC Bunnell House Early Childhood Learning Center
  TVC Automotive Technology Center, 3202 Industrial Avenue, Fairbanks
  Fort Wainwright Educational Center
  Eielsen AFB Educational Center
  Delta Career Advancement Center (regional training center)

2-Headcount and semester credit hours produced in Fall 08 and Spring 09 (as of 2/9/08).
HC=Headcount—number of students enrolled SCH=Semester credit hours

	Fall 08 HC	Fall 08 SCH	Spring 09 HC	Spring 09 SCH
TOTALS	3,280	15,833	2,996	14,822
% of all UAF	35%	21%	37%	21%

3-Number of degree-seeking vs non degree-seeking students—students currently enrolled this spring.

- **1,692 degree-seeking students (FY08)**
- **46% full-time; 54% part-time**
- **Student FTEs 1,058 (Fall 08)**

4-Does your college work with local high school(s) by offering dual credit courses? If yes, approximately how many courses can be taken for dual credit?

- **TVC partners with Fairbanks North Star Borough School District (FNSBSD) and Delta-Greely School District (DGSD) in providing secondary-postsecondary career pathways. This includes Tech-Prep agreements and dual credit.**
- **Hutchison Institute of Technology in Fairbanks is a joint use facility including both Hutchison HS (a CTE magnet school) and TVC Industrial Arts and Technologies programs.**
- **TVC sponsors the Interior Alaska Career Academy—high school career exploration in CTE (dual credit) with community partners from industry and labor**
- **We are partners with DGSD in Partners for Progress in Delta, Inc—an innovative non-profit that is a recognized "regional training center" providing workforce training for the Delta and Upper Tanana areas.**

5-Does your campus provide Adult Basic Education/GED services to people in your community? If so, how many students on average do you provide these services to each semester?

- **In Fairbanks these services are provided by Adult Learning Programs of Alaska (ALPA) and by Tanana Chiefs Conference**
- **TVC works closely with these providers and offers a wide array of developmental education courses, including Math for the Trades**

6-Challenges

- **Funding for student tuition and fees**
  - Alaska's tuition at the community campus level is high in comparison to US community colleges. Most community campus students are non-traditional. Many have families and are first-generation college students. Funding a college education remains a major challenge for most students.
- **Facilities for high-growth, high-demand job training**
  - Funding is needed to renovate Tanana Valley Campus Center, a 45-year old facility that is needed to offer up-to-date Allied Health and Nursing, Information Technology, Construction Management, and Applied Business programs; FY10 BOR capital request--$5M; additional anticipated funding need $19.5M
  - Facilities limitations cramp expansion of workforce training programs in Diesel/Heavy Equipment, Automotive Technology, Welding, and Process Technology—all vital to gasline development, oilfield operations, and mining; anticipated funding need $30-40M
- **Targeted funding for programs in Industrial Arts and Technologies**
  - Maintaining and developing state-of-the-art shop facilities is essential but expensive. Designated funding is needed to ensure students gain current training and education
- **Competitive salaries and benefits for experienced CTE faculty**
  - The UA system must be able to provide respectable salaries and benefits to prospective faculty who have industry experience, especially in CTE. Current salaries and benefits are nowhere near those in the private sector so recruitment is very challenging.

7-Anything else you want to discuss or make the committee aware of?

- TVC is proud of the nearly 300 graduates it produces each year, most of whom are focused on high-growth, high-demand occupations.
- TVC has a very engaged TVC Community Advisory Council (CAC) made up of representatives from industry, labor, school districts and community organizations.
- TVC prides itself on being nimble and responsive to needs of community and employers, highly focused on providing quality education and training, and fully accountable and transparent in its use of resources.

THANK YOU!

UA Community Campus Profile Prepared for House Education Committee
College of Rural and Community Development
March 2009

1-Name of campus and which University of Alaska Major Administrative Unit (MAU) do you report to? Description of campus—where located, how many locations.
The College of Rural and Community Development is a college within the University of Alaska Fairbanks and includes 5 rural community campuses (Bristol Bay, Chukchi, Interior-Aleutians, Kuskokwim and Northwest) and one urban community campus (Tanana Valley). Campus reports for these 6 campuses are provided separately by their respective campus directors. The College of Rural and Community Development also houses a number of non-campus based units and programs:

- **The Center for Distance Education and Independent Learning** - designs, develops, and delivers courses, instructional materials, and student services for university departments and external organizations to support their local, rural, and global learners.
- **The Department of Alaska Native and Rural Development** – statewide innovative degree program that build effective community leadership in Rural Alaska and the Circumpolar North.
- **Distance Early Childhood Education** - provides services that allow students to earn certificates, AAS, or Bachelor of Arts degrees in Early Childhood Education while remaining in their home communities.
- **Rural Health Programs** – provides education opportunities to village-based health care industry workers through rural delivery of various classes and programs.
- **The Department of Developmental Studies** - offers programs and services to address academic preparedness, assessment and placement, barriers to learning, and development of general and discipline specific learning strategies for all students. This Department serves all of UAF.
- **Rural Student Services** - provides services to Native and rural students on the Fairbanks campus.
- **Rural Alaska Honors Institute** - a bridging program that assists students in Rural Alaska in making the academic and social transition between high school and college by providing relevant college preparation activities and classroom experiences.

CRCD's administrative office also provides support to these units and the 6 community campuses in the areas of academics, student services, business and finance functions, and human relations/labor relations.

CRCD's main offices and several units are located in the Brooks Building on the Fairbanks campus. Other units are located throughout the Fairbanks area as well as in Anchorage.

2-Headcount and semester credit hours produced in Fall 08 and Spring 09 (as of 2/9/08).
Headcount and student credit hours generally accrue to the campus from which the class is offered. Headcount and student credit hours reported under the "rural college" designator in UA in Review include primarily courses offered through the Center for Distance

Education, the Department of Alaska Native and Rural Development, and Distance Early Childhood Education.

HC=Headcount—number of students enrolled
SCH=Semester credit hours

"Rural College" unit	Fall 08 HC	Fall 08 SCH	Spring 09 HC	Spring 09 SCH
CDE&IL	638	1886	665	1993
Distance Early Childhood	95	193	62	137
Rural Health[1]	39	99	46	151
DANRD	89	272	114	356
Other[2]	172	502	241	681
"Rural College" TOTAL	**760**[3]	**3184**	**719**	**3318**

3-Number of degree-seeking vs non degree-seeking students—students currently enrolled this spring.

As most of the headcount and credit hours that fall under the "rural college" designation denote students in programs housed at a specific campus, MAU, or, in the case of CDE possibly another University, this information is not particularly relevant. Below are some statistics for DANRD, Rural Health Programs and Distance Early Childhood that may be of interest.

Department of Alaska Native and Rural Development:

- **BA – 12 full-time, 23 part-time, and 22 not currently enrolled for spring.**
- **MA – 9 full-time, 17 part-time, and 6 not currently enrolled for spring.**

Rural Health Programs:

	HUMS	RHS	AH	SWK
-Degree seeking—	**12**	**33**	**63**	**7***
-Non-degree seeking—	**4**	**3**	**28**	**0**
-Full time students (12 or more credits)—	**0**	**4**	**7**	**2**
-Part time students (less than 12 credits)—	**16**	**32**	**84**	**5**

NOTE: Above numbers portray *Rural* Health students who may be seeking a degree in UA (UAA, UAF, UAS) program, not necessarily a UAF Rural Health program. These figures exclude students under the age of 18 who cannot be degree seeking, per University policy.
* We only counted the 7 students we are directly supporting; this overall contingent is bigger.

[1] Most Rural Health Programs accrue to campuses so the total for Rural Health Programs across CRCD would be higher.
[2] Includes UAF program courses offered through CRCD such as Education and Social Work.
[3] This is a non-duplicated headcount. The total count is lower than the column adds up to since students are enrolled at more than one program or unit.

Distance Early Childhood:

- **ECE AAS – 43 total students enrolled**
- **CDEV BA – 15 total students enrolled**
- **Non-declared or other majors enrolled in Distance ECE courses – 47**

4-Does your college work with local high school(s) by offering dual credit courses? If yes, approximately how many courses can be taken for dual credit?
This is best answered at the campus level. However, Rural Health Programs is building a rural Tech Prep program for the rural campus sites (and beyond) and offers 2 summer camps a year that offer rural high school students 6 credits and ETT certification. Rural Alaska Honors Institute is specifically intended to bring rural high school students into Fairbanks and provide them with a college experience. Students receive college credit for the classes they complete over their 6 week RAHI experience.

5-Does your campus provide Adult Basic Education/GED services to people in your community? If so, how many students on average do you provide these services to each semester?
Best answered at the campus level.

6-Challenges
One of the challenges facing CRCD is obtaining stable funding for high quality workforce development programs. This year no UA BOR workforce development requests were included in the Governor's budget for FY10. Workforce development is a core area for all CRCD campuses and essential to our mission of developing a local workforce throughout Alaska. Below are the CRCD workforce requests that were not included for FY10.

Campus	Request	Amount
Interior-Aleutians	Tribal Management	$90,000
Interior-Aleutians	Construction Trades Technology	$100,000
Interior-Aleutians	Alaska Roads Scholar	$99,000
Northwest Campus	Workforce Training Coordination	$111,900
Tanana Valley Campus	Law Enforcement Academy	$98,600

Another challenge is providing coordinated services, particularly student services to such a large area of the state. Currently student services are predominantly grant funded. Federal grants made up from 25 to 45 percent of rural campus total budgets in FY08 and Rural Health Programs and Distance Early Childhood are also primarily grant funded.

University of Alaska Anchorage
Regional Campuses

1. Kenai Peninsula
2. Mat-Su
3. Kodiak
4. Prince William Sound

UA Community Campus Profile Prepared for House Education Committee
Kenai Peninsula College Overview
March 2009

1-Name of campus and which University of Alaska Major Administrative Unit (MAU) do you report to? Description of campus—where located, how many locations.

Kenai Peninsula College—University of Alaska Anchorage

-Kenai River Campus (KRC)—309 acres along Kenai River in Soldotna
-Kachemak Bay Campus (KBC)—downtown Homer, two sites located a mile apart
-Anchorage Extension Site (AES)—University Center in Anchorage
-Resurrection Bay Extension Site (RBES)—operates from Seward High School

2-Headcount and semester credit hours produced in Fall 08 and Spring 09 (as of 2/9/08).

HC=Headcount—number of students enrolled
SCH=Semester credit hours

KPC Location	Fall 08 HC	Fall 08 SCH	Spring 09 HC	Spring 09 SCH
Kenai River	1439	7871	1407	8333
Kachemak Bay	422	1884	427	1596
Anchorage	94	563	131	897
Seward	49	145	32	94
KPC TOTAL	**1944**[1]	**10,463**	**1927**[2]	**10,920**[3]

3-Number of degree-seeking vs non degree-seeking students—students currently enrolled this spring.

-Degree seeking—990 or 59.7% of total student body
-Non-degree seeking—662 or 40.3% of total student body
-Full time students (12 or more credits)—301
-Part time students (less than 12 credits)—1,435

NOTE: Above numbers portray KPC students who are seeking a degree in some UA (UAA, UAF, UAS) program, not necessarily a KPC program. These figures exclude students under the age of 18 who cannot be degree seeking, per University policy. Many students can be degree seeking, taking courses face-to-face at one campus or online and yet seeking a degree from another campus. Many students enrolled at KPC are pursuing other UA degrees.

4-Does your college work with local high school(s) by offering dual credit courses? If yes, approximately how many courses can be taken for dual credit?

We work closely with the Kenai Peninsula Borough School District and have a robust dual credit program. Virtually all 3-credit courses at KPC can be taken by high school students for dual credit. KPC also participates in the TechPrep program with 11 courses offered at the high schools eligible for college credit.

[1] This is a non-duplicated headcount. The total count is lower than the column adds up to since students are enrolled at more than one KPC location.
[2] This is a non-duplicated headcount.
[3] Largest number of credit hours in KPC's 45-year history. Fall 08 semester was largest fall semester ever. SCH this semester is up 11% and HC is up 15% compared to the same time last year.

High school seniors attend KPC and pay $43/credit versus the normal $134/credit for up to six credits per semester (including the summer they become seniors) for a total of 18 credits. Called JumpStart, the program is funded through monies provided by the Kenai Peninsula Borough.

5-Does your campus provide Adult Basic Education/GED services to people in your community? If so, how many students on average do you provide these services to each semester?

Yes, KPC's ABE and GED programs are very active per the data below.

Communities served: Kenai, Ninilchik, Soldotna, Tyonek, Homer, Seldovia, Port Graham, and Voznesenka.

Total students served: 299—August 2007-June 2008. Presently this semester, 191 students are participating in ABE/GED at KPC (KRC-139, KBC-52).

Total GEDs awarded: 99

Total # contact hours: 5,040

Funding: Borough funding in FY09 was $84,300; state funding through an ABE grant was $176,500. Funds pay for personnel, travel to rural villages and materials.

6-Challenges

-KPC operational budget items cut in Gov. Palin's budget

Workforce Programs—2 Process Technology faculty, one program coordinator $375K
-#2 priority in UA Board of Regents budget
-Not included in Gov. Palin budget

K-12 Outreach—Kachemak Bay Campus student success coordinator $80K
-#4 priority in UA Board of Regents budget
-Not included in Gov. Palin budget

-Gov. Palin only included $10 million (cut to $8 million on Feb. 18) for Renewal and Renovation for UA and no new construction capital projects for the entire University.

-Lack of funding for community campus new construction capital projects. A $4 million "Feasibility Studies Community Campuses New Facilities" was submitted by the Regents this year, but not included in Gov. Palin's budget. "Funding for this project would allow for a feasibility study on new facilities requested by community campuses. There were several new facilities requested by community campuses in FY10. Given the high cost of construction, maintenance and utilities, and the changing demographic at many of these sites a more through analysis of the facility needs is warranted."[4]

-Capital budget priorities for KPC not included in the BOR new construction capital list

Kenai River Campus Career and Technical Ed Center $13M
Kachemak Bay Campus Classroom Bldg (vs City Hall) $7.5M
Kenai River Campus Student Housing $17.5M
-Design--$1.8M

[4] Taken from the Board of Regents Capital Budget Request.

7-Anything else you want to discuss or make the committee aware of?

-Since 1991, KPC has received borough funding through a 1/10th-mill tax levy assessed on borough residential property. For FY10, we anticipate receiving $611,401. Since 1991, we have received $5,706,885. These KPC programs and positions are paid with these funds:

-JumpStart tuition waivers for high school seniors (all sites, but Anchorage since it is not in the Kenai Peninsula Borough)
-Service learning/community engagement programs (all sites)
-ABE/GED (both campuses)
-Funding for Resurrection Bay Extension Site, which allows courses with lower enrollments.
-Computer technician (KBC)
-Career Center coordinator (KRC)
-Evening coordinator (KRC)
-Library clerk (KBC)
-Operating and lease costs for KBC West Campus paid to City of Homer
-Registration Clerk (KBC)
-Tutors (both campuses)
-Financial aid clerk (KRC)
-Student advisor (partial staff support at KBC)

-In October, the college was awarded a five-year $1,996,319 Title III grant under the U.S. Department of Education's Strengthening Institutions Program. The grant focuses on KPC increasing student success/retention rates through technology-enhanced advising and tutoring services, development of distance delivered courses in technical fields and general education requirements (GER), and faculty development and training in classroom technology and distance delivery.

-KPC's distance education program is growing exponentially:

-Offered 42 distance courses in F08 with 402 students enrolled taking 1,232 credit hours, a 138% increase since S07. In S09, these numbers have increased to 45 courses, and 645 students taking 1,812 credits—a 60% increase in students and 47% growth in credits in one semester.

-This semester, courses delivered via distance comprise 17% of KPC credit hours and 30% of students are taking at least one distance class. In summer 08, distance courses accounted for 48% of all credit hours taken through KPC.

-KPC offers the following special programs and courses:

-Kachemak Bay Writers Conference at the Kachemak Bay Campus—a 4-day conference that attracts 150+ people from Alaska, Lower 48 and internationally.
-Kenai River Guide Academy at the Kenai River Campus—a state-required 40-hour certification course for all Kenai River fishing guides.
-Kenai Fishing Academy at the Kenai River Campus—a week-long program that teaches people how to fish and respect the natural resources on the Kenai Peninsula.

-KPC offers six programs that are available at no other UA campus.

UA Community Campus Profile Prepared for House Education Committee
Matanuska-Susitna College Overview
March 2009

1-***Name of campus and which University of Alaska Major Administrative Unit (MAU) do you report to? Description of campus—where located, how many locations.***

Matanuska-Susitna College – University of Alaska Anchorage
950 acre campus located on Trunk Rd half way between Wasilla and Palmer
Currently developing an extension program in Willow

2-***Headcount and semester credit hours produced in Fall 08 and Spring 09 (as of 2/17/09).***

Fall 2008:
Unduplicated headcount (HC) – 1753
Student Credit Hours (SCH) – 10,971

Spring 2009:
Unduplicated headcount (HC) – 1351 (as of February 17)
Student Credit Hours (SCH) – 9,155

3-***Number of degree-seeking vs non degree-seeking students—students currently enrolled this spring.***

Degree seeking – MSC 524	UAA 481	UAF/UAS 12
Non-degree seeking – MSC 265	UAA 58	UAF/UAS 11

4-***Does your college work with local high school(s) by offering dual credit courses? If yes, approximately how many courses can be taken for dual credit?***

Mat-Su Borough School district does accept college course work for high school credit. We have a process for registering these students in our classes. All classes offered at Mat-Su College are available for dual enrollment, if pre-requisites are met, but the School District determines if the course will be accepted for high school credit. Dual enrollment students pay the same fees and tuition as all other students.

5-***Does your campus provide Adult Basic Education/GED services to people in your community? If so, how many students on average do you provide these services to each semester?***

We do not provide Adult basic Education through Mat-Su College

6-***Challenges***

1. Many of the students who apply for admission are not prepared for college-level work. For example, 92% of the incoming students who took our math placement test during the fall 2007 and spring 2008 semesters did not score high enough to enroll in the lowest college-level math course.

2. We are also challenged by the need to attract and retain qualified instructors for our students. There are chronic shortages in math, science, communications, and English.

3. The Matanuska-Susitna Borough is changing rapidly as new businesses and residents locate here. As they do, our community's needs are changing. The courses and programs we offer have to change with them. Identifying and responding to those needs in a timely manner is critical. Developing, cultivating, and maintaining connections with the companies who will employ our graduates is critical to identifying needs. Promoting good communication, local empowerment, and teamwork within the university is critical to responding to them.

4. MSC is experiencing technology requirements that remain unfunded over time. As a result our level of service to students suffers because of the inadequate infrastructure. We face a critical bandwidth shortage which affects staff and faculty effectiveness and student success.

7-Anything else you want to discuss or make the committee aware of?

Mat-Su College is developing three new programs this year that we anticipate will be ready for the fall 09 semester. The first is Paramedic Technology which is an AAS Degree program funded in part by the Mat-Su Borough. There is high need within the Borough for trained paramedics as the Borough EMS transitions to a paid vs. volunteer staff. The second program is an Occupational Endorsement in Renewable Energy. This is an academic program that will provide students with the understanding to work in any area of the energy sector with the specifics coming from the manufactures or employers at the end of the program. We will provide the curriculum and many of our partners will provide the laboratory and research components. The third program is also an Occupational Endorsement in Veterinary Assisting. For many years we have heard that there is need for trained professionals to work in Veterinary Offices. Many would like a Veterinary Technology Program, but that would be an Associate of Applied Science Degree and we are not ready to implement that at this time. The Occupational Endorsement is a cost effective approach to get to where the community wants us to be.

We have developed several partnerships to bring critical factors to bear on the programs we are developing. Here are a few examples:

Johnson Controls
Last year Johnson Controls, a Fortune 500 Company, contacted us about a partnership opportunity that would boost our Refrigeration & Heating and Computer Network Technology Programs while providing excellent opportunities for our students. The Company will interview any of our students who are willing to participate in the program. They will at that time select five students to make offers of a provisional employment contracts. If the student completes the first school year with a satisfactory grade, the company will provide them $1,500 toward their final year's expenses. Upon successful program completion and graduation the student will be offered employment with Johnson Controls within Alaska. Mat-Su College will receive much needed equipment for our labs free of charge. Our faculty will also be permitted to attend company training at a reduced rate.
There have been no problems in placing our students during the past few years. This partnership is expected to be an excellent recruiting tool.
School of Land Resource and Agricultural Sciences/Palmer Experimental Farm
Soon after the November meeting of the MSC Energy Group, we were contacted by the School of Land Resources and Agricultural Sciences at UAF and asked if we would be willing to partner with them on energy. Our agreement with them will have them provide laboratory space and faculty resources and MSC will provide the curriculum and lecture space. We will help them promote their research on Bio-Mass using locally available hardwoods to produce energy in rural Alaskan communities that do not have other viable sources of energy. Their hope is that students

educated at our facility will take the knowledge back to their villages and replicate what they have learned here.
After much discussion, we have determined that by working together we can each do what we are good at and at the same time strengthen both programs. They will provide the research and subject matter expert and we will provide the curriculum, degree and lecture space. We believe the Mat-Su College Energy Training Center will become a focal point for research and training throughout the state.

Alaska Center of Energy and Power

The Alaska Center for Energy and Power (ACEP) is a recent addition to the UAF Campus. Their primary purpose is to do research on alternative energy sources for rural Alaska. Through the combined efforts of ACEP and the Alaska Energy Authority a Wind Energy Coordinator will be placed at the Mat-Su Campus in the near future to provide direction to our academic program as well as determine research and training needs for the state with particular emphasis on the South Central Region. The position may only be available for one year, but the partnership will be ongoing.

Matanuska-Susitna Borough

The relationship between the Mat-Su Borough and the College extends back to the 1960's when the borough donated land for the college building site. Most recently the borough has allocated $100,000 per year to fund our new Paramedic Program. The expansion of the college and the addition of specific programs to enhance the community have been high priorities for the Borough Assembly for several years. The Assembly has indicated an interest in increasing the amount they allocate to the college by $100,000 per year for the next several years. The recent decline in tax revenues may affect future commitments.
For the past two years the borough has partnered with us on the planning and development of the Valley Center for Art and Learning. This project features a 1000 seat auditorium and two libraries, one each for the borough and the college. This item did not make it into the Regent's Budget this year, but we have hope that our continued partnership can stimulate this noteworthy undertaking.

Valley Community for Recycling Solutions

We have recently begun discussions with the Valley Community for Recycling Solutions (VCRS) to utilize space in their new $6.5M building that scheduled to begin construction this summer. We plan to house some of our Renewable Energy courses in their classroom. The VCRS site will also house some MSC undergraduate research. Our property has a common boundary with the Mat-Su Landfill near the site of the new building. This may be convenient in the future if we decide to build a road to connect that area with the campus. Our agreement with them is not yet finalized, but we expect it to be affirmed before the end of the semester.

The college is developing what we call a "Family Campaign" to encourage our faculty and staff to donate money for scholarships. Because there are so few need based scholarships that are open to all students regardless of their program of choice, we are developing such a scholarship for MSC students. This campaign will eventually be expanded to our alumni and the community at large.

KODIAK COLLEGE CAMPUS PROFILE
Prepared for House Education Committee
March 2009

1. Name of campus and to which University of Alaska Major Administrative Unit (MAU) it reports; where located and how many locations:

Kodiak College – University of Alaska Anchorage
No additional campuses, but courses are offered on site at the Senior Citizens Center of Kodiak (SCOK), the USCG Base (including aboard ships underway), Kodiak High School (including dual credit courses), at an three village communities (Old Harbor, Ouzinkie, and Port Lions)

2. Headcount (HC) and Student Credit Hours (SCH) produced in Fall 2008 and Spring 2009 semesters:

Fall 2008 HC	Fall 2008 SCH	Spring 2009 HC*	Spring 2009 SCH*
656	2456	487	1988

* Spring 2009 data drawn on February 12 and does not include subsequent enrollment for late-starting courses

3. Number of students who have declared intent versus those who have not declared intent:

	Fall 2008		Spring 2009 TD	
	Students	Percent	Students	Percent
Degree	135	*23.85%*	130	*31.03%*
Certificate/Occupational Endorsement	9	*1.59%*	10	*2.39%*
Non Declared Intent	422	*74.56%*	279	*66.59%*

The figures above represent unduplicated totals for students seeking degrees, certificates, or occupational endorsements at Kodiak College. The totals exclude students under age 18 who, per University policy, cannot be degree-seeking. Spring 2009 data was mined on February 11 and does not include subsequent enrollment for late-starting courses.

4. Does your college work with local high school(s) by offering dual credit courses? If yes, approximately how many courses can be taken for dual credit?

Since 1999 Kodiak College has offered 13 - 16 Dual Credit and Tech Prep classes per year in Kodiak area High Schools. Students in these classes earn both college and high school credit upon successful course completion. Kodiak College works closely with the Kodiak Island Borough School District (KIBSD) to encourage students and their families to become familiar with the variety of options available for earning college credit before graduating from high school. College Student Service staff visit high school classes annually to review and approve the offerings, discuss financial aid and registration. Students in this program pay $25 per credit hour. Borough funding ($72,000 annually from 2005-2008) is used to offset tuition for these classes

In addition to Tech Prep and Dual Credit courses, Kodiak College provides fee-waived early Accuplacer Testing (placement) and advising for high school juniors and seniors during Spring

semester. Kodiak College works with the counseling staff at the local high schools to offer high school students as early as their junior year the placement testing, as well as academic advising, so college attendance becomes a goal and to start the early planning to attend and be academically prepared.

Another option for young students to get college credits while still in HS is the **JumpStart** program. Tuition for these classes is supplemented by Borough funding, reducing the cost to $50 per credit hr. This is nearly a 60% savings over the current tuition rate. The **JumpStart** program is supplemented by funding from the Kodiak Island Borough.

5. Does your campus provide Adult Basic Education and GED services to people in your community? If so, how many students on average do you provide these services to each semester?

YES: ABE/GED services include tutoring, academic preparation, GED testing, and English instruction for English language learners (ELL) -which make up half of current ABE students served.

Service area: city of Kodiak and 7 villages on Kodiak island. Rural Access Coordinators (RACs) are currently placed and working with students in the villages of Port Lions and Ouzinkie; RACs are being recruited in the villages of Akhiok and Old Harbor. A volunteer is working with students in Larsen Bay. In addition, a correspondence student living at a lodge in remote Uganik Bay gets services from the ABE via mail and email. The ABE coordinator works with school district and Job Service personnel to identify HS dropouts needing additional training and education for employability.

ABE (GED and ESL)	FY 07	FY 08	Spring 09 TD
Number of Students	149	155	87
Student Hours	4437.75	5234.7	not available
GEDs Awarded	30	48	--

Funding: Kodiak College receives $102,000 from the state and $16,000 from the Borough to support ABE/GED programs.

6. Challenges:

- Outdated/limited/unsafe technological facilities make program delivery of high demand WFD programs difficult at a time when K12 and HE partnerships are just taking hold
- Lack of affordable housing and recent high transportation, heating oil, and energy prices have made island living less affordable -island rents average $1,000 per month due to demand

- Census data indicate island population declines of approximately 3-4% per year since 2004 and may be a reason to investigate new service delivery models such as Distance Delivered courses, which require additional training and professional development

- Expense of providing professional development for staff and faculty due to high travel costs

7. Is there anything else you want the Committee to know about?

- For the first time, a 2009 high school student will receive both a high school diploma and a college welding certificate at his graduation ceremony

Keeping Kodiak Island Residents Working

- Technology Program -
  - ✓ First AAST Degree in Welding/OSHA to be awarded in 2009

  students in progress toward goal who were able to get new jobs or promotions in current jobs as a result of new skills:
  - ✓ 28 certificates awarded last year; 22 eligible for testing later this year
- Accounting and General Business Programs - 90% of graduates are working in the fields for which they trained either in new jobs, or with promotions in their original jobs, as a result of new skills
- Computer Netwok Technology -- 100% of IT students working in the IT field, either in new jobs, or promotions in current jobs as a result of new skills
  - ✓ All IT positions on island (City, Borough, KIBSD, hospital) currently staffed by KOC students or graduates
- Certified Nursing Assistants—100% placement rate for graduates of the program, many with multiple job offers
- Nursing -100% of 2008 graduates received offers of employment before or immediately upon receiving diplomas
- Internships and Service-Learning -Requests have increased from industry for student interns and courses including internship opportunities to prepare students for work site activities after graduation have been developed

Jump Start, Smart Start, and other Learning Communities - More than a dozen students have successfully transitioned from developmental level courses to regular college-level courses, and on to graduation;

- ABE - GED and ELL successes -- Steady increases in numbers of students, contact hours, and GED diplomas earned; students have successfully transitioned from lower-level ESL instruction, to GED, to Smart Start and other developmental courses, ultimately to experience success in regular college-level courses and programs, e.g. CNA, Business and Nursing

- Percent of Minority Students - has increased from 15% in 2004 to 30 and 33% in 08-09 ethnic minorities each semester, including 12% Native Alaskans and American Indians (the same proportion as in the general population)

FAFSA College Goal Sunday successes -- Successful fourth annual event; participants report high levels of satisfaction and increased knowledge
Classes on site - At the US Coast Guard Base, aboard ships at sea, and at the Kodiak Senior Citizens Center

Other Service to Community

- 48 hrs of open Computer Information and Office Systems (CIOS) Lab
- The Learning Center- 50+ hrs. of tutoring per week available for HS and College students
- Testing Center providing PRAXIS, FAA, Microsoft, CISCO and other industry proctored exams to public and students
- Dedicated Distance Education office space
- Library with 27,000 volumes and linkage to Interstate Consortium Library
- WiFi internet access
- Affordable meeting space
- Free "Taking Care of Business" series of customer service workshops sponsored by College
- Cultural and Arts events

FAFSA College Goal Sunday successes -- Successful fourth annual event; participants report high levels of satisfaction and increased knowledge
Classes on site - At the US Coast Guard Base, aboard ships at sea, and at the Kodiak Senior Citizens Center
Percent of Minority Students - about 30 to 33% ethnic minorities each semester, including 12% Native Alaskans and American Indians (the same proportion as in the general population)

UA Community Campus Profile Prepared for House Education Committee
Prince William Sound Community College Overview
March 2009

1-Name of campus and which University of Alaska Major Administrative Unit (MAU) do you report to? Description of campus—where located, how many locations.

-Prince William Sound Community College- Valdez main campus
Campus Housing available/ three buildings = 24 apartments
-Copper Basin Campus- Glennallen 110 miles from Valdez
-Cordova Campus- Centrally located in Cordova, 30 minute flight from Valdez

PWSCC is a separately accredited Community College by the Northwest Commission on Colleges and Universities. PWSCC is listed as an affiliate College in the UAA Catalog. The Colleges service area is 44,000 square miles (the size of the State of Ohio)

2-Headcount and semester credit hours produced in Fall 08 and Spring 09 (as of 2/16/09).

HC=Headcount—number of students enrolled
SCH=Semester credit hours

PWSCC Location	Fall 08 HC	Fall 08 SCH	Spring 09 HC	Spring 09 SCH
Valdez Campus	957	2850.7	395	1592.2
Glennallen Campus	141	373	65	238
Cordova Campus	78	746.5	82	428
PWSCC TOTAL	**1176**	**3,970.2**	**542**	**2,258.2**

3-Number of degree-seeking vs non degree-seeking students—students currently enrolled this spring.

-Degree seeking- 10% of total student body
-Non-degree seeking—90% of total student body
-Full time students (12 or more credits)—50
-Part time students (less than 12 credits)—492
-Non-credit students 625 as of 2/16/09
-92% of students both degree and non-degree achieved educational goal

4-Does your college work with local high school(s) by offering dual credit courses? If yes, approximately how many courses can be taken for dual credit?

Yes, Prince William Sound Community College works closely with all three school districts in our service area, Valdez, Glennallen and Cordova. The dual credit program began in 1995.

High school students are charged a $25 fee for a three credit semester length course. The number of dual credit courses offered between fall and spring semesters varies.

The College has twenty three dual credit courses currently being offered (spring 2009). A total of 260 high school students are taking dual credit courses. Ten of the twenty three dual credit courses are recognized as Tech Prep.

5-Does your campus provide Adult Basic Education/GED services to people in your community? If so, how many students on average do you provide these services to each semester?

Yes, Prince William Sound Community College ABE and GED programs are very active in our service area.

14 Communities served: Valdez, Cordova, Tatitlek, Whittier, Glennallen, Copper Center, Tazlina, Chistochina, Slana, Nabesna, Mentasta Lake, Kenny Lake, Chitina and McCarthy.
Total students served: 156 students Fulltime and part time (full time is 12 contact hours or more—July 2007-June 2008. FY 2009 presently serving 123 full and part time students.
Total GEDs awarded: 26 to date, currently 14 students in some level of testing, in addition to 41 students on record to fulfill GED goals.
Funding: State ABE Grant $84,371 and FY 10 United Way Grant $13,000.
Contact Hours to date: 1,632

6-Challenges

-PWSCC funding for support of new programs
-Increased cost of utilities, fuel oil and electricity
-Declining population in the service area
-Fixed cost increase and appropriations not meeting the increases
- lack of funding for two year campuses new construction capital projects.

-Capital budget priorities for PWSCC

PWSCC Wellness Center/ Student Life Renewal	**$3.6M**
PWSCC Housing Renewal	**$5.0M**
PWSCC Deferred Maintenance	**$3.9M**
PWSCC parking and security upgrades	**$1.67M**
PWSCC Doors and Locks Upgrade	**$555,00**

7-Anything else you want to discuss or make the committee aware of?

PWSCC has received funding from the City of Valdez since 1979. Since 1979 the College has received 16,774,832. In 2008, the City of Valdez voted to increase the amount of funding from 634,731 to $700,000 the largest contribution to date. These dollars stay in Valdez and support the overall Community College budget.

The Maxine and Jesse Whitney Museum opened in May 2008. The collection was a gift from Maxine Whitney and has over 1,000 pieces on display of Alaskan wildlife and Native artifacts.

The PWSCC Wellness Center opened in 1998. Last year the College celebrated the 10th Anniversary. The facility is open to the community and has both cardio and weight training equipment. The Wellness Center has over 600 members annually.

University of Alaska Southeast Regional Campuses

1. Sitka
2. Ketchikan

UNIVERSITY OF ALASKA
SOUTHEAST
learn · engage · change

Office of the Director
1332 Seward Avenue
Sitka, AK 99835-9418
Tel: (907) 747-7704
Fax: (907) 747-7768
Email: jeff.johnston@uas.alaska.edu

DATE: February 19, 2009

TO: House Education Special Committee

FROM: Jeff Johnston, Director

SUBJECT: UAS-Sitka Campus Overview

1. *Name of campus and which University of Alaska Major Administrative Unit (MAU) do you report to? Description of campus—where located, how many locations.*
   a. **University of Alaska Southeast—Sitka Campus**
      i. **Address:** 1332 Seward Ave, Sitka, AK 99835
      ii. **Website:** http://www.uas.alaska.edu/sitka/
      iii. **The Sitka campus (founded as Sitka Community College in 1962) shares in Sitka's heritage of being the former capital of Russian America. Sitka, Alaska's fifth-largest city is rich in history and a popular tourist destination. Mt. Edgecumbe, known as Alaska's Mount Fuji, dominates the horizon across the water from the campus. Located on Japonski Island along with the Southeast Alaska Regional Health Consortium, Mt. Edgecumbe High School and the U.S. Coast Guard, just across the bridge from town, the Sitka campus has maintained its community campus role while serving the needs of students from across the region and the State.**

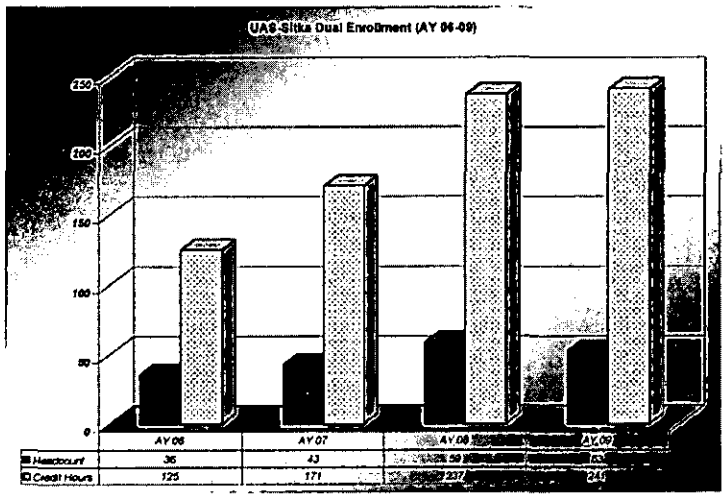
2. *Headcount and semester credit hours produced in Summer & Fall 08 and Spring 09 (as of 2/17/09).*

Summer 08 HC*	Summer 08 SCH**	Fall 08 HC	Fall 08 SCH	Spring 09 HC	Spring 09 SCH
271	*971*	*861*	*3756*	*845*	*3689*

***HC=Headcount—number of students enrolled**
****SCH=Semester credit hours**

3. *Number of degree-seeking vs non degree-seeking students—Fall 2008*
   a. **Degree seeking—499 or 58% of total student body**
   b. **Non-degree seeking—362 or 42% of total student body**
   c. **Full time students (12 or more credits)—230**
   d. **Part time students (less than 12 credits)—631**

4. *Does your college work with local high school(s) by offering dual credit courses? If yes, approximately how many courses can be taken for dual credit?* **Yes--**



We work closely with the Sitka School District and Mt. Edgecumbe High School. Our Career and Technical Education classes (Welding, Construction, Certified Nurse Aide (CNA) and Marine Technology) and courses that will serve to fill general education requirements (English, Math, Psychology and Geography) are the most frequently offered dual enrolment courses. UAS-Sitka also participates in the TechPrep program with five courses offered at the local high schools for college credit.

5. *Does your campus provide Adult Basic Education/GED services to people in your community?* **Yes--50 students/term and 12-15 graduates per year.**

6. *Challenges*: **The Sitka campus faces a number of challenges in its effort to ensure that it provides high quality postsecondary education to a diverse student body:**

   a. **Providing the necessary support staff for programs funded by restricted funds.**
   b. **Funding for renovation projects focused on "code correction."**
   c. **The need for multiple year funding streams for career and technical education program development e.g. difficult to recruit a certified welding instructor for a one-year grant funded position.**

7. Anything else want to discuss?

Title III funding has allowed the Sitka Campus to build a reputation as a center for excellence, a pacesetter in the application of technology for innovative, student friendly instructional design. Our Fast Track program development of partnerships with governmental agencies and private industry is now generating interest statewide. Our partners are happy with the results of our efforts and are talking across the state. Our registrations are increasing steadily as we provide training to a diverse student group ranging from harbormasters and EMTs to log cabin builders.

UA Community Campus Profile Prepared for House Education Committee
UAS Ketchikan
March 2009

1-Name of campus and which University of Alaska Major Administrative Unit (MAU) do you report to? Description of campus—where located, how many locations.

The Ketchikan branch of the University of Alaska Southeast is located in Ketchikan, Alaska. It was the first community college in Alaska and is now 55 years old. There are two campuses in Ketchikan – one that houses the business operations, learning center, library, and most academic program faculty and students and one that is the technical training center where workforce development programs and their faculty reside. There are two educational outreach centers located on Annette and Prince of Wales Islands that are student service centers created through Title III funding to serve Alaska Native and rural students.

2-Headcount and semester credit hours produced in Fall 08 and Spring 09 (as of 2/9/08).

UAS KETCHIKAN	Fall 08 HC 525	Fall 08 SCH 2,616	Spring 09 HC 497*	Spring 09 SCH 2,387*

HC=Headcount is number of students enrolled SCH=Semester credit hours
***Spring HC/SCH are as of February 16, 2009 – those numbers will increase with the delivery of Marine Transportation courses that are offered mainly in the spring.**

3-Number of degree-seeking vs non degree-seeking students—students currently enrolled this spring.

Degree seeking students enrolled in Ketchikan programs = 98
Non-degree seeking Ketchikan NODS (undeclared) = 191
Other campus degree seeking students/NODS students = 285

Full time students (12 or more credits) = 33**
Part time students (less than 12 credits) = 541
****This represents students taking 12 credits from Ketchikan and does not include those that may be taking 9 credits from Ketchikan and 3 credits from UAA, UAF, or the Juneau campus. Those students are still considered fulltime, but just not in Ketchikan's count.**

4-Does your college work with local high school(s) by offering dual credit courses? If yes, approximately how many courses can be taken for dual credit?

We work closely with the Ketchikan Gateway Borough School District to facilitate Tech Prep agreements with all the campuses in the UA system and for dual enrollment in workforce development courses on the Ketchikan campus. KGBSD has advanced placement courses so rarely do high school students come to UASK for those courses. Student over the age of 18 are welcome to enroll in any course offered locally or via distance and students under the age of 18 may enroll with appropriate counseling, parental consent and faculty approval.

5-Does your campus provide Adult Basic Education/GED services to people in your community? If so, how many students on average do you provide these services to each semester?

Yes, UASK is the sub recipient of the adult basic education grant administered from Southeast Alaska Regional Resource Center. With those grant funds we are able to offer GED preparation classes and GED testing services to Ketchikan and surrounding communities. Adult basic education courses and ESL courses continue to be on the list of desired course offerings, however due to a lack of resources we are unable at this time to offer ABE and ESL courses.

6-Challenges

The ongoing challenge continues to be a lack of resources for program growth and development. The Ketchikan campus adheres to the regional strategic plan, identifying specific strategies appropriate for the community, and implements curriculum and programs according to the identified priorities that meet the needs of students and the community. This focus provides for allocation of resources to implement the priorities but when growth is needed due to success in the existing program the resources do not allow for additional staff and faculty to continue to meet the demand of the growing student population.

Of particular need is in student services for off campus students. The Ketchikan campus has used Title III and other grant funding to build outreach centers in rural communities and online students services programs to support off campus students. These programs will continue in a reduced capacity at the termination of the grant funding but really should be expanded regionally as they have successfully engaged students in the rural areas of southern southeast Alaska.

7-Anything else you want to discuss or make the committee aware of?

The Ketchikan campus has grown the delivery of distance online courses over the past five years and as a result has met the needs of students statewide and has experienced significant growth. Other campuses are growing their distance offerings as well, however it is done without much encouragement of collaboration and causes great confusion for our students. The university has struggled with this distance dilemma for a long time and awaits a report from the department of legislative audit on the UA distance program. I am hopeful that through your increased knowledge of this issue and the collaborative disposition of the campus directors the university can create a robust distance program that serves students to the best capacity possible.

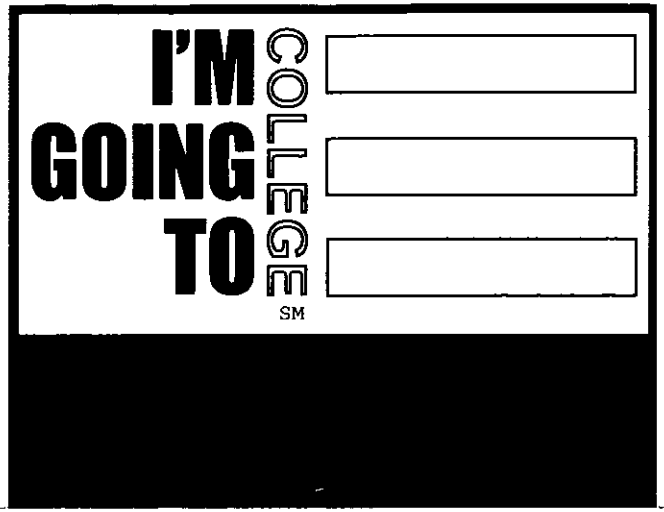
HB156
Mining Taxes

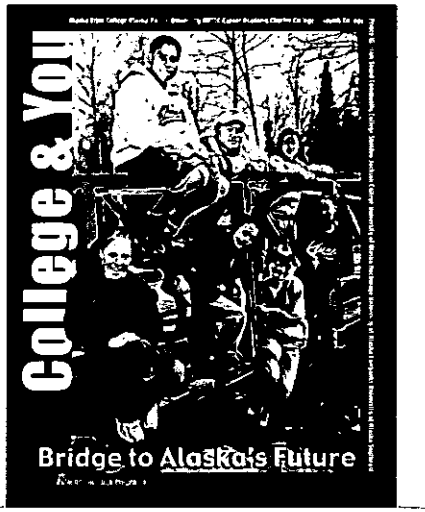
Student & Enrollment Services
University Of Alaska
PO Box 755020
Fairbanks, AK 99775-5020

3301

Postage

Online
Registration
is Available





Elementary School

2nd grade: "I Know I Can"
UA College Savings Plan, ACPE

This in-classroom activity brings college graduates into elementary school classrooms to read the "I Know I Can" storybook. This event is intended to connect higher education to career paths while instilling the message that college is possible.

6th grade: "Dream Big" poster
UA College Savings Plan

This poster encourages students to "dream big" and to start thinking about college and career paths. It is distributed to every sixth grade student and classroom in the state.

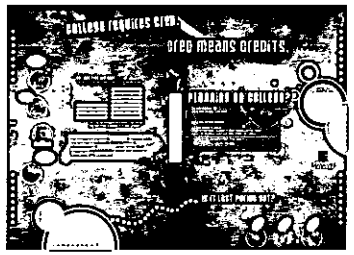
Middle School

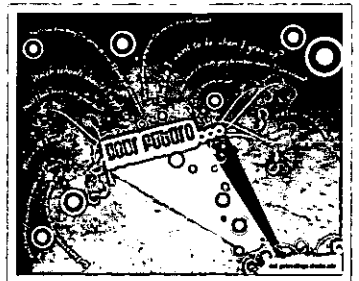
5th – 6th grade: "I'm Going to College"
ACPE, UA, NELA

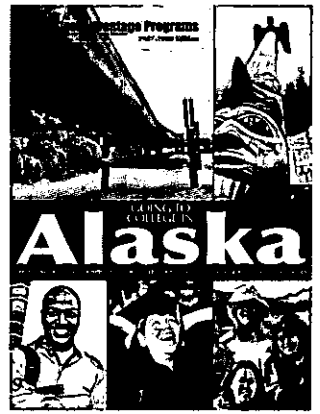
This program is designed to give last-year elementary students a chance to learn how to become a college student – and see firsthand what it will be like. In their classrooms, students explore different types of colleges, financial aid and careers throughout the 12-session curriculum. Then students are given the opportunity to become a college student for a day. UAA, UAF and UAS all sponsor "I'm Going to College" events in partnership with Northwest Education Loan Association (NELA) and ACPE.

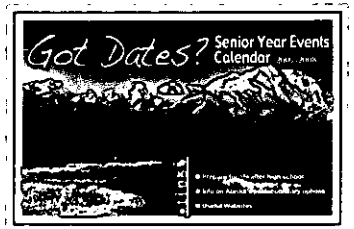
5th – 8th grade: "College is for YOU!" classroom poster
ACPE

This poster encourages late elementary and middle school students to visualize themselves as "college material." It is distributed to classrooms across the state.









High School

8th grade: "Chart your Course" newspaper
ACPE

This annual publication, authored in part by middle school students and mailed to eighth graders and their parents, illuminates the K-16 pathways and highlights careers in Alaska.

9th grade: Book cover
UA

This book cover emphasizes taking college preparatory courses and assessment tests while in high school. It is delivered to all high schools for distribution to every freshman in the state.

9th grade: Viewbook, gotocollege website, Parent Companion Piece
UA

The viewbook, mailed to all 9th graders, highlights the benefits of higher education, what to do to prepare for college and explores career pathways.

11th grade: "Going to College in Alaska" magazine
ACPE

This magazine promotes the higher education options available right here in Alaska. It is mailed to every high school junior in the state.

12th grade: "College Goal Sunday" program
ACPE, UA, The Coalition of Alaskans Supporting Higher Education (CASHE)

This two-hour event, held in early February throughout Alaska, helps students and their families fill out the Free Application for Federal Student Aid (FAFSA).

12th grade: "It's My Life" senior planner
ACPE

This publication includes tips on preparing for life after high school, going to college, career planning tools, important testing dates and information on Alaska colleges, universities and technical schools.

THE UNIVERSITY OF ALASKA COLLEGE SAVINGS PLAN

AlaskAdvantage
Alaska Commission on Postsecondary Education

The university's largest early outreach program, the UA College Savings Plan and Alaska's higher education agency, the Alaska Commission on Postsecondary Education, are dedicated to promoting and supporting higher education for all Alaskans. Each year thousands in Alaska are impacted by their awareness efforts which span early elementary, middle and high school. The primary initiatives and publications implemented by these organizations are highlighted in this brochure.

Rural Alaska Honors Institute students participating in the Wells Fargo Business class taught by Dr. Liz Ross

UNIVERSITY of ALASKA
Many Traditions One Alaska

Contact Information:
University of Alaska
Student and Enrollment Services
P.O. Box 755020
Fairbanks, AK 99775-5020

Photo above by: Nile Mueller
Cover photo: Stockphoto.com/vdeev007

Education in Alaska is at a critical juncture –

Alaska's youth graduate from high school and go to college at a lower rate than their peers in other states. Working to change this disturbing trend are the University of Alaska, the UA College Savings Plan and the Alaska Commission on Postsecondary Education (ACPE).

Our efforts ensure that every young Alaskan hears early and often the benefits of staying in school and earning a high school diploma, and the difference that higher education will make to their future. These programs instill in them the knowledge that higher education is within their reach, even if they are the first in their family or community to take that step. Our outreach programs communicate to the youth of Alaska that for them and financial aid is available. It is our hope that these programs make a positive impact on their future.

KUSKOKWIM
CAMPUS

P.O. Box 368 • Bethel, Alaska 99559 • (907) 543-4500 • FAX (907) 543-4527

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

March 10, 2009

Dear Representative Seaton,

I appreciated the opportunity to represent the Bethel, Alaska, Kuskokwim Campus of the University of Alaska Fairbanks at the House Education Subcommittee last week in Juneau during the Community Campus Directors' Conference.

Enclosed are some letters composed by several students who are involved in the placed faculty UAA School of Nursing program here at KuC in Bethel. As you can see from their letters, having a program such as this in their home communities made it possible for them to realize their dreams and secure their futures by obtaining training for good, competitive jobs. Most articulate that they would not have been able to do this without a local rural campus to attend.

I know you are a firm supporter of the University of Alaska rural campuses and their missions. If these letters will help in your efforts to bring others in the legislature into the fold, feel free to use them.

If I can assist you in any other way, please contact me.

Sincerely

Susan M. Baird

Susan M. Baird
Assistant Director

Kevin Phelan
Box 2871
Bethel, AK 99559
(907) 543-5163
02/20/09

I am greatly appreciative of the ability to study nursing through UA whilst still remaining at home in Bethel. Were it not for the nursing program through UA I would not be able to study nursing as I have a young family and would be unable to move to Anchorage. I have been able to take my nursing prerequisites for nursing right here in Bethel also.

My goal is to graduate nursing school and work in some nursing capacity in the YK Delta. Once again, were it not for the UA system I would be unable to achieve this goal.

Sincerely,

Kevin Phelan

Nikki Pollock
P.O. Box 2113
Bethel, Alaska 99559

February 16, 2009

To whom it may concern:

My name is Nikki Pollock, I live in rural Alaska, and I am a student in the University of Alaska system. I believe that if it were not for the community college in Bethel, I would not benefit from the college education I have received.

I was introduced to the Kuskokwim Campus during the Fall semester of 2007. I was enrolled as a part time student taking 6 credits. These classes were comprised of Oral communication and Introduction to Psychology. I received a wonderful education, these classes expanded my thinking process, and my perception to cultures.

The next semester Spring of 2008 at, KUC was still part time, however I was taking 9 credits. I was able to take English, Life Span Development Psychology and Anatomy and Physiology. During the summer vacation of 2008, I took Health and Nutrition. I am grateful that these classes. They are a part of my pre-requirements in the Associates of Applied Science Nursing Degree.

I am currently enrolled in the University of Alaska Anchorage School Of Nursing. I am so grateful that the University of Alaska has distant branches, where students have the ability to stay close to home and receive a college education. I am positive, that if there was not a community college in Bethel, I would *not* be enrolled in nursing cohort.

The University of Alaska system has done wonders for the people of Alaska. The system has produced cognitive, well educated people, who are a asset to the community. If you have any questions concerning the University of Alaska, please feel free to contact me by mail.

Respectfully Submitted

Nikki Pollock, NS

February 13, 2009

To Whom It May Concern:

My name is Kristen Kinegak and I am attending school here in Bethel. I am taking an audio conference course out of the University of Alaska-Fairbanks. I am also a nursing student with the University of Alaska-Anchorage School of Nursing Program which is Bethel based.

I have been taking classes for over ten years on and off. I live here in Bethel, but am originally from Akiachak. I am very fortunate to attend school here as well as other students from the YK-Delta. It is close to home and I don't have to travel abroad to attend college. The staff at the Kuskokwim Campus is very helpful and very friendly.

Since I started the Nursing program, I have learned a lot. I am so exuberant that it is Bethel based. Having a nursing program in Bethel is excellent! Students who want to pursue a nursing degree or any kind of degree can come to Bethel and be a part of the University of Alaska system. They don't have to go to Anchorage or out of state to pursue it. When I am finished with nursing school, I plan on working for the hospital here in Bethel and I will continue to live here as well.

I currently work as a Certified Medical Assistant. My goal was to further my education to pursue nursing which I am able to do it here at the local college. If I weren't able to further my education here, I would have to take my family and leave Bethel which I would not want to do. It is with great pleasure that University of Alaska system has a college in Bethel, great pleasure!

K Kinegak

February 13, 2009

To Whom It May Concern:

I am an Alaskan Native woman from the Yukon Kuskokwim Delta Region. Since I was a young girl, I have always wanted to become a nurse. My younger sister passed away from a rare liver disease and ever since then I knew I wanted to be part of the health care system.

I started my health care career with UAA in 2003, with the passion of becoming a Registered Nurse. I have yet to obtain my degree in Nursing, and although, I have to say that I could not have done it without UAA's nursing outreach programs.

UAA has several outreach Nursing programs though out the state of Alaska, and I think it helped me tremendously, because all of my family is from around the Bethel area.

Besides that, when I was going to school at UAA in Anchorage, I found out that the Nursing program there had a three year waiting list, and I couldn't afford to wait three years to get into the program. I was so lucky to be accepted to the Nursing program at the Bethel Site. I am finished with the Nursing program here, if I waited in Anchorage, I would have not started the Nursing program until next year.

UAA is doing their part in helping rural Alaskans to obtain their degree without traveling to Anchorage to get their degree. I am very grateful that UAA has outreach programs through out Alaska.

Please let UAA continue to get funding for education purposes. We, the people from the rural communities need UAA continuing support for higher education.

Gracie Nelson, former UAA and graduate from UAA

3/9/09 AVANT-GARDE LEARNING FOUNDA-TION

Testimony to the House Education Subcommittee
By Don Shackelford
Vice President Avant-Garde Learning Foundation
March 9, 2009

Mr. Chairman and members of the sub-committee, my name is Don Shackelford and I am vice president of the Avant-Garde Learning Foundation. I'm a former high school English teacher, principal, assistant professor at UAA and director of the Alaska Partnership for Teacher Enhancement at UAA. I graduated from West Anchorage High School and Alaska Methodist University and received my master's degree at UAA. I have lived in Alaska for 47 years.

Thank you for inviting me to speak to you today about the Foundation and the work we are doing in our state. We are first and foremost an educational foundation, devoted to improving teaching and learning in Alaska. Avant-Garde, since its inception as a nonprofit organization in January of 2006, is committed to improving public education through the use of innovative, scientifically based practices and processes and by forming strong partnerships with school districts, colleges and universities and corporations.

Recently, our Board of Directors voted to make Kameron Holloway Perez-Verdia our Chief Executive Officer. Kameron was raised in Barrow and has extensive experience working with and running several nonprofit organizations, both in Alaska and Outside. We are pleased to have him return to Alaska to take the leadership at Avant-Garde.

Our founder and President, Dr. Shirley Holloway, is someone many of you know from her years of public service to Alaska's children as a teacher, principal, superintendent, college president, commissioner of education and member of the state school board. Her vision for the Avant-Garde Learning Foundation was to create a nonprofit organization that would help fill in the gaps in our educational system and find innovative ways to leverage our

strengths, to work together collectively, and to experiment with pilot programs that could conceivably become permanent aspects of our educational system if they were proven to be effective. Our efforts, then, have been devoted to creating educational programs and initiatives, several examples of which members of the subcommittee have before you in the packet that was provided for this testimony. Please allow me to speak to some of our efforts.

Our largest project is the Alaska Native Teacher Initiative. Shell Oil contacted Avant-Garde two years ago and asked us what sort of community support they could provide in several geographic areas of interest to Shell in our state. Dr. Holloway visited communities in rural Alaska and asked Elders, mayors, school district superintendents, community leaders and others about their needs and what most needed to be done to improve the lives of those who reside in rural Alaskan communities such as theirs. Without exception, communities reported that there was an urgent need for more Alaska Native teachers in their schools. Community members mentioned the need for appropriate role models for their children and superintendents talked about the high turnover of teachers in their schools.

From that, Dr. Holloway put together a group of thirty educators, several of whom were Alaska Native, and community members as a Design Team that held its meetings from January to May 2008. The Design Team became the vehicle for creation of the Alaska Native Teacher Initiative. Five school districts - Aleutians East, Bristol Bay, Lake and Peninsula, North Slope and Northwest Arctic and five institutions of higher learning – Alaska Pacific University, Bristol Bay Community College, Chukchi Community College, Ilisagvik College, and the University of Alaska Southeast – became our original partners in the Initiative. After months of meeting and working together, the design team crafted an initiative that supports rural Alaskans in their efforts to become teachers. As a result of the Design Team's work, and through generous financial support from Shell, Avant-Garde now

supports a cohort of 33 students who are currently taking their first course together this spring. We are also indirectly supporting some 97 students in our partner higher education schools through funds devoted to giving teacher candidates the supports the Design Team designated as essential to recruiting and retaining Native and other rural Alaskans.

Our Design Team found several previous teacher education programs that were designed for rural Alaskans, and two current programs, RANA at APU and PITAAS at UAS. These programs produced many Alaskan teachers, including many who are still on the job, and several who were on our Design Team. We found that a highly focused and clearly intentional process whereby teacher candidates receive a great deal of support – financial, personal, cultural and educational – maximizes the candidates' chances of becoming certificated Alaska teachers. If you are at all familiar with the UAA ANSEP program, with its focus on strong and consistent supports for its engineering candidates, you have some idea of what we mean. However, Avant-Garde's Alaska Native Teacher Initiative is de-centralized and divided between our five partner school districts and institutions of higher learning, and thus literally spread across the state.

We have contracted with the Institute of Social and Economic Research (ISER) at UAA as our evaluator for this and all our projects. ISER will help us monitor the progress of the Initiative by following our students all the way through the first years of their teaching. Our intent is to create a data-driven profile of our Initiative and to analyze the impact our students make on their students in the public schools. If we are correct in our assumption that people from a culture who are well trained and prepared as teachers will have a positive impact on student performance, and that these teachers will remain on the job in village schools for the duration of their careers, or certainly far beyond the tenure of most teachers from outside the village, then we will be back before this subcommittee and the legislature talking about how we can expand this Initiative.

This fall, we hope to add the University of Alaska Anchorage to our Alaska Native Teacher Initiative. We are currently seeking Federal funding for our second cohort of teacher candidates. Many of our candidates are paraprofessionals who are currently working in their village schools. Avant-Garde also wants to reach down into the middle and high schools of rural Alaska to encourage and support young people who want to become teachers. We also plan to include two new school districts this fall, Southwest and Dillingham City Schools, as partners. The Alaska Native Teacher Initiative is an exciting effort and we are dedicated to making it a success. Our students and our communities deserve the very best in the field of education.

Another effort with which Avant-Garde is involved is the Alignment Study that was conducted for us by ISER. Part One of the Study, which was paid for by Shell Oil, was published in time for the Commissioner of Education's Summit last November. The question we asked ISER to explore was: What are the gaps in Alaska's public education system that are holding students back from academic success? The Alignment Study found two major areas of concern. The first was the fact that many young people enter school already behind their peers in terms of academic readiness. The need for quality early childhood education would seem to be the answer to this issue although there are obvious fiscal implications. The second problematic area identified by ISER was in high school and the apparent disconnect between high school graduation and college entry. The Study found that after passing the High School Graduation Qualifying Exam, many students consider their high school career over. The fact is, the HSQE is essentially an eighth grade test taken by tenth graders, who upon passage of the test are not adequately prepared for post-secondary education. High school students need to be challenged to take more demanding courses, tackle difficult subjects like another language and be counseled to become better prepared to enter college or the workforce. Moreover, the University of

Alaska's academic expectations for entering freshmen are often murky and difficult to fathom. A stronger connection needs to be made between high schools and our institutions of higher learning. Too many of our high school graduates are required to take non-credit "developmental" courses as freshmen in order to meet the minimal requirements for college-level English and mathematics courses.

Avant-Garde is interested in data-driven discussions that move us beyond educational decisions that may not be based in fact. We also want to help create a dialogue between educators, citizens and policymakers that will help us creatively and decisively address issues of common concern. This is why we commissioned the Alignment Study and why we are seeking funding from this legislature for the second part of the study so that we can look more closely at the identified problem areas and help clarify where we need to go as a state.

Another of Avant-Garde's projects is an online essential skills program for students in primary through high school called Skills Alaska. It employs two pieces of technology, Skills Assessment and Skills Tutor. Skills Assessment is an instrument used by students, parents and teachers to accurately assess students' math and language arts skills. Skills Tutor is a program that provides skill-building lessons for students in math and language arts. Over forty percent of Alaska's public school students in seven school districts have access to Skills Alaska, and over the years we have gathered data that show significant improvement in students' skills when they faithfully utilize the programs. Teachers who utilize Skills Alaska report favorably on the diagnostic tools and the flexibility that allows them to create class, small group and individual lessons for students in need of building their skills. Funding for Skills Alaska is currently being provided through United States Department of Education sources. The school districts involved with Skills Alaska are Aleutians East,

Anchorage, Bristol Bay, Galena, Kenai, Kodiak, Lower Kuskokwim and Nome.

These are examples of Avant-Garde's current work. We are excited by the positive reception we have gotten from other Alaskans and the amount of cooperation we continue to receive from our partners in education. We are optimistic about helping improve teaching and learning in our state. By forging partnerships between institutions and entities with common aims and concerns, we are creating a new way of looking at and solving our educational problems. Avant-Garde's clients are the students of Alaska. Our pledge is to help them receive a first-rate education, no matter where they live, rural or urban. Our commitment is to continue finding ways to leverage our state's strengths in order to address our educational weaknesses. This is why Avant-Garde was created, and this is why we hope to continue to play a pivotal role in public education in Alaska.

Thank you, once again, for this opportunity to brief you on our work at the Avant-Garde learning Foundation.

AVANT·GARDE
Learning Foundation

The Alaska Native Teacher Initiative

Recognizing that Alaska faces unique challenges in recruiting and retaining quality teachers, and given that nearly twenty-five percent of our students are Alaska Native, yet only five percent of our educators are, the Avant-Garde Learning Foundation, through funding from Shell Oil, has designed an initiative that addresses these critical issues. In January of 2008, thirty-five Alaskan educators from around the state, including several distinguished Native educators, began work as a design team that would eventually create the Alaska Native Teacher Initiative. The group's charge was to build a path for rural Alaskans to become teachers in their communities with as much support and as few obstacles as possible. The Initiative's first pool of candidates would be drawn mostly from paraprofessionals already working in rural schools. The design team focused on ways to recruit and support teacher candidates effectively, in full recognition of the candidates' unique situation as Native community members living in rural Alaska and often as mature heads of households.

Working in conjunction with five rural school districts and five of Alaska's institutions of higher education, the design team created an approach that supports teacher candidates and that recognizes and honors their Native knowledge and their prior learning. The Initiative takes advantage of lessons learned from previous Native teacher efforts and has incorporated valuable information from teacher recruitment and retention data in its design. In addition, Avant-Garde commissioned a parallel Alignment Study, which provided timely information on gaps in Alaska's overall public education approach, with particular emphasis on the need for strong universal pre-school programs and the urgent need for a better transition from high school to college. Particularly disturbing were data indicating a student dropout rate of epidemic proportions. Rural schools face unique challenges, not the least of which is the need for qualified teachers from the villages who understand students in ways only those who live there can, and who are, naturally, committed themselves to living in the villages.

In January of 2009, the first group under the Alaska Native Teacher Initiative, a cohort of thirty-seven candidates, met in Anchorage for a week to begin or continue their journey toward becoming teachers. Thirty-two of those candidates were Alaska Native and all of them live in rural Alaska. This cohort will continue their initial course through the spring, utilizing both face-to-face and distance learning. The candidates will receive continuing support through their districts, from their local colleges and universities, and from Avant-Garde, as they progress toward the day when they will join the ranks of Alaska's teachers. More cohorts are planned for the future with an eye toward recruiting young people who are currently in school through Future Teacher clubs and other endeavors that will begin to attract Alaska's youth to the teaching profession.

This Initiative is possible only as a result of a strong collaboration between school districts, institutions of higher learning and the communities in which it is working. This collaborative effort is itself a model of how to achieve change in Alaska's educational system. The mutual needs that are shared leads to a high level of cooperation and only through this dynamic could the Alaska Native Teacher Initiative have become a reality.

Performance-Based Teacher Preparation Program

Capitalizing on Opportunities of Rural Alaska Education

Løisaurriŋŋuġluataġniq

Elitnauristekegcaraurcaraq

The process of becoming the very best educator

Program Points of Difference

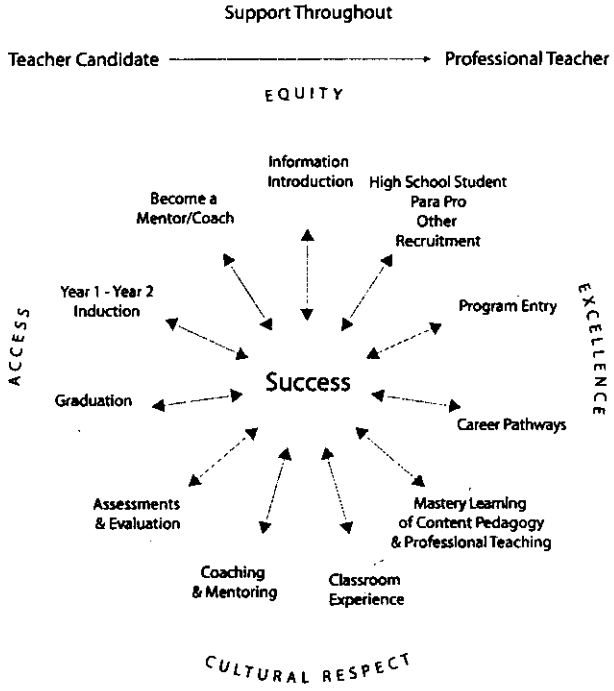
The teacher preparation program is unique in several aspects. First, it acknowledges many students will already have amassed work, life or school experience, and provides student candidates with credit for prior learning.

The program also recognizes the challenge many rural students face in having to travel to obtain an education, which is why an emphasis is placed on delivering the program in the candidate's home community.

The program also strives to be culturally respectful and responsive to the needs of Alaska Native teacher candidates.

Finally, mentorship and advising is a key component of the program. The chart below visually demonstrates the continuum of support offered to students throughout their journey from teacher candidate to professional teacher.

The Learning Circle



Capitalizing on Opportunities of Rural Alaska Education

Rural Alaska is facing serious challenges when it comes to education. Teacher turn-over is high. The number of Alaska Native teachers is low. And teacher recruitment is increasingly difficult.

Avant-Garde Learning Foundation believes the solution to this challenge involves increasing the number of teachers from rural Alaska, which is why Avant-Garde is leading an effort to create a student-centered, performance-based, Alaska teacher preparation program.

By increasing the number of Alaska Natives and rural residents who become teachers, the program is expected to help reduce teacher turn-over, improve student academic performance, be more culturally respectful, and decrease the student drop-out rate.

This collaborative effort involves five Alaska school districts, including North Slope Borough, Northwest Arctic Borough, Aleutians East Borough, Lake and Peninsula Borough, and Bristol Bay Borough, as well as higher education institutions and other agencies. Funding support is generously provided by Shell Oil.

About the Program

OBJECTIVE: To create a student-centered, performance-based, Alaska teacher preparation program based on a strong partnership between school districts and higher education.

VISION: A culturally embedded teacher preparation process built upon access, equity, excellence and success.

MISSION: Grow, nurture and sustain Alaska Native educators to serve Alaskan communities.

VALUES:

- Cooperation
- Collaboration
- Communication
- Personal growth and development
- Respect
- Honor cultural values
- Innovation
- Acceptance

Developing the Program

As a first step in the development of the performance-based teacher preparation program, Avant-Garde has established a program design team, which is comprised of a diverse group of individuals, including teachers, school administrators, university faculty and rural Alaska community leaders.

With input from the leadership team and steering committee, the program design team is in the process of developing phase one of the teacher preparation program, which will be implemented for the 2008 – 2009 school year.

To track the progress of the design team, please visit www.avantgardealaska.org/teacher.html.

Get Involved

If you are interested in supporting or participating in the performance-based teacher preparation program, please contact Don Shackelford at (907) 301-1927 or agfoundation@gci.net, or Shirley Holloway at (907) 250-5618 or shirleyjean58@gci.net.

Purposes of Program / Stated Goals

Prepare More Native Teachers for Native Students

Prepare Culturally Respectful Educators

Preserve Native Languages & Cultures

Support
Community
Based
Education

SOURCE: Modified from the "Power of Native Teachers: Language and Culture in the Classroom," a publication of the Center for Indian Education, Arizona State University

AVANT·GARDE
Learning Foundation

Avant-Garde Learning Foundation
670 W. Fireweed, Suite 110, Anchorage 99503

Phone: (907) 250-5618 Fax: (907) 646-9309
shirleyjean58@gci.net • www.avantgardealaska.org

The enclosed Alignment Study was commissioned by Avant-Garde Learning Foundation and performed by the Institute of Social and Economic Research (ISER) in order to begin the investigation of student preparedness in Alaska. The goal was to create a foundation document for educators, policy makers and the general public that would ask questions about student performance and the gaps that exist in our education system, pre-K through 16.

As a foundational document, it will continue to grow as we learn more about the nature of the problem and possible solutions. The Research Summary was presented in its original form to the Education Summit held in Anchorage, November 13 and 14, 2008.

AVANT-GARDE
Learning Foundation
Leading Edge Resources for Alaska

November 13, 2008

Dear Colleague:

The following Alignment Study was commissioned by the Avant-Garde Learning Foundation in order to investigate troubling questions regarding young Alaskans', readiness for entry into school and preparedness for high school graduates' postsecondary work and college. Conducted by the Institute of Social and Economic Research (ISER) at UAA, and paid for by a generous grant from Shell Oil, this is a first look at critical educational alignment problems in our state. Couched in the necessarily cautious language of prudent social science, the report nevertheless discovers crucial alignment problems in our public school system K through 16 that need to be addressed.

Too many of our pre-school aged children are arriving in kindergarten or first grade unprepared. These early years are the most crucial in a child's learning development. Educators and policy-makers in our state need to take a close look at the data concerning early readiness, recent early childhood research, and successful efforts made in other states to institute quality early childhood education.

Too many of our high school graduates are unprepared for work and careers or for postsecondary education. The data clearly indicate a failure on the part of public education in Alaska to adequately prepare students for life beyond high school. Conversely, the expectations of colleges and universities as to what qualifies as prepared for our graduates varies. The data raise questions such as: What are the academic expectations of high school students in 11th and 12th grade beyond passing the High School Qualifying Exam, accruing credits or reaching district standards? How well are schools assisting students academically to meet the expectations of the world beyond high school? What are the academic expectations of employers, colleges and universities? How do we align these expectations so that students receive the full benefit of a public school education?

Only by answering an educational call to arms can we do the work that is required to answer these and many other questions regarding student readiness and preparedness. The various institutions must begin to work more cooperatively and closely if we are ever going to satisfactorily address the alignment issue. Only through concerted effort, and through a selfless commitment to our students, can this work be done. And there is much that needs to be done. Work groups with specific tasks and missions need to be established. Substantive meetings between P-12, postsecondary education and employers need to be held with the expectation that a tangible plan and product will be the result. Action plans need to be formulated and carried out. Assessment of our progress should be formative in order to guide us with data and analysis regarding the effectiveness of our efforts. Alignment must be an educational priority in Alaska.

This effort will only be possible if the state's leaders and educational policymakers make it a priority. Other states have understood the urgent need to commit to educational alignment and to support the necessary changes with appropriate funding and political capital. This is Alaska's chance to do the right thing for our young people and for the future of our state.

Above all, we need to be results oriented. Our students, be they four years old or eighteen, deserve a seamless quality education second to none. It is our job to provide that to them. Let us begin that work now.

Sincerely,

Shirley J. Holloway, Ph.D.
President/CEO

3322 670 W. Fireweed Lane, Suite 110, Anchorage, AK 99503 • Tel: (907) 349-2992 • Fax: (907) 646-9309 • www.avantgardealaska.org

Institute of Social and Economic Research

RESEARCH SUMMARY

R.S. No. 70 University of Alaska Anchorage • November 2008

Connecting a Disjointed System: A First Look At Aligning Education in Alaska

By G. Williamson McDiarmid and Alexandra Hill

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

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

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

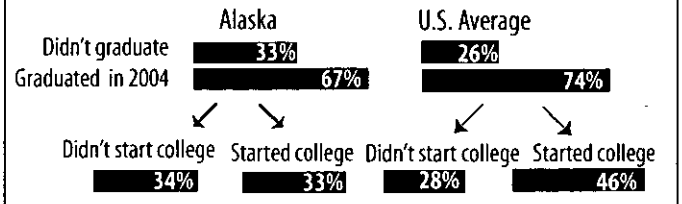
Many states have begun to address these problems by looking at education *alignment*—that is, coordinating the policies, programs, and mechanisms needed to support students as they move through the system from pre-school to elementary and high school and on to higher education or work.

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

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

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

Figure 1. Students Who Started High School in 2000



Source: Digest of Education Statistics 2006

Transitioning to School: Early Childhood Education

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

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

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

How Many Alaska Children Aren't Ready for School?

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

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

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

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

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

What are the Limits of the Data?

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

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

Transition From High School To College or Work

What is the Issue?

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

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

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

How Prepared Are Students for College?

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

Some requirements are similar across all campuses, but others are quite different. Table 1 shows (in abbreviated form) requirements to place into "freshman level" English. The information in the table raises two issues. First, it's neither easy to find nor to interpret. While academic advisors at the universities certainly know and can explain the requirements, prospective students, their parents, and teachers may be unable to get any clear sense of the actual skills and knowledge students need, or how they will demonstrate their proficiency. The other notable point is the difference in SAT/ACT scores required for entry into English 111 at UAA and UAF: SAT of 530 versus 430, ACT of 22 versus 17. That means students must score a bit above the mean (about 59th percentile) at UAA, but in the 20th to 30th percentile range at UAF.

Table 1. Prerequisites for ENGLISH 111 at University of Alaska

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

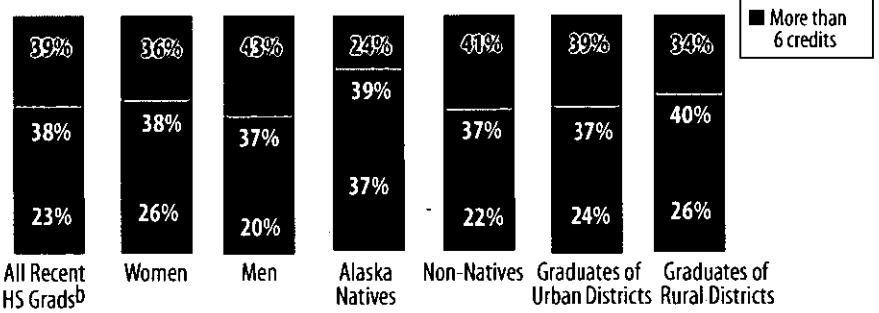
*Accuplacer scoring is not a simple cut-off score, but rather a set of minimum total score and subtest scores, simplified here for comparison.

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

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

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

Figure 2. Developmental Course Credits Taken by Recent High-School Graduates at UAA[a]



[a] Students who enrolled at UAA for the first time in fall semesters 1998 to 2007

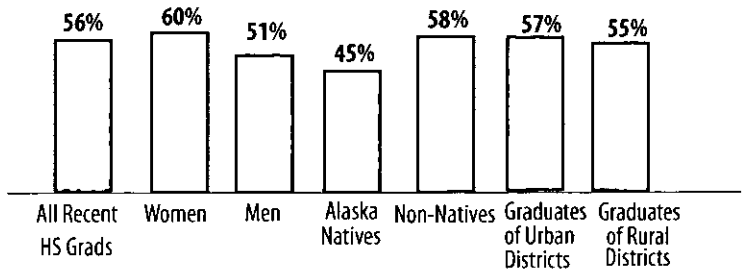
[b] Those who graduated from high school either the same year or one year before they enrolled at UAA

Source: UAA Office of Institutional Planning, Research, and Assessment

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

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

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



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

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

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

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

How Prepared are High-School Graduates for Work?

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

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

Do Current Requirements Prepare Students?

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

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

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

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

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

Summary and Recommendations

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

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

• Research predicts that these students are more likely to need special education services and to drop out of high school.

• In the small sample of districts we canvassed, just meeting the high-school graduation requirements does not guarantee graduates that they are prepared for college or for technical training.

• Many high-school graduates who do enroll in Alaska universities find they are not prepared for college-level work.

• Employers report that they find many recent high-school graduates unprepared to embark on careers.

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

• Expand access to early learning for children ages 3 to 5, and improve their readiness for kindergarten

• Smooth student transitions from one level of learning to the next

• Close the achievement gap between white and minority students

• Upgrade teacher education and professional development

• Strengthen relationships between families and schools

• Create a wider range of learning experiences and opportunities for students in the final two years of high school

• Improve college readiness and college success

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

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

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

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

• We need better information on dropouts: numbers, demographics, and subsequent educational experiences and GED completion.

• We need to understand what districts expect of their 11th and 12th graders, and how they convey those expectations to students and parents. Do students and parents realize that the minimum graduation requirements will leave graduates unprepared for most post-secondary education and training and for many jobs? Do teachers understand what students need to succeed in college level work?

• We need to consider how to collect data about the success of high school and college graduates. If we want to hold high schools and universities accountable for preparing their students, we must be able to measure how well they do so. The state is creating a data system for tracking students in the public schools, from entry through high school graduation. What's missing is the capability to link P-12 data with university data with workforce data. Legal safeguards on data use present a challenge, but it's not insurmountable.

Finally, we hazard a few recommendations.

1. Alaska should create publicly funded, high-quality early childhood education that would be available to all families but voluntary. That would expand enrollment and help ensure that all students are prepared for kindergarten and first grade. Investing in school readiness will save money in the K-12 system and beyond.

2. We need to ensure that our high-school graduates are prepared for college or careers. Whether this should be through more rigorous high-school graduation requirements, better counseling, increased investments in career and technical education, or some combination of these and other approaches is not clear. But too many of our high-school graduates are unprepared for life.

3. The University of Alaska must be involved. UAF, UAS and UAA should communicate, as a single entity, their academic expectations for entering students. Increases in the number and quality of distance-delivery courses mean that students anywhere in the state can take classes, especially at the introductory level, from any campus. They should be able to do so without discovering they are unprepared for beginning college-level work.

4. The state should support these efforts and muster the resources to overcome the inevitable difficulties. Because change across so many institutions and interests is required, leaders should be prepared to persist over the long haul. Establishing a council to coordinate education at all levels is a step in the right direction.

5. Alaska is ahead of many states in developing its longitudinal student data system. It needs to continue to develop that system and improve links with other data systems.

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

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

Alignment Phase Two

The second phase of our Alignment Study will focus on deepening our knowledge of the gaps that we described in our Phase One report, and building a consensus for action. Specifically, Phase Two will focus on two key areas: early childhood the transition from high school to the work world. It is clear the state faces challenges in both of these areas; however, we need better information on the scope and details of both of these challenges in order to craft effective policy responses.

Research has shown that among education reforms, early childhood education holds the greatest promise of return on investment, from reduced expenditures on remedial and special education in the K12 years to reduced welfare and corrections expenditures in the future. Our Phase 1 study recommended expanding early childhood education opportunities, but there are thee areas we need to understand more fully in order to do so effectively and efficiently. First, we believe there are at-risk children without access to early childhood education, but we don't know how many, or where. We propose to compile the available data on at-risk populations and program enrollment, and supplement that with information collected from Head Start providers in order to quantify the scope of the unmet need. Second, although research demonstrates effectiveness of early childhood education in general, and Head Start in particular, there is no research specific to Alaska on this topic. There are 17 Head Start providers located in all parts of the state, and while data from these programs is compiled nationally, it is not reported at the state level. We propose to help the largest Alaska Head Start providers to compile and analyze their data to show the skills and knowledge levels of children as they enter the program, the gains they make, and their abilities when they exit Head Start for public schools. The third area we need to explore is the alignment between what children know as they exit early childhood programs, and what they are expected to know entering kindergarten. Results of Alaska's Kindergarten Developmental Profile suggest that in some communities there is a disconnect. We will take the results of our exploration of children's growth in Head Start to public school districts, and rxplore the extent of this disconnect and possible ways to improve early childhood-K12 alignment.

The other area where systematic research is lacking is around the readiness of Alaska's high school graduates for the work force. There is substantial and convincing anecdotal information that indicates that many Alaska high school graduates are not prepared to enter the workforce or technical job training. What is less clear is how many of our high school graduates are unprepared, and in what areas. As the state invests in workforce development programs and assessments, we need to better understand both the problem, and how programs and policies in place might address ...

We will look at both sides of this issue. We will draw on national research around the skills employers need and those they find in their new employees reported in "Are They Really Ready To Work?"[1] We propose to interview hiring professionals in Alaska's largest businesses about the skills identified in that report, and the extent to which their new hires have or lack those skills. While our survey will not be large enough to represent all Alaska employers and locations, it will begin to more clearly define the problems to be addressed.

As efforts are already underway to improve high school graduates' work-readiness, the state has chosen the WorkKeys® tool from ACT to help Alaska's high school students, parents and educators assess skills and career readiness. Current state regulations mandate that students in sixth and eighth grades take three of the WorkKeys® assessments, starting with the 2009-2010 school year. Proposed

regulatory changes would delay that to the 2010-2011 school year.

We propose to examine this tool in depth to help the state determine how best to implement it. How do WorkKeys® levels relate to Alaska Standards? What additional information do the tests provide beyond other assessments? How do Alaska's employers view the WorkKeys® assessments and the Career Readiness Certificate™? How do districts plan to incorporate the curriculum and assessments into their counseling and instructional programs? How would middle schools use the sixth-grade results? We will interview personnel at ACT, EED, DOL, and school districts involved in implementing the pilot that is underway to answer these questions.

Phase two will produce two short (2 to 4-page) research summaries, one on early childhood education and one on high school graduates' work-readiness, targeted at policy makers, stakeholders and the general public. In addition we will produce a background report with more detailed information, incorporating the findings from both phases of the study. Both the research summaries and the background report will be available on ISER's web site.

Phase 2 budget

	A	B	C	D	E	F	G	H	I	J	K
1	Rate (includes leave, benefits, F&A)	$ 83.64	$ 72.86	$ 61.04	$ 75.77	$ 58.34		Total Cost			
2											
3	***Task Hours***	Hill	Killorin	DeRoche	Leask	Merrill					
4	***Early Childhood***							$ 5,186			24%
5	identify data and plan for analysis	16									
6	conduct analysis	30									
7	share with K12/alignment analysis	16									
8											
9											
10	***High School to Work***										
11	draft and conduct employer survey	8	64	60				$ 8,995			41%
12	compile and analyze workkeys info	20	20	20				$ 4,351			20%
13											
14											
15	***Prepare reports***	10	8		20	8		$ 3,401			15%
16											
17	Subtotal: Hours	100	92	80	20	8					
18											
19	***Personnel Costs***	$ 8,364	$ 6,703	$ 4,883	$ 1,515	$ 467		$ 21,932			
20											
21	***Supplies, Long Distance, Etc.***	$ 68									
22	(includes F&A)										
23											
24	***Total***	$ 22,000									

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

4 AAC 06.075. High school graduation requirements

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

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

(1) language arts - four units of credit;

(2) social studies - three units of credit;

(3) mathematics - two units of credit;

(4) science - two units of credit;

(5) health/physical education - one unit of credit.

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

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

(1) transfers into an Alaska public school after the student's second year of high school; or

(2) has already successfully completed a high school state history course from another state.

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

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

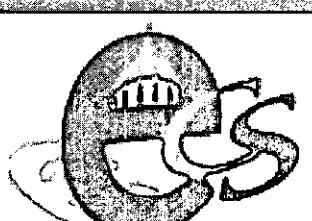
Authority: AS 14.07.020

AS 14.07.060

Dropout Prevention: Recent Research and State Policy Responses

Jennifer Dounay
Education Commission of the States

Presentation to Ready for Life Nevada Dropout Prevention Summit
Las Vegas, Nevada
November 12, 2008



Education Commission of the States

About ECS

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

Research (and common sense) — and state policy responses

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

Middle grades

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

State policy responses

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

Rigor and relevance

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

Rigor: Higher expectations (and supports)

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

College/work-ready core

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

Dual enrollment

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

Early/middle college HS

- Early college HS: diploma + AA in 5 yrs.
- Middle college: Some PS credits on PS campus
- ECHS: State-level policies in 6 states (CO, MI, NC, PA, TN, TX)
- No ECHS in Nevada?
- Model ECHS policy components:
  - ECS October 2008 report: "Improving Outcomes for Traditionally Underserved Students Through Early College High Schools"
  - search doc 7863 on www.ecs.org

Academics in CTE

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

Academics in CTE (cont'd)

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

Curricular supports: Remediation

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

Curricular supports: Adolescent literacy

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

Adolescent literacy (cont'd)

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

Alternative pathways to standard diploma

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

Push/pull: Parental involvement

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

Adult advocates for students

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

Early warning systems/ use of data

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

jdounay@ecs.org

Education Commission of the States

S.E.A.C.C.

SouthEast Alaska Career Center

205 Baranof Street Sitka, AK 99835

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

FAX COVER SHEET

TO: Louie Flora

FAX #: 465-3472

FROM: Karen Martinsen, Director
Edu @ AK.NET

DATE: 3-12-09

OF PAGES: 13

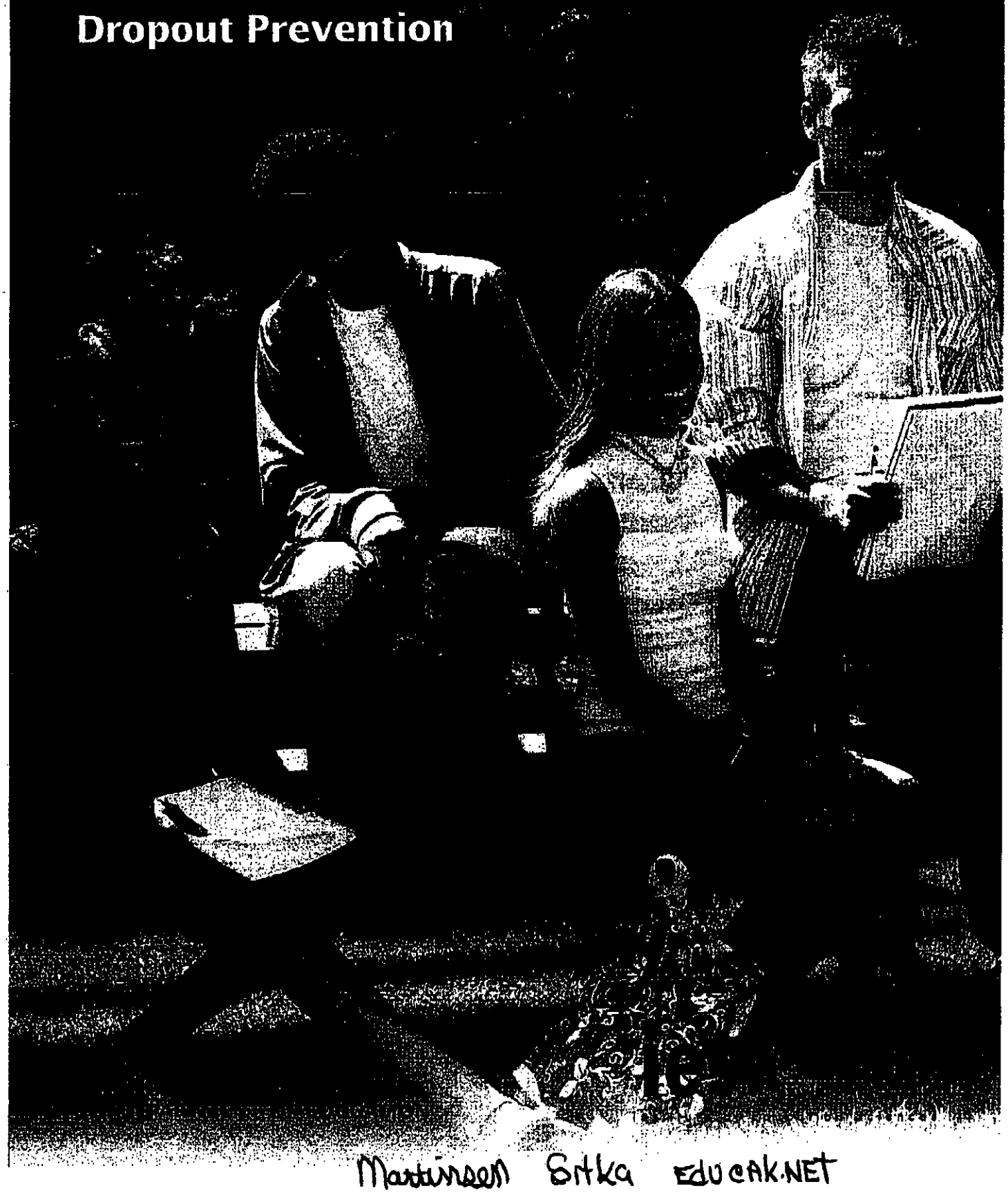
NOTES: Drop Out !!
FYI – some additional resources for decision-makers.

"SEEK (SEACC) YOUR POTENTIAL"

IES PRACTICE GUIDE

WHAT WORKS CLEARINGHOUSE

Dropout Prevention



Martinsen Sitka EDU@AK.NET

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books/cds/dvds | books | non-fiction | self improvement & relationships

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Fashion
Floral
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Funeral
Furniture
Gifts & Tickets
Hardware
Health
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Instruments
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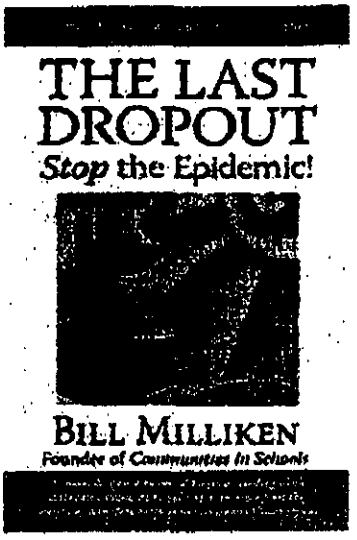
next product

The Last Dropout
by Bill Milliken
Trade Paperback Book

$8.59
Item # 220862
Plus Shipping & Handling

Qty: 1 ADD TO CART
add to list

Order



SHIPPING INFO

List Price: $14.98

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

- Almost one-third of all high-school students fail t graduate with their class; among minorities, the dropout rate is almost 50 percent.
- Dropouts are more likely than their peers to be unemployed, live in poverty, have poor health, depend upon social services, and go to jail.
- The combined loss of income and revenue to th American economy from a single year's dropout about $192 billion.

*From *The Silent Epidemic* (Bridgeland, Dilulio, Morrison, 2006)

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

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

IES PRACTICE GUIDE

Dropout Prevention

September 2008

Panel
Mark Dynarski (Chair)
MATHEMATICA POLICY RESEARCH

Linda Clarke
CITY OF HOUSTON

Brian Cobb
COLORADO STATE UNIVERSITY

Jeremy Finn
STATE UNIVERSITY OF NEW YORK—BUFFALO

Russell Rumberger
UNIVERSITY OF CALIFORNIA—SANTA BARBARA

Jay Smink
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ies NATIONAL CENTER FOR EDUCATION EVALUATION AND REGIONAL ASSISTANCE
Institute of Education Sciences

Dropout Prevention

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

Compiled by

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

Basic Core Strategies
- Mentoring/Tutoring
- Service Learning
- Alternative Schooling
- Out-of-School Experiences

Making the Most of Instruction
- Professional Development
- Learning Styles/Multiple Intelligences
- Instructional Technologies
- Individualized Instruction

Making the Most of the Wider School Community
- Systemic Renewal
- Community Collaboration
- Career Education/Workforce Readiness
- Violence Prevention/Conflict Resolution

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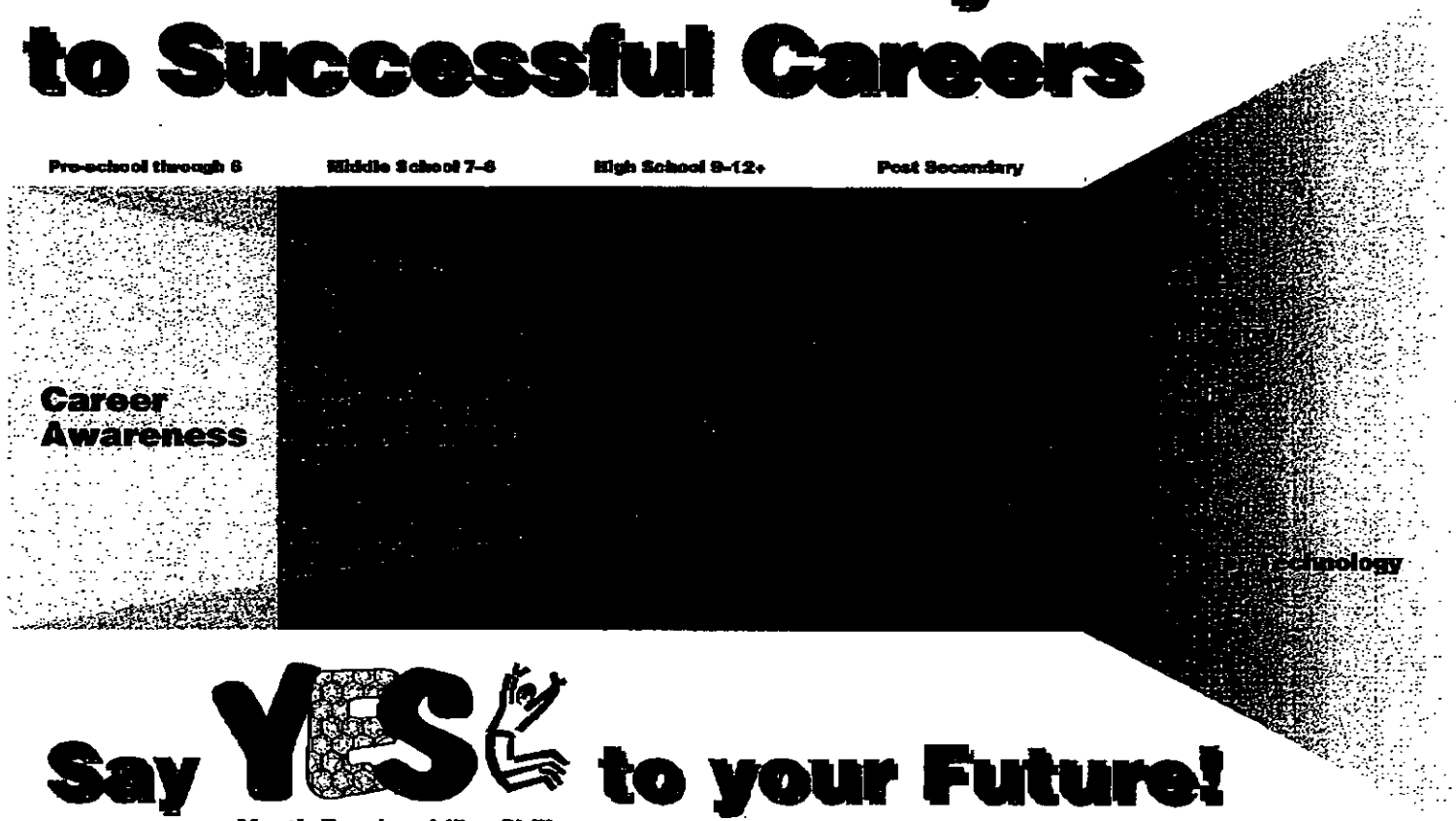
Web site: http://www.dropoutprevention.org

A NUMBER of AK Schools CURRENTLY WORK ON PLANS W/ NDPC MARTINSEN SITKA EDU@AKNET

Alaska's Pathways to Successful Careers



Say YES to your Future!

Youth Employability Skills

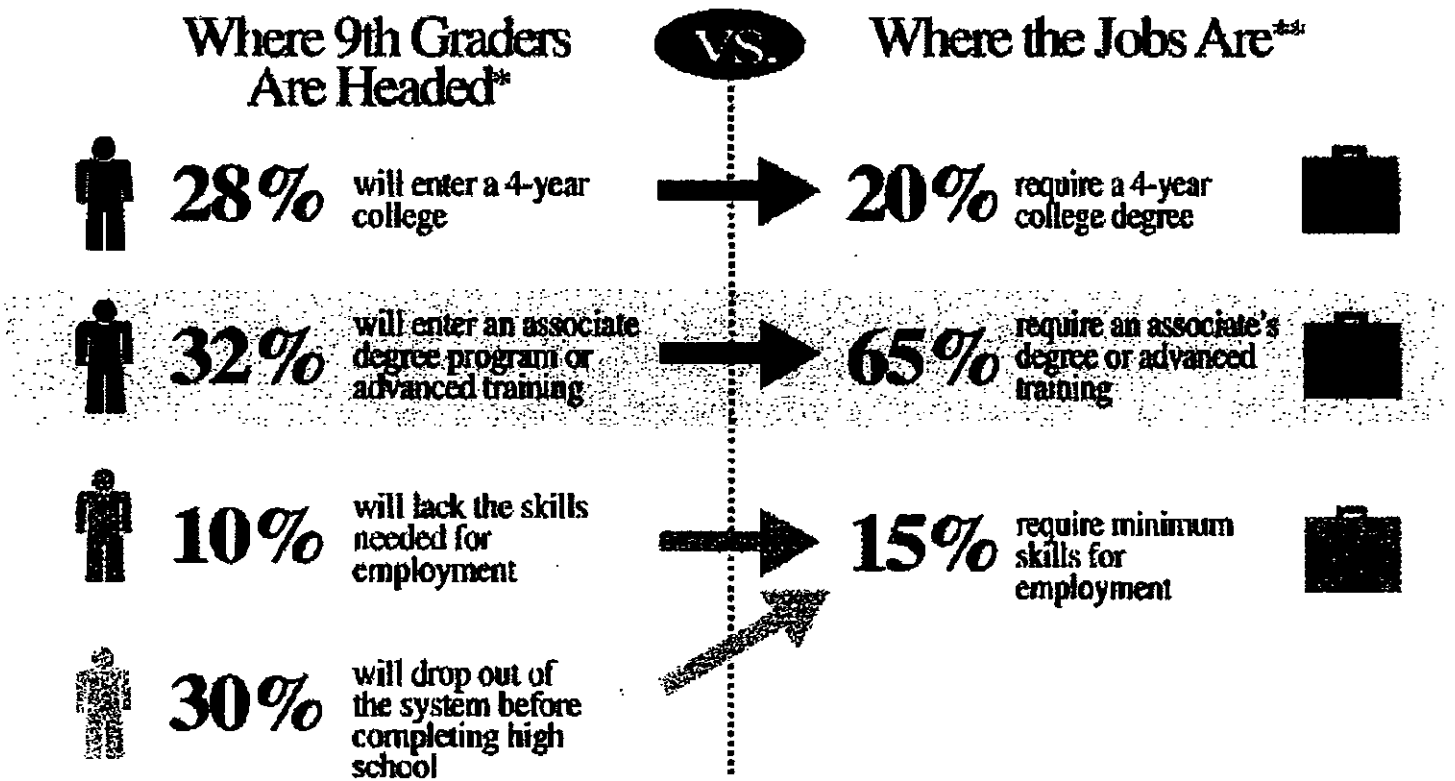
APICC
Alaska Process Industry Careers Consortium
www.apicc.org

Alaska's Industry Connection for a Skilled Professional Workforce

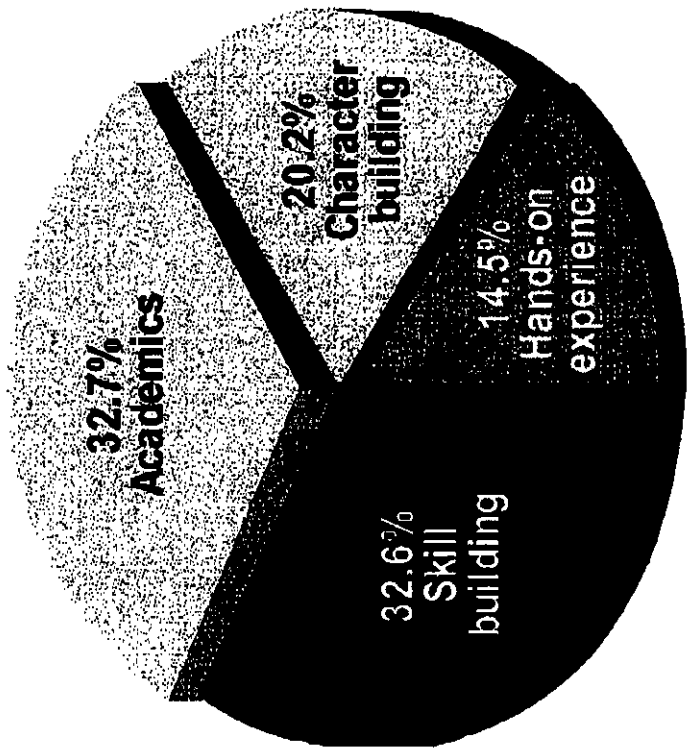
National Statistics on High School Students

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

The Workforce Gap

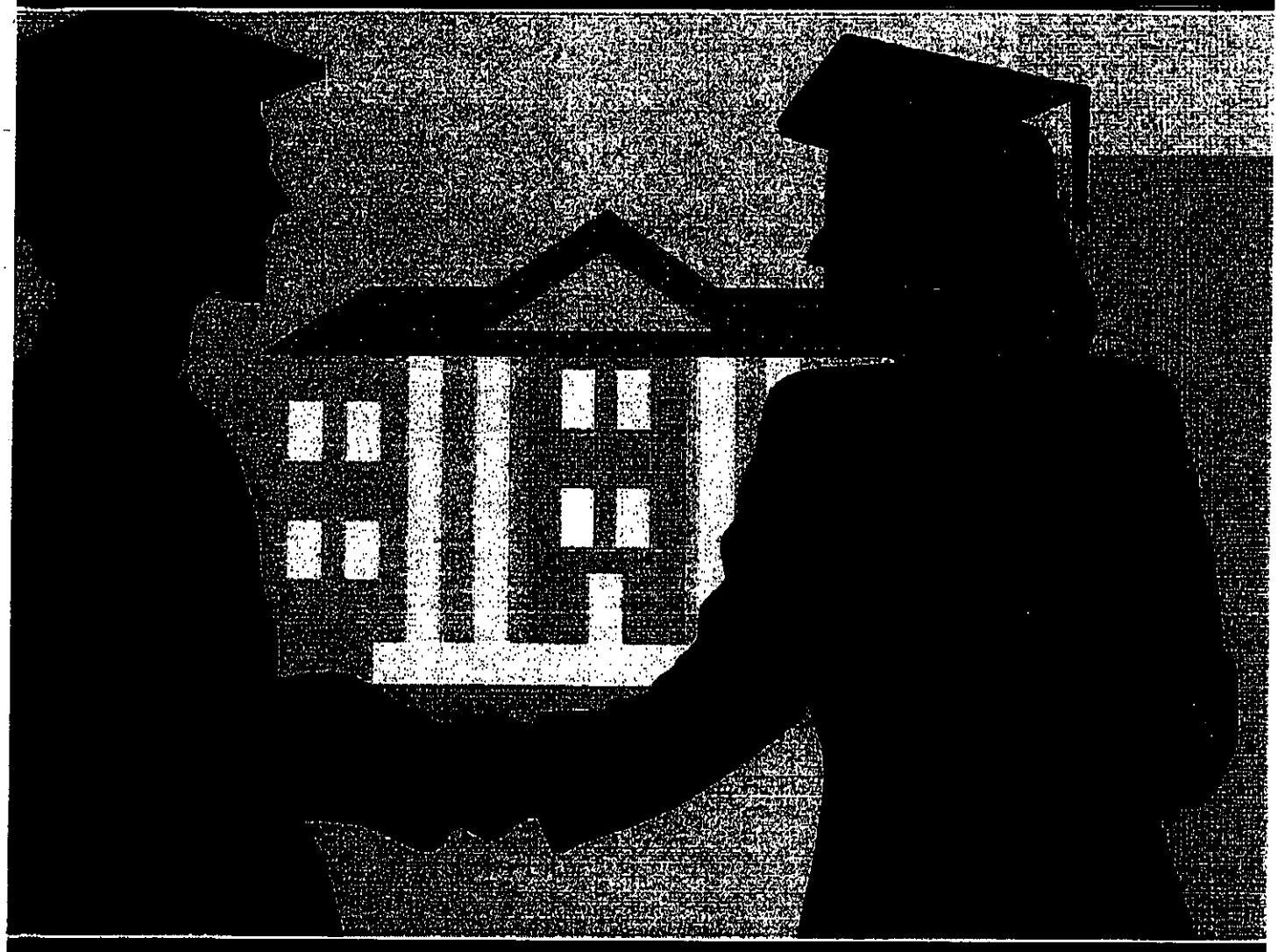


Recipe For Career Success



Dropout Risk Factors and Exemplary Programs

A Technical Report



National Dropout Prevention Center/Network

Communities In Schools

DROPOUT RISK FACTORS AND EXEMPLARY PROGRAMS

A TECHNICAL REPORT

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FYI

Karen M.

Part of the Early College High

Sponsored by the Bill & Melinda Gates Foundation

GATEWAY to COLLEGE

Essential Elements of the Gateway to College Model

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

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

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

Portland Community College

Rev. 8/07

GATEWAY to COLLEGE

ABOUT US | NEWS
RESOURCES | STUDENT TALK
FAQ'S | CONTACT US
HOME

- For Educators and Policy Makers
- For Gateway to College Partners
- For Students and Parents
- Gateway to College National Replication Project
- Download the Gateway to College brochure and factsheet

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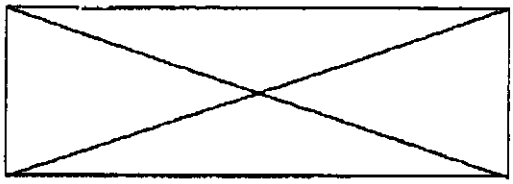


The Gateway to College® program serves at-risk youth, 16 to 20 years old, who have dropped out of school students the opportunity to earn a high school diploma while earning coll college success. Students simultaneously accumulate high school and c high school diploma while progressing toward an associate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

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

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

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

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

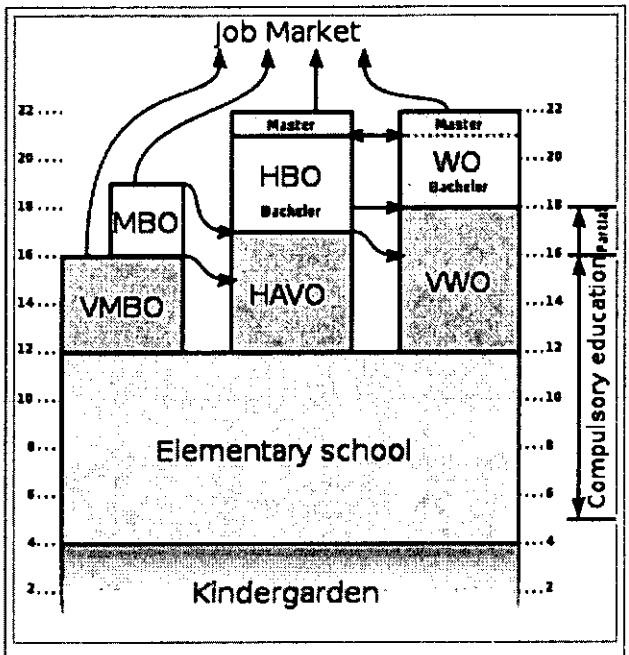
- Click here for more information on the Gateway to College national r
- Click here for more information about the Gateway to College Nation
- Click here for more information about Gateway to College at Portland

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

Education in the Netherlands

From Wikipedia, the free encyclopedia

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



The different levels of education in the Netherlands

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General overview

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

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

Life in the Netherlands

Culture [show]

Economy [show]

Society: [show]

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

Government [show]
Policies [show]

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

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

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

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

Schools

Elementary School

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

High School

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

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

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

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

Vmbo

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

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

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

Havo

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

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

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

profiles

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

Vwo

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

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

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

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

Vavo

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

Tertiary Education

Mbo

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

Hbo

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

Wo

See also: List of universities in the Netherlands
See also: Academic Degree

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

History of education

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

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

Before 1968 the system was different and consisted of:

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

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

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

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

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

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

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

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

Grading

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

The grade scale with the labels:

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

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

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

Grading systems compared

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

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

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

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

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

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

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

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

References

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Retrieved from "http://en.wikipedia.org/wiki/Education_in_the_Netherlands"
Categories: Education in the Netherlands
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TwinCities•com

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

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

By Megan Boldt
mboldt@pioneerpress.com

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

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

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

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

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

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

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

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

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

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

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

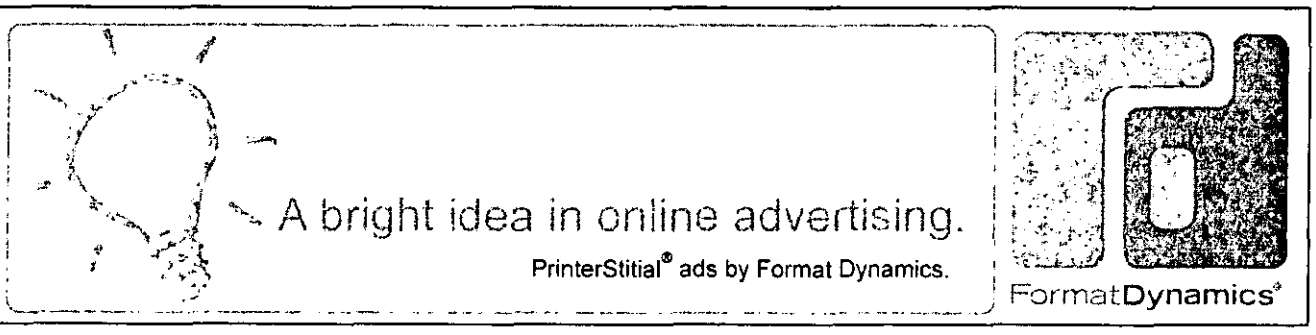
"Is it fair to give students a diploma when we know they don't have the preparation they need?" asked Jim Bartholomew, education policy director for the Minnesota Business Partnership.

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

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

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

Advertisement



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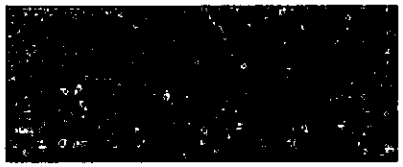
WorkKeys®

Secondary Education Guide

ACT®



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

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

What Employers Want

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

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

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

Work and College Readiness

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

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

Benefits for Educators

Educators use WorkKeys to:

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

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

Benefits for Students

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

Benefits for Guidance Counselors

Guidance counselors use WorkKeys to:

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

How Educators Implement the WorkKeys System

Pre/Post Testing

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

WorkKeys post-testing can be done with students in 11th or 12th grade. The same assessments should be used in pre- and post-testing to show the direct relationship of curriculum impact and learning. The WorkKeys Scale Scores are sensitive to subtle score changes and can be used to show growth over time and to provide group comparisons in outcomes measurement.

WorkKeys in the United States

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

National Career Readiness System

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

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

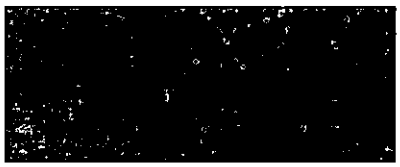
Certificate Registry: This Internet-based system at **www.MyWorkKeys.com** allows an individual to view WorkKeys scores, apply for a certificate, and order paper copies, as well as enabling employers to verify that an individual has a certificate.

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

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

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

NATIONAL CAREER READINESS SYSTEM



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

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

What is WorkKeys?

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

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

WorkKeys Assessments

Foundational Skills

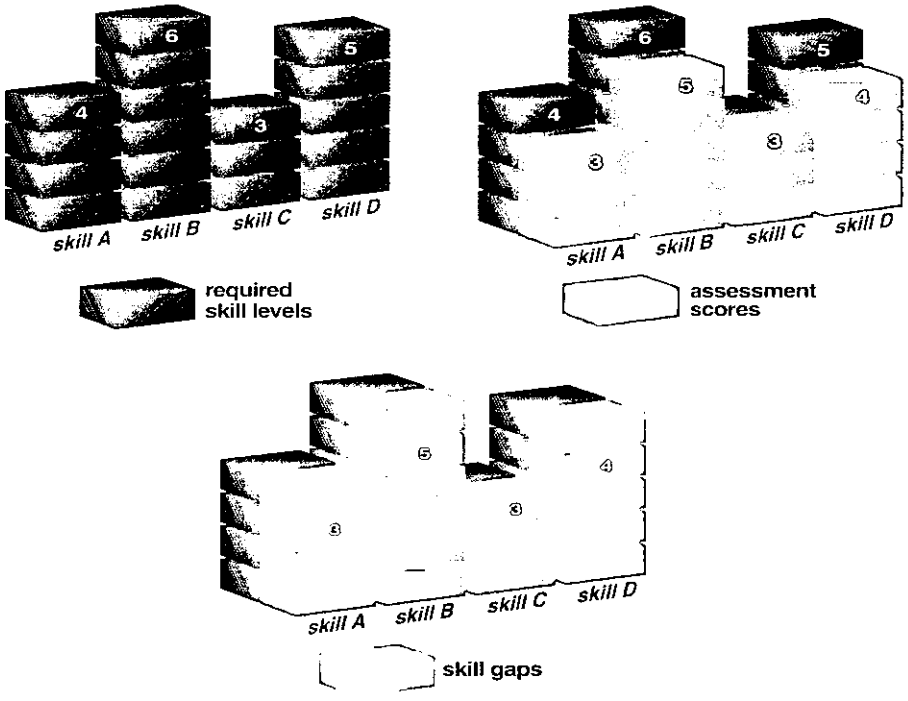
- Applied Mathematics
- Applied Technology
- Business Writing
- Listening
- Locating Information
- Reading for Information
- Observation
- Teamwork
- Writing

Personal Skills

- Performance
- Talent
- Fit

How WorkKeys Works

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



Test Administration and Scoring

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

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

WorkKeys and ACT

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

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

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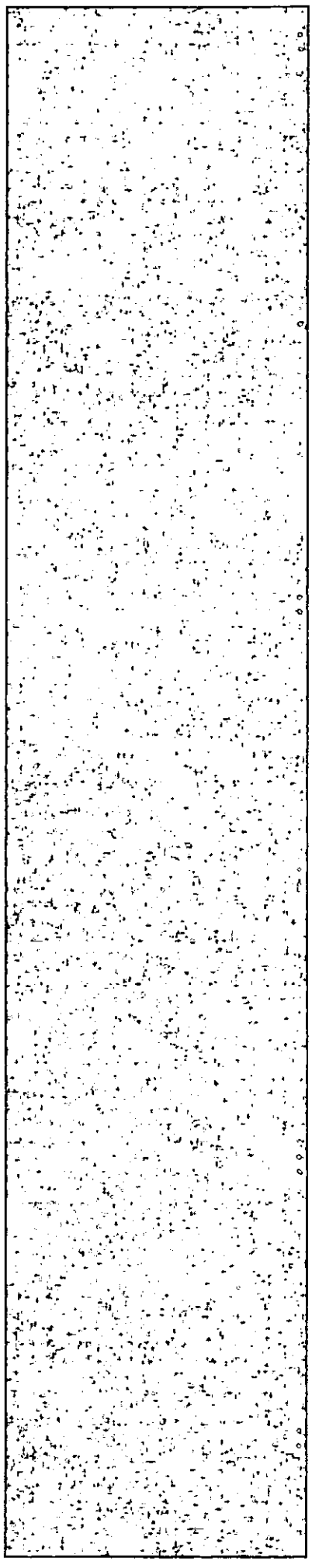

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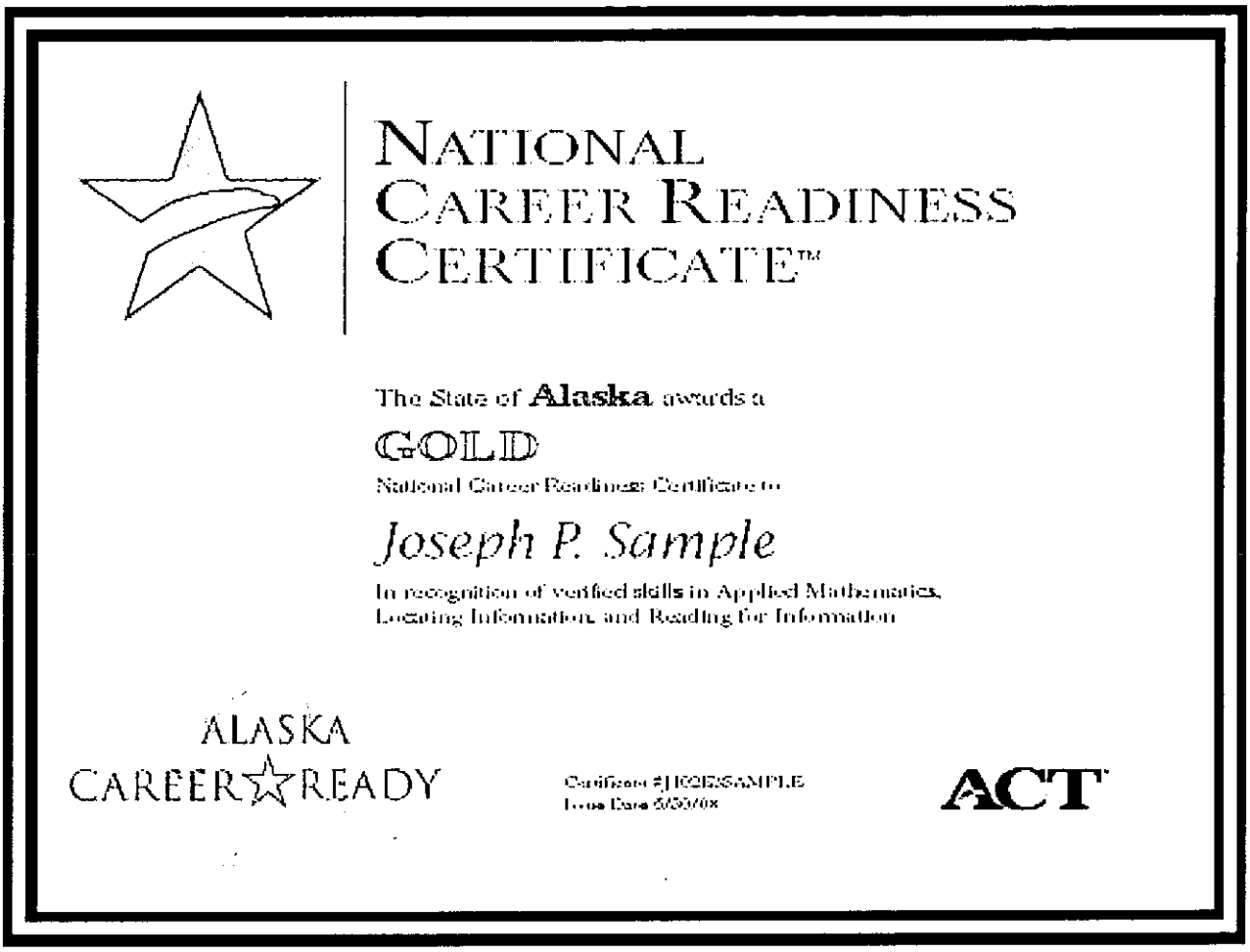

Using Your WorkKeys® Scores

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Using your ACT WorkKeys® Scores

What is the WorkKeys® System?

The Workkeys system, developed by ACT:
- Describes job skill requirements
- Measures an individual's skills
- Matches people to jobs

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

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

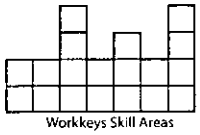
There is a separate assessment for each skill area. Tasks on the assessments are based on workplace situations, but do not require job-specific knowledge.

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

The System in Action

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

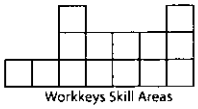
Job Skill Profile



Workkeys Skill Areas

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

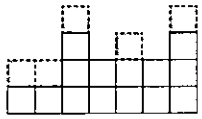
Individual Skill Profile



Workkeys Skill Areas

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

Focus Instruction to Fill the Gaps



Workkeys Skill Areas

What are your scores?

Reading for Information	Applied Mathmatics	Locating Information

Plan for Your Future

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

How do your skills stack up to those required for careers you want to explore?
If you are satisfied with your skill levels, then use your skill reports to:
- Tell employers what you can do
- Describe your strengths in terms of skills that are important in the workplace

Would you like to improve your skills? Then use your skill reports to:
- Plan education and training to fill in your skill gaps
- Focus your education on reachable goals

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

Entry Level Occupations: NOW

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

Occupations Requiring Postsecondary Training: NEXT

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

Occupations Requiring Postsecondary Degree: LATER

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

WorkKeys® Applied Mathematics Skills

Level 3
- Solve problems that require a single type of mathematics operation (addition, subtraction, multiplication, and division) using whole numbers
- Add or subtract negative numbers
- Change numbers from one form to another using whole numbers, fractions, decimals, or percentages
- Convert simple money and time units (e.g., hours to minutes)

Level 4
- Solve problems that require one or two operations
- Multiply negative numbers
- Calculate averages, simple ratios, simple proportions, or rates using whole numbers and decimals
- Add commonly known fractions, decimals, or percentages (e.g., 1/2, .75, 25%)
- Add up to three fractions that share a common denominator
- Multiply a mixed number by a whole number or decimal
- Put the information in the right order before performing calculations

Level 5
- Decide what information, calculations, or unit conversions to use to solve the problem
- Look up a formula and perform single-step conversions within or between systems of measurement
- Calculate using mixed units (e.g., 3.5 hours and 4 hours 30 minutes)
- Divide negative numbers
- Find the best deal using one - and two - step calculations and then comparing results
- Calculate perimeters and areas of basic shapes (rectangles and circles)
- Calculate percent discounts or markups

Level 6
- Use fractions, negative numbers, ratios, percentages, or mixed numbers
- Rearrange a formula before solving a problem
- Use two formulas to change from one unit to another within the same system of measurement
- Use two formulas to change from one unit in one system of measurement to a unit in another system of measurement
- Find mistakes in questions that belong at Levels 3, 4, and 5
- Find the best deal and use the result for another calculation
- Find areas of basic shapes when it may be necessary to rearrange the formula, convert units of measurement in the calculations, or use the result in further calculations
- Find the volume of rectangular solids
- Calculate multiple rates

Level 7
- Solve problems that include nonlinear functions and/or that involve more than one unknown
- Find mistakes in Level 6 questions
- Convert between systems of measurement that involve fractions, mixed numbers, decimals, and/or percentages
- Calculate multiple areas and volumes of spheres, cylinders, or cones
- Set up and manipulate complex ratios or proportions
- Find the best deal when there are several choices
- Apply basic statistical concepts

WorkKeys® Locating Information Skills

Level 3
- Find one or two pieces of information in a graphic
- Fill in one or two pieces of information that are missing from a graphic

Level 4
- Find several pieces of information in one or two graphics
- Understand how graphics are related to each other
- Summarize information from one or two straightforward graphics
- Identify trends shown in one or two straightforward graphics
- Compare information and trends shown in one or two straightforward graphics

Level 5
- Sort through distracting information
- Summarize information from one or more detailed graphics
- Identify trends shown in one or more detailed or complicated graphics
- Compare information and trends from one or more complicated graphics

Level 6
- Draw conclusions based on one complicated graphic or several related graphics
- Apply information from one or more complicated graphics to specific situations
- Use the information to make decisions

WorkKeys® Reading for Information Skills

Level 3
- Identify main ideas and clearly stated details
- Choose the correct meaning of a word that is clearly defined in the reading
- Choose the correct meaning of common, everyday workplace words
- Choose when to perform each step in a short series of steps
- Apply instructions to a situation that is the same as the one in the reading materials

Level 4
- Identify important details that may not be clearly stated
- Use the reading material to figure out the meaning of words that are not defined
- Apply instructions with several steps to a situation that is the same as the situation in the reading materials
- Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements)

Level 5
- Figure out the correct meaning of a word based on how the word is used
- Identify the correct meaning of an acronym that is defined in the document
- Identify the paraphrased definition of a technical term or jargon that is defined in the document
- Apply technical terms and jargon and relate them to stated situations
- Apply straightforward instructions to a new situation that is similar to the one described in the material
- Apply complex instructions that include conditionals to situations described in the materials

Level 6
- Identify implied details
- Use technical terms and jargon in new situations
- Figure out the less common meaning of a word based on the context
- Apply complicated instructions to new situations
- Figure out the principles behind policies, rules, and procedures
- Apply general principles from the materials to similar and new situations
- Explain the rationale behind a procedure, policy, or communication

Level 7
- Figure out the definitions of difficult, uncommon words based on how they are used
- Figure out the meaning of jargon or technical terms based on how they are used
- Figure out the general principles behind policies and apply them to situations that are quite different from any described in the materials

Public high school dropouts, by race/ethnicity and state: 2003-04

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

---Not available.

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

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

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

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

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

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Representative Paul Seaton

Memorandum

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

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

1. As we have discussed, there is a disconnect between seat-time and competency for purposes of high school graduation. The Department of Education and Early Development currently has requirement that all 11th graders take the WorkKeys Assessment. We could build on this by requiring that the WorkKeys Assessment be taken before exiting high school, and having those competency evaluations be placed on the graduation certificate. This would be an attempt to not just base a diploma on seat time, but would be a measure of competency as well.

2. If students take and pass all three sections of the High School Qualifying Exam prior to graduation, school districts will pay for these students to take college credits or vocational school credits. This could allow students to be on their way to an associate degree or vocational education certificate by the time they have graduated high school. The High School Qualifying Exam has been identified as a problem because students interpret that passing exam means they have met their high school qualifying criteria, leading to students losing interest in school afterward.

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

Chairman Seaton

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

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

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

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

House Education CTE

Chairman Seaton

3391

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

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

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

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

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

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

CIS coordinator / Graduation Coach

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

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

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

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

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

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

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

Opening:

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

I. Statement of Need/Dropout Problem Definition:

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

II. *Our Solution / Our Model & Results*

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

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

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

III. ***Program Specific Information***

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

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

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

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

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

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

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

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

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

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

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

Consider the following specific examples of our programs and results:
Last year, the CIS of Alaska network served 5,279 children/youth.

- CIS of Bethel is working with the District Court, the community of Bethel and its neighboring villages to address tremendous issues with underage drinking.

- CIS-Juneau has been operating a very successful care coordinator program that provides at-risk students with needed services to help them stay in school. Since the inception of the program 2003/2004, we served over 500 students through 2007/2008. 90% of our students are Alaska Native. Of those students, less than 5% dropped out of school. The program works!

- CIS of Mat-Su referred to the *Mat-Su Day School's Alternative to Suspension (ATS)* program. Last year, 31 students were referred to CIS/Mat-Su Day School's Alternative to Suspension (ATS) program due to long term suspension or expulsions – of those, 27 students enrolled. Of the suspended or expelled students who enrolled, only 2 dropped out. This group of 27 is at very high risk of dropping out of school. We were successful in helping them continue their education and worked to transition them back to their boundary school.

- Reading is fundamental. Dolly Parton's Imagination Library, an early prevention program to combat illiteracy, started with a pilot program in Nome. The Nome elementary principal stated that children were reporting to Kindergarten unprepared, especially in the area of reading. The program quickly spread to Juneau who has signed up over 600 children where there are 2000 additional children eligible but lack of funds has slowed signups. Wainwright, Wrangell, Ketchikan and Fairbanks also have active IL programs with Mat-Su, Mt. View, Petersburg and Girdwood poised to come on line. Statewide, almost 4,000 children birth to five are enrolled, including the First Family's newest addition, Trig Palin. A recent survey (in Juneau) saw the number of parents reading to their children jump from 50% to 75% in one year! The Imagination Library is a proven effective program that helps children start school ready to learn.

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

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

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

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

IV. *How the Federal Government Can Help:*

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

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

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

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

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

Respectfully Submitted,

Tom Morgan
Communities In Schools of Alaska, State Director

Department of Education and Early Development Drop-out material

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1.

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

DISTRICT	FY88	FY89	FY90	FY91	FY92	FY93	FY94	FY95	FY96	FY97	FY98
ADAK	603.70	657.85	696.45	712.00	714.45	681.35	495.20	-	-	-	-
ALASKA GATEWAY	502.40	462.70	482.95	501.55	495.45	512.05	525.55	536.15	552.10	572.65	514.35
ALEUTIAN REGION	104.75	111.00	28.00	33.00	28.00	23.00	16.00	18.00	21.00	34.00	36.45
ALEUTIANS EAST	274.15	279.30	341.05	371.00	370.00	391.00	369.00	365.00	355.00	372.00	341.35
ANCHORAGE	38,734.41	38,685.23	39,236.27	40,533.36	43,058.90	44,279.73	45,645.36	45,895.60	46,158.76	46,470.40	47,315.76
ANNETTE ISLANDS	414.50	428.65	404.70	381.00	423.90	397.00	407.00	420.00	444.00	391.00	396.57
BERING STRAIT	1,259.40	1,250.20	1,326.75	1,356.30	1,433.95	1,476.65	1,539.15	1,600.70	1,679.10	1,706.00	1,759.70
BRISTOL BAY	245.40	249.00	245.35	253.00	272.65	265.35	271.60	271.00	301.00	313.45	305.00
CHATHAM	316.00	307.05	352.45	382.30	376.30	348.95	326.55	325.85	337.30	334.30	293.00
CHUGACH	107.00	98.00	106.00	113.90	128.25	132.25	122.75	133.00	144.00	157.00	167.00
COPPER RIVER	536.45	597.45	583.47	581.95	592.45	607.90	598.25	623.25	658.65	772.60	817.94
CORDOVA	429.00	428.00	428.00	437.90	478.75	502.50	511.15	528.15	519.15	534.30	514.70
CRAIG	213.00	217.60	255.00	303.40	314.25	356.45	367.00	396.00	424.00	422.00	428.00
DELTA/GREELY	929.65	895.40	857.20	841.00	849.70	959.50	989.70	974.00	884.65	843.65	951.01
DENALI	364.10	337.20	347.50	333.20	329.60	369.55	379.65	384.55	384.00	390.90	349.85
DILLINGHAM	463.25	460.00	449.45	480.50	504.10	488.05	494.45	496.20	524.00	541.25	583.15
FAIRBANKS	13,194.95	13,188.50	13,538.40	14,245.80	14,883.20	15,250.50	15,408.00	15,406.50	15,816.00	16,131.65	16,347.80
GALENA	151.20	146.80	135.50	121.40	142.30	128.45	133.10	144.00	150.00	165.00	1,359.00
HAINES	365.60	363.30	397.00	433.15	447.90	432.30	409.05	413.15	434.90	444.90	438.40
HOONAH	239.60	251.33	257.65	234.00	234.95	256.00	267.00	259.40	278.00	271.00	260.15
HYDABURG	109.40	106.00	101.95	108.40	119.00	115.80	109.20	107.50	113.60	117.00	123.00
IDITAROD	398.60	398.95	421.00	353.08	388.25	418.20	398.95	417.85	422.55	415.86	457.90
JUNEAU	4,492.96	4,588.90	4,890.00	5,124.30	5,247.30	5,412.70	5,394.45	5,399.75	5,515.35	5,586.45	5,662.69
KAKE	180.00	181.00	166.00	178.70	185.05	179.00	175.25	185.00	190.00	199.90	194.40
KASHUNAMIUT	169.00	165.00	154.00	181.70	191.15	191.65	207.60	229.90	244.00	246.95	269.85
KENAI	8,003.33	8,232.18	8,486.36	9,168.90	9,449.30	9,589.00	9,846.05	10,144.00	10,280.70	10,341.96	10,376.84
KETCHIKAN	2,531.19	2,480.11	2,617.50	2,693.25	2,663.50	2,690.10	2,735.38	2,728.93	2,850.40	2,856.25	2,731.10
KLAWOCK	170.07	185.30	208.85	201.90	211.85	205.75	210.00	206.95	220.15	210.30	220.85
KODIAK	2,284.76	2,273.36	2,321.14	2,403.88	2,525.08	2,597.81	2,747.82	2,711.45	2,871.76	2,862.01	2,851.30
KUSPUK	375.35	391.85	413.40	426.80	451.30	427.75	451.20	449.85	468.35	473.70	473.03
LAKE AND PENN.	346.70	357.15	407.35	413.20	446.70	462.85	497.40	507.63	497.65	523.55	522.95
LOWER KUSKOKWI	2,605.95	2,637.90	2,685.73	2,710.75	2,780.33	2,885.80	2,963.73	3,051.05	3,275.15	3,371.53	3,442.25
LOWER YUKON	1,281.80	1,285.70	1,301.57	1,343.90	1,364.45	1,520.65	1,585.25	1,620.65	1,695.20	1,735.95	1,850.20
MATSU	8,605.75	8,430.50	8,824.00	9,459.78	10,141.33	10,677.00	11,336.70	11,894.00	12,037.28	12,352.13	12,777.39
NENANA	201.25	194.80	185.50	195.80	191.50	199.20	184.95	162.91	161.00	173.45	220.00
NOME	724.85	749.35	754.00	777.95	776.00	727.95	711.75	701.75	732.95	776.55	796.20
NORTH SLOPE	1,251.50	1,237.14	1,301.80	1,359.40	1,462.45	1,508.09	1,623.05	1,702.10	1,805.90	1,936.80	1,982.95
NORTHWEST ARCTI	1,540.00	1,613.97	1,645.75	1,582.10	1,629.45	1,736.80	1,804.25	1,872.80	1,892.05	2,000.10	2,065.55
PELICAN	49.40	42.50	49.00	48.20	45.90	47.00	45.00	44.85	38.25	31.75	33.00
PETERSBURG	630.03	658.35	685.10	681.20	702.35	706.40	711.10	758.75	753.55	763.05	768.60
PRIBILOF	151.85	149.10	149.55	143.10	152.90	158.50	168.00	182.00	213.15	197.20	187.00
SAINT MARY'S	112.40	110.90	111.40	115.60	105.50	97.73	94.60	108.50	129.10	130.00	131.80
SITKA	1,616.80	1,657.90	1,670.18	1,723.59	1,786.77	1,858.38	1,873.38	1,838.68	1,804.87	1,769.60	1,745.28
SKAGWAY	141.50	144.30	145.15	144.75	145.00	153.00	143.00	127.20	131.30	136.66	131.60
SOUTHEAST	464.50	517.00	555.10	521.60	415.80	418.00	413.75	381.95	349.85	325.55	277.00
SOUTHWEST	480.48	466.35	435.60	442.80	472.50	478.85	554.25	568.30	629.80	700.80	743.10
TANANA	85.00	94.00	88.00	109.00	100.00	98.00	101.00	102.25	94.00	102.00	113.00
UNALASKA	153.20	188.25	204.20	258.05	304.45	330.20	358.60	356.10	352.80	374.60	380.10
VALDEZ	693.30	686.00	762.60	781.50	853.75	906.60	896.90	902.75	895.75	877.00	887.75
WRANGELL	507.00	518.20	508.70	508.90	534.00	519.20	541.20	566.85	555.00	528.00	521.15
YAKUTAT	133.75	131.30	132.35	150.00	139.00	137.00	150.00	167.00	175.00	160.00	169.00
YUKON FLATS	361.00	338.00	339.00	374.75	377.87	387.85	398.90	405.15	422.62	444.00	448.25
YUKON/KOYUKUK	544.90	508.95	529.25	512.40	549.50	584.65	598.80	590.10	625.10	555.60	545.85
YUPIIT	296.00	307.00	315.00	318.70	360.00	367.00	366.00	367.00	387.00	401.00	397.00
STATE ACS	973.78	1,407.89	1,437.09	1,984.74	2,079.48	2,280.47	1,475.14	1,477.15	1,580.85	1,626.47	1,568.92
Mt. EDGECUMBE	-	190.80	189.70	212.50	212.95	267.70	281.60	282.30	275.12	293.00	307.57
TOTALS	**102,115.86**	**103,040.51**	**105,662.01**	**110,364.88**	**115,640.76**	**119,201.16**	**121,429.71**	**122,511.45**	**124,752.76**	**126,464.77**	**129,553.60**

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

DISTRICT	FY99	FY00	FY01	FY02	FY03	FY04	FY05	FY06	FY07	FY08
ADAK	-	-	-	-	-	-	-	-	-	-
ALASKA GATEWAY	506.84	485.40	481.05	495.31	486.85	493.26	443.25	412.35	412.35	375.21
ALEUTIAN REGION	46.70	75.15	59.40	54.75	49.25	41.85	46.00	44.00	42.00	37.45
ALEUTIANS EAST	310.35	299.55	307.75	292.75	273.75	278.49	268.55	246.40	233.00	256.50
ANCHORAGE	48,115.53	48,157.22	48,856.09	49,246.83	49,544.94	49,264.98	49,182.37	49,319.56	48,706.93	48,143.53
ANNETTE ISLANDS	355.23	368.00	325.75	311.05	290.65	287.50	298.35	291.29	282.35	288.85
BERING STRAIT	1,782.90	1,775.45	1,760.25	1,728.30	1,733.85	1,704.00	1,699.15	1,668.30	1,672.45	1,645.55
BRISTOL BAY	295.65	278.60	243.05	237.45	233.60	195.35	184.40	179.00	188.10	182.25
CHATHAM	272.05	257.00	247.50	227.35	219.90	215.00	195.10	203.50	194.82	168.39
CHUGACH	161.00	157.35	167.10	207.45	200.50	191.10	218.75	214.02	199.63	227.75
COPPER RIVER	713.65	727.29	689.91	714.08	675.12	658.25	640.40	610.40	559.55	518.95
CORDOVA	491.34	485.45	475.95	461.45	464.10	471.40	451.60	446.95	420.50	408.90
CRAIG	432.00	420.60	516.30	693.95	855.40	955.44	656.80	766.25	754.19	748.90
DELTA/GREELY	1,099.75	898.78	801.50	834.77	1,004.31	1,031.24	1,187.81	1,260.60	1,319.77	1,159.73
DENALI	362.10	326.50	312.65	287.50	310.15	571.15	664.20	633.90	548.35	573.65
DILLINGHAM	548.05	561.80	579.85	540.70	520.66	513.13	531.80	550.90	531.43	506.70
FAIRBANKS	16,093.54	15,804.16	15,546.50	15,254.51	15,120.94	14,594.39	14,553.71	14,508.60	14,441.99	14,082.48
GALENA	3,234.00	3,660.00	3,373.99	3,669.28	3,767.90	3,890.03	3,680.26	3,638.50	3,727.18	3,759.05
HAINES	448.75	413.45	407.15	377.20	323.70	318.99	296.57	290.90	297.75	316.05
HOONAH	230.85	236.75	226.90	211.30	188.40	179.40	171.70	166.50	152.95	131.40
HYDABURG	110.50	107.85	102.85	100.10	92.20	86.85	74.50	72.50	79.60	75.45
IDITAROD	534.18	568.10	638.95	561.12	403.50	376.30	344.53	331.25	338.00	302.25
JUNEAU	5,701.25	5,646.85	5,520.78	5,507.50	5,521.13	5,441.87	5,306.28	5,236.57	5,155.30	5,072.60
KAKE	185.80	166.70	165.00	171.62	151.85	155.15	141.75	116.00	103.55	101.45
KASHUNAMIUT	279.00	298.20	314.00	321.80	350.40	362.25	354.65	330.55	339.20	325.55
KENAI	10,181.60	9,982.41	9,946.74	9,799.38	9,632.43	9,561.95	9,527.25	9,388.83	9,368.14	9,249.70
KETCHIKAN	2,723.85	2,598.90	2,489.68	2,400.58	2,398.35	2,370.42	2,306.35	2,295.72	2,272.90	2,251.85
KLAWOCK	201.00	206.00	207.90	174.00	158.90	147.68	159.60	135.60	140.45	135.50
KODIAK	2,797.64	2,810.05	2,773.95	2,820.84	2,750.35	2,676.63	2,678.45	2,717.72	2,635.82	2,671.40
KUSPUK	474.29	493.85	470.15	433.00	426.70	424.10	414.05	415.00	396.60	383.40
LAKE AND PENN.	548.85	480.95	462.48	427.80	412.55	418.23	398.57	386.42	378.45	367.75
LOWER KUSKOKWI	3,553.70	3,614.00	3,647.53	3,646.73	3,704.69	3,784.60	3,832.13	3,930.25	3,961.85	3,916.70
LOWER YUKON	1,860.95	1,936.15	1,926.70	1,937.85	2,053.15	2,031.80	2,017.45	2,036.75	1,968.30	2,035.15
MATSU	12,713.25	12,513.08	12,752.40	13,156.24	13,547.27	14,304.06	14,661.48	15,438.13	15,846.65	16,115.15
NENANA	398.00	1,005.00	1,828.25	1,753.70	1,256.69	931.32	715.52	686.02	601.45	887.58
NOME	776.25	769.10	776.95	737.65	736.15	715.10	767.40	767.85	748.55	719.52
NORTH SLOPE	2,043.90	2,008.90	2,094.20	2,020.78	1,970.25	1,810.45	1,691.15	1,726.15	1,623.00	1,618.00
NORTHWEST ARCTI	2,088.30	2,151.50	2,203.15	2,164.35	2,151.90	2,028.75	1,998.80	2,018.85	1,976.15	1,944.25
PELICAN	29.80	33.65	23.00	18.65	18.00	15.00	11.20	13.60	14.95	16.00
PETERSBURG	752.05	699.10	678.30	652.83	625.85	657.45	629.60	591.45	588.55	559.60
PRIBILOF	157.40	158.25	143.50	136.65	135.50	124.25	127.25	114.75	123.00	111.60
SAINT MARY'S	129.90	144.15	137.70	152.85	167.16	147.50	154.70	164.80	185.35	186.30
SITKA	1,694.25	1,722.11	1,589.43	1,609.41	1,548.91	1,466.53	1,478.31	1,476.66	1,453.84	1,377.93
SKAGWAY	128.60	131.30	136.75	120.20	109.67	105.83	108.75	109.25	99.50	105.90
SOUTHEAST	297.78	294.50	281.15	243.60	223.00	219.80	212.00	206.50	186.90	152.35
SOUTHWEST	774.70	758.25	767.91	758.60	721.25	676.95	705.95	668.70	673.65	657.70
TANANA	104.00	92.75	80.00	64.13	77.50	92.00	115.05	66.55	53.95	57.40
UNALASKA	353.03	351.91	351.34	368.90	392.95	398.55	398.70	397.50	385.75	387.75
VALDEZ	855.05	865.20	864.75	887.60	866.70	865.25	827.60	797.13	748.35	724.50
WRANGELL	526.63	505.05	488.35	465.95	435.45	391.78	375.30	369.85	354.74	346.45
YAKUTAT	166.00	159.75	166.25	172.00	144.25	125.00	133.15	132.50	117.75	121.85
YUKON FLATS	375.75	352.10	307.00	299.95	307.25	292.20	275.90	270.33	265.88	280.74
YUKON/KOYUKUK	548.90	535.85	484.50	496.75	885.07	1,381.07	1,799.66	1,560.72	1,426.65	1,320.13
YUPIIT	401.95	398.00	420.00	445.60	424.00	434.25	445.15	446.15	458.25	460.05
STATE ACS	2,628.73	1,419.47	1,306.02	1,465.47	1,085.84	411.78	N/A	N/A	N/A	N/A
Mt. EDGECUMBE	307.71	329.00	330.00	329.50	334.00	334.90	368.75	394.95	407.90	404.45
TOTALS	**132,904.81**	**131,696.48**	**132,256.25**	**132,669.66**	**132,484.79**	**131,622.55**	**130,927.70**	**131,263.47**	**130,164.21**	**128,975.24**

(2.)

Alaska Department of Education and Early Development
Accountability and Assessment

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

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

(3.)

Alaska Department of Education and Early Development
Accountability and Assessment

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

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

(4.)

Dropout Rates in Alaska
Fact Sheet

The Dropout Rate is computed by dividing the number of dropouts in the current school year by the number of students enrolled in grades 7-12 on October 1 of the current school year. School year is defined as the12-month period beginning with July 1 and ending June 30.

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

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

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

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

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

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

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

5.

Dropout rates are calculated using grades 7-12. District Dropout Rates 02/15/09

		School Year																	
School District	Data	1990-1991	1991-1992	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Adak Region	Dropouts	1	0	2	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Dropout Rate	0.5%	0.0%	1.0%	0.0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Alaska Gateway	Dropouts	4	6	5	7	4	8	9	14	10	15	13	9	12	10	4	13	12	8
	Dropout Rate	1.9%	3.1%	2.2%	3.1%	1.6%	3.2%	3.6%	6.1%	4.2%	6.7%	5.6%	3.8%	4.7%	3.9%	1.8%	6.2%	6.2%	4.5%
Aleutian Region	Dropouts	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	1	0	4
	Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.8%	0.0%	4.3%	0.0%	0.0%	5.0%	0.0%	3.5%
Aleutians East	Dropouts	3	5	1	1	3	9	7	8	9	0	4	0	2	10	4	3	3	0
	Dropout Rate	2.1%	3.6%	0.7%	0.7%	2.1%	6.0%	4.3%	5.4%	6.0%	0.0%	2.7%	0.0%	1.6%	7.9%	3.2%	2.8%	2.9%	0.0%
Alyeska Central	Dropouts	62	49	109	23	36	46	63	68	58	59	22	24	57	N/A	N/A	N/A	N/A	N/A
	Dropout Rate	13.2%	13.2%	19.7%	2.8%	4.2%	5.2%	6.0%	7.7%	4.8%	6.2%	2.7%	2.9%	10.6%	N/A	N/A	N/A	N/A	N/A
Anchorage	Dropouts	1,004	936	554	609	512	470	482	302	440	1,207	1,461	1,339	1,249	1,103	1,466	1,473	1179	895
	Dropout Rate	5.9%	5.2%	3.0%	3.2%	2.6%	2.4%	2.4%	1.5%	2.1%	5.6%	6.7%	6.1%	5.5%	4.8%	6.3%	6.3%	5.1%	3.9%
Annette Island	Dropouts	5	4	6	4	7	3	4	3	1	0	0	0	9	2	7	9	3	5
	Dropout Rate	3.4%	2.4%	3.5%	2.3%	3.7%	1.4%	2.1%	1.7%	0.6%	0.0%	0.0%	0.0%	6.2%	1.4%	4.6%	6.0%	2.2%	3.6%
Bering Strait	Dropouts	22	29	21	16	23	19	19	7	20	21	38	60	90	70	90	94	102	80
	Dropout Rate	4.2%	5.4%	4.0%	3.0%	4.0%	3.2%	3.3%	1.2%	3.1%	3.2%	5.6%	8.6%	12.4%	9.1%	11.4%	11.8%	13.2%	10.7%
Bristol Bay	Dropouts	3	6	0	2	3	1	0	0	0	2	0	3	3	1	1	2	1	1
	Dropout Rate	2.8%	5.1%	0.0%	1.8%	2.8%	0.9%	0.0%	0.0%	0.0%	1.6%	0.0%	2.7%	2.6%	1.0%	1.1%	2.4%	1.2%	1.2%
Chatham	Dropouts	4	6	4	7	5	8	2	1	3	4	6	4	9	1	10	4	2	3
	Dropout Rate	2.6%	3.7%	2.9%	4.8%	3.5%	5.6%	1.5%	0.8%	2.5%	3.4%	5.1%	3.7%	7.9%	0.8%	8.8%	3.4%	1.8%	3.5%
Chugach	Dropouts	0	0	6	3	4	3	3	3	6	15	0	0	1	3	4	6	1	4
	Dropout Rate	0.0%	0.0%	12.0%	6.7%	8.2%	4.9%	4.4%	5.4%	9.0%	18.5%	0.0%	0.0%	1.5%	4.1%	4.5%	7.0%	1.5%	4.8%
Copper River	Dropouts	5	5	8	4	1	4	10	12	24	24	18	21	11	15	17	8	7	5
	Dropout Rate	2.2%	2.1%	3.2%	1.5%	0.4%	1.4%	3.1%	3.5%	7.5%	6.9%	5.7%	6.2%	3.6%	4.7%	5.5%	2.7%	2.5%	1.9%

Dropout rates are calculated using grades 7-12. District Dropout Rates 02/15/09

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

Dropout rates are calculated using grades 7-12. District Dropout Rates 02/15/09

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

Dropout rates are calculated using grades 7-12. District Dropout Rates 02/15/09

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

Dropout rates are calculated using grades 7-12. District Dropout Rates 02/15/09

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

6.

Alaska Department of Education
and Early Development

Public School Dropouts
Grades 7-12

02/13/09

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

* Based on October 1 enrollments

Alaska Department of Education
and Early Development

Public School Dropouts
Grades 7-12

02/13/09

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

* Based on October 1 enrollments

Alaska Department of Education
and Early Development

Public School Dropouts
Grades 7-12

02/13/09

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

* Based on October 1 enrollments

Alaska Department of Education
and Early Development

Public School Dropouts
Grades 7-12

02/13/09

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

* Based on October 1 enrollments

Alaska Department of Education
and Early Development

Public School Dropouts
Grades 7-12

02/13/09

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

* Based on October 1 enrollments

Alaska Department of Education
and Early Development

Public School Dropouts
Grades 7-12

02/13/09

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

* Based on October 1 enrollments

Alaska Department of Education
and Early Development

Public School Dropouts
Grades 7-12

02/13/09

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

* Based on October 1 enrollments

Alaska Department of Education
and Early Development

Public School Dropouts
Grades 7-12

02/13/09

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

* Based on October 1 enrollments

7.

Graduation Rates in Alaska
Fact Sheet

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

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

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

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

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

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

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

Alaska Dept. of Education
and Early Development

2008 Graduation Rates
Alaska Public Schools

3/10/2009

District Totals

Graduation Rate

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

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

Alaska Dept. of Education
and Early Development

2008 Graduation Rates
Alaska Public Schools

3/10/2009

District Totals

Graduation Rate

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

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

Graduation Rate

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

	2008 High School Graduates	2008 Grade 12 Continuing Students	2008 Grade 12 Dropouts	2007 Grade 11 Dropouts	2006 Grade 10 Dropouts	2005 Grade 9 Dropouts	2008 Graduation Rate
Male	3833	910	590	413	378	349	59.2%
Female	4022	639	448	363	315	289	66.2%
African American	262	86	49	48	29	36	51.4%
Alaska Native	1453	453	359	254	261	247	48.0%
American Indian	70	11	12	11	14	24	49.3%
Asian/Pac. Islander	575	111	76	52	28	24	66.4%
Caucasian	4742	713	423	336	327	277	69.6%
Hispanic	389	68	65	32	19	26	64.9%
Two or More Races	364	107	54	43	15	4	62.0%
SWD	532	351	109	105	102	58	42.3%
SWOD	7323	1198	929	671	591	580	64.9%
LEP	616	276	150	112	97	93	45.8%
ECON. DIS	1832	650	349	259	233	131	53.0%
AK Nat./Amer. Ind.	1523	464	371	265	275	271	48.1%

State of Alaska

Dropouts
2004-2005 and 2005-2006

3/6/2009

10.

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

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

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

* Based on October 1 enrollments

State of Alaska

Dropouts
2004-2005 and 2005-2006

3/6/2009

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

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

* Based on October 1 enrollments

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Grades 7-12

2006, 2007, 2008

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

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

** Based on October 1 enrollments*
*** Students with disabilities*

Grades 7-12

2006, 2007, 2008

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

** Based on October 1 enrollments*
*** Students with disabilities*

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Dropout Prevention

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

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

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

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

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

Hi Louie.

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

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

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

Group 1 Why do Students Leave.doc
Group 2 Why do Students Leave.doc

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

Brainstorm - Ideas for Immediate Strategies.doc
Immediate Strategies draft.doc

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

Please let me know if you have any further questions.

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

Thank you.
Erik

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Group 1
Why do Students Leave

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

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

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

Community
Relationship

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

14.

Group 2
Why do students leave?

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

A School Related
B Student Related
C Community
D Family

15.

Brainstorm – Ideas for Immediate Strategies (goals included)

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

Develop a system that accurately reflects the actual true graduation rate

Develop ILP (Individual Learning Plan) with parents & students

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

Utilize existing teacher prep programs to increase awareness and experience

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

Create a public awareness truancy plan.

Create a positive school environment (goal).

Create a positive school environment with a greeter.

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

Take the Voc Ed funding out of block grant.

Brainstorm – Ideas for Immediate Strategies (goals included)

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

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

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

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

From: Brad Fluetsch [mailto:brad@fluetschfinancialservices.com]
Sent: Wednesday, January 28, 2009 8:31 AM
To: Rep. Cathy Munoz
Subject: Dropout summary

Dear Representative Munoz,

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

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

Gunalchéesh
Bradley J. Fluetsch, CFA
ANB Grand President

Dear Mr. Fluetsch,
I am a recent high school dropout from the Juneau School District. I hate the term "drop out" because it suggests that I do not adhere to values and aspirations of society. I prefer if you call me a bright potential GED candidate. It is in this regard that I respond, albeit anonymously, to the Grand Camp President's request for information.
I am a Native student and hope to help you understand better the issues and my reasons for leaving JDHS. First, most white teachers are racists in background, teaching style and student preference. Second, I find that they demonstrate this bias in their indifference to many important aspects of being Native. For instance they treat my membership in Native Corporations as if I was a member of a gang. They also seem to resent the fact that my family and I receive our health care from SEARHC. Third, the day to day administration of the public school system in Juneau leaves much to be desired and is not acceptable when the alternative to pursuing a GED exists. The following comments hopefully illustrate my points and will help you as a leader to make necessary changes.
I understand that teachers in Alaska are paid very well and have very good benefits, but when I hear my teachers talking, they seem to be more focused on their retirement and how it is being managed by the State than actually doing their work. How stupid is that? I do not like to think of myself as a racist, but thinking that someone as dumb as the teachers I have can teach me anything is just plain stupid. Also, my teachers touch me when other people aren't looking. No one believes me. Do you?
I hope you will also gather information from white, black, Asians and Mexicans who drop out. Some of them are very smart and hard working with very good values that they try to protect in school. Which brings up another thing? Most of the "popular "girls at JDHS are really mean. They wear outfits trying to show off their bodies and I find this most distracting and I get embarrassed when they laugh at me. Because my body is changing quickly I find it more comfortable not to be walking around in the halls between classes but rather outside of school. It would be better for me if the campus was closed and we had one class room all day. Also, if we could get rid of the football players walking around the halls pushing the Native kids around it might be more fun to be in school.
You know that it is not only Natives that drop out. Another reason I chose to drop out is because there are too many drugs at school; some teachers even smoke. The sodas and the food the other children eat are bad so I can catch fish and hunt instead of going to school and I get to work in my girlfriend's garden during the day (this is really fun.) I think this better prepares me for a future particularly if the same people who work for the State now continue to manage this state and its subsistence resources.
The thing you need to know is that I can spend more time with my girlfriend in her apartment now. So, the food is better, no stupid teachers and my girlfriend can spend all day with me before she goes to work in the evening at the hospital.
I am interested in why you want to know my reasons for dropping out. Can you tell me?
I think dropping out is something everyone should try. The earlier the better as it prepares you to find a less stressful life among not so stupid people. I can read magazines, listen to the news, work on the computer and get ready to ace the GED. Dude, life is good, too short and I don't want to hang out with bullies, mean people, dumb teachers and counselors who talk about suicide all the time.
Gunalchéesh,
Hopefully a future Grand Camp President

Thank you to all who respond to this.

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

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

I agree that early detection and intervention is essential.

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

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

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

Thnak you.

Bill Bird
ANB Grand Sergeant-at-Arms

Hi,

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

When I was living in Juneau, my daughter was attending JDHS, if you all dont know my daughter, she is very quiet. The challenge that we faced, when she nearly dropped out was.
Going from being an honor student with a lot of potential, and then being in a school where she was barely passing, there were several things that effected how she did. She was ready to drop out, and we moved, when we moved back, her grades improved and she ended up graduating with her classmates but she also did what she needed to go on to college.

1) Not feeling recognized, not only in the mainstream education system but also the native
community.

2) We didnt feel like we (because I am so involved in my childrens education) were being taken serious.

3) Location, we didnt have the resources to deal with the extreme weather conditions, She missed a whole month of school, due to the weather , there was no bus service. When the weather first hit us, it took me an hour and a half to dig out.

4) Very little support to deal with the issues.

5) lack of income-our housing rent was so high, that we couldnt even affored to buy things we needed for her success. when you cant affod clothes, this really affects how we feel)

6) Communication with the teachers, Oftentimes I wasnt even called back and it took us awhile to let them know, that she was there. It felt like they "Labeled" her a failure.

7) Not all native students were included in the activities, but then when you can barely get to school, these other programs that were there, we never heard of or it was "too late" to register. I believe my children missed out on 2 activities that would have helped them. These were culture camps and school programs.

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

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

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

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

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

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

Dear Roby

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

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

But for Native Americans, who had not decided to leave their homeland, the imposed curriculum carried a message of hostility and represented a threat to cultural survival. The more Natives assimilated the faster their own culture died, disappeared. So there was and continues to be resistence to the school, its mission, methods and meaning. But schooling is compulsory, so we feel we have not choice but to send our kids there, to learn whatever it is they're teaching.

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

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

any village I know, would be frightening.

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

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

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

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

is rewarded.

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

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

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

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

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

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

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

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

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

We need to transform schooling into Education.

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

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

Kux woos gaax
Rev. Dr. Michael J. Oleksa

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

Better prepare students for high school
Put uniforms on students
Require each student to have an approved book-bag with minimum school supplied supplies. It should be clear plastic organized --- no cell phones, I pods, handguns, etc.
Get rid of campus approach and kids wandering off to Food Land and other places for lunch
Need longer school days with homework to be completed in school
Make Capital City Transit the official school bus for a number of reasons – technical issues need be resolved.
Test only that which is taught in classroom ---
AP classes are after school and cost more
Police should get to know kids in town and their job duties should include helping resolve the truancy issues we face.
Teachers should get to know kids in school and their job duties should include helping resolve the truancy issues we face.
At a policy level a new performance standard on drops out should be adopted by the School Board

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

Sports should be put into perspective – on weekends and not school sponsored
Letter jackets should be outlawed
Physical Education needs to be mandatory through out school ---
Back to basics with public school so that rational kids choose the option of staying in school and the public gets its monies worth.
Unions should be forced to deal with the solution ---

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

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

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

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

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

Gunalcheesh,
Ishmael

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

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

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

If you really didn't learn math, for example, in the lower grades, skipping homework and cruising along with D's and F's, high school math is a rude awakening. Other students in the class have been doing math for many more hours per week for 5 years or more, and it's tough to catch up. (read Malcolm Gladwell's new book, Outliers, for a clear example of how the number of hours a young person practices a skill affects the outcome of their life.)
If a student does not do well in school, yet is passed to the next grade, they learn two things: doing school work doesn't matter, this is the best that they can do. Students arrive in high school without the tools or the confidence to do the job.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Role models and mentors for boys.

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

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

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

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

++

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

Jill

Brad,

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

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

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

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

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

Thank you,

Anonymous

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

Barbara

Lorrie Wright wrote:
> Please see Brad's email, below.
>
> This is just the type of additional data I'd like to see gathered to
> build our knowledge about Native Alaskan Drop-outs or Early Leavers
in
> Juneau. If we know the stories (reasons) behind the numbers it
should
> guide the solutions. Times change, so even though we know our own
> stories, there may be different reasons out there these days.
>
> I wonder if a consistent interview approach or data form has been
> developed for these interviews? We don't want to put people off with
> a piece of paper, but, at the same time, asking the same questions
> with the same approach increases the validity. Hmm.
>

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

FROM THE PRESIDENT

New leadership–Change is in the Air

Sammy Crawford

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

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

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

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

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

FROM THE EXECUTIVE DIRECTOR

AASB Statement on Dropout Prevention

Carl Rose

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

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

The Problem

We have all seen the statistics about dropout rates and the staggering costs to society when we fail, not only in dollars, but in human terms. A new study by The Education Trust indicates that today's high school students are less likely than their parents to graduate from high school. The U.S. is the only industrialized nation where that is the case.

Nationally, high school dropouts:

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

In Alaska, in the 2006-07 school year:

- 3,434 (5.5%) 7-12th grade students dropped out
- 1,299 (38%) were Alaska Native (25% of Alaska's school population is Alaska Native)
- 1,274 (37%) were classified as economically disadvantaged
- 1,850 (54%) were male
- the graduation rate was 63% (70% nationally)

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

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

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

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Inside AASB

Getting the most of your insurance dollars

By Jeff Bush, *Executive Director*
Alaska Public Entity Insurance

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

1. *Issue an RFP for insurance broker services.* Although your district's insurance broker may be doing a great job, it never hurts to ensure that he or she is charging you a competitive rate for services. Broker fees and service vary considerably from broker to broker in Alaska. Remember, broker fees are not set in stone and can be negotiated, so decide how much service you want and negotiate a reasonable price for it. Also consider the possibility of paying the broker a set fee rather than a commission – it may save you more in the future, as insurance rates inevitably go up.

2. *Investigate various coverage options.* In many cases, a district can afford to take on more risk, in the form of higher deductibles, in order to save on insurance premiums.

3. *Make sure your property and vehicle schedules are accurate.* Every year, the value of most vehicles decline. In the case of an accident, the maximum amount an insurer will pay is the actual value of the vehicle at the time of the accident, so that is the amount it should be insured for. If the vehicle is only worth $5,000, it makes no sense to continue to insure it at its purchase price, which may have been 4-5 times higher.

4. *Establish and maintain a comprehensive loss control program.* A poor loss history can more than double a district's insurance premiums. Talk with your broker or insurer about how to create a culture where employees identify and eliminate risky situations and losses are reduced.

5. *Take advantage of premium credit programs.* Most insurers give credits or grants for activities designed to reduce risk. Talk with your broker about taking advantage of those programs, which will save money both through the credit/grants and through a reduction in losses.

AASB Statement on Dropout Prevention (from page 3)

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

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

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

- Before entering kindergarten, the average cognitive scores of pre-school age children in the highest socioeconomic group are 60% above average scores of children in the lowest socioeconomic group.
- At age 4 years, children who live below the poverty line are 18 months below what is normal for their age group; by age 10 that gap is still present. For children living in the poorest families, the gap is even larger.
- By the time children from middle-income families with well-educated parents are in third grade, they know about 12,000 words. Third grade children from low-income families with undereducated parents who don't talk to them very much have vocabularies of around 4,000 words, one-third as many words as their middle-income peers.
- Thirty-two percent of young children are affected by one risk factor (e.g., low income, low maternal education, or single-parent status), and 16% are in families with two or more socio-demographic risks.

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

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

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2009 CALENDAR

1-3	NSBA FRN Conference – Washington, DC
6	AASB QS2 Meeting – Baranof, Juneau
7-10	AASB Leadership/Legislative Fly-In – Baranof, Juneau
28	AASB Board of Directors Meeting – Baranof, Juneau
28-31	AASB Spring Academy/Legislative Fly-In – Baranof, Juneau
1	NSBA Federation Member Executive Directors' Liaison Comm. – San Diego, CA
2	NSBA Fed. Member Executive Directors' Conference Institute – San Diego, CA
3	NSBA Delegate Assembly Business Meeting – San Diego, CA
4-7	NSBA 69thAnnual Conference & Exposition – San Diego, CA
12	Legislative Sessions Ends

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

AASB Statement on Dropout Prevention (from page 3)

dured years of struggle, disappointment, and disengagement.

The Solutions

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

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

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

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

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

Our goal must be fully engaged and fully prepared youth who can thrive in our fluid 21st century environment. Our goal should be broad and holistic; it goes beyond passing benchmark tests, or avoiding risk behaviors. It must be the healthy development of each and every young person so they have the academic and work force skills, and the healthy life skills needed to succeed and thrive. And this means we must have high expectations for all our young people, and we must enlist entire communities in support of them.

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

Engaging Our Communities

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

Born out of this little book was a far-reaching initiative that set out to change the environment for Alaska's young people, and to enlist all Alaskans in building healthy communities that provide what kids need to succeed. Alaska ICE is a statewide initiative of AASB that encourages and supports youth success through a statewide network of partners and local community initiatives. Federal support of this initiative through the Alaska Native Education Program in No Child Left Behind has enabled us to work with school districts, communities, organizations, and individuals throughout the state to promote the shared responsibility that each and every one of us has to help kids succeed.

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

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

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

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

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

Student Achievement and Engagement

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

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

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

AASB Statement on Dropout Prevention (from page 4)

over 30,000 students and almost 5000 staff.

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

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

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

- Key factors of school climate and connectedness are related to student performance on Alaska's SBAs: high expectations, school safety, parent and community involvement, and social-emotional learning were found to have significant positive relationships with scores on reading, writing and mathematics.
- Staff ratings for school climate were consistently and strongly related to student performance in reading, writing and mathematics SBAs.
- There have been significant negative relationships between student risk behaviors and school climate and connectedness ratings each year: the more students reported that there was a positive climate at their school and that they felt connected to school, the lower the number of incidents of delinquent behavior and drug and alcohol use they reported seeing among peers at school or school events.
- Students who reported that they had someone available outside of school to help them with homework and students who had an adult who knew what they did with their free time gave consistently higher ratings for connectedness to school and more favorable ratings of their school climate than did students without outside support and supervision.

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

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

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

Federal Support

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

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

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

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

Target early intervention and support towards the children most at risk of starting school behind. This should include intentional, sustained strategies (statewide, districtwide, and communitywide) that start at an early age, include families, and continue into preschool and early elementary school. When we do that in an intentional and coordinated way, we will vastly simplify the other steps we can and should take to improve schools to meet the needs of older students.

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

Conclusion

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

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

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

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

Received by LIO
Jan. 28, 2009

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House Education Committee
State Capitol
Juneau, AK 99802

Re: Alaskan Drop Outs – Untapped Resource for Economic Growth

Dear Representative Seaton and Members of the House Education Committee:

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

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

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

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

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

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

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

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

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

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

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

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

Please feel free to contact me at any time.

Respectfully,

Karen Martinsen

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

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

The Emerging Policy Triangle:

Economic Development, Workforce Development, and Education

Updated Profiles for All 50 States and Including International Comparative Data

May 2007

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

NCHEMS WICHE

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JAN-28-2009 10:54 AM Sitka LIO 9077475807 P.5 3460

Dropout Prevention

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

Education Commission of the States

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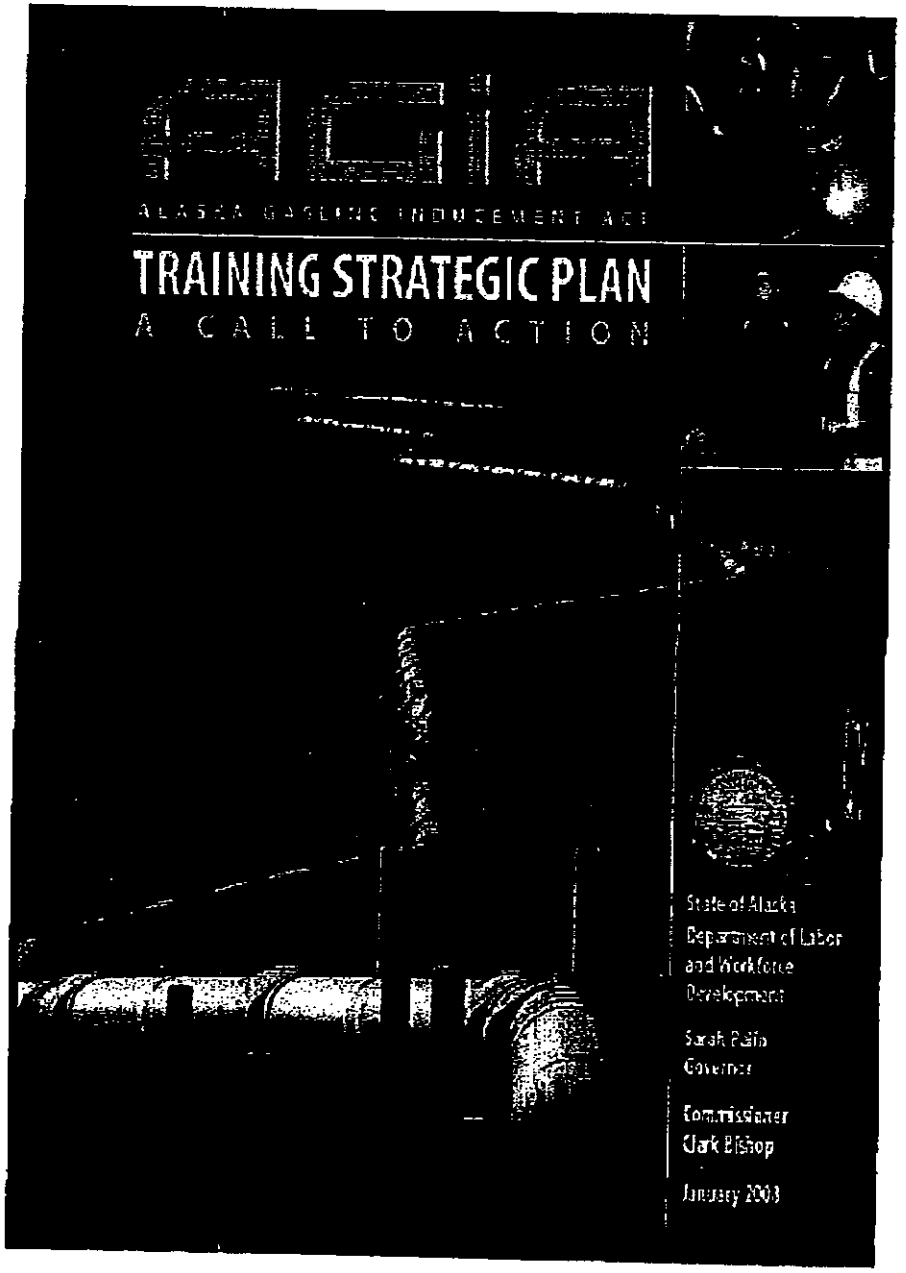
E-mail: ndpc@clemson.edu
Website: www.dropoutprevention.org

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



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Alaska's Youth

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

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

Dept of Labor

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STATE OF ALASKA

Representative Peggy Wilson

House District 2

FAX TRANSMITTAL SHEET

→ **TO:** LOUIE **FROM: KATHLEEN EVEREST**

FAX #: 465 3472 **DATE: 1/29/2009**

TOTAL # PAGES: 3

COMMENTS: Hi Louie

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

Kathleen

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

State Higher Education Gets Some Low Grades

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

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

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

The study covered:

— Affordability.

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

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

— Preparation.

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

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

— Participation.

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

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

— Completion.

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

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

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

— Benefits.

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

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

Bazaar Slated At St. Peter's

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

11-17-08 ABC-11

Alaska's Dropout Rate Double U.S. Average

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

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

The road to failure can start early.

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

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

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

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

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

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

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

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

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

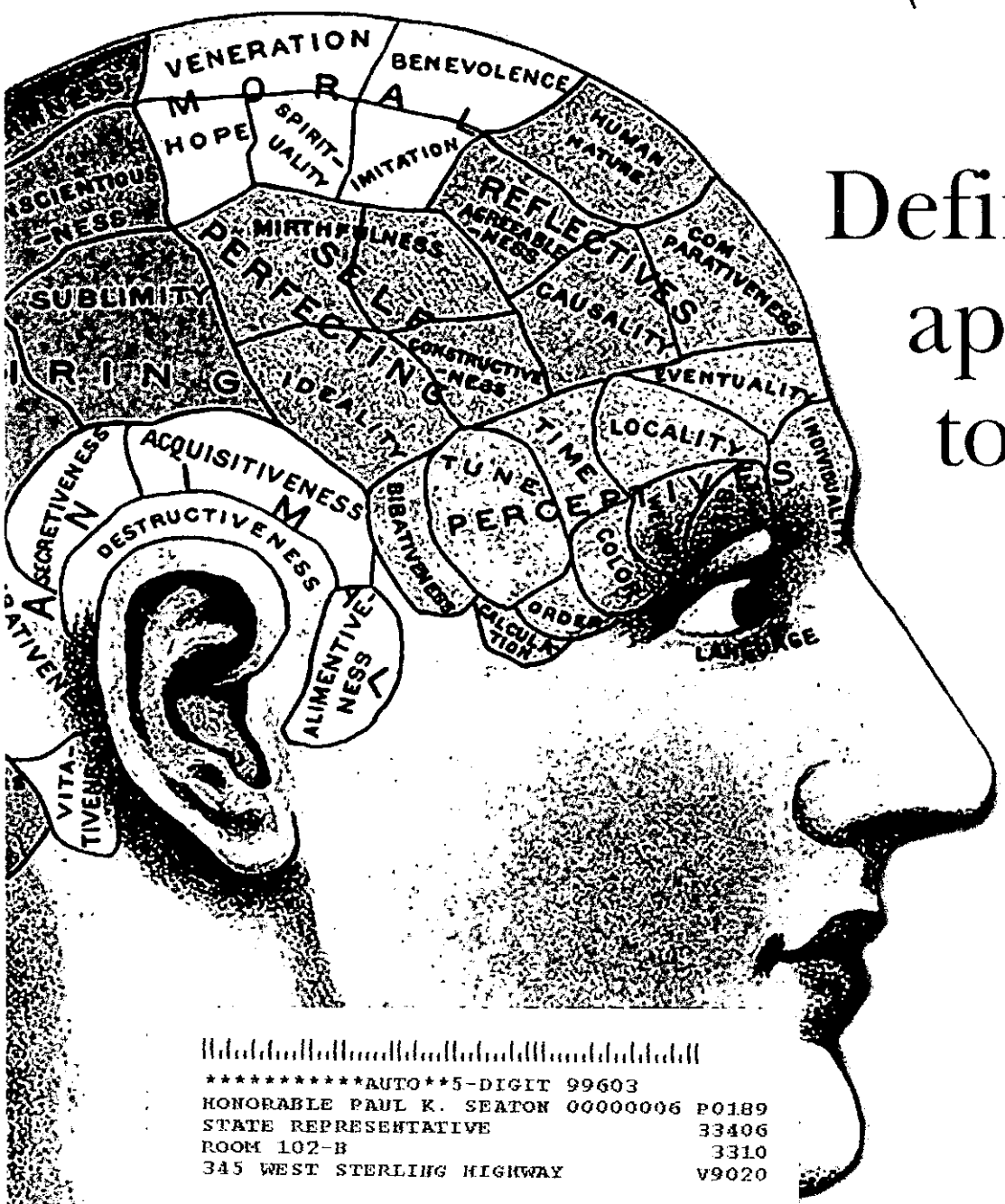
ALSO INSIDE: TROUBLE WITH TOYS, NEBRASKA'S VENERABLE CLERK

October/November 2008

STATE LEGISLATURES

NATIONAL CONFERENCE *of* STATE LEGISLATURES

ed·u·cate *(verb)*



Defining new approaches to bullying, urban schools and dropouts.

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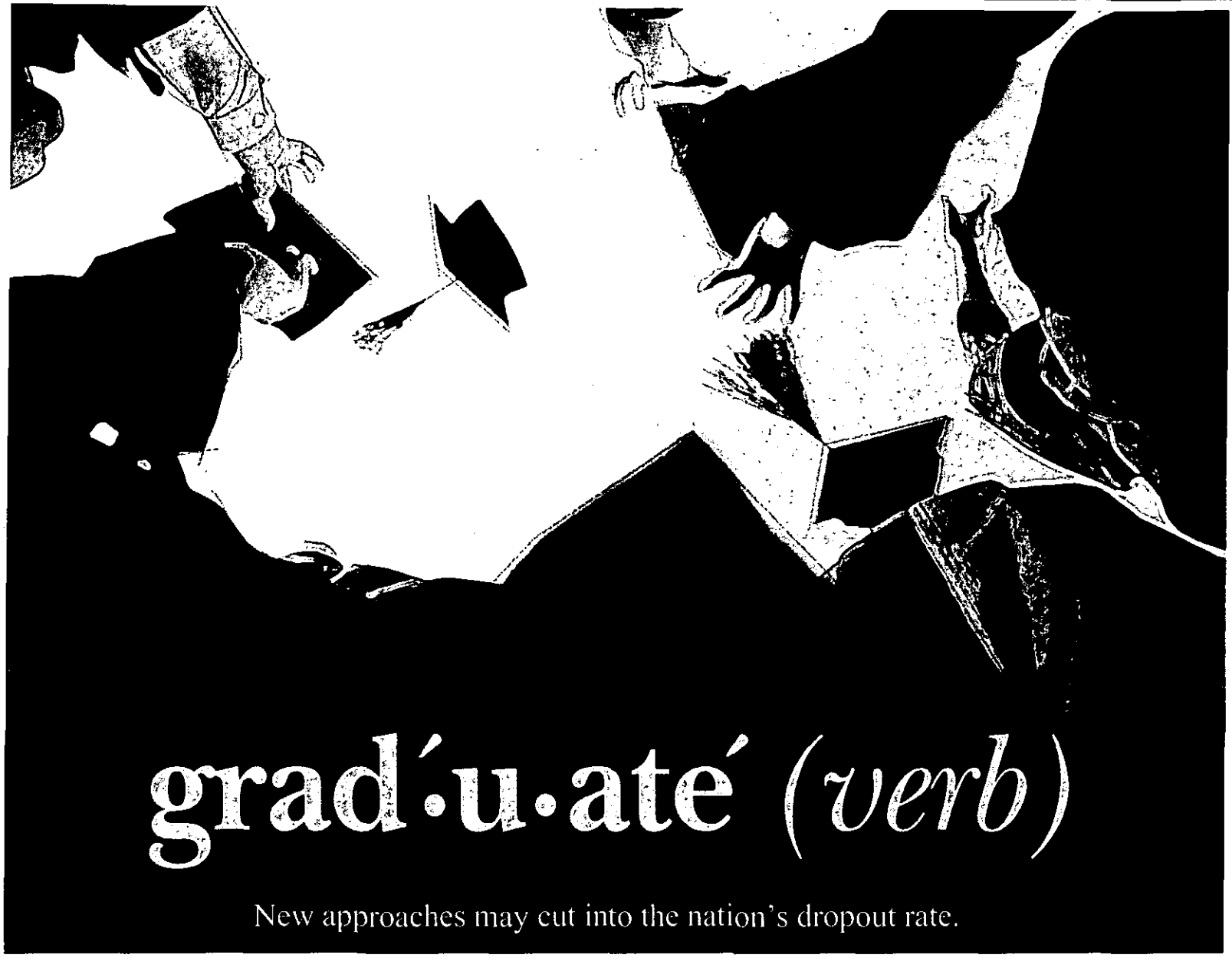


grad·u·até *(verb)*

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

BY SUNNY DEYÉ

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

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

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

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

A top complaint of employers is that graduating students lack "soft skills"—the ability to solve problems creatively, communicate well, and interpret and evaluate information. The high school career academy—there are 2,500 of them across the country—is one popular approach to prepare kids for both college and work. The academies blend regular academic content with career-related studies, including mentoring and internships.

SENATOR DARRELL STEINBERG CALIFORNIA

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

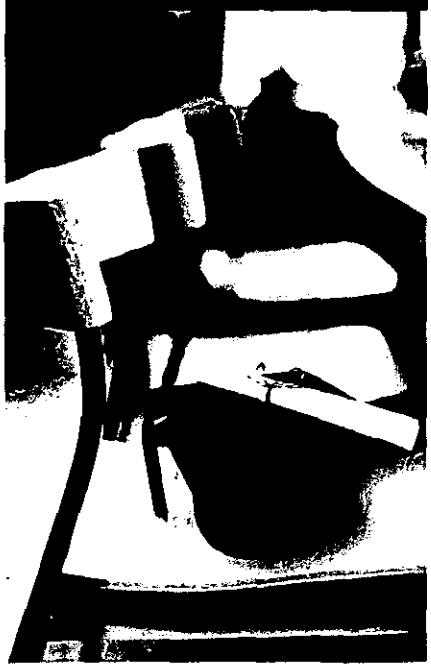
In California, incoming Senate President Darrell Steinberg wants to give grants to emerging green businesses that will join with public schools to establish "green career academies." He'd like to see partnerships with health care, high tech, biotech and other industries as part of the drive to change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

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

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

3468

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



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

Which states had the highest 2007 graduation rate:
A) Indiana: 76.5 percent
B) South Dakota: 88.4 percent
C) North Carolina: 68.1 percent
D) Not enough information to decide

The correct answer is "D."

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

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

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

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

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

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

And there is a lot more at stake than bookkeeping. Dropouts earn far less than high school or college graduates and can be a significant financial burden on society.

STARTING EARLY

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

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

Despite those early signs of trouble, schools do poorly at preventing dropouts. "Past strategies for dropout prevention have not been well-targeted, nor have they been based on how students have done in their classes," says Allensworth.

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

But the key is finding and funding proven programs.

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

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

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

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

ONE SIZE DOESN'T FIT ALL

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

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

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

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

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

3469

REPRESENTATIVE MARK ANDERSON ARIZONA

SENATOR CYNTHIA NAVA NEW MEXICO

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

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

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

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

DIFFERENT APPROACHES

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

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

North Carolina's approach reflects the state's growing awareness that increasing graduation rates—only 68 percent of students graduate on time—will require new ideas and investments.

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

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

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

HELPING DROPOUTS

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

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

"These kids clearly had made a choice to return to school to get their high school diplomas, and to continue to pursue higher education. The high school diploma was the missing link, because they knew they could attend community college at night," says Hochberg.

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

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

NORTH CAROLINA JOE HACKNEY SPEAKER

REPRESENTATIVE SCOTT HOCHBERG TEXAS

THE HIGH COST OF DROPPING OUT

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

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

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

3470

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

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February 4, 2009

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

Dear Senator Davis,

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

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

Communities In Schools of Alaska Network

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

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

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

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

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

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

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

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

Sincerely,

Tom Morgan
State Director

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

**Strategic Alliance with Best Beginnings*

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Communities In Schools of Alaska

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

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

Communities in Schools (CIS) of Alaska Network

State Office
Anchorage, Alaska

State Office Initiatives:
- **Career Exploration Opportunities (CEO)**
- **Dolly Parton's Imagination Library (IL)**

Affiliates

CIS of Anchorage, AVAIL
Anchorage School District

CIS of Bethel
Lower Kuskokwim School District

CIS of Fairbanks (New 08/09)
North Star Borough School District

CIS of Juneau
Juneau Borough Schools

CIS of Mat-Su
Matanuska-Susitna Borough School District

CIS of Nome
Nome Public Schools

WE GET RESULTS!
CIS of Alaska Network Outcomes (2007-2008)

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

Success Through Partnerships and Collaboration

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

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

Communities In Schools Alaska

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

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

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

CIS of Alaska is a non-profit 501 (c) 3 agency (Tax I.D. # 06-1689908) dedicated to removing barriers to education for youth, working to increase graduation rates and reducing drop-out rates.
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3/13/09 ROUND-TABLE: NEEDS-BASED SCHOLAR-SHIP...

Mark R. Hamilton, President
Phone: (907) 450-8000
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UNIVERSITY of ALASKA
Many Traditions One Alaska

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P.O. Box 755000
Fairbanks, AK 99775-5000

February 2, 2009

Representative Les Gara
State Capitol, Room 500
Juneau, AK 99801-1182

Dear Representative Gara,

An educated and prepared workforce is critical to the success of Alaska's future. The University of Alaska provides hundreds of robust programs at campuses across the state, with certificates and degrees geared to meet the current needs of Alaska – petroleum technicians, teachers, engineers, nurses, and more.

However, there is insufficient financial aid available to help these students achieve their goals. The current economy is widening that financial divide. Access to education is especially critical for Alaska's first generation and low-income college students. Unfortunately, Alaska is 51st among other states and the District of Columbia in college-bound rates of low-income youth (FY 1994 to FY2005).

This year the University has responded to this tremendous need by awarding $818K from its annual budget in grants to students. In addition the Alaska Student Loan Corporation and, through your advocacy, the State of Alaska has funded ACPE's program – the *AlaskaAdvantage* education grant with total funding of approximately $1.25 million. This is a good start; however for Alaska to reach the average needs-based grant expenditure of other states, nearly $7 million is required annually. Alaska must continue to invest in need-based financial aid programs.

The Alaska Achievers' Incentive Scholarship Program (HB 94) was developed by the Coalition of Student Leaders at the University of Alaska. Enjoying the full support by both the students and administration of the university, this program would offer substantial need-based relief to eligible, high-achieving students. By directing funds to those students earning a B average or higher, this program will not only provide access to those with economic need, but it will also serve to shore up the future leadership of our state. If they graduate from the University of Alaska, they most always stay in Alaska.

If I can answer any questions or be of any further service, please contact me.
Thank you,

Mark R. Hamilton, President
University of Alaska System

STATE OF ALASKA

SARAH PALIN, GOVERNOR

ALASKA COMMISSION ON POSTSECONDARY EDUCATION

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February 23, 2009

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

Dear Representative Seaton,

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

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

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

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

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

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

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

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

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

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

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

Sincerely,

Diane Barrans
Executive Director

NEED-BASED GRANT AID AT UNIVERSITY OF ALASKA: AN INDEPENDENT ANALYSIS

MAY 2005

Report prepared by Derek V. Price, Ph.D.
DVP-PRAXIS
Under contract to University of Alaska

EXECUTIVE SUMMARY

The University of Alaska system operates 16 campuses serving more than 30,000 students. The enrollment profile for UA students is more typical of community colleges rather than four-year institutions; for example 52 percent of non-degree seeking and undergraduate Fall 2004 enrollment were adult students 25 years of age and older compared with 38 percent of Fall enrollment nationally. According to the National Center for Education Statistics, 53 percent of enrollment nationally in public two-year colleges were adults 25 years of age and older. Moreover, 62 percent of all UA students enrolled part-time – the national figure was 40 percent. Thus, the University of Alaska primarily serves adult students who enroll part-time, which is *atypical* according to national data. In addition, unlike most public four-year colleges and universities, the University of Alaska enrolls a large number of Native Alaskans and American Indians – for Fall 2004, more than 4,000 (13%) Native Alaskans and American Indians were enrolled at UA.

Due to the unique characteristics of the University of Alaska system, the Statewide Office of Student and Enrollment Services wanted a comprehensive independent analysis of student financial aid and how UA students pay for college. Both quantitative and qualitative research techniques were used for the analysis. First, almost thirty faculty, students, staff, financial aid professionals, and community representatives were interviewed about student financial aid, the University of Alaska mission, and the possibility of new resources to support a need-based grant program. Several national experts on student financial aid and state grant programs were also interviewed. These stakeholder and expert interviews provide a broad picture of the support for an expanded need-based grant program as well as a general consensus perspective on the focus for such a program. *The stakeholders interviewed believe that total financial aid is insufficient and that finding additional resources for financially needy students is important. They are concerned about loan reliance for all students. They are also concerned about the lack of need-based financial aid for part-time students and for students who do not qualify for the federal Pell Grant. Overall, these stakeholders would support a need-based grant program that expanded opportunity for students with financial need and was consistent with the open admissions mission of the University of Alaska.*

Second, the Statewide Office of Institutional Research extracted a cross-sectional database of all students enrolled at the University of Alaska for Fall 2004. This database provided information on almost 33,000 students, including demographics, enrollment status, financial aid awards by type of aid, and the major academic unit (MAU) at which the student is enrolled. Using these data, several research questions were pursued concerning student financial aid:

- How much student aid was awarded to UA students and what was the type and source for this aid?
- What type of UA students received financial aid and what was the ratio between gift aid and loan aid?
- Who receives gift aid and is it need-based?

The data indicate that more than $34 million in student financial aid was awarded to UA students for Fall 2004. Almost 90 percent of this aid was awarded to non-degree seeking and undergraduate students, and 81 percent was awarded to full-time undergraduates. UA students borrowed more than $23 million for Fall 2004 and received more than $11 million in gift aid. The federal government is the largest provider of financial aid for UA students: 45 percent of total gift aid was provided through the Pell Grant and Supplemental Education Opportunity Grant; 63 percent of total loan financial aid was borrowed through the Stafford loan and PLUS programs. The University of Alaska provided more than $4 million in gift aid for Fall 2004; less than 3 percent of this gift aid was clearly need-based. Rather, 42 percent of UA gift aid was awarded to UA Scholars, 22 percent was awarded through tuition waivers, and 33 percent was awarded through employee waivers. *These data show that the Pell Grant is virtually the only form of need-based gift aid awarded to UA students.*

Undergraduate students at University of Alaska receive the lion's share of financial aid, especially full-time undergraduates. Although more than half of all UA undergraduates received some form of financial aid, the national figure of 62 percent is much higher. About 67 percent of the total aid received by 8,500 UA undergraduates for Fall 2004 was from federal Stafford, Alaska and private loans. Federal grant aid made up another 16 percent of total aid received, and external grants and scholarship aid made up 6 percent of total aid received. Gift aid from the University of Alaska represented 11 percent of total financial aid received by undergraduates. *Among UA undergraduates receiving any financial aid, UA undergraduates relied on student loans to finance college; loan reliance is especially true for part-time undergraduates who borrowed 77 percent of the total aid they received for Fall 2004.*

Almost 14,000 UA students were enrolled as "other," which means they were not classified as degree-seeking; however, many of these "other" students may be pursuing certificates of competence that do not require a postsecondary degree. More than 93 percent of the "other" students enrolled part-time, and 71 percent were adults 25 years of age and older. Only 7 percent of "other" students received slightly more than $550,000 in financial aid for Fall 2004; more than two-thirds of this aid was from the University of Alaska through the employee waiver. *Because "other" enrollment typically disqualifies students from receiving federal financial aid, the UA employee waiver and personal or private loans are virtually the only sources of financial aid to help these students pay for college. In other words, the majority of adult students 25 years of age and older enrolled at UA currently do not receive student financial aid.*

Several types of gift aid were awarded to UA students for Fall 2004; these include institutional aid from the University of Alaska (UA Scholars, tuition waivers, employee waivers, and the need-based tuition assistance grant), the federal Pell Grant and Supplemental Education Opportunity Grant, and grants and scholarships from private sources. About one-third of the almost 10,000 UA non-degree seeking and undergraduate students who received any financial aid received a Pell Grant, and 14 percent received a federal SEOG. About 18 percent of non-degree seeking and undergraduate students received an

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employee waiver and 13 percent received private scholarships. Less than 5 percent of non-degree seeking and undergraduate students received a tuition waiver and slightly more than 5 percent received a need-based tuition assistance grant. More than 13 percent received UA Scholars' awards. Among the non-degree seeking and undergraduate students who received UA gift aid, average annual amounts were about $2,000; part-time students received much smaller awards that averaged about $950 annually. *Pell Grant recipients received less than $300 in annual UA gift aid, on average, as did financially needy students who borrowed a subsidized Stafford loan. By design, the UA tuition assistance grant targeted students who just missed the Pell eligibility threshold; thus, the approximately 500 recipients of the TAG received more than $650 in average annual gift aid from the University of Alaska. In contrast, students who did not receive federal need-based aid or the UA tuition assistance grant received almost $1,800 in average annual gift aid from the University of Alaska – this amount is 6 times higher than the average for Pell Grant recipients and 3 times higher than tuition assistance grant recipients. In short, gift aid from the University of Alaska overwhelmingly flows to students who did not qualify for federal need-based aid or who had no financial need at all.*

CHART A

SUMMARY OF POSSIBLE NEED-BASED GRANT PROGRAMS FOR NON-DEGREE SEEKING AND UNDERGRADUATE STUDENTS AT UNIVERSITY OF ALASKA

Target Student Population	*Estimated # of Students Served*	*Annual New Grant Amount*	*Estimated Annual Cost*
"Other" Part-Time Adult Students Seeking Certificates of Competence	3,200 – 4,200	$525 (3 credits/term) $1,050 (6+ credits/term)	$2.1 million – $2.7 million
Part-Time Adult Undergraduates (Pell Grant and TAG eligible)	725	$600 (TAG eligible) $1,400 (Pell eligible)	$875,000
Full-Time Undergraduate Pell Grant Recipients	2,400	$500 (50-50 grant to loan ratio) $1,400 (60-40 grant to loan ratio)	$1.1 million $3.4 million
Financially Needy Undergraduates – Tuition and Fees Equity Model (Pell Grant and TAG eligible)	Full-Time 400 Part-Time 950	$675 - $1,200 (part-time) $2,175 (full-time)	$1.5 million

This analysis indicates that additional need-based grant aid is necessary to help UA students pay for college. Because the federal Pell Grant and Supplemental Educational Opportunity Grant are authorized and appropriated by the United States Congress, new resources for a need-based grant program would need to come from the state of Alaska, the University of Alaska system, or private sources. Chart A shows the potential impact and cost of four types of need-based grant programs.

The largest group of students not currently served by financial aid at the University of Alaska is adults 25 years of age and older enrolled as "other" part-time students. Many of these students may be seeking certificates of competence that do not require a postsecondary degree. *A new need-based grant program targeted to financially needy adults pursuing certificates of competence could benefit between 3,000 and 4,000 students with average annual maximum grants of $525 for students taking 3 credits per term and $1,050 for students enrolled in at least 6 credits. This type of program should be capped at no more than 3 terms and would require enrollment in a program leading to a certificate of competence. The average annual cost for such a program is estimated between $2.1 million and $2.7 million. This type of program to benefit working adults pursuing occupational and technical certificates could be described as a workforce development initiative. Because of the new and expanded skills of the adult workforce that would result from such a program, the University of Alaska could seek resources from key employers in the state that would benefit from a more skilled workforce. If the state of Alaska expanded tax credits for employers who invested in an initiative to provide need-based grants to working adults, many employers may be willing to support such a program. One way to fund a need-based grant program for working adults would be for the University of Alaska to allocate $750,000 annually for such a program and seek $1.5 million annually in matching funds from employers who would most likely benefit from the program.*

A second possible need-based grant program could target part-time adults 25 years of age and older who are enrolled as undergraduates. These adults are eligible for federal financial aid if they make satisfactory progress toward a degree objective; in fact, part-time adult undergraduates received more than $500,000 in federal gift aid and work-study awards for Fall 2004 and borrowed more than $2.6 million through federal Stafford, Alaska and private loan programs. About 725 adults enrolled as part-time undergraduates for Fall 2004 received a Pell Grant or a UA tuition assistance grant. *A new need-based grant program targeting part-time adult undergraduates with financial need could provide average annual additional grants ranging from $600 for TAC eligible students to $1,400 for Pell eligible students, and cost about $875,000 annually. The University of Alaska would most likely need to reallocate existing resources to fund this type of program. However, less than 20 percent of the $500,000 UA allowed for the tuition assistance grant was awarded for Fall 2004; thus, approximately $300,000 should be available from this tuition waiver authorization. An additional $575,000 could be added to the TAC program and the new need-based grant program could supplement gift aid for Pell eligible part-time adult undergraduates and further complement financial aid for part-time adults eligible for the current TAC program.*

A third option for a new need-based grant program is to focus on the most financially needy full-time undergraduate students – that is, those who are eligible for a federal Pell Grant. These students tend to be traditional-age students between 17 and 24 years old. Pell Grant recipients are more likely to be Alaskan Natives and American Indians, Blacks and Hispanics. Of the almost 2,400 full-time undergraduate Pell Grant recipients, 57 percent of the total financial aid they received was in the form of student

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loans. Most financial aid administrators nationally award between 60 and 65 percent of aid to the neediest students in the form of grants and only 35-40 percent in the form of loans. A new need-based grant program to reduce the 57-43 current loan to grant financial aid ratio for full-time undergraduates would require a supplemental grant from the University of Alaska of $500 annually to achieve a 50-50 grant to loan ratio, and $1,400 annually to achieve a 60-40 grant to loan ratio. *To achieve a balanced ratio of 50-50 would require an additional $1.1 million annually; a target of 60-40 would align a need-based grant program with most financial aid programs nationally, and require $3.4 million annually. This level of investment would likely require new resources from the state of Alaska. One possible revenue source for a state investment in a need-based financial aid program for full-time Pell Grant recipients is the annual "return on capital" payment from the Alaska Commission on Postsecondary Education – this payment was $5.6 million in FY 2005, from which only $450,000 was allotted to the University of Alaska. In addition, the federal Leveraging Educational Assistance Partnerships (LEAP) program, if it is reauthorized in the Higher Education Act, provides matching funds for states that invest new resources in need-based gift aid. The state could receive as much as a dollar-for-dollar grant through the LEAP program – that is, a $1.7 million dollar investment by the state of Alaska could leverage as much as $1.7 million in matching dollars from the federal government.*

A fourth possibility for a new-need based grant program is to target all financially needy undergraduates and guarantee them a minimum equity grant equal to 100 percent of annual tuition and fees (approximately $3,500 currently). Full-time Pell Grant recipients already receive gift aid, on average, that exceeds this threshold. However, almost 400 full-time UA tuition assistance grant recipients would need additional average gift aid of $2,175 annually to achieve the equity threshold. Almost 1,000 part-time undergraduates would need supplemental grants between $675 and $1,200 annually to achieve the equity threshold. *This type of need-based grant program targeted to financially needy undergraduates would require approximately $1.5 million in additional resources annually. The "return on capital" annual payment to the state from the Alaska Commission on Postsecondary Education and the federal LEAP program are also possible revenue sources for this type of program. Alternatively, the University of Alaska could specify that 100 percent of all authorized tuition waiver programs be directed for a new equity grant for financially needy students. For Fall 2004, almost $1 million was awarded to UA students through tuition waivers. Thus current foregone tuition through waivers is currently sufficient to fund an equity grant model with no new resources. However, this approach may face stiff resistance from college deans, department chairs and faculty who have considerable autonomy in awarding tuition waivers under the current program.*

Although several approaches for a need-based grant program were examined in this report, University of Alaska stakeholders and leaders need to grapple with the desired objectives for a new need-based grant program before designing, funding, and implementing such a program.

For example,

- Does UA want to increase full-time enrollment for students currently enrolled less than full-time?
- Does UA want to reduce the extent of borrowing for all students, or a specific group of students?
- Does UA want to provide an equity threshold or minimum level of grant financial aid for all students with financial need?
- Does UA want to complement existing financial aid programs to better serve part-time students?

However, the analysis found that many UA students would benefit from additional need-based grant aid, and that support for additional need-based grants and a corresponding reduced reliance on student loans is widespread among stakeholders of the University of Alaska.

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Introduction

In 2003-04, the University of Alaska provided the ability for its campuses to waive up to $500,000 in tuition to provide support for students with an Expected Family Contribution (EFC) exceeding the threshold for Pell Grant eligibility. This need-based tuition assistance grant (TAG) can provide complementary financial aid grants between $200 and $300 per term to eligible students. In addition, the state of Alaska recently announced the *AlaskAdvantage Education Grant Program* to provide grants of up to $2,000 per academic year for Alaska residents with financial need. To apply for a grant, students must complete the Free Application for Federal Student Aid (FAFSA) no later than April 15th prior to the beginning of the academic year they intend to enroll. The state legislature appropriated $500,000 for this new need-based grant program to begin Fall 2005; this new investment was matched with $103,000 from the federal Leveraging Educational Assistance Partnerships (LEAP) program. This new state grant program is a "last dollar" program, meaning it provides assistance to those students who have exhausted all other grant and scholarship aid and still demonstrate substantial financial need to gain access to higher education. The state legislature has emphasized that financially needy students with strong academic performance and those pursuing careers in Alaska workforce shortage fields be eligible for a larger award from the new grant program.

The implementation of these two need-based programs by the UA system and the state of Alaska indicate broad political and institutional support for the expansion of need-based grant aid for Alaska residents who attend college. More than $1 million is available for need-based aid through these two programs. Although national reports indicate that students in Alaska face significant financial hurdles to gain access to college, the University of Alaska's Statewide Office of Student and Enrollment Services wanted an in-depth analysis of student financial aid among UA students in order to yield more accurate information on the extent to which student financial need is (or is not) being met by existing federal, state, institutional and private sources. Accordingly, they contracted an independent researcher to conduct both quantitative and qualitative analysis of student financial aid. The following report represents the culmination of a six-month review of need-based financial aid among students in the UA system.

The National Perspective: College Affordability in Alaska

The economic and political environment for college access issues continues to be dominated by the budget crisis facing most of the 50 states. State budget deficits lead to lower appropriations for colleges and universities, rising tuitions, and an increased reliance on student loans. According to a national research study on college costs conducted for the National Center for Education Statistics, state appropriations to public colleges and universities are the single most important factor in determining tuitions and fees charged to students (NCES, 2002). During the previous two decades, state appropriations grew far less rapidly than the cost of college,

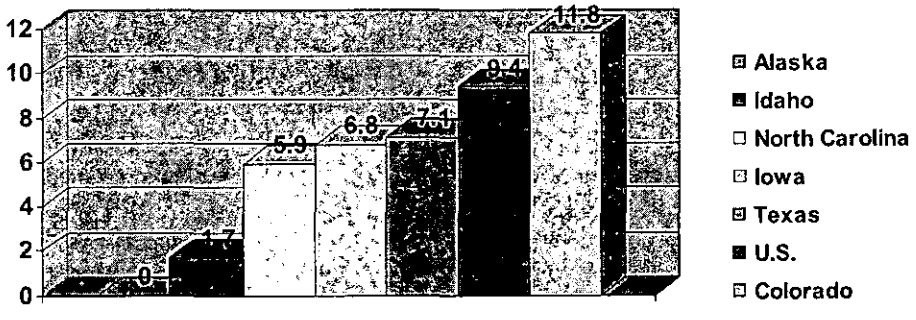
and the share of state appropriations that cover general and educational expenditures at colleges and universities declined by 25 percent (Price and Wohlford, 2005).

During the last few years, several national reports have indicated that colleges are increasingly less affordable for low- and middle-income students. According to the *Measuring Up 2004* report card, 17 states have declined on every indicator of college affordability since 2002, and only 2 states improved on more than half of the affordability indicators (National Center for Public Policy and Higher Education, 2004). Alaska fared poorly in this report card, receiving a failing grade (F), which represents a steady decline from a 'C' in 2000 and a 'D' in 2002. Three reasons explain Alaska's failing grade:

- The lack of a need-based grant financial aid program,
- The reliance on student loans to provide financial aid, and
- A 10 percent average annual tuition increase during the past two years.

According to a 2002 report from Lumina Foundation, *Unequal Opportunity: Disparities in College Access Among the 50 States*, the Anchorage and Fairbanks units of the University of Alaska system were affordable for low-income dependent students only after the use of federal Stafford loans; all three units of the University of Alaska system (Anchorage, Fairbanks and Southeast) were unaffordable for low- and median-income independent students (Kipp III, Price and Wohlford, 2002).

FIGURE 1
STATE GRANT AID AS A PERCENTAGE OF HIGHER EDUCATION OPERATING EXPENSES



Source: NASSGAP, 2004

The annual survey from the National Association of State Student Grant and Aid Programs (NASSGAP, 2004) underscores the negligible investment in need-based grants by the state of Alaska: in 2002-03, Alaska was one of only two states without a need-based grant program (South Dakota). Put another way, Figure 1 illustrates that zero percent of Alaska's $212 million state appropriation for higher education operating expenses were allocated to grant aid in 2002-03 compared to a national average of 9.4 percent (NASSGAP, 2004). The only need-based state aid program in Alaska provides student loans to help pay for college ($56 million in 2002-03). Thus financially needy students in Alaska are forced to use loans to pay for higher

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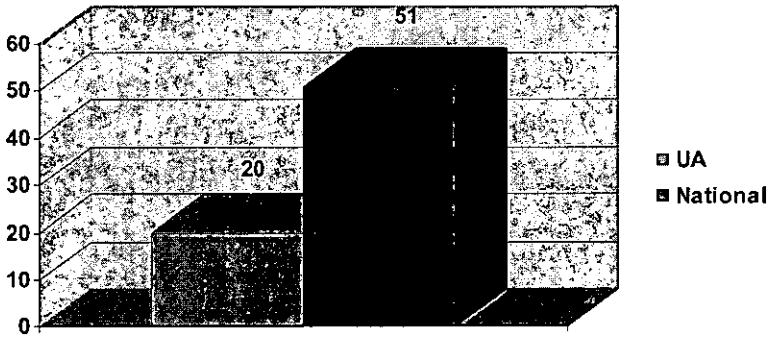
education. The lack of a state grant program of any type places Alaska in a distinct minority of states. Among all states, in 2002-03, 71 percent of state financial aid consisted of need-based grants, 22 percent consisted of non-need-based grants, and only 3 percent consisted of student loans (NASSGAP, 2004). In contrast, 100 percent of Alaska state financial aid was in the form of student loans.

According to a recent internal report from the University of Alaska Statewide Office of Institutional Research (June 2004), the $661 average UA grant for degree-seeking undergraduates in 2002-03 is considerably lower than the national average of $2,400. Grant aid for UA represents only 20 percent of the average tuition and fees for resident undergraduates while the national average grant aid for undergraduates represents 51 percent of average tuition.

FIGURE 2
GIFT AID AS PERCENTAGE OF TUITION, UA AND THE NATION



Source: University of Alaska Statewide Office of Institutional Research, 2004

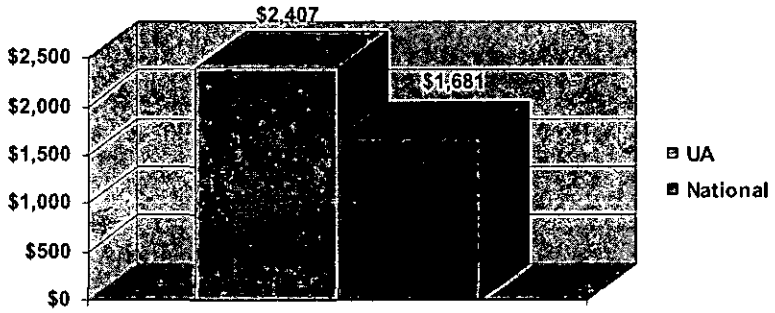
The Alaska fact book from the Western Interstate Commission on Higher Education (WICHE, November 2002) illustrates that tuition and fees for Alaska's public two-year campuses increased significantly faster than tuition in WICHE states between 1992-93 and 2002-03, and remains much higher than both the national average and the WICHE state average.[1] Although Alaska's public four-year institutions have relatively low tuition and fees, the lack of need-based grant aid results in higher net prices for UA students. According to the University of Alaska Statewide Office of Institutional Research (2004), net tuition after grants was 43 percent higher than the national average in 2002-03 (see Figure 3).

National reports have also raised awareness of the growing demand by working adults for postsecondary education opportunity, and the limited financial resources available for adult students (25 years and older) to help pay for college. For example, the American Council on Education (2004) estimates that 40 percent of the adult undergraduates or 2.5 million students

[1] WICHE state members include Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming.

nationally, are from low-income families (e.g., annual income less than $25,000). Another report, *Held Back: How Student Aid Programs Fail Working Adults* estimates that less than 8 percent of low-income working adults enrolled in college receive any federal, state or institutional aid (FutureWorks, 2002).

FIGURE 3
NET TUITION AFTER GRANT AID, UA AND THE NATION



Source: University of Alaska Statewide Office of Institutional Research, 2004

Research has repeatedly demonstrated that tuition levels affect college enrollment, and that low-income students, African-Americans and Hispanics are more price-responsive than are upper-middle-income students and white students (Heller 2001). In other words, higher tuitions are more likely to discourage low-income students and students of color from attending college, or divert these students to lower-priced community colleges. Research also indicates that grant aid is more effective than loans and work-study in terms of helping financially needy students enroll and succeed in college. For example, a recent Lumina Foundation for Education research report, *Expanding College Access: the Impact of State Finance Strategies*, concluded that state need-based grants have a stronger influence on college enrollments than do non-need-based grants (e.g. merit scholarships) or tuition levels (St. John et al. 2004).

The lack of need-based grant aid in Alaska coupled with rising tuitions and a reliance on student loans does not translate into affordable postsecondary education opportunity. The following report analyzes data on 33,000 students enrolled at UA campuses in Fall 2004, including demographic information, enrollment status, and financial aid information. This analysis was undertaken on behalf of the Statewide Office of Student and Enrollment Services to ascertain the extent to which financial need is (or is not) met for UA students.

Institutional Perspective: Financial Aid Investments at UA

Enrollment Profile

For the Fall 2004 term, UA enrolled 32,711 students; almost two-thirds of these students enrolled part-time while 38 percent enrolled full-time. Only 39 percent of students enrolled

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were men and 61 percent were women. About 55 percent of students were adult students 25 years and older. Approximately 9 out of 10 students enrolled were from Alaska, 8 percent were from out-of-state and 2 percent were foreign nationals. This broad picture of Fall 2004 enrollment suggests that the typical UA student is an adult woman who resides in Alaska and enrolls part-time.

Table 1 provides data indicating the wide variation of campuses where students enroll. Approximately 14 percent of UA students are enrolled at more than one campus. Overall, the 32,711 total unduplicated student enrollment for Fall 2004 were distributed among the three MAUs as follows: 53 percent were mapped to Anchorage, while 35 percent were mapped to Fairbanks and 12 percent were mapped to Southeast (or Juneau).

TABLE 1
TOTAL FALL 2004 ENROLLMENT BY MAU AND CAMPUS[2]

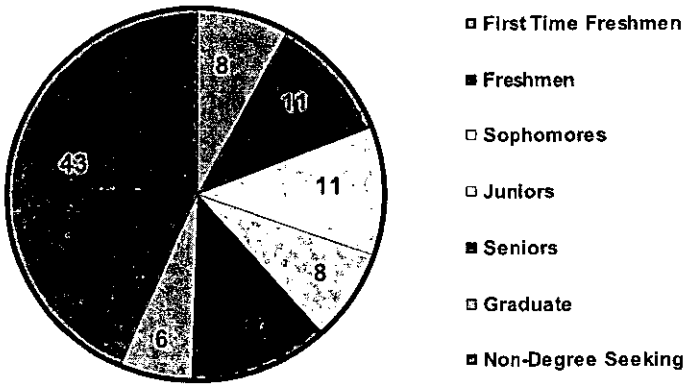
MAU	CAMPUS	ENROLLMENT
UAA		**19,428**
	Anchorage	14,221
	Kachemak Bay	368
	Kenai	1,262
	Kodiak	625
	Mat-Su	1,478
	Military	317
	PWSCC	1,514
UAF		**9,683**
	Fairbanks	5,544
	Bristol Bay	444
	Chukchi	266
	Kushkokwim	439
	Interior/Aleutians	564
	Northwest	456
	Rural College	2,136
	Tanana Valley	3,176
UAS		**4,308**
	Juneau	2,910
	Ketchikan	710
	Sitka	934

Source: University of Alaska Statewide Office of Planning and Budget Development

[2] Campus headcount totals add up to more than MAU totals and MAU headcounts add up to more than the system total of 32,711, because it is common for students to be concurrently enrolled at multiple campuses and/or in multiple MAUs during the same semester.

A little more than half of Fall 2004 enrollment consisted of undergraduate students; 43 percent of enrollment consisted of students classified as "other" (generally meaning non-degree seeking), and 6 percent of enrollment consisted of graduate students. Figure 4 illustrates the distribution of enrollment by class level.

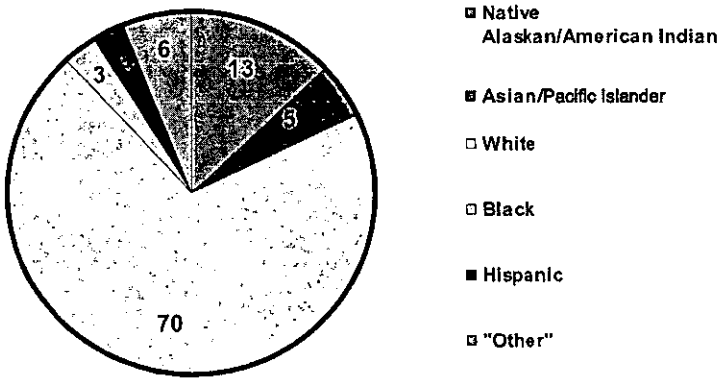
FIGURE 4
ENROLLMENT PERCENTAGES BY CLASS LEVEL, FALL 2004



N=32, 711

Figure 5 illustrates the race and ethnic distribution of Fall 2004 enrollment. Although 70 percent of total enrollment consisted of students identified as white, UA nonetheless has a diverse student population: 13 percent are Native Alaskan or American Indian, 5 percent are Asian/Pacific Islanders, and 3 percent each are black or Hispanic.

FIGURE 5
ENROLLMENT PERCENTAGES BY RACE AND ETHNICITY, FALL 2004



N = 32, 711

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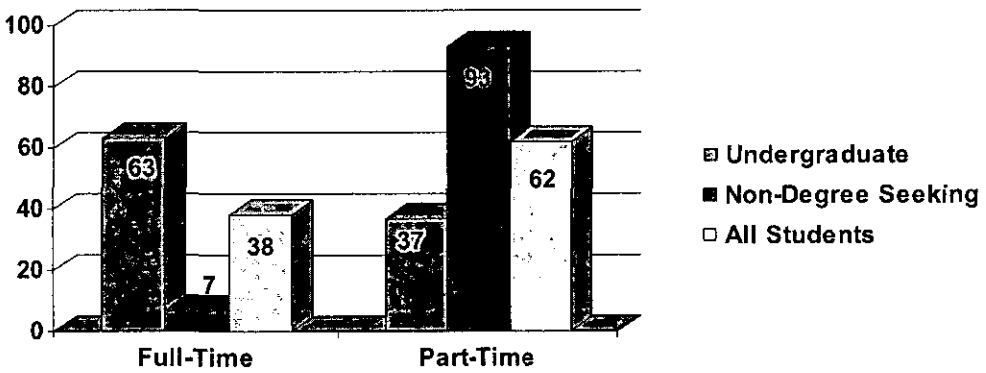
An important distinction of enrollment status is that students classified as "other" enroll overwhelmingly part-time, while undergraduate students are primarily enrolled full-time (see Figure 6). In fact, 93 percent of students categorized as "other" in Fall 2004 attended part-time. Many students enrolled as non-degree seeking may be pursuing certificates of competence to improve their skills for the workforce and are not classified as degree-seeking. In contrast, two-thirds of undergraduates are enrolled full-time toward an associate's or bachelor's degree.

FIGURE 6
FULL-TIME AND PART-TIME ENROLLMENT PERCENTAGES BY UNDERGRADUATE AND NON-DEGREE SEEKING STATUS, FALL 2004



Two groups were analyzed for this report: students enrolled as undergraduates and students enrolled as "other" (i.e., non-degree seeking). These two groups did not vary in terms of race and ethnicity or gender. That is to say, the percentage distribution of enrollment illustrated in Figure 2 and described above are basically identical among these two groups.

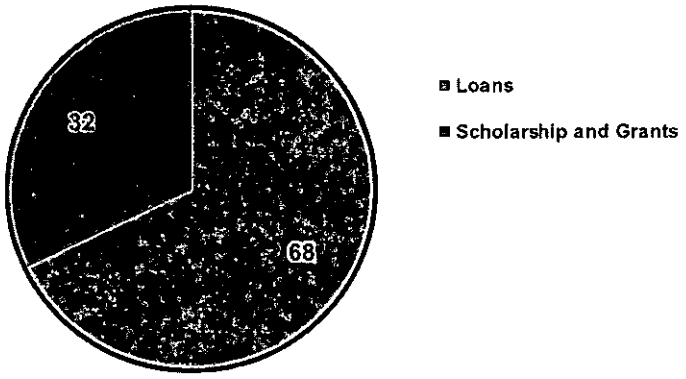
Financial Aid for UA Students

For Fall 2004, UA students received more than $34 million in total financial aid, including federal student loans, Alaska loans, private loans, Pell Grants, Supplemental Education Opportunity Grants, other scholarships, UA scholarships, tuition waivers, UA Tuition Assistance Grants, and employee tuition waivers.

As Figure 7 illustrates, 68 percent of this financial aid was in the form of loans: UA students received about $11 million in grant and scholarship gift aid, and borrowed more than $23 million. Of the $11 million in gift aid, 45 percent originated from the federal Pell Grant and Supplemental Education Opportunity Grant. These grants are need-based. Another 17 percent of gift aid came from other scholarships and grants; the data file does not indicate if these outside scholarships and grants were need-based or non-need-based.[3]

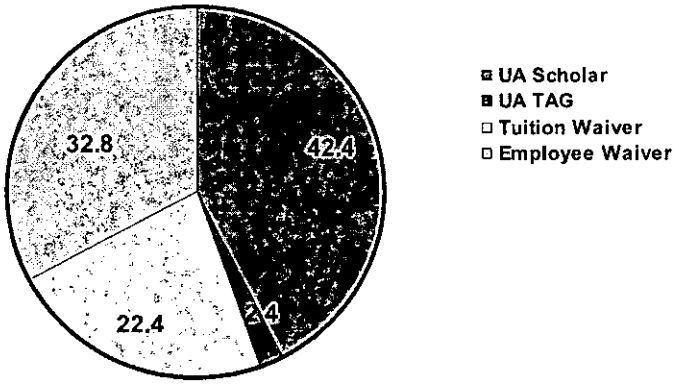
[3]Many of the scholarships indicate that they are either need preferred or there is a need component to the selection. However, decisions have traditionally been made on student statements of need in essays rather than FAFSA EFC data.

FIGURE 7
PERCENTAGE OF GIFT AND LOAN FINANCIAL AID, FALL 2004



TOTAL = $34,166,987

FIGURE 8
PERCENTAGE OF UA GIFT AID BY SOURCE, FALL 2004



TOTAL = $4,111,959

The remaining 38 percent of gift aid came from UA in the form of employee waivers, tuition assistance grants, UA scholars, and tuition waivers. Figure 8 illustrates the source of UA student gift aid for Fall 2004. Overall, UA provided more than $4 million in gift aid to students, but less than 3 percent was unambiguously need-based. Rather, the bulk of UA gift aid was awarded to UA scholars (~$1.74 million), and through tuition waivers (~$920,000) and employee waivers (~$1.35 million). In contrast, less than $100,000 was awarded through the need-based UA tuition assistance grant.

3499

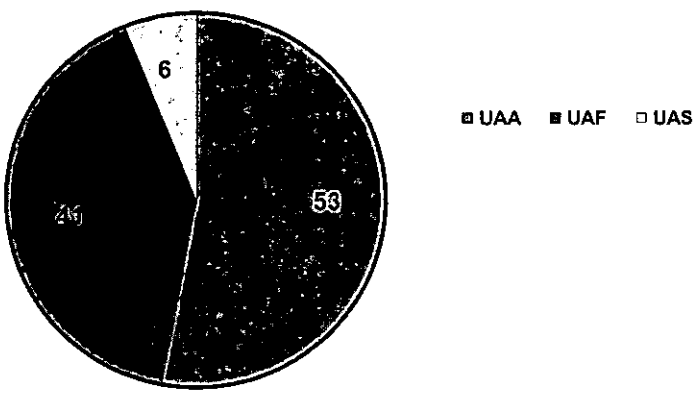
TABLE 2
PERCENTAGE DISTRIBUTION OF UA GIFT AID AMOUNT BY TYPE OF AID AND MAU, FALL 2004

	UAA	UAF	UAS
Employee Waiver	41%	51%	8%
Tuition Assistance Grant	80%		20%
Tuition Waiver	55%	40%	5%
UA Scholar	59%	36%	5%

TOTAL = $4,111,959

Table 2 shows the percentage distribution of UA gift aid by MAU. With the exception of employee waivers, the majority of UA gift aid is awarded to students enrolled in the Anchorage MAU. Figure 9 illustrates the percentage of UA gift aid awarded to students by MAU. For Fall 2004, 53 percent of UA gift aid was awarded to students enrolled in the Anchorage MAU, 41 percent was awarded to students enrolled in the Fairbanks MAU, and 6 percent was awarded to students in the Southeast MAU.

FIGURE 9
PERCENTAGE OF UA GIFT AID AMOUNT BY MAU, FALL 2004



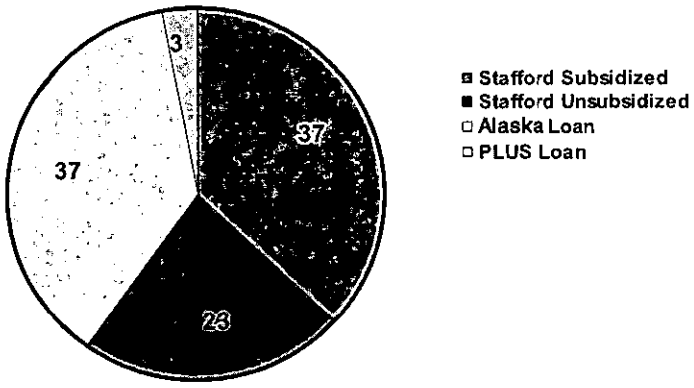
TOTAL = $4,111,959

Based on Fall 2004 enrollment and financial aid data, students who receive financial aid at UA are primarily using the Alaska loan program and federal Stafford Loan programs (both subsidized and unsubsidized) to borrow for college. As mentioned earlier, students borrowed more than $23 million for Fall 2004. Figure 10 illustrates the distribution of student loans by source. Students borrowed approximately $8.6 million from the federal Stafford subsidized loan program and approximately $8.6 million from the Alaska loan program. Students also borrowed about $5.25 million in unsubsidized Stafford loans.

Through the Alaska loan program, the state of Alaska contributed about 25 percent of the total financial aid awarded for 2004-05. The federal government contributed 55 percent of total financial aid, including need-based grants and loans as well as the non-need-based unsubsidized Stafford Loan. About 8 percent of financial aid was contributed by external sources in the form of scholarships, grants and loans.

UA contributed about 12 percent of the total financial aid awarded (both loans and gift aid) to students for Fall 2004. In terms of need-based grants, UA awarded less than $100,000 for Fall 2004 – a negligible amount of the more than $4 million in total gift aid awarded by UA. In short, based on the dollar value of loan and gift financial aid for Fall 2004, it does not appear that need-based grant aid is a current institutional priority for the UA system, nor is it a statewide policy priority.[4]

FIGURE 10
PERCENTAGE OF TOTAL STUDENT LOANS BY SOURCE, FALL 2004



TOTAL = $23,234,112

[4] Although the University did not intentionally award institutional financial aid based on need, a report from UAF indicated that 41 percent of institutional financial aid recipients who completed the FAFSA did have financial need; however, the number of students was not provided and these data were not verified by the author of this report.

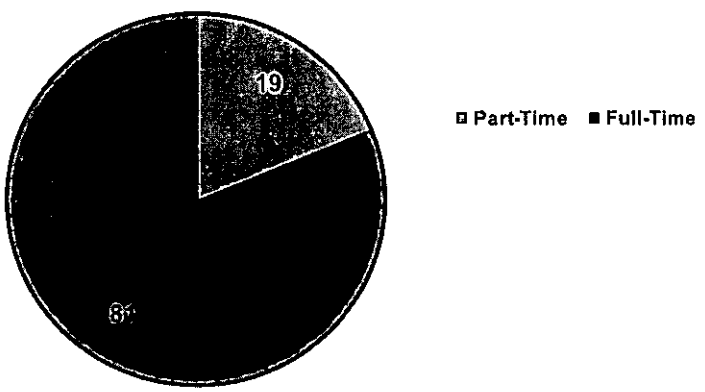
3501

Student Perspective: Financing College with Grants and Loans

Students are more concerned with the type of aid they receive individually and how this aid helps them pay for college, than with aggregate amounts and sources of aid available. This section examines the types of financial aid students receive to enroll in the UA system.[5]

Figure 11 illustrates the percentage of financial aid students received based on full-time or part-time status. For Fall 2004, 81 percent of financial aid awarded went to full-time students. Of this aid, approximately $18.6 million was borrowed and $9.2 million was scholarship and grant gift aid. In contrast, less than 20 percent of financial aid was awarded to part-time students. Of this aid, about $4.6 million was borrowed and $1.7 million was scholarship and grant gift aid. As expected, the significant majority of financial aid consisted of student loans for both full-time and part-time students enrolled in the UA system.

FIGURE 11
PERCENTAGE OF TOTAL FINANCIAL AID AMOUNT AWARDED BY ENROLLMENT STATUS, FALL 2004



TOTAL = $34,165,542

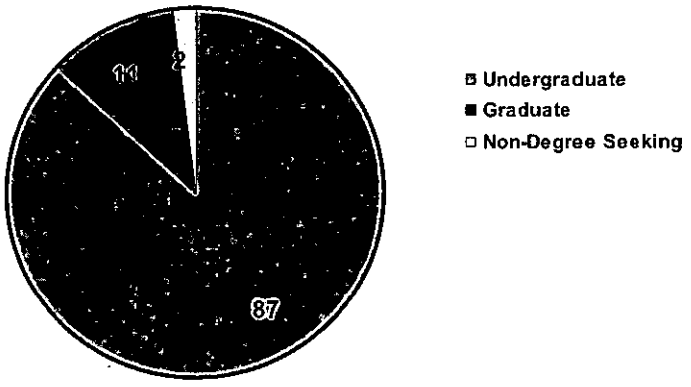
As Figure 12 shows, financial aid was awarded primarily to undergraduates. About 87 percent ($30 million) of total financial aid awarded for Fall 2004, was awarded to undergraduates; that is, freshmen (including first-time), sophomores, juniors and seniors. Graduate students received about $3.9 million in total financial aid. Students classified as "other," who make up

[5] For this section, we excluded students who had negative values for tuition and fees in the UA database. This step reduced the sample size to 32,678, and reduced the total amount of financial aid used to calculate percentages and ratios by $1,445.

43 percent of total UA enrollment, received less than 2 percent of the total financial aid awarded totaling a little more than half a million dollars. Importantly, students classified as "other" may not be eligible for federal financial aid.

Given this stark contrast of financial aid awarded between undergraduates and non-degree seeking students, data for these two groups were analyzed independently.

FIGURE 12
PERCENTAGE OF TOTAL FINANCIAL AID AMOUNT AWARDED BY CLASS LEVEL, FALL 2004



TOTAL = $34,165,542

Financial Aid for Undergraduates

More than 16,500 students were enrolled Fall 2004 as undergraduates in the UA system; 63 percent were enrolled full-time and 37 percent were enrolled part-time. A significant majority (61%) of these students were between 17 and 24 years of age; the remaining 39 percent were adult students 25 years and older. Consistent with overall enrollment demographics, 62 percent of undergraduates were women. Table 3 provides the distribution of total undergraduate enrollment according to selected demographic characteristics.

A big-picture view of financial aid reveals that slightly more than half (51%) of all undergraduates received financial aid for Fall 2004. This figure is much lower than the national average of 62 percent for public four-year colleges and universities (NCES, 2001). About 67 percent of the total aid received by the 8,500 aid recipients was from federal Stafford, Alaska and private loans. Federal grant aid made up another 16 percent of total aid received and external scholarships and grant aid made up 6 percent of total aid received. UA institutional aid (e.g., waivers, UA scholars and tuition assistance grants) represented 11 percent of total aid received by undergraduates. Other than federal grants and work-study, less than $100,000 in need-based grant aid (UA TAG) was awarded to undergraduates.

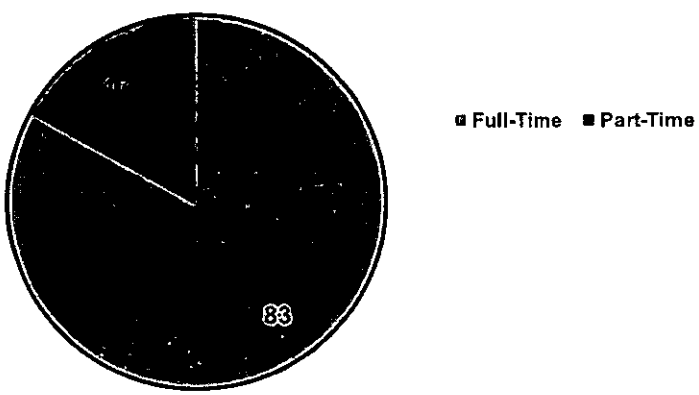
3503

TABLE 3
ENROLLMENT CHARACTERISTICS OF UA UNDERGRADUATES, FALL 2004

GENDER	
Men	38%
Women	62%
RACE AND ETHNICITY	
Native Alaskan/American Indian	13%
Asian/Pacific Islander	5%
Black	4%
Hispanic	4%
White	69%
Unknown/Other	5%
AGE	
17-24	61%
25 +	39%
ENROLLMENT STATUS	
Full-Time	64%
Part-Time	36%
MAU	
Anchorage	62%
Fairbanks	30%
Southeast (Juneau)	8%

N = 16,572

FIGURE 13
PERCENTAGE OF TOTAL FINANCIAL AID AMOUNT AWARDED TO UNDERGRADUATES BY ENROLLMENT STATUS, FALL 2004



TOTAL = $29,907,793

The majority of financial aid awarded to UA undergraduates went to full-time students. Figure 13 shows they received 83 percent of total financial aid awarded, or about $25 million, while part-time undergraduates received slightly more than $5 million. Table 4 shows the percentage of total financial aid awarded to full-time and part-time students by type of aid. For all types of aid, full-time undergraduates receive significantly more dollars than do part-time undergraduates.

TABLE 4
PERCENTAGE OF TOTAL FINANCIAL AID AMOUNT AWARDED TO UNDERGRADUATES BY ENROLLMENT STATUS AND TYPE OF AID, FALL 2004

TYPE OF FINANCIAL AID	PART-TIME	FULL-TIME	AMOUNT
UA Employee Waiver	25%	75%	$782,162
UA Tuition Assistance Grant	19%	81%	$99,357
UA Tuition Waiver	3%	97%	$680,506
UA Scholarship	1%	99%	$1,742,125
Other Scholarships	5%	95%	$1,681,532
Other Grants	19%	81%	$28,221
Pell Grant	17%	83%	$4,424,338
SEOG	25%	75%	$296,795
College Work-Study	19%	81%	$112,428
Stafford Subsidized Loan	22%	78%	$7,076,577
Stafford Unsubsidized Loan	27%	73%	$4,507,842
Alaska Loan	13%	87%	$7,765,421
PLUS Loan	9%	91%	$645,961
Private Loan	—	100%	$64,532

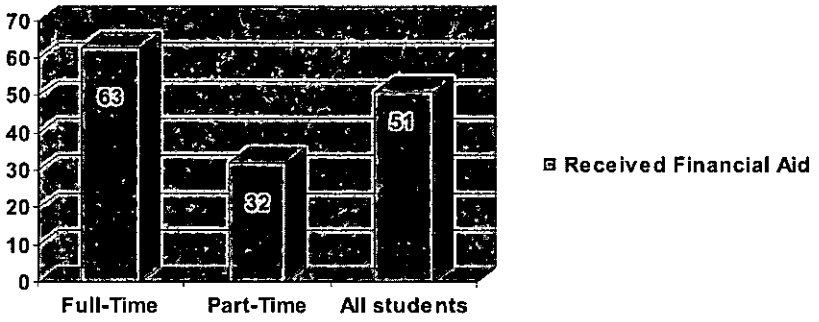
N = 8,468 *TOTAL = $29,907,793*

Because part-time students attempt fewer credits and thus pay lower prices overall, it is expected that the amount of financial aid would flow disproportionately to full-time students. Figure 14 provides an alternative view of financial aid awards by enrollment status; it is statistically significant that full-time students at UA are more likely to receive financial aid. Overall, 51 percent of undergraduates received financial aid; however, 63 percent of full-time students received some form of financial aid compared with only 32 percent of part-time students.

Another way to examine the distribution of financial aid is to compare the loan and grant percentages of total aid awarded for both full-time and part-time students. For full-time students, loans represented 65 percent of total financial aid awarded while scholarship and grant gift aid represented 35 percent of total financial aid awarded. Financial aid for part-time students was more heavily weighted toward loans: 77 percent of all financial aid awarded to part-time undergraduates was in the form of loans while only 23 percent of aid for part-time undergraduates was in the form of gift aid. Figure 15 illustrates this imbalance between loan and gift aid by enrollment status.

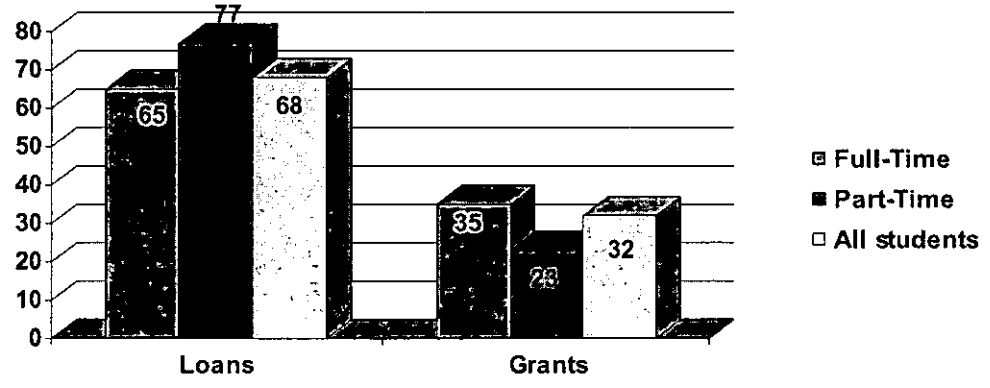
3505

FIGURE 14
PERCENTAGE OF UNDERGRADUATES RECEIVING ANY FINANCIAL AID BY ENROLLMENT STATUS, FALL 2004



N = 16,572

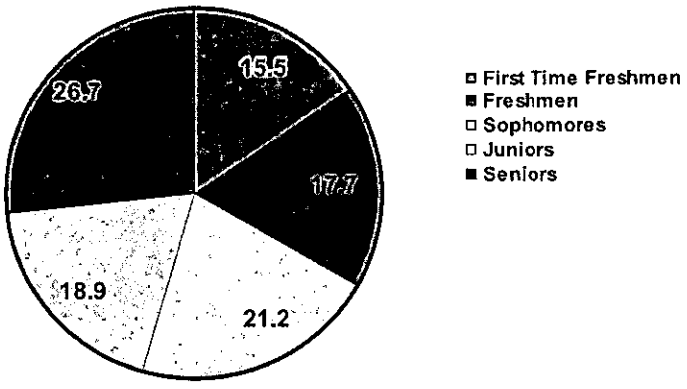
FIGURE 15
PERCENTAGE OF LOAN AND GRANT FINANCIAL AID AMOUNT AWARDED BY ENROLLMENT STATUS, FALL 2004



Part-time undergraduates are less likely to receive financial aid, and if they are awarded financial aid, it is more likely to be in the form of student loans. At the same time, other than federal need-based grants, both full-time and part-time undergraduates receive very little need-based grant aid from the UA system or other scholarship and grant sources.

Figure 16 illustrates the breakdown of total financial aid according to the class level of undergraduates. Freshmen undergraduates received one-third of all financial aid in Fall 2004 and seniors received about 27 percent. The remaining 40 percent was shared between sophomores (21.2%) and juniors (18.9%).

FIGURE 16
PERCENTAGE OF TOTAL FINANCIAL AID AMOUNT AWARDED BY CLASS LEVEL FOR UNDERGRADUATES, FALL 2004



TOTAL = $29,907,793

TABLE 5
PERCENTAGE OF TOTAL FINANCIAL AID AMOUNT BY AID TYPE AND CLASS LEVEL FOR UNDERGRADUATES, FALL 2004

	Federal Need-Based Grants	Private Scholarships and Grants	UA Gift Aid (including waivers)	Loans (federal and Alaska)
Class Level				
First-Time Freshmen	15.7%	6.3%	19.2%	53.6%
Freshmen	21.4%	4.3%	8.2%	64.9%
Sophomores	15.6%	5.5%	11.6%	65.5%
Juniors	13.8%	5.8%	10.6%	69.3%
Seniors	13.9%	6.0%	7.3%	71.2%

Table 5 suggests that the proportion of financial aid UA students receive through student loans increases as they flow through the undergraduate years.[6] By the senior year, more than 71 percent of financial aid received by UA students is through student loans. Put another way, almost 1 of every 3 dollars in financial aid received by freshmen (including first-time freshmen) at UA are from federal grants and UA gift aid; the share of federal need-based grant aid declines to 14 percent in the final two years of college while the share of UA gift aid declines to 10 percent of all financial aid in the junior year and to 7 percent in the senior year. Part of this decline may be the result of higher borrowing limits in the federal Stafford loan program in the final two years of college.

[6]A longitudinal analysis would allow more precise conclusions about the trend in loan reliance for UA students.

3507

Given the differences in financial aid awarded by enrollment statuses, the distribution of loan and gift aid for part-time undergraduates only was also examined. Only 22 percent of the undergraduate students who received any financial aid were part-time and they were more likely than full-time students to get loans. Table 6 indicates that loans represented an even higher proportion of total financial aid received by part-time undergraduates compared with all undergraduates. For example, federal and Alaska loans represent between 67 percent and 80 percent of all financial aid awarded for part-time undergraduates. In fact, these data indicate that part-time undergraduate students (except seniors) receive a slightly higher proportion of federal grant aid compared with all undergraduates, but they receive a negligible amount of gift aid (both grants and scholarships) from private sources and from UA. One reason is that, by awarding a tuition waiver for an undergraduate with financial need, the total price for college is reduced; therefore, a student's financial aid eligibility could fall below the amount of a federal Pell Grant for which they would have otherwise qualified. Put simply, the awarding of gift aid through tuition waivers may inadvertently replace federal need-based aid for which a student is eligible.

TABLE 6
PERCENTAGE OF TOTAL FINANCIAL AID AMOUNT BY AID TYPE AND CLASS LEVEL FOR PART-TIME UNDERGRADUATES, FALL 2004

Class Level	Federal Need-Based Grants	Private Scholarships and Grants	UA Gift Aid (including waivers)	Loans (federal and Alaska)
First-Time Freshmen	25.9%	.5%	5.6%	66.7%
Freshmen	22.4%	1%	3.6%	72.8%
Sophomores	17.5%	1.6%	3.6%	77.0%
Juniors	13.1%	2.2%	4.7%	80.0%
Seniors	10.8%	2.3%	7%	78.9%

The financial aid data for undergraduates show that UA students pay for college primarily through borrowing, which is especially true for part-time undergraduates. At any point along the undergraduate pipeline for part-time undergraduates, it appears that loans represent between 70 and 80 percent of all financial aid received. The percentage of total financial aid from loans for full-time students is still quite high, ranging from 65 to 71 percent. The only variation from this pattern is for first-time, full-time freshmen: about 54 percent of the total financial aid amount awarded to this group is in the form of loans.

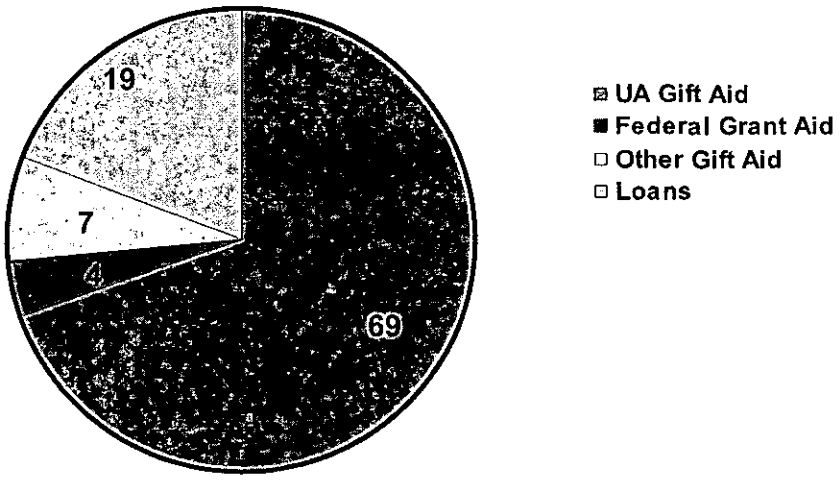
One reason part-time undergraduates are borrowing a relatively larger share of their total financial aid is the scarcity of gift aid they receive from private and UA sources. For example, total UA gift aid (including UA scholars, tuition assistance grant, and employee and regular tuition waivers) for part-time undergraduates in Fall 2004 totaled slightly more than $250,000 – a negligible amount of the more than $5 million in total aid awarded to

part-time undergraduates in the UA system. The amount of private scholarships and grants was also minimal for part-time undergraduates: less than $90,000. Thus, part-time undergraduates at UA rely on federal loans and grants and the Alaska student loan to pay for college.

Financial Aid for Non-Degree Seeking UA Students

In Fall 2004, 13,937 UA students were classified as "other" in the UA database - 93 percent of students were part-time (see figure 4); many of these students may be pursuing certificates of competence related to employment opportunities. About 7 percent of these students received financial aid, which totaled $566,000 for Fall 2004. This amount represented less than 2 percent of all the financial aid awarded to UA students. Figure 17 illustrates that more than two-thirds of financial aid for non-degree seeking students comes from UA institutional aid, particularly the employee waiver. In fact, $380,000 of the $391,000 in UA gift aid awarded in Fall 2004 was through the employee waiver. It is clear that loans and the UA employee waiver are virtually the only sources of financial aid to help students who are not classified as degree-seeking and enroll part-time pay for college.[7]

FIGURE 17
PERCENTAGE OF TOTAL FINANCIAL AID AWARDED BY TYPE OF AID FOR NON-DEGREE SEEKING UA STUDENTS, FALL 2004



TOTAL = $566,297

[7] Non-degree seeking students may receive National Guard tuition waivers or other employer aid, but these awards are not reported within the UA database.

3509

UA students with Financial Aid: Demographic and Enrollment Characteristics [8]

For Fall 2004, 31 percent of the almost 31,000 non-degree seeking and undergraduate students enrolled received some form of financial aid. The vast majority of these students were enrolled as undergraduates. This section of the report analyzes the impact of financial aid on students who received different types of financial aid.

Table 7 provides data on the percentage of financial aid recipients who received different types of financial aid. Consistent with the large volume of borrowing by UA students, it is not surprising that almost 42 percent of students who received any financial aid borrowed a subsidized federal Stafford loan. Of the almost 9,500 students who received any financial aid for Fall 2004, 23 percent borrowed an unsubsidized federal Stafford loan (these loans are not need-based), and 23 percent borrowed an Alaska loan. More than one-third of financial aid recipients received a federal Pell Grant and almost 14 percents received a federal Supplemental Education Opportunity Grant.

TABLE 7
PERCENTAGE OF NON-DEGREE SEEKING AND UNDERGRADUATE UA STUDENTS RECEIVING DIFFERENT TYPES OF FINANCIAL AID AMONG THOSE RECEIVING SOME FORM OF AID, FALL 2004

TYPE OF FINANCIAL AID	PERCENTAGE RECEIVING THIS TYPE OF FINANCIAL AID
UA Employee Waiver	17.5
UA Tuition Assistance Grant	5.5
UA Tuition Waiver	4.1
UA Scholar	13.4
Pell Grant	33.8
Supplemental Education Opportunity Grant	13.6
College Work Study	1.1
Subsidized Stafford Loan	40.7
Unsubsidized Stafford Loan	23.2
PLUS Loan	1.6
Alaska Loan	22.9
Private Loan	0.2
Other Scholarship	12.9
Other Grant	3.4
N = 9,466	

In terms of UA institutional financial aid, the employee waiver was used by almost 18 percent of financial aid recipients. About 13 percent of financial aid recipients were UA scholars, 4 percent of students received a tuition waiver, and 5 percent received the tuition assistance

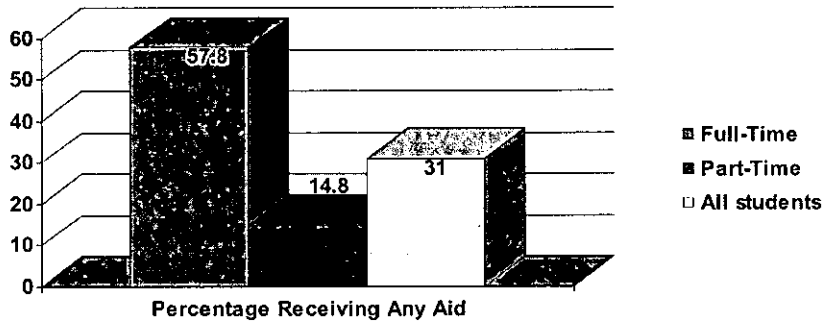
[8] We did not analyze financial aid among graduate students for this section.

3510

grant. Of these forms of institutional aid, only the tuition assistance grant is targeted to financially needy students; and less than 1 percent of UA students who received financial aid received this award that ranged between $200 and $400.

Figure 18 illustrates the statistically significant difference between students who received any financial aid for Fall 2004 and enrollment status. About 31 percent of all UA students received some form of financial aid, but 58 percent of full-time students and only 15 percent of part-time students received any financial aid. Thus enrollment status has an impact on whether students receive financial aid.

FIGURE 18
PERCENTAGE OF NON-DEGREE SEEKING AND UNDERGRADUATE UA STUDENTS RECEIVING ANY FINANCIAL AID BY ENROLLMENT STATUS, FALL 2004*



*$p < .001$ $N = 30,509$

TABLE 8
PERCENTAGE OF NON-DEGREE SEEKING AND UNDERGRADUATE UA STUDENTS RECEIVING SOME FORM OF FINANCIAL AID BY GENDER, RACE, ETHNICITY AND AGE, FALL 2004*

DEMOGRAPHIC CHARACTERISTIC	% RECEIVING ANY AID
Men	29.1
Women	32.2
Native Alaskan/American Indian	29.3
Asian/Pacific Islander	34.5
Black	44.7
Hispanic	34.9
White	30.9
25 years of Age and Older	24.6
Between 17 and 24 years of Age	40.4
All Students	31.3

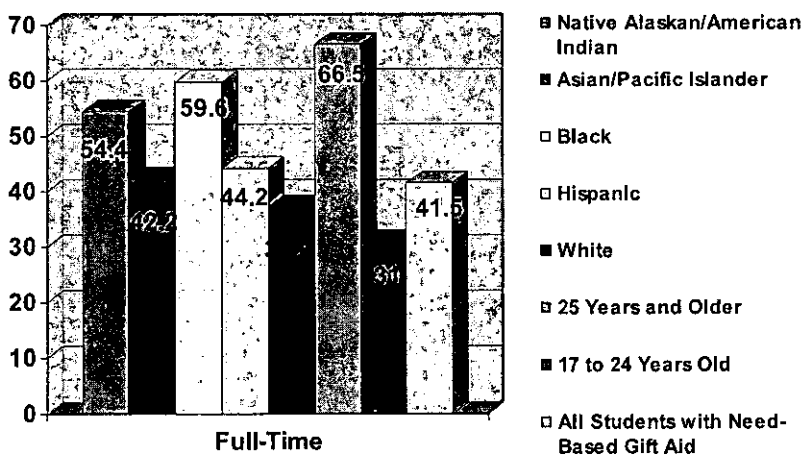
* $p < .001$ $N = 30,509$

3511

Table 8 shows that women were slightly more likely than men to receive some form of financial aid. Blacks, Hispanics, and Asian/Pacific Islanders were also more likely to receive some form of financial aid; however, Native Alaskans/American Indians were slightly less likely to receive some form of financial aid for Fall 2004. These data also indicate that less than 26 percent of students 25 years and older, compared with 40 percent of students between 17 and 24 years of age, received some form of financial aid. These comparisons are statistically significant, which means that a relationship exists between students' racial, ethnic, gender and age characteristics, and the receipt of financial aid.

A similar relationship exists between race, ethnicity, age and the receipt of need-based grant aid. As Figures 19 and 20 show, among both full-time and part-time UA students who received any financial aid for Fall 2004, Native Alaskans and American Indians, Blacks and Hispanics were more likely than Whites to receive need-based gift aid, and women were slightly more likely than men to receive need-based gift aid. However, for adult students 25 years of age and older, their enrollment status matters; on the one hand, adult students 25 years of age and older enrolled full-time were more likely than traditional-age students between 17 and 24 to receive need-based gift aid from the federal government or from the University of Alaska. This pattern is opposite for part-time adult students 25 years of age and older, who were less likely than traditional-age students between 17 and 24 to receive need-based gift aid.

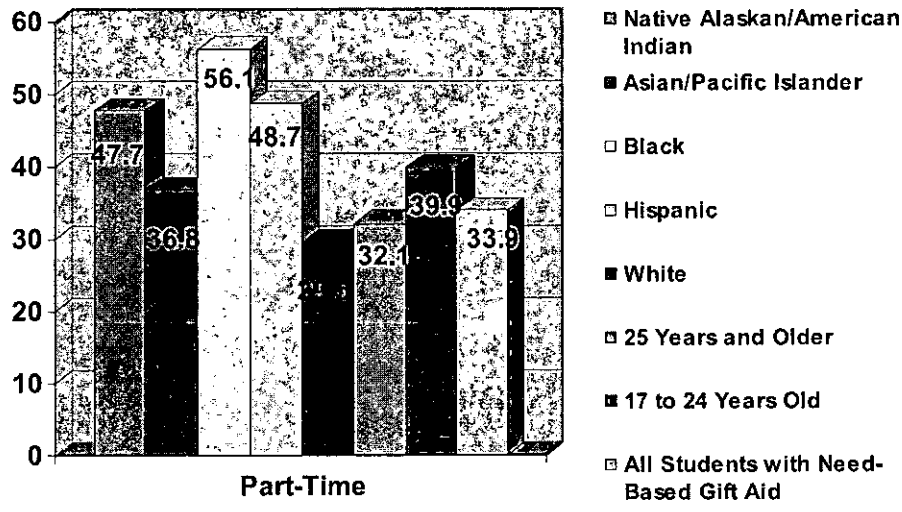
FIGURE 19
AMONG FULL-TIME UA STUDENTS WHO RECEIVED ANY FINANCIAL AID, THE PERCENTAGE WHO RECEIVED NEED-BASED GRANT AID BY RACE, ETHNICITY AND AGE, FALL 2004*



*$p < .001$

N = 6,646

FIGURE 20
AMONG PART-TIME UA STUDENTS WHO RECEIVED ANY FINANCIAL AID, THE PERCENTAGE WHO RECEIVED NEED-BASED GRANT AID BY RACE, ETHNICITY AND AGE, FALL 2004*



* $p < .001$

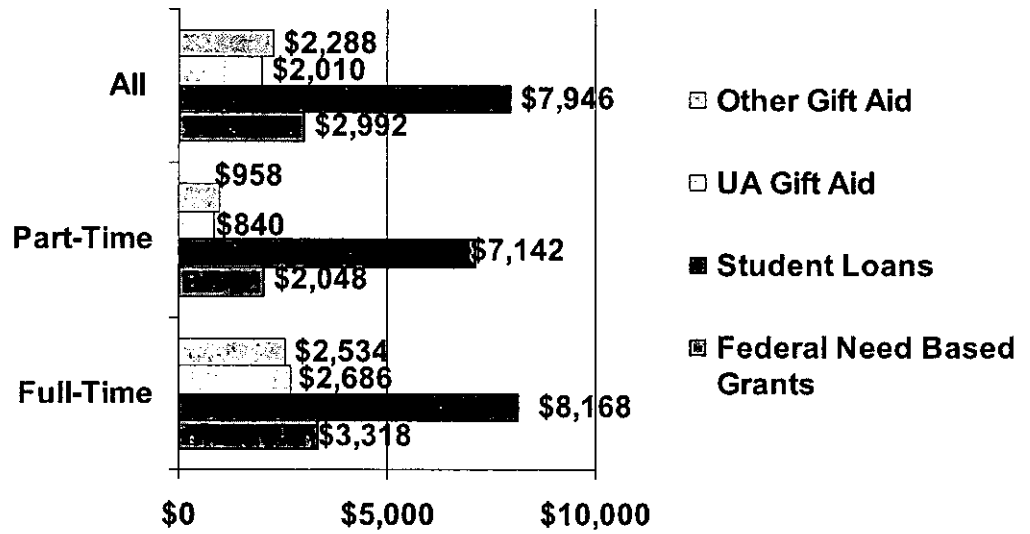
$N = 2,820$

Figure 21 provides the average total amount of each type of financial aid for full-time and part-time students. As expected, full-time students received larger awards across all types of financial aid. Among students who received federal-need-based grants, award amounts for full-time students were 62 percent higher than for part-time students. Among students who received scholarships and grants from private sources, award amounts for full-time students were more than twice as large as the amounts for part-time students. And for students who received UA gift aid, award amounts were more than three times higher for full-time students than for part-time students.

In contrast to the large differences in average gift aid awards between full-time and part-time students, average loan amounts for full-time students were only 14 percent higher than for part-time students (about $1,000). These data indicate that students borrow relatively similar amounts to pay for college regardless of enrollment status; however, full-time students receive much higher gift aid awards from federal, private, and UA sources than do part-time students.

3513

FIGURE 21
ANNUAL AVERAGE FINANCIAL AID DOLLARS AWARDED AMONG NON-DEGREE SEEKING AND UNDERGRADUATE UA STUDENTS WHO RECEIVED EACH TYPE OF FINANCIAL AID BY ENROLLMENT STATUS, 2004-05[9]



Because this study is focused on need-based financial aid, the following two charts illustrate the average total amount of each type of financial aid for full-time and part-time financially needy students. A student is defined as financially needy if they received at least one of the following three types of aid: (1) Pell Grant, (2) Subsidized Stafford Loan, or (3) UA tuition assistance grant.

Figure 22 shows that, among full-time students who received the federal Pell Grant, total average annual financial aid awards were about $9,300. In comparison, among students who received the UA tuition assistance grant, total annual financial aid awards averaged about $7,000, primarily because this grant was targeted to students whose financial need was just beyond the federal threshold for Pell Grant eligibility. TAG recipients also borrowed more, on average, than did Pell Grant recipients ($6,184 vs. $5,316). Students who borrowed a subsidized Stafford loan received the highest average annual financial aid awards overall ($10,368); however, 79 percent of this aid consisted of federal, state and private loans.

[9] These data are an estimate that assumes students will receive the same average awards for Spring 2005 as they did for Fall 2004.

FIGURE 22
AVERAGE ANNUAL FINANCIAL AID AMOUNT RECEIVED FOR FULL-TIME NON-DEGREE SEEKING AND UNDERGRADUATE STUDENTS, 2004-05[10]

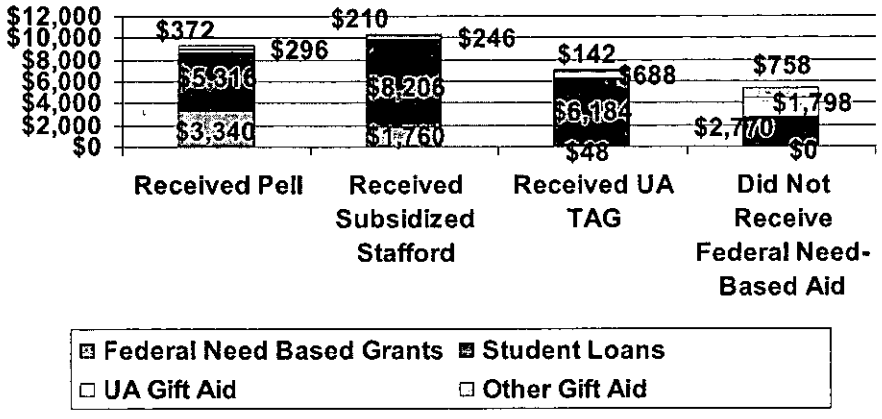


Figure 22 also indicates that Pell Grant recipients received annual average financial aid awards much greater than the average for students who received any financial aid. Pell Grant recipients' financial aid packages were 75 percent higher than the average for students who did not receive federal need-based financial aid ($9,324 vs. $5,326). The average loan amount for Pell Grant recipients was also higher; however, Pell Grant recipients received less than $300 in UA institutional aid of any type (waivers, UA scholarships or tuition assistance grants) compared with almost $1,800 among students who did not receive federal need-based aid. These data suggest that UA institutional aid is not targeted to the neediest students, who qualify for larger Pell Grants, but rather to students with more modest financial need or none at all.

Figure 23 shows average annual financial aid awards for part-time students who received need-based financial aid. Part-time students who received a federal Pell Grant received an average annual award of $2,058. These students also borrowed more than part-time students who received any financial aid ($3,550 vs. $2,794). Among part-time students who received any financial aid, the average annual financial aid package was about $3,900 – 72 percent of this aid was in the form of federal, state and private loans. Pell Grant recipients received average annual financial aid packages of $5,714. This amount is 43 percent higher than the average for part-time students who received any financial aid; moreover, part-time students who were eligible for the Pell Grant received average gift aid of more than $2,100 which is twice as much as the average gift aid received by part-time students overall. Given the limited amount of institutional and private financial aid awarded to part-time students, applying for federal financial aid appears to be a good strategy to receive more financial aid overall, and to receive a need-based federal grant.

[10] These data are estimates that assume students will receive the same average awards for Spring 2005 as they did for Fall 2004.

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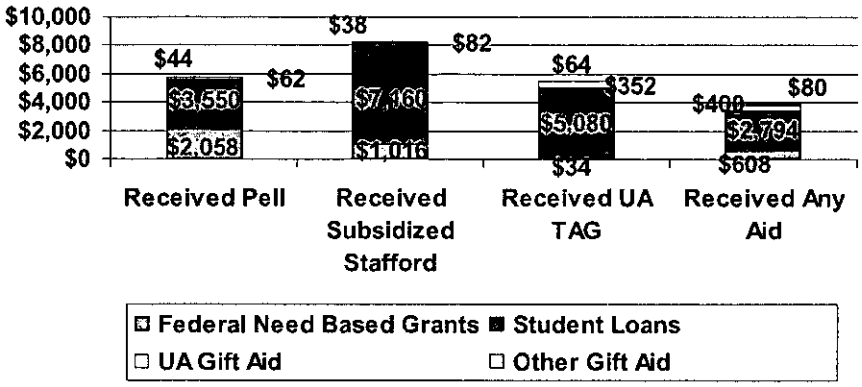
FIGURE 23
AVERAGE FINANCIAL AID AMOUNT RECEIVED FOR PART-TIME NON-DEGREE SEEKING AND UNDERGRADUATE STUDENTS, 2004-05[11]



Analysis of these data from UA leads to the following conclusions. First, very little need-based financial aid is awarded to part-time students with the exception of the federal Pell Grant and Supplemental Education Opportunity Grant. This is especially true for part-time students categorized as "other" in the UA database who are unlikely to be eligible for federal need-based financial aid. Second, full-time undergraduate students receive much higher amounts of loans relative to grants as they progress through their undergraduate years. Third, UA institutional aid is not typically targeted to financially needy students and generally is awarded to full-time undergraduates. The one exception is the employee waiver that many students receive to enroll part-time. Fourth, student financial aid for UA students is primarily in the form of student loans; the pattern of loan reliance holds for full-time and part-time students, whether categorized as undergraduates or non-degree seeking in the UA database.

The following section summarizes the perspective of UA stakeholders who were interviewed before the quantitative analysis was completed.

Stakeholder Interviews

Group and individual stakeholder interviews were conducted in November and December of 2004, and in January 2005. Among all persons interviewed, including faculty, students, financial aid professionals, staff, and administrators as well as financial aid professionals at peer-institutions and other UA stakeholders, the consensus perspective on need-based aid was:

[11] These data are estimates that assume students will receive the same average awards for Spring 2005 as they did for Fall 2004.

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(1) *A need-based aid program should expand opportunity for students with financial need to attend college, and*

(2) *A need-based aid program should be consistent with the open admissions mission of the UA system.*

Although a few stakeholders emphasized targeting specific career pathways or including a merit component, these deviations from the general consensus were rare. Issues and comments raised by specific groups of stakeholders are addressed below.

Faculty [N =6]
Faculty interviews were conducted via the web-based meeting center, Genesys. Despite repeated attempts by the University of Alaska Statewide Office of Student and Enrollment Services, faculty at UAA was unable to schedule interviews. Most of the comments from faculty were from the UAF, but a faculty member from Juneau was also interviewed.

Faculty emphasized access to college and students' ability to pay. They specified Alaskan natives, first-generation students and rural students as groups with high financial need. All faculty interviewed perceive student financial aid as inadequate; one faculty mentioned Native Corporation resources and the federal Pell Grant specifically in her comment that these sources of financial aid were insufficient at UA. Faculty also expressed concern over loan reliance because of a perception of financial hardship that accompanies high amounts of borrowing.

Faculty also discussed the importance of graduate student eligibility for need-based aid, especially to keep Alaskans in state for graduate education and in high priority areas like teaching. In this context, a merit-component was suggested as a filter for the distribution of need-based aid, especially given the limited resources at UA for a new financial aid program.

Lastly, faculty did not identify areas where UA could reallocate resources for need-based aid; instead they recommended the state invest resources in financial aid.

Students [N=5]
Initial student interviews were conducted in December via the web-meeting software, Genesys; because of the end of the semester and limited participation in the initial meeting, a second student group interview was scheduled in January 2005. Based on information from a student questionnaire provided by me to the Statewide Office of Student and Enrollment Services, Table 1 provides summary information for students who filled out the questionnaire (N = 16).

Unfortunately, only 5 students participated in four group interviews scheduled. Of these students, 3 were part-time and 2 full-time; all but one student received some type of financial aid. Full-time students borrowed but part-time students did not; one student stated that she

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would not enroll if loans were needed to pay for college. The students stated that the price of college affected the number of credits they could attempt, but after enrolling they felt that UA met their financial need in terms of tuition and fees. All but one student mentioned books as an area where they struggled to cover the costs; the student who did not mention books specifically takes only one course at a time because otherwise college is not affordable.

TABLE 9
SUMMARY INFORMATION FROM STUDENT QUESTIONNAIRE

	N = 16
Race and Ethnicity	
White	50%
Native American/Alaskan Native	37%
Bi-racial	13%
Gender	
Men	6%
Women	94%
Total Credits	
Less than 30	44%
More than 30	56%
Work during school	69%
Enrolled directly from high school	56%
First-generation	44%

UA Financial Aid Professionals [N=4]
The consensus among UA financial aid officers is for need-based aid to focus on access - consistent with the mission of UA. All respondents expressed concern about increased loan reliance among students, but UAF and UAS were especially concerned about this issue. UA financial aid officers also emphasized the importance of eligibility for part-time students.

Two different perspectives on *complementary* and *supplemental* approaches to need-based financial aid were provided. On the one hand, existing financial aid is perceived as inadequate for the neediest students, which in conjunction with a desire to reduce loan burden, suggested that a new need-based aid program should supplement aid for these students. On the other hand, Pell Grant and Native Corporation scholarships are perceived to provide a good foundation of need-based aid for the neediest students, so expanding eligibility to complement these programs was also suggested.

UA financial aid officers were asked about potential resources to fund a new need-based aid program. In particular, they were asked about the 4% tuition waiver set aside, of which 1% was intended to support a need-based TAG during the 2003-04 academic year. All respondents expressed interest in using the 4% tuition waiver set aside for need-based financial aid, but

indicated that faculty and administrative resistance would be significant. Additional probing found that college deans, department chairs, and faculty had considerable autonomy in awarding tuition waivers under the current program, which they would not necessarily want to relinquish. Regardless of the source for a new UA need-based aid program, financial aid officers emphasized accountability for the program be explicit – that is, they expect to administer these programs according to central eligibility guidelines (with some campus flexibility) without interference from college faculty and administrators. Unused need-based aid resources should be returned by MAUs and reallocated where need is greater, or should "carry-over" to subsequent terms.

Staff and Administrators [N=5]
The consensus perspective among UA staff and administrators was for need-based aid to focus on access and to help students pay for college. The need to include part-time students, especially adults who are working but want to improve their labor market skills, and to reduce loan reliance was also emphasized.

Most staff and administrators indicated that supplementing existing aid for the neediest students was important, especially in the context of reducing loan burden. However, complementing need-based aid for adults and for part-time students taking 6 or fewer credit hours was also encouraged. In general, staff and administrators want to broaden eligibility to help more students and expand available aid for the neediest students.

One respondent made specific mention of Alaska natives as an important population to target need-based aid, especially those living in rural villages. Another respondent emphasized first-generation students, and expressed an interest in front-loading need-based grant aid during the first year and avoiding student loans for this group. Finally, one respondent suggested that the 4% tuition set aside was too unstructured and did not necessarily meet the needs of the system in expanding access – this person recommended these resources be used exclusively for need-based financial aid.

Other UA Stakeholders [N=3]
Three additional stakeholders were interviewed, including a high school counselor, Native Corporation Executive, and a staff person of the Alaska Commission on Postsecondary Education. These stakeholders brought unique perspectives to questions on need-based financial aid; however, one area with strong consensus was the need to reduce loan reliance for students who enroll at UA. In addition, all three respondents want to increase need-based financial aid for existing aid recipients (e.g., Pell Grant recipients) and expand eligibility to more students.

Broadly speaking, it was suggested that UA understand who is not currently served by financial aid, but who have need, as well as understand the extent to which students are being served inadequately. One suggestion was for a new UA need-based aid program to set aside a portion of resources for Pell Grant recipients (especially zero EFC) but also allocate a portion of resources for non-Pell eligible students with financial need. Another suggestion was for a new

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UA need-based aid program to determine eligibility based on free and reduced lunch participation (FARL) in high school rather than use the FAFSA. Lastly, first-generation Alaskan natives were specifically mentioned as an important target group in order to overcome the "generational hurdle" that negatively affects educational attainment among Alaskan natives.

When asked about resources to fund a new need-based aid program, respondents were skeptical that UA had available resources, especially in light of two years of 10 percent tuition increases. However, one person speculated that the state government could support need-based financial aid by using the annual "return on capital" payment from the Alaska Commission on Postsecondary Education. The "return on capital" payments represent principle and interest paid by student borrowers currently in repayment. This payment was $5.6 million for FY 2005.

Financial Aid Professionals at Peer Institutions [N=5]
Financial aid professionals at the University of North Carolina, University of Nebraska, University of Maine, University of Houston, and University of Idaho were also interviewed. Each of these institutions has a need-based aid program, and all but one institution is located in a state that also provides need-based grant financial aid. As a whole, these five institutions target financial aid packages to emphasize need-based grant aid, but most also expect students to work and/or take out Stafford loans. The exception is the Carolina Covenant program at the University of North Carolina- Chapel Hill, which guarantees eligible students will not borrow for college. All peer institutions target an "equity" threshold for students with financial need. This threshold is typically 60-65 percent grants and 35-40 percent work-study and loans; financial need is based on total budget less expected family contribution. At the University of North Carolina, the Carolina Covenant assures all eligible students 80 percent grant aid and 20 percent work-study and other self-help. In Fall 2004, 225 students were designated Carolina Covenant Scholars at a cost of $1.4 million; The Associate Provost & Director of Scholarships and Financial Aid at University of North Carolina emphasized that the Carolina Covenant would <u>not</u> have been possible without both federal Pell Grant and state grant investments.

The University of Nebraska set an "equity" threshold at $7,150 in 2004-05. This threshold is roughly equivalent to 30 hours of tuition and 100 percent of this amount is guaranteed for Pell Grant recipients. Pell Grant, state tuition assistance grant, and institutional opportunity grant assistance are used to meet the $7,150 grant aid target. Because the institutional grant program and tuition guarantee supplement existing federal and state investments, one staff person from the University of Nebraska Office of Scholarship & Financial Aid expressed concern about the "cliff effect" for students that just miss the Pell eligibility cutoff. These students do not qualify for state and institutional grants, and thus are expected to borrow money to cover the gap between grant awards and the $7,150 threshold. Students are also expected to meet financial need beyond the $7,150 threshold with work-study and student loans.

The University of Idaho targets institutional aid to first-time freshman from Idaho with at least $5,000 in financial need (budget less student/family contribution). The maximum award is $1,500 annually and is renewable for four years. The University of Houston invests $600,000 for

a grant-in-aid program to complement existing Texas state grant programs and the federal Pell Grant. The "equity" model seeks 65 percent of grant aid and 35 percent loans and/or work-study. The 150% tuition guarantee for Pell Grant recipients requires a 2.5 cumulative GPA and results in about one-third of students losing additional grant aid each year. The University of Maine invests $2 million annually from the institution budget to meet a 60-40 grant to self-help ratio for all students. Institutional grant awards complement the state grant of $500 per student, which basically covers books. In addition, University of Maine expects students to take a full federal Stafford loan and accept work-study awards.

The common thread among these five peer institutions is that need-based grant financial aid should meet at least 60-65 percent of a student's budget less expected family contribution. Where state and institutional investments in need-based aid are significant, institutions seek to provide grant aid equal to 100 percent of tuition and/or 80 percent of total budget. In all cases, institutional aid supplements existing federal and state financial aid. However, several financial aid professionals expressed concern for students with financial need who just miss the Pell eligibility threshold. In one case, University of North Carolina established an alternative eligibility threshold pegged to the federal poverty threshold. This eligibility threshold includes Pell Grant recipients, but also allows the Carolina Covenant to complement federal and state financial aid programs by expanding the institutional aid eligibility pool.

The stakeholders interviewed for this project believe that total financial aid is insufficient and that finding additional resources for financially needy students is important. They are concerned about loan reliance for all students. They are also concerned about the lack of need-based financial aid for part-time students and for students who do not qualify for the federal Pell Grant. Importantly, the perspectives provided by UA stakeholders are supported by the quantitative analysis in this report. That is, need-based financial aid should be increased for UA students; however the design and implementation of a need-based grant program could serve several purposes. The next section describes three possible models for a need-based grant program.

Designing a Need-based Grant Program

Before they design a new financial aid program, or expand the UA tuition assistance grant or the just announced *AlaskaAdvantage* grant, UA stakeholders and leaders need to grapple with the objectives of a need-based grant program. At a policy-level it is imperative for the University of Alaska to identify the purpose (goal) for a need-based grant program?[12] For example,

- Does UA want to increase full-time enrollment for students currently enrolled less than full-time?
- Does UA want to reduce the extent of borrowing for all students, or a specific group of students?

12 For an overview of state grant program objectives and subsequent design, see Jerry S. Davis (September 2001), Designing a State Student Grant Program: A Framework for Policy-Makers. Indianapolis, IN: Lumina Foundation for Education. Available online — http://www.luminafoundation.org/publications/synopsis/studentgrantprogram.pdf

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- Does UA want to provide an equity threshold or minimum level of grant financial aid for all students with financial need?
- Does UA want to complement existing financial aid programs to better serve part-time students?

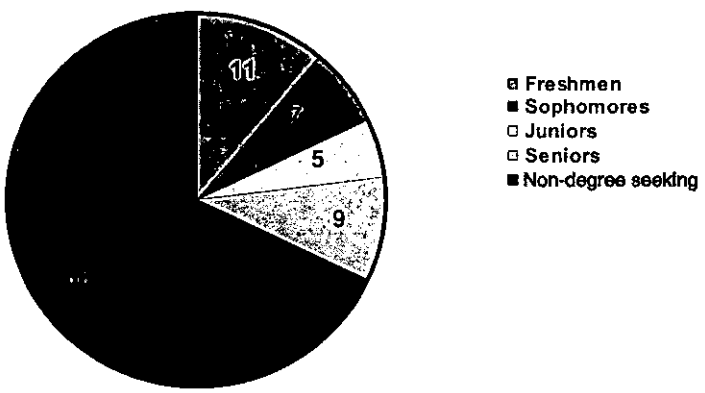
Each of these objectives is meritorious; however, UA stakeholders should identify what a need-based aid program should accomplish before moving forward.

Based on the stakeholder and expert interviews as well as an analysis of existing financial aid resources for UA students, a new need-based grant program could focus on one or all of the following areas:

1. Part-time adult students, who make up more than half of UA enrollment and often are non-degree seeking;
2. Full-time undergraduates with financial need, who rely on loans to pay for college;
3. Financially needy undergraduates who receive very little gift aid from UA.

Chart A in the Executive Summary provides an overview of these approaches for a need-based grant program, which are described in the next section of the report.

FIGURE 24
PERCENTAGE OF PART-TIME STUDENTS BY CLASS LEVEL, FALL 2004



N = 19,018

Focus on Part-Time Adult Students

Most part-time students are categorized as "other" in the UA database, which means they are not classified as degree seeking (see Figure 24). These non-degree seeking part-time students are overwhelmingly adults 25 years of age and older; many of these students enroll part-time as non-degree seeking students because they work full-time and are seeking a certificate of competence from UA to improve their workforce skills. A consequence of this "other" enrollment status is an inability to qualify for federal need-based grants. Based on Fall 2004

UA data, non-traditional adults 25 years of age and older represent more than two-thirds (71%) of "other" enrollment - slightly more than 900 of these adults (or 7%) receive any financial aid. In contrast, 51 percent of all UA students receive some form of financial aid, including 65 percent of undergraduates.

Part-time adult students at UA are not served well by existing federal, state, institutional and private financial aid programs. More than 50 percent of the almost 31,000 non-degree seeking and undergraduate UA students enrolled Fall 2004 were adults 25 years of age and older – 81 percent of these adults were enrolled part-time. Almost 10,000 adults were enrolled as "other" part-time. Yet part-time adult students received only $3.7 million of financial aid for Fall 2004, which is about 12 percent of the total financial aid awarded to UA students. Moreover, 72 percent of this aid was in the form of loans.

Although part-time adult students have much lower tuition and fees because they take fewer credits, indirect costs for college can still be significant. For example, books for a single class can cost a few hundred dollars, and driving to campus for one class or for three classes requires the same amount of fuel. In addition, living expenses (i.e., housing and food) tend to be constant regardless of enrollment status. Thus, financial need for part-time adults can often be a function of indirect costs, including housing, meals, books and transportation.

If UA decides to target need-based financial aid for non-degree seeking part-time adult students, several parameters need to be defined to estimate the potential cost of such a program. First, about one-third of undergraduates received the need-based Pell Grant and 41 percent received the need-based subsidized federal Stafford loan. It seems reasonable to assume that between 35 percent and 45 percent of "other" part-time adult students would also meet the eligibility threshold for federal need-based financial aid.

Second, many "other" students enroll part-time as the first step toward getting a degree or certificate, because they are uncertain of their ability to succeed and/or they cannot afford to stop working and attend college full-time; but adult students also enroll as "other" part-time with the goal of obtaining a certificate of competence. It seems practical to limit a need-based grant program to part-time "other" adult students who are enrolled in a program to obtain a certificate of competence; these adults could receive a need-based grant for up to three semesters. Adult students who eventually "transferred" into a degree seeking undergraduate program would retain eligibility for need-based financial aid and may also qualify for federal grant aid.

Third, federal financial aid is available for part-time adult students if they make satisfactory progress toward a postsecondary credential. However, to receive federal financial aid students must fill out the FAFSA. The recently announced *AlaskaAdvantage* state grant program requires students to complete this form; thus it would be consistent with current policy in the state to require "other" part-time students to complete the FAFSA to be eligible for a new need-based grant program. A few caveats are important:

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1. Adult students eligible for financial reasons may still not qualify for federal financial aid due to other reasons, but by filling out the FAFSA these students can find out how much federal aid they could qualify for if they enrolled differently;

2. The FAFSA is a very complicated application; many adult students will need help completing the form so additional outreach to these adults will be necessary. For example, College Goal Sunday could purposively target adult students to help them complete the FAFSA.

Fourth, given the competing responsibilities of many adults (e.g., work and child care), an alternative eligibility formula for adults with dependent children could be qualification for the free and reduced lunch program in public schools. If an adult's kids receive free or reduced lunch, the adult could automatically qualify for the new need-based grant program.

TABLE 10
MAXIMUM ANNUAL COST ESTIMATES FOR NEED-BASED FINANCIAL AID TARGETING PART-TIME ADULT STUDENTS

NUMBER OF ADULT STUDENTS IN EACH TARGETED GROUP	ANNUAL COST ESTIMATES
"Other" part-time adults who are financially needy (N= 3,200-4,200)	$2,100,000 - $2,756,000
Part-time adult undergraduates who are Pell eligible (N=550)	$770,000
Part-time adult undergraduates eligible for complementary UA TAG (N=175)	$105,000
Total Estimated Annual Cost	**$2,975,000 - $3,631,000**

Table 10 provides a range of estimates for supplemental financial aid for part-time adults who are Pell-eligible or who are financially needy. The largest group of part-time adult students is categorized as non-degree seeking in the UA database (N=9,191); 73 percent are enrolled in 3 or fewer credits. A need-based program that included "other" part-time adults could target only those adults who were Pell-eligible. The estimate in Table 10 assumes that between 35 percent and 45 percent of non-degree seeking part-time adults would qualify for Pell, or approximately 3,200 to 4,200 students. If "other" part-time adults received a grant equal to 65 percent of tuition and fees (i.e., $525 annually if they enrolled for up to 3 credit hours per term and $1,050 annually if they enrolled for 6 credit hours), this component of a need-based grant program would cost between $2.1 million and $2.7 million annually.

For Fall 2004, about 542 part-time adult undergraduates received a Pell Grant – the average annual value of this grant was approximately $1,400 less than the average annual Pell Grant for full-time adult undergraduates. In order to establish an "equity threshold" for adult undergraduates equal to the average Pell Grant award for full-time adult undergraduates, UA would need to allocate $770,000 and expect to award a supplemental need-based grant to about 550 adult undergraduates enrolled part-time.

3524

Slightly more than 80 part-time adult undergraduates, but more than 150 full-time adult undergraduates, received a UA tuition assistance grant for Fall 2004. If an expanded TAG program served an equal number of part-time and full-time adult undergraduates, and awarded the maximum annual grant of $600 to all eligible part-time adults, $105,000 in additional resources would need to be invested by UA.

In sum, a new need-based grant program targeting part-time adult students 25 years of age and older – including both undergraduates and non-degree seeking adults - would require between $2.9 million and $3.6 million annually. The bulk of the cost for this program would support part time "other" adults enrolled in programs that lead to certificates of competence. This focus would expand need-based grant aid to more than 3,000 adults currently enrolled as "other" part-time, and cost between $2.1 million to $2.7 million annually. Table 10 also shows estimates for a need-based grant program to benefit part-time adult undergraduates who are financially needy. A much smaller number of part-time adults are enrolled as degree seeking undergraduates; a new need-based grant program to supplement financial aid for Pell-eligible adult undergraduates who enroll part-time, and complement financial aid for part-time adult undergraduates through an expanded UA TAG would cost less than $1 million annually and benefit about 700 adult students. If all three of these components were implemented at UA, approximately 4,000 adult students could benefit from this type of need-based grant program

Focus on Full-Time Undergraduates

This analysis found that full-time students borrow large amounts of money primarily from federal and state sources to pay for college at UA, and that Pell Grant recipients still face high net prices after all financial aid is awarded (see Appendix A). Full-time undergraduates also receive the lion's share of total financial aid among UA students and reflect a population quite different from part-time students overall. For example, more than 70 percent of full-time undergraduates are traditional college students 17 to 24 years of age. Although the gender, race, and ethnic diversity of full-time undergraduates reflect the overall student population at UA, full-time undergraduates represent a minority of total UA enrollment.

One approach for a new UA need-based program to benefit full-time undergraduates would be to reduce loan reliance so that student loans do not exceed 50 percent of all financial aid awarded. In other words, UA could choose to maintain a consistent loan to grant financial aid ratio for all full-time undergraduates across all class levels. This supplemental program could target full-time undergraduates who qualify for federal need-based financial aid; that is, who received a Pell Grant or subsidized Stafford loan. For Fall 2004, 36 percent of full-time undergraduates received a Pell Grant, and 45 percent borrowed a subsidized Stafford loan. Overall, 57 percent of full-time undergraduates who received any financial aid (more than 3,700 students) were awarded a Pell Grant or borrowed a subsidized Stafford loan.

Figure 25 illustrates the estimated average annual loan and gift financial aid amounts for full-time undergraduates who received any financial aid. Two conclusions are readily apparent.

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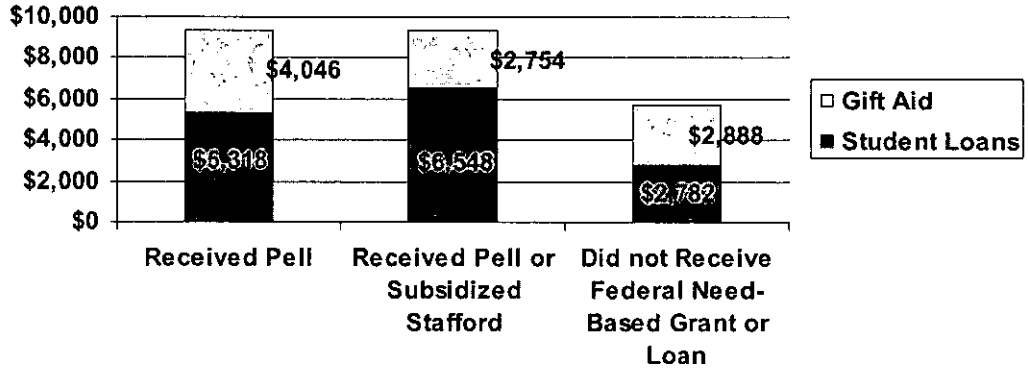
First, Pell Grant recipients received almost $4,000 more, on average, in overall financial aid awards than did aid recipients who did not receive federal need-based grants or loans. Second, the percentage of loan financial aid received by full-time undergraduates who received federal need-based grant or loan aid is much higher than the percentage for full-time undergraduates who did not receive federal need-based aid. About 70 percent of total average financial aid awarded to full-time undergraduates who received the federal Pell Grant or subsidized Stafford loan was in the form of student loans. In addition, full-time undergraduates who received the Pell Grant borrowed 57 percent of the total financial aid they received. In contrast, less than half (49%) of total average financial aid awarded to full-time undergraduates who did not receive federal need-based aid was in the form of loans. These data suggest that full-time undergraduates with financial need borrow more than full-time undergraduates who receive non-need-based forms of financial aid.

FIGURE 25
AVERAGE ANNUAL LOAN AND GIFT AID AMOUNTS FOR FULL-TIME UNDERGRADUATES, 2004-05[13]



N = 6,563

Table 11 provides estimated amounts of grant financial aid in order to reduce the grant to loan ratio for full-time undergraduates who received any need-based financial aid from 70-30 to 50-50. Scenario 1 assumes the students will borrow the same amount to pay for college; in this case, the supplemental need-based grant increases the overall financial aid award for each student, thus reducing the remaining price students need to pay through work and/or family contribution. Scenario 2 assumes the new need-based grant will replace an equivalent amount of student loans so the overall financial aid package remains the same and students are borrowing less. However, this scenario does not reduce the net price for full-time undergraduates.

[13] These data are an estimate that assumes students will receive the same average awards for Spring 2005 as they did for Fall 2004.

TABLE 11
ANNUAL COST ESTIMATES FOR NEED-BASED GRANT PROGRAM TO TARGET LOAN TO GRANT RATIO OF 50-50 FOR FULL-TIME UNDERGRADUATES WHO QUALIFY FOR FEDERAL NEED-BASED FINANCIAL AID

	CURRENT	SCENARIO 1	SCENARIO 2
Loan Average Amount	$6,548	$6,548	$4,651
Gift Average Amount	$2,754	$6,548	$4,651
Total Average Aid	$9,302	$13,096	$9,302
Total Estimated Cost	—	**$14,193,354**	**$7,096,667**

N = 3,741

If UA decided to target a need-based grant program to full-time undergraduates, this type of program might cost between $7.1 million and $14.2 million annually. To reduce the overall cost of this type of program, UA could focus only on Pell eligible students and reduce their loan to grant ratio from 57-43 to 50-50 or 40-60. Table 12 provides cost estimates for an approach that reduces student borrowing for the most financially needy full-time undergraduates.

TABLE 12
ANNUAL COST ESTIMATES FOR NEED-BASED GRANT PROGRAM TO REDUCE LOAN RELIANCE FOR FULL-TIME UNDERGRADUATES WHO RECEIVED THE PELL GRANT

	CURRENT	50-50 RATIO	60-40 RATIO
Loan Average Amount	$5,318	$4,862	$3,889
Gift Average Amount	$4,406	$4,862	$5,835
Total Average Aid	$9,724	$9,724	$9,724
Total Estimated Cost	—	**$1,079,352**	**$3,382,443**

N = 2,367

This more targeted approach to benefit full-time undergraduates with the most financial need could benefit about 2,400 students. UA could award full-time Pell Grant recipients between $500 and $1,400 in additional need-based grant aid annually. The estimated annual cost for this type of need-based grant program is between $1.1 million and $3.4 million. This approach would not increase the overall amount of financial aid awarded to Pell Grant recipients, but would increase the share of gift aid – and reduce the share of loans - awarded to the most financially needy full-time undergraduates at UA.

Implement Equity-Model for Financially Needy Undergraduates

Given the level of concern about student indebtedness among UA stakeholders, and the fact that financially needy students receive very little UA gift aid, a third option for a new need-based grant program is to develop a minimum equity threshold of grant aid that all financially needy undergraduates would receive. More than three-fourths (78%) of undergraduates who

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received any financial aid enrolled full-time, and 22 percent enrolled part-time. UA undergraduates who received any financial aid were typical of all UA students in terms of race, ethnicity and gender; however, only 37 percent were adult students 25 years of age and older.

Table 13 shows percentages of total gift and loan financial aid awarded to UA undergraduates who received any financial aid. For Fall 2004, UA undergraduates awarded the Pell Grant received more than $5.6 million in gift aid from federal, institutional and private sources, or 54 percent of the total gift aid awarded. These students also borrowed more than $7.7 million, which was 39 percent of the total amount borrowed by UA students. UA undergraduates who received federal need-based grant or loan aid borrowed more than $15 million for Fall 2004 – almost 80 percent of the total amount borrowed by UA undergraduates. In contrast, UA undergraduates not awarded federal need-based grant or loan aid received more than $4.3 million in gift aid from federal, institutional and private sources, or 42 percent of the total gift aid awarded. These students borrowed only $4.5 million for Fall 2004, which was less than one-fourth of the total amount borrowed by UA undergraduates.

TABLE 13
PERCENTAGE OF TOTAL AMOUNT OF GIFT AND LOAN AID AWARDED TO UA UNDERGRADUATES, FALL 2004

	Received Pell Grant	Received Pell Grant or Subsidized Stafford Loan	Received Financial Aid, but not Federal Need-Based Grant or Loan
Percent of Total Loan Aid Awarded To:	39%	78%	23%
Percent of Total Gift Aid Awarded To:	54%	58%	42%
Percent of Total Financial Aid Awarded To:	44%	71%	29%
Percent of Total Undergraduates Who Received Any Aid	38%	59%	40%

N = 8,468

Figure 26 illustrates the average amount of loan and gift aid for all UA undergraduates who received financial aid. This graph clearly indicates that average gift aid is slightly lower for undergraduates who received federal need-based grant or loan aid compared with undergraduates who did not receive federal need-based financial aid. Pell Grant recipients received average gift aid of more than $3,500, which was 40 percent higher than average gift aid for undergraduates who did not receive federal need-based financial aid. However, students who received federal need-based grant or loan aid borrowed significantly more than other students who received financial aid but did not necessarily have financial need. Put another way, 63 percent of the total average financial aid amount received by Pell Grant recipients was in the form of student loans. In addition, UA undergraduates who received federal need-based grant or loans borrowed 72 percent of the total aid they received. These percentages contrast sharply with the targeted loan to grant ratios of UA peer institutions (see section on stakeholder interviews).

Most UA peer institutions target a grant to loan financial aid ratio of 60 to 65 percent gift aid and 35 to 40 percent loan aid.

FIGURE 26
AVERAGE ANNUAL LOAN AND GIFT AID AMOUNTS FOR UNDERGRADUATE UA STUDENTS, 2004-05[14]

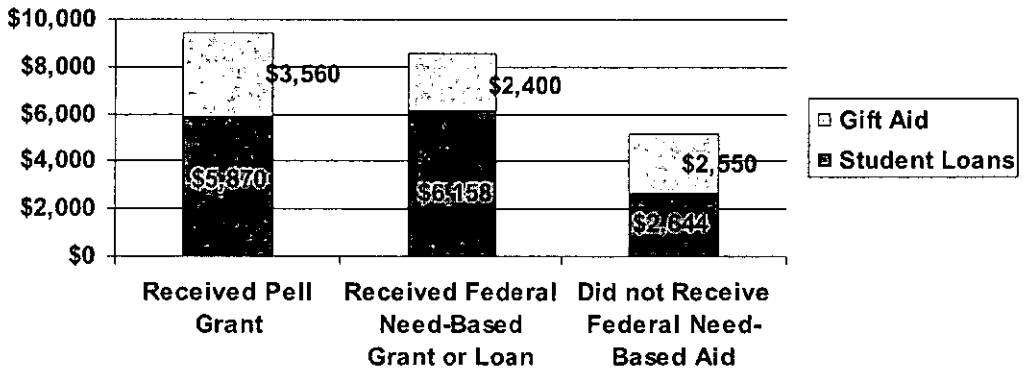

Table 14 provides cost estimates for a new need-based grant program to increase gift aid for financially needy UA undergraduates. The models reflect an equity threshold of gift aid that all financially needy undergraduates would receive. UA would make up the difference between the equity threshold and the current amount of gift aid received by undergraduates. The equity threshold could be set at 100 percent of tuition and fees for full-time enrollment ($3,500) or it could be set at the maximum Pell Grant ($4,050). The equity threshold model reduces loan reliance for financially needy undergraduates, and it lowers the net price UA students pay for college. Part-time financially needy undergraduates would receive one-half of the equity grant award. As Table 14 shows, the most expensive component of the equity grant aid model is to include undergraduates who borrowed a subsidized Stafford loan but were not eligible for a Pell Grant. To reach the equity threshold for this group of undergraduates would cost approximately $5 million annually.

A more narrow approach could target undergraduates who currently receive the Pell Grant or who are eligible for the UA tuition assistance grant. Based on Fall 2004 financial aid data, Pell Grant recipients received annual average gift aid of $4,046 – this amount is roughly equivalent to the maximum annual Pell Grant. Establishing an equity threshold for Pell Grant recipients would complement gift aid for part-time students, but would not provide supplemental gift aid

[15] These data are an estimate that assumes students will receive the same average awards for Spring 2005 as they did for Fall 2004.

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for full-time Pell Grant recipients. Part-time undergraduates who received the Pell Grant would receive additional gift aid from UA between $675 and $1,000 annually. This approach would benefit more than 800 part-time undergraduates – 67 percent of whom are adults 25 years of age and older – and cost between $550,000 and $775,000 annually.

TABLE 14
ANNUAL COST ESTIMATES FOR AN EQUITY MODEL FOR NEED-BASED GIFT AID FOR UA UNDERGRADUATES WITH FINANCIAL NEED[15]

	Current Average Gift Aid	Current Total Financial Aid	New Equity Grant (A)	New Equity Grant (B)	Additional Gift Aid from UA	**Estimated Annual Cost**
SCENARIO 1:						
Equity Model for Undergraduates with Pell Grant N = 2,367 full-time N = 813 part-time	FT $4,046 PT $1,074	FT $9,412 PT $2,871	FT N/A PT $1,750	FT N/A PT $2,025	FT No Change PT $676-$951	$550,000 $775,000
SCENARIO 2:						
Equity Model for Undergraduates eligible for federal need-based loans N = 1,372 full-time N = 495 part-time	FT $528 PT $140	FT $9,234 PT $7,614	FT $3,500 PT $1,750	FT $4,050 PT $2,025	FT $2,972-$3,522 PT $1,610-$1,885	$4.8 million $5.7 million
SCENARIO 3:						
Equity Model for undergraduates eligible for UA TAG N = 382 full-time N = 134 part-time	FT $878 PT $538	FT $7,060 PT $5,562	FT $3,500 PT $1,750	FT $4,050 PT $2,025	FT $2,172-$2,722 PT $1,212-$1,487	$990,000 $1.2 million

If UA decided to include students who did not receive a Pell Grant but were awarded a tuition assistance grant (TAG), an additional 500 students would benefit at a cost of about $1 million annually. The new equity grant awards for TAG recipients would cost between $1,200 for part-time undergraduates and $2,500 for full-time undergraduates. Combined, an equity grant program targeting part-time Pell Grant recipients and full- and part-time TAG recipients could benefit more than 1,300 students and cost approximately $1.75 million annually (i.e., scenarios 1 and 3).

[15] These data are an estimate that assumes students will receive the same average awards for Spring 2005 as they did for Fall 2004. New equity grant A is set at 100 percent of tuition and fees, or $3,500; new equity grant B is set at the maximum Pell Grant, currently $4,050.

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Conclusion: Expanding Need-Based Financial Aid at University of Alaska

This six-month analysis of financial aid at UA included interviews with 34 UA stakeholders and financial aid professionals, and a quantitative analysis of financial aid awards, student budgets and student demographics for almost 33,000 students enrolled at UA in Fall 2004. The analysis demonstrates two core conclusions:

1) *Many UA students would benefit from additional need-based grant aid; and*
2) *Support for additional need-based grants and a corresponding reduced reliance on student loans is widespread.*

More specifically, this analysis found three areas in which need-based financial aid could make a large impact and meet the potential objectives of a new need-based grant program. First, part-time adult learners 25 years of age and older represent more than half of all UA students, and yet receive very little financial aid. One reason for the lack of aid for adult students is their enrollment tendencies; adults tend to enroll part-time, often as non-degree seeking "other" students so they do not qualify for federal and state financial aid programs. A new UA need-based grant could target part-time adult learners.

Second, full-time undergraduate students receive the bulk of the financial aid awarded to UA students; however, about two-thirds of this aid is in the form of student loans. Only first-time freshmen receive less than 65 percent of their aid through borrowing. A new UA need-based grant program could target full-time undergraduates and lower the reliance on borrowing, especially for students who continue after their freshmen year. This type of program would generally benefit traditional-age students 17 to 24 years old.

Third, financially needy undergraduates at UA receive very little gift aid from the institution. A new UA equity grant program could target all Pell-eligible undergraduates (i.e., generally dependent students who come from families with less than $40,000 in annual income, or independent students whose income is at or below the federal poverty threshold) to increase their gift aid. This approach would benefit undergraduates who enroll part-time and receive a Pell Grant, especially adult students 25 years of age and older. An additional 500 undergraduates could benefit if TAG recipients were also eligible for an equity grant.

Based on this analysis, three specific types of programs were highlighted:

- A need-based grant program targeted to "other" part-time adult students 25 years of age and older who are pursuing a certificate of competence could provide more than 3,200 students with average grants between $525 and $1,050 at an annual cost of approximately $2.4 million.
- A need-based grant program targeted to full-time Pell-eligible undergraduates to reduce loan reliance and establish a 50-50 loan to grant financial aid ratio could provide more

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than 2,300 students with $500 average supplemental gift aid at an annual cost of about $1.1 million.

- A need-based grant program with an equity gift aid threshold equal to 100 percent of tuition and fees (or $3,500 for a full-time undergraduate) could provide about 800 part-time Pell Grant recipients and about 500 full-or part-time TAG recipients with additional gift aid between $675 and $2,175 annually at a cost of about $1.5 million each year.

These three need-based grant programs, as well as the other approaches discussed in this report, represent a limited set of possibilities for a new need-based grant program. Ultimately, UA must determine its objective for a new need-based grant program before proceeding. However, this analysis indicates that a new need-based grant program is warranted at UA and could benefit several thousand students.

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APPENDIX A

Net Price Analysis for Undergraduates who Received Any Financial Aid, Fall 2004

An important measure of affordability is the net price of college students are expected to pay through work and/or personal and family contribution after all financial aid is awarded. The Statewide Office of Institutional Research extracted a database of 9,445 students enrolled for Fall 2004 with data on their housing arrangements. In order to conduct a net price analysis, the total financial aid received by students is subtracted from the total price charged; total price includes tuition, fees, room and board, transportation, books and living expenses. The total price varies based on full-time or part-time status, and based on where a student lives. Table A1 shows the total price for each MAU according to the living arrangements of students: on-campus, off-campus, or with parents.

TABLE A1
TOTAL ANNUAL BUDGET FOR FULL-TIME UA STUDENTS, 2004-2005

MAU	On Campus	Off Campus	With Parents
Anchorage	$14,729	$17,165	$10,338
Fairbanks	$12,869	$16,740	$12,050
Southeast	$11,442	$14,061	$7,191

Source: Statewide Office of Institutional Research, UA Offices of Financial Aid

Among the almost 9,500 students in this database, approximately 36 percent received some form of financial aid; this percentage is higher than the 31 percent of all UA students who received financial aid. In addition, about 20 percent of students for whom UA had data on living arrangements received a federal need-based grant or college work-study. In comparison, only 10 percent of all UA students received a federal need-based grant. Thus, in terms of financial aid awards, the database with information on living arrangements is not representative of the total Fall 2004 enrollment at UA. Consequently, the net price analysis is not representative of all UA students who received financial aid; rather, it provides a general impression of net price according to data from students for whom living arrangement data was available.

Table A2 shows the demographic characteristics for students with financial aid in this database and data for all UA students who received financial aid for comparison purposes. The students in the database used for net price analysis were disproportionately undergraduates compared to total UA enrollment for Fall 2004; moreover, 52 percent of the students were enrolled full-time – a stark contrast to the 38 percent of all students enrolled full-time at UA. Further, about 87 percent of the students in this database who received any financial aid were undergraduates - 69 percent were full-time undergraduates (see Table A3). Because the database with students for whom living arrangement data was available included only about one-third of all UA students who received some form of financial aid, and because more than two-thirds of these students were full-time undergraduates, the following net price analysis was conducted only for Fall 2004 full-time undergraduates. Net-price information for traditional-age students less than 25 years old and non-traditional adult learners 25 years of age and older are provided.

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TABLE A2
PERCENTAGE OF STUDENTS WITH SELECTED CHARACTERISTICS, FALL 2004

	Students with living arrangement data	All UA Students
Received Any Financial Aid	36.3%	31.3%
Received Federal Need-Based Grants	19.4%	10.0%
Received Institutional Aid	13.9%	12.1%
Gender		
Men	39.5%	39.0%
Women	60.5%	61.0%
Race and Ethnicity		
White, Non-Hispanic	70.1%	69.6%
Black, Non-Hispanic	2.9%	3.0%
Asian/Pacific Islander	5.3%	4.9%
Alaskan Native/American Indian	12.6%	13.1%
Hispanic	3.3%	3.2%
Other	5.8%	6.1%
Age		
Less than 25	54.3%	45.4%
25 and Older	45.7%	54.6%
Class Level		
Undergraduate	61.2%	50.7%
Graduate	6.6%	6.6%
"Other"	32.2%	42.6%
Sample Population	N = 9,407	N = 32,678

TABLE A3
PERCENTAGE OF STUDENTS WHO RECEIVED SOME FORM FINANCIAL AID AND FOR WHOM UA HAD LIVING ARRANGEMENT DATA, FALL 2004

Full-Time Undergraduate	69.4%
Part-Time Undergraduate	17.4%
Graduate	6.3%
"Other" Enrollment	6.9%
Age Less than 25 Years	63.4%
Age 25 Years and Older	36.6%
N = 3,416	

Figure A1 illustrates the net price for full-time undergraduates in three ways: 1) net price after federal need-based grants; 2) net price after all gift aid; and 3) net price after all loan and grant aid.[1] According to Fall 2004 data (adjusted to represent the full year of financial aid),

[1] After calculating net price for the 2,371 full-time undergraduates for whom necessary data was available, approximately 481 students had net prices significantly less than zero. These data are inaccurate and were excluded from the analysis. The net-price analysis was conducted on 1,890 full-time undergraduates.

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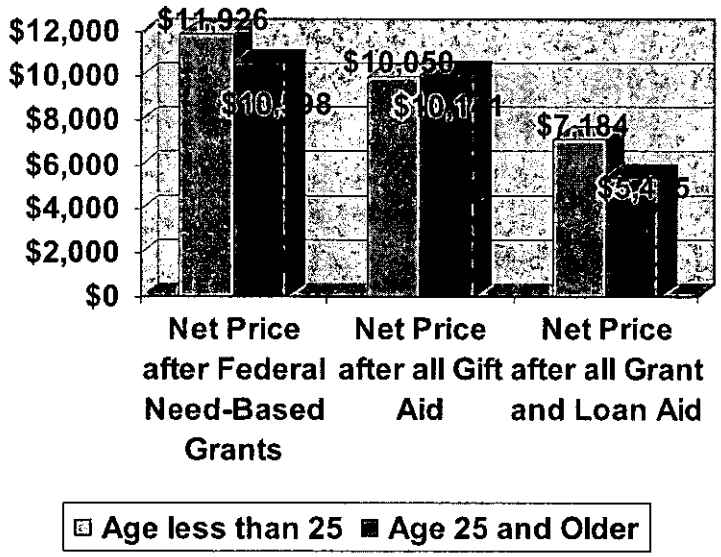
the net price for traditional-age full-time UA undergraduates, is almost $12,000 after federal need-based grants, and more than $10,000 after all gift aid. After traditional-age full-time undergraduates borrow, the net price for one year of college is about $7,200. Non-traditional adults fare slightly better because federal need-based grant aid reduced their net price considerably. In addition, because adults 25 years and older can borrow larger amounts through the federal Stafford loan program, the net price after all aid for full-time adult undergraduates at UA was about $5,400. The net price for students must be paid through work, personal and family contributions, additional borrowing, or with other sources not captured in the UA database.

FIGURE A1
AVERAGE NET PRICE FOR FULL-TIME UNDERGRADUATES AT UA, FALL 2004



N = 1,890

For comparison, Table A4 provides estimates from the National Center for Education Statistics (2004): net-price after federal grant aid was $10,500 for full-time dependent undergraduates (typically 24 years of age and younger) enrolled in public four-year colleges and universities in 1999-2000; average net price after federal grants and loans was $8,000.[2] These data suggest that traditional-age full-time undergraduates at UA have lower net prices after all grant and loan aid than do students nationally, but the lower net price is the result of additional borrowing and, to a lesser extent, institutional gift aid.

[2] This report from NCES focused only on full-time dependent undergraduates; comparable data for non-traditional adult undergraduates were not provided in the report.

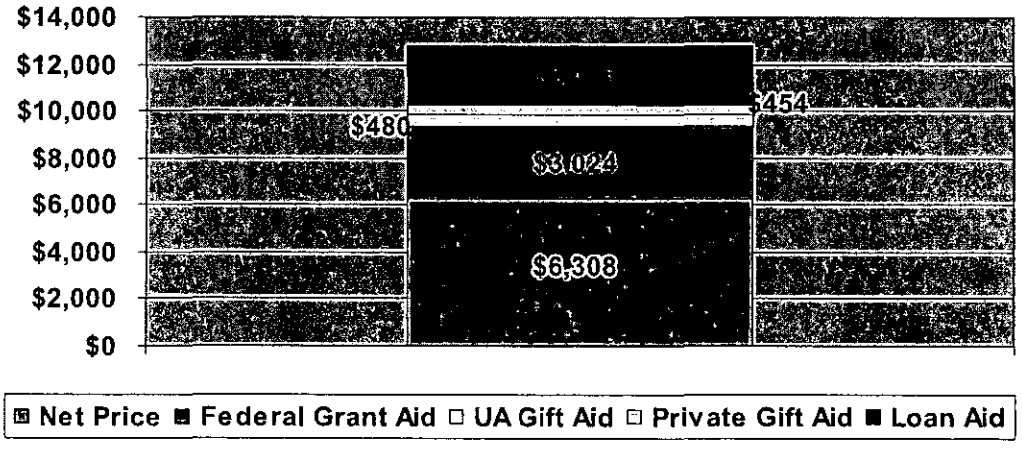
TABLE A4
NET PRICE AFTER FINANCIAL AID FOR FULL-TIME TRADITIONAL AGE STUDENTS, UA AND THE NATION

	Net Price after Grants	Net Price after all Grants and Loans
UA Students	$11,926	$7,184
Public 4-Year Students (NCES)	$10,500	$8,000

Source: Statewide Office of Institutional Research; National Center for Education Statistics

These data can also be used to analyze net price for the most financially needy undergraduates. Figures A2 and A3 illustrate the net price for full-time UA undergraduates who received a federal Pell Grant. As Figure A2 shows, traditional-age full-time UA undergraduates who received a Pell Grant had a net price of about $6,300. A majority of financial aid was in the form of gift aid from federal, institutional and private sources (61%). According to the National Center for Education Statistics (2004), the net price for full-time dependent undergraduates from families in the lowest quartile of income enrolled at public four-year colleges and universities was $5,200 in 1999-2000. This simple comparison suggests that traditional-age UA undergraduates who enroll full-time and receive a Pell Grant have a higher net price than comparable students nationally. An additional grant of $1,100 annually for the most financially needy full-time undergraduates would bring net price for traditional-age full-time UA students down to the national average.

FIGURE A2
AVERAGE NET PRICE AND GRANT AND LOANS RECEIVED FOR TRADITIONAL AGE FULL-TIME UNDERGRADUATES AT UA WHO RECEIVED A PELL GRANT, FALL 2004



N = 345

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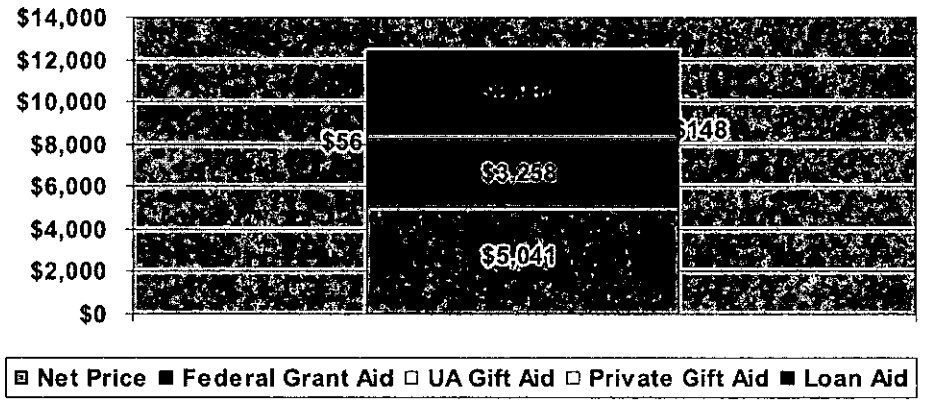
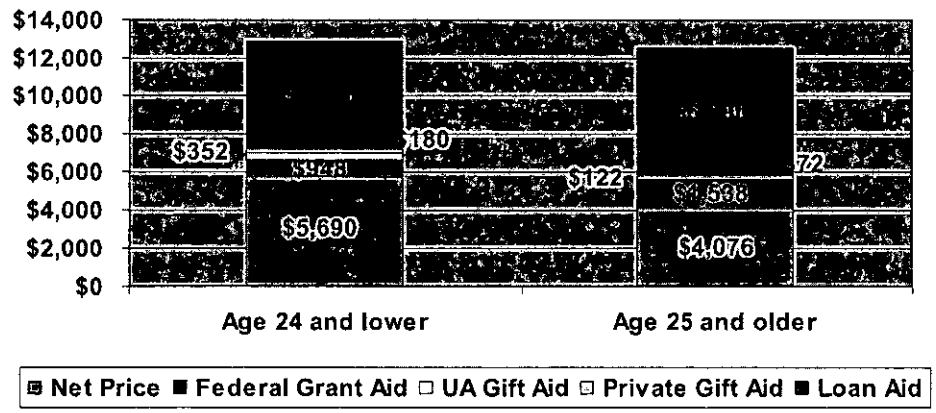
Figure A3 shows data for adult students 25 years of age and older who received a federal Pell Grant; these students can borrow larger amounts for college, which significantly reduces their net price. Among full-time adult undergraduates at UA who received a federal Pell Grant, net price was about $5,000. These data also show that the majority of financial aid received by these students was in the form of student loans (54%), and that average annual UA gift aid was slightly more than $50. These data suggest that non-traditional adults enrolled as full-time undergraduates and who received a Pell Grant primarily borrow for college, and are awarded negligible UA gift aid.

FIGURE A3
AVERAGE NET PRICE AND GRANT AND LOANS RECEIVED FOR NON-TRADITIONAL ADULT FULL-TIME UNDERGRADUATES 25 YEARS OF AGE AND OLDER AT UA WHO RECEIVED A PELL GRANT, FALL 2004



N = 207

FIGURE A4
AVERAGE NET PRICE AFTER ALL GRANT AND LOAN AID FOR FINANCIALLY NEEDY FULL-TIME UNDERGRADUATES AT UA WHO DID NOT RECEIVE A PELL GRANT, FALL 2004



N = 678

Figure A4 provides comparable net price and average financial aid data for full-time undergraduates who received a need-based Stafford loan or the UA tuition assistance grant. Approximately 40 percent of these students received a federal Pell Grant. The data suggest that this group of financially needy students had lower net prices after all grant and loan aid; however, the lower net prices are primarily the result of significant student borrowing. In short, full-time undergraduates with financial need (but who did not receive a Pell Grant) borrowed 79 percent of the total financial aid they received for 2004-05.

In sum, this limited net price analysis suggests four conclusions about financial aid for full-time UA undergraduates:

- *Full-time traditional-age UA undergraduates who receive financial aid had relatively* lower *net prices than comparable students nationally;*
- *Full-time traditional-age UA undergraduates who received the federal Pell Grant had relatively* higher *net prices than comparable students nationally;*
- *Non-traditional adult undergraduates enrolled full-time had lower net prices because they* borrowed larger amounts *of money to pay for college; and*
- *Financially needy students enrolled as full-time undergraduates – about 40 percent of whom received a Pell Grant –* borrowed almost 80 percent of all financial aid they received in 2004-05, *and their net prices ranged from almost $4,100 for adult students to about $5,700 for traditional-age students.*

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APPENDIX B

Project Methodology

Phase 1

The qualitative phase of the need-based financial aid project commenced in November 2004. Phase I included a series of one-on-one and group interviews structured around issues of need-based financial aid with stakeholders of the University of Alaska system. The participants represented a convenience sample. The results of the interviews provide a set of perspectives and conclusions that reflect the individuals interviewed, but these conclusions may not be generalizable to the larger population. Even so, the participant perspectives are consistent with the research literature on need-based financial aid and also reflect the typical practice of financial aid professionals. In total, 34 individuals were interviewed between November 2004 and January 2005. Published reports were also reviewed to situate the state of Alaska and the University of Alaska postsecondary education system in a comparative context with national and peer-state data on college access.

The University of Alaska Statewide Office of Student and Enrollment Services set up the initial interviews: 12 individual interviews and 4 group interviews were conducted. The 23 interviewees included faculty, students, financial aid professionals, staff, administrators and other UA stakeholders. Individual interviews were conducted via telephone during December 2004 and January 2005. Group interviews were conducted via telephone and the web-based Genesys meeting center during December 2004 and January 2005. Participants in these interviews were assured *confidentiality* so individuals are not attributed specific quotes or ideas in this report.

In addition to the stakeholder interviews, in November interviews with six national experts on federal, state and institutional financial aid programs were conducted.[17] These experts informed the development of a structured interview questionnaire used during the interviews with UA Stakeholders. This questionnaire is included as Appendix C. Interviews with five financial aid professionals among University of Alaska peer institutions were also conducted in January 2005.[18]

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[17] Jerry S. Davis, former VP of Research for Lumina Foundation for Eduation; Cheryl Maplethorpe, Director of Student Financial Services Minnesota Higher Education Services Office; Dennis Jones, President National Center for Higher Education Management Systems; Cheryl Blanco, Senior Program Director Policy Analysis and Research Western Interstate Commission on Higher Education; Ken Redd, Director of Research National Association of Student Financial Aid Administrators; and Don Heller; Associate Professor and Senior Research Associate Center for the Study of Higher Education The Pennsylvania State University.

[18] Shirley Ort, University of North Carolina; Craig Munier, University of Nebraska; Peggy Crawford, University of Maine; Rob Sheridan, University of Houston; and Dan Davenport, University of Idaho.

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Phase 2

Phase 2 of the need-based financial aid project commenced in February 2005. UA financial aid staff extracted a cross-sectional data file of all students enrolled in the UA system for Fall 2004. These data included information on student demographics, financial aid awards by type, full-time and part-time enrollment status, and MAU where student was enrolled. The student-record data was stripped of personal identification information to protect students' rights of privacy.

The quantitative analysis made the following assumptions:

- Students would maintain Fall 2004 enrollment status in Spring 2005;
- Financial aid awarded for the academic year would be distributed as awarded without changes between the Fall and Spring semesters;
- The variable "other loans" in the database means the Alaska Loan Program;
- Private gift aid is considered non-need-based because data was not provided to suggest otherwise.

The report provides national, institutional and student perspectives on financial aid. The national perspective consists of a review of several widely-known reports that compare college affordability among the 50 states. The institutional perspective consists of an analysis of how student financial aid was distributed to students by enrollment status, by campus, by type of aid, and in total. The student perspective consists of an analysis on how different types of financial aid helped the student pay for college. A net-price analysis was conducted for full-time undergraduates using a separately-extracted data file that included information on student living arrangements (see Appendix A).

The quantitative and qualitative analyses informed the report's discussion of how UA might design a need-based financial aid program to better meet students' financial need. This part of the report examined three potential models for a need-based financial aid project and included estimates for the amount of financial resources necessary to fund each program.

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APPENDIX C

Stakeholder Interview Questionnaire
December 2004

1. What should the purpose be for a need-based aid program? What outcome do you expect... for students? Institutions? The state? Others?

2. Which students do you most want to help with the need-based aid program?

3. Do you want to help students who would otherwise not enroll without the aid access a low-price institution? Do you want to expand the choices for students to attend higher-priced four-year colleges?

4. Do you want to increase the retention of students already enrolled? Do you want to increase full-time enrollment, or the number of credits attempted by students?

5. Do you want to encourage students to enroll and complete specific postsecondary education programs where employer demand is growing?

6. Do you want the need-based aid program to *complement* or *supplement* federal financial aid programs, like Pell and SEOG?

7. Do you want the need-based aid program to reduce the reliance on federal and private loans by your students?

8. What resources are available to finance the need-based aid program? Can you reallocate existing institutional or system revenues? Can you seek state or private resources?

9. Who do you think should administer the new program—-a state agency, the students' institutions, or maybe a contractor?

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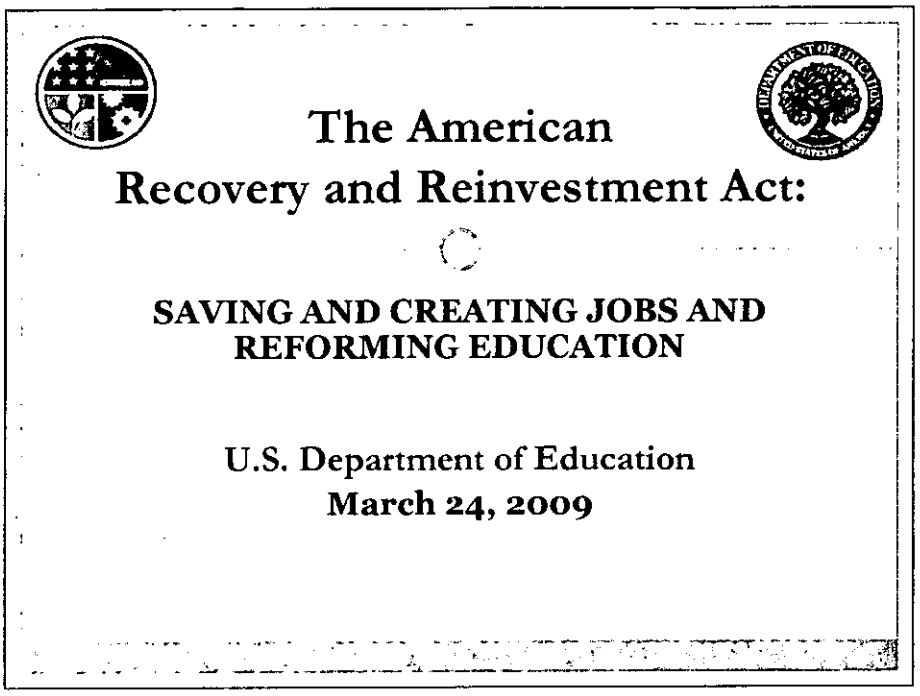
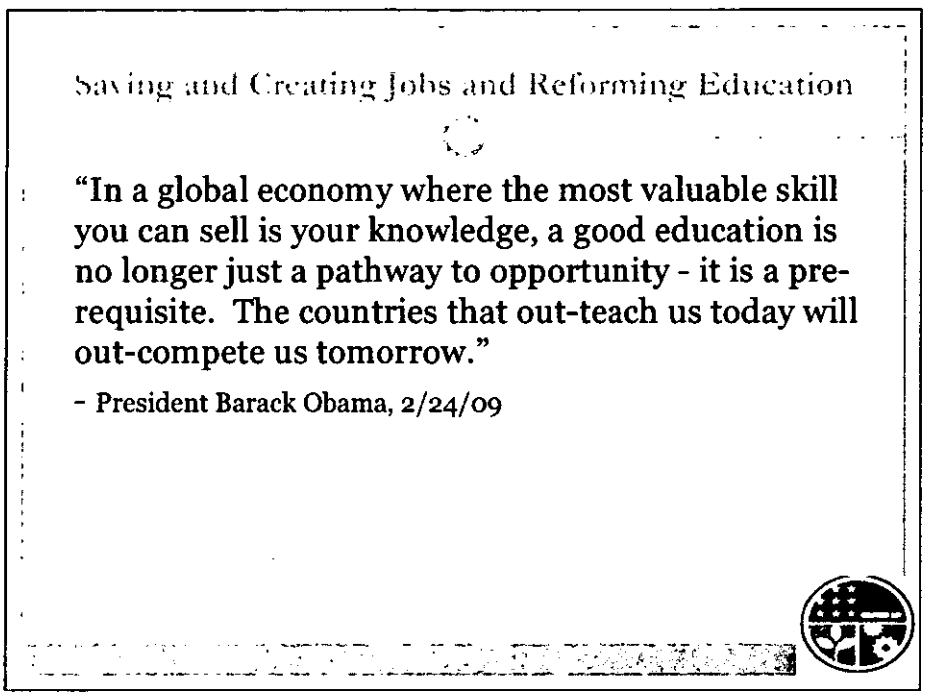
3/25/09 OVERVIEW: FEDERAL STIMULUS FUNDS FOR EDUC.



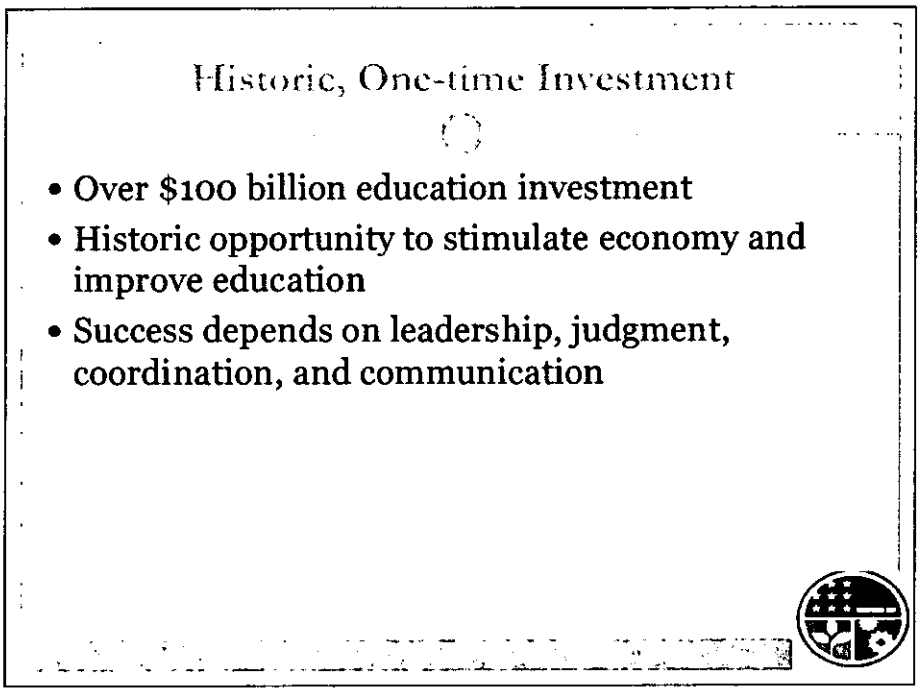
The American Recovery and Reinvestment Act:
Saving and Creating Jobs and Reforming Education
U.S. Department of Education



Saving and Creating Jobs and Reforming Education

"In a global economy where the most valuable skill you can sell is your knowledge, a good education is no longer just a pathway to opportunity - it is a pre-requisite. The countries that out-teach us today will out-compete us tomorrow."

- President Barack Obama, 2/24/09



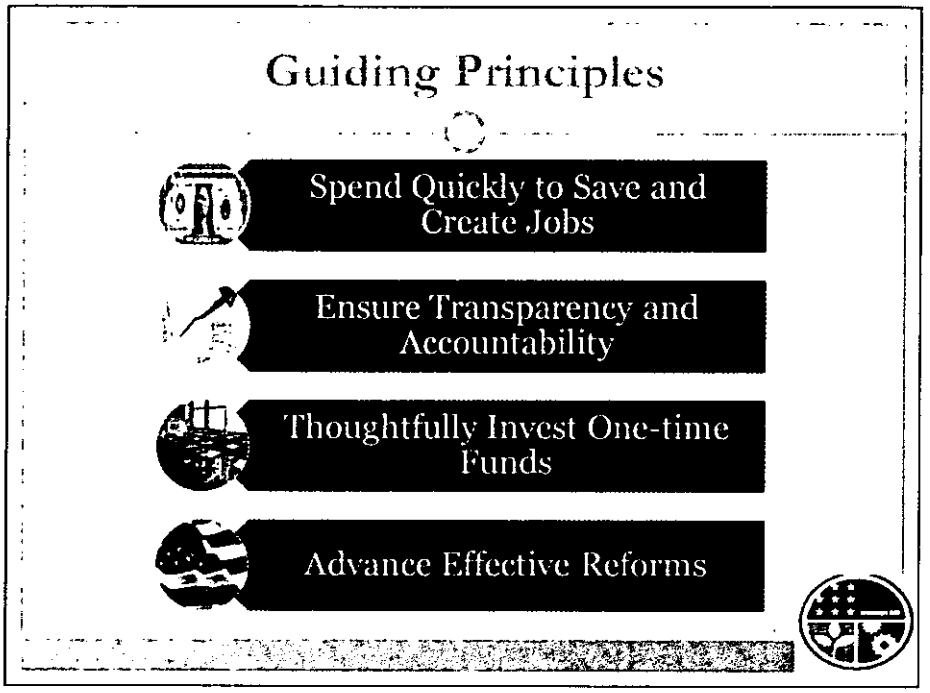
Historic, One-time Investment

•Over $100 billion education investment

•Historic opportunity to stimulate economy and improve education

•Success depends on leadership, judgment, coordination, and communication

The success of the education part of the ARRA will depend on the shared commitment and responsibility of students, parents, teachers, principals, superintendents, education boards, college presidents, State school chiefs, governors, local officials, and federal officials. Collectively, we must advance ARRA's short-term economic goals by investing quickly, and we must support ARRA's long-term economic goals by investing wisely, using these funds to strengthen education, drive reforms, and improve results for students from pre-kindergarten through college.

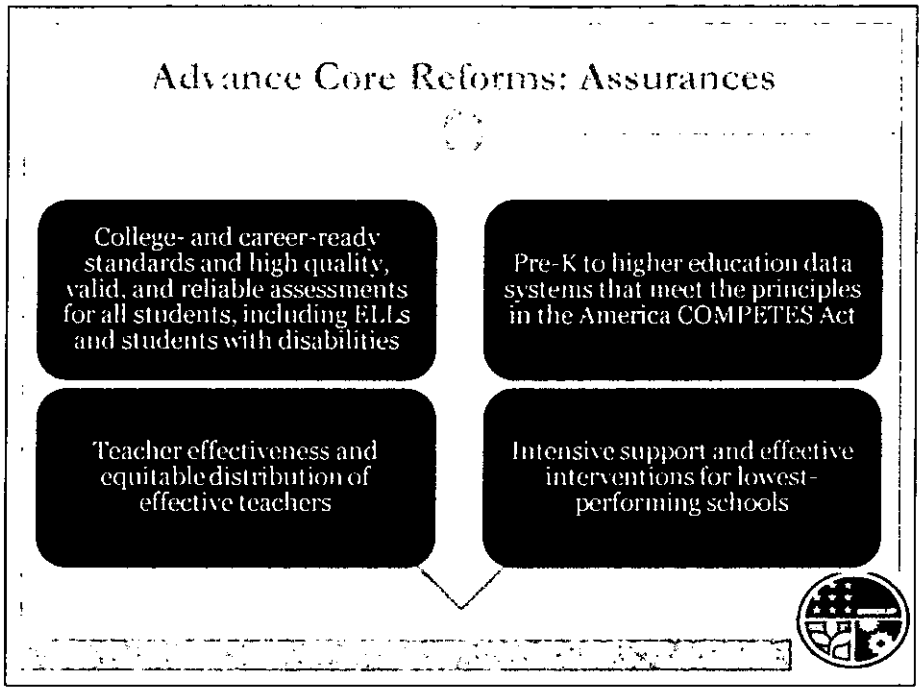


Guiding Principles

The overall goals to stimulate the economy in the short-term and invest wisely, using these funds to improve schools, raise achievement, drive reforms and produce better results for children and young people for the long-term health of our nation.

Four principles guide the distribution and use of ARRA funds:

- **Spend funds quickly to save and create jobs.** *ARRA* funds will be distributed quickly to States, local educational agencies and other entities in order to avert layoffs, create and save jobs and improve student achievement. States and LEAs in turn are urged to move rapidly to develop plans for using funds, consistent with the law's reporting and accountability requirements, and to promptly begin spending funds to help drive the nation's economic recovery.
- **Ensure transparency, reporting and accountability.** To prevent fraud and abuse, support the most effective uses of *ARRA* funds, and accurately measure and track results, recipients must publicly report on how funds are used. Due to the unprecedented scope and importance of this investment, *ARRA* funds are subject to additional and more rigorous reporting requirements than normally apply to grant recipients.
- **Invest one-time *ARRA* funds thoughtfully to minimize the "funding cliff."** *ARRA* represents a historic infusion of funds that is expected to be temporary. Depending on the program, these funds are available for only two to three years. These funds should be invested in ways that do not result in unsustainable continuing commitments after the funding expires.
- **Improve student achievement through school improvement and reform.** To close the achievement gap and help students from all backgrounds achieve high standards.



Advance Core Reforms: Assurances

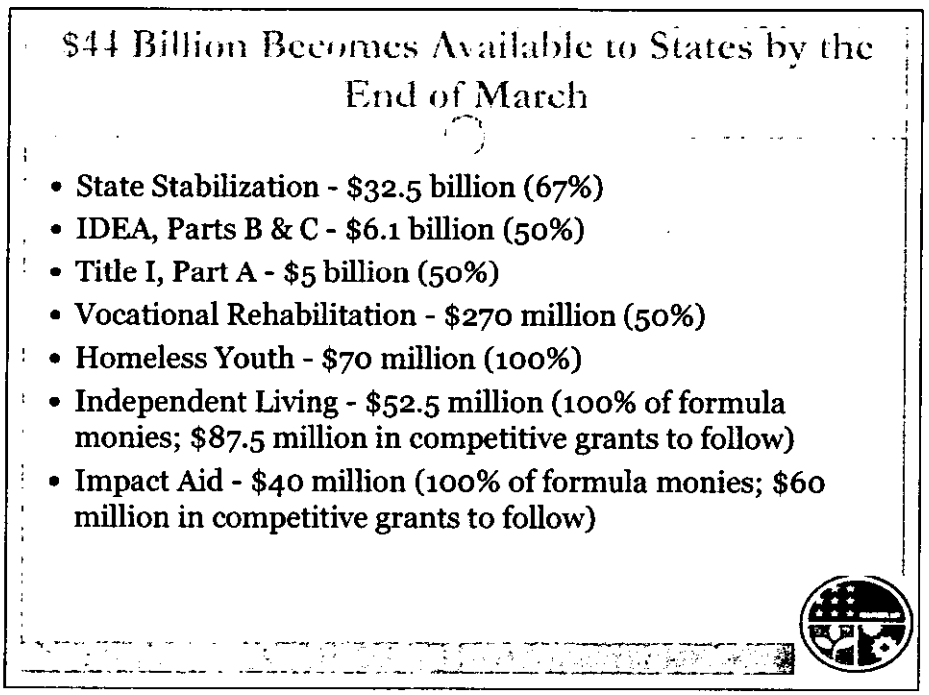
States must address four specific areas identified in ARRA that evidence shows make a critical contribution to student results:

•Making progress toward rigorous college- and career-ready standards and high-quality assessments that are valid and reliable for all students, including English language learners and students with disabilities;

•Establishing pre-K-to college and career data systems that track progress and foster continuous improvement;

•Making improvements in teacher effectiveness and in the equitable distribution of qualified teachers for all students, particularly students who are most in need;

•Providing intensive support and effective interventions for the lowest-performing schools.



$44 Billion Becomes Available to States by the End of March

•State Stabilization - $32.5 billion (67%) – Percentages are based on the total amount available

•IDEA, Parts B & C - $6.1 billion (50%)

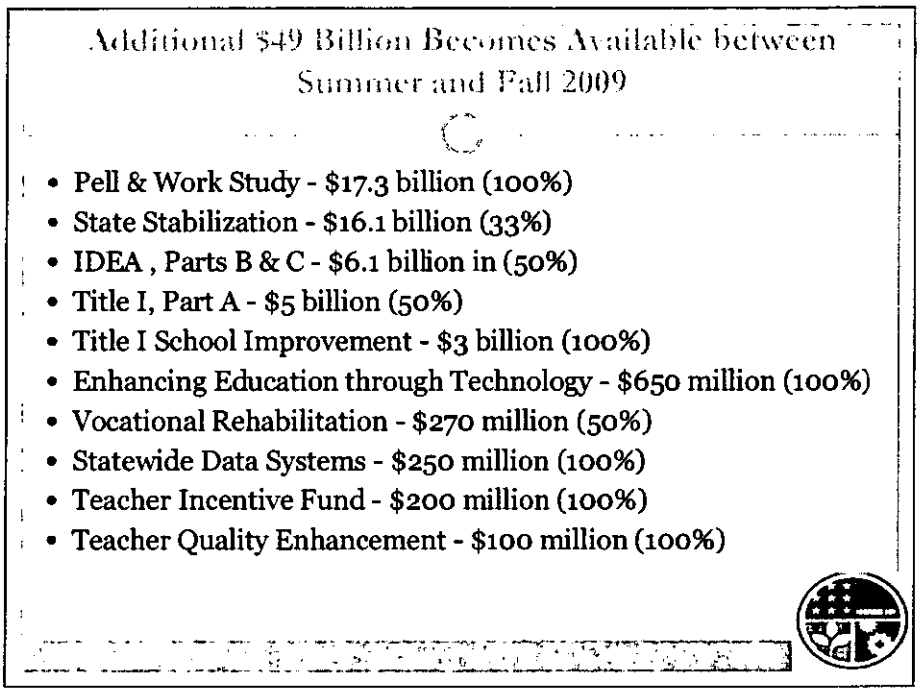
•Title I, Part A - $5 billion (50%)

•Vocational Rehabilitation - $270 million (50%)

•Homeless youth - $70 million (100%)

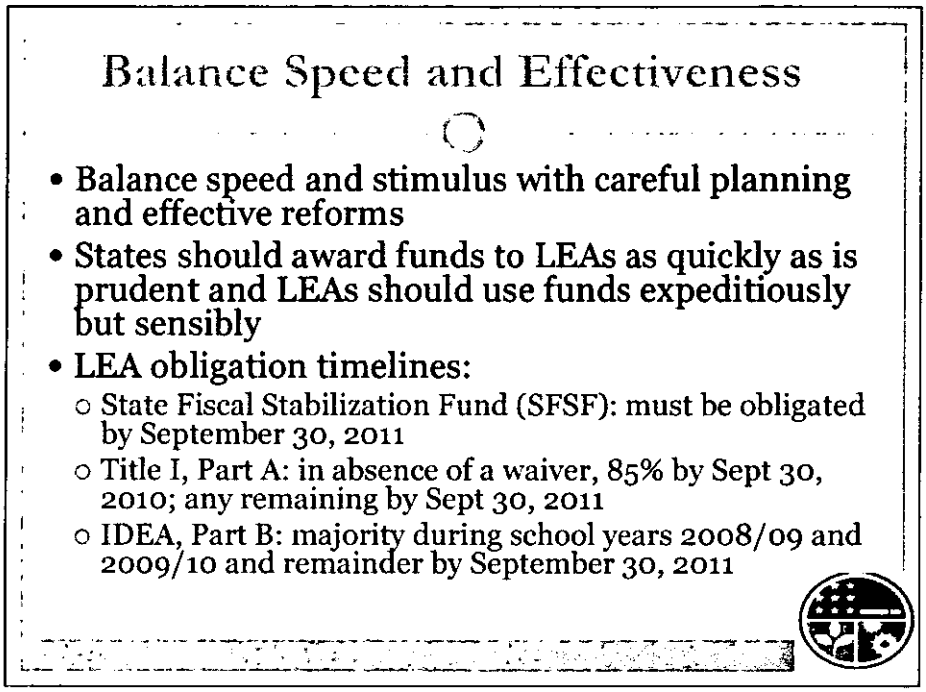
•Independent Living - $52.5 million (100% of formula monies; $87.5 million in competitive grants to follow)

•Impact Aid - $40 million (100% of formula monies; $60 million in competitive grants to follow)



Additional $49 Billion Becomes Available between Summer and Fall 2009

•Pell & Work Study - $17.3 billion (100%)
•State Stabilization - $16.1 billion (33%)
•IDEA , Parts B & C - $6.1 billion in (50%)
•Title I, Part A - $5 billion (50%)
•Title I School Improvement - $3 billion (100%)
•Enhancing Education through Technology - $650 million (100%)
•Vocational Rehabilitation - $270 million (50%)
•Statewide Data Systems - $250 million (100%)
•Teacher Incentive Fund - $200 million (100%)
•Teacher Quality Enhancement - $100 million (100%)



Balance Speed and Effectiveness

•Balance speed and stimulus with careful planning and effective reforms

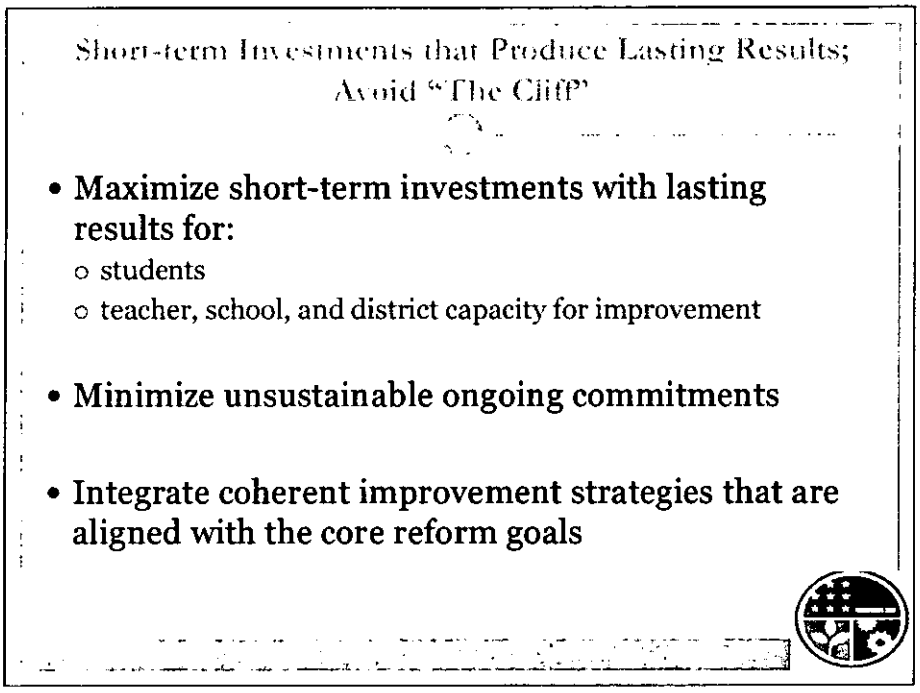
•States should award funds to LEAs as quickly as is prudent and LEAs should use funds expeditiously but sensibly

•LEA obligation timelines:

•SFSF - the Department strongly encourages governors to award or otherwise commit program funds as soon as possible after receipt of their grant awards. However, funds are available for obligation at the State and local levels until Sept. 30, 2011.

•Title I - the Department encourages States to award Title I, Part A recovery funds to their LEAs as quickly as possible, consistent with prudent management, so that LEAs can begin using the funds. Similarly, an LEA should use its Title I, Part A recovery funds expeditiously but sensibly. Note that, in the absence of a waiver, an LEA must obligate at least 85 percent of its total FY 2009 Title I, Part A funds (including *ARRA* funds) by Sept. 30, 2010. Any remaining FY 2009 Title I, Part A funds will be available for obligation until Sept. 30, 2011.

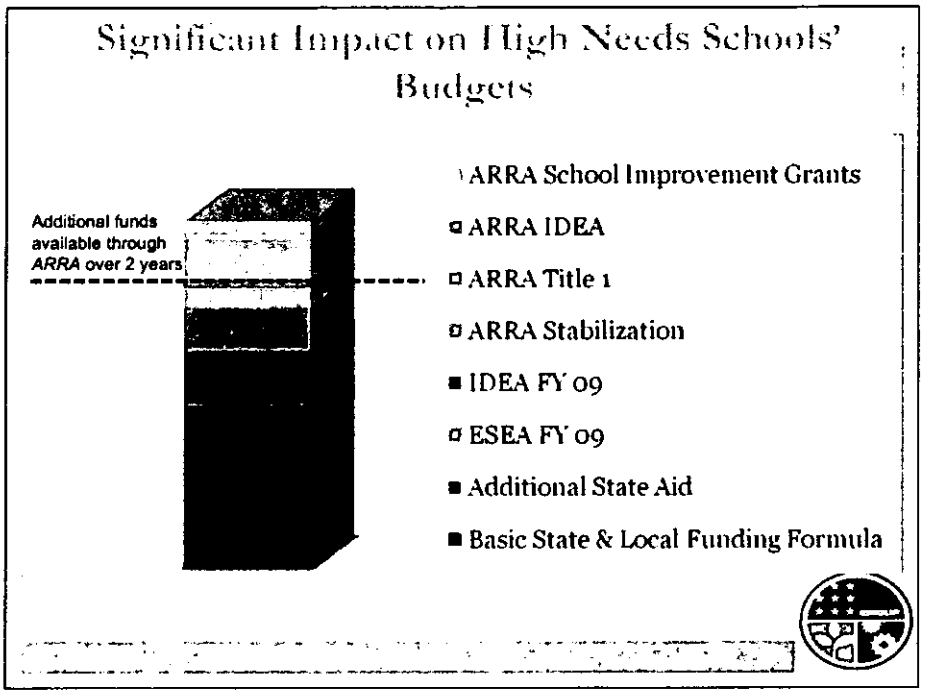
•Similarly, an LEA should use the IDEA recovery funds expeditiously. A State should make the Part B Grants to States and Preschool Grants recovery funds that it receives in March available to LEAs by the end of April 2009. Similarly, an LEA should use the *IDEA* recovery funds expeditiously. An LEA should obligate the majority of these funds during school years 2008–09 and 2009–10 and the remainder during school year 2010–11. States may begin obligating *IDEA*, Part B recovery funds immediately upon the effective date of the grant. All *IDEA* recovery funds must be obligated by Sept. 30, 2011.



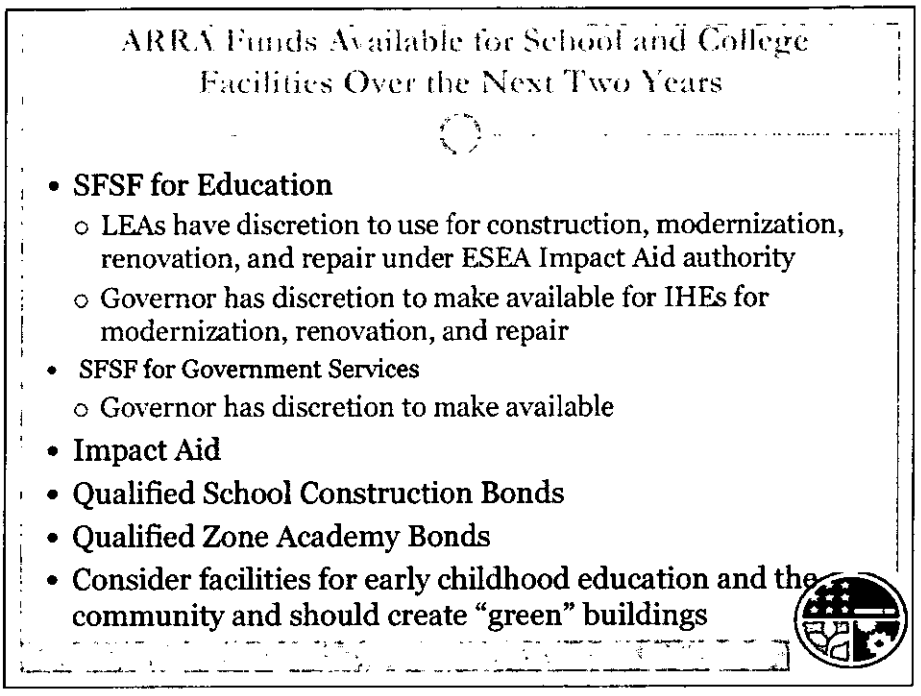
Short-term Investments that Produce Lasting Results; Avoid "The Cliff"

- Maximize short-term investments with lasting results for:
  - students
  - teacher, school, and district capacity for improvement
- Minimize unsustainable ongoing commitments
- Integrate coherent improvement strategies that are aligned with the core reform goals

ARRA represents an historic infusion of funds that is expected to be temporary. Depending on the program, these funds are available for only two to three years. To the maximum extent possible, these funds should be invested in ways that do not result in unsustainable continuing commitments after the funding expires.



Significant Impact on High Needs Schools' Budgets
ARRA funds provide significant additional funds to LEA FY 09 budgets
•This chart shows estimated amounts of funding for a high needs schools' budgets. ARRA represents a potentially substantial supplement to FY 09 budgets though ARRA School Improvement Grants, ARRA IDEA, ARRA Title I, and ARRA Stabilization



ARRA Funds Available for School and College Facilities Over the Next Two Years

•SFSF for Education

- •LEAs have discretion to use for construction, modernization, renovation, and repair under ESEA Impact Aid authority
- •Governor has discretion to make available for IHEs for modernization, renovation, and repair

• SFSF for Government Services

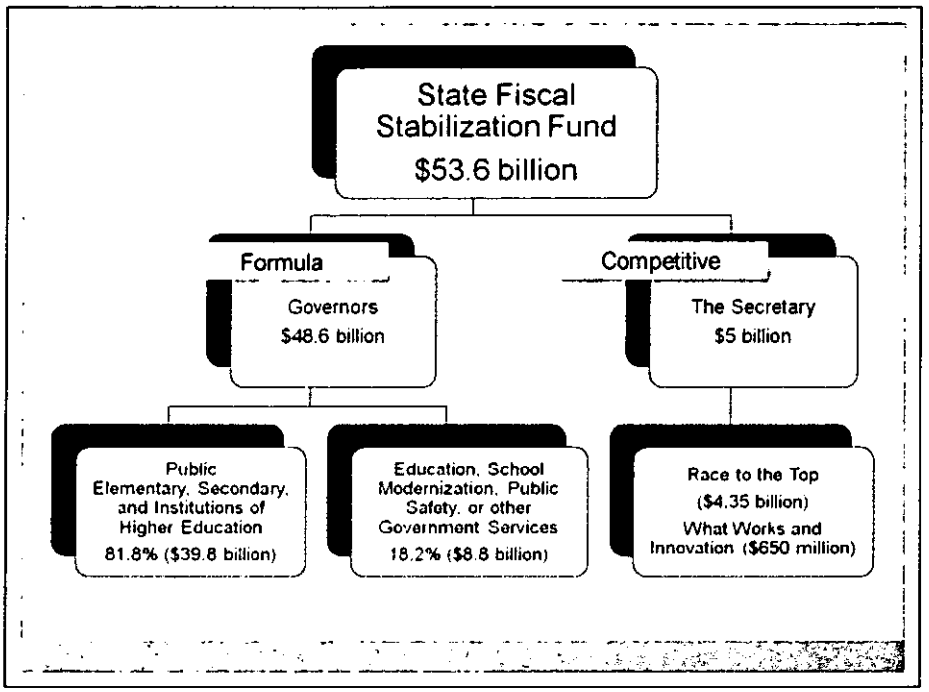
- •Governor has discretion to make available

•Impact Aid - $100 million

•Qualified School Construction Bonds – $22B – $11B per year for 2 years – tax credits for construction bonds

•Qualified Zone Academy Bonds – $2.8B – $1.4B per year for 2 years – can be used for school renovations and repairs as well as other improvements (any use except new construction)

•Consider facilities for early childhood education and the community and should create "green" buildings

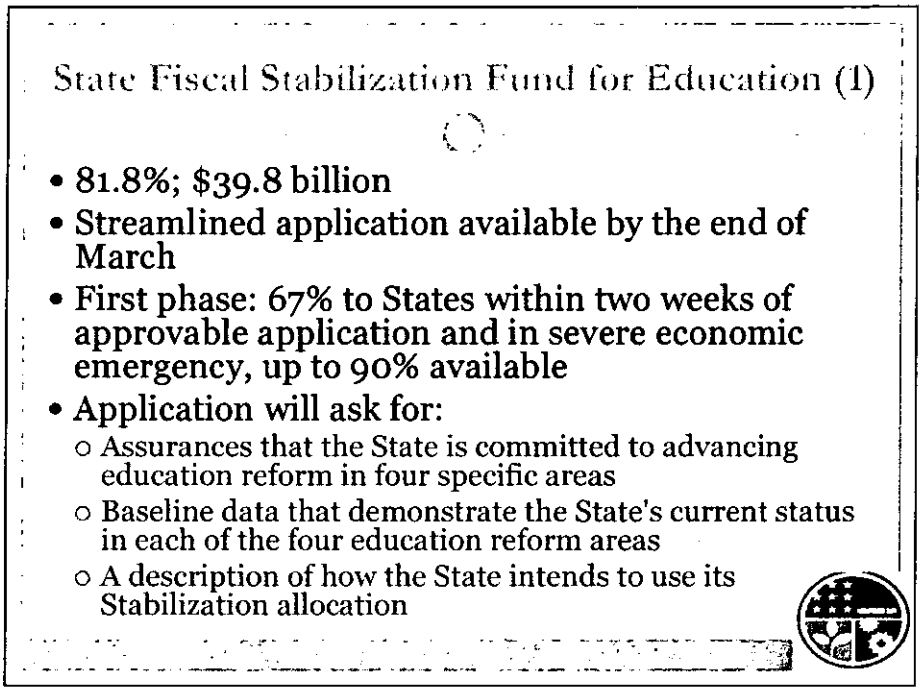


The State Fiscal Stabilization Fund (SFSF) program

•Is a new one-time appropriation of $53.6 billion under the *American Recovery and Reinvestment Act of 2009* (*ARRA*). Of the amount appropriated, the U. S. Department of Education will award governors approximately $48.6 billion by formula under the SFSF program in exchange for a commitment to advance essential education reforms to benefit students from early learning through post-secondary education.

•These funds will help stabilize State and local government budgets in order to minimize and avoid reductions in education and other essential public services. The program will help ensure that local educational agencies (LEAs) and publicly funded institutions of higher education (IHEs) have the resources to avert cuts and retain teachers and professors. The program may also help support the modernization, renovation, and repair of school and college facilities. In addition, the law provides governors with significant resources to support education (including school modernization renovation, and repair), public safety, and other government services.

•The Department will award the remaining $5 billion competitively under the "Race to the Top" and "Investing in What Works and Innovation" programs.



State Fiscal Stabilization Fund for Education (1)

•81.8%; $39.8 billion

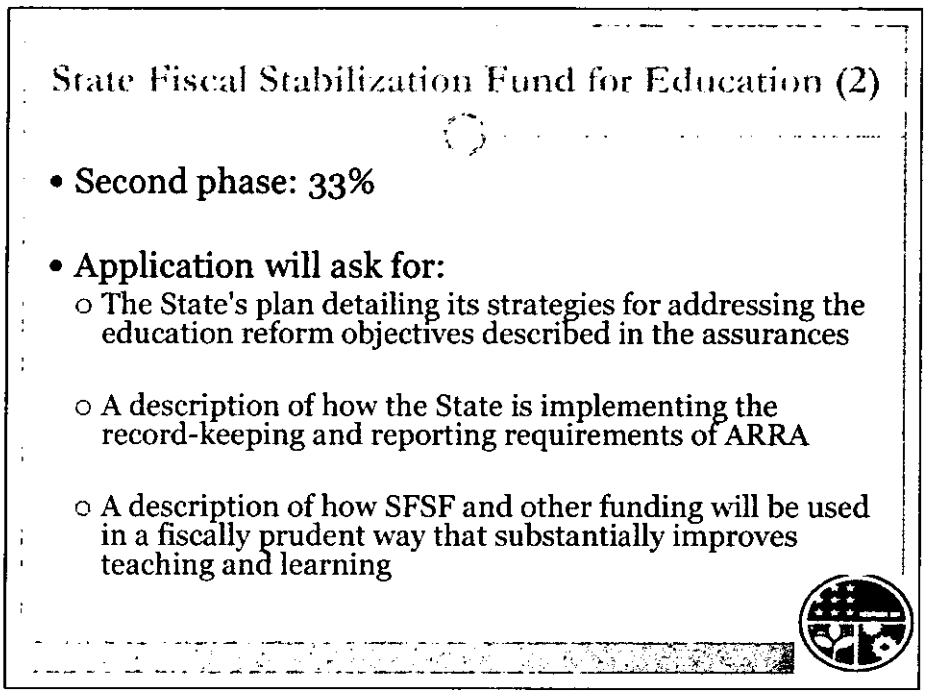
•In order to help alleviate the substantial budget shortfalls that States are facing, the Department has developed a streamlined, user-friendly process for expeditiously providing to States SFSF allocations:

> •Sixty-one percent of a State's allocations will be on the basis of their relative population of individuals aged 5 to 24, and 39 percent will be based on relative shares of total population.

•The Department will award SFSF funds to governors in two phases. To receive its initial SFSF allocation, a State must submit to the Department an application that provides (1) assurances that the State is committed to advancing education reform in four specific areas; (2) baseline data that demonstrates the State's current status in each of the four education reform areas; and (3) a description of how the State intends to use its stabilization allocation.

•Within two weeks of receipt of an approvable SFSF application, the Department will provide a State with 67 percent of its SFSF allocation.

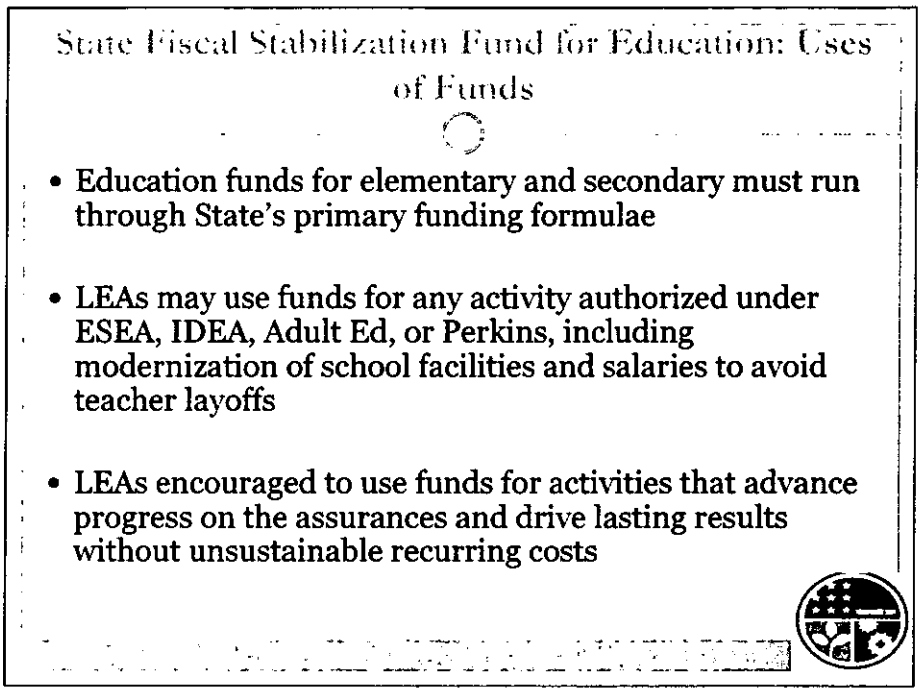
•If a State demonstrates that the amount of funds it will receive in phase one (67 percent of its total stabilization allocation) is insufficient to prevent the immediate layoff of personnel by LEAs, State educational agencies, or publicly funded institutions of higher education, the Department will award the State up to 90 percent of its SFSF allocation in phase one.



State Fiscal Stabilization Fund for Education (2)

•A State will receive the remaining portion of its SFSF allocation after the Department approves the State's plan detailing its strategies for addressing the education reform objectives described in the assurances. This plan must also describe how the State is implementing the record-keeping and reporting requirements under *ARRA* and how SFSF and other funding will be used in a fiscally prudent way that substantially improves teaching and learning.

•In the near future, the Department will issue guidance on the specific requirements that a State must meet to receive its phase two allocation. The Department anticipates that the phase-two funds will be awarded beginning July 1, 2009, on a rolling basis.



State Fiscal Stabilization Fund for Education: Uses of Funds

•States must use 81.8 percent of SFSF funds for the support of public elementary, secondary, and higher education, and, as applicable, early childhood education programs and services.

•States must use their allocations to help restore for FY 2009, 2010, and 2011 support for public elementary, secondary, and postsecondary education to the greater of the FY 2008 or FY 2009 level. The funds needed to restore support for elementary and secondary education must be run through the State's primary elementary and secondary education funding formulae. The funds for higher education must go to IHEs.

•If any SFSF funds remain after the State has restored State support for elementary and secondary education and higher education, the State must award the funds to LEAs on the basis of the relative Title I shares but not subject to Title I program requirements.

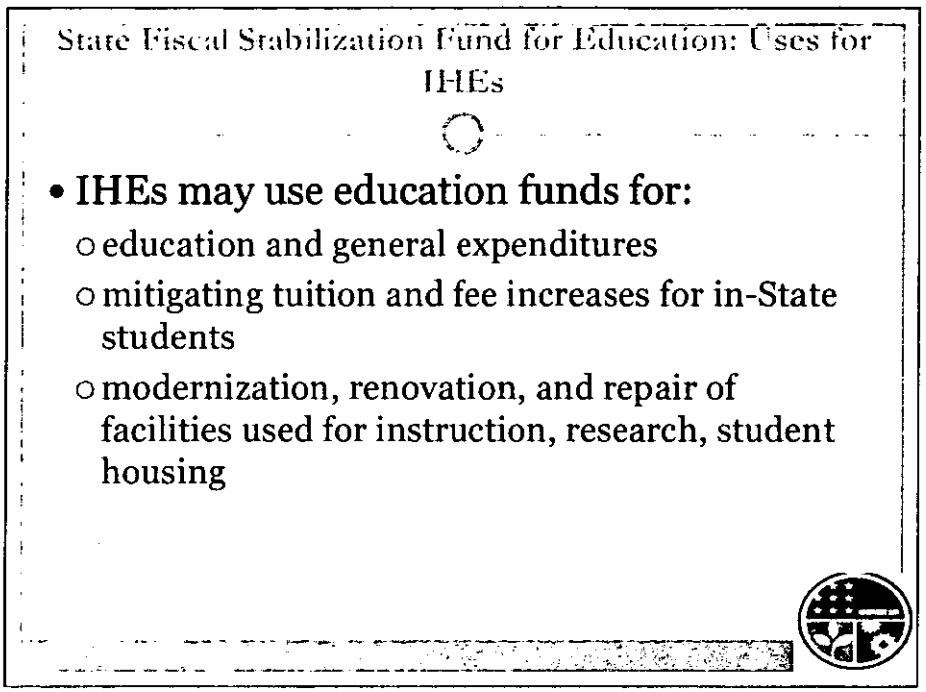
•Subject to limited restrictions in *ARRA* as defined in further guidance LEAs may use their share of 81.8% of the SFSF education funds for any activity authorized under the *Elementary and Secondary Education Act of 1965* (*ESEA*) (which includes the modernization, renovation, or repair of public school facilities), the *Individuals with Disabilities Education Act* (*IDEA*), the *Adult Education and Family Literacy Act* (*Adult Education Act*), or the *Carl D. Perkins Career and Technical Education Act of 2006* (*Perkins Act*).

•LEAs and IHEs should use funds consistent with the intent and overall goals of *ARRA*: to create and save jobs and to advance the education reforms set forth in the assurances section so as to produce lasting results for students from early learning to college. LEAs and IHEs are also encouraged to consider uses of funds that create lasting results without creating unsustainable recurring costs.

•Any funds that an LEA receives from the 81.8 percent of the SFSF program (whether distributed through the State's primary funding formulae or on the basis of the relative Title I, Part A) may be used for any activity listed in the above paragraph.

•LEAs may use SFSF to pay salaries to avoid having to lay off teachers and other school employees.

•To the extent LEAs use funds for modernization, renovation or repair, they should consider the use of facilities for early childhood education and for the community and should create "green" buildings.



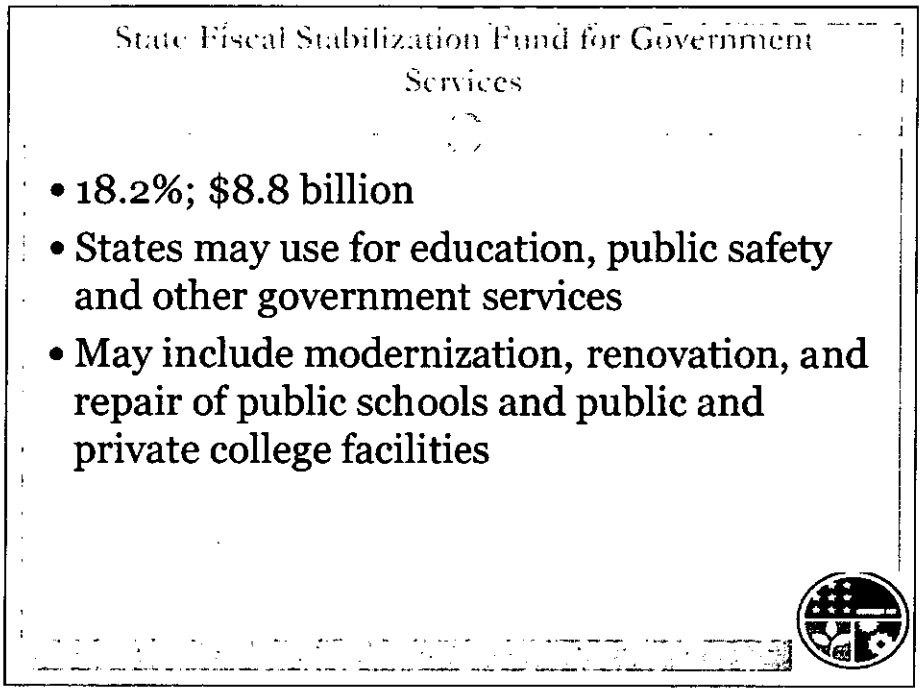
State Fiscal Stabilization Fund for Education: Uses for IHEs

•Subject to limited restrictions in *ARRA*, IHEs may use program funds for:

(1)education and general expenditures,

(2)and in such a way as to mitigate the need to raise tuition and fees for in-State students; or

(3)the modernization, renovation, or repair of IHE facilities that are primarily used for instruction, research, or student housing. IHEs may not use funds to increase their endowments.

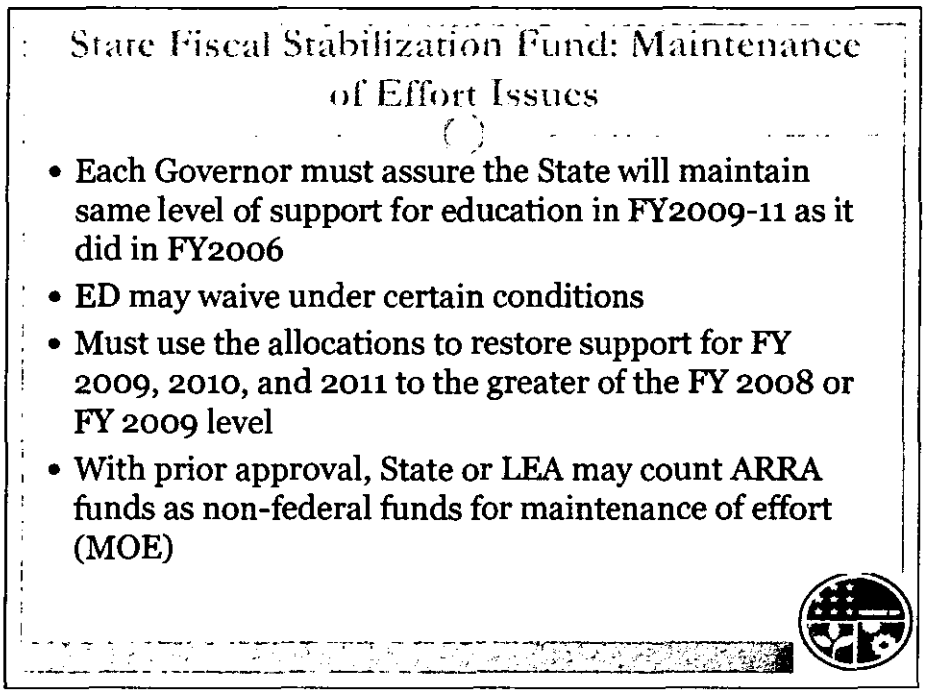


State Fiscal Stabilization Fund for Government Services

•18.2%; $8.8 billion

•States may use for education, public safety and other government services

•May include modernization, renovation, and repair of public schools and public and private college facilities



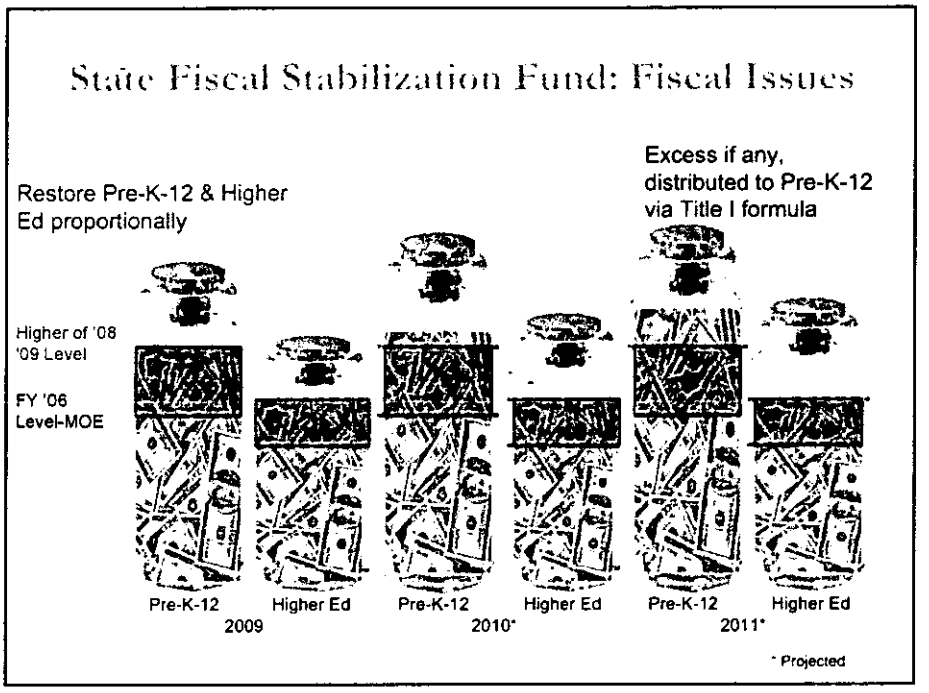
State Fiscal Stabilization Fund: Maintenance of Effort Issues

•States must use their allocations to help restore for FY 2009, 2010, and 2011 support for public elementary, secondary, and postsecondary education to the greater of the FY 2008 or FY 2009 level. The funds needed to restore support for elementary and secondary education must be run through the State's primary elementary and secondary education funding formulae.

•The Department strongly encourages Governors to award subgrants or otherwise commit program funds as soon as possible after receipt of their grant awards. However, funds are available for obligation at the State and local levels until September 30, 2011.

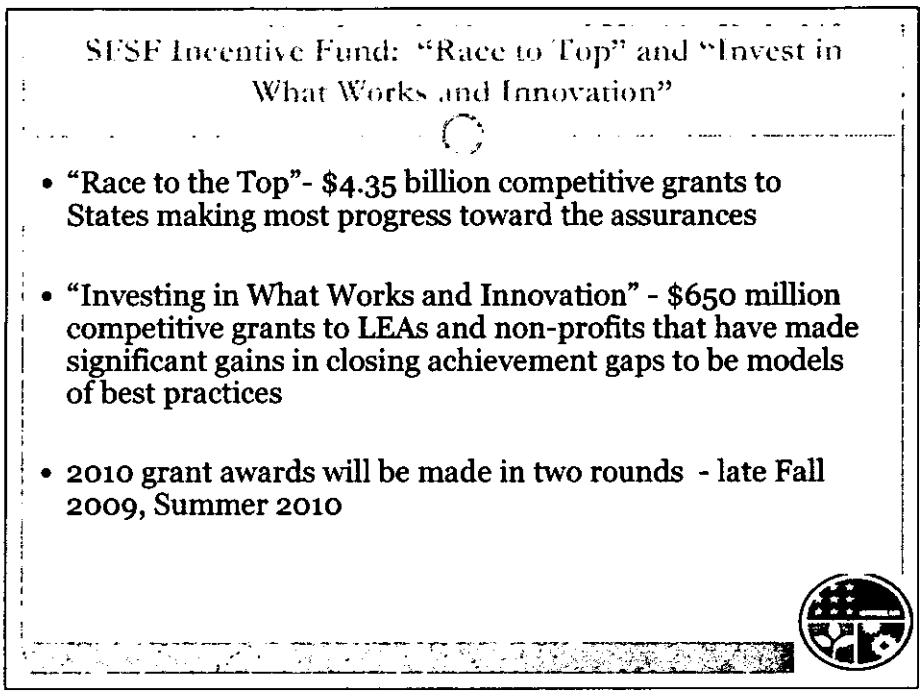
•As part of the State's application, each Governor must include an assurance that the State will maintain the same level of support for elementary, secondary, and postsecondary education in FYs 2009 through 2011 as it did in FY 2006. However, the statute authorizes the Department to waive this maintenance-of-effort requirement under certain conditions.

•With prior approval from the Secretary, a State or LEA may count program funds used for elementary or secondary education as non-federal funds to maintain fiscal effort under ED programs that have maintenance-of-effort requirements.



State Fiscal Stabilization Fund: Fiscal Issues

•This chart graphically represents how SFSF Education funds are allocated between Pre-K-12 and higher education. The bottles display budgets for 2009, 2010, and 2011 for Pre-K-12 and higher education in each of these years. The blue lines represent 2006 levels of spending. The red lines represent the higher level of spending for 2008 or 2009. States are to use funds proportionally to restore budgets to fund Pre-K-12 and higher education in each of these three years. The shaded areas represent the difference between 2006 and the higher of 2008 and 2009. If a state is able to fund in all three years both Pre-K-12 and Higher Education to their 2008 or 2009 level (whichever is higher) the remaining funds should be distributed to Pre-K-12 via the Title I formula.

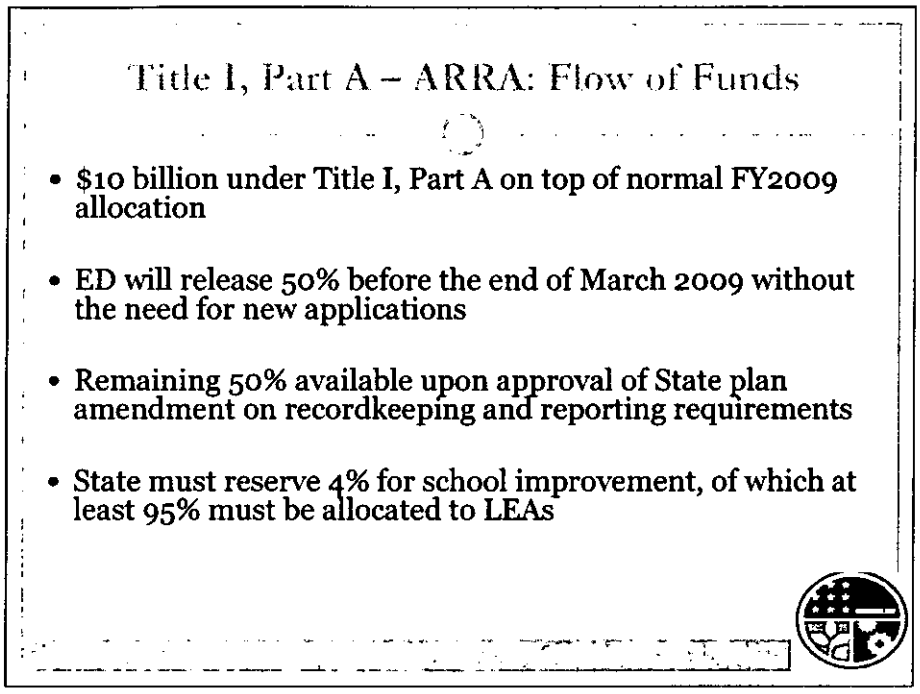


SFSF Incentive Fund: "Race to Top" and "Invest in What Works and Innovation"

•Of the amount appropriated for the SFSF, the Department will use at least $4.35 billion to make competitive grants under the "Race to the Top" fund. These grants will help States to drive significant improvement in student achievement, including through making progress toward the four assurances.

•The Department will use up to $650 million to make competitive awards under the "Invest in What Works and Innovation" fund. These awards will reward LEAs or nonprofit organizations that have made significant gains in closing achievement gaps to serve as models for best practices.

•2010 grant awards will be made in two rounds - late Fall 2009, Summer 2010



Title I, Part A – ARRA: Flow of Funds

•The Department plans to award 50 percent of each State's Title I, Part A recovery funds by the end of March 2009. These funds will be awarded under each State's existing approved *Elementary and Secondary Education Act of 1965* (*ESEA*) Consolidated State Application. No new or amended application will be required to receive this portion of the funds. However, in order to receive the remaining Title I, Part A recovery funds, a State must submit, for review and approval by the Department, an amendment to its Consolidated Application that addresses how it will meet the recordkeeping and reporting requirements of the *ARRA*.

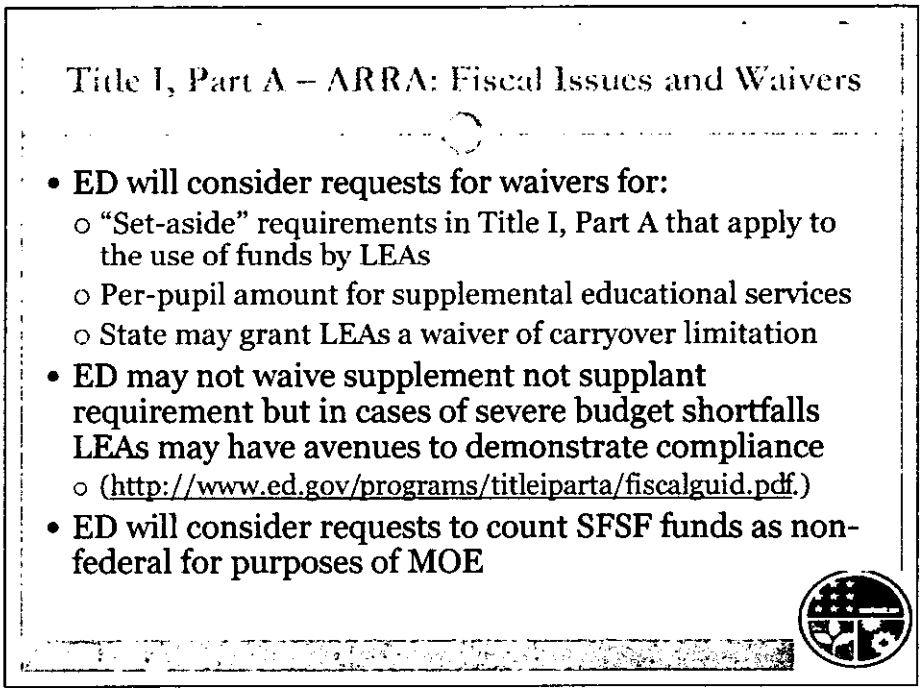
•The Title I, Part A *ARRA* awards will be in addition to the regular FY 2009 Title I, Part A grant awards that the Department plans to make on July 1 and Oct. 1, 2009. Together, these four grant awards (i.e., the two phases of the Title I, Part A recovery funds, and the two phases of the regular FY 2009 Title I, Part A funds) will constitute a State's total FY 2009 Title I, Part A allocation.

•The fact that Title I, Part A recovery funds are FY 2009 funds does not preclude a State from awarding some or all of these funds to an LEA on the basis of existing, approved LEA applications.

•In accordance with the goals of the *ARRA*, the Department encourages States to award Title I, Part A recovery funds to their LEAs as quickly as possible, consistent with prudent management, so that LEAs can begin using the funds. Similarly, an LEA should use its Title I, Part A recovery funds expeditiously but sensibly. Note that, in the absence of a waiver, an LEA must obligate at least 85 percent of its total FY 2009 Title I, Part A funds (including *ARRA* funds) by Sept. 30, 2010. Any remaining FY 2009 Title I, Part A funds will be available for obligation until Sept. 30, 2011.

•A State must reserve 4 percent of its Title I, Part A recovery funds for school improvement activities under section 1003(a) of the *ESEA*. Of this 4 percent of funds, at least 95 percent must be allocated directly to LEAs for school improvement activities.

•Except as noted above concerning the 4 percent reservation, a State would need a waiver to reserve any portion of its Title I, Part A recovery funds for State administration, because section 1004(b) of the *ESEA* limits the amount that a State may reserve for the administration of Title I. As it did last year, the Department will provide a table showing the base each State should use in determining the amount it may reserve for State administration.



Title I, Part A – ARRA: Fiscal Issues and Waivers

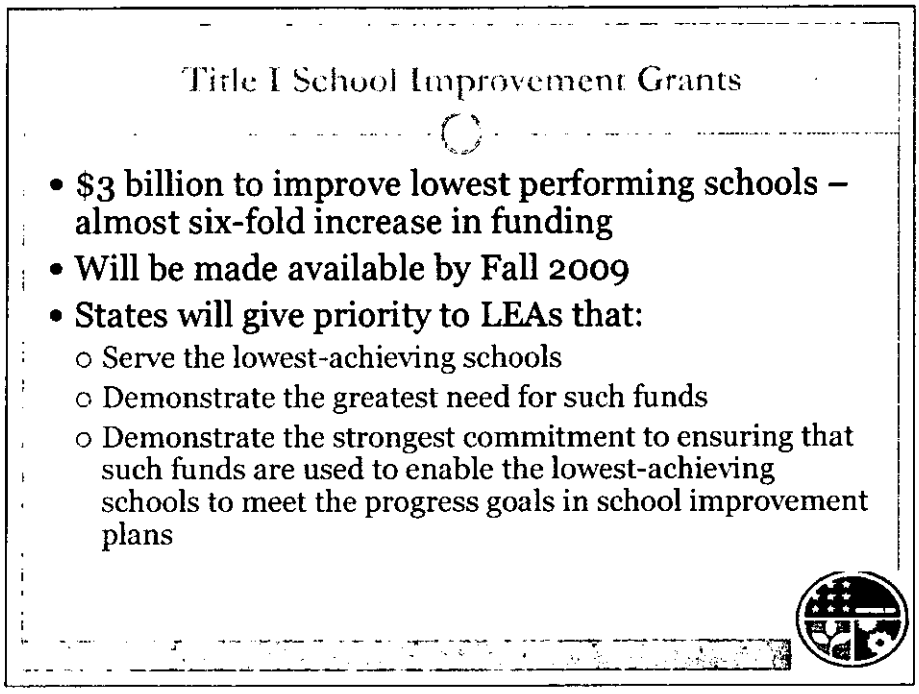
•The Secretary of Education will consider a request for a waiver with regard to the use of *ARRA* Title I funds:

- •of one or more of the "set-aside" requirements in Title I, Part A that apply to the use of funds by LEAs;
- •to calculate the per-pupil amount (PPA) for supplemental educational services (SES) based on an LEA's FY 2009 Title I, Part A allocation without regard to some or all of the recovery funds;
- •to allow a State to grant its LEAs a waiver of the carryover limitation in section 1127 of Title I, Part A more than once every three years; or of the Title I, Part A maintenance-of-effort requirement

•ED may not waive supplement not supplant requirement but in cases of severe budget shortfalls LEAs may have avenues to demonstrate compliance

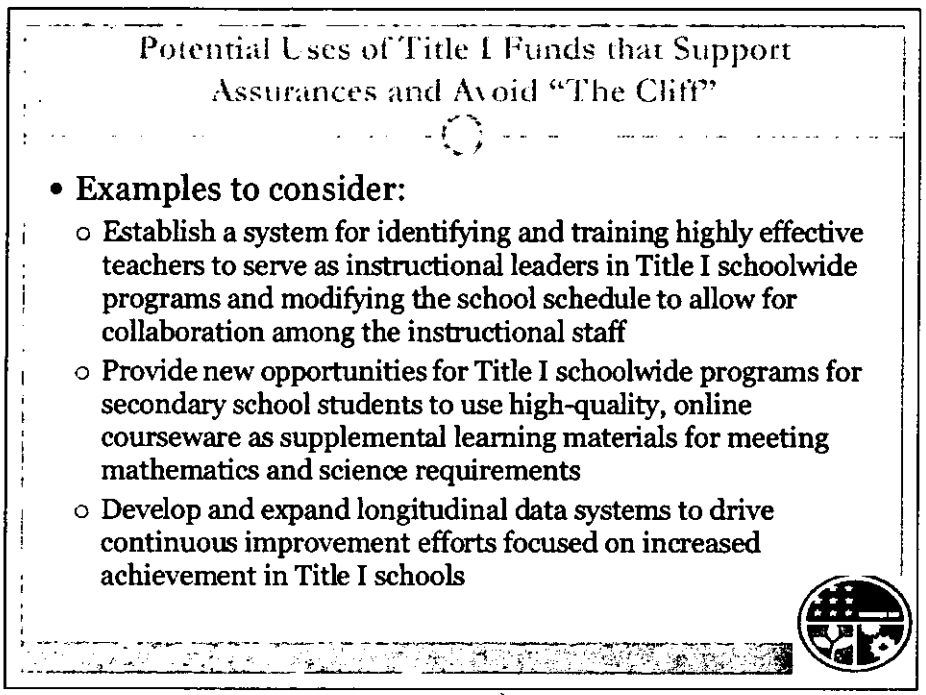
- •(http://www.ed.gov/programs/titleiparta/fiscalguid.pdf.)

•ED will consider requests to count SFSF funds as non-federal for purposes of MOE



Title I School Improvement Grants

- $3 billion to improve lowest performing schools
- Will be made available Fall 2009
- States will give priority to LEAs that:
  - Serve the lowest-achieving schools
  - Demonstrate the greatest need for such funds
  - Demonstrate the strongest commitment to ensuring that such funds are used to enable the lowest-achieving schools to meet the progress goals in school improvement plans



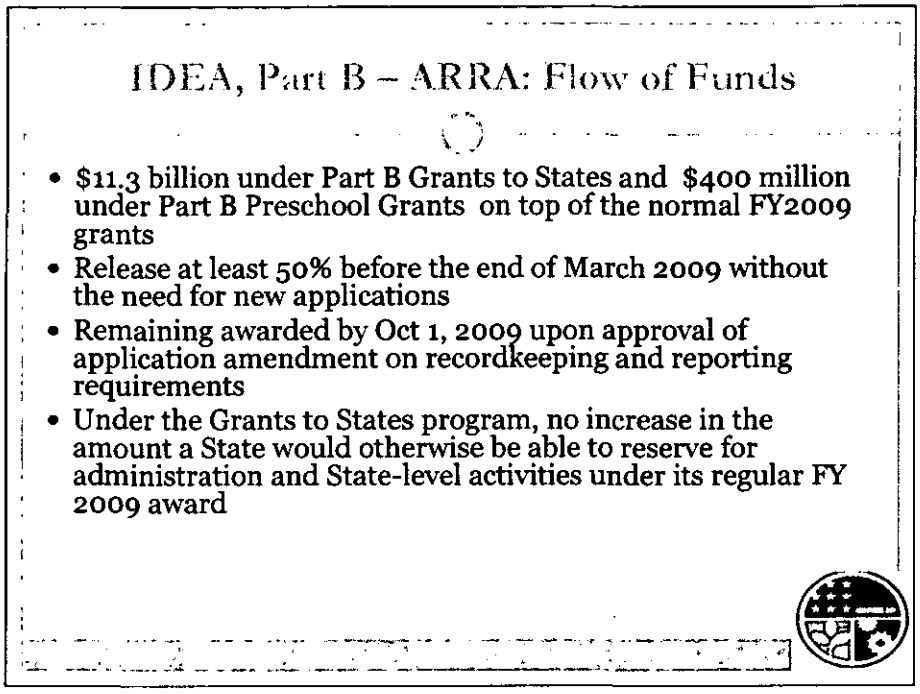
Potential Uses of Title I Funds that Support Assurances and Avoid "The Cliff"

Examples of potential uses of the Title I, Part A recovery funds that are allowable under Title I and consistent with ARRA principles:

•Establish a system for identifying and training highly effective teachers to serve as instructional leaders in Title I schoolwide programs and modifying the school schedule to allow for collaboration among the instructional staff

•Provide new opportunities for Title I schoolwide programs for secondary school students to use high-quality, online courseware as supplemental learning materials for meeting mathematics and science requirements

•Develop and expand longitudinal data systems to drive continuous improvement efforts focused on increased achievement in Title I schools



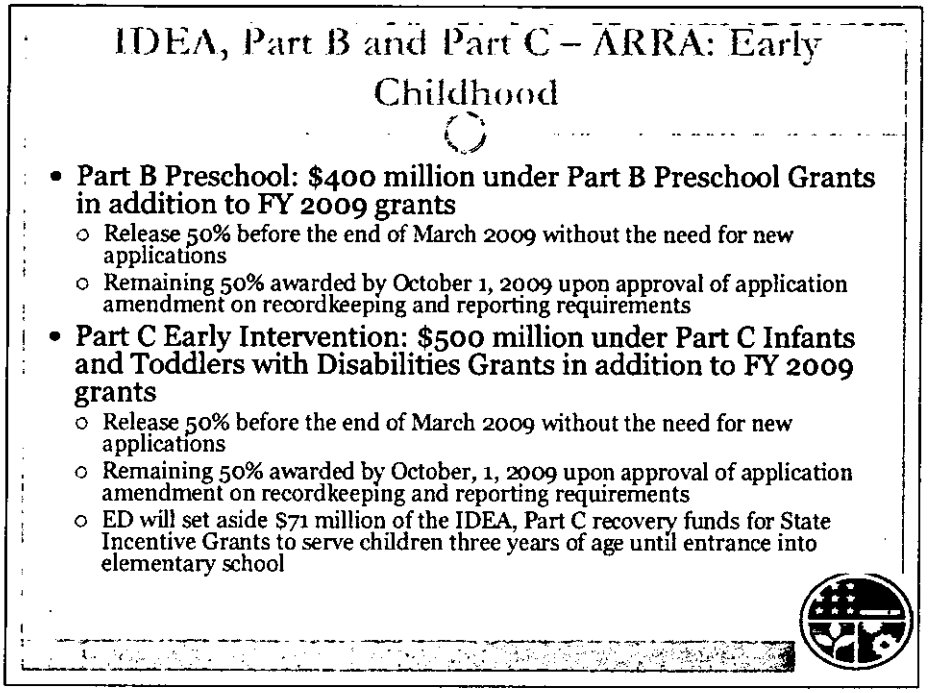
IDEA, Part B – ARRA: Flow of Funds

•The *IDEA* recovery funds are provided under three authorities: $11.3 billion is available under Part B Grants to States; $400 million is available under Part B Preschool Grants; and $500 million is available under Part C Grants for Infants and Families.

•The Department of Education plans to award at least 50 percent of the *IDEA*, Part B Grants to States and Preschool Grants recovery funds to SEAs by the end of March 2009. The remaining funds will be awarded by Oct. 1, 2009. These awards will be in addition to the regular Fiscal Year (FY) 2009 Part B Grants to States and Preschool Grants awards that will be made on July 1 (Grants to States and Preschool Grants) and Oct. 1, 2009 (Grants to States only). Together, these grant awards will constitute a State's total FY 2009 Part B Grants to States and Preschool Grants allocations.

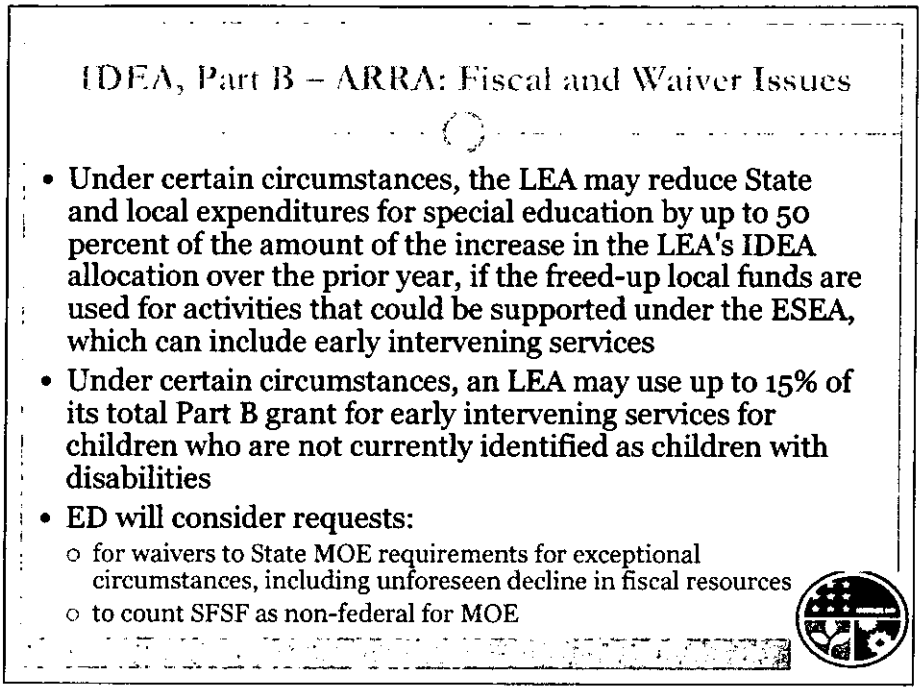
•A State does not need to submit a new application to receive the first 50 percent of the Part B Grants to States and Preschool Grants recovery funds because these funds will be made available to each State based on the State's eligibility established for FY 2008 Part B funds. The assurances in the State's FY 2008 application will apply to these recovery funds. In order to receive the remaining 50 percent of *IDEA*, Part B recovery funds, a State must submit, for review and approval by the Department, an amendment to its FY 2009 application to address the recordkeeping and reporting requirements under the *ARRA*.

•The additional *IDEA* funds provided under the *ARRA* do not increase the amount a State would otherwise be able to reserve for State administration or other State-level activities under its regular grants to States FY 2009 award.



IDEA, Part B and Part C – ARRA: Early Childhood

- Part B Preschool: $400 million under Part B Preschool Grants in addition to FY 2009 grants
  - Release 50% before the end of March 2009 without the need for new applications
  - Remaining 50% awarded by October 1, 2009 upon approval of application amendment on recordkeeping and reporting requirements
- Part C Early Intervention: $500 under Part B Infants and Toddlers with Disabilities Grants in addition to FY 2009 grants
  - Release 50% before the end of March 2009 without the need for new applications
  - Remaining 50% awarded by October, 1, 2009 upon approval of application amendment on recordkeeping and reporting requirements
  - ED will set aside $71 million of the IDEA, Part C recovery funds for State Incentive Grants to serve children three years of age until entrance into elementary school



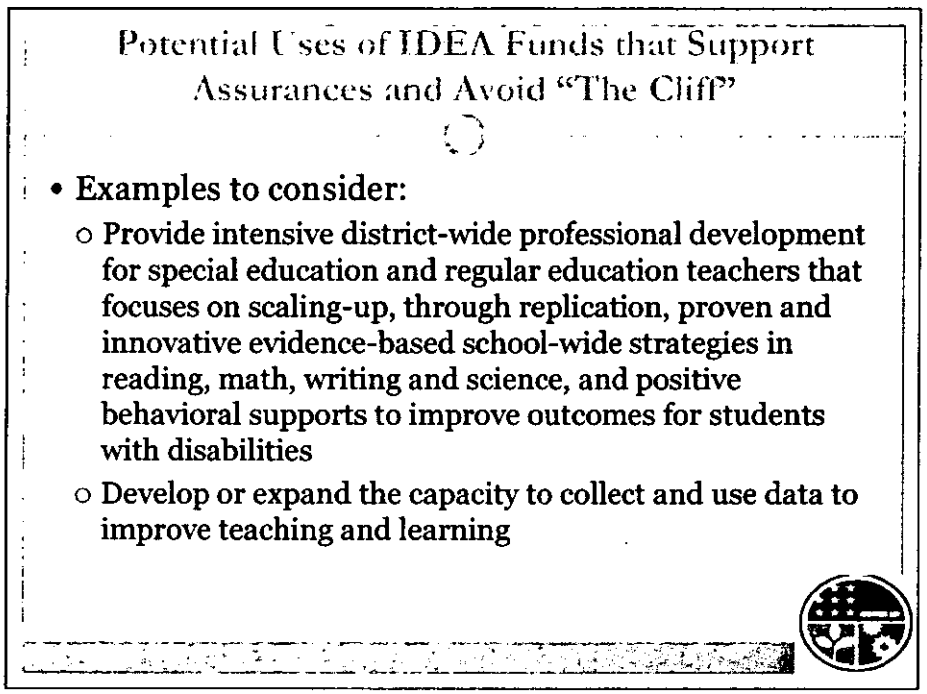
IDEA, Part B – ARRA: Fiscal and Waiver Issues

•An LEA may be able to reduce the level of State and local expenditures otherwise required by the *IDEA* LEA maintenance of effort (MOE) requirements. Generally, under section 613(a)(2)(C), in any fiscal year that an LEA's *IDEA* allocation exceeds the amount the LEA received in the previous year, under certain circumstances, the LEA may reduce the level of State and local expenditures by up to 50 percent of the amount of the increase, as long as the LEA uses those freed-up local funds for activities that could be supported under the *ESEA*. If an LEA takes advantage of this provision, the required MOE for future years is reduced consistent with the reduction it took, unless the LEA increases the amount of its State and local expenditures on its own. SEAs should encourage LEAs that can and do take advantage of this flexibility to focus the freed-up local funds on one-time expenditures that will help the State make progress on the goals in the SFSF program, such as improving the equitable distribution of effective teachers and the quality of assessments. SEAs will be expected to collect and report information on the use of the freed-up funds.

•Alternatively, an LEA may (or in some cases must) use up to 15 percent of its total *IDEA*, Part B Grants to States and Preschool Grants for early intervention services for children in grades K through 12 who are not currently identified as children with disabilities, but who need additional academic and behavioral support to succeed in a general education environment. However, an LEA may use only up to 15 percent of its allocation minus any amount (on a dollar-for-dollar basis) by which the LEA reduced its required State and local expenditures under section 613(a)(2)(C).

•State-level MOE may be waived under Part B of the *IDEA* by the Secretary of Education on a State-by-State basis, for a single year at a time, for exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of a State. LEA-level MOE may not be waived.

•With prior approval from the Secretary of Education, a State or LEA may count SFSF (but not *IDEA* recovery funds) under the *ARRA* that are used for special education and related services as non-federal funds for purposes of determining whether the State or LEA has met the *IDEA*, Part B MOE requirements.

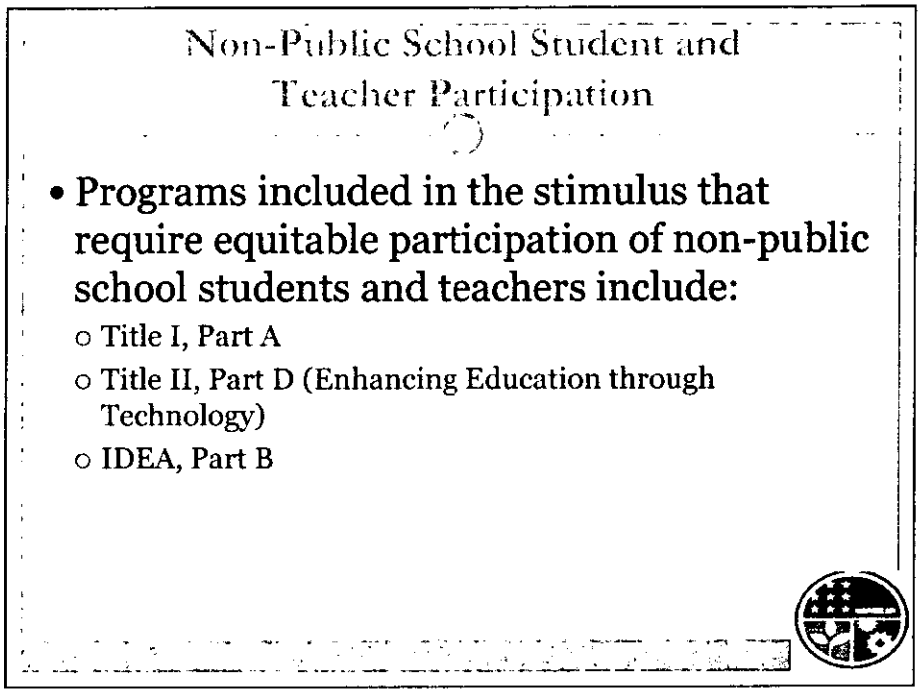


Potential Uses of IDEA Funds that Support Assurances and Avoid "The Cliff"

Some possible uses of these limited-term *IDEA* recovery funds that are allowable under *IDEA* and aligned with the core reform goals for which States must provide assurances under SFSF include:

•Provide intensive district-wide professional development for special education and regular education teachers that focuses on scaling-up, through replication, proven and innovative evidence-based school-wide strategies in reading, math, writing and science, and positive behavioral supports to improve outcomes for students with disabilities

•Develop or expand the capacity to collect and use data to improve teaching and learning



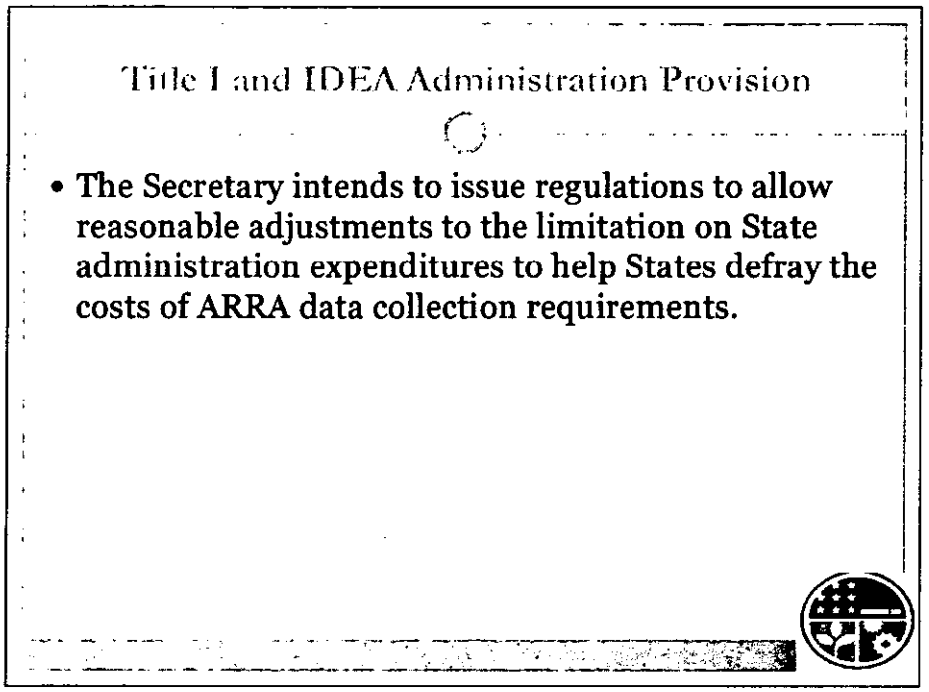
Non-Public School Student and Teacher Participation

Programs included in the stimulus that require equitable participation of non-public school students and teachers include:

•Title I, Part A

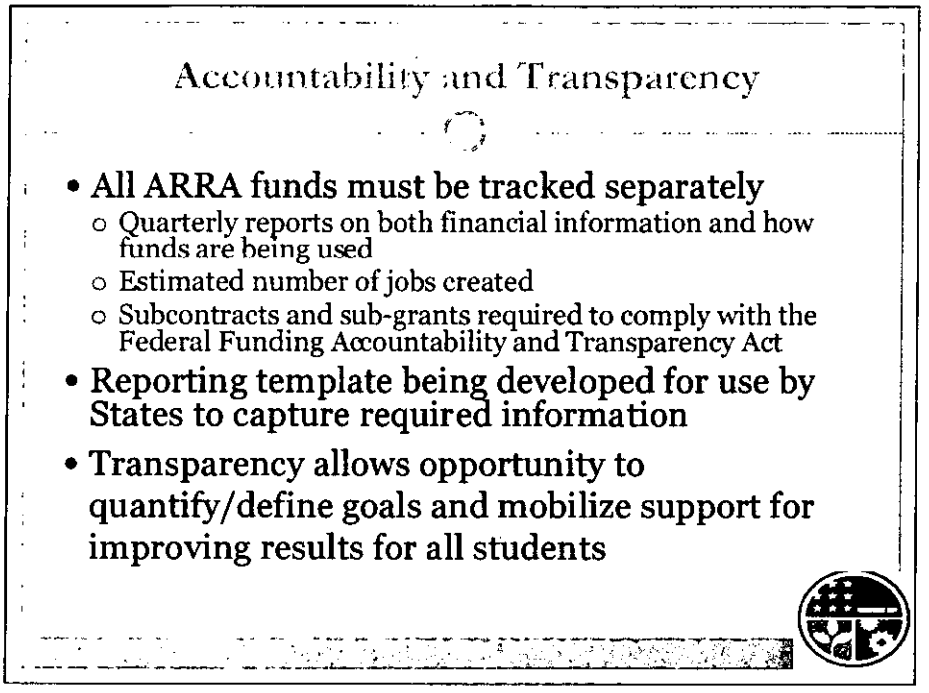
•Title II, Part D (Enhancing Education through Technology)

•IDEA, Part B



Title I and IDEA Administration Provision

The Secretary intends to issue regulations to allow reasonable adjustments to the limitation on State administration expenditures to help States defray the costs of ARRA data collection requirements.



Accountability and Transparency

The President and Congress are committed to ensuring that ARRA dollars are spent with an unprecedented level of transparency and accountability. Therefore, States and LEAs that receive recovery funds should expect to report on how those funds were spent and the results of those expenditures.

- All ARRA funds must be tracked separately
  - Quarterly reports on both financial information and how funds are being used
  - Estimated number of jobs created
  - Subcontracts and sub-grants required to comply with the Federal Funding Accountability and Transparency Act
- Reporting template being developed for use by States to capture required information
- Transparency allows opportunity to quantify/define goals and mobilize support for improving results for all students

More Information

- www.ed.gov and www.recovery.gov
  - FAQs, Hot Topics, etc
- Preliminary information about each State's IDEA allocation: http://www.ed.gov/about/overview/budget/Statetables/recovery.html
- Preliminary estimates of Title I, Part A recovery allocations to each State and LEA are available at: http://www.ed.gov/about/overview/budget/news.html#ARRA
- SFSF Questions: State.fiscal.fund@ed.gov
- IDEA Questions: IDEArecoverycomments@ed.gov
- Title I Questions: oese@ed.gov
- Inspector General Questions: rich.rasa@ed.gov
- Independent Living and Vocational Rehabilitation Questions: RSARecoverActComments@ed.gov

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•Independent Living and Vocational Rehabilitation Questions: RSARecoverActComments@ed.gov

Items Not Included in the March 19 Economic Stimulus Bill

	ARRA Page Ref.	FY	Department	RDU/ Component	PFT	PPT	NP	Description	General Funds	Federal Funds	Other Funds	Fund Source	Total Funds
Operating Items													
1	p. 314-316	FY2009 - FY2010 Operating	Administration	Finance				This provides for a federally funded subsidy for COBRA health insurance coverage to assistance eligible individuals (AEIs). AEI is defined as an individual who is involuntarily terminated from employment between September 1, 2008 and December 31, 2009, who elects to receive COBRA coverage and pays 35% of the premium due as of March 1, 2009. The employer pays the remaining 65% of the premium and is reimbursed by the federal government by withholding premiums paid from payroll taxes reported on the quarterly 941 employer tax form.		1,489.0			1,489.0
2	p. 16	FY2009 - FY2010 Operating	Administration	Violent Crimes Compensation Board				Funding will be used to pay claims for assistance received from Alaskans and visitors to Alaska that suffer financial losses that are the direct result of violent crimes. Categories of expenses covered include mental health counseling, medical expenses, lost wages, funeral expenses, and other expenses as authorized by statute.		149.4			149.4
3	p. 70	FY2009 - FY2010 Operating	Commerce	Alaska State Community Services Commission				Funding will provide grants to existing AmeriCorps grantees for performing volunteer programs.		1,500.0			1,500.0
4	p. 67	FY2009 - FY2010 Operating	Education	Student and School Achievement				ESEA Title I-A Grants to LEAs and School Improvement Grants will help school districts mitigate the effect of the reduction in local revenues and State support for education by distributing funding to schools and school districts with a high percentage of students from low-income families, and by providng funding for academic assessment, LEA and school improvement.		40,000.0			40,000.0
5	p. 68	FY2009 - FY2010 Operating	Education	Student and School Achievement				ESEA Title II-D Education Technology Grants will improve student achievement through the use of technology in elementary and secondary schools.		3,210.0			3,210.0
6	p. 68	FY2009 - FY2010 Operating	Education	Student and School Achievement				McKinney Vento Homeless assistance Grants to ensure that homeless children, including preschoolers and youth, have equal access to free and appropriate education.		328.0			328.0
7	p.68	FY2009 - FY2010 Operating	Education	Student and School Achievement				IDEA Part B (611 and 619) Grants to States, Preschool Grants to provide services to students with disabilities ages three through twenty-one who are enrolled in special eduation programs. The state will receive the allocation as a grant and pass-through to LEAs based on the number of children with disabilities who are receiving special education and related services. Funding will also be provided for services to children with disabilities ages three through five (and optionally to two-year olds who turn three during the school year). The state will receive the allocation as a grant and pass-through to LEAs based on population, including consideration for the number of children living in poverty.		34,300.0			34,300.0
8	p. 168	FY2009 - FY2010 Operating	Education	Student and School Achievement				State Stabilization Funds (base) will be distributed by the department to LEAs based on their relative share of funding under Title I-A grants for 2009. LEAs may use the funds for activities authorized by ESEA, IDEA, Adult Family Literacy Act, Carl D. Perkins Career and Technology Act, or for the repair, modernization or renovation of public school facilities that is consistent with State law.		93,043.0			93,043.0
9	p. 5	FY2009 - FY2010 Operating	Education	Child Nutrition				Temporary Emergency Food Assistance Program will provide funding for the emergency food assistance program, allocated as a grant to the State distributing agency who then distributes to public or private nonoprofit organizations that provide food and nutrition assistance to the needy.		50.0			50.0
10	p. 5	FY2009 - FY2010 Operating	Education	Child Nutrition				National School Lunch Program Grants provides funding to the state for National School Lunch Program equipment assistance in proportion to the State's administrative expense allocation. In turn, the state will provide competitive grants to school food authorities based on the need for equipment assistance in participating schools. Priority given to schools in which at least 50% of the students are eligible for free or reduced priced meals.		286.0			286.0
11	p. 57	FY2009 - FY2010 Operating	Education	Alaska State Council on the Arts				National Endowment for the Arts Funding to provide an additional distribution to State Art Agencies. The Arts Council submitted an application for the additional funds by the March 13, 2009 deadline.		300.0			300.0

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	ARRA Page Ref.	FY	Department	RDU/ Component	PFT	PPT	NP	Description	General Funds	Federal Funds	Other Funds	Fund Source	Total Funds
12	p. 369	FY2009 - FY2010 Operating	Health & Social Srvcs	Health Care Services/Medical Assistance Administration	4			This request will allocate funds for Medicaid provider Health Information Technology (HIT) adoption and Electronic Health Records (EHR) payments. Administrative funding is to be used to coordinate with other state or local HIT projects, national standards setting, and coordinate with other agencies to assure interoperability of systems and avoid duplicate provider payments.	40.0	2,000.0			2,040.0
13	p. 61	FY2009 - FY2010 Operating	Health & Social Srvcs	Public Assistance/Child Care Benefits				Child Care Development Block Grants - increased funding to improve the quality of child care and provide for the expansion of child care services. These funds cannot be used to supplant state funding. Of this allotment, $333.7 is targeted for quality expansion and $193.2 is for improving the quality of infant and toddler care.		3,153.1			3,153.1
14	p. 5	FY2009 - FY2010 Operating	Health & Social Srvcs	Public Assistance/Public Assistance Administration			4	Supplemental Nutrition Assistance Program (SNAP) - formerly Food Stamps - funding for increased administrative costs beginning April 1, 2009. This expands the benefit but is not an expansion of the program. Includes funding for 4 non-perm staff to assist with increased caseload, outreach and administrative process revisions for greater efficiency.		462.0			462.0
15	p. 5	FY2009 - FY2010 Operating	Health & Social Srvcs	Public Assistance/Women, Infants and Children				Additional funds to support Women, Infants and Children (WIC) operations and establish, improve or administer WIC management information system. Funds are to be used for extension and expansion of programs.		777.7			777.7
16	p. 63	FY2009 - FY2010 Operating	Health & Social Srvcs	Public Health/Chronic Disease Prevention and Health Promotion				Increased funding for immunization, prevention and wellness and infection reduction grants. The department assumes that current Health and Human Serviecs (HHS) requirements apply.		2,000.0			2,000.0
17	P. 65	FY2009 - FY2010 Operating	Health & Social Srvcs	Children's Services/Infant Learning Program Grants				Expand Infant Learning Program grants established as part of the Individuals with Disabilities Education Act, Part C.. Department will focus on one-time infrastructure improvements; any service expansions are intended to be backfilled with enhanced Medicaid claiming through program changes.		1,000.0			1,000.0
18	p. 62	FY2009 - FY2010 Operating	Health & Social Srvcs	Senior and Disabilities Services/ Senior Community Based Grants				Administration on Aging, Home Delivered Meals and Congregate Meals Continue and enhance food security for current eligible groups. These funds are limited to senior meal programs only.		485.0			485.0
19	p. 59-60	FY2009 - FY2010 Operating	Labor	Employment Training Services	8			These funds will be used to hire an additional 8 full time, front-line service delivery staff to assist with the increased volume of labor exchange customers and unemployment insurance claimants. Six Employment Security Specialist II positions (qualified in case management) will provide job search assistance, labor market information, case management, and other reemployment services in the job centers. Two Community Development Specialist positions will provide career support and training services to unemployment insurance claimants who need training to upgrade skills in order to obtain employment. Funding will also be used to support salary and benefit costs of existing staff, travel for trainers, enhancements to the Alaska Labor Exchange System (ALEXsys) and equipment replacement and upgrade to support the federal Stimulus effort. These efforts include continuing to provide front-line employment and reemployment services, and career support and training services, to an increased volume of labor exchange customers. The outcome will be to increase the number of customers receiving staff assisted services by approximately 2,250		4,304.7			4,304.7
20	p. 59	FY2009 - FY2010 Operating	Labor	Employment Training Services				Funding will support additional training and employment opportunities for unemployed low-income seniors. Grantees will expand the number of Senior Community Service Employment Program (SCSEP) participants assigned to community service work, especially in those growth industries emphasized in the Recovery Act (e.g., health care, child care, education, green jobs, energy efficiency and environmental services) and in expanded public service activities that utilize Recovery Act funds. The funds will be used to provide high quality job training, on-the-job training and employment assistance to an estimated 80 low income older workers and will assist employers that are faced with the challenges of today's workplace.		507.3			507.3

Items Not Included in the March 19 Economic Stimulus Bill

	ARRA Page Ref.	FY	Department	RDU/ Component	PFT	PPT	NP	Description	General Funds	Federal Funds	Other Funds	Fund Source	Total Funds
21	p. 329	FY2009 - FY2010 Operating	Labor	Unemployment Insurance				Funds will be used to upgrade computers on the department's annual replacement schedule, UI tax and benefit program enhancements, software and associated data processing costs, and office equipment. The funds will support a UI claim center phone call routing software package along with licensing and installation charges. They will also purchase a Tax auditing software package; web based Quality Control audit software; software to record and retrieve claim center calls for staff performance review; software for managing UI workflow and documentation processes; and computer enhancements to existing Employment Security Division on-line systems integration.		1,115.7			1,115.7
22	p. 58-59	FY2009 - FY2010 Operating	Labor	Business Services				Additional funding will be utilized to increase workforce development training opportunities in the Workforce Investment Act programs for Adult $1,679.5, Dislocated Worker $3,546.4, and Youth $3,936.1. It will be used for personal services to support existing staff engaged in Stimulus related activities, travel to monitor grantees, commodities and contractual services for normal office and staff related costs, and contractual services and grant funds to provide training. It is estimated to provide training opportunities to an additional 729 Adult, 733 Dislocated Worker and 1,681 Youth participants.		9,161.9			9,161.9
23	p. 69	FY2009 - FY2010 Operating	Labor	Client Services				Funding will provide vocational rehabilitation services and grants to disabled individuals. These services include assessment for determining eligibility for services, job development, orientation and mobility services, and supported employment services.		1,800.0			1,800.0
24	p. 266	FY2009 - FY2010 Operating	Labor	Employment and Training Services				The ARRA reauthorized and permanently expanded the Trade Adjustment Assistance program. Eligibility was expanded to include workers in the services sector. The funds will be utilized to support salary and benefit costs of existing staff to provide employment and case management services to increased participants to include comprehensive and specialized assessment of skill levels and service needs; development of an individual employment plan; information on how to apply for financial aid; information on training available in local and regional areas; short-term prevocational services; individual career counseling; employment statistics information; and information relating to local occupations that are in demand and the earnings potential of such occupations. In addition, the Trade Adjustment Assistance database will need to be upgraded as mandated by new federal regulations. The estimated outcome is 115 participants will utilize Trade Adjustment Assistance program benefits such as job search activities, relocation benefits, training, health care tax credits and trade readjustment allowance benefits.		350.0			350.0
25	p. 69	FY2009 - FY2010 Operating	Labor	Independent Living Rehabilitation				These funds will be granted to the four Centers for Independent Living (CILs) to support activities that lead to competitive employment, independent living and business ownership by Alaskans with disabilities. Activities include providing home accessibility modifications, adaptive equipment and/or services that allow people to remain in their homes and communities. Funds will also be used to expand independent living services statewide, including rural and remote areas of the state, by encouraging partnerships, collaborative efforts, training and outreach. The funds will also support operations of the State Independent Living Council (SILC), examining the State Plan for Independent Living resource plan to determine if it needs to be updated.		246.2			246.2
26	p. 16	FY2009 - FY2010 Operating	Public Safety	Alaska State Troopers/Special Projects				Funds are to be used to enhance law enforcement's response to online child victimization and child pornography cases. The department will use the funds to cover personal services costs of investigators and associated supplies and equipment. The Anchorage Police Department is the only eligible applicant in Alaska and is expected to subgrant these funds to the department.		50.0			50.0
27	p. 16	FY2009 - FY2010 Operating	Public Safety	Alaska State Troopers/ Narcotics Task Force	6			Justice Assistance Grant (JAG) will be used to cover the personal services costs of new trooper positions, travel, training, supplies and sub-grants to other state agencies and to units of local government to fund projects supporting approved JAG purpose areas.		5,821.0			5,821.0

Items Not Included in the March 19 Economic Stimulus Bill

	ARRA Page Ref.	FY	Department	RDU/ Component	PFT	PPT	NP	Description	General Funds	Federal Funds	Other Funds	Fund Source	Total Funds
28	p. 16	FY2009 - FY2010 Operating	Public Safety	Council on Domestic Violence and Sexual Assault/Council on Domestic Violence and Sexual Assault				Victim compensation and assistance. These federal funds may be used to provide services to victims of criminal violence. The funds will be sub-granted to approved victim services programs to provide immediate safety and support to victims of domestic violence and sexual assault in Alaska.		545.0			545.0
29	p. 15	FY2009 - FY2010 Operating	Public Safety	Council on Domestic Violence and Sexual Assault/Council on Domestic Violence and Sexual Assault				Services*Training*Officers*Prosecutors (STOP) Grant. These funds may be used to provide for law enforcement, prosecution and victim services enhancements such as training public safety and court-related personnel, expanding specialized units and enhancing technology. Funds will be sub-granted to law enforcement and prosecutorial agencies, courts and approved victim services programs.		803.6			803.6
30	p. 335, Sec. 2104	FY2009 - FY2010 Operating	Revenue	Child Support Services Division				The division had originally requested a $1.9 million fund source change from RSS to GF Match. Neither the House or Senate Finance Subcommittee budgets include that change. The combination of a change in federal policy that now allows federal incentive funds to be used as match and the unexpected level of FY10 carryforward due to high PFD collections now result in just $400.0 GF Match being required. The $400.0 GF Match is necessary to collect the federal funds.	400.0	612.5	(1,012.5)	Receipt Supported Services	0.0
31					18	0	4	**Operating Items Total**	440.0	209,851.1	(1,012.5)		209,278.6
Capital Projects													
32	p. 103		Commerce					Community Development Block Grant Program This program provides grants (not to exceed $850,000) to municipalities for planning activities, infrastructure projects, and economic development activities which benefit low- to moderate-income individuals.		679.9			679.9
33	p. 65		Commerce					Community Services Block Grant Program The CSBG program is designed to provide a range of services which assist low-income people to attain skills, knowledge and motivation necessary to achieve self-sufficiency. The program may also provide low-income people immediate life necessities such as food, shelter, medicine, etc. As authorized by federal Public Law 97-35, the U.S. Department of Health and Human Services (H&HS) has designated 950 Community Action Agencies (CAAs) -- all of whom may then receive federal funding that passes through their appropriate state agency. Within Alaska the federal H&HS has designated only one CAA. That entity is the non-profit corporation Rural Alaska Community Action Program, referred to as RurAL CAP.		3,960.0			3,960.0
34	p. 56		Environmental Conservation					Air Non-Point Mobile Source Stimulus Projects include diesel emission reduction, increasing the fuel efficiency of stationary source diesel power generation in Alaska villages, coupling use of ultra low sulfur diesel with oxidative catalysts or particulate traps, development and use of fish oil and waste vegetable oil derived biodiesel, and installation of anti-idling technologies. These funds will be managed by the Air Non-Point Mobile Source program.		2,000.0			2,000.0
35			Revenue					AHFC - State Energy Program U.S. Department of Energy (DOE) funds for State Energy Program (SEP) special projects such as building technologies, codes and standards, wind and power technologies, renewable energy for remote areas, or transportation technologies.		28,563.0			28,563.0
36			Revenue					AHFC - Weatherization Program U.S. Department of Energy (DOE) funds to assist low- and moderate-income families attain decent, safe, and affordable housing through the weatherization and rehabilitation of existing homes. Weatherization provides for fire safety through furnace and electrical repairs, education, chimney and woodstove repairs, and egress windows (installed during bedroom window replacements).		18,466.2			18,466.2
37			Revenue					AHFC - Energy Efficiency and Conservation Block Grants U.S. Department of Energy (DOE) funds for energy efficiency and conservation activities for communities, including but not limited to: developing/implementing an energy efficiency and conservation strategy; retaining technical consultant services to assist in the development of such a strategy.		8,500.0			8,500.0
38					0	0	0	**Capital Projects Total**	0.0	62,169.1	0.0		62,169.1
39					18	0	4	**Operating and Capital Combined Total**	440.0	272,020.2	(1,012.5)		271,447.7

American Recovery & Reinvestment Act - Department of Education

($ in 000s)

Program	Type	Amount	Timing											
			February/March		June/July		Sept/Oct		December		February/March		May/June/July	
			%	$	%	$	%	$	%	$	%	$	%	$
Federal Pell Grants	Formula	$15,640	0%	$ -	100%	$ 15,640								
Mandatory Pell		$ 1,474	0%	$ -	100%	$ 1,474								
Federal Work-Study	Formula	$ 200	0%	$ -	100%	$ 200								
				$ -		$ 17,314								
Impact Aid Construction	Formula	$ 100	40%	$ 40			60%	$ 60						
Vocational Rehab	Formula	$ 540	50%	$ 270			50%	$ 270						
Independent Living	Formula	$ 140	100%	$ 140			0%	$ -						
Education for Homeless Youth	Formula	$ 70	100%	$ 70			0%	$ -						
Title I	*Formula*	*$10,000*	*50%*	*$ 5,000*			*50%*	*$ 5,000*						
IDEA Part B to States	*Formula*	*$11,300*	*50%*	*$ 5,650*			*50%*	*$ 5,650*						
IDEA Part B Pre-School	*Formula*	*$ 400*	*50%*	*$ 200*			*50%*	*$ 200*						
IDEA Part C for Infants & Families	*Formula*	*$ 500*	*50%*	*$ 250*			*50%*	*$ 250*						
				$ 6,100				*$ 6,100*						
State Fiscal Stabilization Grants	*Formula w/ new App*	*$48,600*	*67%*	*$ 32,562*			*33%*	*$ 16,038*	*0%*	*$ -*	*0%*	*$ -*		
School Improvement Grants	*Formula**	*$ 3,000*			*0%*	*$ -*	*100%*	*$ 3,000*	*0%*	*$ -*	*0%*	*$ -*	*0%*	*$ -*
Educational Technology State Grants	*Formula***	*$ 650*			*50%*	*$ 325*	*50%*	*$ 325*	*0%*	*$ -*	*0%*	*$ -*	*0%*	*$ -*
Statewide Data Systems	Competitive	$ 250			50%	$ 125	50%	$ 125	0%	$ -	0%	$ -	0%	$ -
Teacher Incentive Fund	Competitive	$ 200					100%	$ 200	0%	$ -	0%	$ -	0%	$ -
Teacher Quality Enhancement	Competitive	$ 100					100%	$ 100	0%	$ -	0%	$ -	0%	$ -
Race To The Top Grants	Competitive	$ 5,000							30%	$ 1,500			70%	$ 3,500
	Total	**$98,164**	**45%**	**$ 44,182**	**18%**	**$ 17,764**	**32%**	**$ 31,218**	**2%**	**$ 1,500**	**0%**	**$ -**	**4%**	**$ 3,500**
	Direct Reform Related		0%	$ -	0%	$ 125	0%	$ 425	2%	$ 1,500	0%	$ -	4%	$ 3,500
	Reform Influencing		*44%*	*$ 43,662*	*0%*	*$ -*	*31%*	*$ 30,158*	*0%*	*$ -*	*0%*	*$ -*	*0%*	*$ -*
	Cumulative Total		**45%**	**$ 44,182**	**63%**	**$ 61,946**	**95%**	**$ 93,164**	**96%**	**$ 94,664**	**96%**	**$ 94,664**	**100%**	**$ 98,164**
	Direct Reform Related		0%	$ -	0%	$ 125	1%	$ 550	2%	$ 2,050	2%	$ 2,050	6%	$ 5,550
	Reform Influencing		*44%*	*$ 43,662*	*45%*	*$ 43,987*	*76%*	*$ 74,450*	*76%*	*$ 74,450*	*76%*	*$ 74,450*	*76%*	*$ 74,450*

* Directed by States to LEAs based on need

** 50% Competitive within States for LEAs

American Recovery and Reinvestment Act of 2009

Teacher Incentive Fund

- $200 million total
- Fall 2009
- Competitive grants
- LEA.s, states, or partnerships of one or more LEAs or states and at least one non-profit organization
- Ideas promoted include:
  - Performance-based teacher and principal compensation
  - High needs schools (30% of its enrollment low-income)
  - Must consider gains in student achievement
  - Multiple classroom evaluations
  - Incentives for educators to take on additional responsibility
- I.E.S. must evaluate rigorously

Longitudinal Data Systems

- $250 million (Up to $5m may be used to fund Data Coordinator for States), FY 09 money
- Fall 2009 (50% June/July, 50% Sept/Oct) – Audio conferences already taking place on first round of RFPs
- Competitive grants to SEAs
- Link P-16, teacher ID linked to student data, and workforce information
- Work toward meeting the America COMPETES act
- Institute of Educational Sciences at USED will Administer

State Fiscal Stabilization Fund (SFSF)

- 48.6 billion total nationally
- 67% upon receipt by USED of States application
- Remaining after approval of application, or fall '09

Assurances that must be agreed upon to accept SFSF –

1. Making progress toward rigorous college- and career-ready standards and high-quality assessments that are valid and reliable for all students, including English language learners and students with disabilities;
2. Establishing pre-K-to college and career data systems that track progress and foster continuous improvement;
3. Making improvements in teacher effectiveness and in the equitable distribution of qualified teachers for all students, particularly students who are most in need;
4. Providing intensive support and effective interventions for the lowest-performing schools.

States application must include;

(1) assurances that the state is committed to advancing education reform in four specific areas (described below);

Assurances

(a) increase teacher effectiveness and address inequities in the distribution of highly qualified teachers;

(b) establish and use pre-K-through-college and career data systems to track progress and foster continuous improvement;

(c) make progress toward rigorous college- and career-ready standards and high-quality assessments; and

(d) support targeted, intensive support and effective interventions to turn around schools identified for corrective action and restructuring.

(2) baseline data that demonstrates the state's current status in each of the four education reform areas; and

(3) a description of how the state intends to use its stabilization allocation.

A. Base Stabilization Fund

- 81.8% of the funding – 39.8 billion total nationally
- $93 million in Alaska

Process

Funds to Restore Support for Education

- States must use 81.8 percent of SFSF funds for the support of public elementary, secondary, and higher education, and, as applicable, early childhood education programs and services.
- States must use their allocations to help restore for FY 2009, 2010, and 2011 support for public elementary, secondary, and postsecondary education to the greater of the FY 2008 or FY 2009 level. The funds needed to restore support for elementary and secondary education must be run through the state's primary elementary and secondary education funding formulae. The funds for higher education must go to IHEs.
- If any SFSF funds remain after the state has restored state support for elementary and secondary education and higher education, the state must award the funds to LEAs on the basis of the relative Title I shares but not subject to Title I program requirements.
- LEA Use: to create and save jobs and to advance the education reforms set forth in the assurances section so as to produce lasting results for students from early learning to college. An LEA can use the funds, while advancing the four assurances required to accept the SFSF money, for the following programs:
  - ESEA
  - IDEA
  - Adult Family Literacy Act
  - Perkins
  - Repair, modernization or Renovation of Public School Facilities

Discretionary Stabilization Fund

- 18.2%
- $20.7 million in Alaska
- Governor can utilize for education, safety or other government services

B. Incentive Grants

- $4.35 billion total nationally
- Competitive grants
- Secretary is referring to grants as "Race To The Top" grants
- Fall 2009 (FY 2010) – 30% in December '09 and 70% in May/June/July '10
- Application
    - Status on assurances
    - How groups not meeting AYP will make progress toward targets
    - Achievement and graduation rates
    - How will funds be used to improve achievement
    - Evaluation plan
- For a state that seeks and receives funding 50% of funding will be provided via grants to LEAs based on Title I-A formula for most recent year
- USED wants to pick 10-15 states or consortia (consortia strongly encouraged)
- USED is looking for states who do something dramatically different

C. Innovative Funds

- $650 million total nationally
- Fall 2009 and spring 2010
- Expand work and serve as models for best practices; allow work with the private sector; document best practices – and take to scale; invest in What Works and Innovation
- States not eligible
- Eligible applicants include L.E.A.s, other Agencies or Consortia – with strong track records of results
- Application
    - Significantly closing achievement gaps or increase student achievement
    - Exceeding states AMO
    - Significant improvement in other areas, such as graduation rates, recruitment, placement of HQT and school leaders
    - Partnerships with private sector, including philanthropic that will provide match to help bring results

Reporting Requirements under SFSF–

- Annual Report
    - fund distribution
    - jobs saved or created
    - taxes averted
    - states progress on assurances

American Recovery & Reinvestment Act (ARRA)

Education Title I & NCLB Stimulus Overview for Alaska

March 16, 2009

Title I, School Improvement 1003(g), Education Technology, & McKinney-Vento Education for the Homeless

Purpose: The overall goals of the *ARRA* are to stimulate the economy in the short term and invest in education and other essential public services to ensure the long-term economic health of our nation.

All funds under ARRA should be spent according to the following principles:

a. Spend funds quickly to save and create jobs.
b. Improve student achievement through school improvement & reform.
c. Ensure transparency, reporting, & accountability.
d. Invest one-time ARRA funds thoughtfully to minimize the "funding cliff." These funds should be invested in ways that do not result in unsustainable continuing commitments after the funding expires.

Title I ARRA Funds

a. About $29,480,000 to Alaska. This is almost as much as the 2008-2009 allocation to the state which was $38,846,309. The estimate for regular Title I for Alaska is $40,130,523.
b. Distributed based on two parts of the Title I formula – EFIG & Targeted, not all 4 parts.
c. First distribution to states by end of March (50% of the funding).
d. Second distribution to be determined, probably early fall, after state revises application to USDOE.
e. Will be considered as additional funding for 2009-2010 school year. Funds will be available until 9/30/2011.
f. Formula for district allocations will be generated using regular Title I funding rules, including the 4% state set-aside for School Improvement funds under 1003(a).
g. Waiting on final guidance from USDOE about possibility of waivers of Title I requirements including 20% for SES/choice, per pupil amount required for SES, and 15% limitation on carryover.
h. Districts must report a school-by-school listing of per-pupil educational expenditures from state and local sources to EED by December 2009.
i. EED reviewing ways to distribute the funding, the district will probably be able to apply for the total Title I funding through the NCLB 2009-2010 application, but may need to receive the funding through a separate grant award and create separate budgets for ARRA funds to meet the reporting and accountability requirements.
j. A district that would like to receive its portion of the Title I ARRA funds prior to July 1 may submit a budget request to EED once EED has received the funding from USDOE. It is anticipated that EED will be able to create a grant award for July 1, 2009 with authority to spend funds during the pre-award period.
k. District estimated amounts provided based on 2008-2009 data (current data), but *will change* with the actual distribution from USDOE.
l. Link to the US Department of Education fact sheet for Title I ARRA funds: http://www.ed.gov/policy/gen/leg/recovery/factsheet/title-i.html

School Improvement 1003(g) ARRA Funds

a. About $9.8 million to Alaska. This is 6 times more than the $1,578,096 that Alaska received in 2008-2009. The state is also expected to receive about $1.6 million for FY 2009-2010 in regular 1003(g) funding.
b. The state must submit a revised application to the USDOE for these funds. They must be distributed to Title I schools in improvement, corrective action, or restructuring according to the approved state application in amounts of at least $50,000 per school with a maximum of $350,000 per school.
c. Funds will probably be distributed to states in September, 2009. Funds will be available for use until 9/30/2011.

Enhancing Education through Technology (Title IID)

a. About $3.2 million to Alaska. This is about 2.5 times the funding that Alaska received in 2008-2009.
b. The funds will be split 50% through formula funding to districts, 50% through competitive grants.
c. USDOE is expected to distribute the first half of the funds in June or July and the second half in early fall. The funds will be available for use until 9/30/2011.

McKinney-Vento Homeless Education

a. No estimate available yet for Alaska, but could be about $190,000. Alaska received $177,203 in 2008-2009 and is estimated to receive $177, 939 in 2009-2010 in regular McKinney-Vento funds.
b. States will distribute funds either through competitive grants or through a formula.
c. EED is awaiting further guidance on whether these funds can be distributed with the regular funding through the normal competitive grant process.
d. Funds will be allocated to states based on the number of homeless students reported for 2007-2008. That data was just submitted to USDOE in final form on Friday, 3/13.
e. Funds will be distributed to states in April, and must be awarded by states within 120 days. The funds will be available for use until 9/30/2011.

Alaska Special Education Funding for 2009-2010
And
The American Recovery and Reinvestment Act of 2009

- Current Federal Funding for Title VI-B and Section 619 Preschool Disabled
  - The Application is on-line
  - DEED provided a "NOTICE of Grant Application" on 3-10-2009
    - Funding amounts are "estimated" at 80% of the district's 08-09 funding levels.
    - The funding for 09-10 will likely be the same as 08-09
  - Must abide by general assurances.
  - USE OF FUNDS defined by state and federal regulations.

- Additional funding from the American Recovery and Reinvestment Act (ARRA)
  - The best information available can be found at http://www.ed.gov/recovery/
    - This information was provided to district in a 3-11-2009 email from Erik Stimpfle
    - These documents are Preliminary Guidelines by the USDOE regarding the use of ARRA funding.
      - The American Recovery and Reinvestment Act of 2009: Saving and Creating Jobs and Reforming Education (Mar 7, 2009)
      - State Fiscal Stabilization Fund (Mar 7, 2009)
      - Title I, Part A Recovery Funds for Grants to Local Educational Agencies (Mar 7, 2009)
      - Individuals with Disabilities Education Act (IDEA) Recovery Funds for Services to Infants, Toddlers, Children and Youth with Disabilities (Mar 7, 2009)
      - The American Recovery and Reinvestment Act of 2009: Education Jobs and Reform (Feb 18, 2009)
      - Budget Information, Including State Allocations

  - IDEA Funding
    - Likely to be nearly the same as 08-09 funding. ***See attached schedules for Title VI-B and Section 619 Preschool Disabled.***
    - Alaska DEED must determine HOW TO Award
      - Notification by USDOE by 3-31-2009
      - Notification by AK DEED to Districts by 4-15-2009
        - Districts will likely add the ARRA funding to the 2009-2010 grant application and award with separate funding codes as appropriate.
    - Districts should be aware of and familiar with the Assurances as noted in the US-DOE guidance documents (above)
    - Districts should be aware of appropriate USE of FUNDS

USE OF FUNDS:

- These ARRA funds constitute a large one time increment in IDEA Part B funding
- Generally these funds should be used for short term investments that have the potential for long term benefits.
- These funds are allowable under IDEA and aligned with the core reform goals that states and LEAs must provide assurances.

Four principles guide distribution of the ARRA funds.

a. **Spend funds quickly to save and create jobs.** *ARRA* funds will be distributed quickly to states, LEAs and other entities in order to avert layoffs and create jobs. States and LEAs in turn are urged to move rapidly to develop plans for using funds, consistent with the law's reporting and accountability requirements, and to promptly begin spending funds to help drive the nation's economic recovery.
b. **Improve student achievement through school improvement and reform.** *ARRA* funds should be used to improve student achievement, and help close the achievement gap. In addition, the SFSF requires progress on four reforms previously authorized under the bipartisan Elementary and Secondary Education Act and the America Competes Act of 2007:
    1. Making progress toward rigorous college- and career-ready standards and high-quality assessments that are valid and reliable for all students, including English language learners and students with disabilities;
    2. Establishing pre-K-to college and career data systems that track progress and foster continuous improvement;
    3. Making improvements in teacher effectiveness and in the equitable distribution of qualified teachers for all students, particularly students who are most in need;
    4. Providing intensive support and effective interventions for the lowest-performing schools.
c. **Ensure transparency, reporting and accountability.** To prevent fraud and abuse, support the most effective uses of *ARRA* funds, and accurately measure and track results, recipients must publicly report on how funds are used. Due to the unprecedented scope and importance of this investment, *ARRA* funds are subject to additional and more rigorous reporting requirements than normally apply to grant recipients.
d. **Invest one-time *ARRA* funds thoughtfully to minimize the "funding cliff."** *ARRA* represents a historic infusion of funds that is expected to be temporary. Depending on the program, these funds are available for only two to three years. These funds should be invested in ways that do not result in unsustainable continuing commitments after the funding expires.

Some possible USE of Funds:

1. Obtain state-of-the art assistive technology devices and provide training in their use to enhance access to the general curriculum for students with disabilities. ***Use Assistive Technologies of Alaska (ATLA) or SESA as a resource for these types of materials an interventions.***
2. Provide intensive district-wide professional development for special education and regular education teachers that focuses on scaling-up, through replication, proven and innovative evidence-based school-wide strategies in reading, math, writing and science, and positive behavioral supports to improve outcomes for students with disabilities. ***RTI, PBIS, are critical areas of need.***
3. Develop or expand the capacity to collect and use data to improve teaching and learning. ***School-Wide Information Systems and systems to do self and focused monitoring.***
4. Expand the availability and range of inclusive placement options for preschoolers with disabilities by developing the capacity of public and private preschool programs to serve these children.
5. Hire transition coordinators to work with employers in the community to develop job placements for youths with disabilities. ***Develop stronger coordinated or collaborative effort with DVR.***

From: Larry Persily
Sent: Monday, March 02, 2009 6:30 PM
To: economicstimulus
Subject: Education funding

Education funding

There are several pockets of education funding in the economic stimulus package, totaling at least $194 million for Alaska that can be spread over state fiscal years 2009, 2010 and 2011.

But the law imposes requirements on states to accept the biggest piece of that money ($114 million in Fiscal Stabilization Funds for Alaska). States must provide several assurances to get the money. Here is the easy one:

- The state shall maintain its financial support of elementary, secondary and university education through 2011 at least at 2006 levels. (Considering the steady increase in state aid to education in recent years, this should not be a problem.)

And here are the harder ones. The state must describe in its request for funds how it will use the money to:

- Improve teacher effectiveness and equity in teacher distribution between high- and low-poverty schools (ensuring that low-income and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers).
- Establish a "longitudinal data system" (individual student data / progress tracking system) covering students in preschool through four years of college.
- Enhance the quality of academic standards and assessments.
- Support academically struggling schools.

The Education Secretary has stated that education reform is a major focus of the Fiscal Stabilization Funds.

I can't say with certainty whether any changes in state statute and/or regulation will be required to meet the above assurances – I know the state Department of Education is hard at work, analyzing the bill and its implications – but the requirements could impose additional burdens on some school districts. The good news is the economic stimulus bill has grant money available to help meet the requirements.

As for the deadline to provide the assurances, the law provides no specifics – states need to wait for the Education Secretary to provide guidance. The law

states: "The governor of a state desiring to receive an allocation ... shall submit an application at such time, in such manner, and containing such information as the Secretary may reasonably require."

Here's the breakdown of the $194 million in education funding:

Fiscal Stabilization Funds: $113.75 million (calculated on a formula in the law, based on each state's population between the ages 5 and 24 and on total population)

- 81.8% of that pot – about $93 million – must go to early childhood, K-12 and postsecondary education. Since Alaska does not need to use the money to restore budget cuts of recent years, the law says the state shall distribute the money to local school districts according to the distribution formula of the Title I program (based on the number of students from low-income households). The funds are available to states immediately and must be spent within two years of receipt by the state. The money can go toward most anything in the schools, including "modernization, renovation or repair" of classrooms and student housing. The money CANNOT go toward maintenance expenses or toward work on athletic facilities that charge an admission fee. The money cannot be spent on school district central office administration or support buildings (that same prohibition does not apply to the university). I'm sorry, but I do not have an estimated breakdown for distribution of the $93 million. I expect we will see one from the state Department of Education before too long.
- 18.2% of the money – about $20.7 million – can go toward anything education-related, or public safety-related, or any other government service. The distribution is up to the states. The money can go toward most anything in the schools, including "modernization, renovation or repair" of classrooms and student housing. The money CANNOT go toward maintenance expenses or toward work on athletic facilities that charge an admission fee. And the money cannot go toward school district central office administration or support buildings (that same prohibition does not apply to the university). The funds are available to the state immediately and must be spent within two years of receipt by the state.

Incentive Grants and Innovation Fund grants

The stimulus bill instructs the Education Secretary to reserve as much as $5.65 billion in stimulus money to award to states to assist in their efforts to meet the assurances required for receiving Fiscal Stabilization Funds (teacher effectiveness, data tracking, enhance academic standards, etc.). The money will be awarded based on a grant selection process, not by formula.

The law states that $5 billion shall be distributed as State Incentive Grants: "The Secretary shall determine which states receive grants under this section, and the amount of those grants, on the basis of information provided in state applications ... and other such criteria as the Secretary determines appropriate, which may include a state's need for assistance to help meet the objectives (of the Fiscal Stabilization educational aid). ..."

States that receive grants shall distribute at least half the money to local school districts based on the formula in Title I (low-income students).

The law says up to $650 million shall be distributed nationwide as Innovation Fund Grants to local school districts and partnerships between a nonprofit organization and one or more school districts (these grants do not go to the states). These grants are to assist schools in expanding their "best practices" aimed at closing the achievement gap between students.

Special Education funding: $36.4 million

This breaks down as $33 million for K-12 special ed, with $1.3 million for preschool-age children and $2.1 million for infants and toddlers. These allocations under the stimulus bill are almost exactly the same dollar amounts as the state received in FY2008 – showing this is a significant boost in funding spread over two years.

The law says the funds will be made available for the 2009-2010 and 2010-2011 school year as grants to states and school districts, but I have not been able to determine a breakdown for the district-by-district funding in Alaska. The law says states shall pass through the money to local school districts based on the number of children with disabilities who are receiving services.

It appears districts may use this new money to supplant other funds, but there are limits. This note from the National Association of School Boards: "There is no clear language in the final bill to ease the supplement / not supplant requirements that school districts must meet currently under No Child Left Behind and the Individuals with Disabilities Education Act. For example, school districts can only supplant ... local funds with federal funding by an amount no greater than 50% of the increase in IDEA funds in a given year. *(All of the special education money in the stimulus bill appears to count as IDEA funding.)* The school boards association will continue to work with Congress and the administration to provide greater flexibility that allows the additional federal funding to offset a greater level of local funding for school districts." The result would be local budget savings rather than increased services that cannot be maintained when the stimulus money runs out in two years.

One warning about the increased aid for special-education services: Some have advised that districts need to be careful if they increase services to individual students, as that higher level of service could become the new standard for that student in subsequent years. I'm no expert at this issue, but I wanted to pass on the cautionary note as worthy of further discussion.

Title I (Disadvantaged) Student Funding: $39.1 million

This appears to break down as $29.5 million in grants to local school districts and $9.6 million available for School Improvement Grants.

The law requires the state to distribute the $29.5 million to school districts according to Title I funding formulas. The U.S. Department of Education has prepared the following estimated breakdown of these funds for Alaska: http://www.ed.gov/about/overview/budget/titlei/fy09recovery/alaska.pdf The funding formula provides higher allocations to districts with increasing numbers and percentages of low-income children. However, you will note that the estimate shows no money for several school districts, including Aleutian Region, Galena, Unalaska and others. I'm told that's in error. The law allows states to use alternate poverty data for small districts, but the Education Department did not factor in that optional method for these estimates. I'm told by Sen. Murkowski's office that state officials would recalculate the district-by-district distributions under the alternate data rules.

The School Improvement Grants will be targeted to help districts that have been indentified as "in need of improvement" under No Child Left Behind. The money ($9.6 million) will go to the state to distribute as grants to school districts. At least 40% of the money must go toward middle and high schools, and the grants shall be in amounts between $50,000 and $500,000, renewable for two years. The state will distribute the grants.

Education Technology Grants: $3.2 million

The federal money will be distributed to states by formula, with states to distribute the grants.

Vocational Rehabilitation Grants: $1.8 million

The federal money will be distributed to states by formula, with states to distribute the grants.

Pell Grants

And, separate from increased federal aid for state education efforts and local school districts, the bill includes an estimated $6.1 million in additional funding over 2008 levels for Pell Grants for Alaska college students. The stimulus bill raises the limit for Pell Grants by as much as $1,000 per student per year, to about $5,300. The grants are based on financial need. The Department of Education's estimate of increased financial for Alaska college students is just that; the actual number will depend on the number of qualifying students and their grant amounts.

From: Rep. Paul Seaton
Sent: Sunday, March 22, 2009 3:28 PM
To: Mary Jane Shows
Subject: FW: Legal opinion

From: Larry Persily
Sent: Thursday, March 19, 2009 10:21 AM
To: economicstimulus
Subject: Legal opinion

I have obtained a copy of a March 17 legal opinion from the Congressional Research Service, addressing the issue of legislative acceptance of economic stimulus funds in lieu of a governor rejecting any such funds. I will get you a more complete review soon, but here is the quick summary:

While a Legislature, by concurrent resolution, can request any economic stimulus funds not requested by a governor, there is nothing in the stimulus law to waive or amend any other steps in the process of requesting and accepting specific federal funds to or for the state. Meaning, "the legislature's acceptance ... would have little or no effect on the power of a governor, state or local official to choose whether or not to seek and administer these funds." The key word here is "administer."

What it means is that you could have a situation where the legislature, by resolution, asks for the stimulus funds, but then a governor (or executive branch departments) refuses to fill out the paperwork to apply for, certify and administer a particular pot of money – and there is nothing in the stimulus bill to fix the problem. The Legislature's resolution could become a hollow authority, absent the administration's consent to follow the will of the resolution.

More to come.

Larry

From: Rep. Paul Seaton
Sent: Sunday, March 22, 2009 3:23 PM
To: Mary Jane Shows
Subject: FW: April 3 deadline and governors vs. legislatures

Attachments: Delegation to State Legislature.pdf

From: Larry Persily
Sent: Saturday, March 21, 2009 3:23 PM
To: economicstimulus
Subject: April 3 deadline and governors vs. legislatures

April 3 deadline

The federal Office of Management and Budget this week advised state legislatures wanting to request federal stimulus funds in lieu of a governor's decision that they have sort of an open-ended deadline to make their request. OMB's advice relies on the fact that while the stimulus bill mandates an April 3 deadline for governors to decide whether to request the funds, the act does not provide a deadline or any guidance for a legislative deadline. So rather than administratively make up a deadline for legislatures, OMB has opted to say there is no real deadline – other than specific application deadlines for specific pots of money.

Section 1607 of the stimulus act states:

(a) Certification by Governor - Not later than 45 days after the date of enactment of this Act, for funds provided to any State or agency thereof, the Governor of the State shall certify that: (1) the State will request and use funds provided by this Act; and (2) the funds will be used to create jobs and promote economic growth.

(b) Acceptance by State Legislature - If funds provided to any State in any division of this Act are not accepted for use by the Governor, then acceptance by the State legislature, by means of the adoption of a concurrent resolution, shall be sufficient to provide funding to such State.

The 45-day deadline for governors is April 3. After several meetings with OMB officials, the National Conference of State Legislatures this week issued the following explanation: "There is no timeline in which the legislature needs to act."

NCSL staff went on to explain that there are certain deadlines for specific pots of money in the act, such as the requirement that half of statewide transportation funds must be obligated by mid-June, and that a legislature must be aware of those deadlines so that its state does not miss out on any funds. The safest bet, of course, is for any legislature considering a resolution in lieu of a governor's decision to adopt its resolution by April 3 and then proceed to the next step, which is putting the federal stimulus funds into an appropriations bill, passing the bill, and directing the administration to start the work of obtaining and spending the money.

It is important to note, however, that the April 3 certification does not mean the state consents to every requirement and every promise of every program in the stimulus bill. It is merely certification that "the state will request the funds and use funds provided by the act to create jobs and promote economic growth," according to NCSL. Consenting to the more precise requirements of individual pots of money comes later, with the application and certification for each particular program.

One other note: The stimulus act does not say where states should send their certification. Federal departments are now advising states that one letter to the director of OMB will be sufficient; states do not need to send a letter to every federal department.

NCSL also pointed out that a legislature can submit its resolution for the funds at any point in time – there is no such thing as too early. This is exactly what the Montana legislature is considering:

Montana Legislative Leaders Defy Governor on Stimulus

HELENA (AP) – Top legislative leaders continue to buck against the governor's deadline for allocating stimulus dollars, promising March 12 to vouch for the federal funds on their own if the governor proves unwilling.

A joint resolution sponsored by Democratic House Speaker Bob Bergren, Republican Senate President Bob Story and Democratic Senate Minority Leader Carol Williams comes in response to the governor's demand that legislators pass a stimulus bill by April 3.

"With this resolution in process, we can focus on our real duty, which is to appropriate the money properly," Story, R-Park City, said.

The NCSL also reminded legislatures that their certification to the federal OMB is just the first step in the process: "This would not change requirements as it relates to the necessary applications that may need to be made by a governor for receipt of ARRA funds. Governors would still need to make these applications."

Which takes us to the legal issues addressed in the March 17 memo from the Congressional Research Service, discussing what happens in those states where the governor declines economic stimulus funds and the legislature decides otherwise.

The memo (attached) clearly states that a legislative resolution accepting stimulus funds "would not otherwise reallocate power within the state." A legislative resolution, according to the legal opinion, does not waive any application or other statutory requirements in the stimulus bill, nor does it trigger any provision in the stimulus act to change the delegation of administrative or appropriation authority between a governor and legislature. To interpret the stimulus act otherwise – that is, to argue that a legislative resolution to accept stimulus funds could grant new powers to a legislature over state agencies or even municipal governments – "would arguably be a commandeering of those entities for a federal purpose," which would violate the U.S. Constitution.

All of which means, even if a legislature requests funds in lieu of a gubernatorial request, there is nothing in the stimulus bill to require a reluctant governor to fill out applications and provide required assurances to federal agencies for compliance with individual programs. The stimulus bill, the legal opinion says, was not "intended to significantly reallocate powers between a state legislature and a state executive branch."

All of which means – to me, at least – that cooperation between a state's governor and legislature is key to successful implementation of the stimulus bill's provisions. Moving in that direction, Alaska OMB Director Karen Rehfeld on Friday directed all state agencies to proceed with filing all pre-applications, applications and other necessary paperwork to ensure that Alaska holds its place in line and does not miss any early deadlines for specific stimulus funds. This was the message from OMB: "Please continue to complete the necessary paperwork and applications to be eligible to receive funds once the policy and appropriations debate is concluded."

So Alaska's place should be protected for any and all stimulus funds while the legislature and the

administration discuss (debate?) the merits of specific pots of money, leading up to a gubernatorial decision by April 3 or a legislative resolution.

Any questions? Please give me a call.

Larry

Direct line 465-6959
Cell 351-8276

Congressional Research Service

MEMORANDUM March 17, 2009

To: Hon. Lindsey Graham
Attention: Laura Bauld

From: Kenneth R. Thomas
Legislative Attorney
American Law Division

Subject: **Analysis of § 1607 of the American Recovery and Reinvestment Act of 2009**

This memorandum has been prepared in response to your request to analyze the language contained in §1607 of the American Recovery and Reinvestment Act of 2009 (Recovery Act),[1] which provides that federal funds can be made available to a state by the federal government either after certification by a governor that such money will be requested and spent or after the adoption of a concurrent resolution by a state legislature. You requested an analysis as to whether, under this language, a state legislature can, by concurrent resolution, provide for the acceptance of federal funds.

Background

Section 1607 may be a congressional response to statements by several state governors who indicated a disinclination to have entities in their state seek and receive funds provided under the Recovery Act.[2] The Act requires that, in order to be eligible for such funds, a governor must first either certify that such funds will be requested, or, if that does not occur, then a state legislature may fulfill the same condition by passing a concurrent resolution (which does not generally require a governor's signature).[3] Specifically, § 1607 of the Recovery Act provides that:

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[1] Pub. L. 111-5.

[2] Melinda Deslatter, *Some US governors may turn down stimulus money*, Associated Press Wire (February 19, 2009) ("A handful of Republican governors are considering turning down some money from the federal stimulus package . . .").

[3] CRS Report 98-728, *Bills, Resolutions, Nominations, and Treaties: Characteristics, Requirements, and Uses*, by Richard S. Beth at 2. At the federal level, this legislative vehicle is used principally for internal procedural matters such as adjournment sine die, to provide for joint session or joint committee, or to express a "sense of Congress." The exception to this is a concurrent resolution, passed by two-thirds of both houses, which is used to send a constitutional amendment to the states. U.S. Const. Article V. CRS Report 98-706, *Bills and Resolutions: Examples of How Each Kind Is Used*, by Richard S. Beth at 2. It is beyond the scope of the memorandum to survey the use of concurrent resolutions at the state level.

> (a) Certification by Governor- Not later than 45 days after the date of enactment of this Act, for funds provided to any State or agency thereof, the Governor of the State shall certify that: (1) the State will request and use funds provided by this Act; and (2) the funds will be used to create jobs and promote economic growth.
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> (b) Acceptance by State Legislature- If funds provided to any State in any division of this Act are not accepted for use by the Governor, then acceptance by the State legislature, by means of the adoption of a concurrent resolution, shall be sufficient to provide funding to such State.
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> (c) Distribution- After the adoption of a State legislature's concurrent resolution, funding to the State will be for distribution to local governments, councils of government, public entities, and public private entities within the State either by formula or at the State's discretion.

The language of § 1607 contains significant ambiguities, and the terms used may not be easily reconciled with either other portions of the Act or with existing statutory law. Section 1607(a) for instance, requires a governor to, within 45 days, "certify" that the state will, at some unspecified future time, request and use funds provided by this act to create jobs and promote economic growth. The language does not specify to whom such certification shall be made;[4] nor does it specify whether, in making the certification, the state will be accepting all the funds that the state is eligible for under the Act, or only some portion of the funds. Further, this subsection does not specify whether a governor's office will be the political entity requesting the funds at some time in the future, or whether such a request will come from a state agency, a local government, councils of government, or public private entities within a state.

Section 1607(b) provides that if funds "in any division of the Act" are not "accepted" for use by a governor, then it "shall be sufficient to provide funding to the state" for a state legislature to "accept[]" such funds by a concurrent resolution. However, the term "concurrent resolution" is not defined, and some states do not appear to have this legislative vehicle.[5] Further, "accepting" funds is not a precise term of art, and it would appear to be a description of only a portion of the process usually used to allocate federal funds. Finally, it is not clear if the language which provides that a concurrent resolution shall "be sufficient" to provide funding to the state is intended only to fulfill the "certification" requirement of § 1607(a), or whether it is intended to be: 1) a waiver of all the requirements for receiving grant monies, such as making a grant application or providing supporting data or required assurances, and 2) a direction to state and local officials to accept and spend these monies.

Finally, section 1607(c) provides that, after the adoption of a state legislature's concurrent resolution, funding to the state "will be for distribution to local governments, councils of government, public entities, and public private entities within the State either by formula or at the State's discretion." Federal funds may be distributed by formula or at a state's discretion, depending upon the criteria specified in federal law governing a particular grant program. It is not clear if this language is intended to supplant existing federal and state law regarding the application for and distribution of federal funds, or merely to indicate that this process may move forward after a state's adoption of a concurrent resolution.

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[4] Certification by the state of Texas was apparently made by a letter from Governor Rick Perry to President Obama, which provided "On behalf of the people of Texas, please allow this letter to certify that we will accept the funds in H.R.1 and use them to promote economic growth and create jobs in a fiscally responsible manner that is in the best interest of Texas." Dave Montgomery & Kevin Lyon, *Perry says Texas will take stimulus money*, Fort Worth Star-Telegram, February 18, 2009 (available at http://www.star-telegram.com/804/story/1212448.html).

[5] Nebraska, for instance, has a unicameral legislature, and consequently is unlikely to have a legislative vehicle referred to as a "concurrent resolution."

Alternative Interpretations

Although many of the terms and phrases used above are imprecise, perhaps the most significant ambiguity is the meaning of the phrase in § 1607(b) that "acceptance . . . shall be sufficient to provide funding." Without considering the context of the rest of the Act, the language in §1607(b) might at first appear to authorize the state legislature, by concurrent resolution, to waive all federal requirements which would otherwise need to be followed for a state or local entity to apply for and receive federal funds. As noted, it might even be argued that this language could be interpreted to require state entities to receive and spend such monies consistent with a state legislature's concurrent resolution. As will be explored below, however, this more expansive interpretation is difficult to reconcile with the rest of the Recovery Act, with canons of statutory interpretation, or with constitutional doctrine.

A more likely interpretation of this language is that an "acceptance . . .[which] shall be sufficient to provide funding" would only trigger the authority of federal agencies to grant federal funds, but would not otherwise reallocate power within the state. Under this interpretation, "acceptance" by a state legislature by concurrent resolution under § 1607(b) is merely the functional equivalent of the "certification" that can be made by a governor under § 1607(a). Either of these actions would appear to be nothing more than preliminary conditions which must be met before a state becomes eligible to apply for and receive federal funds under the Recovery Act. In effect, §1607(a) gives a governor the opportunity to exercise a veto over receipt of federal funding under the Act by failing to make such certification within 45 days, but then § 1607(b) gives the state legislature the opportunity to act to negate the effect of this veto.

The problems with the more expansive interpretation of the phrase "acceptance . . .[which] shall be sufficient to provide funding" become more clear when the language is considered in conjunction with other provisions of the Recovery Act. Provisions of the Act which would be useful to analyze would include those where: 1) funds allocated by a formula are to be made available only upon application of a governor, 2) discretionary state grant funding is available only upon application of a governor, and 3) local grant funding is made available upon application by a subordinate government agency.

Authority under Title § 14001(d) To Receive Allocated Stabilization Funds

For instance, one can evaluate how the broader interpretation of the phrase "acceptance . . . [which] shall be sufficient to provide funding" would be reconciled with Title XIV of the Recovery Act. Under § 14001(d) of the Act, the United States Department of Education is given authority over a "State Fiscal Stabilization Fund" (Stabilization Fund) of $53.6 billion. After providing for certain reserve funds, the Secretary of Education is directed to determine how much of these funds will be allocated to each state based on a population-related formula.[6]

Section 14005(a) & (b) provide that, in order for a state to receive its allocation from the Stabilization Fund, a state governor must do, among other things, the following:

[6] The formula for allocation is (1) 61 percent on the basis of their relative population of individuals aged 5 through 24, and (2) 39 percent on the basis of their relative total population. Recovery Act, § 14001.

- Submit an application to the Department of Education, containing such information as the Secretary of the Department may reasonably require.[7] In that application, a governor shall provide assurances regarding "maintenance of effort" for elementary and higher education schools,[8] address the issue of inequitable distribution of high quality teachers,[9] establish a longitudinal data system,[10] and enhance the quality of academic assessments.[11]
- Provide baseline data that demonstrates the state's current status in each of the areas described in such assurances;[12]
- Describe how the state intends to use its allocation, including whether the state will use such allocation to meet maintenance of effort requirements under the Elementary and Secondary Education Act[13] and Individuals with Disabilities Act[14] and, in such cases, what amount will be used to meet such requirements.

Thus, the question arises as to whether, under the broader interpretation of the phrase "acceptance by the State legislature . . .shall be sufficient to provide funding to such State" would give a state legislature the authority to "accept" the allocations from the Stabilization Fund, even if a governor did not make the necessary application complying with the statutory requirements.[15] The term "acceptance" does not appear to be defined in the statute, nor does it appear to be a term of art in the context of federal funding. Under contract law, however "acceptance" is generally considered to be the final approval necessary to make a binding contract after a completed offer has been made. By analogy, the meaning of the term would suggest that under Title XIV, a state legislature, without the cooperation of a governor, would be allowed to accept a completed offer by the federal government of federal funds.

Under this interpretation, a completed offer of funds to be allocated under the Stabilization Fund will be made by passage of the Recovery Act and by the Secretary's determination of a state's allocation. Under this interpretation, the phrase "acceptance by the state legislature . . . shall be sufficient to provide funding to such State" would have to be interpreted as waiving both the application requirements and other

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[7] Recovery Act, § 14005(a).

[8] Recovery Act, § 14005(b) & (d)(1) require that states "maintain State support for elementary and secondary education at least at the level of such support in fiscal year 2006" and "maintain State support for public institutions of higher education (not including support for capital projects or for research and development or tuition and fees paid by students) at least at the level of such support in fiscal year 2006."

[9] "The State will take actions to improve teacher effectiveness and comply with section 1111(b)(8)(C) of the ESEA (20 U.S.C. § 6311(b)(8)(C)) in order to address inequities in the distribution of highly qualified teachers between high- and low-poverty schools, and to ensure that low-income and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers." Recovery Act, § 14005(b) & (d)(2).

[10] This data system must include the elements described in section 6401(e)(2)(D) of the America COMPETES Act, 20 U.S.C. § 9871. Id. at § 14005(b) & (d)(3).

[11] Id. at § 14005(b) & (d)(4)

[12] Recovery Act, § 14005(b)(2).

[13] 20 U.S.C. § 6301, *et. seq.*

[14] 20 U.S.C. § 1400, *et. seq.*

[15] It should be noted that nothing in Title XIV appears to authorize a Governor to "accept" its allocation from the "Stabilization Fund." Rather, Title XIV speaks to a relatively elaborate application process which must be completed prior to federal funds being disbursed. Thus, a Governor who does not wish to receive Title XIV funds would not generally refuse to "accept" funds - rather, he would just not apply. It is unclear, under the more expansive interpretation of §1607, when the state legislature's power (which can be implemented only after a Governor refuses funds) could be exercised.

statutory conditions and requirements such as the provision of necessary data and assurances.[16] While it may be possible to make this argument in instances where funds have already been allocated, this interpretation becomes more unlikely under other provisions of the Recovery Act where monies are not allocated ahead of time.

Authority under § 14006 To Receive State Incentive Grants

The Secretary is directed, under § 14001(c), to reserve certain funds from the Stabilization Fund for "State Incentive Grants" to the states. In order to receive a state incentive grant, a governor must submit an application which documents the status of the state's progress in a variety of different areas.[17] A governor must also describe the status of the state's progress in implementing various existing federal standards.[18] Finally, a governor must submit a plan for evaluating the state's progress in closing achievement gaps.[19] At that point, the Secretary will determine which states receive grants and the amount of those grants on the basis of information provided by the states and such other criteria as the Secretary determines appropriate.[20]

The argument that the term "acceptance by the State legislature . . . shall be sufficient to provide funding to such State" actually means "waiver of the application and other statutory conditions and requirements" appears less likely in this context. For instance, it is not clear how grants could be made when the Secretary only has the authority to make grants based on specified criteria and assurances to be provided by a governor. Absent a governor making a grant application, the Secretary would have no basis under which it could distribute the state incentive grants. So, the ability of a state legislature to "accept" funds could not logically mean "waiver of the application and other statutory conditions and requirements," since those requirements must be fulfilled in order for the Secretary to make a determination of the amount of funds to be made available to the states.

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[16] Another possible interpretation would be that any concurrent resolution passed by a state legislature will include a completed grant application and all supporting data, which is required to be provided to the federal government. This does not appear to be a reasonable interpretation § 1607(b), as the phrase "shall be sufficient to provide funding to the state" would seem to imply that the federal agency will have no discretion in allocating these funds. Consequently, any application and supporting documentation provided in the concurrent resolution would be superfluous, and thus this interpretation would disfavored.

[17] These areas include, under §§ 14005(c) and 14006, "maintenance of effort," inequitable distribution of high quality teachers, development of a longitudinal data system, and the quality of academic assessments.

[18] For instance, the Governor must ensure that students in the subgroups described in section 1111(b)(2)(C)(v)(II) of the ESEA (20 U.S.C. § 6311(b)(2)(C)(v)(II)) who have not met the State's proficiency targets continue making progress toward meeting the State's student academic achievement standards; describe the achievement and graduation rates (as described in section 1111(b)(2)(C)(vi) of the ESEA (20 U.S.C. § 6311(b)(2)(C)(vi)) and as clarified in section 200.19(b)(1) of title 34, Code of Federal Regulations) of public elementary and secondary school students in the State, and the strategies the State is employing to help ensure that all subgroups of students identified in section 1111(b)(2) of the ESEA (20 U.S.C. § 6311(b)(2)) in the State continue making progress toward meeting the State's student academic achievement standards; and describe how the State would use its grant funding to improve student academic achievement in the State, including how it will allocate the funds to give priority to high-need local educational agencies.

[19] Recovery Act, Section 14005(c)(5).

[20] Recovery Act, Section 14006(b).

Authority under § 14007 To Receive Innovation Fund Awards

Finally, in some instances, an expansive interpretation of the language in § 1607 would appear to run counter to existing facts. For instance, § 1607(b) envisions exercise of the state legislature's authority regarding "any division of this Act . . . not accepted for use by the Governor." However, a governor does not appear to have underlying authority to "not accept" funds under all divisions of the Act. For instance, under § 14007 the Secretary is given the authority to reserve up to $650,000,000 to establish an Innovation Fund, which shall consist of academic achievement awards. These awards may only go to a local educational agency or a partnership between a nonprofit organization and either one or more local educational agencies or a consortium of schools.[21] These awards will go to entities that have made gains in closing certain specified achievement gaps.[22]

Although this section does not specify an application process, it would not appear that a governor of the state would either make the application for, or provide supporting data to justify, such awards. Further, it may be the case that, under state law, a governor has no role in determining whether the local education agency will apply for or accept such awards.[23] Only under § 1607(b) does a governor appear to have the authority to control, through certification, whether federal funds would be provided under this portion of the Act. Since the authority of the state legislature to accept funds under "all divisions" would seem to only be possible if a governor had the power to reject the funds in "all divisions" (a power only found in § 1607(a)), the expansive interpretation of § 1607 would again be disfavored.

Tenth Amendment Concerns

Even if the term "acceptance by the state legislature . . . shall be sufficient to provide funding to such State" were to be interpreted broadly as to provide for a waiver of requirements regarding applications and other statutory conditions, this might not be effective in providing that the federal monies actually be spent by a state. For instance, in some cases, a governor might have direct control over the administrative apparatus under which a federal grant might be administered, and might decline to spend any monies received. In other instances, a governor may have significant indirect control over many aspects of state agencies, mostly exercised by his power to appoint or dismiss persons of authority in the Executive Branch, by which he could dissuade state officials from spending such monies. Finally, many local governments, councils of government, public entities, and public private entities which accept and utilize federal funds might have independent authority to decline to spend any monies received.

In order for the state legislature to actually force these entities to spend federal monies, one would need to interpret the phrase "acceptance . . . shall be sufficient to provide funding to such state" to essentially authorize the state legislature, by concurrent resolution, to direct the activities of local governments, councils of government, public entities, and public private entities. On its face, §1607(b) is not consistent with such an interpretation, as the language addresses "provid[ing] funding" (which is done by federal agencies), not spending monies (which would be done by state entities). But even more importantly, an

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[21] Recovery Act, § 14007(a)(1).

[22] Recovery Act, § 14007(b).

[23] Cynthia Dickers, *Stimulus Plan Ties the Hands of Reluctant Governors, MinnPost.com* (available at http://www.minnpost.com/stories/2009/02/19/6785/stimulus_plan_ties_the_hands_of_reluctant_governors) (noting that some federal programs allow cities to apply directly for federal money).

interpretation of § 1607 which provided that a state legislature could, by concurrent resolution, direct the activities of a governor, state, and local entities would appear to violate the Tenth Amendment.

The Tenth Amendment provides that "the powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people." In *New York v. United States*,[24] Congress had attempted to regulate in the area of low-level radioactive waste. In a 1985 statute, Congress provided that states must either develop legislation on how to dispose of all low-level radioactive waste generated within the state, or the state would be forced to take title to such waste, which would mean that it became the state's responsibility. The Court found that although Congress had the authority under the Commerce Clause to regulate low-level radioactive waste, it only had the power to regulate the waste directly. Here, Congress had attempted to require the states to perform the regulation, and decreed that the failure to do so would require the state to deal with the financial consequences of owning large quantities of radioactive waste. In effect, Congress sought to "commandeer" the legislative process of the states. In the New York case, the Court found that this power was not found in the text or structure of the Constitution, and it was thus a violation of the Tenth Amendment.

A later case presented the question of the extent to which Congress could regulate through a state's Executive Branch officers. This case, *Printz v. United States*,[25] involved the Brady Handgun Act. The Brady Handgun Act required state and local law-enforcement officers to conduct background checks on prospective handgun purchasers within five business days of an attempted purchase. This portion of the act was challenged under the Tenth Amendment, under the theory that Congress was without authority to "commandeer" state executive branch officials. After a historical study of federal commandeering of state officials, the Court concluded that commandeering of state executive branch officials was, like commandeering of the legislature, outside of Congress's power, and consequently a violation of the Tenth Amendment.

In the instant case, if the statutory language in question were interpreted to mean that state or local public entities could be directed by the state legislature to accept and utilize federal funds, this would arguably be a commandeering of those entities for a federal purpose, which would violate the principles of the cases cited above. One might argue that since the directions were not coming from the federal government, but from the state legislature, that federalism concerns were diminished. However, this distinction would not appear relevant if the power being exercised by the state legislature arose out of the Recovery Act, and not state law.[26] If Congress does not have the power to require a state to spend federal funds in furtherance of a federal program, then it would not appear to have the authority to delegate such power to others.

Statutory Interpretation

As noted, a broad interpretation of the phrase "acceptance by the State legislature. . . .shall be sufficient to provide funding to such State" might imply that Congress intends that all statutory requirements for the receipt of federal funds, such as submitting an application and complying with grant conditions, can be

[24] 505 U.S. 144 (1992).

[25] 521 U.S. 898 (1997).

[26] Generally, a legislature would not be authorized by a state constitution to exercise significant legislative authority by a concurrent resolution.

waived by a state legislature. The Recovery Act, however, provides funding both in the forms of funds allocated by formula and by the application of state grants.[27] As noted above, the phrase under consideration could only logically be implemented in the case of allocated funds, since waiving the requirement of application and provision of necessary data in the context of discretionary grants would leave no basis for funds to be allocated. Thus, in order for the language of § 1607 to take on the broader meaning in the context of allocated funds, the language "shall be sufficient to provide funding under this Act" would have to mean something different in relation to state grants. However, under general rules of statutory construction, the same words of a statute cannot not interpreted differently in different contexts.[28]

Instead, a statute should be read as a harmonious whole, with its various parts being interpreted within their broader statutory context in a manner that furthers statutory purposes.[29] As noted, the narrower interpretation suggested for § 1607(b) appears to complement the gubernatorial certification scheme established in § 1607(a). Further, this interpretation would allow the terms in question ("acceptance," "sufficient to provide funding") to take on a natural meaning closer to apparent meaning of the terms used.

And finally, to the extent that one interpretation of a statute were to raise constitutional concerns, this interpretation would generally be disfavored.[30] An interpretation of § 1607(b) that authorized a state legislature to use federal law to commandeer state or local entities to administer federal funds would appear to violate the Tenth Amendment. Consequently, such an interpretation would be unlikely to be adopted by a court.

Conclusion

Section 1607(a) of the Recovery Act provides that, in order for a state to be eligible for the federal funds in the Recovery Act, a governor must certify that (1) a state will request and use funds in the future, and (2) the funds will be used to create jobs and economic growth. This language does not appear to bind a

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[27] Section § 1607 specifically provides that the language of § 1607(b) shall apply to "funds provided to any State in any division of this Act."

[28] Where the same term is used several places in statutory text, it is generally presumed to have the same meaning in every instance, Ratzlaf v. United States, 510 U.S. 135, 143 (1994). See also Gustafson v. Alloyd Co., 513 U.S. 561, 570 (1995); Wisconsin Dep't of Revenue v. William Wrigley, Jr. Co., 505 U.S. 214, 225 (1992). This presumption is particularly strong when the term is used within the same sentence, Brown v. Gardner, 513 U.S. 115, 118 (1994); Reno v. Bossier Parish Sch. Bd., 528 U.S. 320, 329-30 (2000), and this conclusion seems inevitable when the different meanings are sought in the same word.

[29] United Savings Ass'n v. Timbers of Inwood Forest Associates, 484 U.S. 365, 371 (1988) ("Statutory construction . . . is a holistic endeavor. A provision that may seem ambiguous in isolation is often clarified by the remainder of the statutory scheme — because the same terminology is used elsewhere in a context that makes its meaning clear, or because only one of the permissible meanings produces a substantive effect that is compatible with the rest of the law." (citations omitted)). United States v. Boisdoré's Heirs, 49 U.S. (8 How.) 113, 122 (1850) (opinion of Court)("In expounding a statute, we must not be guided by a single sentence or member of a sentence, but look to the provisions of the whole law, and to its object and policy"). A related canon of statutory construction is that statutes should be construed "so as to avoid rendering superfluous" any statutory language. Astoria Federal Savings & Loan Ass'n v. Solimino, 501 U.S. 104, 112 (1991). See, e.g., Sprietsma v. Mercury Marine, 537 U.S. 51, 63 (2003) (interpreting word "law" broadly could render word "regulation" superfluous in preemption clause applicable to a state "law or regulation").

[30] Under the doctrine of constitutional doubt, courts will construe statutes, "if fairly possible, so as to avoid not only the conclusion that it is unconstitutional but also grave doubts upon that score." United States v. Jin Fuey Moy, 241 U.S. 394, 401 (1916).

governor to request or accept any particular level of governmental funding, nor does it appear that the certification must be based on the governor's future acceptance of funds, as such request or acceptance can sometimes be made by state or local officials.

Forty-five days after passage of the Recovery Act, if a governor has not provided the necessary certification, then § 1607(b) would appear to provide a state legislature the authority to step in to "accept" state funds by concurrent resolution, achieving the same result as would have been achieved by the certification. However, it seems clear that such acceptance, while "sufficient" to trigger the availability of federal funds under the Recovery Act, does not free a state from any other conditions of receiving funds, such as filling out applications, justifying needs, and providing assurance of compliance with program requirements.

Although the language of § 1607 is arguably ambiguous, it does not appear likely that it was intended to significantly reallocate powers between a state legislature and a state executive branch. Thus, once either a governor's certification or the legislature's acceptance has been made, § 1607 would have little or no apparent effect on the power of a governor, state or local official to choose whether or not to seek and administer these funds. The language of § 1607(b), while adding an additional requirement to the federal funding process, does not otherwise appear to supplant or replace existing federal requirements, nor does it appear to change the allocation of power within a state to make decisions regarding the application, acceptance and use of such federal funds. Any interpretation of this language which did provide authority to a state legislature, by concurrent resolution, to direct the acceptance and spending of federal monies, would likely raise Tenth Amendment issues. Consequently, such an interpretation would be disfavored.

11/24/09 SCHOLAR-SHIP DISCUSSION JOINT W/ SEDC

2007FA Reports

	Report	Scholarships	Casper College		Central Wy. College		Eastern Wy. College		Laramie County CC		Northwest College		Sheridan College		Western Wy. CC		Community College Total		UW		Grand Total	
			HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount
1	Estimate Report 8/1/07	Honors	75	$119,867	18	$28,800	19	$30,400	37	$59,200	52	$78,916	56	$44,200	42	$67,200	299	$428,583	625	$1,000,000	924	$1,428,583
2		Performance	187	$223,600	53	$63,600	30	$36,000	97	$115,333	120	$139,999	61	$73,152	84	$100,800	632	$752,484	500	$630,000	1,132	$1,382,484
3		Opportunity	146	$115,332	38	$30,400	19	$14,400	82	$65,600	68	$53,746	40	$31,268	69	$55,200	462	$365,946	250	$200,000	712	$565,946
4		Career	69	$54,067	20	$16,000	20	$16,000	16	$12,800	40	$30,482	14	$10,336	16	$12,800	195	$152,485	0	$0	195	$152,485
5		Need Award	15	$5,062	0	$0	3	$1,225	1	$105	13	$2,812	0	$0	5	$5,200	37	$14,404	215	$210,000	252	$224,404
6		**Estimated Sch.Shps.**	**477**	**$517,928**	**129**	**$138,800**	**88**	**$98,025**	**232**	**$253,038**	**280**	**$305,955**	**171**	**$158,956**	**211**	**$241,200**	**1,588**	**$1,713,902**	**1,375**	**$2,040,000**	**2,963**	**$3,753,902**
7	Mid Term (30 Day) Report 10/11/07	Honors	65	$102,933	16	$25,600	21	$33,600	35	$56,000	46	$66,874	31	$47,600	42	$67,200	256	$399,807	638	$1,020,800	894	$1,420,607
8		Performance	189	$220,400	55	$65,300	39	$46,500	112	$130,200	118	$135,984	85	$100,308	114	$134,876	712	$833,568	502	$601,900	1,214	$1,435,468
9		Opportunity	147	$110,195	32	$25,132	25	$18,601	93	$68,335	65	$50,318	64	$47,656	89	$67,976	515	$388,213	235	$187,466	750	$575,679
10		Career	65	$46,868	18	$13,000	26	$19,799	29	$18,135	33	$24,044	30	$21,232	16	$12,600	217	$155,678	0	$0	217	$155,678
11		Need Award	40	$14,810	1	$216	13	$5,568	5	$1,033	9	$1,694	4	$1,066	0	$0	72	$24,387	263	$254,521	335	$278,908
12		**Actual Sch.Shps.**	**466**	**$495,206**	**121**	**$129,248**	**111**	**$124,068**	**269**	**$273,703**	**262**	**$278,914**	**210**	**$217,862**	**261**	**$282,652**	**1,700**	**$1,801,653**	**1,375**	**$2,064,687**	**3,075**	**$3,866,340**
13	Supplemental Report 12/5/07	Honors															0	$0			0	$0
14		Performance															0	$0			0	$0
15		Opportunity			1	$800			1	$400	2	$1,600					4	$2,800			4	$2,800
16		Career	1	$667	1	$800	1	$600			1	$766					4	$2,833			4	$2,833
17		Need Award															0	$0			0	$0
18		**Additional Sch.Shps.**	**1**	**$667**	**2**	**$1,600**	**1**	**$600**	**1**	**$400**	**3**	**$2,366**	**0**	**$0**	**0**	**$0**	**8**	**$5,633**	**0**	**0**	**8**	**$5,633**
19	End of Term (Post Sem) Report 3/17/08	Honors	65	$102,933	16	$25,600	20	$32,000	35	$56,000	45	$65,274	33	$50,800	40	$64,000	254	$396,607	639	$1,017,600	893	$1,414,207
20		Performance	189	$220,500	55	$65,300	38	$45,300	111	$129,000	107	$122,166	88	$103,908	117	$138,176	705	$824,350	532	$625,500	1,237	$1,449,850
21		Opportunity	147	$110,195	33	$25,932	23	$16,934	93	$68,268	59	$45,688	68	$51,223	86	$65,443	509	$383,683	210	$165,499	719	$549,182
22		Career	66	$47,535	17	$11,534	27	$20,265	29	$18,135	29	$21,245	31	$22,096	15	$11,667	214	$152,477	0	$0	214	$152,477
23		Need Award	39	$14,363	5	$757	9	$4,086	7	$1,999	8	$1,594	5	$1,816	0	$0	73	$24,615	279	$266,591	352	$291,206
24		**Final Sch.Shps.**	**467**	**$495,526**	**121**	**$129,123**	**108**	**$118,585**	**268**	**$273,402**	**240**	**$255,967**	**220**	**$229,843**	**258**	**$279,286**	**1,682**	**$1,781,732**	**1,381**	**$2,075,190**	**3,063**	**$3,856,922**

2008SP Reports

	Report	Scholarships	Casper College		Central Wy. College		Eastern Wy. College		Laramie County CC		Northwest College		Sheridan College		Western Wy. CC		Community College Total		UW		Grand Total	
			HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount
1	Estimate Report 8/1/07	Honors	67	$107,200	16	$25,600	20	$32,000	44	$70,400	45	$63,740	32	$47,200	42	$64,000	266	$410,140	625	975,000	891	$1,385,140
2		Performance	193	$230,000	55	$66,000	39	$46,800	130	$156,000	108	$122,786	92	$108,000	120	$138,777	737	$868,363	490	575,000	1,227	$1,443,363
3		Opportunity	151	$120,200	33	$26,400	27	$21,600	118	$91,200	60	$46,495	65	$50,400	90	$69,577	544	$425,872	230	175,000	774	$600,872
4		Career	65	$52,000	20	$16,000	24	$19,200	40	$32,000	30	$22,753	30	$23,200	18	$14,400	227	$179,553	0	0	227	$179,553
5		Need Award	39	$15,725	5	$759	12	$5,091	6	$1,371	9	$1,697	5	$1,800	7	$1,900	83	$28,343	245	240,000	328	$268,343
6		**Estimated Sch.Shps.**	**476**	**$525,125**	**124**	**$134,759**	**110**	**$124,691**	**332**	**$350,971**	**243**	**$257,471**	**219**	**$230,600**	**270**	**$288,654**	**1,774**	**$1,912,271**	**1,345**	**1,965,000**	**3,119**	**$3,877,271**
7	Mid Term (30 Day) Report 3/7/08	Honors	63	$98,267	15	$24,000	20	$32,000	34	$54,400	40	$56,247	35	$55,264	41	$65,600	248	$385,778	644	$1,024,267	892	$1,410,045
8		Performance	198	$230,550	46	$55,000	32	$37,900	109	$128,300	110	$126,624	89	$104,400	117	$137,377	701	$820,151	521	$612,466	1,222	$1,432,617
9		Opportunity	146	$108,735	32	$25,533	19	$15,200	97	$72,469	65	$49,582	63	$47,672	87	$67,177	509	$386,368	196	$156,501	705	$542,869
10		Career	58	$43,467	12	$9,133	23	$18,267	32	$22,268	34	$25,452	22	$17,336	18	$13,400	199	$149,323	0	$0	199	$149,323
11		Need Award	37	$15,279	3	$367	7	$3,264	6	$1,992	8	$1,597	6	$1,765	12	$2,016	79	$26,280	267	$257,656	346	$283,936
12		**Actual Sch.Shps.**	**465**	**$496,298**	**105**	**$114,033**	**94**	**$106,631**	**272**	**$279,429**	**249**	**$259,502**	**209**	**$226,437**	**263**	**$285,570**	**1,657**	**$1,767,900**	**1,361**	**$2,050,890**	**3,018**	**$3,818,790**
13	End of Term (Post Sem) Report 7/9/08	Honors	63	$98,267	15	$24,000	20	$32,000	33	$52,800	40	$56,247	34	$54,064	43	$68,800	248	$386,178	646	$1,027,600	894	$1,413,778
14		Performance	200	$232,950	47	$56,200	31	$37,200	104	$123,200	111	$127,098	91	$106,800	118	$138,577	702	$822,025	525	$616,666	1,227	$1,438,691
15		Opportunity	147	$109,535	32	$25,533	19	$15,133	94	$70,069	67	$51,432	63	$48,072	88	$67,977	510	$387,751	198	$158,101	708	$545,852
16		Career	58	$43,467	12	$9,133	23	$18,267	30	$21,268	34	$25,452	21	$16,536	17	$12,600	195	$146,723	0	$0	195	$146,723
17		Need Award	37	$15,279	3	$367	7	$3,264	5	$1,767	8	$1,597	5	$1,367	12	$2,016	77	$25,657	272	$258,566	349	$284,223
18		**Final Sch.Shps.**	**468**	**$499,498**	**106**	**$115,233**	**93**	**$105,864**	**261**	**$269,104**	**252**	**$261,826**	**209**	**$226,839**	**266**	**$289,970**	**1,655**	**$1,768,334**	**1,369**	**$2,060,933**	**3,024**	**$3,829,267**

2008FA Reports

	Report	Scholarships	Casper College		Central Wy. College		Eastern Wy. College		Laramie County CC		Northwest College		Sheridan College		Western Wy. CC		Community College Total		UW		Grand Total	
			HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount
1	Estimate Report 8/11/08	Honors	95	$147,137	24	$38,400	17	$27,200	63	$94,072	39	$61,382	42	$59,456	66	$105,600	346	$533,247	1,140	$1,822,400	1,486	$2,355,647
2		Performance	256	$298,200	55	$64,800	49	$58,800	175	$192,645	105	$121,667	115	$121,388	134	$159,100	889	$1,016,600	1,000	$1,200,000	1,889	$2,216,600
3		Opportunity	188	$133,896	38	$30,400	52	$41,660	174	$126,733	73	$56,495	87	$57,753	94	$28,000	706	$474,937	512	$409,600	1,218	$884,537
4		Career	111	$80,867	26	$20,800	46	$36,800	55	$40,267	36	$25,811	40	$27,000	19	$13,798	333	$245,343	0	$0	333	$245,343
5		Need Award	38	$15,380	0	$0	11	$6,143	5	$1,236	6	$1,133	0	$0	5	$1,467	65	$25,359	354	$305,383	419	$330,742
6		**Estimated Sch.Shps.**	**650**	**$675,480**	**143**	**$154,400**	**164**	**$170,603**	**467**	**$454,953**	**253**	**$266,488**	**284**	**$265,597**	**313**	**$307,965**	**2,274**	**$2,295,486**	**2,652**	**$3,737,383**	**4,926**	**$6,032,869**
7	Mid Term (30 Day) Report 10/10/08	Honors	85	$132,237	18	$28,800	17	$27,200	40	$59,006	42	$64,592	36	$54,784	40	$64,000	278	$430,619	989	$1,575,210	1,267	$2,005,829
8		Performance	243	$281,200	49	$56,800	38	$45,000	150	$169,819	109	$127,062	123	$140,770	103	$120,600	815	$941,251	773	$927,200	1,588	$1,868,451
9		Opportunity	181	$130,611	35	$27,733	32	$25,133	134	$95,106	82	$63,592	89	$65,918	73	$55,862	626	$463,955	376	$305,200	1,002	$769,155
10		Career	80	$54,867	26	$17,266	42	$32,067	48	$34,069	32	$22,596	43	$30,322	19	$13,932	290	$205,119	0	$0	290	$205,119
11		Need Award	43	$20,586	0	$0	19	$8,357	6	$1,666	8	$2,766	7	$2,607	5	$1,467	88	$37,449	396	$359,996	484	$397,445
12		**Actual Sch.Shps.**	**589**	**$619,501**	**128**	**$130,599**	**129**	**$137,757**	**372**	**$359,666**	**265**	**$280,608**	**291**	**$294,401**	**235**	**$255,861**	**2,009**	**$2,078,393**	**2,138**	**$3,167,606**	**4,147**	**$5,245,999**
13	End of Term (Post Sem) 03/06/09	Honors	85	$132,237	19	$30,400	17	$27,200	42	$62,206	41	$62,992	37	$57,328	37	$59,200	278	$431,563	1,001	$1,599,610	1,279	$2,031,173
14		Performance	243	$281,200	50	$59,200	39	$45,800	149	$168,619	111	$128,362	127	$143,586	106	$125,000	825	$951,767	793	$948,800	1,618	$1,900,567
15		Opportunity	181	$130,712	39	$30,800	31	$24,333	132	$93,599	82	$63,592	90	$67,118	83	$63,598	638	$473,752	395	$315,537	1,033	$789,289
16		Career	79	$54,334	29	$21,134	45	$34,467	49	$34,869	35	$24,629	43	$30,522	21	$15,532	301	$215,487	0	$0	301	$215,487
17		Need Award	43	$20,087	2	$376	22	$9,356	9	$2,680	9	$3,072	7	$2,607	5	$1,467	97	$39,645	414	$373,530	511	$413,175
18		**Final Sch.Shps.**	**588**	**$618,570**	**137**	**$141,910**	**132**	**$141,156**	**372**	**$361,973**	**269**	**$282,647**	**297**	**$301,161**	**247**	**$264,797**	**2,042**	**$2,112,213**	**2,189**	**$3,237,477**	**4,231**	**$5,349,690**

2009SP Reports

	Report	Scholarships	Casper College		Central Wy. College		Eastern Wy. College		Laramie County CC		Northwest College		Sheridan College		Western Wy. CC		Community College Total		UW		Grand Total	
			HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount
1	Estimate Report 12/10/08	Honors	75	$123,972	17	$27,200	17	$27,200	63	$37,420	44	$67,392	41	$53,888	44	$128,000	301	$465,072	960	1,566,544	1,261	$2,031,616
2		Performance	237	$282,900	51	$61,200	39	$46,800	179	$210,763	112	$129,773	130	$137,834	109	$241,300	857	$1,110,570	760	918,944	1,617	$2,029,514
3		Opportunity	178	$140,083	40	$32,000	32	$25,600	171	$136,342	87	$69,064	92	$65,324	79	$119,665	679	$588,078	381	285,743	1,060	$873,821
4		Career	86	$65,999	31	$24,800	45	$33,600	68	$54,400	39	$31,466	47	$24,469	20	$28,332	336	$263,066	0	0	336	$263,066
5		Need Award	44	$18,600	0	$0	22	$8,745	5	$1,150	10	$3,301	7	$2,603	5	$2,933	93	$37,332	390	333,976	483	$371,308
6		**Estimated Sch.Shps.**	**576**	**$631,554**	**139**	**$145,200**	**133**	**$141,945**	**481**	**$440,075**	**282**	**$300,996**	**310**	**$284,118**	**252**	**$520,230**	**2,173**	**$2,464,118**	**2,101**	**3,105,207**	**4,274**	**$5,569,325**
7	Mid Term (30 Day) Report 03/06/09	Honors	77	$120,238	17	$27,200	18	$28,800	42	$64,228	47	$70,355	34	$53,600	41	$65,330	276	429,751	1,006	1,608,800	1,282	$2,038,551
8		Performance	241	$284,877	40	$46,000	39	$45,100	150	$173,500	108	$126,200	113	$130,132	103	$120,900	794	926,709	800	$955,894	1,594	$1,882,603
9		Opportunity	185	$139,217	41	$31,467	32	$25,133	121	$91,201	73	$56,294	88	$66,245	73	$56,422	613	465,979	376	$298,589	989	$764,568
10		Career	82	$59,765	28	$21,067	43	$34,000	45	$32,735	37	$26,156	40	$29,997	17	$12,673	292	216,393	0	$0	292	$216,393
11		Need Award	40	$19,471	2	$375	25	$11,168	6	$1,647	9	$2,903	6	$1,424	4	$1,000	92	37,988	393	$350,810	485	$388,798
12		**Actual Sch.Shps.**	**585**	**$623,568**	**126**	**$126,109**	**132**	**$144,201**	**358**	**$363,311**	**265**	**$281,908**	**275**	**$281,398**	**234**	**$256,325**	**1,975**	**$2,076,820**	**2,182**	**$3,214,093**	**4,157**	**$5,290,913**
13	End of Term (Post Sem)	Honors																				
14		Performance																				
15		Opportunity																				
16		Career																				
17		Need Award																				
18		**Final Sch.Shps.**																				

2009FA Reports

Report	Scholarship	Casper College		Central Wy. College		Eastern Wy. College		Laramie County CC		Northwest College		Sheridan College		Western Wy. CC		Community College Total		UW		Grand Total	
		HC*	Amount	HC*	Amount	HC*	Amount	HC*	Amount	HC*	Amount	HC*	Amount	HC*	Amount	HC*	Amount	HC*	Amount	HC*	Amount
	Honors	89	$141,067	24	$38,400	13	$20,800	50	$78,090	54	$84,800	60	$92,528	33	$52,800	323	$508,485	1,307	$2,091,200	1,630	$2,599,685
	Performance	267	$302,250	58	$69,600	30	$36,000	162	$189,555	146	$171,386	153	$159,216	69	$82,800	885	$1,010,807	1,071	$1,285,200	1,956	$2,296,007
ate Report	Opportunity	218	$159,801	53	$42,400	31	$24,800	163	$122,660	124	$97,800	102	$68,066	33	$26,400	724	$541,927	511	$408,800	1,235	$950,727
4/2009)	Provisional Opportunity	138	$98,599	35	$28,000	34	$26,800	95	$73,569	58	$45,299	82	$49,936	19	$15,200	461	$337,403	5	$4,000	466	$341,403
	Need Award	45	$20,316	0	$0	17	$6,440	12	$3,576	1	$117	8	$2,063	6	$3,400	89	$35,912	499	$460,456	588	$496,368
	Estimated Sch.Shps.	**712**	**$722,033**	**170**	**$178,400**	**108**	**$114,840**	**470**	**$467,450**	**382**	**$399,402**	**397**	**$371,809**	**154**	**$180,600**	**2,393**	**$2,434,534**	**2,894**	**$4,249,656**	**5,287**	**$6,684,190**
	Honors	84	$133,467	21	$33,067	8	$12,533	54	$83,690	46	$71,126	54	$83,859	49	$78,400	316	$496,142	1,295	$2,072,288	1,611	$2,568,430
	Performance	253	$294,100	55	$65,200	38	$45,566	154	$174,976	120	$138,936	134	$155,804	114	$133,400	868	$1,007,982	1,056	$1,264,412	1,924	$2,272,394
(30 day) Report	Opportunity	216	$160,593	53	$40,067	36	$28,934	163	$117,393	111	$85,109	112	$81,323	80	$60,754	771	$574,173	533	$425,749	1,304	$999,922
22/2009)	Provisional Opportunity	121	$83,467	38	$28,334	45	$34,936	89	$57,845	59	$43,533	71	$50,206	44	$31,722	467	$330,043	5	$3,336	472	$333,379
	Need Award	88	$41,034	0	$0	19	$10,812	15	$4,701	6	$2,609	21	$5,314	0	$0	149	$64,470	538	$483,175	687	$547,645
	Mid-Term Sch.Shps.	**674**	**$712,661**	**167**	**$166,668**	**127**	**$132,781**	**460**	**$438,605**	**336**	**$341,313**	**371**	**$376,506**	**287**	**$304,276**	**2,422**	**$2,472,810**	**2,889**	**$4,248,960**	**5,311**	**$6,721,770**
	Honors																				
	Performance																				
Term Report	Opportunity																				
	Provisional Opportunity																				
	Need Award																				
	Final Sch.Shps.	**0**	**$0**	**0**	**$0**	**0**	**$0**	**0**	**$0**	**0**	**$0**	**0**	**$0**	**0**	**$0**	**0**	**$0**	**0**	**$0**	**0**	**$0**

I Count of scholarship $ recipients

Joint House/Senate Education Committee
Anchorage, AK
November 24, 2009
Scholarship Discussion

Representative Paul Seaton, House Chair

Grant Air

Leave Homer at 8:45 a.m.

Leave Anchorage at 6:30 p.m.

Budget Rent-A-Car confirmation number

301580

Louie Flora

From: Louie Flora
Sent: Tuesday, November 10, 2009 9:37 AM
To: 'Ledoux, Larry S (EED)'; 'Jeans, Eddy (EED)'
Cc: 'Herman, Marcy J (EED)'
Subject: questions on the Governor's Performance Scholarship
Attachments: 2008 Wyoming Hathaway Scholarship Report.pdf

Hello,

Representative Seaton asked me to write in advance of the Joint House and Senate Education Committee meeting in Anchorage on November 24th to seek further information on the Governor's Performance Scholarship (GPS) proposal. Specifically, we would like information on the merit component of the scholarship and analysis from the administration on the impact of this proposal as far as the anticipated effects and the purpose of the merit-only scholarship.

1. Is it the anticipation that the GPS will increase participation of students or it will serve to lower costs for currently participating students at UA?

2. What population is it anticipated that the GPS will influence? Since the population of the University of Alaska appears to be quite similar to population of two year colleges in the lower 48, and since the Hathaway plan only has 4.7% of the Community College scholarship recipients also receiving the needs based award, how is it anticipated the GPS program will expand the student population in AK universities?

3. Since our college population has a major component of older and returning non-traditional students, how will the GPS address this large population of non-tradition students?

4. Please provide us with analysis on remediation. Does the University of Alaska have information on A students, B students and C students in high school to determine if these groups and in what proportion need remediation. What percent had to take some remediation when they went to college?

5. Can we look at the current UA Scholars program model to determine if current scholarships led to remediation not being required?

6. On the Governor's Web-site a series of course completion qualifications for receipt of the GPS are listed. I understand the purpose is having GPS students not require remediation. Is data available on students that have been attending the University of Alaska to determine if the proposed GPS qualification of four years of math, science, and English will be effective tools for eliminating remediation?

7. For those students who don't have independent economic resources to cover those costs above tuition, how does this plan that only addresses tuition expense enable them to go to college?

8. What is the percentage of students who are going to college in Alaska under the existing AK Scholars merit program compared to the anticipated number who will stay in Alaska because of a Hathaway style plan?

9. Please cite data from Hathaway and Taylor plans on how they were effective in addressing the goals of the GPS as stated on the Governor's web-page and how these results are superior to the current Alaska Scholars plan:

The GPS will accomplish many goals. These include:

- Improved high school graduation rates
- Increased parental involvement
- Higher college entrance exam scores
- Help to make college and job training affordable
- Position Alaska's economy for growth with a better prepared workforce
- Help to keep our best, brightest students in Alaska after college.
- More opportunities for job training
- Fewer remedial classes needed in college
- More students completing their post-secondary degree in a timely manner

Thank you for your attention to these questions.

Attached is the Wyoming 2008FA Report

Louie Flora

Staff, Representative Seaton

(907) 235-2921

House Members attending:

Representative Seaton, House Education Chair
Representative Keller
Representative Munoz
Representative Buch
Representative Gardner

Excused:
Representative Edgmon
And Representative Wilson

Senate Members attending:

Senator Thomas, Senate Education Co-Chair
Senator Meyer, Senate Education Co-Chair
Senator Olson
Senator Huggins

Joint House and Senate Education Committee meeting November 24th from 1 p.m. to 5 p.m. at Anchorage LIO conference room

Agenda and presenters:

1. Department of Education and Early Development **Commissioner Larry LeDoux** presents Governor Parnell's proposed Governor's Performance Scholarship (GPS)
2. In the audience or on-line to answer questions on the proposal, and on current AK financial aid offerings including the UA Scholars program are **Eddy Jeans, Director of School Finance and Facilities, Diane Barrans, Executive Director of the Alaska Commission on Postsecondary Education** and **Linda English, Director of the UA Scholars program** at University of Alaska, as well as **Saichi Oba, Assistant Vice President, Student Services & Enrollment Management at UA**
3. Break

4. **David Longanecker, President, Western Interstate Commission for Higher Education (WICHE),** Boulder, CO presents on The Pros and Cons of Need-based and Merit Based Financial Aid Programs.

Documents in Committee packet in the following order:

1. Governor's Performance Scholarship white paper
2. Diane Barrans e-mail including Heller and Ferrel Merit Impact papers
3. Wyoming Hathaway Scholarship materials
4. UA Scholars letter
5. WICHE Policy Exchange
6. College Access Report 2007 (entitled "Making Alaska More Competitive...")
7. David Longanecker WICHE PowerPoint

Rep. Paul Seaton

From: Rep. Paul Seaton
Sent: Monday, November 23, 2009 4:09 PM
To: Louie Flora
Subject: UAA Chancellor's office report Seawolfweekly

USUAA invited Alaska legislators to lunch on campus to talk about important issues including the need for needs-based scholarships. Legislators who visited included **Sen. Johnny Ellis, Sen. Hollis French, Sen. Fred Dyson, Rep. Sharon Cissna, Rep. Berta Gardner, Rep. Bob Lynn, Rep. Pete Petersen, Rep. Mike Doogan and staff from the offices of Rep. Max Gruenberg, Rep. Lindsey Holmes, Rep. Charisse Millett, and Sen. Con Bunde.** Thank you to students for hosting this luncheon!

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I recently attended a two day workshop as a member of the Western Interstate Commission for Higher Education (WICHE) legislative advisory panel. I want to share some of the most interesting topics for Alaska with you.

College completion rates

In the late 60's Alaska had one of the highest proportions of college graduates. Recent data shows that 31.4% of Alaskans between the ages of 25 and 34 have completed either an associates or bachelors degree. This compares with a nation-wide average of 37.1%, 47.9% in the top 5 states, and 52.8% in the most educated countries. This is a sobering statistic when we consider that a major criterion for industry and business to locate in an area is the quality of the workforce.
Obviously we need to consider the effectiveness of our institutions and how their productivity in producing graduates can be enhanced. Specifically, how can we:

1. Enhance the degree completion rate of students.
2. Directly address the critical non-completion factors.
3. Increase degree completion among "nontraditional" (older) students who may already have up to three years of college credit. With only one year of scholarship they can become college graduates.

Merit and Needs-based scholarships

Alaska has an effective merit scholarship design. The Alaska Scholars program awards a scholarship for the University of Alaska to high school students in the top 10% of their graduating class. Other states have experienced a high school "grade inflation" problem with scholarships based on grade point average (as opposed to percent of graduating class) as high schools attempt to advantage their graduates.

A significant number of Alaska students have to take remediation courses when they reach college. Remedial courses contribute to lowering the graduation success rate by adding an additional semester or year of schooling. The Alaska Scholars program does entice more high-performing students to remain at Alaskan institutions. However, to increase the number of college graduates we need to expand the cohort of college entrants beyond just high school graduates.

On November 24th the House and Senate Education Committees will be receiving an overview on the Governor's Performance Scholarship which is an alternative merit–based proposal. A WICHE staffer has agreed to come to Alaska to help us understand successful scholarship plans in other states and how they can be modified to work for Alaska.

Of particular interest is the Oregon Plan which incorporates a strong student/parent based responsibility component and could be modified to include a high school or entering student commitment to be prepared without remediation.

Other items of interest

Things like a late deadline to drop a class can affect graduations as well. Since some scholarships require maintaining a high GPA, recipients may drop classes late in the semester if they are not performing well. An uncompleted credit costs the State just as much as a completed credit and often deprives another student of the class slot. Perhaps basing financial support on completed credits instead of enrolled credits would be the proper incentive.

The new WICHE Internet Course Exchange (ICE) program will allow virtual correspondence courses from any of the 15 states at the resident tuition rate. This will allow institutions to focus on their core courses instead of trying to offer such a diversity of courses that are noneconomic because of the size of the student population needing that course. WICHE ICE will also allow traditional and 'non-traditional' students the scheduling flexibility needed to enable 'on time' completion of a degree or certificate. Other materials on increasing the productivity of post-secondary education - defined as the most completed degrees and certificates for the money invested - are available through the WICHE website at http://www.wiche.edu/info/lac/2009/Jones.pdf .

Alaska must effectively invest to increase both workforce certifications and college graduations if we are going to be competitive in the 21st Century.

Rep. Paul Seaton

Documents in Committee packet in the following order:

1. Governor's Performance Scholarship white paper
2. Diane Barrans e-mail including Heller and Ferrel Merit Impact papers
3. Wyoming Hathaway Scholarship materials
4. UA Scholars letter
5. WICHE Policy Exchange
6. College Access Report 2007 (entitled "Making Alaska More Competitive...")
7. David Longanecker WICHE PowerPoint

From: Barrans, Diane M (ACPE) [mailto:diane.barrans@alaska.gov]
Sent: Thursday, October 22, 2009 9:15 AM
To: Louie Flora
Cc: Rep. Paul Seaton; Herman, Marcy J (EED)
Subject: Info on Merit programs

Good morning, Louie,

On our recent call Rep. Seaton inquired about any literature/research on the impacts of merit aid (vs needs-based or a hybrid) on attendance rates of lower income students. The concern he expressed was that a merit only program may result in the awarding of funds to students who already were intending to go on to postsecondary ed and would not increase the overall percent of AK students going on to college.

Attached are excerpted portions of two papers which are available in their entirety at www.eric.ed.gov , a repository of education-related literature. I didn't want to bury you in paper so I pulled the sections that were particularly on point to Paul's area of inquiry.

While there are limited data related to this question, it does appear that the concern is a valid one. Having said that, I would note that there are other valid policy objectives to bear in mind relative to a merit only criteria. Alaska's historical performance relative to access, persistence, and completion at the postsecondary level only goes from bad to worse with each of these separate metrics. Although only about 28% of our college age students go on to college, over half of those students need remedial education, they have high attrition rates, and, only about a quarter of those entering postsecondary ed actually have their credential in 150% of the normal time to degree for their program. By designing a program that focuses on a core secondary curriculum and associates strong academic performance with a meaningful financial award, the expectation is that all boats will lift in a rising tide. My understanding is Governor Parnell's intention is to propose a fundamentally strong basis for a statewide program that will go a long ways toward creating a college going culture in Alaska.

It is also interesting to note, in looking at the early data available from my colleagues in WY, although they do have a needs component in their program, they have not experienced high participation rates by low income students. In FY09, only 18.5% and 4.7% of scholarship recipients at UWY and the Comm. Col. system, respectively, qualified for the needs-based awards provided for in the Hathaway Plan. That outcome

strongly suggests that for low income students, other interventions and strategies (in addition to financial aid) are needed to ensure increasing rates of participation in postsecondary education.

I hope this information is helpful. As always, give me a ring if I can be of assistance. BTW, I'm ccing Marcy Herman as EED's leg. liaison. She is very involved in supporting the Commissioner's activities around this proposal.

Diane

Do Merit Scholarships Promote College Access?

Evidence From Two States

Paper Presented at the Annual Conference of the
Association for the Study of Higher Education
Richmond, Virginia
November, 2001

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Do Merit Scholarships Promote College Access? Evidence From Two States

Introduction

Publicly-funded scholarships in the United States historically have been awarded based on the financial need of the student and his or her family, and with the goal of increasing access to college. Beginning with passage of the Higher Education Act of 1965, and in particular, establishment of Basic Educational Opportunity Grants in the 1972 Amendments, federally-funded student aid has been used in order to help achieve equality of postsecondary educational opportunity (Mumper, 1996). The State Student Incentive Grant program, also part of Title IV student aid programs, encouraged the development of state-funded scholarships. These state programs historically also used financial need as the primary criterion for awarding grants, and have grown to the extent that they now award almost $1 in aid for every $2 awarded in the federal Pell Grant program.

Since the 1980s, however, the use of financial need as the basis for awarding scholarships by the states has been eroding. Between 1982 and 2000 spending on need-based scholarships for undergraduates by the states increased 7.4 percent annually, while spending on merit programs increased at a 13.6 percent annual rate. The proportion of state grants awarded based on merit has risen from 9 percent to 22 percent during this period (Heller, in press, 2002; National Association of State Student Grant & Aid Programs, 2001).

TABLE 4
Scholarship Rates by High School Free Lunch Quintile

Quintile	Florida	Michigan
1st quintile (schools with fewest students receiving free lunch)	28.4%	45.6%
2nd quintile	24.1	43.7
3rd quintile	20.3	38.9
4th quintile	19.1	30.2
5th quintile (schools with most students receiving free lunch)	11.1	16.4
Correlation of school free lunch percentage and school scholarship rate	-0.58 (p<.001)	-0.54 (p<.001)

Note: The analyses were weighted by the number of graduating seniors in each high school.

Data on the number of students who continued on to postsecondary education after graduating from high school were used to estimate the postsecondary attendance rate in each public high school for the academic year before implementation of the merit scholarship program (1995-96 in Florida, averages of the 1996-97 through 1998-99 rates in Michigan).

To further explore this relationship, we divided the high schools into quintiles, based on their college attendance rates before implementation of the merit scholarship programs. We then compared the scholarship rates of the schools in each group. Table 5 presents the scholarship rates for the high schools in each state, arranged by the high school's college participation quintile.[5] Schools with the highest proportion of students attending college (before implementation of the

[5] The Michigan data are based on high schools' report of their graduates status in the fall following graduation from high school. Because the high schools do not report the data every year, we took the average rate from a three-year period. The Florida data are based on student-level enrollment

state's merit scholarship program) had the highest percentage of students receiving a scholarship.

TABLE 5
Scholarship Rates by High School College Participation Rate Quintile

Quintile	Florida	Michigan
1st quintile (highest college participation rate)	26.1%	44.0%
2nd quintile	20.4	37.5
3rd quintile	17.4	39.1
4th quintile	9.6	34.7
5th quintile (lowest college participation rate)	5.2	25.4
Correlation of school free lunch percentage and school scholarship rate	0.58 (p<.001)	0.34 (p<.001)

Note: The analyses were weighted by the number of graduating seniors in each high school.

Discussion

The data presented here demonstrate that a very strong relationship exists between socioeconomic characteristics and the rate at which students qualify for merit scholarships in Florida and Michigan. In both states, African Americans and Hispanics qualify for the scholarships at rates well below those of White and Asian American students. There is also a strong relationship between the income levels in the communities in which students attend school, as measured by the proportion of students who qualify for free lunch, and the probability that a student would earn a scholarship.

records in public and private universities in Florida, and thus exclude students attending college outside of the state.

The groups of students least likely to be awarded these scholarships are the populations who have traditionally been under-represented in higher education. Data on college participation rates by race indicate a large disparity between White and Asian American students, who have higher college-going rates, and African Americans and Hispanics, who attend college at lower rates (Heller, 1999b; Koretz, 1990). Other studies have demonstrated the gap in college participation by income level (Advisory Committee on Student Financial Assistance, 2001; Ellwood & Kane, 1999; Mortenson, 2000).

There do not appear to be large differences in the criteria used for awarding the scholarships in the two states, and the resulting distribution of the awards. Overall, a higher percentage of students in Michigan than in Florida were awarded scholarships, but the distributional effects within the two states were very similar. The difference between the use of a statewide criterion-referenced test (in Michigan) and the use of high school grades and national standardized tests (in Florida) was negligible.

Our final research question asked about the relationship between the distribution of scholarship awards and the college attendance patterns of high schools in the state. This question addresses the core issue of whether these programs are likely to have much impact on college access in each state. Because the greater proportion of the awards have been distributed to students in high schools with higher college-participation rates (before implementation of the merit scholarship programs), we conclude that the impact is likely to be much less than

those scholarship programs that target their awards to students based on financial need.

A few sample high schools can help to illustrate this conclusion. Table 5 shows the college participation rates for Michigan high schools (before implementation of the Michigan Merit Award Scholarship Program), and the scholarship award rates for those schools. For example, Grosse Ile High School, located in a wealthy suburb of Detroit, sent 94 percent of its students on to some form of postsecondary education before the scholarship program was implemented. Thus, the scholarship program could have induced at *most* the remaining 6 percent of the graduates in that school to attend college.[6] However, 64 percent of the students in this school qualified for scholarships, indicating that at *least* 58 percent of the scholarships went to students who would likely have been college-bound anyway.[7]

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[6] This assumes, of course, no large behavioral changes in the college-going patterns of the students in this school due to other factors in the first year the program was implemented.

[7] It should be noted here the possibility that the scholarships could have had some impact on college choice among these students. For example, the $2,500 award may have induced a student who otherwise would have enrolled in a community college to enroll instead in a 4-year institution. But increasing college *choice* was not a legislated goal of the program; increasing college *access* was.

ARE STATE NON-NEED, MERIT-BASED SCHOLARSHIP PROGRAMS IMPACTING COLLEGE ENROLLMENT?

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Abstract

This study examines whether non-need, merit-based scholarship programs are effective in encouraging students to enroll in postsecondary education and, more specifically, attend an in-state college. National residence and migration data from 1992 to 2004 (alternating even years) were used within a fixed effect regression framework. This approach, combined with interaction terms that capture different program implementation periods, is an attempt to enhance the current understanding of scholarship programs on college enrollment. The results suggest that these programs have a significant impact on college enrollment after controlling for state-level factors, but the effect depends on when the program was implemented, who is eligible to receive aid, and how much aid these students are awarded.

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1. INTRODUCTION

In today's competitive economic environment, individuals have realized that acquiring additional education beyond high school is critical in gaining access to well-paying and stable employment. As a result, first-time, full-time freshmen enrollments in college increased 8 percent between 1992 and 2004.[1] Yet despite the overall increase in college attendance, certain states continue to struggle with persistently low high school graduation and college participation rates, which may leave them at a competitive disadvantage compared with other states. Recognizing the relationship between a strong public higher education system and future economic prosperity (ACSFA 2001; Carnevale and Fry 2001), several state governments have taken steps to encourage their high school graduates to enroll in postsecondary education by establishing non-need, merit-based scholarship programs.[2]

Historically, a high priority among states was to support and expand need-based financial aid programs for undergraduates (Schmidt 2002). However, in the early 1990s, the invention of merit scholarship programs signaled a sudden shift in state public policy—from concentrating on serving the most economically disadvantaged through need-based financial aid to rewarding and alluring high academic achievers through non-need, merit-based financial aid (Heller 2002; Linn 1998; Longanecker 2002; Parsons 1997). Presently, fourteen states have implemented non-need, merit-based scholarship programs. As shown in table 1, they are Alaska, Florida, Georgia, Kentucky, Louisiana, Massachusetts, Michigan, Mississippi, Missouri, Nevada, New Mexico, South Carolina, Tennessee, and West Virginia. The first state to implement a merit scholarship program was Arkansas in 1991, but two years later the state applied an income cap to the scholarship. In 1993, Georgia crafted a state lottery for the specific purpose of funding its new HOPE (Helping Outstanding Pupils Educationally) scholarship program, which is widely acknowledged as the first broad-based scholarship program (Heller 2002). Massachusetts and Tennessee have implemented their programs within the past four years.

These scholarship programs are based only on academic achievement without taking into consideration family financial need or income cap. There are other notable differences, namely: (1) *scholarship amount coverage*, that is, as a lump sum, tuition only, or tuition plus fees; (2) *program eligibility criteria*, determined by academic performance during high school and/or college; (3) *college choice restrictions* control whether the scholarships can be used at public or private institutions, or both; and (4) *enrollment eligibility*, available to either

1. Authors' calculations based on National Center for Education Statistics (NCES) Integrated Postsecondary Data System (IPEDS) first-time, full-time freshmen migration data, 1992 to 2004.
2. In the remainder of the article, "state non-need, merit-based scholarship programs" will be referred to as "state merit scholarship programs."

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Table 1. State Non-need, Merit-Based Scholarship Programs

State	Year Implemented and Funding Source	Eligibility Criteria	Award Amount and Postsecondary Criteria
Alaska Scholars	1998 Land lease and sales	High school class rank	Public: Four years tuition ($11,000) at one of the University of Alaska system schools Private: No
Florida Bright Futures scholarship	1997 State lottery	GPA and SAT or ACT	Can attend half time Public: Four years tuition + educational allowances Private: Comparable amount based on Florida's public institution tuition
Georgia Helping Outstanding Pupils Educationally scholarship (HOPE)	1993 State lottery	GPA	Can attend half-time Public: Four years tuition and fees + stipend for books Private: $3,000 per academic year
Kentucky Educational Excellence Scholarship (KEES)	1999 State lottery	GPA and ACT	Public and private: Up to $1,000 a year at any accredited approved institution for up to four years
Louisiana Tuition Opportunity Program for Students awards (TOPS)	1998 General revenues	GPA and ACT	Public: Up to four years tuition and fees Private: Comparable tuition at a private institution
Massachusetts John and Abigail Adams scholarship program	2004 General revenues	State test (MCAS)	Public: Tuition Private: No
Michigan Michigan merit award	2000 Tobacco settlement	State test (MEAP)[a]	Public and private: $2,500 scholarship lump sum for in-state approved institutions
Mississippi Eminent Scholars Grant	1996 General revenues	GPA and SAT or ACT	Public and private eligible Mississippi institution: Four-year scholarship up to $2,500 per year for tuition, fees, and books
Missouri Bright Flight scholarship	1997 General revenues	SAT or ACT	Public and private: $2,000 per year for four years
Nevada Millennium scholarship	1999 Tobacco settlement	GPA and state test	Public: Up to $80 per credit up to $10,000 or 120 credits Private: $80 per credit up to $10,000 or 120 credits at eligible independent institutions
New Mexico Lottery Success scholarship	1997 State lottery	College GPA	Public: Four years tuition and fees Private: No
South Carolina Legislative Incentive for Future Excellence (LIFE)	1998 General revenues and state lottery	GPA, SAT, or ACT, and class rank	Public: Up to $6,700 per year for four years and book stipend Private: Comparable tuition at eligible private institution
Tennessee Education Lottery scholarship program	2004 State lottery	GPA or SAT/ACT	Public and private: Up to $4,000 at a four-year and $2,000 at a two-year institution

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Table 1. Continued.

State	Year Implemented and Funding Source	Eligibility Criteria	Award Amount and Postsecondary Criteria
West Virginia Promise scholarship (Providing Real Opportunities for Maximizing In-state Student Excellence)	2002 State lottery and taxes on amusement devises	GPA and SAT or ACT	Public: Four years tuition + mandatory fees Private: Comparable tuition

[a]Michigan merit award was increased to $3,000 in 2005. In 2007, the name changed to the Michigan Promise scholarship, and awardees will receive $4,000 after successfully completing two years of college (Michigan Government 2006).
Sources: Krueger 2001; Selingo 2001; state Web sites.

full- and part-time students or only those attending full time. In general, all but the second characteristic are examined in this study.[3] Support for these scholarship programs comes from four primary sources: state lotteries, general state revenues, land leases, and the national tobacco settlement fund. The majority of programs cover students' full tuition costs for up to four years at a public, in-state, postsecondary institution, and a few of the states allow students to enroll part time (Farrell 2004a).

Unlike more traditional need-based financial aid, merit scholarship programs invariably target the state's "best and brightest," who are already more likely to attend college without such inducements. So while expanding college enrollment in the aggregate is desirable, from the perspective of state policy makers the primary goal of merit scholarship programs is to improve in-state college attendance.[4] Another objective is to retain the students upon graduation from college. States make this scholarship program investment because they assume that these students, as graduates, will stay and contribute to the economy and help develop a high-quality workforce. This strand of research is conspicuously absent. Thus, to better understand the economic efficiency of these programs, additional research is needed on the production of degrees and the migratory patterns of merit scholarship recipients (Heller 2003). However, as mentioned by Longanecker (2002, p. 35), "State policy makers have only a modest capacity to influence the human capital levels of their population by investing in higher education degree outputs." It should be noted that the

3. There are almost as many program eligibility criteria as there are states that offer merit scholarship programs. Thus it would be difficult to disentangle individual state attendance patterns from the unique program eligibility criteria.
4. Preferably, students would attend one of the state's public institutions, but in some states the scholarships can be used to support enrollment in a private postsecondary institution.

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focus of this study is on the proportion of high school graduates who enroll in college—in particular, an in-state college—the following fall semester and not whether students complete a degree and/or stay in the state for employment. These ancillary questions are left for future consideration.

Thus far few studies have analyzed whether states with such merit scholarship programs have experienced improvements in the college enrollment rates and, in particular, whether a greater percentage of high school graduates choose to stay in-state compared with those states that do not offer such merit scholarship programs. This study uses the most recent data available to determine the extent to which these policy goals are being met. Additional tests are conducted to determine whether the amount of aid or various restrictions, such as eligible institutions and enrollment intensity thresholds, have a differential effect on college enrollment. The article unfolds as follows. The next section reviews the recent literature on college-going behaviors and state merit scholarship programs, followed by a discussion of the methodology used in the study. The article concludes with a summary of the major findings, limitations of the analysis, and possible policy implications and next steps.

2. LITERATURE REVIEW

A vast majority of the college financial aid literature points to a variety of economic and social factors as influencing high school graduates' college enrollment and choice patterns. This section begins with summaries of a few notable studies that use human capital for the study's framework and ends with highlights from previous merit scholarship program studies that, while limited in their scope to a single state or group of states, motivate the current study.

Financial Aid and College Enrollment

The relationship between financial aid and enrollment in college is a lot more complex than just looking at tuition. One would assume that financial aid is a discount to the tuition rate, and students should react to the same increase in financial aid or decrease in tuition, which would result in the same net cost to students (Heller 1999). Unfortunately, this is not the typical case for most students. Research consistently has demonstrated that all else being equal, higher levels of costs, resulting from less aid or greater tuition and other costs, tend to reduce the likelihood of a student and family making an investment in higher education and enrolling in college (Becker 1992; Manski and Wise 1983; Paulsen 1998).

Perna and Titus (2004) studied individual data from the third follow-up of the National Education Longitudinal Survey (NELS) and found that state funding policies, such as appropriations for public postsecondary institutions, tuition, and K–12 education, influence the distributions of college

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enrollments within a state. A larger gap in the average tuition at public and private postsecondary institutions is associated with an increased likelihood of enrolling in a public four-year institution. In addition, state need-based financial aid programs with relatively large awards per member of the traditional college-age population appear to be particularly effective at promoting enrollment in private four-year institutions within the state.

When states are the unit of analysis, a common finding from the college choice literature is that when tuition increases at public four-year institutions, their enrollments decrease and those at public two-year institutions increase (Kane 1995). In an analysis of High School and Beyond (HS&B) and NELS data, Kane (1999) found that enrollment rates were lower in states with higher than average tuition costs for postsecondary education, especially in states with high two-year institution tuition. However, the decline in public two-year enrollments can be offset through need-based financial aid (Heller 1999; Perna and Titus 2002) and non-need financial aid (St. John et al. 2004).

State Non-need, Merit-Based Scholarship Programs

Given that most state-sponsored, non-need, merit-based scholarship programs are relatively new, few studies have been conducted on the programs, and the studies thus far have focused on one state or compared a specific state with these scholarship programs to neighboring states without such programs. Eight of the merit scholarship programs are located in states that are members of the Southern Regional Education Board (SREB), where many of the states were experiencing low high school graduation and college participation rates. These states have therefore created a perfect natural experiment to study the effect of merit scholarship programs over time.

For instance, in one of the first studies on state merit scholarship programs, Dynarski (2000) compared Georgia's HOPE scholarship program with a group of southern states that did not offer a merit scholarship program. Using Current Population Survey data, she found that students in Georgia are more likely to attend college in state compared with students in the neighboring states. Specifically, the attendance rates of eighteen- to nineteen-year-olds in Georgia increased between 7 and 8 percentage points from 1989 to 1997. In particular, she found that the Georgia HOPE scholarship had a greater impact on college choice than college access—students were choosing four-year colleges over two-year institutions and two-year institutions over no college at all. The latter result was also found by Cornwell and Mustard (2002), who estimated the effect of Georgia's HOPE program on in-state college enrollment. They found that the number of students enrolling in four-year and private institutions

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5. CONCLUSION

This study's findings illustrate the complex relationship between financial aid and college enrollment, and the fact that policy makers do not have full control over their states' socio-educational and economic characteristics. First, to answer the policy question posed earlier, the analysis provides evidence that state merit-based scholarship programs are having a positive impact on college enrollment and keeping students in state for college. Over the twelve-year period, in-state college enrollment for states with merit scholarship programs were on average 4.6 percentage points higher than states without such programs. This difference in college in-state enrollment is meaningful because, of the fourteen states that offer merit scholarship programs, seven are located in states where high school graduation and college attendance rates are quite low.

Nevertheless, a few words of caution are needed based on the different dimensions of these state merit scholarship programs. Although such programs meet their stated policy objectives, implementing a merit aid scholarship program will not magically fix all the systemic barriers to college access and in-state enrollment. The findings point to a spike in college and in-state college enrollment when the programs are implemented, but the percentage of college goers flattens out over time, especially for in-state enrollment. Taking into consideration the state merit award amount, college choice restrictions, and enrollment eligibility in the estimates, we begin to understand why in-state enrollment flattens over time despite the significant impact of these programs on college enrollment after controlling for state-level factors.

The first dimension analyzed was the amount of the award by the state. The findings indicate that the largest gains in college enrollment were experienced by states that have provided generous merit award amounts. In general, states offering merit aid amounts in the top quartile—near to full tuition scholarships—experienced a 5.5 percent increase in college participation and a 6.7 percent increase in first-time freshmen staying in state for college. Conversely, states such as Michigan and Missouri that are not as generous as the other merit scholarship states because they do not cover full tuition have not experienced the same gains in college enrollment as some of the other states. The implication of this finding for state policy makers is clear. If the objective of establishing a merit scholarship program is to improve the rate of college enrollment, the evidence suggests that the merit awards need to be substantial in order to improve in-state college enrollment. Within the past few years, a few of the states (e.g., Florida, Kentucky, Louisiana, New Mexico) had to increase funding for the programs because of greater numbers of awardees over time. This finding may therefore discourage certain states from exploring merit-based scholarship programs as a means of

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improving economic competitiveness because they may not have the financial resources to support such programs at the level necessary to reap the greatest benefits.

Another dimension of the state programs analyzed was college choice restrictions. Overall, states that allow merit scholarships to be used only at public four- and two-year institutions experienced the largest improvements in college participation. One can argue that these programs should be used only at public institutions because of the funding sources, especially those funded through state general revenues or a state lottery. The states that offer comparable tuition or a set award at private institutions are Florida, Louisiana, Nevada, South Carolina, and West Virginia. Georgia provides a set amount to attend a private institution compared with offering full tuition at public institutions. But when the time-varying aspect and state control variables are factored into the equation, the findings indicate that states will benefit from offering a choice between public or private institutions, especially for keeping the "best and brightest" in state for college. For example, New Mexico restricts the award to public institutions, but there are few choices of public higher education institutions for the "best and brightest." Initially, New Mexico experienced an increase in in-state enrollment, but over time the students started migrating to out-of-state institutions. In addition, there are few private higher education opportunities in New Mexico for the best and brightest. Lastly, Alaska, Nevada, and New Mexico are members of the Western Interstate Commission on Higher Education (WICHE), and WICHE states offer opportunities for students in these states to attend colleges in other member states. This could also be the case for the high migration of Alaska students.

Enrollment eligibility was also studied, and the evidence suggests that allowing student awardees to enroll part time in college is beneficial. The argument can be made that allowing students to enroll part time is increasing access to college for many students. On the other hand, one can argue that this is not financially beneficial for the state because it prolongs the time in college, thereby increasing the likelihood that a student will drop out prior to attaining a degree.

The goal of this research study was to provide evidence-based results that could help policy makers and researchers understand the impact of merit-based scholarship programs on college enrollment. While it accomplishes this policy objective, states also need to consider other factors, such as the strength of the state's higher education and K–12 system and economic growth, state need-based financial aid, and state funding formulas for higher education institutions. For example, states need to consider need-based aid, which can have an impact upon high-achieving students who are from lower socioeconomic families enrolling in college. The fourteen states that have merit scholarship

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programs, on average, have not increased their need-based funding. As a result, the study's findings illustrate the complexity of these state merit scholarship programs, including how K–12 and higher education funding and state policy are intertwined.

Future research by the authors includes developing an event history model to analyze whether there are significant time-since-implementation effects of merit scholarship programs on college enrollment. Implementation effects will include changes to the merit scholarship program policy, funding, and scholarship amounts. In addition, longitudinal studies on the current fourteen-state merit scholarship programs need to continue, as does research on individual changes to enrollment and financial aid policies at institutions within these merit scholarship states.

The authors would like to thank Drs. James S. Fairweather and David D. Arsen for starting them on the path of this important research, as well as Dr. Donald E. Heller, Dr. Laura W. Perna, and Kenneth E. Redd for insight and suggestions on our earlier work.

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GOVERNOR'S PERFORMANCE SCHOLARSHIP

Q&A: Governor's Performance Scholarship

Q: What must high school students do to meet the requirements of the GPS program?

A: To qualify, students will be required to meet GPA requirements and pass a rigorous high school curriculum, which may include:

- Four years of math
- Four years of science
- Four years of language arts
- Three years of social studies

Q: Is the GPS needs-based?

A: No. The award will be based on merit. The higher grade-point average a student achieves, the higher his or her scholarship will be. *(See next question)*

Q: Will students with a higher GPA earn a higher scholarship?

A: Yes. Students who earn a 2.5 GPA or higher in high school will qualify for a 50 percent tuition scholarship. A 3.0 GPA or higher will earn a scholarship equal to 75 percent of tuition. And students who earn a 3.5 GPA or higher will qualify for a scholarship equal to 100 percent of tuition. (Tuition amounts will be benchmarked against the current University of Alaska in-state tuition amounts. More details to come.)

Q: Can the scholarship be used for vocational education?

A: Yes.

Q: Will students be able to attend outside institutions using the GPS?

A: No. The GPS will be awarded only to students who attend accredited, Alaska post-secondary institutions,

including colleges, universities, and job-training programs.

Q: Where did the idea for GPS come from?

A: The idea originated with the late Patrick Taylor, a businessman from Louisiana who personally challenged a handful of young people to greater educational achievement – and paid their way to post-secondary education. Mr. Taylor's vision took root in Louisiana's merit scholarship program and later spread to 21 other states. One of these is Wyoming's Hathaway Plan, which the Governor's Performance Scholarship is patterned after.

Q: How will this program be paid for?

A: Alaska has about $8 billion in savings between the Constitutional Budget Reserve Fund and the Statutory Budget Reserve Fund. Governor Parnell is calling on the Legislature to set aside five percent ($400 million) of these State dollars in savings. The interest and earnings from that money will pay for the scholarships.

Q: Is this program costing the State $400 million?

A: No. The $400 million will not be spent. It will be used to produce earnings that fund the scholarships. Years from now, Alaska will still have the $400 million in the bank, plus we'll have a better trained and prepared Alaska workforce.

Q: What is the goal of the Governor's Performance Scholarship?

A: The GPS will accomplish many goals. These include:

- Improved high school graduation rates
- Increased parental involvement
- Higher college entrance exam scores
- Help to make college and job training affordable
- Position Alaska's economy for growth with a better prepared workforce
- Help to keep our best, brightest students in Alaska after college.
- More opportunities for job training
- Fewer remedial classes needed in college
- More students completing their post-secondary degree in a timely manner

Q: Why is the Governor's Performance Scholarship important to Alaska?

A: Alaska employers are crying out for highly qualified and better educated workers. We are losing many of our young people to opportunities in the Lower 48 and abroad; and Alaskans need jobs. The GPS program addresses all these issues. This scholarship will promote economic growth and opportunity for Alaska's families.

Governor Parnell will be releasing more details about the GPS program in the coming weeks. He has pledged to work closely with the Legislature to make this program a reality. For more information, please bookmark the governor's web site, www.gov.state.ak.us, or subscribe to the Governor's Report e-newsletter by clicking here.

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Quick Reference for Counselors/Advisors

- Application Procedures
- Eligible Wyoming Post-secondary Institutions
- Calculation of Unmet Need for Hathaway Need-Based Scholarship
- Hathaway Scholarship Levels and Eligibility
- Continued Eligibility Requirements
- Q & A

Wyoming Department of Education
Educational Quality & Accountability Unit
2020 Grand Avenue, Suite 500, Laramie, WY 82070
307-777-8665

Hathaway Scholarship Application Procedures

Students who meet the eligibility requirements should apply directly to the eligible Wyoming community college or the University of Wyoming.

- ✓ Students must make application for the Hathaway Scholarship at the time they apply for admission or prior to the beginning of the semester. Each community college has its own application; the university requires no separate application.
- ✓ Students must submit their most current transcript with cumulative GPA and ACT, SAT or WorkKeys scores to the college or university.
- ✓ Final scholarship eligibility is determined by the college or university.

Hathaway Scholarships are available to attend the following Wyoming post-secondary institutions:

- **Casper College (CC), Casper; www.caspercollege.edu**
- **Central Wyoming College (CWC), Riverton; www.cwc.edu**
- **Eastern Wyoming College (EWC), Torrington; www.ewc.wy.edu**
- **Laramie County Community College (LCCC), Cheyenne; www.lccc.wy.edu**
- **Northwest College (NWC), Powell; www.northwestcollege.edu**
- **Sheridan College (SC), Sheridan; www.sheridan.edu**
- **Western Wyoming Community College (WWCC), Rock Springs; www.wwcc.wy.edu**
- **University of Wyoming (UW), Laramie; www.uwyo.edu**

Hathaway Need-Based Scholarship

The Hathaway Need-Based Scholarship is intended to supplement the Hathaway Merit Scholarship by providing additional assistance for students with unmet financial need, as determined by the financial aid offices at the Wyoming community colleges and the University of Wyoming. Contact the college or university financial aid office for further information.

Calculation of Unmet Need for Hathaway Need-Based Scholarship

College Cost of Attendance (COA)	COA used by schools for federal need determination
- Expected Family Contribution	Amount determined by FAFSA analysis
- Hathaway Merit Award	$1,600; $2,400; or, $3,200 annual award
- Grants/Scholarships	Other grants/scholarships received by the student
-$2,000	Hathaway Scholarship-required student commitment
Unmet Need	Amount used to determine need-based scholarship

If the student's annual unmet need is less than $2,000, he/she is not eligible for the need-based Hathaway Scholarship.	
HONORS	If the student's annual unmet need is greater than $2,000, he/she will receive the full amount of unmet need which is greater than $2,000, half awarded each semester; minimum award $100.
PROVISIONAL OPPORTUNITY, OPPORTUNITY or PERFORMANCE	If the student's annual unmet need is greater than $2,000, he/she will receive 25% of annual unmet need which is greater than $2000, half awarded each semester not to exceed $750 per semester; minimum award $100.

Hathaway Scholarship Levels and Eligibility Requirements

Scholarship Level	Provisional Opportunity *(Students must begin at a Wyoming community college)*	Opportunity • Performance • Honors *(May be used for a certificate or degree at a Wyoming community college or a degree program at the University of Wyoming)*		
Merit Award Amount (for full-time enrollment of 12 hours or more per semester; awards are pro-rated for students attending part-time of 6-11 hours)	**$800/semester**	**$800/semester**	**$1200/semester**	**$1600/semester**
Eligibility Criteria				
• **Minimum High School GPA (cumulative)***	**2.50**	**2.50**	**3.00**	**3.50**
• **Minimum GED**	**500**	**500**	**540**	**575**
• **Minimum ACT score** ***(composite score, does not include writing section)***	**17 *or* WorkKeys score of 12 points**	**19**	**21**	**25**
• **High School Curriculum**	Equal to requirements set by the Wyoming Department of Education (Success Curriculum)	Equal to requirements set by the Wyoming Department of Education (Success Curriculum)	Equal to requirements set by the Wyoming Department of Education (Success Curriculum)	Equal to requirements set by the Wyoming Department of Education (Success Curriculum)
Length of Award	Equivalent of 4 full-time semesters with the option of 4 additional semesters	Equivalent of 8 full-time semesters; no more than 4 may be used at a WY community college	Equivalent of 8 full-time semesters; no more than 4 may be used at a WY community college	Equivalent of 8 full-time semesters; no more than 4 may be used at a WY community college

*There is no high school GPA requirement for home-based education programs or for students who receive a GED. Students who receive a home-based education must submit to their post-secondary institution a list of classes they successfully completed and their ACT or WorkKeys score. Students who complete high school through a GED must submit to their post-secondary institution their GED score and their ACT or WorkKeys score.

Continued Eligibility Requirements

	Provisional Opportunity*	Opportunity	Performance	Honors
• Minimum College GPA *(cumulative)*	2.25	2.25	2.50	2.50
• Enrollment Status	Enrolled for minimum of two semesters per academic year	Enrolled for minimum of two semesters per academic year	Enrolled for minimum of two semesters per academic year	Enrolled for minimum of two semesters per academic year
• Evidence of satisfactory academic progress (SAP) as measured by the completion of the minimum number of semester hours				

*May be extended based on eligibility requirements and pursuit of an additional certificate or degree up to four (4) additional full-time semesters.

Q & A

1. Q. Who is eligible for a Hathaway Scholarship?

A. Students who

- graduate from an eligible high school; or
- successfully complete a home-based education program; or
- receive a GED after April 1, 2006 while residing in Wyoming and attended a Wyoming high school prior to receiving their GED; and
- apply within two years of the students' high school graduation date; and
- comply with the U.S. selective service system registration requirements (if applicable); and
- are US citizens or permanent resident aliens

Next, students must meet the scholarship specific eligibility requirements for each level of the scholarship. There are additional requirements that vary depending on whether the student is a high school or home school graduate. Home schooled graduates must meet all eligibility requirements except GPA, apply for the award and enroll at an eligible college prior to age 21. Graduates from eligible high schools must apply for the award and enroll at an eligible institution within two years of graduation. All students must be Wyoming residents and have graduated no sooner than 2006. Students must declare they are not in default on a federal Title IV education loan, do not owe a refund on a federal Title IV student aid program, and have not been convicted of a felony.

2. Q. What is the Wyoming residency requirement?

A. In addition to specific Hathaway Merit Scholarships eligibility requirements, a student must demonstrate Wyoming residency which is determined by the post-secondary institution. A student whose custodial parent or legal guardian is a Wyoming resident at the time the student graduates from high school or is in active military service and maintains Wyoming as their domicile state is considered a Wyoming resident.

3. Q. If a student attends an out-of-state college and returns to Wyoming, can the student apply for a Hathaway Scholarship?

A. Yes, if the student meets all the initial eligibility requirements and applies within two years of his/her high school graduation date.

4. Q. What if a student wants to enter the military before beginning post-secondary education?

A. A two-year timeframe from high school graduation is allowed to apply for the Hathaway. The timeframe may be extended if the student enters active military duty in the U.S. Armed Forces and is honorably discharged. This same extension is granted for those who choose to engage in religious service for a period of time (i.e. missionary work). Initial eligibility requirements for the scholarship must be met.

5. Q. Can the GPA or ACT score be waived? What if a student took the SAT instead of ACT?

A. The minimum GPA and ACT scores must be met. SAT scores equivalent to the ACT as determined on The College Board conversion tables is allowed. See the post-secondary institution for more information.

6. Q. If a student graduates early from high school, can he/she be eligible for the Hathaway?

A. The student becomes eligible based on the graduation date provided by the school district.

7. Q. If a student already has a state-funded scholarship from a Wyoming community college or the University of Wyoming, is he/she eligible for a Hathaway Scholarship?

A. Yes; Furthermore, Need-Based Hathaway Scholarships will not be affected as long as the student is not awarded more than the cost of attendance.

8. Q. If a student gets a higher GPA in college, can he/she move up to a higher award level of the Hathaway Scholarship?

A. No, Hathaway awards are based on academic performance in high school; certain academic standards in college are required to continue eligibility for the scholarship, but cannot be used to earn a higher scholarship level than was originally awarded.

9. Q. Can a Hathaway Merit Scholarship be used during the summer term?

A. Yes, it may be used at an eligible institution. However, summer does not count as part of the academic year, so the student must also attend the fall and spring semesters of the academic year. The summer term does count toward the student's total scholarship eligibility for an equivalent of eight (8) full time semesters or 96 credits.

10. Q. Can a student receiving a Hathaway Merit Scholarship transfer between eligible institutions?

A. Yes, the transcript will need to be transferred and the credits at all eligible institutions that are earned while receiving the scholarship will be counted in the cumulative GPA requirements.

11. Q. What happens if a student doesn't maintain the minimum Hathaway GPA requirement?

A. A student must maintain at least a 2.25 GPA for the Provisional Opportunity and Opportunity levels and at least a 2.50 GPA for the Performance and Honors levels of the scholarship. If a student doesn't maintain the appropriate Hathaway GPA, all Hathaway Scholarship eligibility is lost. Once a student restores his/her Hathaway GPA, he/she is eligible to regain the Hathaway Scholarship.

"Will I Qualify for the Hathaway Scholarship Program?"

Student _____

I hope you will "Make College a Reality" and take advantage of the Hathaway Scholarship if you plan on attending one of our Wyoming community colleges or the University of Wyoming!

Below are the general criteria required to determine your eligibility for one of the Hathaway Merit Scholarship levels. Each community college has its own application; the University of Wyoming requires no separate application. You can view their web sites or call them for information.

The Hathaway Need-Based Scholarship is also available for eligible students. It provides additional financial assistance for students with unmet financial need. This is calculated by the financial aid office at the college or the university.

Please visit with me if you have any questions. I will be glad to discuss your eligibility and assist you in completing your application. Don't miss this opportunity!

_____ *Counselor/Advisor*

****

GPA _____ **ACT Score** _____ **HS Graduation Date** _____

Wyoming College or University: _____

Planned enrollment: ___ **Part time** ___ **Full time**

Merit Eligibility*: ___ **Provisional Opportunity** ___ **Opportunity** ___ **Performance** ___ **Honors**

Amount per semester: $ _____

*In addition to your high school cumulative GPA and ACT score, eligibility for each level of the Hathaway Scholarship is based on completing a Hathaway Success Curriculum. The Success Curriculum covers five content areas: math, language arts, science, social studies and foreign language.

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Hathaway Success Curriculum – ***MATH*** Requirements

Hathaway Scholarship	**Math** Phase-In 2009-10 Graduating Class	**Math** Graduating Class of 2010-11 And Thereafter
Honors or **Performance** Scholarship Requirements	Algebra I, Algebra II, and Geometry or their functional equivalents*	**FOUR** years of math to include: Algebra I, Algebra II, and Geometry (or their functional equivalents*), plus an additional math course taken in grades 9 through 12.
Opportunity Scholarship Requirements	Current high school graduation requirements	**FOUR** years of math to include: Algebra I, Algebra II, and Geometry (or their functional equivalents*), plus an additional math course taken in grades 9 through 12.
Provisional Opportunity Scholarship Requirements	Current high school graduation requirements	The current high school graduation requirements must include and combination of at least **TWO** years of the following courses: Algebra I, Algebra II, and Geometry or their functional equivalents*

*Courses which districts intend to be used as the functional equivalent of the specified math courses, including courses taken before grade nine used to satisfy the level of the requirement of Algebra I, Algebra II, and Geometry must be approved by the Wyoming Department of Education.

It is the intent of the legislature that, beginning in their 8th grade year, each student be counseled concerning their course history, options for future course selections, and consequences attached to selecting course pathways ***prior to registering for high school classes***.

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Hathaway Success Curriculum – ***Language Arts*** Requirements

Hathaway Scholarship	**Language Arts** Phase-In 2009-10 Graduating Class	**Language Arts** Graduating Class of 2010-11 And Thereafter
Honors or **Performance** Scholarship Requirements	Current high school graduation requirements	**FOUR** years of language arts at the college or industry preparatory level in grades 9 through 12, to include standards in Reading, Writing, Listening and Speaking.
Opportunity Scholarship Requirements	Current high school graduation requirements	**FOUR** years of language arts at the college or industry preparatory level in grades 9 through 12, to include standards in Reading, Writing, Listening and Speaking.
Provisional Opportunity Scholarship Requirements	Current high school graduation requirements	Current high school graduation requirements

Courses which districts intend to be used as college or industry preparatory level must be approved by the Wyoming Department of Education (WDE).

It is the intent of the legislature that, beginning in their 8th grade year, each student be counseled concerning their course history, options for future course selections, and consequences attached to selecting course pathways ***prior to registering for high school classes***.

WYOMING HATHAWAY SCHOLARSHIP PROGRAM
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Hathaway Success Curriculum – *Science* Requirements

Hathaway Scholarship	**Science** Phase-In 2009-10 Graduating Class	**Science** Graduating Class of 2010-11 And Thereafter
Honors or **Performance** Scholarship Requirements	Choose **THREE** from the following courses: Physical Science; Physics I; Physics II; Chemistry I; Chemistry II; Biology I; Biology II; Geology I; Computer Science I	Choose **THREE** from the following courses: Physical Science; Physics I; Physics II; Chemistry I; Chemistry II; Biology I; Biology II; Geology I; Computer Science I ***Plus***, a **FOURTH** year from any of those courses specified above or an approved additional science course*.
Opportunity Scholarship Requirements	Current high school graduation requirements	**FOUR** science courses taken in grades 9 through 12, **THREE** of which shall satisfy High School graduation requirements.
Provisional Opportunity Scholarship Requirements	Current high school graduation requirements	Current high school graduation requirements

*Courses intended to be used as an additional science course must be approved by the Wyoming Department of Education.

It is the intent of the legislature that, beginning in their 8th grade year, each student be counseled concerning their course history, options for future course selections, and consequences attached to selecting course pathways ***prior to registering for high school classes***.

WYOMING HATHAWAY SCHOLARSHIP PROGRAM
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Hathaway Success Curriculum – *Social Studies* Requirements

Hathaway Scholarship	**Social Studies** Phase-In 2009-10 Graduating Class	**Social Studies** Graduating Class of 2010-11 And Thereafter
Honors or **Performance** Scholarship Requirements	Courses covering the subject matter of: American History; and World History.	**THREE** years of social studies in grades 9 through 12 to include a *combination* of the following subject matter: World History; American History; Geography; American Government; and Economic Systems and Institutions.
Opportunity Scholarship Requirements	Current high school graduation requirements	**THREE** years of social studies in grades 9 through 12 to include a *combination* of the following subject matter: World History; American History; Geography; American Government; and Economic Systems and Institutions.
Provisional Opportunity Scholarship Requirements	Current high school graduation requirements	Current high school graduation requirements

It is the intent of the legislature that, beginning in their 8th grade year, each student be counseled concerning their course history, options for future course selections, and consequences attached to selecting course pathways ***prior to registering for high school classes***.

WYOMING HATHAWAY SCHOLARSHIP PROGRAM
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Hathaway Success Curriculum – ***Foreign Language*** Requirements

Hathaway Scholarship	**Foreign Language** Phase-In 2009-10 Graduating Class	**Foreign Language** Graduating Class of 2010-11 And Thereafter
Honors or **Performance** Scholarship Requirements	<u>ONE</u> year of foreign language which must be taken in grades 9 through 12. The native langue of the Eastern Shoshone or the Northern Arapaho may be taken in fulfillment of this requirement. American Sign Language (ASL) may be taken in fulfillment of this requirement.	<u>TWO</u> sequenced years of the same foreign language which: need not be taken consecutively; and at least <u>ONE</u> year of which shall be taken in grades 9 through 12. The native language of the Eastern Shoshone or the Northern Arapaho may be taken in fulfillment of this requirement. American Sign Language (ASL) may be taken in fulfillment of this requirement.
Opportunity Scholarship Requirements	Current high school graduation requirements	Demonstrate proficiency on the state standards for the foreign cultures and languages common core of knowledge requirements.
Provisional Opportunity Scholarship Requirements	Current high school graduation requirements	Demonstrate proficiency on the state standards for the foreign cultures and languages common core of knowledge requirements.

It is the intent of the legislature that, beginning in their 8th grade year, each student be counseled concerning their course history, options for future course selections, and consequences attached to selecting course pathways ***<u>prior to registering for high school classes</u>***.

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Hathaway Scholarship Statistics 2008/09

2006-07 Cohort ("Juniors")

10/30/2009

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Persistence and Retention Rates

WYOMING HATHAWAY SCHOLARSHIP PROGRAM
Make College A Reality

Cohort 1 ("Juniors")
Students who Initiated the Scholarship in 2006-07

Persistence Rates
by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(iii)

Persistence Rate means for each cohort of students, receiving Hathaway Scholarships in a given fall or spring term, the proportion continuing to receive Hathaway Scholarships the following fall term at any eligible institution. This report shows the percentage of the first Cohort of Hathaway students receiving the scholarship in fall-08 (excludes students who reached 48 hours at a community college or received a degree during the 2007-08 school year). A student not receiving the scholarship in fall-08 does not necessarily mean he/she did not enroll.

Students are assigned to the last institution he/she attended prior to the 2008-09 school year.

		Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northern Wyoming Community College District	Northwest College	Western Wyoming Community College	Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	**07/08 Hath. Students**	13	3	6	4	3	5	3	**37**	0	**37**
	Received $ in Fall 08	6	1	0	2	1	1	1	**12**	0	**12**
	Percent	46.2%	33.3%	0.0%	50.0%	33.3%	20.0%	33.3%	**32.4%**	0.0%	**32.4%**
OPPORTUNITY	**07/08 Hath. Students**	23	3	1	18	9	11	15	**80**	77	**157**
	Received $ in Fall 08	12	2	0	12	5	7	7	**45**	63	**108**
	Percent	52.2%	66.7%	0.0%	66.7%	55.6%	63.6%	46.7%	**56.3%**	81.8%	**68.8%**
PERFORMANCE	**07/08 Hath. Students**	30	13	6	29	18	13	24	**133**	206	**339**
	Received $ in Fall 08	21	8	3	19	10	6	16	**83**	179	**262**
	Percent	70.0%	61.5%	50.0%	65.5%	55.6%	46.2%	66.7%	**62.4%**	86.9%	**77.3%**
HONORS	**07/08 Hath. Students**	22	3	7	13	9	11	11	**76**	285	**361**
	Received $ in Fall 08	18	1	6	10	8	9	8	**60**	272	**332**
	Percent	81.8%	33.3%	85.7%	76.9%	88.9%	81.8%	72.7%	**78.9%**	95.4%	**92.0%**
Total	**07/08 Hath. Students**	**88**	**22**	**20**	**64**	**39**	**40**	**53**	**326**	**568**	**894**
	Received $ in Fall 08	**57**	**12**	**9**	**43**	**24**	**23**	**32**	**200**	**514**	**714**
	Percent	**64.8%**	**54.5%**	**45.0%**	**67.2%**	**61.5%**	**57.5%**	**60.4%**	**61.3%**	**90.5%**	**79.9%**

WYOMING HATHAWAY SCHOLARSHIP PROGRAM
Make College A Reality

Cohort 1 ("Juniors")

Students who Initiated the Scholarship in 2006-07

Retention Rates

by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(i)

Retention Rate means the measure of the rate of continuous enrollment of a cohort of students from one semester to the next.

In this report, the fall enrollment counts include students who did not receive the scholarship but used the semester to regain eligibility. It excludes students who graduated in the fall, or students who "used up" their 48 Hathaway hours at a community college at the end of the fall semester and did not continue.

The students are assigned to the college they were enrolled in during the fall semester. However, they did not necessarily enroll in the same institution in the spring.

		Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northern Wyoming Community College District	Northwest College	Western Wyoming Community College	Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Fall Enrollment	**9**	**3**	**2**	**5**	**3**	**2**	**7**	**31**	**0**	**31**
	Continuing in Spring	7	1		5	3		5	**21**	0	**21**
	Retention Rate	77.8%	33.3%	0.0%	100.0%	100.0%	0.0%	71.4%	**67.7%**	0.0%	**67.7%**
OPPORTUNITY	Fall Enrollment	**36**	**8**	**0**	**25**	**9**	**9**	**13**	**100**	**155**	**255**
	Continuing in Spring	29	6	0	22	9	8	10	**84**	127	**211**
	Retention Rate	80.6%	75.0%	0.0%	88.0%	100.0%	88.9%	76.9%	**84.0%**	81.9%	**82.7%**
PERFORMANCE	Fall Enrollment	**34**	**7**	**4**	**20**	**19**	**13**	**13**	**110**	**253**	**363**
	Continuing in Spring	28	4	2	15	17	12	12	**90**	215	**305**
	Retention Rate	82.4%	57.1%	50.0%	75.0%	89.5%	92.3%	92.3%	**81.8%**	85.0%	**84.0%**
HONORS	Fall Enrollment	**15**	**2**	**2**	**9**	**8**	**4**	**6**	**46**	**312**	**358**
	Continuing in Spring	14	2	2	6	8	4	6	**42**	301	**343**
	Retention Rate	93.3%	100.0%	100.0%	66.7%	100.0%	100.0%	100.0%	**91.3%**	96.5%	**95.8%**
Total	**Fall Enrollment**	**94**	**20**	**8**	**59**	**39**	**28**	**39**	**287**	**720**	**1,007**
	Continuing in Spring	**78**	**13**	**4**	**48**	**37**	**24**	**33**	**237**	**643**	**880**
	Retention Rate	**83.0%**	**65.0%**	**50.0%**	**81.4%**	**94.9%**	**85.7%**	**84.6%**	**82.6%**	**89.3%**	**87.4%**

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Loss of Eligibility

WYOMING HATHAWAY SCHOLARSHIP PROGRAM
Make College A Reality

Cohort 1 ("Juniors")
Students who Initiated the Scholarship in 2006-07

Overall Loss of Eligibility After 3rd Year
by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

Due to confidentiality, individual rates not provided due to low group counts. Individual rates will be provided to stakeholders upon request.

		Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	**Students**	**16**	0	**16**
	Lost Eligibility	**7**	0	**7**
	Percent	**43.8%**	0.0%	**43.8%**
OPPORTUNITY	**Students**	**29**	125	**154**
	Lost Eligibility	**5**	31	**36**
	Percent	**17.2%**	24.8%	**23.4%**
PERFORMANCE	**Students**	**34**	238	**272**
	Lost Eligibility	**16**	25	**41**
	Percent	**47.1%**	10.5%	**15.1%**
HONORS	**Students**	**12**	324	**336**
	Lost Eligibility	**2**	21	**23**
	Percent	**16.7%**	6.5%	**6.8%**
Total	**Students**	**91**	**687**	**778**
	Lost Eligibility	**30**	**77**	**107**
	Percent	**33.0%**	**11.2%**	**13.8%**

WYOMING HATHAWAY SCHOLARSHIP PROGRAM
Make College A Reality

Cohort 1 ("Juniors")
Students who Initiated the Scholarship in 2006-07

Overall Loss of Eligibility After 3rd Year
by Instructional Program

Statutory Reference: 21-16-1308(c)(ii)

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

Due to confidentiality, individual rates not provided where there are low group counts. Individual rates will be provided to stakeholders upon request.

Instructional Program	Students	Lost Eligibility	Percent
Agriculture, Agriculture Operations, and Related Sciences	40	5	12.5%
Area, Ethnic, Cultural, and Gender Studies			
Biological and Biomedical Sciences	49	3	6.1%
Business, Management, Marketing, and Related Support Services	98	17	17.3%
Communication, Journalism, and Related Programs	21	2	9.5%
Communications Technologies/Technicians and Support Services			
Computer and Information Sciences and Support Services	12	2	16.7%
Education	116	14	12.1%
Engineering	88	13	14.8%
Engineering Technologies/Technicians			
English Language and Literature/Letters	15	0	0.0%
Family and Consumer Sciences/Human Sciences	11	3	27.3%
Foreign languages, literatures, and Linguistics			
Health Professions and Related Clinical Sciences	55	5	9.1%
History	10	3	30.0%

Instructional Program	Students	Lost Eligibility	Percent
Legal Professions and Studies			
Liberal Arts and Sciences, General Studies and Humanities	25	12	48.0%
Mathematics and Statistics	7	1	14.3%
Mechanic and Repair Technologies/Technicians			
Multi/Interdisciplinary Studies	6	3	50.0%
Natural Resources and Conservation			
Parks, Recreation, Leisure, and Fitness Studies	41	2	4.9%
Personal and Culinary Services			
Philosophy and Religious Studies			
Physical Sciences	16	3	18.8%
Precision Production			
Psychology	33	4	12.1%
Public Administration and Social Service Professions	8	0	0.0%
Security and Protective Services	27	2	7.4%
Social Sciences	57	5	8.8%
Undeclared or Unknown	6	0	0.0%
Visual and Performing Arts	18	4	22.2%
Grand Total	**778**	**107**	**13.8%**

WYOMING HATHAWAY SCHOLARSHIP PROGRAM
Make College A Reality

Cohort 1 ("Juniors")
Students who Initiated the Scholarship in 2006-07

Loss of Eligibility - Credit Hours Not Met
by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

This report includes students who lost eligibility due to not meeting the required credit hours during the academic year (2008-09).

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

Due to confidentiality, individual rates not provided due to low group counts. Individual rates will be provided to stakeholders upon request.

		Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Students	16	0	16
	Lost Eligibility	1	0	1
	Percent	6.3%	0.0%	6.3%
OPPORTUNITY	Students	29	125	154
	Lost Eligibility	1	11	12
	Percent	3.4%	8.8%	7.8%
PERFORMANCE	Students	34	238	272
	Lost Eligibility	4	5	9
	Percent	11.8%	2.1%	3.3%
HONORS	Students	12	324	336
	Lost Eligibility	0	7	7
	Percent	0.0%	2.2%	2.1%
Total	Students	91	687	778
	Lost Eligibility	6	23	29
	Percent	6.6%	3.3%	3.7%

WYOMING HATHAWAY SCHOLARSHIP PROGRAM
Make College A Reality

Cohort 1 ("Juniors")
Students who Initiated the Scholarship in 2006-07

Loss of Eligibility - Credit Hours Not Met
by Instructional Program

Statutory Reference: 21-16-1308(c)(ii)

This report includes students who lost eligibility due to not meeting the required credit hours during the academic year (2008-09).

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

Due to confidentiality, individual rates not provided where there are low group counts. Individual rates will be provided to stakeholders upon request.

Instructional Program	Students	Lost Eligibility	Percent
Agriculture, Agriculture Operations, and Related Sciences	40	1	2.5%
Area, Ethnic, Cultural, and Gender Studies			
Biological and Biomedical Sciences	49	0	0.0%
Business, Management, Marketing, and Related Support Services	98	4	4.1%
Communication, Journalism, and Related Programs	21	1	4.8%
Communications Technologies/Technicians and Support Services			
Computer and Information Sciences and Support Services	12	0	0.0%
Education	116	2	1.7%
Engineering	88	6	6.8%
Engineering Technologies/Technicians			
English Language and Literature/Letters	15	0	0.0%
Family and Consumer Sciences/Human Sciences	11	0	0.0%
Foreign languages, literatures, and Linguistics			
Health Professions and Related Clinical Sciences	55	1	1.8%
History	10	1	10.0%

Instructional Program	Students	Lost Eligibility	Percent
Legal Professions and Studies			
Liberal Arts and Sciences, General Studies and Humanities	25	5	20.0%
Mathematics and Statistics	7	0	0.0%
Mechanic and Repair Technologies/Technicians			
Multi/Interdisciplinary Studies	6	1	16.7%
Natural Resources and Conservation			
Parks, Recreation, Leisure, and Fitness Studies	41	0	0.0%
Personal and Culinary Services			
Philosophy and Religious Studies			
Physical Sciences	16	1	6.3%
Precision Production			
Psychology	33	1	3.0%
Public Administration and Social Service Professions	8	0	0.0%
Security and Protective Services	27	1	3.7%
Social Sciences	57	2	3.5%
Undeclared or Unknown	6	0	0.0%
Visual and Performing Arts	18	0	0.0%
Grand Total	**778**	**29**	**3.7%**

WYOMING HATHAWAY SCHOLARSHIP PROGRAM
Make College A Reality

Cohort 1 ("Juniors")
Students who Initiated the Scholarship in 2006-07

Loss of Eligibility - GPA Not Met
by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

This report includes students who lost eligibility due to not meeting the required GPA during the academic year (2008-09).

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

Due to confidentiality, individual rates not provided due to low group counts. Individual rates will be provided to stakeholders upon request.

		Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Students	16	0	16
	Lost Eligibility	0	0	0
	Percent	0.0%	0.0%	0.0%
OPPORTUNITY	Students	29	125	154
	Lost Eligibility	0	9	9
	Percent	0.0%	7.2%	5.8%
PERFORMANCE	Students	34	238	272
	Lost Eligibility	0	5	5
	Percent	0.0%	2.1%	1.8%
HONORS	Students	12	324	336
	Lost Eligibility	0	5	5
	Percent	0.0%	1.5%	1.5%
Total	Students	91	687	778
	Lost Eligibility	0	19	19
	Percent	0.0%	2.8%	2.4%

WYOMING HATHAWAY SCHOLARSHIP PROGRAM
Make College A Reality

Cohort 1 ("Juniors")
Students who Initiated the Scholarship in 2006-07

Loss of Eligibility - GPA Not Met
by Instructional Program

Statutory Reference: 21-16-1308(c)(ii)

This report includes students who lost eligibility due to not meeting the required GPA during the academic year (2008-09).

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

Due to confidentiality, individual rates not provided where there are low group counts. Individual rates will be provided to stakeholders upon request.

Instructional Program	Students	Lost Eligibility	Percent
Agriculture, Agriculture Operations, and Related Sciences	40	1	2.5%
Area, Ethnic, Cultural, and Gender Studies			
Biological and Biomedical Sciences	49	3	6.1%
Business, Management, Marketing, and Related Support Services	98	3	3.1%
Communication, Journalism, and Related Programs	21	0	0.0%
Communications Technologies/Technicians and Support Services			
Computer and Information Sciences and Support Services	12	0	0.0%
Education	116	2	1.7%
Engineering	88	4	4.5%
Engineering Technologies/Technicians			
English Language and Literature/Letters	15	0	0.0%
Family and Consumer Sciences/Human Sciences	11	1	9.1%
Foreign languages, literatures, and Linguistics			
Health Professions and Related Clinical Sciences	55	0	0.0%
History	10	1	10.0%

Instructional Program	Students	Lost Eligibility	Percent
Legal Professions and Studies			
Liberal Arts and Sciences, General Studies and Humanities	25	1	4.0%
Mathematics and Statistics	7	0	0.0%
Mechanic and Repair Technologies/Technicians			
Multi/Interdisciplinary Studies	6	0	0.0%
Natural Resources and Conservation			
Parks, Recreation, Leisure, and Fitness Studies	41	0	0.0%
Personal and Culinary Services			
Philosophy and Religious Studies			
Physical Sciences	16	1	6.3%
Precision Production			
Psychology	33	1	3.0%
Public Administration and Social Service Professions	8	0	0.0%
Security and Protective Services	27	0	0.0%
Social Sciences	57	0	0.0%
Undeclared or Unknown	6	0	0.0%
Visual and Performing Arts	18	1	5.6%
Grand Total	**778**	**19**	**2.4%**

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WYOMING HATHAWAY SCHOLARSHIP PROGRAM
Make College A Reality

Cohort 1 ("Juniors")
Students who Initiated the Scholarship in 2006-07

Loss of Eligibility - Credit Hours and GPA Not Met
by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

This report includes all students who lost eligibility due to not meeting the required credit hours and GPA during the academic year (2008-09).

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

Due to confidentiality, individual rates not provided due to low group counts. Individual rates will be provided to stakeholders upon request.

		Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Students	16	0	16
	Lost Eligibility	0	0	0
	Percent	0.0%	0.0%	0.0%
OPPORTUNITY	Students	29	125	154
	Lost Eligibility	0	5	5
	Percent	0.0%	4.0%	3.2%
PERFORMANCE	Students	34	238	272
	Lost Eligibility	0	1	1
	Percent	0.0%	0.4%	0.4%
HONORS	Students	12	324	336
	Lost Eligibility	0	1	1
	Percent	0.0%	0.3%	0.3%
Total	Students	91	687	778
	Lost Eligibility	0	7	7
	Percent	0.0%	1.0%	0.9%

WYOMING HATHAWAY SCHOLARSHIP PROGRAM
Make College A Reality

Cohort 1 ("Juniors")
Students who Initiated the Scholarship in 2006-07

Loss of Eligibility - Credit Hours and GPA Not Met
by Instructional Program

Statutory Reference: 21-16-1308(c)(ii)

This report includes all students who lost eligibility due to not meeting the required credit hours and GPA during the academic year (2008-09).

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

Due to confidentiality, individual rates not provided where there are low group counts. Individual rates will be provided to stakeholders upon request.

Instructional Program	Students	Lost Eligibility	Percent
Agriculture, Agriculture Operations, and Related Sciences	40	0	0.0%
Area, Ethnic, Cultural, and Gender Studies			
Biological and Biomedical Sciences	49	0	0.0%
Business, Management, Marketing, and Related Support Services	98	1	1.0%
Communication, Journalism, and Related Programs	21	1	4.8%
Communications Technologies/Technicians and Support Services			
Computer and Information Sciences and Support Services	12	0	0.0%
Education	116	1	0.9%
Engineering	88	0	0.0%
Engineering Technologies/Technicians			
English Language and Literature/Letters	15	0	0.0%
Family and Consumer Sciences/Human Sciences	11	1	9.1%
Foreign languages, literatures, and Linguistics			
Health Professions and Related Clinical Sciences	55	0	0.0%
History	10	0	0.0%

Instructional Program	Students	Lost Eligibility	Percent
Legal Professions and Studies			
Liberal Arts and Sciences, General Studies and Humanities	25	1	4.0%
Mathematics and Statistics	7	1	14.3%
Mechanic and Repair Technologies/Technicians			
Multi/Interdisciplinary Studies	6	0	0.0%
Natural Resources and Conservation			
Parks, Recreation, Leisure, and Fitness Studies	41	0	0.0%
Personal and Culinary Services			
Philosophy and Religious Studies			
Physical Sciences	16	0	0.0%
Precision Production			
Psychology	33	0	0.0%
Public Administration and Social Service Professions	8	0	0.0%
Security and Protective Services	27	0	0.0%
Social Sciences	57	0	0.0%
Undeclared or Unknown	6	0	0.0%
Visual and Performing Arts	18	1	5.6%
Grand Total	**778**	**7**	**0.9%**

WYOMING HATHAWAY SCHOLARSHIP PROGRAM
Make College A Reality

Cohort 1 ("Juniors")
Students who Initiated the Scholarship in 2006-07

Loss of Eligibility - Failed Continuous Enrollment
by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

This report includes all students who lost eligibility due to not meeting the the continuous enrollment requirement.

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

Due to confidentiality, individual rates not provided due to low group counts. Individual rates will be provided to stakeholders upon request.

		Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Students	16	0	16
	Lost Eligibility	6	0	6
	Percent	37.5%	0.0%	37.5%
OPPORTUNITY	Students	29	125	154
	Lost Eligibility	4	6	10
	Percent	13.8%	4.8%	6.5%
PERFORMANCE	Students	34	238	272
	Lost Eligibility	12	14	26
	Percent	35.3%	5.9%	9.6%
HONORS	Students	12	324	336
	Lost Eligibility	2	8	10
	Percent	16.7%	2.5%	3.0%
Total	Students	91	687	778
	Lost Eligibility	24	28	52
	Percent	26.4%	4.1%	6.7%

WYOMING HATHAWAY SCHOLARSHIP PROGRAM
Make College A Reality

Cohort 1 ("Juniors")

Students who Initiated the Scholarship in 2006-07

Loss of Eligibility - Failed Continuous Enrollment

Statutory Reference: 21-16-1308(c)(ii)

by Instructional Program

This report includes all students who lost eligibility due to not meeting the the continuous enrollment requirement.

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

Due to confidentiality, individual rates not provided where there are low group counts. Individual rates will be provided to stakeholders upon request.

Instructional Program	Students	Lost Eligibility	Percent
Agriculture, Agriculture Operations, and Related Sciences	40	3	7.5%
Area, Ethnic, Cultural, and Gender Studies			
Biological and Biomedical Sciences	49	0	0.0%
Business, Management, Marketing, and Related Support Services	98	9	9.2%
Communication, Journalism, and Related Programs	21	0	0.0%
Communications Technologies/Technicians and Support Services			
Computer and Information Sciences and Support Services	12	2	16.7%
Education	116	9	7.8%
Engineering	88	3	3.4%
Engineering Technologies/Technicians			
English Language and Literature/Letters	15	0	0.0%
Family and Consumer Sciences/Human Sciences	11	1	9.1%
Foreign languages, literatures, and Linguistics			
Health Professions and Related Clinical Sciences	55	4	7.3%
History	10	1	10.0%

Instructional Program	Students	Lost Eligibility	Percent
Legal Professions and Studies			
Liberal Arts and Sciences, General Studies and Humanities	25	5	20.0%
Mathematics and Statistics	7	0	0.0%
Mechanic and Repair Technologies/Technicians			
Multi/Interdisciplinary Studies	6	2	33.3%
Natural Resources and Conservation			
Parks, Recreation, Leisure, and Fitness Studies	41	2	4.9%
Personal and Culinary Services			
Philosophy and Religious Studies			
Physical Sciences	16	1	6.3%
Precision Production			
Psychology	33	2	6.1%
Public Administration and Social Service Professions	8	0	0.0%
Security and Protective Services	27	1	3.7%
Social Sciences	57	3	5.3%
Undeclared or Unknown	6	0	0.0%
Visual and Performing Arts	18	2	11.1%
Grand Total	**778**	**52**	**6.7%**

WYOMING HATHAWAY SCHOLARSHIP PROGRAM
Make College A Reality

Cohort 1 ("Juniors")
Students who Initiated the Scholarship in 2006-07

Overall Loss of Eligibility After 3rd Year
Qualified Through High School GPA and ACT
by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

Due to confidentiality, individual rates not provided due to low group counts. Individual rates will be provided to stakeholders upon request.

		Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	**Students**	**15**	0	**15**
	Lost Eligibility	**7**	0	**7**
	Percent	**46.7%**	0.0%	**46.7%**
OPPORTUNITY	**Students**	**29**	125	**154**
	Lost Eligibility	**5**	31	**36**
	Percent	**17.2%**	24.8%	**23.4%**
PERFORMANCE	**Students**	**31**	237	**268**
	Lost Eligibility	**15**	25	**40**
	Percent	**48.4%**	10.5%	**14.9%**
HONORS	**Students**	**11**	321	**332**
	Lost Eligibility	**1**	20	**21**
	Percent	**9.1%**	6.2%	**6.3%**
Total	**Students**	**86**	**683**	**769**
	Lost Eligibility	**28**	**76**	**104**
	Percent	**32.6%**	**11.1%**	**13.5%**

WYOMING HATHAWAY SCHOLARSHIP PROGRAM
Make College A Reality

Cohort 1 ("Juniors")
Students who Initiated the Scholarship in 2006-07

Overall Loss of Eligibility After 3rd Year
Qualified Through High School GPA and ACT
by Instructional Program

Statutory Reference: 21-16-1308(c)(ii)

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

Due to confidentiality, individual rates not provided where there are low group counts. Individual rates will be provided to stakeholders upon request.

Instructional Program	Students	Lost Eligibility	Percent
Agriculture, Agriculture Operations, and Related Sciences	38	4	10.5%
Area, Ethnic, Cultural, and Gender Studies			
Biological and Biomedical Sciences	49	3	6.1%
Business, Management, Marketing, and Related Support Services	98	17	17.3%
Communication, Journalism, and Related Programs	21	2	9.5%
Communications Technologies/Technicians and Support Services			
Computer and Information Sciences and Support Services	12	2	16.7%
Education	115	13	11.3%
Engineering	88	13	14.8%
Engineering Technologies/Technicians			
English Language and Literature/Letters	15	0	0.0%
Family and Consumer Sciences/Human Sciences	11	3	27.3%
Foreign languages, literatures, and Linguistics			
Health Professions and Related Clinical Sciences	55	5	9.1%
History	10	3	30.0%

Instructional Program	Students	Lost Eligibility	Percent
Legal Professions and Studies			
Liberal Arts and Sciences, General Studies and Humanities	25	12	48.0%
Mathematics and Statistics	7	1	14.3%
Mechanic and Repair Technologies/Technicians			
Multi/Interdisciplinary Studies	6	3	50.0%
Natural Resources and Conservation			
Parks, Recreation, Leisure, and Fitness Studies	40	2	5.0%
Personal and Culinary Services			
Philosophy and Religious Studies			
Physical Sciences	16	3	18.8%
Precision Production			
Psychology	33	4	12.1%
Public Administration and Social Service Professions	8	0	0.0%
Security and Protective Services	26	1	3.8%
Social Sciences	55	5	9.1%
Undeclared or Unknown			
Visual and Performing Arts	18	4	22.2%
Grand Total	**769**	**104**	**13.5%**

WYOMING HATHAWAY SCHOLARSHIP PROGRAM
Make College A Reality

Cohort 1 ("Juniors")
Students who Initiated the Scholarship in 2006-07

Overall Loss of Eligibility After 3rd Year- Qualified Through High School GPA and WorkKeys
by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

Due to confidentiality, individual rates not provided due to low group counts. Individual rates will be provided to stakeholders upon request.

		Grand Total
PROVISIONAL OPPORTUNITY	Students	1
	Lost Eligibility	0
	Percent	0.0%
Total	Students	1
	Lost Eligibility	0
	Percent	0.0%

WYOMING HATHAWAY SCHOLARSHIP PROGRAM
Make College A Reality

Cohort 1 ("Juniors")
Students who Initiated the Scholarship in 2006-07

Overall Loss of Eligibility After 3rd Year
Qualified Through GED and ACT
by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

Due to confidentiality, individual rates not provided due to low group counts. Individual rates will be provided to stakeholders upon request.

		Grand Total
PERFORMANCE	Students	2
	Lost Eligibility	0
	Percent	0.0%
HONORS	Students	2
	Lost Eligibility	2
	Percent	100.0%
Total	Students	4
	Lost Eligibility	2
	Percent	50.0%

WYOMING HATHAWAY SCHOLARSHIP PROGRAM
Make College A Reality

Cohort 1 ("Juniors")
Students who Initiated the Scholarship in 2006-07

Overall Loss of Eligibility After 3rd Year
Qualified Through a Home School Program and ACT
by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

Due to confidentiality, individual rates not provided due to low group counts. Individual rates will be provided to stakeholders upon request.

		Grand Total
PERFORMANCE	Students	2
	Lost Eligibility	1
	Percent	50.0%
HONORS	Students	2
	Lost Eligibility	0
	Percent	0.0%
Total	Students	4
	Lost Eligibility	1
	Percent	25.0%

Graduation Rates

WYOMING HATHAWAY SCHOLARSHIP PROGRAM
Make College A Reality

Cohort 1 ("Juniors")

Students who Initiated the Scholarship in 2006-07

Certificate/Graduation Rates

by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(iv)

This report shows the number and rate of students who received a certificate or degree within the first 3 years of initiating the scholarship.

The percentage is based on the original number of enrolled students from the first year of the program. A student who graduated is accounted for under the institution where the student received the certificate or degree.

		Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northern Wyoming Community College District	Northwest College	Western Wyoming Community College	Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Students	36	14	15	21	10	20	12	**128**	0	**128**
	Received Cert/Degree	7	1	3	1	4	2	3	**21**	0	**21**
	Percent	19.4%	7.1%	20.0%	4.8%	40.0%	10.0%	25.0%	**16.4%**	0.0%	**16.4%**
OPPORTUNITY	Students	108	26	8	66	39	39	54	**340**	212	**552**
	Received Cert/Degree	31	9	1	12	7	10	16	**86**	3	**89**
	Percent	28.7%	34.6%	12.5%	18.2%	17.9%	25.6%	29.6%	**25.3%**	1.4%	**16.1%**
PERFORMANCE	Students	83	28	17	59	48	57	55	**347**	341	**688**
	Received Cert/Degree	33	12	6	17	18	25	33	**144**	1	**145**
	Percent	39.8%	42.9%	35.3%	28.8%	37.5%	43.9%	60.0%	**41.5%**	0.3%	**21.1%**
HONORS	Students	31	5	4	17	26	21	19	**123**	366	**489**
	Received Cert/Degree	22	3	7	10	14	13	17	**86**	1	**87**
	Percent	71.0%	60.0%	175.0%	58.8%	53.8%	61.9%	89.5%	**69.9%**	0.3%	**17.8%**
Total	Students	258	73	44	163	123	137	140	**938**	919	**1,857**
	Received Cert/Degree	93	25	17	40	43	50	69	**337**	5	**342**
	Percent	36.0%	34.2%	38.6%	24.5%	35.0%	36.5%	49.3%	**35.9%**	0.5%	**18.4%**

Wyoming Department of Education
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Hathaway Scholarship Statistics 2008/09

2007-08 Cohort ("Sophomores")

10/30/2009

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Persistence and Retention Rates

WYOMING HATHAWAY SCHOLARSHIP PROGRAM

Cohort 2 ("Sophomores")

Students who Initiated the Scholarship in 2007-08

Persistence Rates

by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(iii)

Persistence Rate means for each cohort of students, receiving Hathaway Scholarships in a given fall or spring term, the proportion continuing to receive Hathaway Scholarships the following fall term at any eligible institution. This report shows the percentage of the second Cohort of Hathaway students receiving the scholarship in fall-08 (excludes students who reached 48 hours at a community college or received a degree during the 2007-08 school year).A student not receiving the scholarship in fall-08 does not necessarily mean he/she did not enroll.

Students are assigned to the last institution he/she attended prior to the 2008-09 school year.

		Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northern Wyoming Community College District	Northwest College	Western Wyoming Community College	Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	07/08 Hath. Students	53	14	19	32	27	28	14	187	0	187
	Received $ in Fall 08	16	4	9	17	11	12	9	78	0	78
	Percent	30.2%	28.6%	47.4%	53.1%	40.7%	42.9%	64.3%	41.7%	0.0%	41.7%
OPPORTUNITY	07/08 Hath. Students	123	25	19	81	58	52	69	427	141	568
	Received $ in Fall 08	51	14	8	46	22	26	42	209	72	281
	Percent	41.5%	56.0%	42.1%	56.8%	37.9%	50.0%	60.9%	48.9%	51.1%	49.5%
PERFORMANCE	07/08 Hath. Students	151	33	26	87	59	79	76	511	344	855
	Received $ in Fall 08	99	22	18	50	35	51	49	324	232	556
	Percent	65.6%	66.7%	69.2%	57.5%	59.3%	64.6%	64.5%	63.4%	67.4%	65.0%
HONORS	07/08 Hath. Students	36	11	12	21	20	23	26	149	368	517
	Received $ in Fall 08	28	9	11	20	12	15	17	112	319	431
	Percent	77.8%	81.8%	91.7%	95.2%	60.0%	65.2%	65.4%	75.2%	86.7%	83.4%
Total	**07/08 Hath. Students**	**363**	**83**	**76**	**221**	**164**	**182**	**185**	**1,274**	**853**	**2,127**
	Received $ in Fall 08	**194**	**49**	**46**	**133**	**80**	**104**	**117**	**723**	**623**	**1,346**
	Percent	**53.4%**	**59.0%**	**60.5%**	**60.2%**	**48.8%**	**57.1%**	**63.2%**	**56.8%**	**73.0%**	**63.3%**

WYOMING HATHAWAY SCHOLARSHIP PROGRAM

Cohort 2 ("Sophomores")

Students who Initiated the Scholarship in 2007-08

Retention Rates

by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(i)

Retention Rate means the measure of the rate of continuous enrollment of a cohort of students from one semester to the next.

In this report, the fall enrollment counts include students who did not receive the scholarship but used the semester to regain eligibility. It excludes students who graduated in the fall, or students who "used up" their 48 Hathaway hours at a community college at the end of the fall semester and did not continue.

The students are assigned to the college they were enrolled in during the fall semester. However, they did not necessarily enroll in the same institution in the spring.

		Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northern Wyoming Community College District	Northwest College	Western Wyoming Community College	Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Fall Enrollment	**25**	**7**	**12**	**23**	**11**	**19**	**9**	**106**	**0**	**106**
	Continuing in Spring	22	5	11	18	10	17	5	88	0	88
	Retention Rate	88.0%	71.4%	91.7%	78.3%	90.9%	89.5%	55.6%	83.0%	0.0%	83.0%
OPPORTUNITY	Fall Enrollment	**87**	**20**	**9**	**61**	**35**	**40**	**43**	**295**	**136**	**431**
	Continuing in Spring	80	19	8	52	28	37	39	263	109	372
	Retention Rate	92.0%	95.0%	88.9%	85.2%	80.0%	92.5%	90.7%	89.2%	80.1%	86.3%
PERFORMANCE	Fall Enrollment	**106**	**22**	**15**	**51**	**45**	**58**	**53**	**350**	**257**	**607**
	Continuing in Spring	97	18	13	43	39	51	48	309	219	528
	Retention Rate	91.5%	81.8%	86.7%	84.3%	86.7%	87.9%	90.6%	88.3%	85.2%	87.0%
HONORS	Fall Enrollment	**23**	**9**	**9**	**19**	**17**	**17**	**20**	**114**	**329**	**443**
	Continuing in Spring	20	9	9	19	14	17	20	108	315	423
	Retention Rate	87.0%	100.0%	100.0%	100.0%	82.4%	100.0%	100.0%	94.7%	95.7%	95.5%
Total	**Fall Enrollment**	**241**	**58**	**45**	**154**	**108**	**134**	**125**	**865**	**722**	**1,587**
	Continuing in Spring	**219**	**51**	**41**	**132**	**91**	**122**	**112**	**768**	**643**	**1,411**
	Retention Rate	**90.9%**	**87.9%**	**91.1%**	**85.7%**	**84.3%**	**91.0%**	**89.6%**	**88.8%**	**89.1%**	**88.9%**

Loss of Eligibility

WYOMING HATHAWAY SCHOLARSHIP PROGRAM Make College A Reality

Cohort 2 ("Sophomores")

Students who Initiated the Scholarship in 2007-08

Overall Loss of Eligibility After 2nd Year

by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

		Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northern Wyoming Community College District	Northwest College	Western Wyoming Community College	Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Students	31	9	10	16	11	16	10	103	0	103
	Lost Eligibility	11	6	1	7	2	8	5	40	0	40
	Percent	35.5%	66.7%	10.0%	43.8%	18.2%	50.0%	50.0%	38.8%	0.0%	38.8%
OPPORTUNITY	Students	76	16	12	59	33	30	47	273	110	383
	Lost Eligibility	25	0	2	24	8	7	13	79	38	117
	Percent	32.9%	0.0%	16.7%	40.7%	24.2%	23.3%	27.7%	28.9%	34.5%	30.5%
PERFORMANCE	Students	102	21	17	54	38	50	57	339	256	595
	Lost Eligibility	17	7	1	20	13	8	15	81	45	126
	Percent	16.7%	33.3%	5.9%	37.0%	34.2%	16.0%	26.3%	23.9%	17.6%	21.2%
HONORS	Students	23	9	9	21	14	22	22	120	340	460
	Lost Eligibility	6	2	0	1	3	3	2	17	25	42
	Percent	26.1%	22.2%	0.0%	4.8%	21.4%	13.6%	9.1%	14.2%	7.4%	9.1%
Total	**Students**	**232**	**55**	**48**	**150**	**96**	**118**	**136**	**835**	**706**	**1,541**
	Lost Eligibility	**59**	**15**	**4**	**52**	**26**	**26**	**35**	**217**	**108**	**325**
	Percent	**25.4%**	**27.3%**	**8.3%**	**34.7%**	**27.1%**	**22.0%**	**25.7%**	**26.0%**	**15.3%**	**21.1%**

Cohort 2 ("Sophomores")

Students who Initiated the Scholarship in 2007-08

Overall Loss of Eligibility After 2nd Year

by Instructional Program

Statutory Reference: 21-16-1308(c)(ii)

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

Due to confidentiality, individual rates not provided where there are low group counts. Individual rates will be provided to stakeholders upon request.

Instructional Program	Students	Lost Eligibility	Percent
Agricultural Sciences			
Agriculture, Agriculture Operations, and Related Sciences	65	6	9.2%
Architecture and Related Services			
Area, Ethnic, Cultural, and Gender Studies			
Biological and Biomedical Sciences	54	8	14.8%
Business, Management, Marketing, and Related Support Services	145	31	21.4%
Communication, Journalism, and Related Programs	35	4	11.4%
Computer and Information Sciences and Support Services	21	5	23.8%
Construction Trades			
Education	181	33	18.2%
Engineering	112	23	20.5%
Engineering Technologies/Technicians	16	2	12.5%
English Language and Literature/Letters	33	10	30.3%
Family and Consumer Sciences/Human Sciences	18	2	11.1%
Foreign languages, literatures, and Linguistics			

Instructional Program	Students	Lost Eligibility	Percent
Health Professions and Related Clinical Sciences	190	40	21.1%
History	9	2	22.2%
Legal Professions and Studies	7	2	28.6%
Liberal Arts and Sciences, General Studies and Humanities	161	47	29.2%
Mathematics and Statistics	13	3	23.1%
Mechanic and Repair Technologies/Technicians	24	9	37.5%
Multi/Interdisciplinary Studies	31	13	41.9%
Natural Resources and Conservation			
Parks, Recreation, Leisure, and Fitness Studies	42	3	7.1%
Personal and Culinary Services	8	0	0.0%
Philosophy and Religious Studies			
Physical Sciences	27	3	11.1%
Precision Production	31	9	29.0%
Psychology	59	13	22.0%
Public Administration and Social Service Professions	10	2	20.0%
Security and Protective Services	36	7	19.4%
Social Sciences	69	10	14.5%
Transportation and Materials Moving			
Undeclared or Unknown	11	8	72.7%
Visual and Performing Arts	111	26	23.4%
Grand Total	**1,541**	**325**	**21.1%**

WYOMING HATHAWAY SCHOLARSHIP PROGRAM

Cohort 2 ("Sophomores")
Students who Initiated the Scholarship in 2007-08

Loss of Eligibility - Credit Hours Not Met
by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

This report includes students who lost eligibility due to not meeting the required credit hours during the academic year (2008-09).

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

		Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northern Wyoming Community College District	Northwest College	Western Wyoming Community College	Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Students	31	9	10	16	11	16	10	103	0	103
	Lost Eligibility	1	1	0	2	0	2	0	6	0	6
	Percent	3.2%	11.1%	0.0%	12.5%	0.0%	12.5%	0.0%	5.8%	0.0%	5.8%
OPPORTUNITY	Students	76	16	12	59	33	30	47	273	110	383
	Lost Eligibility	11	0	0	11	2	5	6	35	5	40
	Percent	14.5%	0.0%	0.0%	18.6%	6.1%	16.7%	12.8%	12.8%	4.5%	10.4%
PERFORMANCE	Students	102	21	17	54	38	50	57	339	256	595
	Lost Eligibility	6	2	0	7	5	2	7	29	9	38
	Percent	5.9%	9.5%	0.0%	13.0%	13.2%	4.0%	12.3%	8.6%	3.5%	6.4%
HONORS	Students	23	9	9	21	14	22	22	120	340	460
	Lost Eligibility	2	1	0	1	0	0	2	6	4	10
	Percent	8.7%	11.1%	0.0%	4.8%	0.0%	0.0%	9.1%	5.0%	1.2%	2.2%
Total	**Students**	**232**	**55**	**48**	**150**	**96**	**118**	**136**	**835**	**706**	**1,541**
	Lost Eligibility	**20**	**4**	**0**	**21**	**7**	**9**	**15**	**76**	**18**	**94**
	Percent	**8.6%**	**7.3%**	**0.0%**	**14.0%**	**7.3%**	**7.6%**	**11.0%**	**9.1%**	**2.5%**	**6.1%**

Cohort 2 ("Sophomores")
Students who Initiated the Scholarship in 2007-08

Loss of Eligibility - Credit Hours Not Met
by Instructional Program

Statutory Reference: 21-16-1308(c)(ii)

This report includes students who lost eligibility due to not meeting the required credit hours during the academic year (2008-09).

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

Due to confidentiality, individual rates not provided where there are low group counts. Individual rates will be provided to stakeholders upon request.

Instructional Program	Students	Lost Eligibility	Percent
Agricultural Sciences			
Agriculture, Agriculture Operations, and Related Sciences	65	3	4.6%
Architecture and Related Services			
Area, Ethnic, Cultural, and Gender Studies			
Biological and Biomedical Sciences	54	2	3.7%
Business, Management, Marketing, and Related Support Services	145	7	4.8%
Communication, Journalism, and Related Programs	35	1	2.9%
Computer and Information Sciences and Support Services	21	1	4.8%
Construction Trades			
Education	181	15	8.3%
Engineering	112	4	3.6%
Engineering Technologies/Technicians	16	1	6.3%
English Language and Literature/Letters	33	4	12.1%
Family and Consumer Sciences/Human Sciences	18	0	0.0%
Foreign languages, literatures, and Linguistics			

Instructional Program	Students	Lost Eligibility	Percent
Health Professions and Related Clinical Sciences	190	16	8.4%
History	9	0	0.0%
Legal Professions and Studies	7	0	0.0%
Liberal Arts and Sciences, General Studies and Humanities	161	12	7.5%
Mathematics and Statistics	13	2	15.4%
Mechanic and Repair Technologies/Technicians	24	2	8.3%
Multi/Interdisciplinary Studies	31	2	6.5%
Natural Resources and Conservation			
Parks, Recreation, Leisure, and Fitness Studies	42	1	2.4%
Personal and Culinary Services	8	0	0.0%
Philosophy and Religious Studies			
Physical Sciences	27	0	0.0%
Precision Production	31	1	3.2%
Psychology	59	4	6.8%
Public Administration and Social Service Professions	10	0	0.0%
Security and Protective Services	36	1	2.8%
Social Sciences	69	2	2.9%
Transportation and Materials Moving			
Undeclared or Unknown	11	5	45.5%
Visual and Performing Arts	111	7	6.3%
Grand Total	**1,541**	**94**	**6.1%**

Cohort 2 ("Sophomores")
Students who Initiated the Scholarship in 2007-08

Loss of Eligibility - GPA Not Met
by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

This report includes students who lost eligibility due to not meeting the required GPA during the academic year (2008-09).

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

		Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northern Wyoming Community College District	Northwest College	Western Wyoming Community College	Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Students	31	9	10	16	11	16	10	103	0	103
	Lost Eligibility	0	1	1	2	0	1	0	5	0	5
	Percent	0.0%	11.1%	10.0%	12.5%	0.0%	6.3%	0.0%	4.9%	0.0%	4.9%
OPPORTUNITY	Students	76	16	12	59	33	30	47	273	110	383
	Lost Eligibility	1	0	0	1	0	0	0	2	14	16
	Percent	1.3%	0.0%	0.0%	1.7%	0.0%	0.0%	0.0%	0.7%	12.7%	4.2%
PERFORMANCE	Students	102	21	17	54	38	50	57	339	256	595
	Lost Eligibility	0	0	0	0	0	0	0	0	8	8
	Percent	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.1%	1.3%
HONORS	Students	23	9	9	21	14	22	22	120	340	460
	Lost Eligibility	0	0	0	0	0	0	0	0	5	5
	Percent	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.5%	1.1%
Total	**Students**	**232**	**55**	**48**	**150**	**96**	**118**	**136**	**835**	**706**	**1,541**
	Lost Eligibility	**1**	**1**	**1**	**3**	**0**	**1**	**0**	**7**	**27**	**34**
	Percent	**0.4%**	**1.8%**	**2.1%**	**2.0%**	**0.0%**	**0.8%**	**0.0%**	**0.8%**	**3.8%**	**2.2%**

Cohort 2 ("Sophomores")
Students who Initiated the Scholarship in 2007-08

Loss of Eligibility - GPA Not Met
by Instructional Program

Statutory Reference: 21-16-1308(c)(ii)

This report includes students who lost eligibility due to not meeting the required GPA during the academic year (2008-09).

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

Due to confidentiality, individual rates not provided where there are low group counts. Individual rates will be provided to stakeholders upon request.

Instructional Program	Students	Lost Eligibility	Percent
Agricultural Sciences			
Agriculture, Agriculture Operations, and Related Sciences	65	2	3.1%
Architecture and Related Services			
Area, Ethnic, Cultural, and Gender Studies			
Biological and Biomedical Sciences	54	0	0.0%
Business, Management, Marketing, and Related Support Services	145	1	0.7%
Communication, Journalism, and Related Programs	35	1	2.9%
Computer and Information Sciences and Support Services	21	1	4.8%
Construction Trades			
Education	181	1	0.6%
Engineering	112	7	6.3%
Engineering Technologies/Technicians	16	0	0.0%
English Language and Literature/Letters	33	1	3.0%
Family and Consumer Sciences/Human Sciences	18	1	5.6%
Foreign languages, literatures, and Linguistics			

3699

Instructional Program	Students	Lost Eligibility	Percent
Health Professions and Related Clinical Sciences	190	4	2.1%
History	9	0	0.0%
Legal Professions and Studies	7	0	0.0%
Liberal Arts and Sciences, General Studies and Humanities	161	5	3.1%
Mathematics and Statistics	13	1	7.7%
Mechanic and Repair Technologies/Technicians	24	0	0.0%
Multi/Interdisciplinary Studies	31	1	3.2%
Natural Resources and Conservation			
Parks, Recreation, Leisure, and Fitness Studies	42	0	0.0%
Personal and Culinary Services	8	0	0.0%
Philosophy and Religious Studies			
Physical Sciences	27	0	0.0%
Precision Production	31	1	3.2%
Psychology	59	2	3.4%
Public Administration and Social Service Professions	10	1	10.0%
Security and Protective Services	36	1	2.8%
Social Sciences	69	1	1.4%
Transportation and Materials Moving			
Undeclared or Unknown	11	0	0.0%
Visual and Performing Arts	111	2	1.8%
Grand Total	**1,541**	**34**	**2.2%**

3700

Cohort 2 ("Sophomores")

Students who Initiated the Scholarship in 2007-08

Loss of Eligibility - Credit Hours and GPA Not Met

by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

This report includes all students who lost eligibility due to not meeting the required credit hours and GPA during the academic year (2008-09).

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

		Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northern Wyoming Community College District	Northwest College	Western Wyoming Community College	Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Students	31	9	10	16	11	16	10	103	0	103
	Lost Eligibility	0	0	0	1	0	2	0	3	0	3
	Percent	0.0%	0.0%	0.0%	6.3%	0.0%	12.5%	0.0%	2.9%	0.0%	2.9%
OPPORTUNITY	Students	76	16	12	59	33	30	47	273	110	383
	Lost Eligibility	3	0	1	5	0	2	0	11	8	19
	Percent	3.9%	0.0%	8.3%	8.5%	0.0%	6.7%	0.0%	4.0%	7.3%	5.0%
PERFORMANCE	Students	102	21	17	54	38	50	57	339	256	595
	Lost Eligibility	2	0	0	4	0	2	0	8	10	18
	Percent	2.0%	0.0%	0.0%	7.4%	0.0%	4.0%	0.0%	2.4%	3.9%	3.0%
HONORS	Students	23	9	9	21	14	22	22	120	340	460
	Lost Eligibility	1	0	0	0	0	0	0	1	5	6
	Percent	4.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.8%	1.5%	1.3%
Total	**Students**	**232**	**55**	**48**	**150**	**96**	**118**	**136**	**835**	**706**	**1,541**
	Lost Eligibility	**6**	**0**	**1**	**10**	**0**	**6**	**0**	**23**	**23**	**46**
	Percent	**2.6%**	**0.0%**	**2.1%**	**6.7%**	**0.0%**	**5.1%**	**0.0%**	**2.8%**	**3.3%**	**3.0%**

3701

Cohort 2 ("Sophomores")

Students who Initiated the Scholarship in 2007-08

Loss of Eligibility - Credit Hours and GPA Not Met

by Instructional Program

Statutory Reference: 21-16-1308(c)(ii)

This report includes all students who lost eligibility due to not meeting the required credit hours and GPA during the academic year (2008-09).

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

Due to confidentiality, individual rates not provided where there are low group counts. Individual rates will be provided to stakeholders upon request.

Instructional Program	Students	Lost Eligibility	Percent
Agricultural Sciences			
Agriculture, Agriculture Operations, and Related Sciences	65	0	0.0%
Architecture and Related Services			
Area, Ethnic, Cultural, and Gender Studies			
Biological and Biomedical Sciences	54	0	0.0%
Business, Management, Marketing, and Related Support Services	145	7	4.8%
Communication, Journalism, and Related Programs	35	0	0.0%
Computer and Information Sciences and Support Services	21	1	4.8%
Construction Trades			
Education	181	3	1.7%
Engineering	112	4	3.6%
Engineering Technologies/Technicians	16	0	0.0%
English Language and Literature/Letters	33	0	0.0%
Family and Consumer Sciences/Human Sciences	18	0	0.0%
Foreign languages, literatures, and Linguistics			

Instructional Program	Students	Lost Eligibility	Percent
Health Professions and Related Clinical Sciences	190	6	3.2%
History	9	0	0.0%
Legal Professions and Studies	7	0	0.0%
Liberal Arts and Sciences, General Studies and Humanities	161	4	2.5%
Mathematics and Statistics	13	0	0.0%
Mechanic and Repair Technologies/Technicians	24	0	0.0%
Multi/Interdisciplinary Studies	31	4	12.9%
Natural Resources and Conservation			
Parks, Recreation, Leisure, and Fitness Studies	42	1	2.4%
Personal and Culinary Services	8	0	0.0%
Philosophy and Religious Studies			
Physical Sciences	27	2	7.4%
Precision Production	31	0	0.0%
Psychology	59	3	5.1%
Public Administration and Social Service Professions	10	1	10.0%
Security and Protective Services	36	0	0.0%
Social Sciences	69	2	2.9%
Transportation and Materials Moving			
Undeclared or Unknown	11	2	18.2%
Visual and Performing Arts	111	5	4.5%
Grand Total	**1,541**	**46**	**3.0%**

Cohort 2 ("Sophomores")

Students who Initiated the Scholarship in 2007-08

Loss of Eligibility - Failed Continuous Enrollment

by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

This report includes all students who lost eligibility due to not meeting the the continuous enrollment requirement.

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

		Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northern Wyoming Community College District	Northwest College	Western Wyoming Community College	Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Students	31	9	10	16	11	16	10	103	0	103
	Lost Eligibility	10	4	0	2	2	3	5	26	0	26
	Percent	32.3%	44.4%	0.0%	12.5%	18.2%	18.8%	50.0%	25.2%	0.0%	25.2%
OPPORTUNITY	Students	76	16	12	59	33	30	47	273	110	383
	Lost Eligibility	10	0	1	7	6	0	7	31	11	42
	Percent	13.2%	0.0%	8.3%	11.9%	18.2%	0.0%	14.9%	11.4%	10.0%	11.0%
PERFORMANCE	Students	102	21	17	54	38	50	57	339	256	595
	Lost Eligibility	9	5	1	9	8	4	8	44	18	62
	Percent	8.8%	23.8%	5.9%	16.7%	21.1%	8.0%	14.0%	13.0%	7.0%	10.4%
HONORS	Students	23	9	9	21	14	22	22	120	340	460
	Lost Eligibility	3	1	0	0	3	3	0	10	11	21
	Percent	13.0%	11.1%	0.0%	0.0%	21.4%	13.6%	0.0%	8.3%	3.2%	4.6%
Total	**Students**	**232**	**55**	**48**	**150**	**96**	**118**	**136**	**835**	**706**	**1,541**
	Lost Eligibility	**32**	**10**	**2**	**18**	**19**	**10**	**20**	**111**	**40**	**151**
	Percent	**13.8%**	**18.2%**	**4.2%**	**12.0%**	**19.8%**	**8.5%**	**14.7%**	**13.3%**	**5.7%**	**9.8%**

Cohort 2 ("Sophomores")

Students who Initiated the Scholarship in 2007-08

Loss of Eligibility - Failed Continuous Enrollment

by Instructional Program

Statutory Reference: 21-16-1308(c)(ii)

This report includes all students who lost eligibility due to not meeting the the continuous enrollment requirement.

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

Due to confidentiality, individual rates not provided where there are low group counts. Individual rates will be provided to stakeholders upon request.

Instructional Program	Students	Lost Eligibility	Percent
Agricultural Sciences			
Agriculture, Agriculture Operations, and Related Sciences	65	1	1.5%
Architecture and Related Services			
Area, Ethnic, Cultural, and Gender Studies			
Biological and Biomedical Sciences	54	6	11.1%
Business, Management, Marketing, and Related Support Services	145	16	11.0%
Communication, Journalism, and Related Programs	35	2	5.7%
Computer and Information Sciences and Support Services	21	2	9.5%
Construction Trades			
Education	181	14	7.7%
Engineering	112	8	7.1%
Engineering Technologies/Technicians	16	1	6.3%
English Language and Literature/Letters	33	5	15.2%
Family and Consumer Sciences/Human Sciences	18	1	5.6%
Foreign languages, literatures, and Linguistics			

3705

Instructional Program	Students	Lost Eligibility	Percent
Health Professions and Related Clinical Sciences	190	14	7.4%
History	9	2	22.2%
Legal Professions and Studies	7	2	28.6%
Liberal Arts and Sciences, General Studies and Humanities	161	26	16.1%
Mathematics and Statistics	13	0	0.0%
Mechanic and Repair Technologies/Technicians	24	7	29.2%
Multi/Interdisciplinary Studies	31	6	19.4%
Natural Resources and Conservation			
Parks, Recreation, Leisure, and Fitness Studies	42	1	2.4%
Personal and Culinary Services	8	0	0.0%
Philosophy and Religious Studies			
Physical Sciences	27	1	3.7%
Precision Production	31	7	22.6%
Psychology	59	4	6.8%
Public Administration and Social Service Professions	10	0	0.0%
Security and Protective Services	36	5	13.9%
Social Sciences	69	5	7.2%
Transportation and Materials Moving			
Undeclared or Unknown	11	1	9.1%
Visual and Performing Arts	111	12	10.8%
Grand Total	**1,541**	**151**	**9.8%**

WYOMING HATHAWAY SCHOLARSHIP PROGRAM

Cohort 2 ("Sophomores")

Students who Initiated the Scholarship in 2007-08

Overall Loss of Eligibility After 2nd Year
Qualified Through High School GPA and ACT
by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

		Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northern Wyoming Community College District	Northwest College	Western Wyoming Community College	Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Students	28	8	8	14	11	13	9	91	0	91
	Lost Eligibility	9	5	1	7	2	7	4	35	0	35
	Percent	32.1%	62.5%	12.5%	50.0%	18.2%	53.8%	44.4%	38.5%	0.0%	38.5%
OPPORTUNITY	Students	74	16	12	56	33	30	47	268	109	377
	Lost Eligibility	25	0	2	22	8	7	13	77	37	114
	Percent	33.8%	0.0%	16.7%	39.3%	24.2%	23.3%	27.7%	28.7%	33.9%	30.2%
PERFORMANCE	Students	97	18	17	53	38	50	53	326	255	581
	Lost Eligibility	15	5	1	20	13	8	13	75	44	119
	Percent	15.5%	27.8%	5.9%	37.7%	34.2%	16.0%	24.5%	23.0%	17.3%	20.5%
HONORS	Students	22	9	9	20	12	21	21	114	338	452
	Lost Eligibility	5	2	0	1	2	3	1	14	25	39
	Percent	22.7%	22.2%	0.0%	5.0%	16.7%	14.3%	4.8%	12.3%	7.4%	8.6%
Total	**Students**	**221**	**51**	**46**	**143**	**94**	**114**	**130**	**799**	**702**	**1,501**
	Lost Eligibility	**54**	**12**	**4**	**50**	**25**	**25**	**31**	**201**	**106**	**307**
	Percent	**24.4%**	**23.5%**	**8.7%**	**35.0%**	**26.6%**	**21.9%**	**23.8%**	**25.2%**	**15.1%**	**20.5%**

Cohort 2 ("Sophomores")
Students who Initiated the Scholarship in 2007-08

Overall Loss of Eligibility After 2nd Year
Qualified Through High School GPA and ACT
by Instructional Program

Statutory Reference: 21-16-1308(c)(ii)

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

Due to confidentiality, individual rates not provided where there are low group counts. Individual rates will be provided to stakeholders upon request.

Instructional Program	Students	Lost Eligibility	Percent
Agricultural Sciences			
Agriculture, Agriculture Operations, and Related Sciences	64	6	9.4%
Area, Ethnic, Cultural, and Gender Studies			
Biological and Biomedical Sciences	53	8	15.1%
Business, Management, Marketing, and Related Support Services	141	30	21.3%
Communication, Journalism, and Related Programs	34	3	8.8%
Computer and Information Sciences and Support Services	20	4	20.0%
Construction Trades			
Education	180	33	18.3%
Engineering	110	22	20.0%
Engineering Technologies/Technicians	16	2	12.5%
English Language and Literature/Letters	30	8	26.7%
Family and Consumer Sciences/Human Sciences	18	2	11.1%
Foreign languages, literatures, and Linguistics			
Health Professions and Related Clinical Sciences	187	40	21.4%

Instructional Program	Students	Lost Eligibility	Percent
History	9	2	22.2%
Legal Professions and Studies	7	2	28.6%
Liberal Arts and Sciences, General Studies and Humanities	157	44	28.0%
Mathematics and Statistics	13	3	23.1%
Mechanic and Repair Technologies/Technicians	22	7	31.8%
Multi/Interdisciplinary Studies	30	12	40.0%
Natural Resources and Conservation			
Parks, Recreation, Leisure, and Fitness Studies	42	3	7.1%
Personal and Culinary Services	8	0	0.0%
Philosophy and Religious Studies			
Physical Sciences	27	3	11.1%
Precision Production	28	8	28.6%
Psychology	59	13	22.0%
Public Administration and Social Service Professions	9	2	22.2%
Security and Protective Services	34	6	17.6%
Social Sciences	68	10	14.7%
Transportation and Materials Moving			
Undeclared or Unknown	9	7	77.8%
Visual and Performing Arts	107	24	22.4%
Grand Total	**1,501**	**307**	**20.5%**

3709

Cohort 2 ("Sophomores")

Students who Initiated the Scholarship in 2007-08

Overall Loss of Eligibility After 2nd Year Qualified Through High School GPA and WorkKeys

by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

Due to confidentiality, individual rates not provided due to low group counts. Individual rates will be provided to stakeholders upon request.

		Grand Total
PROVISIONAL OPPORTUNITY	Students	7
	Lost Eligibility	2
	Percent	28.6%
Total	Students	7
	Lost Eligibility	2
	Percent	28.6%

Cohort 2 ("Sophomores")
Students who Initiated the Scholarship in 2007-08

Overall Loss of Eligibility After 2nd Year- Qualified Through GED and ACT
by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

Due to confidentiality, individual rates not provided due to low group counts. Individual rates will be provided to stakeholders upon request.

		Grand Total
PROVISIONAL OPPORTUNITY	Students	3
	Lost Eligibility	2
	Percent	66.7%
OPPORTUNITY	Students	3
	Lost Eligibility	2
	Percent	66.7%
PERFORMANCE	Students	5
	Lost Eligibility	5
	Percent	100.0%
HONORS	Students	3
	Lost Eligibility	2
	Percent	66.7%
Total	Students	14
	Lost Eligibility	11
	Percent	78.6%

3711

Cohort 2 ("Sophomores")

Students who Initiated the Scholarship in 2007-08

Overall Loss of Eligibility After 2nd Year
Qualified Through a Home School Program and ACT
by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

Due to confidentiality, individual rates not provided due to low group counts. Individual rates will be provided to stakeholders upon request.

		Grand Total
PROVISIONAL OPPORTUNITY	Students	2
	Lost Eligibility	1
	Percent	50.0%
OPPORTUNITY	Students	3
	Lost Eligibility	1
	Percent	33.3%
PERFORMANCE	Students	9
	Lost Eligibility	2
	Percent	22.2%
HONORS	Students	5
	Lost Eligibility	1
	Percent	20.0%
Total	Students	19
	Lost Eligibility	5
	Percent	26.3%

Graduation Rates

WYOMING HATHAWAY SCHOLARSHIP PROGRAM
Make College A Reality

Cohort 2 ("Sophomores")
Students who Initiated the Scholarship in 2007-08

Certificate/Graduation Rates
by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(iv)

This report shows the number and rate of students who received a certificate or degree within the first 2 years of initiating the scholarship.

The percentage is based on the original number of enrolled students from the first year of the program. A student who graduated is accounted for under the institution where the student received the certificate or degree.

		Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northern Wyoming Community College District	Northwest College	Western Wyoming Community College	Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Students	57	16	17	31	20	29	14	**184**	0	**184**
	Received Cert/Degree	7	1	3	1	4	2	0	**18**	0	**18**
	Percent	12.3%	6.3%	17.6%	3.2%	20.0%	6.9%	0.0%	**9.8%**	0.0%	**9.8%**
OPPORTUNITY	Students	135	25	20	86	65	54	68	**453**	164	**617**
	Received Cert/Degree	14	5	4	10	11	5	16	**65**	0	**65**
	Percent	10.4%	20.0%	20.0%	11.6%	16.9%	9.3%	23.5%	**14.3%**	0.0%	**10.5%**
PERFORMANCE	Students	139	31	24	82	61	73	76	**486**	338	**824**
	Received Cert/Degree	29	7	12	14	17	22	27	**128**	0	**128**
	Percent	20.9%	22.6%	50.0%	17.1%	27.9%	30.1%	35.5%	**26.3%**	0.0%	**15.5%**
HONORS	Students	32	10	9	22	21	25	24	**143**	370	**513**
	Received Cert/Degree	11	7	5	12	11	8	14	**68**	0	**68**
	Percent	34.4%	70.0%	55.6%	54.5%	52.4%	32.0%	58.3%	**47.6%**	0.0%	**13.3%**
Total	Students	363	82	70	221	167	181	182	**1,266**	872	**2,138**
	Received Cert/Degree	61	20	24	37	43	37	57	**279**	0	**279**
	Percent	16.8%	24.4%	34.3%	16.7%	25.7%	20.4%	31.3%	**22.0%**	0.0%	**13.0%**

Wyoming Department of Education
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Hathaway Scholarship Statistics 2008/09

2008-09 Cohort ("Freshmen")

10/30/2009

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Applicants and Enrollment

WYOMING HATHAWAY SCHOLARSHIP PROGRAM

Cohort 3 ("Freshmen")
Students who Applied for the Scholarship in 2008-09

Wyoming Graduates vs. Hathaway Applicants
by School District

Statutory Reference: 21-16-1308(c)(vi)

For the 2008/09 academic year, institutions executed either a standard application process for the Hathaway Scholarship, or they applied automatic screening of all students that were admitted. For this reason, and for purposes of this report, WDE defined an applicant as " a 2006, 2007, or 2008 Wyoming High School graduate, or a Wyoming Home Schooled or GED student, who was admitted to an eligible institution during the 2007-08 school year". Each institution provided a list of students that met this definition to comply with this reporting requirement.

In this report, the Hathaway applicants are a subset of all applicants and includes 2008 Wyoming High School graduates only.

An applicant is only counted once if the student "applied" to more than one institution.

As of 10/30/2009, three non-Hathaway enrollment applicant file submissions are pending from the post secondary institutions. This report will be updatd upon receipt of those records.

Due to confidentiality, individual rates not provided if graduate count is less than 6. Counts will be provided to stakeholders upon request.

District Name	2008 Graduates	Applicants	Percent
Albany #1	234	143	61.1%
Big Horn #1	45	24	53.3%
Big Horn #2	42	25	59.5%
Big Horn #3	37	21	56.8%
Big Horn #4	29	15	51.7%
Campbell #1	438	139	31.7%
Carbon #1	107	34	31.8%
Carbon #2	60	32	53.3%
Converse #1	123	67	54.5%
Converse #2	43	24	55.8%
Crook #1	98	43	43.9%
Fremont #1	121	63	52.1%
Fremont #14	18	2	11.1%
Fremont #2	23	9	39.1%
Fremont #21			

District Name	2008 Graduates	Applicants	Percent
Fremont #24	26	17	65.4%
Fremont #25	140	76	54.3%
Fremont #38			
Fremont #6	25	11	44.0%
Goshen #1	145	106	73.1%
Hot Springs #1	39	22	56.4%
Johnson #1	103	41	39.8%
Laramie #1	773	338	43.7%
Laramie #2	63	30	47.6%
Lincoln #1	39	14	35.9%
Lincoln #2	169	49	29.0%
Natrona #1	721	425	58.9%
Niobrara #1	26	17	65.4%
Park #1	116	78	67.2%
Park #16	9	7	77.8%
Park #6	171	93	54.4%
Platte #1	82	45	54.9%
Platte #2	16	13	81.3%
Sheridan #1	72	37	51.4%
Sheridan #2	219	97	44.3%
Sheridan #3	8	3	37.5%
Sublette #1	56	28	50.0%
Sublette #9	52	22	42.3%
Sweetwater #1	193	81	42.0%
Sweetwater #2	170	66	38.8%
Teton #1	163	58	35.6%
Uinta #1	208	55	26.4%
Uinta #4	51	17	33.3%
Uinta #6	47	18	38.3%
Washakie #1	86	33	38.4%
Washakie #2	8	4	50.0%

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District Name	2008 Graduates	Applicants	Percent
Weston #1	50	29	58.0%
Weston #7	15	8	53.3%
Total	**5,483**	**2,580**	**47.1%**

Cohort 3 ("Freshmen")

Students who Applied for the Scholarship in 2008-09

Hathaway Applicants vs. Hathaway Enrolled

by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(vi)

For the 2008/09 academic year, institutions executed either a standard application process for the Hathaway Scholarship, or they applied automatic screening of all students that were admitted. For this reason, and for purposes of this report, WDE defined an applicant as " a 2006, 2007, or 2008 Wyoming High School graduate, or a Wyoming Home Schooled or GED student, who was admitted to an eligible institution during the 2008-09 school year". Each institution provided a list of students that met this definition to comply with this reporting requirement.

An applicant is only counted once if the student applied to more than one institution.

As of 10/30/2009, three non-Hathaway enrollment applicant file submissions are pending from the post secondary institutions. This report will be updatd upon receipt of those records.

		Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northern Wyoming Community College District	Northwest College	Western Wyoming Community College	Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Enrolled	68	27	42	39	34	27	17	254	0	254
OPPORTUNITY	Enrolled	130	28	25	83	69	55	51	441	165	606
PERFORMANCE	Enrolled	163	30	25	109	89	69	69	554	365	919
HONORS	Enrolled	57	9	8	23	25	30	22	174	373	547
Total	Applicants	647	291	249	255	220	275	160	2,097	1,193	3,290
	Enrolled	418	94	100	254	217	181	159	1,423	903	2,326
	Percent	64.6%	32.3%	40.2%	99.6%	98.6%	65.8%	99.4%	67.9%	75.7%	70.7%

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Cohort 3 ("Freshmen")
Students who Applied for the Scholarship in 2008-09

Hathaway Applicants vs. Hathaway Enrolled
by School District

Statutory Reference: 21-16-1308(c)(vi)

For the 2008/09 academic year, institutions executed either a standard application process for the Hathaway Scholarship, or they applied automatic screening of all students that were admitted. For this reason, and for purposes of this report, WDE defined an applicant as " a 2006, 2007, or 2008 Wyoming High School graduate, or a Wyoming Home Schooled or GED student, who was admitted to an eligible institution during the 2007-08 school year". Each institution provided a list of students that met this definition to comply with this reporting requirement.

An applicant is only counted once if the student applied to more than one institution.

As of 10/30/2009, three non-Hathaway enrollment applicant file submissions are pending from the post secondary institutions. This report will be updatd upon receipt of those records.

District Name	Applicants	Enrolled	Percent
Albany #1	160	136	85.0%
Big Horn #1	37	23	62.2%
Big Horn #2	28	23	82.1%
Big Horn #3	22	15	68.2%
Big Horn #4	16	9	56.3%
Campbell #1	164	137	83.5%
Carbon #1	39	26	66.7%
Carbon #2	37	33	89.2%
Converse #1	86	46	53.5%
Converse #2	28	15	53.6%
Crook #1	46	34	73.9%
Fremont #1	88	56	63.6%
Fremont #14	4	1	25.0%
Fremont #2	11	7	63.6%
Fremont #21	1	1	100.0%

District Name	Applicants	Enrolled	Percent
Fremont #24	18	15	83.3%
Fremont #25	100	60	60.0%
Fremont #6	14	12	85.7%
GED	172	25	14.5%
Goshen #1	130	92	70.8%
Home School	39	30	76.9%
Hot Springs #1	31	18	58.1%
Johnson #1	47	35	74.5%
Laramie #1	377	312	82.8%
Laramie #2	34	31	91.2%
Lincoln #1	17	15	88.2%
Lincoln #2	55	39	70.9%
Natrona #1	476	342	71.8%
Niobrara #1	23	12	52.2%
No School District	83	23	27.7%
Park #1	89	68	76.4%
Park #16	7	6	85.7%
Park #6	104	73	70.2%
Platte #1	52	41	78.8%
Platte #2	14	9	64.3%
Sheridan #1	40	39	97.5%
Sheridan #2	115	105	91.3%
Sheridan #3	3	3	100.0%
Sublette #1	31	23	74.2%
Sublette #9	23	18	78.3%
Sweetwater #1	93	82	88.2%
Sweetwater #2	74	65	87.8%
Teton #1	69	30	43.5%
Uinta #1	60	41	68.3%
Uinta #4	20	12	60.0%
Uinta #6	22	21	95.5%

District Name	Applicants	Enrolled	Percent
Washakie #1	42	29	69.0%
Washakie #2	4	4	100.0%
Weston #1	36	25	69.4%
Weston #7	9	9	100.0%
Total	**3,290**	**2,326**	**70.7%**

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WYOMING HATHAWAY SCHOLARSHIP PROGRAM

Cohort 3 ("Freshman")

Students who Initiated the Scholarship in 2008-09

Retention Rates

by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(i)

Retention Rate means the measure of the rate of continuous enrollment of a cohort of students from one semester to the next.

The students are assigned to the college they were enrolled in during the fall semester. However, they did not necessarily enroll in the same institution in the spring.

		Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northern Wyoming Community College District	Northwest College	Western Wyoming Community College	Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Fall Enrollment	**56**	**24**	**35**	**31**	**31**	**22**	**9**	**208**	**0**	**208**
	Continuing in Spring	51	20	26	24	27	20	7	**175**	0	**175**
	Retention Rate	91.1%	83.3%	74.3%	77.4%	87.1%	90.9%	77.8%	**84.1%**	0.0%	**84.1%**
OPPORTUNITY	Fall Enrollment	**113**	**23**	**23**	**71**	**63**	**51**	**42**	**386**	**159**	**545**
	Continuing in Spring	98	20	19	60	53	38	31	**319**	145	**464**
	Retention Rate	86.7%	87.0%	82.6%	84.5%	84.1%	74.5%	73.8%	**82.6%**	91.2%	**85.1%**
PERFORMANCE	Fall Enrollment	**147**	**28**	**22**	**95**	**85**	**60**	**58**	**495**	**352**	**847**
	Continuing in Spring	136	22	20	90	78	55	49	**450**	332	**782**
	Retention Rate	92.5%	78.6%	90.9%	94.7%	91.8%	91.7%	84.5%	**90.9%**	94.3%	**92.3%**
HONORS	Fall Enrollment	**55**	**9**	**7**	**19**	**21**	**25**	**21**	**157**	**364**	**521**
	Continuing in Spring	54	9	7	19	20	23	19	**151**	357	**508**
	Retention Rate	98.2%	100.0%	100.0%	100.0%	95.2%	92.0%	90.5%	**96.2%**	98.1%	**97.5%**
Total	**Fall Enrollment**	**371**	**84**	**87**	**216**	**200**	**158**	**130**	**1,246**	**875**	**2,121**
	Continuing in Spring	**339**	**71**	**72**	**193**	**178**	**136**	**106**	**1,095**	**834**	**1,929**
	Retention Rate	**91.4%**	**84.5%**	**82.8%**	**89.4%**	**89.0%**	**86.1%**	**81.5%**	**87.9%**	**95.3%**	**90.9%**

Loss of Eligibility

WYOMING HATHAWAY SCHOLARSHIP PROGRAM Make College A Reality

Cohort 3 ("Freshmen")
Students who Initiated the Scholarship in 2008-09

Overall Loss of Eligibility After 1st Year
by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

The percentages are based on the enrollment count for the 2008-09 school year.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

		Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northern Wyoming Community College District	Northwest College	Western Wyoming Community College	Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Students	68	27	42	39	34	27	17	254	0	254
	Lost Eligibility	37	13	19	21	14	14	10	128	0	128
	Percent	54.4%	48.1%	45.2%	53.8%	41.2%	51.9%	58.8%	50.4%	0.0%	50.4%
OPPORTUNITY	Students	130	28	25	83	69	55	51	441	165	606
	Lost Eligibility	53	9	9	41	35	21	26	194	96	290
	Percent	40.8%	32.1%	36.0%	49.4%	50.7%	38.2%	51.0%	44.0%	58.2%	47.9%
PERFORMANCE	Students	163	30	25	109	89	69	69	554	365	919
	Lost Eligibility	42	15	9	45	29	24	23	187	120	307
	Percent	25.8%	50.0%	36.0%	41.3%	32.6%	34.8%	33.3%	33.8%	32.9%	33.4%
HONORS	Students	57	9	8	23	25	30	22	174	373	547
	Lost Eligibility	5	1	1	3	4	5	3	22	40	62
	Percent	8.8%	11.1%	12.5%	13.0%	16.0%	16.7%	13.6%	12.6%	10.7%	11.3%
Total	**Students**	**418**	**94**	**100**	**254**	**217**	**181**	**159**	**1,423**	**903**	**2,326**
	Lost Eligibility	**137**	**38**	**38**	**110**	**82**	**64**	**62**	**531**	**256**	**787**
	Percent	**32.8%**	**40.4%**	**38.0%**	**43.3%**	**37.8%**	**35.4%**	**39.0%**	**37.3%**	**28.3%**	**33.8%**

Cohort 3 ("Freshmen")

Students who Initiated the Scholarship in 2008-09

Overall Loss of Eligibility After 1st Year-

by Instructional Program

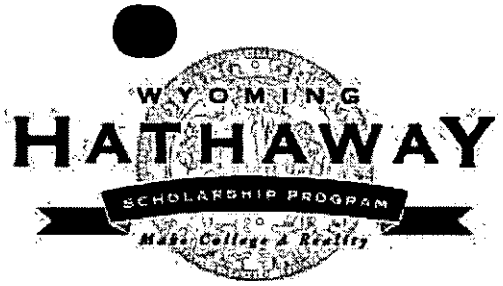
Statutory Reference: 21-16-1308(c)(ii)

Percentages are based on the enrollment count for the 2008-09 school year.

Due to confidentiality, individual rates not provided where there are low group counts. Individual rates will be provided to stakeholders upon request.

Instructional Program	Students	Lost Eligibility	Percent
Agriculture, Agriculture Operations, and Related Sciences	75	18	24.0%
Biological and Biomedical Sciences	86	22	25.6%
Business, Management, Marketing, and Related Support Services	215	79	36.7%
Communication, Journalism, and Related Programs	42	16	38.1%
Computer and Information Sciences and Support Services	39	18	46.2%
Construction Trades	11	1	9.1%
Education	260	88	33.8%
Engineering	172	47	27.3%
Engineering Technologies/Technicians	16	1	6.3%
English Language and Literature/Letters	31	9	29.0%
Family and Consumer Sciences/Human Sciences	28	6	21.4%
Foreign languages, literatures, and Linguistics	9	0	0.0%
Health Professions and Related Clinical Sciences	284	111	39.1%
History	13	3	23.1%
Legal Professions and Studies	13	6	46.2%

Instructional Program	Students	Lost Eligibility	Percent
Liberal Arts and Sciences, General Studies and Humanities	363	157	43.3%
Mathematics and Statistics	16	3	18.8%
Mechanic and Repair Technologies/Technicians	31	9	29.0%
Multi/Interdisciplinary Studies	59	21	35.6%
Natural Resources and Conservation	14	4	28.6%
Parks, Recreation, Leisure, and Fitness Studies	53	14	26.4%
Personal and Culinary Services	20	9	45.0%
Philosophy and Religious Studies			
Physical Sciences	29	7	24.1%
Precision Production	39	5	12.8%
Psychology	75	21	28.0%
Public Administration and Social Service Professions	10	3	30.0%
Security and Protective Services	69	28	40.6%
Social Sciences	66	14	21.2%
Transportation and Materials Moving			
Undeclared or Unknown	25	13	52.0%
Visual and Performing Arts	158	51	32.3%
Grand Total	**2,326**	**787**	**33.8%**



Cohort 3 ("Freshmen")

Students who Initiated the Scholarship in 2008-09

Loss of Eligibility - Credit Hours Not Met

by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

This report includes students who lost eligibility due to not meeting the required credit hours during the academic year.
The percentages are based on the enrollment count for the 2008-09 school year.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

		Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northern Wyoming Community College District	Northwest College	Western Wyoming Community College	Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Students	68	27	42	39	34	27	17	**254**	0	**254**
	Lost Eligibility	8	4	5	5	1	3	3	**29**	0	**29**
	Percent	11.8%	14.8%	11.9%	12.8%	2.9%	11.1%	17.6%	**11.4%**	0.0%	**11.4%**
OPPORTUNITY	Students	130	28	25	83	69	55	51	**441**	165	**606**
	Lost Eligibility	8	4	2	6	5	4	3	**32**	5	**37**
	Percent	6.2%	14.3%	8.0%	7.2%	7.2%	7.3%	5.9%	**7.3%**	3.0%	**6.1%**
PERFORMANCE	Students	163	30	25	109	89	69	69	**554**	365	**919**
	Lost Eligibility	9	6	4	14	5	1	9	**48**	10	**58**
	Percent	5.5%	20.0%	16.0%	12.8%	5.6%	1.4%	13.0%	**8.7%**	2.7%	**6.3%**
HONORS	Students	57	9	8	23	25	30	22	**174**	373	**547**
	Lost Eligibility	0	1	0	2	2	1	1	**7**	5	**12**
	Percent	0.0%	11.1%	0.0%	8.7%	8.0%	3.3%	4.5%	**4.0%**	1.3%	**2.2%**
Total	**Students**	**418**	**94**	**100**	**254**	**217**	**181**	**159**	**1,423**	**903**	**2,326**
	Lost Eligibility	**25**	**15**	**11**	**27**	**13**	**9**	**16**	**116**	**20**	**136**
	Percent	**6.0%**	**16.0%**	**11.0%**	**10.6%**	**6.0%**	**5.0%**	**10.1%**	**8.2%**	**2.2%**	**5.8%**

Cohort 3 ("Freshmen")

Students who Initiated the Scholarship in 2008-09

Loss of Eligibility - Credit Hours Not Met

Statutory Reference: 21-16-1308(c)(ii)

by Instructional Program

The percentages are based on the enrollment count for the 2008-09 school year.

Due to confidentiality, individual rates not provided where there are low group counts. Individual rates will be provided to stakeholders upon request.

Instructional Program	Students	Lost Eligibility	Percent
Agriculture, Agriculture Operations, and Related Sciences	75	2	2.7%
Biological and Biomedical Sciences	86	2	2.3%
Business, Management, Marketing, and Related Support Services	215	10	4.7%
Communication, Journalism, and Related Programs	42	4	9.5%
Computer and Information Sciences and Support Services	39	2	5.1%
Construction Trades	11	0	0.0%
Education	260	16	6.2%
Engineering	172	8	4.7%
Engineering Technologies/Technicians	16	1	6.3%
English Language and Literature/Letters	31	4	12.9%
Family and Consumer Sciences/Human Sciences	28	2	7.1%
Foreign languages, literatures, and Linguistics	9	0	0.0%
Health Professions and Related Clinical Sciences	284	27	9.5%
History	13	0	0.0%
Legal Professions and Studies	13	1	7.7%

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Instructional Program	Students	Lost Eligibility	Percent
Liberal Arts and Sciences, General Studies and Humanities	363	24	6.6%
Mathematics and Statistics	16	1	6.3%
Mechanic and Repair Technologies/Technicians	31	2	6.5%
Multi/Interdisciplinary Studies	59	3	5.1%
Natural Resources and Conservation	14	0	0.0%
Parks, Recreation, Leisure, and Fitness Studies	53	2	3.8%
Personal and Culinary Services	20	1	5.0%
Philosophy and Religious Studies			
Physical Sciences	29	0	0.0%
Precision Production	39	1	2.6%
Psychology	75	11	14.7%
Public Administration and Social Service Professions	10	0	0.0%
Security and Protective Services	69	4	5.8%
Social Sciences	66	0	0.0%
Transportation and Materials Moving			
Undeclared or Unknown	25	1	4.0%
Visual and Performing Arts	158	7	4.4%
Grand Total	**2,326**	**136**	**5.8%**

WYOMING HATHAWAY SCHOLARSHIP PROGRAM
Make College A Reality

Cohort 3 ("Freshmen")

Students who Initiated the Scholarship in 2008-09

Loss of Eligibility - GPA Not Met

by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

This report includes students who lost eligibility due to not meeting the required GPA during the academic year.
The percentages are based on the enrollment count for the 2008-09 school year.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

		Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northern Wyoming Community College District	Northwest College	Western Wyoming Community College	Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Students	68	27	42	39	34	27	17	254	0	254
	Lost Eligibility	4	2	3	4	4	4	1	22	0	22
	Percent	5.9%	7.4%	7.1%	10.3%	11.8%	14.8%	5.9%	8.7%	0.0%	8.7%
OPPORTUNITY	Students	130	28	25	83	69	55	51	441	165	606
	Lost Eligibility	5	0	2	4	5	1	3	20	54	74
	Percent	3.8%	0.0%	8.0%	4.8%	7.2%	1.8%	5.9%	4.5%	32.7%	12.2%
PERFORMANCE	Students	163	30	25	109	89	69	69	554	365	919
	Lost Eligibility	8	0	2	7	4	5	1	27	65	92
	Percent	4.9%	0.0%	8.0%	6.4%	4.5%	7.2%	1.4%	4.9%	17.8%	10.0%
HONORS	Students	57	9	8	23	25	30	22	174	373	547
	Lost Eligibility	1	0	0	0	0	1	0	2	21	23
	Percent	1.8%	0.0%	0.0%	0.0%	0.0%	3.3%	0.0%	1.1%	5.6%	4.2%
Total	**Students**	**418**	**94**	**100**	**254**	**217**	**181**	**159**	**1,423**	**903**	**2,326**
	Lost Eligibility	**18**	**2**	**7**	**15**	**13**	**11**	**5**	**71**	**140**	**211**
	Percent	**4.3%**	**2.1%**	**7.0%**	**5.9%**	**6.0%**	**6.1%**	**3.1%**	**5.0%**	**15.5%**	**9.1%**

Cohort 3 ("Freshmen")

Students who Initiated the Scholarship in 2008-09

Loss of Eligibility - GPA Not Met

by Instructional Program

Statutory Reference: 21-16-1308(c)(ii)

The percentages are based on the enrollment count for the 2008-09 school year.

Due to confidentiality, individual rates not provided where there are low group counts. Individual rates will be provided to stakeholders upon request.

Instructional Program	Students	Lost Eligibility	Percent
Agriculture, Agriculture Operations, and Related Sciences	75	9	12.0%
Biological and Biomedical Sciences	86	11	12.8%
Business, Management, Marketing, and Related Support Services	215	29	13.5%
Communication, Journalism, and Related Programs	42	9	21.4%
Computer and Information Sciences and Support Services	39	2	5.1%
Construction Trades	11	0	0.0%
Education	260	20	7.7%
Engineering	172	15	8.7%
Engineering Technologies/Technicians	16	0	0.0%
English Language and Literature/Letters	31	1	3.2%
Family and Consumer Sciences/Human Sciences	28	0	0.0%
Foreign languages, literatures, and Linguistics	9	0	0.0%
Health Professions and Related Clinical Sciences	284	21	7.4%
History	13	2	15.4%
Legal Professions and Studies	13	1	7.7%

Instructional Program	Students	Lost Eligibility	Percent
Liberal Arts and Sciences, General Studies and Humanities	363	46	12.7%
Mathematics and Statistics	16	1	6.3%
Mechanic and Repair Technologies/Technicians	31	6	19.4%
Multi/Interdisciplinary Studies	59	3	5.1%
Natural Resources and Conservation	14	2	14.3%
Parks, Recreation, Leisure, and Fitness Studies	53	9	17.0%
Personal and Culinary Services	20	3	15.0%
Philosophy and Religious Studies			
Physical Sciences	29	4	13.8%
Precision Production	39	0	0.0%
Psychology	75	1	1.3%
Public Administration and Social Service Professions	10	0	0.0%
Security and Protective Services	69	8	11.6%
Social Sciences	66	1	1.5%
Transportation and Materials Moving			
Undeclared or Unknown	25	0	0.0%
Visual and Performing Arts	158	7	4.4%
Grand Total	**2,326**	**211**	**9.1%**

Cohort 3 ("Freshmen")

Students who Initiated the Scholarship in 2008-09

Loss of Eligibility - Credit Hours and GPA Not Met

by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

This report includes all students who lost eligibility due to not meeting the required credit hours and GPA during the academic year .
The percentages are based on the enrollment count for the 2008-09 school year.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

		Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northern Wyoming Community College District	Northwest College	Western Wyoming Community College	Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Students	68	27	42	39	34	27	17	254	0	254
	Lost Eligibility	20	3	2	5	5	5	2	42	0	42
	Percent	29.4%	11.1%	4.8%	12.8%	14.7%	18.5%	11.8%	16.5%	0.0%	16.5%
OPPORTUNITY	Students	130	28	25	83	69	55	51	441	165	606
	Lost Eligibility	27	2	2	20	15	4	8	78	23	101
	Percent	20.8%	7.1%	8.0%	24.1%	21.7%	7.3%	15.7%	17.7%	13.9%	16.7%
PERFORMANCE	Students	163	30	25	109	89	69	69	554	365	919
	Lost Eligibility	15	3	1	19	12	14	4	68	26	94
	Percent	9.2%	10.0%	4.0%	17.4%	13.5%	20.3%	5.8%	12.3%	7.1%	10.2%
HONORS	Students	57	9	8	23	25	30	22	174	373	547
	Lost Eligibility	3	0	1	1	0	3	0	8	6	14
	Percent	5.3%	0.0%	12.5%	4.3%	0.0%	10.0%	0.0%	4.6%	1.6%	2.6%
Total	**Students**	**418**	**94**	**100**	**254**	**217**	**181**	**159**	**1,423**	**903**	**2,326**
	Lost Eligibility	**65**	**8**	**6**	**45**	**32**	**26**	**14**	**196**	**55**	**251**
	Percent	**15.6%**	**8.5%**	**6.0%**	**17.7%**	**14.7%**	**14.4%**	**8.8%**	**13.8%**	**6.1%**	**10.8%**

Cohort 3 ("Freshmen")

Students who Initiated the Scholarship in 2008-09

Loss of Eligibility - Credit Hours and GPA Not Met

by Instructional Program

Statutory Reference: 21-16-1308(c)(ii)

The percentages are based on the enrollment count for the 2008-09 school year.

Due to confidentiality, individual rates not provided where there are low group counts. Individual rates will be provided to stakeholders upon request.

Instructional Program	Students	Lost Eligibility	Percent
Agriculture, Agriculture Operations, and Related Sciences	75	6	8.0%
Biological and Biomedical Sciences	86	5	5.8%
Business, Management, Marketing, and Related Support Services	215	22	10.2%
Communication, Journalism, and Related Programs	42	2	4.8%
Computer and Information Sciences and Support Services	39	11	28.2%
Construction Trades	11	1	9.1%
Education	260	27	10.4%
Engineering	172	18	10.5%
Engineering Technologies/Technicians	16	0	0.0%
English Language and Literature/Letters	31	3	9.7%
Family and Consumer Sciences/Human Sciences	28	1	3.6%
Foreign languages, literatures, and Linguistics	9	0	0.0%
Health Professions and Related Clinical Sciences	284	39	13.7%
History	13	1	7.7%
Legal Professions and Studies	13	3	23.1%

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Instructional Program	Students	Lost Eligibility	Percent
Liberal Arts and Sciences, General Studies and Humanities	363	48	13.2%
Mathematics and Statistics	16	0	0.0%
Mechanic and Repair Technologies/Technicians	31	0	0.0%
Multi/Interdisciplinary Studies	59	6	10.2%
Natural Resources and Conservation	14	1	7.1%
Parks, Recreation, Leisure, and Fitness Studies	53	1	1.9%
Personal and Culinary Services	20	1	5.0%
Philosophy and Religious Studies			
Physical Sciences	29	1	3.4%
Precision Production	39	4	10.3%
Psychology	75	4	5.3%
Public Administration and Social Service Professions	10	1	10.0%
Security and Protective Services	69	9	13.0%
Social Sciences	66	6	9.1%
Transportation and Materials Moving			
Undeclared or Unknown	25	7	28.0%
Visual and Performing Arts	158	21	13.3%
Grand Total	**2,326**	**251**	**10.8%**

WYOMING HATHAWAY SCHOLARSHIP PROGRAM
Make College A Reality

Cohort 3 ("Freshmen")
Students who Initiated the Scholarship in 2008-09

Loss of Eligibility - Failed Continuous Enrollment
by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

This report includes all students who lost eligibility due to not meeting the continuous enrollment requirement.

The percentages are based on the enrollment count for the 2008-09 school year.

		Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northern Wyoming Community College District	Northwest College	Western Wyoming Community College	Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Students	68	27	42	39	34	27	17	254	0	254
	Lost Eligibility	5	4	9	7	4	2	4	35	0	35
	Percent	7.4%	14.8%	21.4%	17.9%	11.8%	7.4%	23.5%	13.8%	0.0%	13.8%
OPPORTUNITY	Students	130	28	25	83	69	55	51	441	165	606
	Lost Eligibility	13	3	3	11	10	12	12	64	14	78
	Percent	10.0%	10.7%	12.0%	13.3%	14.5%	21.8%	23.5%	14.5%	8.5%	12.9%
PERFORMANCE	Students	163	30	25	109	89	69	69	554	365	919
	Lost Eligibility	10	6	2	5	8	4	9	44	19	63
	Percent	6.1%	20.0%	8.0%	4.6%	9.0%	5.8%	13.0%	7.9%	5.2%	6.9%
HONORS	Students	57	9	8	23	25	30	22	174	373	547
	Lost Eligibility	1	0	0	0	2	0	2	5	8	13
	Percent	1.8%	0.0%	0.0%	0.0%	8.0%	0.0%	9.1%	2.9%	2.1%	2.4%
Total	**Students**	**418**	**94**	**100**	**254**	**217**	**181**	**159**	**1,423**	**903**	**2,326**
	Lost Eligibility	**29**	**13**	**14**	**23**	**24**	**18**	**27**	**148**	**41**	**189**
	Percent	**6.9%**	**13.8%**	**14.0%**	**9.1%**	**11.1%**	**9.9%**	**17.0%**	**10.4%**	**4.5%**	**8.1%**

Cohort 3 ("Freshmen")

Students who Initiated the Scholarship in 2008-09

Loss of Eligibility - Failed Continuous Enrollment

Statutory Reference: 21-16-1308(c)(ii)

by Instructional Program

The percentages are based on the enrollment count for the 2008-09 school year.

Due to confidentiality, individual rates not provided where there are low group counts. Individual rates will be provided to stakeholders upon request.

Instructional Program	Students	Lost Eligibility	Percent
Agriculture, Agriculture Operations, and Related Sciences	75	1	1.3%
Biological and Biomedical Sciences	86	4	4.7%
Business, Management, Marketing, and Related Support Services	215	18	8.4%
Communication, Journalism, and Related Programs	42	1	2.4%
Computer and Information Sciences and Support Services	39	3	7.7%
Construction Trades	11	0	0.0%
Education	260	25	9.6%
Engineering	172	6	3.5%
Engineering Technologies/Technicians	16	0	0.0%
English Language and Literature/Letters	31	1	3.2%
Family and Consumer Sciences/Human Sciences	28	3	10.7%
Foreign languages, literatures, and Linguistics	9	0	0.0%
Health Professions and Related Clinical Sciences	284	24	8.5%
History	13	0	0.0%
Legal Professions and Studies	13	1	7.7%

Instructional Program	Students	Lost Eligibility	Percent
Liberal Arts and Sciences, General Studies and Humanities	363	39	10.7%
Mathematics and Statistics	16	1	6.3%
Mechanic and Repair Technologies/Technicians	31	1	3.2%
Multi/Interdisciplinary Studies	59	9	15.3%
Natural Resources and Conservation	14	1	7.1%
Parks, Recreation, Leisure, and Fitness Studies	53	2	3.8%
Personal and Culinary Services	20	4	20.0%
Philosophy and Religious Studies			
Physical Sciences	29	2	6.9%
Precision Production	39	0	0.0%
Psychology	75	5	6.7%
Public Administration and Social Service Professions	10	2	20.0%
Security and Protective Services	69	7	10.1%
Social Sciences	66	7	10.6%
Transportation and Materials Moving			
Undeclared or Unknown	25	5	20.0%
Visual and Performing Arts	158	16	10.1%
Grand Total	**2,326**	**189**	**8.1%**

WYOMING HATHAWAY SCHOLARSHIP PROGRAM Make College A Reality

Cohort 3 ("Freshmen")

Students who Initiated the Scholarship in 2008-09

Overall Loss of Eligibility After 1st Year
Qualified Through High School GPA and ACT
by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

The percentages are based on the enrollment count for the 2008-09 school year.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

		Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northern Wyoming Community College District	Northwest College	Western Wyoming Community College	Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Students	66	26	32	33	30	19	16	222	0	222
	Lost Eligibility	36	13	14	16	13	9	9	110	0	110
	Percent	54.5%	50.0%	43.8%	48.5%	43.3%	47.4%	56.3%	49.5%	0.0%	49.5%
OPPORTUNITY	Students	129	27	25	80	68	53	50	432	163	595
	Lost Eligibility	53	8	9	38	35	21	26	190	95	285
	Percent	41.1%	29.6%	36.0%	47.5%	51.5%	39.6%	52.0%	44.0%	58.3%	47.9%
PERFORMANCE	Students	158	29	25	106	88	68	69	543	360	903
	Lost Eligibility	40	15	9	43	28	24	23	182	115	297
	Percent	25.3%	51.7%	36.0%	40.6%	31.8%	35.3%	33.3%	33.5%	31.9%	32.9%
HONORS	Students	54	9	8	20	22	27	20	160	368	528
	Lost Eligibility	4	1	1	3	3	5	3	20	39	59
	Percent	7.4%	11.1%	12.5%	15.0%	13.6%	18.5%	15.0%	12.5%	10.6%	11.2%
Total	**Students**	**407**	**91**	**90**	**239**	**208**	**167**	**155**	**1,357**	**891**	**2,248**
	Lost Eligibility	**133**	**37**	**33**	**100**	**79**	**59**	**61**	**502**	**249**	**751**
	Percent	**32.7%**	**40.7%**	**36.7%**	**41.8%**	**38.0%**	**35.3%**	**39.4%**	**37.0%**	**27.9%**	**33.4%**

Cohort 3 ("Freshmen")

Students who Initiated the Scholarship in 2006-07

Overall Loss of Eligibility After 1st Year Qualified Through High School GPA and ACT

by Instructional Program

Statutory Reference: 21-16-1308(c)(ii)

The percentages are based on the enrollment count for the 2008-09 school year.

Due to confidentiality, individual rates not provided where there are low group counts. Individual rates will be provided to stakeholders upon request.

Instructional Program	Students	Lost Eligibility	Percent
Agriculture, Agriculture Operations, and Related Sciences	73	16	21.9%
Biological and Biomedical Sciences	86	22	25.6%
Business, Management, Marketing, and Related Support Services	202	71	35.1%
Communication, Journalism, and Related Programs	41	16	39.0%
Computer and Information Sciences and Support Services	35	17	48.6%
Construction Trades	10	1	10.0%
Education	256	85	33.2%
Engineering	167	45	26.9%
Engineering Technologies/Technicians	16	1	6.3%
English Language and Literature/Letters	31	9	29.0%
Family and Consumer Sciences/Human Sciences	26	5	19.2%
Foreign languages, literatures, and Linguistics	9	0	0.0%
Health Professions and Related Clinical Sciences	276	107	38.8%
History	11	3	27.3%
Legal Professions and Studies	11	5	45.5%

Instructional Program	Students	Lost Eligibility	Percent
Liberal Arts and Sciences, General Studies and Humanities	356	157	44.1%
Mathematics and Statistics	16	3	18.8%
Mechanic and Repair Technologies/Technicians	30	9	30.0%
Multi/Interdisciplinary Studies	58	21	36.2%
Natural Resources and Conservation	13	3	23.1%
Parks, Recreation, Leisure, and Fitness Studies	52	14	26.9%
Personal and Culinary Services	17	7	41.2%
Philosophy and Religious Studies			
Physical Sciences	28	6	21.4%
Precision Production	36	5	13.9%
Psychology	70	18	25.7%
Public Administration and Social Service Professions	8	1	12.5%
Security and Protective Services	65	25	38.5%
Social Sciences	64	14	21.9%
Transportation and Materials Moving			
Undeclared or Unknown	24	12	50.0%
Visual and Performing Arts	156	50	32.1%
Grand Total	**2,248**	**751**	**33.4%**

Cohort 3 ("Freshmen")

Students who Initiated the Scholarship in 2008-09

Overall Loss of Eligibility After 1st Year Qualified Through High School GPA and WorkKeys

by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

The percentages are based on the enrollment count for the 2008-09 school year.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

Due to confidentiality, individual counts not provided if student count is less than 6. Counts will be provided to stakeholders upon request.

Due to confidentiality, individual rates not provided due to low group counts. Individual rates will be provided to stakeholders upon request.

		Grand Total
PROVISIONAL OPPORTUNITY	Students	23
	Lost Eligibility	13
	Percent	56.5%
Total	Students	23
	Lost Eligibility	13
	Percent	56.5%

WYOMING HATHAWAY SCHOLARSHIP PROGRAM

Cohort 3 ("Freshmen")

Students who Initiated the Scholarship in 2008-09

Overall Loss of Eligibility After 1st Year
Qualified Through GED and ACT
by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

The percentages are based on the enrollment count for the 2008-09 school year.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

Due to confidentiality, individual counts not provided if student count is less than 6. Counts will be provided to stakeholders upon request.

Due to confidentiality, individual rates not provided due to low group counts. Individual rates will be provided to stakeholders upon request.

		Grand Total
PROVISIONAL OPPORTUNITY	Students	6
	Lost Eligibility	5
	Percent	83.3%
OPPORTUNITY	Students	5
	Lost Eligibility	2
	Percent	40.0%
PERFORMANCE	Students	9
	Lost Eligibility	8
	Percent	88.9%
HONORS	Students	5
	Lost Eligibility	1
	Percent	20.0%
Total	Students	25
	Lost Eligibility	16
	Percent	64.0%

Cohort 3 ("Freshmen")

Students who Initiated the Scholarship in 2008-09

Overall Loss of Eligibility After 1st Year
Qualified Through a Home School Program and ACT

by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

The percentages are based on the enrollment count for the 2008-09 school year.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

Due to confidentiality, individual counts not provided if student count is less than 6. Counts will be provided to stakeholders upon request.

Due to confidentiality, individual rates not provided due to low group counts. Individual rates will be provided to stakeholders upon request.

		Grand Total
PROVISIONAL OPPORTUNITY	Students	3
	Lost Eligibility	0
	Percent	0.0%
OPPORTUNITY	Students	6
	Lost Eligibility	3
	Percent	50.0%
PERFORMANCE	Students	7
	Lost Eligibility	2
	Percent	28.6%
HONORS	Students	14
	Lost Eligibility	2
	Percent	14.3%
Total	Students	30
	Lost Eligibility	7
	Percent	23.3%

Graduation Rates

WYOMING HATHAWAY SCHOLARSHIP PROGRAM

Cohort 3 ("Freshmen")

Students who Initiated the Scholarship in 2008-09

Certificate/Graduation Rates

by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(iv)

This report shows the number and rate of students who received a certificate or degree within the first year of initiating the scholarship.

		Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northern Wyoming Community College District	Northwest College	Western Wyoming Community College	Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Students	69	26	42	40	34	27	17	255	0	255
	Received Cert/Degree	0	0	2	2	3	0	0	7	0	7
	Percent	0.0%	0.0%	4.8%	5.0%	8.8%	0.0%	0.0%	2.7%	0.0%	2.7%
OPPORTUNITY	Students	127	29	25	78	68	56	49	432	173	605
	Received Cert/Degree	2	0	0	2	4	1	0	9	0	9
	Percent	1.6%	0.0%	0.0%	2.6%	5.9%	1.8%	0.0%	2.1%	0.0%	1.5%
PERFORMANCE	Students	160	32	24	105	90	69	65	545	376	921
	Received Cert/Degree	1	2	1	1	1	0	0	6	0	6
	Percent	0.6%	6.3%	4.2%	1.0%	1.1%	0.0%	0.0%	1.1%	0.0%	0.7%
HONORS	Students	55	9	7	21	24	29	22	167	378	545
	Received Cert/Degree	3	0	0	0	2	0	0	5	0	5
	Percent	5.5%	0.0%	0.0%	0.0%	8.3%	0.0%	0.0%	3.0%	0.0%	0.9%
Total	Students	411	96	98	244	216	181	153	1,399	927	2,326
	Received Cert/Degree	6	2	3	5	10	1	0	27	0	27
	Percent	1.5%	2.1%	3.1%	2.0%	4.6%	0.6%	0.0%	1.9%	0.0%	1.2%

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October 25, 2009

Mr. Louie Flora
Office of Representative Seaton
State Capitol, Room 102
Juneau, AK 99801-1182

Dear Mr. Flora:

Thank you for your questions regarding the UA Scholars program. I am pleased to provide the following information.

Of the roughly 2,100 UA Scholars enrolled at the University of Alaska (UA) in aid year 2007-08 (fall 2007, spring 2008, and summer 2008) about 74 percent (1,332 students) took the UA Scholars scholarship. The university tracks UA Scholars for eight years regardless of whether scholarship funding for the student has been exhausted.

The highly successful UA Scholars program costs about $3.6 million each year, and is solely funded by the university with earnings distributions from UA's Land Grant Trust Fund. High school graduates designated as UA Scholars must commit to attend UA by the fall semester following graduation to redeem the eight-semester award. The university does not set aside funds for eligible high school graduates who do not accept the award.

The number of eligible UA Scholars attending UA has increased over the past three years and as the number of scholars increase, the cost of the program will increase accordingly. In fall 2008, 41 percent of the eligible 1,062 Alaska high school seniors (434 students) went on to attend UA after graduation. In fall 2009, 1,072 Alaska high school seniors are eligible for the scholarship and, based on the 5-year average, 42 percent (450 students) are expected to attend UA. With this upward trend the cost of the program could reach $3.8 million in FY10.

The University receives information on the residency and employment of UA Scholar graduates through the State Department of Labor and Workforce Development. Employment data* for 2008 indicates that of the 271 UA scholars graduating in 2007, 100 percent remained in state in 2008 and of those 230 (85%) were working in state in 2008.

It is important to note that the UA Scholars scholarship is no longer sufficient to provide the amount of financial aid students need to complete their degree(s) at the University of Alaska. In aid year 2007-08, in addition to the UA Scholars scholarship, 620 scholars (30%) received other types of scholarships, 582 (28%) took out loans and 54 (25%) received grants, waivers or participated in work study.

Please let me know if you would like any further information.

Sincerely,

Gwen White

* Does not consider self-employed professionals. military personnel, or Federal civilian workers.

WICHE

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Western Policy Exchanges

October 2009

The **College Access Challenge Grant (CACG) Program** is a federal formula grant designed to foster partnerships among federal, state, and local governments and philanthropic entities to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. Created by the College Cost Reduction Act of 2007, the CACG Program provides $66 million per year for two years to state agencies or organizations designated by each state's governor. Recently introduced federal legislation would expand and continue the program for an additional five years as part of the proposed College Access and Completion Fund.

CACG is a formula grant program based on state population and poverty levels, with a minimum grant of $330,000. Each state is required to provide matching funds totaling half of the grant award it receives through in-kind or cash contributions. States received CACG funds if their proposed projects met specified grant criteria, which include providing information to students about the college application and financial aid processes, conducting outreach and professional development activities, and offering student loan cancellation or repayment options. In an effort to bring states together to share promising practices and learn from common challenges, the Western Interstate Commission for Higher Education (WICHE) invited its 15 Western state members to join its CACG Consortium and Network.

CACG Consortium members – Alaska and Nevada – receive a variety of WICHE services, including grant development and management, program implementation and evaluation, and ongoing expert consultation and guidance. The consortium states are also members of the CACG Network, which includes North Dakota and Washington. Idaho is considering joining the network in the coming year. The CACG Network provides a forum in which staff involved in developing, implementing, and maintaining state CACG efforts can share and discuss issues related to the administration of their programs. Through two annual network meetings and an interactive Website, state leaders and policymakers share promising practices and common obstacles.

This issue of *Exchanges* highlights the challenges and accomplishments of state CACG projects and presents lessons learned across the four states that were part of the network in the first year. If the grant is extended – a very real possibility – states will have an opportunity to develop sustainable programs that greatly increase postsecondary participation and success for low-income students. Having the chance to learn from each other will help states improve their own programs and develop sustainable initiatives.

Alaska

For far too many Alaskans, education and training beyond high school is not a priority. The state's college-going and completion rates are among the lowest in the nation, and policymakers face significant obstacles as they attempt to increase college access and success, particularly among low-income or first-generation students and their families. A 2007 Institute for Higher Education Policy (IHEP) report commissioned by the state noted that Alaska's younger population was not educationally prepared to sustain or enhance the state's economy and workforce in the coming years as the baby boomer generation begins to retire. The report also recommended the establishment of a peer mentor program in the state as one strategy to increase college access.[1]

In response to the findings and recommendations of IHEP's report, the Alaska Commission on Postsecondary Education (ACPE) used the state's CACG award to partner with the Anchorage School District (ASD) and the University of Alaska (UA) to develop and implement a pilot peer-mentoring program. Basing its program on the National College Advising Corps "near peer" model, Alaska has successfully recruited, hired, trained, and integrated two college/career guides into Robert Service High School in Anchorage.

Project Overview

Alaska's CACG project is housed in the outreach division of ACPE, which is tasked with early awareness and intervention activities for Alaska youth. The goals of Alaska's CACG project include fostering college awareness; increasing the rate of enrollment in postsecondary education for all students, with an emphasis on underserved populations; and developing strategies for program sustainability.

Funds from the CACG Program allowed Alaska to continue the coordination of college access services that were already underway. The state created the College Access Advisory Team in 2007 for the purpose of identifying gaps in Alaska's college pipeline and formulating a strategy for creating a college-going culture. Once Alaska was awarded CACG funds, an internal workgroup composed of key stakeholders was established to guide CACG project development and implementation.

An extensive planning process preceded the implementation of Alaska's CACG project. ACPE convened an internal workgroup of 15 key stakeholders, including state and national partners, who met every two weeks for the purpose of guiding and refining the development and implementation of the pilot program. Alaska's CACG project director also reconvened the statewide College Access Advisory Team, which was instrumental in the creation of the initial CACG project design. This group of key business, community, education, and government leaders continues to play a major role in the program's expansion and sustainability.

Outcomes

Services to students at Robert Service High began on March 2, 2009, and the program is already making an impact after only a few months of operation. The college/career guides are both recent University of Alaska Anchorage graduates and offer a unique perspective that supplements and enhances current counseling activities. To date, 1,208 students at Service High have received outreach services, ranging from individualized college and career advising to information about financial aid and college entrance exams.

The program boasts several other achievements. The college/career guides administered the Universal Encouragement Program online survey, which provides school leadership and counselors with vital information for individual guidance on career and educational pursuits. The survey also provides a student body profile which will be used to establish program baseline data about students' attitudes, values, and planning for education or training beyond high school. During the six week survey period, a total of 444 students, or 24 percent of the student body, responded. The guides also assessed over 50 percent of the high school's seniors regarding their current education and career plans. Student body surveys and interviews will continue during year two, producing ongoing data that will help to track college access and success at the pilot location as the project moves forward.

Additionally, the guides provided information about postsecondary preparation, planning, and career exploration during classroom presentations, program marketing, and a financial aid night organized by ACPE

and hosted by Service High. The guides reached out to a wide range of students – including those who weren't on the college prep track and 180 English as a Second Language (ESL) students – to explain the importance and benefits of college participation and completion. In addition, the guides exposed Service High students to the Alaska Career Information System (AKCIS), a Web-based information tool designed to help teens and adults explore career and educational opportunities in Alaska and throughout the U.S.

Onsite coordination with existing programs and activities was crucial to project success and also helped to avoid duplication of current counseling efforts at Service High. Prior to program implementation, ACPE met with school leadership, as well as the entire Service High counseling staff to establish how to best integrate CACG project activities with existing services. Once the college/career guides were in place, they were able to supplement and enhance college access efforts throughout the school with the aid of key school personnel.

Alaska's CACG work has led to several additional outcomes that will play a role in sustaining this and related efforts in the state. One example: A comprehensive database to track program activity and success, created by ACPE. This database could possibly serve as a template for a tool capable of tracking college participation and completion across the entire state.

In the future the University of Alaska System will play an increasingly important role in creating program capacity and sustainability, helping ACPE coordinate the training of future college/career guides and assisting with the development of program infrastructure.

Challenges

In addition to the general lack of a college-going culture in the state of Alaska, the demographics of Service High pose significant obstacles to the goal of increasing college enrollment during the pilot phase of the project. Service High has the most diverse student body in the Anchorage School District, and current data show a steady decline in postsecondary enrollments over the past three school years – from roughly 70 percent in 2005-06 to 55 percent in 2007-08. Reversing this trend is going to be a challenge, but the alignment of CACG and ACPE college access goals has the potential to change current attitudes and values towards education beyond high school, not only at Service High but across the entire state.

Nevada

Nevada faces unique challenges in raising the level of college awareness and participation within the state. Recent studies have shown that while the number of jobs requiring some form of postsecondary education in the state is expected to rise, Nevada consistently ranks near the bottom in college access and attainment.[2] Far too many state residents lack basic knowledge about the college preparation process, not to mention the different types of support available to students and their families.

Governor Jim Gibbons designated the Nevada P-16 Advisory Council to have executive oversight over the state's CACG program. The Nevada P-16 Advisory Council was created in statute during the 2007 legislative session and consists of K-12, higher education, and business representatives appointed by the governor, the Nevada Assembly, and the Nevada Senate. In an effort to increase college awareness and participation, the Nevada P-16 Advisory Council partnered with the Nevada System of Higher Education (NSHE) and WICHE to expand and further implement NSHE's existing Go To College program. The centerpiece of Nevada's CACG plan is a public information campaign designed to foster a college-going culture in the state, while communicating college and workforce readiness expectations. The campaign's core message is that college is a necessary and attainable goal for all students.

Project Overview

The state's P-16 Advisory Council – which is charged with strengthening coordination between elementary, secondary, and higher education systems to ensure that pupils in the 12th grade are adequately prepared to make the transition from high school to college or careers – oversees Nevada's CACG activities. Council members are expected to take advantage of their contacts in the K-12, higher education, and business communities to push the college access goals outlined in the CACG Program. NSHE serves as the program's fiscal agent, while WICHE administers Nevada's grant on behalf of the P-16 Advisory Council.

Nevada's CACG project goals include increasing the number of students who pursue education and training beyond high school; creating a statewide college access network of education professionals and stakeholders; and developing organizational methods and capacity to sustain program activities.

Nevada's information campaign consists of three distinct yet complementary pieces. Classroom visits targeted at students in the 3rd, 6th, and 8th grades in low-income schools will feature representatives from the business and higher education communities, who will stress the importance of continuing education beyond high school. College access workshops for counselors and other education professionals will be held in Reno, Elko, and Las Vegas in an attempt to create a sustainable statewide network of education stakeholders to share best practices and coordinate efforts. In addition, an intensive marketing campaign, aimed primarily at high school students, uses television ads, print materials, social networking, and a campaign Website to spread the message that college is for everyone.

Nevada's Go To College campaign complements and expands upon existing NSHE initiatives designed to create a college-going culture in the state. NSHE already publishes "The College Journey" brochure for students, parents, and counselors, detailing the requirements for college attendance in Nevada. Further, the goals of the Nevada's CACG project fit well with NSHE's other college access activities, including TRiO programs at the University of Nevada's Las Vegas and Reno campuses, the statewide GEAR UP initiative (and the program at the University of Nevada, Las Vegas), the Dean's Future Scholars and Silver Scholars program, and the Millennium Scholarship Program.

Outcomes

Nevada's primary outcome during the first year of the grant related to the careful planning and coordination of its CACG activities. This will allow the campaign's three phases to aggressively unfold in year two. The state collected GEAR UP data from 2006-07 to measure college attitudes and awareness among Nevada students and their parents. This baseline data will be compared with future GEAR UP data to see if Nevada's public information campaign has had a positive effect on college awareness levels.

As part of the effort to recruit classroom speakers, NSHE developed a CACG frequently asked questions (FAQ) sheet and a speaker invitation form to distribute to business leaders and postsecondary professionals across the state, encouraging them to participate in Nevada's Go To College information campaign. NSHE also identified a strategy for increased distribution of "The College Journey" informational brochure to schools, counselors, students, and parents across the state. Additional brochures have been printed and will reach a wider audience as the grant moves forward.

KPS|3, an advertising agency located in Reno, was selected to assist with the development of an effective marketing campaign that will increase college awareness in the state. In addition to creating a Go To College Website, which will serve as the campaign's focal point, KPS|3 developed two television spots aimed at low-income students and their parents, created targeted Facebook ads, and designed a trifold Go To College brochure, which will be widely distributed across the state. Nevada's CACG advertising campaign will continue throughout the fall 2009 school semester and will, it is hoped, translate into increased college enrollment.

After Reno, Elko, and Las Vegas were selected as the sites of the first college access workshops, planning of the meetings began. The goal of the workshops is to introduce the Go To College campaign to school counselors and other education stakeholders and help them to better understand and take advantage of the numerous college access resources available to their students as a result of the state's CACG project. Further, these workshops will foster the creation of a sustainable statewide college access network that will continue after the CACG project comes to an end.

Challenges

To date, the greatest challenge facing Nevada's CACG project has been one of geography. Nevada is composed of several distinct regions, including two very urban communities – Clark County in the South, which includes Las Vegas, and Washoe County in the North, which includes Reno – and a number of sparsely populated rural communities scattered throughout the state. Trying to coordinate efforts between these areas has proved somewhat problematic, but full implementation of the state's information campaign

in the coming year should allow each region to better manage college access efforts in the future.

After the project's meticulous planning process was complete, the Go To College information campaign commenced at the beginning of the 2009 fall semester. With classroom speakers lining up to visit low-income schools and the multimedia advertising campaign already underway, year two of Nevada's grant promises to be a busy and successful time. More importantly, because the college access activities and priorities of the P-16 Advisory Council and NSHE align well with the goals of the CACG Program, Nevada's Go To College campaign has the potential to change current attitudes and create a college-going culture throughout the state.

North Dakota

North Dakota ranks in the top 10 nationally in college-going rates and high school completion, indicating that the state has been relatively successful in promoting a college-going culture. In designing its proposal for the CACG Program, the state elected to focus on developing a coordinated statewide college access network to reach students who may still be missing out on postsecondary opportunities.

Project Overview

North Dakota Governor John Hoeven chose the North Dakota University System (NDUS), which is the state's higher education agency, to implement the CACG project. NDUS is partnering in this effort with public and private postsecondary institutions, including the state's five tribal colleges, which serve predominantly American Indian students.

The partnership with the tribal colleges is crucial, as one of the emphases of the project is to improve postsecondary access and success for American Indian students. These students are four times more likely than the white students to live in poverty and two times less likely than Asian-American and white students to meet ACT benchmarks for English composition.

The state launched its project with three central goals:

- To establish a statewide college access network.
- To assess statewide progress toward increasing college access and factors surrounding accessibility.
- To develop a state college access strategic plan.

North Dakota's access network, similar to the effort underway in the state of Washington (see below), was designed to foster coordination and collaboration among the diverse organizations and programs that provide college access services throughout the state. Currently, North Dakota lacks a mechanism to assess gaps in services, provide opportunities for networking and collaboration, and provide state-level leadership to the college access effort, particularly for low-income students. The network's overarching goal is to improve the state's capacity to work with underrepresented students and their parents in order to increase student enrollment and improve student success in postsecondary education.

To establish the network, the state invited a diverse group of public, private, and tribal higher education organizations, along with community agencies, to form a College Access Challenge Grant Steering Committee, which provides guidance for the overall project and forms the foundation of its college access network.

The project convened the first of what is planned to be an annual state college access conference to bring together the access providers, institutions, and students from across the state. Following this meeting the steering committee met to plan the direction of state college access efforts.

Outcomes

By reaching out to diverse stakeholders to form its steering committee, the project has laid a strong foundation for the development of an effective college access strategic plan in the second year. Project leaders have worked hard to build statewide momentum for collaboration and coordination by heavily involving many of the different stakeholders. These leaders anticipate that this bottom-up approach will likely result in an effective state college access strategic plan, which will be developed in the second year of the project.

NDUS also worked to bring effective partners on board early in the planning process. For example, the project included tribal colleges and engaged them in the strategic development of the project, which will likely prove to be an important step in improving access and success for American Indian students.

Additionally, the state reached out to the Bank of North Dakota, which was identified as a key partner at the outset of the process and provided funds for the state

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matching portion of the grant. The project is using these funds to purchase off-the-shelf Web technology to launch a college access Web portal (www.nd-can.com), which provides information to parents, students, and school counselors, as well as career exploration, planning, and test preparation resources for high schools (some of these features are still being developed but are expected to launch soon). Using out-of-the-box technologies enabled the project to get its college access Website up and running relatively quickly, without the technical headaches that can delay "homegrown" Web projects.

In addition, as mentioned above, the project hosted a college access network conference. This statewide conference did not draw as many student attendees as organizers had hoped, but it did attract many school counselors and others who influence students, and it received positive media coverage, as well. As the project continues, the state is looking to reevaluate ways to stage the event in order to gain the maximum benefit. The event also provided an opportunity for members of the steering committee to convene to discuss future plans for the state's college access network.

The state is also beginning the process of gathering data via student surveys to accomplish its second goal: assessing its progress toward increasing college access and studying factors surrounding accessibility. Survey results will inform the strategic planning process and help guide North Dakota's college access effort.

Challenges

Like many of the other states, North Dakota lacked some of the baseline data necessary to evaluate the effectiveness of its efforts to reach and educate the target population about the importance of postsecondary education. Although broader measures of college-going and college success rates were available, it will take time to develop metrics that can accurately assess the project's impact. In addition, North Dakota's large CACG Steering Committee proved slightly unwieldy when it came to managing the grant. In response, the project team created an executive committee to handle this function, improving grant management without losing the broader input of the group. North Dakota's dedication to building an energized and broadly based foundation to drive the policy and practice changes will make the coming years of the effort more successful.

Washington

The CACG effort in Washington began in an extremely favorable policy environment. In 2007 the state enacted the College Bound Scholarship Program, which promises to provide scholarships to low-income students to cover the tuition, fees, and a $500 stipend for books (at public institution rates) as long as they promise to graduate from high school, demonstrate good citizenship, and enroll in a college or university. Students must sign up for the program in the 7th or 8th grade.

With the College Bound Scholarship as the centerpiece of the state's efforts to improve access and success in postsecondary education for low-income students, Washington chose to leverage its CACG funds to support this program as well as to expand other existing efforts and campaigns.

Project Overview

The governor designated the state's Higher Education Coordinating Board (HECB) to design and implement the state's CACG project. HECB identified these primary goals for the project:

- Increasing the sign-up rate of low-income families for the College Bound Scholarship.
- Increasing college awareness and financial aid opportunities for low-income students.
- Providing college preparation activities (for instance, activities related to College Goal Sunday), tools, and resources for low-income students.

In developing Washington's proposal for the CACG Program, HECB elected to enter into partnerships with non-profit organizations by holding a subgrant competition. The general goal of the subgrant competition closely matched that of the CACG Program: to increase participation in the College Bound Scholarship Program, develop successful support models, and expand the capacity of existing services. HECB selected four organizations: The College Success Foundation, the Northwest Education Loan Association, the Metropolitan Development Council (Tacoma), and the Community Foundation of North Central Washington. The subgrantees have used CACG funds to stage events and otherwise publicize the scholarship opportunity, reaching out to low-income 7th and 8th

graders and their families to encourage them to sign up for the program. The subgrantees have leveraged the CACG funding to develop and implement myriad models that provide support services to students from 6th grade to 12th grade.

Outcomes

Washington was able to launch its program more quickly and with fewer challenges than other states due to its extensive preplanning process and the decision to utilize the services of existing organizations rather than building a new one from scratch. By the time the state's CACG application was submitted to the U.S. Department of Education, the project team had already concluded the subgrant competition and received all proposals. The state announced the four winners in September 2008, only two weeks after the federal awards were granted. While other states had understandable difficulties in starting new programs, Washington's decision to take advantage of existing capacity in the nongovernmental sector allowed direct activities for students to begin relatively quickly.

The subgrantees were able to raise awareness about the College Bound Scholarship by partnering with public school systems to host events for 7th, 8th, and 9th graders and their families. Subgrantees also increased the number of College Goal Sunday events held throughout the state and expanded GEAR UP and TRiO activities in eligible schools while pushing eligible students to enroll in the scholarship program and support those who signed up.

The CACG funding came at a crucial time when the state was set to expand its outreach and implement the College Bound Scholarship program. The timeliness of the funding gave the state such an opportunity to elevate its services and outreach to a higher level, which has resulted in nearly doubling the sign-up numbers from the previous year.

The state set an ambitious goal of increasing participation of eligible students by 10 percent each year. The project has now gathered baseline participation information from school districts across the state. In the coming years it will be possible to more clearly evaluate progress toward this goal.

The next year of the grant should again proceed smoothly in Washington as the subgrantees continue their work. The project requires each subgrantee to evaluate their efforts thoroughly, and this should provide a wealth of information about the strategies used – both successful and unsuccessful ones – and help the state refine its approach to improving college access.

Challenges

In general, HECB avoided many of the challenges and difficulties that other states faced in starting their projects by engaging in an extremely detailed preplanning process and by taking advantage of already existing infrastructure in the form of subgrantees. The state and its partners have completed many activities that will likely lead to accomplishing its outcomes. As with other states' programs, however, it is difficult to evaluate the impact that these efforts will have on the broader goal of increasing access and success for low-income students this early in the program. As more data become available – documenting changes in the percent of the target population that signs up for the scholarship program and assessing student and family knowledge of college and financial aid options – the state will have a clearer picture of whether its outcomes have been achieved.

The nationwide economic downturn provided the biggest challenge to the HECB's CACG efforts. As noted earlier, the state could not develop and launch its one-stop college access Internet portal due to fiscal restrictions that resulted from the downturn. Project managers could do little to overcome this challenge, but the project expects to begin developing the portal in the second year of the grant. In fact, the state legislature has authorized the HECB to lead the development of a single, coordinated student access portal in the 2009 session, and the work is currently under way.

Lessons Learned

The first year of the CACG Program has seen the creation of widely varied initiatives designed to accomplish the common goal of increasing the number of low-income students who are prepared to enter and succeed in postsecondary education. Although the four states discussed here have embarked on different projects, several common themes emerged that can benefit access programs as the grant continues.

Extensive planning is time-consuming but critical to success. All four projects discussed here invested significant time and resources in the planning process. In some cases, this delayed the beginning of project activities, but engaging in a robust planning process with a wide range of stakeholders resulted in smoother implementation.

CACG efforts can't be fairly evaluated after two years. As states began to implement their project activities during the first year of the grant, it became clear that the effectiveness of efforts to reach out to high school (and in some cases younger) students would not be known for several years. In many cases, the target population will not have graduated from high school during the grant period, and some students may not even reach high school until well after the project's end. Evaluating efforts to improve low-income students' success in postsecondary education may take even longer.

Flexibility in using grant funds benefits states. The CACG Program offers relatively broad criteria for using grant funds. This has been important, as states with vastly different contexts have worked to improve outcomes for low-income students. Though state initiatives need to be consistent with the goals of the CACG Program, this freedom has allowed them to target the different low-income populations in ways that make the most sense for them and their students.

Data are crucial for evaluating program success. Few would argue with the importance of using data to drive public policy. The CACG Program is no different. In fact, it requires more and perhaps different types of data than most states currently collect in order to evaluate program effectiveness. States should actively examine their data needs before implementing their projects and ensure that appropriate measures are taken to collect and analyze data as the effort progresses.

Strategic partnerships can produce opportunities. All four of the states discussed here have benefited from partnerships with other organizations within their states. Particularly in the current climate, most state agencies lack the human and financial resources, as well as the organizational capacity, to engage students directly. Developing partnerships with organizations that have this capability allows grant projects to reach individual students and help to foster their success.

Endnotes

[1] Ron Phipps, *Making Alaska More Competitive by Preparing Citizens for College and Career* (Washington, D.C.: Institute for Higher Education Policy, 2007), 2.

[2] Nirjan Rai, *Shaping Nevada's Future: What the State Can Do to Invest in College Access and Success* (Washington, D.C.: Institute for Higher Education Policy, 2008), i.

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Making Alaska More Competitive

by preparing citizens for college and career

Prepared for the Alaska Commission on Postsecondary Education

by

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EXECUTIVE SUMMARY

Alaska consistently ranks at the bottom in educational performance indicators. Our "student pipeline" is the leakiest in the U.S: For every 50 ninth graders, 31 graduate from high school; 14 go to college; nine return for their sophomore year; and only three receive a degree within six years.

This leaky pipeline produces Alaska citizens who, in large numbers, are foregoing the collective and individual rewards of postsecondary education:

1. **Public Benefits:** greater workforce productivity and flexibility, decreased demand for government financial assistance programs, increased tax revenue, reduced crime rates, and increased community service and civic participation.
2. **Private Benefits:** high wage and benefit jobs, less unemployment, higher savings levels, improved health and life expectancy, and improved quality of life for families.

The Alaska Commission on Postsecondary Education (ACPE) has partnered with the National College Access Network (NCAN) to survey the postsecondary access and success climate in Alaska. The major findings of this research are that 1) a college-going culture does not exist, and 2) the link between Alaska's workforce needs and postsecondary education is not widely known.

This report offers five recommendations as a comprehensive strategy to address these findings:

1: **Develop Strategies that Create a Statewide College-Going Culture.**

Address the root cause for low educational achievement by providing the support counselors, teachers, and family members need to encourage students to see themselves as "college material" and prepare for college accordingly.

2: **Establish a K-16 Partnership Environment among Postsecondary, K-12, Business, and Community groups.**

Hold high schools and postsecondary institutions jointly accountable for a seamless alignment of high school standards with college/workplace expectations—starting in kindergarten and continuing through postsecondary education credentials.

3: **Establish a Peer Mentoring Program to Enhance College Access.**

Assist low-income, first generation, and underrepresented students to enroll and succeed in postsecondary education through a program new to Alaska, but with proven national success.

4: **Build on AlaskAdvantage Programs to Increase Awareness of Postsecondary Opportunities.**

Ensure widespread comprehension that higher education is not only attainable but essential by expanding these established and successful age-specific early awareness programs statewide.

5: **Request the Governor to Focus Cabinet-level Attention on the Issue of Access to Postsecondary Education for Alaskans.**

Leverage the existing Postsecondary Education Access Advisory Team to develop and present to the Governor specific plans to expand access to higher education for Alaskans.

This investment can, and will, reap significant rewards for individual Alaskans and the state's overall economic and social health. Each recommendation is eminently doable and affordable. The cost of doing nothing far exceeds the relatively modest cost of implementing these recommendations.

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Introduction

A quarter of a century ago, a prominent report titled *A Nation at Risk*, written by the National Commission on Excellence in Education (1983), lamented that the educational foundations of the society were being eroded by a rising tide of mediocrity that threatens the very future of the nation with regard to its unchallenged preeminence in commerce, industry, science, and technology innovation. In promoting a learning society, the Commission noted the following: "At the heart of such a society is the commitment to a set of values and to a system of education that affords all members the opportunity to stretch their minds to full capacity." In many ways, this report could have been written about Alaska today. Paraphrasing the admonishment from the report, if an unfriendly power had attempted to impose on Alaska the mediocre educational performance that exists today, we might well have viewed it as an act of aggression.

If an unfriendly power had attempted to impose on Alaska the mediocre educational performance that exists today, we might well have viewed it as an act of aggression.

This report provides compelling evidence that expanding access to postsecondary education, both collegiate and vocational, is key to a strong future for Alaska citizens. With pending gasline development and attraction of new investment from industry, Alaska is at the dawn of a new era of economic growth. However, without the education and training that prepares Alaska citizens for critical career fields, Alaska will miss the opportunity to maximize related benefits.

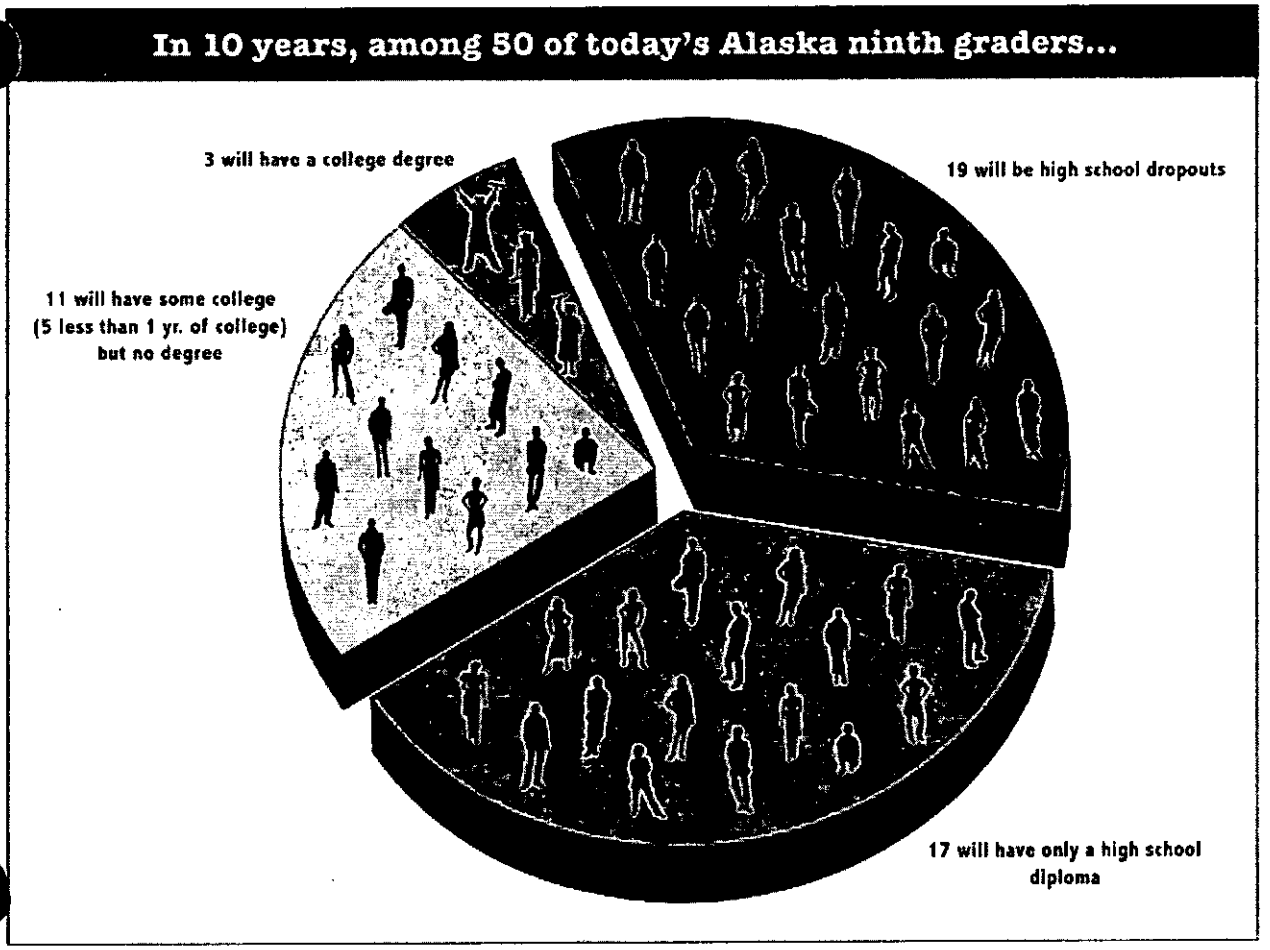
How Well is Alaska Educating its Citizens?

One way to understand how well Alaska is educating its citizens is to compare it with the other forty-nine states. What state in the entire United States ranks eighth from the bottom in the number of ninth graders graduating four years later? The answer is Alaska, with a high school graduation rate of only 62.5 percent in 2004. What state ranks third from the bottom among all the 50 states regarding the chance of ninth graders attending college? The answer is Alaska. A little over one-quarter (28.1 percent) of fall first-time college freshmen in Alaska enrolled anywhere in the U.S. in 2002 were ninth graders four years earlier. What state ranks fourth from the bottom regarding high school seniors going directly to college? Alaska. A little over 40 percent (44.9) of Alaska high school seniors attended college anywhere in the U.S. in the following fall semester. According to the National Center for Higher Education Management Systems (2006), what state ranks last in first-time college freshmen returning for their second year? Alaska. Alaska ranks last in the number of freshmen receiving a bachelor's degree within 150 percent of the normal program length. In 2005, only one Alaska student in five (20.3 percent) achieved a bachelor's degree within six years. As shown by Figure 1, the student pipeline in Alaska looks like this: For every 50 ninth graders, 31 will graduate from high school, 14 will go to college, nine will still be enrolled in their sophomore year, and three will graduate from college within six years (NCES, 2004).

In 2005, Alaska was dead last (5 percent) in the ratio of degrees and credentials awarded to the number of students enrolled. In 2004, Alaska ranked third from the bottom in the percentage (7.2 percent) of the population, 18 to 64 years old, enrolled in college. Finally, according to the National Report Card on Higher Education, when compared internationally, Alaska does not fare well in the proportion of students who complete certificates or degrees. With only nine out of 100 students in 2004 completing certificates or degrees, Alaska lags behind such countries such as Mexico, the Czech Republic, and Turkey (National Center for Public Policy and Higher Education, 2006).

The evidence is crystal clear that the state of Alaska needs to improve its performance in educating its youth. As the well-educated baby boomer generation begins to retire, the young population that will replace it does not appear prepared educationally to maintain or enhance the state's economic position. College and career preparation is the fulcrum that will tip this emerging cohort of Alaska youth toward becoming part of the solution or part of the problem. Alaska's underperformance in educating its citizens can be expected to restrict the state's access to a competitive workforce, limit its ability to attract business and industry investment, and weaken its economy over time.

Figure 1



Why Do We Care?

What difference does it make that Alaskans are consistently at the low end of the scale with regard to educational indicators? Does it really matter? Perhaps the following can shed some light. The Institute for Higher Education Policy surveyed the extensive literature and compiled benefits of postsecondary education (Institute for Higher Education Policy, 1998 and 2005). More recently, the College Board provided detailed evidence of the public and private benefits of continuing education beyond high school (Baum and Ma, 2007). The following is a summary of their impressive findings, including some Alaska-specific data.

Public Economic Benefits

Public economic benefits are those benefits for which there can be broad economic, fiscal, or labor market effects. In general, these benefits result in the overall improvement of the economy as a result of citizens' participation in postsecondary education.

- **Greater Productivity.** Worker productivity is typically measured as output per worker or per hour worked. According to the U.S. Department of Labor, rising levels of educational attainment were responsible for about 14 percent of the growth in output per hour worked in the private sector. In fact, several studies have estimated that increases in educational attainment have offset what otherwise would have been a serious decline in the growth in U.S. productivity (Decker, et al. 1997).
- **Increased Workforce Flexibility.** Postsecondary education contributes to increased workforce flexibility by educating individuals in foundational skills—critical thinking, writing, interpersonal communication—that are essential to the state's ability to retain its competitive edge in a global economy. Workforce flexibility is particularly critical to business and industry, which is continually trying to adapt to a rapidly changing economic environment.

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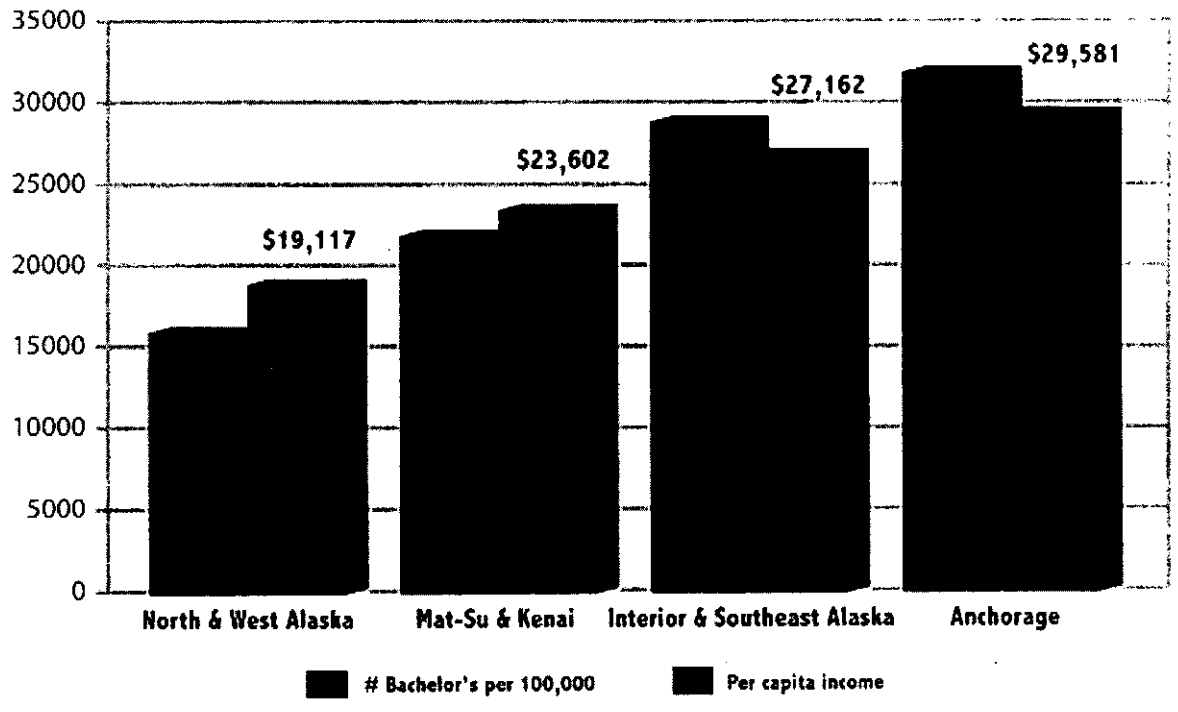
- **Decreased Burden on Governmental Financial Support.** Those who have attended postsecondary education require government assistance programs at substantially lower rates than high school graduates. In 2005, 19 percent of high school graduates, 15 percent of those with some college but no degree, 12 percent of those with an associate degree, and six percent of bachelor's degree recipients lived in households that participated in Medicaid. Eight percent of high school graduates, six percent of those with some college, five percent of those awarded an associate degree, and only one percent of bachelor's degree recipients lived in households in the National School Lunch Program. Also, six percent of high school graduates, five percent of those with some college but no degree, four percent of those with an associate degree, and only one percent of those with a bachelor's degree lived in households that received food stamps.

  In Alaska, 5.3 percent of those without a high school diploma relied on some form of public assistance--compared to a 2.1 percent national average for those at the same educational level, as did 3.5 percent with a high school diploma—compared to a 0.9 percent national average for that educational level. These are the second highest and highest rates in the nation for reliance on public assistance for those educational levels.

- **Increased Tax Revenues.** Citizens with higher education levels generally contribute more to the tax base as a result of their higher earnings. In 2005, the typical college graduate working full-time paid 134 percent more in federal income taxes and almost 80 percent more in total federal, state, and local taxes than the typical high school graduate. Those who hold professional degrees paid almost $19,000 more in total taxes in 2005 than high school graduates.

Figure 2

Per capita income rises with college education...



Geographic Distribution based on Public Use Microdata Areas (PUMAs) of the 2005 American Community Profiles. Descriptors approximate. For precise geographic distribution, please refer to PUMA map available from the Alaska Department of Labor and Workforce Development.

- **Economic Benefits to Others.** Workers with lower education levels earn more if others in the same metropolitan area are more educated. Controlling for other factors, a one percentage point increase in the proportion of the population holding a college degree leads to a 1.9 percent increase in the wages of workers without a high school diploma and a 1.6 percent increase in the wages of high school graduates. Further, a one percentage point in the proportion of the population holding a four-year college degree leads to an increase of about 1.2 percent in the wages of workers with some college and an increase of 0.6 percent in the wages of college graduates. As illustrated in Figure 2, data from the 2005 American Community Service Profiles demonstrates how the per capita income of geographic regions rises with the number of bachelor's degree holders in that region (Alaska Department of Labor and Workforce Development).

Private Economic Benefits

Private economic benefits are those benefits that have economic, fiscal, or labor market effects on the citizens who have participated in postsecondary education.

- **Higher Salaries and Benefits.** In both lifetime and average annual income terms, individuals earn more as a result of their higher levels of education. In 2005, for example, the typical full-time worker in the United States with a four-year college degree earned $50,900, 62 percent more than the $31,500 earned by the typical full-time worker with only a high school diploma. Those with master's degrees earned almost twice as much, and those with professional degrees earned over three times as much per year as high school graduates. Median earnings with some college but no degree were 18 percent higher than those for high school graduates, and adults with associate degrees earned 29 percent more than high school graduates. In Alaska, a bachelor's degree will result in an average salary 47 percent higher than a high school diploma alone.

  Focusing upon lifetime earnings, the typical bachelor's degree recipient can expect to earn about 61 percent more over a forty year working life than the typical high school graduate earns over the same period. Compared to those without a high school diploma, a bachelor's degree recipient can expect to earn well over 100 percent more over a lifetime. Also, those individuals who have attended college receive better fringe benefits, including vacation time and health care.

- **Employment.** Citizens who have gone to college are employed at higher rates and with greater consistency than those who have not attended college. This gap between unemployment rates occurs between those with differential educational attainment regardless of whether the economy is booming or having a downturn. Compared nationally, Alaska has the 2nd highest rate of non-employed persons without high school diplomas, at 17.3 percent, and the highest rate of non-employed persons with a high school diploma, at 12.4 percent. On the other hand, Alaskans with bachelor's and advanced degrees had rates of non-employment below the national average for those educational levels.

- **Higher Savings Levels.** Those with bachelor's degrees or more have higher value interest-earning assets, home equity, and financial assets. College-educated citizens contribute at higher rates to retirement plans, mutual funds, and other savings devices. Also, among full-time workers ages 25 and older, 69 percent of four-year college graduates were offered pension plans by their employers in 2005. Employer-provided pension plans were available to 66 percent of associate degree recipients, 59 percent of some college with some college but no degree, 53 percent of high school graduates, and only 32 percent of those who didn't finish high school.

- **Improved Working Conditions.** The working conditions of persons who have gone to college have been found to be substantially better than those of individuals who did not attend college. College educated citizens tend to work more in white-collar jobs, in office buildings or other facilities with controlled environment conditions and with conveniences—ranging from computers, to on-site child care, to consistent work hours—that improve the quality of their lives.

Public Social Benefits

Public social benefits accrue to groups of people, or to society broadly, that are not directly related to economic, fiscal, or labor market benefits.

- **Reduced Crime Rates.** Incarceration rates in state prisons in 1993 show there were 1,829 prisoners with one to three years of high school per 100,000 population, compared to 290 prisoners per 100,000 for those who graduated from high school and 122 per 100,000 for those with at least some college. Alaska's incarceration rates mirror the national figures with approximately 1,900 prisoners with less than a high school diploma per 100,000 population, compared to about 120 per 100,000 for those who graduated from high school and around 30 prisoners per 100,000 for those with at least some college (Harlow, C.W. 2003).
- **Community Service.** Higher levels of education are associated with higher levels of participation in volunteer activities. In 2006, about 27 percent of adults volunteered through an organization. Among college graduates, the volunteer rate was 43 percent—over twice the 19 percent for high school graduates. Also, among those who volunteered, the median number of volunteer hours increased with educational attainment.
- **Increased Quality of Civic Life.** Regardless of age group, adults with higher levels of education are more likely to vote than those with less education. For example, in the 2004 presidential election, 76 percent of U.S. citizens who were college graduates between ages 25 and 44 reported voting, compared to 49 percent of high school graduates. Among older citizens between ages 45 to 64, 83 percent of college graduates reported voting compared to 63 percent of high school graduates. In Alaska, 61 percent of those 25 years and older with a high school diploma vote, compared to 82 percent of those with a bachelor's degree.
- **Attitudes.** Adults with higher levels of education are more likely than others to be open to differing opinions. In 2004, 79 percent of adults with advanced degrees and 73 percent of individuals with bachelor's degrees believed it was very important (6 or 7 on a scale ranging from 1 to 7) to try to understand the reasoning behind the opinions of others. This compares to 67 percent of associate degree holders, 64 percent of high school graduates, and 59 percent of adults who did not complete high school.

Private Social Benefits

Private social benefits accrue to individuals or groups that are not directly related to economic, fiscal, or labor market effects.

- **Improved Health and Life Expectancy.** Within every age group, the percentage of adults perceiving themselves as very healthy increases with higher levels of education. For example, 68 percent of four-year college graduates between ages 55 and 64 reported being in excellent or very good health in 2005, compared to 53 percent of associate degree recipients, 51 percent of those with some college but no degree, 44 percent of high school graduates, and 28 percent of those who did not complete high school. Surveys by the Public Health Service indicate that those with a college education exercise or play sports at higher rates than non-college participants. Also, 14 percent of those with a bachelor's degree smoke cigarettes, compared to 23 percent of those with some college, 30 percent of high school graduates, and 37 percent of those with less than a high school diploma. Finally, life expectancies are higher for those who have attended college than for those who have not. In Alaska, less than half without a high school diploma report being in good, very good, or excellent health, compared to 95 percent of those with a bachelor's degree.
- **Improved Quality of Life for Offspring.** Children whose parents have attended college have a considerably higher quality of life. Evidence of these improved life conditions is ample. Children of college-educated parents are more likely to graduate from high school and continue on to postsecondary education. They are more likely to have higher cognitive development. Daughters of college-educated mothers are substantially less likely to become unmarried teen parents. The children of college graduates are more than three times as likely as the children of high school graduates to participate in scouting and arts-related after-school activities.

- **Better Consumer Decision-making.** Citizens with higher education levels have increased capacity to make informed decisions as consumers. For instance, individuals make better decisions about how to choose a physician appropriate to their medical needs, financial resources, and geographic location.

Although these benefits of increasing educational attainment are listed in a catalog fashion, it is important to understand that the combination of benefits can be described as a "cascade" of both private and public benefits. Kramer (1993) illustrates this cascade of benefits in discussing literacy. The presence of literate people in society creates advantages for others as well. People can rely on the literacy of others in designing production processes and reaching markets with advertising. Therefore, general literacy becomes a public benefit. More to the point, benefits of participating in postsecondary education can be public and private, or a combination of the two. Any single benefit, public or private, could also lead to further public and private benefits--the cascade of benefits that result from education.

A Word About Cultural Barriers to Education

If education is so beneficial and the lack thereof is so costly, why does not everyone pursue it? The levels of educational attainment and academic aspirations are often dependent on income, health, socioeconomic status, parental educational history, and geographic location. A combination of all these factors influences an individual's perception of the value and accessibility of college and career education and can become an obstruction to education, the so-called "cultural barrier."

A culture is a society's or an organization's underlying values, beliefs, and meanings that are deeply held and enduring. Cultural barriers reflect the family history, attitudes and values of an individual's social environment. Cultural barriers exist because of the lack of role models, absence of values and attitudes that demonstrate the importance of attending a postsecondary educational institution, or a perceived lack of the social knowledge and skills required for continuing education by the student. Students from low socioeconomic status (SES) backgrounds have lower educational aspirations, persistence in college, and educational attainment than their peers from high SES backgrounds prior to and during college (Walpole, 2003). These differences begin at a young age, are cumulative, result from many forces, and are shaped by SES differences such as parental interaction styles and expectations, school structure, school experiences and expectations, college costs, and financial aid availability. Parental expectations and definitions of success are particularly important for pursuing or continuing college and career preparation. These expectations vary with SES. Low SES parents are more likely to view a high school diploma as the norm for their children than high SES parents, to whom a bachelor's or advanced degree is considered the norm (Walpole, 2003).

A major challenge facing policy makers in Alaska is to break down the cultural barriers to college and career education by changing deeply entrenched beliefs and perceptions.

In states such as Alaska, where the level of educational attainment is relatively low, academic aspirations and the value ascribed to college and career preparation will be relatively low. Education beyond high school is not a priority and not a part of the culture overall. A major challenge facing policy makers in Alaska is to break down the cultural barriers to college and career education by changing deeply entrenched beliefs and perceptions.

Considerable research has been performed on cultural barriers. Patricia McDonough (October 2007) notes that key determinates to college attendance are (1) having college plans at least by 7th grade, (2) attending a college-focused high school, and (3) having families who expect their children to go to college. Several strategies have been suggested to decrease cultural barriers to education. They include:

- ✓ Lowering financial barriers to college affordability;
- ✓ Ensuring sound academic preparation for postsecondary education;
- ✓ Encouraging counselors to advise students for college and focus schools on their college preparatory mission;
- ✓ Increasing the quality and quantity of college entrance and financial aid information; and
- ✓ Engaging families as college preparation partners, preferably early in the educational process.

What is Alaska Doing to Enhance Access to Postsecondary Education?

Does Alaska have the infrastructure capacity in place to address the issue of access to and success in postsecondary education at the statewide level? The answer is an unequivocal yes. Many dedicated and knowledgeable citizens throughout the state in high schools, universities, business, communities, and state government are working to enhance the educational process. As will be discussed later, many of these people are volunteering their time to serve on an advisory group that is focused on promoting college and career education for all of Alaska's citizens. In addition, Alaska has an existing state agency, the Alaska Commission on Postsecondary Education (ACPE), dedicated to promoting, supporting, and providing access to education beyond high school for Alaskans.

Established in 1974 by the Legislature, ACPE has a long history of helping students realize their postsecondary education goals. Particularly in 2002, the Legislature took significant steps to addressing higher education access issues by authorizing the Commission and the Alaska Student Loan Corporation (ASLC) to put into place the AlaskAdvantage Programs, which comprise a suite of outreach and educational financial aid products and services designed to increase access to the benefits of postsecondary education. Specific areas of focus include (1) early awareness programs for children, teens, and parents, (2) tailored outreach programs throughout the state, (3) programs in support of adult learners and Alaska's workforce, (4) financial aid programs, (5) promotion and support of Alaska postsecondary education institutions, and (6) postsecondary education consumer protection.

The Commission partnered with the National College Access Network (NCAN), a nationally recognized organization committed to improving access to and success in postsecondary education for first-generation, underrepresented and low-income students. NCAN actively supports state and local non-profit college access programs that provide counseling, advice, and financial assistance designed to increase the number of students who pursue college and career education beyond high school. NCAN also shares best practices among the network, provides leadership and technical assistance, helps communities create new college access programs, and advocates for public policy in support of the students the organization serves.

To determine the postsecondary access and success climate in Alaska, ACPE and NCAN, through a process called "gap analysis," gathered information through NCAN's toolkit surveys and one-on-one structured interviews with seventeen of Alaska's prominent education stakeholders. The selected interviewees were not only recognized as leaders or experts in their field, but represented the five major sectors: postsecondary institutions, secondary schools, community organizations, state government, and the business community. In addition to conducting their interviews, ACPE has brought these stakeholders together to form an Alaskan Postsecondary Education Access Advisory Team, which is serving as the gap analysis project workgroup as well as consultants to other postsecondary education access programs across the state.

The survey portion of the gap analysis was designed to help identify postsecondary access activities or programs in four types of institutions: (1) high schools, (2) postsecondary education institutions, (3) business-education partnerships, and (4) community-based organizations. The surveys were not intended to measure the breadth and depth of all programs, but to provide an overview of what programs and services are provided to whom and to create an inventory of providers offering postsecondary access services. Postsecondary access refers to all educational programs beyond high school, including apprenticeship and certificate programs, vocational and trade schools, and two- and four-year colleges and universities.

The following is a summary of the observations gleaned from the structured interviews (Swedlow and McFadden, 2007).

Quality of Secondary Schools: Rating the academic quality of secondary schools in Alaska on a scale of 1 to 10 (with 1 being poor and 10 being excellent), the interview respondents noted that the urban schools are doing a much better job with an average of 6.6, primarily because they have more resources. Rural schools were rated much lower at 5 because of the immense challenges they face. Home schooling was rated very effective at 7.5.

Quality of Preparation for Postsecondary Education: Chugach School District was cited as heading reform in developing a standards-based system, along with the Anchorage School

District in using technology to encourage overall learning. Other areas that are receiving attention include (1) small learning communities, (2) accountability of No Child Left Behind, and (3) curriculum improvement, especially in math and science. Aligning the objectives of education reform with a strong dedication to a college-going culture may be the best prescription for improving high school graduation rates, postsecondary participation rates, and narrowing achievement gaps.

Barriers to Postsecondary Education: The barriers to participation in postsecondary education cited by interviewees were consistent with other communities throughout the nation, though Alaska is faced with additional challenges because of its large numbers of remote or sparsely populated communities. The largest barriers to postsecondary education access and success cited by respondents were social and cultural issues, lack of awareness of available financial resources and the fact that many students are not prepared academically. It was critically noted that education beyond high school is not a priority and not part of the culture overall.

Education beyond high school is not a priority and not part of the culture overall.

Tracking Students Beyond High School: All of the structured interview participants agreed that tracking students beyond high school is very difficult to do. In general, respondents noted that rural students tend to stay in their communities and urban students pursue military careers or continue working the job they held during high school. In addition, underserved students who do go to college do not often persist.

Cause of Low Educational Aspirations Among Alaska Natives: Several issues were cited related to low educational aspirations among Alaska Natives. Among them, strong family and community ties were prominent and related circumstances—including fear of the children leaving the community completely and the rejection of students upon their return to the communities. Lack of information regarding postsecondary opportunities contributed to low educational aspirations along with the cyclical impact of poverty. For example, students who have experienced a life exposed to alcohol, drugs, violence or suicide may repeat the pattern in their adult lives. Lack of employment opportunities was another cause cited as extending the poverty cycle.

Availability of Higher Education: Interviewees provided a wide range of answers to this topic. Reponses ranged from "very affordable" to "it's expensive and there is no financial aid." There seemed to be limited awareness of ACPE's AlaskAdvantage Education Grant Program, though all respondents referred to the Alaska Scholars Program as a source of aid. There appears to be some concern and lack of information about the cost of postsecondary education and the financial aid options available to students in Alaska.

Business Involvement in Higher Education: The respondents noted that the business community is generally very interested and supportive of higher education. However, the level of support depends on how the leadership within a specific company values higher education. Several interviewees stated that the Native Corporations provide scholarships for the Alaska Native populations.

College Access Service Providers: Structured interview participants identified several organizations that provide college access services. They included:

- ✓ Alaska Commission on Postsecondary Education (AlaskAdvantage Programs)
- ✓ GEAR UP Statewide Grant Program
- ✓ TRIO Programs (Talent Search, etc.)
- ✓ Native Corporations (CIRI, Chugach AK Corp.)
- ✓ Junior Achievement
- ✓ Alaska Department of Labor and Workforce Development
- ✓ Tribal Government (Native Village-Kotzebue)
- ✓ Nine Star Enterprises

In addition to the structured interviews, the surveys provided information that helped to shed additional light on the efforts to increase access and success in postsecondary education. The following is a summary of the results.

Business-Education Partnership Survey: Of the eleven respondents to the survey, 82 percent reported active partnerships with several school districts in their area. The primary focus of the partnerships appears to be with high schools, with a concentration on students in 9th through 11th grades. Almost half of the businesses reported partnerships specifically with high school seniors. The activities for these partnerships varied from donations for school events, to the provision of college scholarships, to employees serving as guest speakers. The business community in general favors the provision of funding for services such as the awarding of scholarships and donations of supplies to schools. To a lesser extent, businesses participate in career days and job shadowing activities. Finally, the organizations that responded to the survey indicated that most of their partnerships occur with the general student population rather than the students with the greatest need.

Community-Based Organization Survey: It is important to note that the overwhelming majority of community-based organizations were tribal. Over two-thirds of the community-based organization respondents indicated that they participated in "outreach activities for students and families in the community/state." When asked to specify programs that focus on college access, programs dedicated to providing information about postsecondary education opportunities and a variety of individual programs focused on providing financial assistance to students received considerable attention, with lesser focus on tutoring and mentoring services for middle and/or high school students.

Community-based organizations in Alaska provide most of their services to high school seniors. Their focus appears to be on low-income and first-generation college-going students with significant attention to the Alaska Native population. Community-based organizations also appear to specifically target students with the greatest need.

Postsecondary Survey: Of the twelve respondents to the postsecondary survey, ten noted that they provide college access outreach activities for Alaska's students and their families. Four indicated serving students across the state, rather than focusing on one or more specific communities. Most of the services are pre-college and university-based programs and may serve as a recruiting tool for a specific institution or program as opposed to college access and success tools. A little more time is spent with high school seniors than with underclassmen. It is unclear whether this time with seniors is spent encouraging higher education in general or advocating for enrollment at a specific institution. However, a strong career exploration component was emphasized. Scholarship support services, financial aid nights, college visits, and academic enrichment activities were also frequent activities for close to half of the respondents. A majority of the postsecondary respondents indicated serving the general population with an emphasis on the Native American population.

High School Survey: All of the high school survey respondents, most of which came from Anchorage School District, reported that college access services were available to their students. The services are spread among local college campus-based programs (especially with the University of Alaska Anchorage), to some school district programs (Career Resource Rooms and Advisors), and several national programs (especially TRIO-related programs). It was unclear from the survey data as to the breadth and depth of the program offerings, or the impact of offerings on student college participation rates. Information campaigns and college financial aid were activities that were provided by most high schools, in addition to tutoring, mentoring, college selection, application assistance, and career exploration. Services appear to be provided to all populations, with Alaska Native populations receiving the most attention. Ninety percent of the respondents indicated that another person besides the guidance counselor was a key resource person for college access services. Since the Anchorage School District dominated the responses, it could have an advantage over school districts in other communities where guidance counselors are expected to provide college access services in addition to their other responsibilities like scheduling of classes and handling disciplinary problems.

These observations can be summarized by the following major findings:

- A college-going culture needs to be developed and increased throughout the state to transform secondary schools and to reform their orientation and budget toward the goal of preparing Alaska students to access and benefit from postsecondary education opportunities.

- The benefits of college and career education need to be made widely known, with special emphasis on the relationship between Alaska's workforce/economic needs and access to postsecondary education for Alaskan citizens. Postsecondary education access efforts and academic preparation need to work hand-in-hand to ensure that every student has opportunities.
- The true cost of education is not being conveyed effectively. Students need considerable help to understand the cost of college and career education as well as the cost of being uneducated.
- There is significant business sector involvement in Alaska that could be better integrated so students and parents know what is taking place in workplace development and what work opportunities will be available to students. Information should begin to be available as early as the elementary school years.

What Needs to be Done?

This paper has provided compelling evidence that Alaska needs to improve its performance in educating its populace. Without a change in the status quo, the state is limited in its ability to attract and diversify business and promote economic development, in addition to competing both nationally and internationally. In short, the competitive global market along with the information, service, and technology-based economy propels a growing need for postsecondary-educated citizens. Six out of every ten jobs in the economy depend on highly trained workers with the advanced skills that are available with postsecondary education. The state simply cannot stand by and let this situation continue.

Without a change in the status quo, the state is limited in its ability to attract and diversify business and promote economic development.

The NCAN/ACPE survey results have shown that a variety of activities are being utilized by businesses, community organizations, high schools and colleges to enhance access and success in postsecondary education. Yet, it is apparent that more needs to be done if the state is serious about encouraging more of its citizens to pursue education beyond high school. Existing programs could be both more effective and cost-efficient if integrated at a statewide level. The cost of doing nothing is much greater than the relatively modest cost of the following recommendations, which are presented here for policy makers to consider.

Recommendation 1:
Develop Strategies that Create a Statewide College-Going Culture.

As noted earlier in this paper, academic aspirations and the value ascribed to college and career education are relatively low in the state. Thus, as a foundation for all of the recommendations, this one attempts to address what could be called a root cause for low educational achievement. There are several strategies that build a culture that emphasizes pursuing postsecondary education (McDonough, October 2007). It is important to note that the following principles are interrelated and tend to reinforce each other.

- **College Talk:** There is clear ongoing communication within the high school that encourages students to develop a college-going identity. Some indicators of this include newsletter, newspapers, and posters; a college club for middle school students, and an essay contest based on college application questions.
- **Clear Expectations:** Explicit goals of college preparation should be defined and communicated clearly, consistently, and in a variety of ways by families and school personnel. Students can be encouraged to develop four-year plans. Parents can be encouraged to support their children's postsecondary education goals and given the informational resources necessary to do so.
- **Information and Resources:** Students must have access to up-to-date comprehensive postsecondary information and schools must build college knowledge infrastructure. This information could include college-related materials, PSAT/SAT/ACT materials, college catalogs, financial aid materials, and college choice guides. Also, workshops on test

preparation, financial planning, and high school coursework planning can be offered on a systematic basis.

- **Comprehensive Counseling:** All counselors should be college counselors and all student interactions with counselors should be postsecondary education advising opportunities. Counselors should distribute college and career preparation information to all students, faculty, and staff.
- **Testing and Curriculum:** Students should be informed about necessary tests. They should be given the opportunity to prepare for these tests and testing fees should be taken into account. The PSAT should be given on a school day to all 10th graders, with fees waived for needy students. College preparatory classes should be readily available.
- **Faculty Involvement:** Faculty should be active, informed partners with counselors, students, and families. Professional development opportunities should be available to the faculty. Some activities could include classroom decorations and "college corners," postsecondary education discussions during class time, and mathematics teachers working with PSAT-takers.
- **Family Involvement:** It is imperative that family members have opportunities to gain postsecondary education knowledge and understand their role. Parents should be supported to communicate the belief that, with the right preparation and planning, their children can and should be "college material." College fairs for students and their families should be scheduled along with evening and weekend parent workshops to learn about college preparation and financial planning.
- **College Partnerships:** Having active links between K-12 schools and local colleges and universities that can lead to field trips, college fairs, and academic enrichment programs is vital. Students at all grade levels can visit college campuses. Also tutoring programs and pen pal programs with college students can enhance these partnerships.
- **Articulation:** Students should have a seamless experience from kindergarten to high school graduation, with ongoing communication among all schools. Students should hear a consistent message at all grade levels; as early as kindergarten, students should see themselves as college material.

Recommendation 2:
Establish a K-16 Partnership Environment among Leadership from Postsecondary Education, K-12, Business and Community-based Organizations.

The purpose of a K-16 partnership environment is to create a seamless web for students from kindergarten to the completion of the bachelor's degree or other postsecondary education credentials. As discussed earlier, in Alaska, the pipeline of students moving through the educational system is leaking badly. Twenty-two other states have recognized that they have a similar problem and have established K-16 partnerships to proactively address the problem. Four fundamental strategies are being used in many of these states that show great promise (Achieve, Inc. 2007).

- **Align high school standards with real-world expectations:** Aligning high school standards with college and work place expectations can be accomplished only with the dedicated involvement of postsecondary and business communities. In collaboration with K-12 educators, postsecondary education systems must clearly define the skills that high school graduates need to succeed in credit-bearing non-remedial courses. Likewise, business leaders must articulate the skills that graduates need to be successful and advance in their careers. Once the expectations at the end of high school are aligned with the expectations of the postsecondary community and employers, the state can then "back-map" their standards from the end of high school through the lower grades to ensure that their K-12 standards are vertically aligned. The goal is to have a system of standards that reflects a steady progression of knowledge and skills culminating in college and work readiness.

  Alaska has already identified and invested the resources to develop a good foundation for this initiative. Alaska's Work Ready/College Ready Program is a statewide project designed to ensure that all Alaska students and job-seekers have the basic, or transitional skills

required by all post-secondary education and virtually all careers. The program provides the means for students and job-seekers to document their skills by earning a "Career Readiness Certificate," which is recognized nationwide. Administered by the Alaska Department of Education and Early Development (EED) in cooperation with the Alaska Department of Labor & Workforce Development (DOLWD), the program utilizes WorkKeys assessments—a product of ACT, Inc. Students are able to participate in web-based, individualized, self-paced training available from any computer with Internet access, which is specifically targeted to the skills measured by WorkKeys.

- **Require all students to take a rigorous college and work-ready curriculum:** Whether high school students go directly into postsecondary education or the workforce after graduation, they need a common core of knowledge and skills, especially in English and mathematics. High school students need to take four years of challenging mathematics—at least through Algebra II or its equivalent—and four years of rigorous English aligned with college and work-ready standards. States implementing this requirement are met with the challenge of unprepared students. One strategy to address this issue is to set a rigorous high school curriculum as the "default" diploma option. With the default option, students automatically enroll in the college- and work-ready curriculum but may "opt out" of their requirements only if their parents first sign a waiver. In contrast, students in states without a default rigorous high school curriculum are at risk of unwittingly "opting out" of access to postsecondary education simply as a result of course choices made as early as 9th grade, without understanding the potentially life-long consequences of those choices.

  As Alaska raises course requirements, safeguards will need to be put in place to ensure that courses taught in high schools through the state are consistently rigorous and aligned with the state standards. There are at least two approaches to ensuring consistent course content and rigor. One approach is to develop end-of-course testing to measure whether students have mastered the essential knowledge and skills in core courses. Another approach is to produce course-level standards, model curricula or other instructional materials for schools to guide classroom instruction.

  Align high school and postsecondary assessments: Assessments need to be rigorous enough to measure college and work readiness. However, most high school tests, particularly those used for graduation, measure those knowledge cores and skills that students learn early in high school. Without sufficient emphasis on the advanced high school content that students will need to be successful in college and the work-place, state assessments fall short of measuring readiness for postsecondary pursuits. Thus, Alaska needs to go beyond its existing tests. A component of the high school assessment system can be added that measures the more advanced skills valued by postsecondary education institutions and the business community.

  The experience of other states can be instructive as a number of strategies are emerging with regard to assessment. The most widely pursued strategy is end-of-course tests. Other states are considering modifying their existing high school tests to make them better measures of post-high school readiness. Also, a number of states are incorporating the ACT or SAT into their assessment systems and requiring all students to take those exams.

- **Hold high schools and postsecondary education institutions accountable for student success:** High schools are tasked to prepare all students for college, careers, and citizenship. Yet, preparedness is barely a factor in high school accountability systems. Usually, accountability models are driven by attendance, graduation rates, and performance on high school assessments that often are not reflective of college and work readiness. In addition to more robust high school assessments, a longitudinal data system with the capacity to track student progress from high school through postsecondary education is required. This capacity will allow the state to trace a student's postsecondary success or failure back to his or her high school experience and use that data to inform and improve the experience for the next class of students. In essence, an effective longitudinal data system would enable policymakers to compare high-school course taking, grades and assessment results with college course-taking patterns, success in first-year college courses and persistence and completion rates.

The Alaska Department of Education and Early Development (EED) has begun to address the issue of developing a single authoritative data structure for education data in Alaska. In November 2005, EED was awarded a grant by the U.S. Department of Education to implement a statewide longitudinal data system. The initiative is comprised of three distinct phases of a larger seven phase project dubbed the Unity Project. Upon completion of these three phases, it will provide accurate, timely, and accessible student-level data to all stakeholders.

It is important to note that any longitudinal system must be cognizant of the federal Family Education Rights and Privacy Act (FERPA) to protect student privacy. Although FERPA safeguards student privacy, it by no means prohibits states from building a robust K-16 longitudinal data system and using it to improve teaching and learning in high schools.

Recommendation 3:
Establish a Peer Mentoring Program to Enhance College Access.

In recent years, one issue has resonated loud and clear: ensuring access to low-income, first generation, and underrepresented students is a bigger job than high school guidance counselors or financial aid administrators can do alone. Thus, mentoring programs have gained immense popularity as a means of assisting these types of students to enroll and succeed in postsecondary. Mentoring is defined as a sustained relationship between a youth and adult. Through continued involvement, the adult offers support, guidance, and assistance as the younger person faces new challenges. Mentoring programs are established to match a suitable adult or older youth—the mentor—with a younger person. Research on college programs indicates the single most important feature of those that are purported to be successful with individual students is a close, caring relationship with a knowledgeable adult who monitors the student's progress (Pathways to College Network, 2007).

In addition to early exposure, a consistent message that college is possible is necessary throughout the entire secondary education experience.

There are several benefits to mentoring. Students in mentoring programs are more likely to attend and graduate from college. They are less likely to skip classes and they tend to have a better attitude toward school and teachers. They are less likely to experiment with drugs and alcohol and less likely to be violent or arrested. Also students in mentoring programs maintain better relationships with parents, teachers, and peers. A key similarity in all successful mentoring programs is a strong relationship between the mentor and the student being mentored. A good example of a mentoring program is GEAR UP, which is a federal program designed to increase the number of low-income students attending and succeeding in college. Students enter the program in middle school and are followed through high school. The program focuses on academics and postsecondary preparation. Another example is the National College Advising Corps, which places recent college graduates into high schools as near-peer guides to college resources and information. It is believed that high school students can relate better to these college graduates because of their relative young age and because they recently successfully completed the college processes themselves.

Recommendation 4:
Build on the AlaskAdvantage Programs to Increase Awareness of Postsecondary Education Opportunities.

Since 2002, the Alaska Commission on Postsecondary Education, funded by the Alaska Student Loan Corporation (ASLC) has administered AlaskAdvantage Programs, which are outreach and educational financial aid products and services designed to increase access to college and career education. Among the areas of focus are early awareness programs for children, teens, and parents. This strategy includes actual classroom curriculum components integrated with hands-on learning activities. After five years of experience delivering the AlaskAdvantage Programs, early awareness initiatives appear to have the most promise. In addition to early exposure, a consistent message that college is possible is necessary throughout the entire secondary education experience.

Three programs, which are consistent with strategies for creating a college-going culture found in the first recommendation, are recommended to be expanded. The first, *I Know I Can*, is a

story book specifically designed for 2nd and 3rd grade students to begin career exploration and see its connection to postsecondary education. Through this motivational story line, children learn that college is possible. A pilot *I Know I Can* program is currently being offered by a partnership between ACPE and the University of Alaska.

The second program is designed for upper elementary and/or early middle school students, and creates an awareness of higher education while also instilling the idea that going to college is an attainable goal. Called *I'm Going to College*, a twelve session curriculum along with a visit to a local college campus promotes early encouragement of postsecondary education and serves to involve parents, counselors, and teachers. Feedback from this initiative has been very positive.

The third program offers individual assistance to those who come into the "Success Center" located in one administrative location. Usually those who need assistance the most are less apt to visit the center and the program would be more effective if offered in several venues. In conjunction with the mentoring program outlined in Recommendation 3, the services offered by a success center should be available in schools throughout the state.

Recommendation 5:

Request the Governor to Focus Cabinet-Level Attention on the Issue of Access to Postsecondary Education for Alaskans by Creating a Statewide Governor's K-16 Advisory Council.

The ACPE Postsecondary Education Access Advisory Team already exists and has been very effective in guiding the development of these recommendations. Leveraging this existing body with an initial charge to develop plans for the implementation of these recommendations for presentation to the Governor would be an effective way to expand statewide benefit from the advisory body, without adding any demand on state financial resources.

As noted earlier in this report, the Advisory Team, coordinated through ACPE, is comprised of a group of diverse Alaskan citizens with considerable knowledge and experience in all aspects of education. In addition to exhibiting dedication to the education of the citizens of the state of Alaska, they contain those talents, understandings, and skills needed to address the myriad issues outlined in this report. They also represent all five segments of society related to education: high schools, postsecondary education institutions, business and industry, community-based organizations, and state government. To maximize efficiency, the charge to the body should be specifically limited in time to that period necessary to identify where linkages exist and where they need to be built or reinforced, and to develop a strategic plan for the governor's consideration. ACPE leadership of the advisory body ensures a statewide focus, informed by resources already located within or available to the Commission, and also provides for advisory body mission-centered activities to be funded through the Alaska Student Loan Corporation, without cost to the state's General Fund.

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These five recommendations represent a comprehensive strategy for attacking the conundrum of enhancing the educational aspirations of Alaskans and, at the same time, providing the wherewithal to achieve those goals. To a large degree, the recommendations are interrelated and tend to reinforce each other. Each is eminently doable and can be achieved at a modest cost to the state. This investment can, and will, reap significant rewards to not only individual Alaska citizens but to the state's economic and social health. And there is no better time to move ahead than right now!

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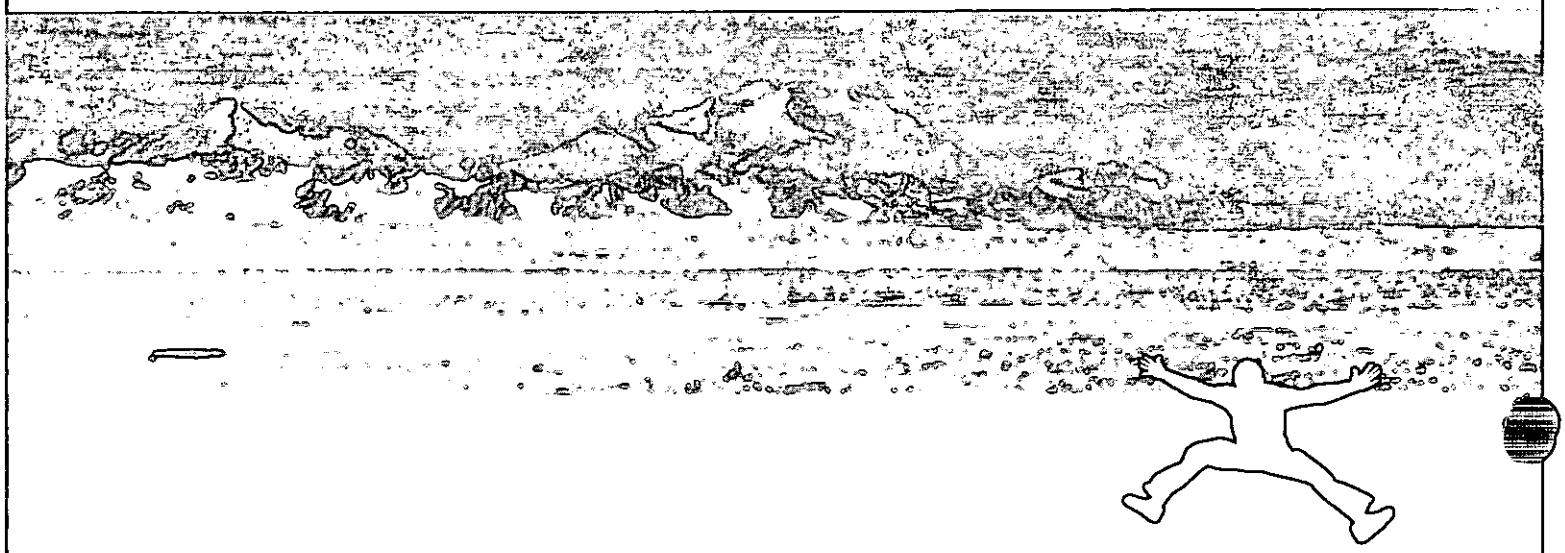

AlaskAdvantage Programs
www.AKadvantage.alaska.gov

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Alaska State Legislature: House Education Committee

November 24, 2010

David Longanecker
President, Western Interstate Commission for Higher Education (WICHE), Boulder, CO, USA

What We Know About The Impact of Financial Aid

The Pros and Cons of Need-based and Merit Based Financial Aid Programs.

The Imperative First Slide

- Financial Aid Policy Does Not Stand Alone
- A Triad
  - Institutional Support through Appropriations
  - Tuition Policy and Practice
  - Financial Aid Policy and Practice
- They Interact to Impact Student & Institutional Success – Whether Intentional or Not

So What Makes For Good Financial Aid Legislation?

- Five key factors

1. Clear rationale/philosophy
2. Clear Goals
3. A program that supports the goals & rationale
4. A winning coalition to sell the program
5. A program the state can afford (today & tomorrow)

Two Generally Perceived Rationales

- To assure financial affordability for those who can't afford college without assistance (need-based aid)
- To reward the meritorious (merit-based aid)

- And passionate believers in both
- But there is more to the story

Merit-based aid in perspective

- New guy on the block or not?
- Usually focused on covering tuition or a portion, thereof.

- But a myriad of goals
  - Reward those who achieve at the highest levels (National Merit Scholarships)
  - Encourage students to prepare better for college
  - Increase college participation rates overall
  - Attract the best and brightest to stay in state

So, How Do Merit Programs Measure Up on These Goals?

- Rewarding those who achieve at the highest levels -- *It Depends*
  - If focused on these, it is a clear reward
  - If spread broadly, it is not perceived as a reward
  - Also tends to diminish, with "aid packaging", both with Alaska & at competing schools

How Do Merit Programs Measure Up on These Goals? (2nd Goal:) Encourage students to prepare better for college --

- Taking a ***Rigorous Curriculum*** more important than getting high grades
  - The Georgia Experience – remedial went up
  - Regarding Grades
    - Decent grades are important
    - But high grades are not as important
  - The Source of Best Evidence: *The Toolbox Revisited*; Cliff Adelman, U.S. Department of Education, 2006

How Do Merit Programs Measure Up on These Goals? (3rd Goal: Increase college participation rates overall --

- Nationally, very little "price elasticity for demand", except for low-income students.

- In lay language:
  - Middle-income and High-income students go to college, or don't, irrespective of price
- Some contrary evidence in Georgia – from 30% to 37%
  - Most able low-income student
  - Some middle-income students
  - Didn't "change the ethic," but did have a measurable impact
- Similar impact in Nevada – from 40% to 47%
  - But then fell off.

How Do Merit Programs Measure Up on These Goals? (4th Goal: Attract the best and brightest to stay in state--

- If the Goal is to Keep them in-state for college
  - *Impact is significant, at least at first*
    - Worked well for Institutions – ie, Oklahoma
    - Worked well for Georgia
      - Before Georgia Hope: 23% of high SATs stayed
      - After Georgia Hope: 75% stayed
    - Nevada; not so much:
      - Before Millennium Scholars: 59% of eligibles stayed
      - After Millennium Scholars: 63% eligibles stayed
      - Today, has dropped below original figures (anecdotal)

How Do Merit Programs Measure Up on These Goals? (4th Goal: Attract the best and brightest to stay in state--

- If the Goal is to Keep them in-state after college – *Impact is not so clear*
  - National Bureau of Economic Research: "only a modest relationship . . ."
  - Recent West Virginia study – Well educated most likely to migrate
  - An alternative may be to attract them back after – Dakota Roots

How Do Merit Programs Measure Up on

- Pay a lot for modest impact
  - Most recipients already attend in-state.
- Regarding Affordability
  - Does increase affordability for the most-needy who qualify for merit.
    - But comparatively few do.
  - Reduces burden for others – but doesn't increase financial access

How Do Merit Programs Measure Up on

- Beware of unintended consequences
  - Effect on Price
    - University of Georgia: Tuition skyrocketed – increases "passed through" to state
    - Louisiana State University: Tuition kept to noncompetitively low, eroding institutional quality, because State couldn't afford TOPS increases if tuition increased. (President Lombardy has published paper requesting change in TOPS)
    - West Virginia & New Mexico: need-based suffer to sustain merit-based aid.
  - Excludes essential students
    - Adults
    - Military and Veterans
    - Late achievers
  - Can leave federal tax-credits on the table

Need-based aid in perspective

- Goals
  - Original purposes: Expand access
  - More recent thrust: Expand access to success.

So, How Do Need-based Programs Measure Up on The Goal of Expanding Access?

- Quite Successful in Expanding Success
  - Price elasticity of Demand Studies
    - 5% to 9% increase for low-income students per $1,000 reduction in price
    - Recently confirmed:
      - Bowen & McPherson; David Mundel; Tom Kane
- Less successful in Achieving Student Success
  - Drop out rates continue at high levels for low-income students
- Not as politically popular

The New Model: Blended Programs

- These come in three variations
  - The need add-on to merit
  - The merit add-on to need
  - Truly blended need and merit components

Blended Programs -- Type I: Need Add-on to Merit

- Wyoming's Hathaway Scholars Program
  - To qualify:
    - Take the rigorous Hathaway Scholars curriculum in high-school
    - Achieve specified GPA and ACT (amount varies by status – up to $3,200)
    - Maintain specified GPA while in college
  - All qualified students receive initial scholarship.
  - Needy students available for a supplement, as well.
  - But must qualify for scholarship to receive need award.

Blended Programs -- Type I: Need Add-on to Merit

- Wyoming's Hathaway Scholars Program
  - Strength of Program:
    - Rewards strong preparation and assists with affordability for most needy
    - Fixed amount, so not dependent upon actual tuition amounts – also presents a "cost of choice"
    - Funded with a trust fund approach, so eventually will not be a financial constraint on the state
    - Fits Wyoming well.
  - Limitations:
    - Available only to traditional students

Blended Programs -- Type II: Merit Add-on to Need

- Federal Academic Competitiveness and SMART Grants
  - Academic Competitiveness Grants
    - Pell Grant recipients who take a rigorous high-school curriculum (so certified by the State) receive an additional $750 in the first year and $1,300 in the second year.
  - National Science & Mathematics Access to Retain Talent (SMART) Grants
    - Pell Grant recipients majoring in science, math, or technology disciplines, with at least a 3.0 GPA and in their third or fourth year of studies receive an additional $4,000

Blended Programs -- Type II: Merit Add-on to Need

- Federal Academic Competitiveness and SMART Grants
  - Strengths of the programs
    - Rewards students for preparing well for College
    - Encourages students to major in areas of National need
    - Focused on those students most underrepresented in desired STEM fields
  - Limitations of the program
    - Excludes students from high schools that don't offer a rigorous curriculum
    - Not permanently authorized, so programs' sustainable questionable

Blended Programs -- TypeIII: Blended Merit and Need

- These programs include intentional and non-separable merit and need components.

- The new standard model: (Examples: Indiana 21st Century Scholars Program and Oklahoma Promise Scholarship)
  - Require core curriculum, reasonable grades, and assessed need.

Blended Programs -- Type III: Blended Merit and Need

- The Oregon Shared Responsibility Model.

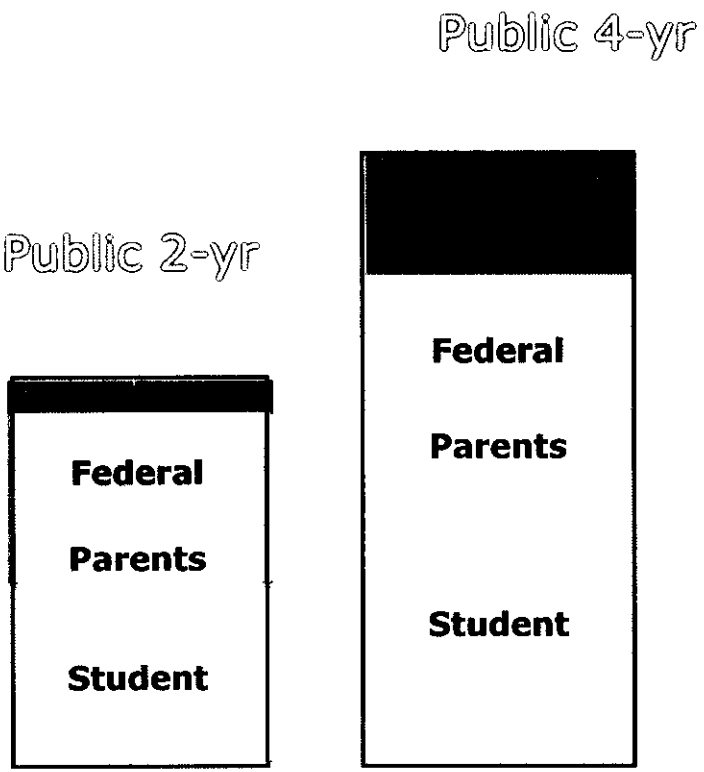
Shared responsibility partners

Student share as principal beneficiary
- X% or a fixed amount
- from work, savings, scholarships, and/or borrowing

Parents share
- determined using federal methodology

Federal share
- includes Pell & tax credit/deduction

Oregon share
- filling the gap



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What's Best for Alaska Depends on What You Want

- If it is to *reward* the best & brightest
  - Merit is the approach
  - But it will not address affordability
  - Where maybe, but not whether
- If it is to *retain* the best & brightest
  - Merit is an approach, but an expensive one
  - Better would be to attract them on academics
  - Or entice them back after college

What's Best for Alaska Depends on What You Want

- If it is to *expand access* through lower cost, need based will get the students in the door
  - But it won't greatly increase their likelihood of completing
  - And it doesn't send the message about the importance of working hard to prepare

- If *increase success* is your highest priority
  - The Blended model holds the most promise
  - And, it is the most cost-effective for the State

1/20/10 OVERVIEW: GRADUA-TION RATE WORKING GROUP

Tutors work to boost Native students

Dropout rates are higher, test scores are lower than for students overall

By MEGAN HOLLAND
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(04/09/09 21:13:18)

Shafts of sunlight stream through the windows and illuminate the four sixth-graders gathered around the table with Kerri Wood.

Wood is working to solve a vexing problem: Get these kids up to grade level.

Wood is the Indian-education tutor at Tyson Elementary in Mountain View. She is part of a multi-pronged effort involving the Anchorage School District, nonprofits and tribal groups to close the test-score gap between Anchorage's 4,200 Native students and the rest of the district's 48,000 kids.

It's not just poorer test results. Native students have also historically had the highest dropout rate in Anchorage.

Wood works for the school district but her salary is funded by federal Indian Education Act money. The district spends about $2 million of federal money a year on tutors like her. And while administrators say modest gains have been made, the gap is still big.

Last year, scores took a dive. Results in math, reading and writing lagged behind all students by some 15 percentage points.

In December, with the district saying more Native kids are moving into the city from rural Alaska, the School Board tapped the district's own general fund for the first time to increase the number of tutors by a third.

"The needs of Alaska Native/American Indian students are profound," the district said.

STRADDLING TWO WORLDS

Among the grim statistics from last school year's data:

• By the end of ninth grade, only 58 percent of Native students had enough credits to be on track to graduate in four years, compared with 77 percent of all students.

• Only 1 percent of Natives took higher-level high school courses compared with 8 percent of all students.

• Two-thirds of Native students didn't get their diplomas after four years of high school.

The problem starts at a young age.

Many education experts, including former Alaska education commissioner Roger Sampson, say that if a student is not reading at grade level by the third grade, the student's chances of ever catching up are slim. It is an indicator of the future dropout rate, he has said.

Last year, 67 percent of Native third-grade students in Anchorage read at grade level compared with 81 percent of all students.

Educators don't know exactly what's wrong.

The problems are varied, they say. Teachers who reward the most animated students, when Native children are taught to be demure. Kids who show up at school without breakfast. Westernized curriculum that teaches young children unfamiliar words like teacup, cow and sailboat.

In a grant application to fund an upcoming program for Native boys, whom the district consider to be the most vulnerable, the district wrote that many Native homes are not highly verbal. Another problem may be how the students are being taught. Native boys, in particular, are not reached by many of the usual instructional methods, the grant application says.

"We are not understanding the home culture," said Doreen Brown, the district's Indian Education supervisor, who has the job of solving the puzzle. "We are so good at the academic culture we don't understand the home culture. We don't understand the home language. We, as educators, don't understand the experiences that these kids are coming to us with, and it's very different than white middle class. It's not bad, it's just very different."

Brown, who is Yup'ik, knows many of these kids are straddling two worlds, just as she did growing up in Anchorage and graduating from Service High in the 1980s. "My people have been educated for thousands of years, tens of thousands of years. We've been educated, we've survived in the harshest environments. And I can look at my own life and I'm technically only the third generation to go to school. That's not a large amount of time," she said.

Brown is in charge of 45 employees, including Wood. She runs summer enrichment programs and after-school tutoring. She works on dropout prevention. She does crisis-intervention. And she secures federal grant money, or any grants she can find, to make it all happen.

"What are we not doing right? I think one of the strongest components is that we're not making (education) culturally responsive," she said.

"A lot of Native students don't want to be the center of attention. They don't want to raise their hands, 'I know the answer! I know the answer!' "

Before she became supervisor, when she worked directly with Native students, she would have kids practice raising their hands, she said.

Brown says there's not enough money to reach every kid. She has to be selective. In the end, tutors are placed at the schools with the highest population of Natives, and within those schools, it's the kids who score the worst who are tutored.

Brown says there are about 9,000 Natives and part-Natives who are eligible for the Indian Education services. She says her staff is reaching about 30 percent of them.

Asked if she thinks the tutoring is making a difference, she paused. "It can be effective. I think that our students and our parents need a point of contact. ... I would say most of my staff are very overwhelmed."

Research shows that if tutoring is to make a difference, students need to see their tutors at least three times a week for 30 minutes, she said. That's the formula. But sometimes, Brown says, that isn't happening.

Wood, at Tyson, said Native fifth-graders at the school aren't being tutored because of scheduling conflicts, and some of her sixth-graders get tutoring only twice a week.

SAFE LEARNING

Back in her classroom, Wood, who is Athabascan, asks sixth-grader La-Vera Wise about the noun she is looking at on the textbook page. "Is it a person, place or thing?"

She moves from one child to the next, reviewing each of the children's work as they locate proper nouns and common nouns. The four sixth-graders are too big for the undersized plastic chairs and low-hung table.

Wood works with 45 of Tyson's 140 Native kids.

She points to a sentence. "Can you find one here? Can you show me?" she asks, goading La-Vera.

Later, Wood explains she circles the children and watches over their shoulders to catch mistakes as they happen. She also prefers to correct them one-on-one, not in a group setting. "You need to create a safe learning environment," she says.

Sometimes Wood re-teaches what the children's teachers have already covered. Other times, she pre-teaches so kids are ready with answers and concepts.

"Sometimes it's setting them up for success," Brown explained of the tactical ego boosts. "It feels good."

Every month, the children are tested and their scores combed over.

"Looking at the data and making adjustments to teaching style is something that we take very seriously here," Wood said. "If things aren't working, we have to change it. And if it's still not working, we need to change it again."

She said the goal is to get the kids up to grade level so they don't have to see her anymore.

La-Vera, who is 13, lives in Anchorage with her stepsister while the rest of her family lives in the Western Alaska village of Upper Kalskag. Her father, Andrew Wise, said he thinks the tutoring is making a difference -- it's one of the reasons he lets her live in the city.

It is important that his daughter graduate from high school, he said. "I put myself through school," he said of getting his diploma. "It made a difference."

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Editor's Note: *This is the first in an occasional series examining the education of Alaska Native students in Anchorage public schools. Native students have some of the lowest standardized test scores in the city, and the highest dropout rates.*

Helping Native students

Series at a glance

Today: Hands-on help -- In-classroom tutoring of Native students.

Thursday: A unique experiment -- A private nonprofit takes over some classrooms.

April 17: It starts at home -- Trying to get parents more involved.

Counting Native students

Test score results for ethnic groups are based on how students self-identify. In October, the number of Anchorage School District students who said they are Native on district forms was 4,200.

However, the number of students eligible for Native education services is 9,000. This larger number includes the students who are part Native. On school district forms, some of the additional students might self-identify as multiethnic.

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Anchorage Daily News

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Separate classes create comfort zone for Native students

Tribal nonprofit pays for Anchorage public school program

By MEGAN HOLLAND

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(04/23/09 21:28:26)

Walk into this Bartlett High School classroom and it may seem just like any other class in Anchorage. The teacher demonstrates math problems on the white board. The students look as if they need more sleep. The room is decorated in the chaos of inspirational quotes, posters and bric-a-brac.

But look more closely and you'll see that unlike the rest of the building where there's a rainbow of ethnicities, in here the students are all Native. And there's something else different about this classroom that's not easy to see: Unlike other teachers who work for the Anchorage School District, this teacher is privately employed.

This instructor and the ones in the adjacent rooms are from Cook Inlet Tribal Council Inc. and the students they teach at Bartlett are some of Anchorage's most at-risk of failing. The tribal nonprofit has taken on a unique role by persuading the school district to let it offer Native-only classes to tackle the problem of too many Native students falling behind or dropping out.

It is one of several efforts across the city by the district, nonprofits and tribal groups to raise the lagging test scores and high dropout rates of the district's 4,200 Native students. Last year, 64 percent of Native students were at grade level for reading and writing, compared with the district average of 81 percent of all students. In math, 58 percent were at grade level, while the district's average was 73 percent.

By the end of four years of high school, only a third of Natives graduate.

Those who work with the students say there's no clear answer why the statistics are so grim. Some of the reasons often cited are poverty, cultural differences, and parents who don't get involved because they are intimidated by the education system.

The Cook Inlet program, called Partners for Success, is at several middle and high schools. And it isn't alone in seeing the value of separating Native kids from other students. The district-run Elitnaurvik program at East High is doing the same.

The idea behind the separation is to create classrooms where lifestyle differences don't block Native kids' paths to success.

Anchorage school administrators acknowledged this cultural divide in a recent application for a grant to help Native boys. "Traditional values of modesty, cooperation, and sharing sometimes impede success in school," wrote administrators. "Calling attention to self and even eye contact with elders are bad manners. The rapid response expected in modern classrooms is unnatural."

Program administrators say they are creating environments where these traits are helpful, not harmful.

QUIET STUDENTS, LOUD STUDENTS

Bartlett has 320 Natives among its 1,700 students and most take at least one class in the Cook Inlet program, which is primarily funded by federal education grants.

Kids sign up for several reasons, administrators say. More of the staff are Native, which brings a level of comfort and familiarity in dealing with the adults. Classes are half the size of other classes in the high school, giving students more face-time with teachers. And the program emphasizes Native pride, boosting kids' self-esteem and making them feel more connected to the curriculum.

This means that in English class, poet and novelist Sherman Alexie is read.

In science class, tools and techniques of survival used by the first Alaskans are studied. And after school, traditional Native sports are practiced.

In one biology class, a moose heart was studied, then the teacher cooked it up for everyone to eat.

Another reason the kids sign up: Cook Inlet teachers have the reputation of being some of the best in the city.

On a recent visit to Mary Moran's algebra class, it seemed that reputation was earned on the basis of her ability to entertain her students while, perhaps slyly, teaching them something about math.

Bartlett principal Dan Gallego later explained that Moran uses humor to connect with the kids. She makes corny math jokes and exhibits an obsession with math that the students enjoy rolling their eyes at. One sign of the obsession: A 5-foot-long replica of a pencil with the engraving "Fractions are our friends" that hangs over her desk.

Moran began the class with an exercise on permutations and combinations. The students, mostly 10th and 11th graders, put their pencils to paper while she ambled around the class checking their progress.

Her classroom is adorned with evidence of another obsession: Elvis Presley. Photos of the King blanket the walls, and multiple life-size cutouts pose in the corners.

From the quiet boy slumped in his chair to the girl who sits straight up and asks lots of questions, each gets Moran's attention. She calls them "honey" and "babe" and often corrects their work by going to the dry-erase board to demonstrate. Then she says, "Are you with me?" and makes sure they are. She tells them to help each other.

What she's doing, program administrators say, is giving attention to each student regardless of how vocal or gregarious they are, creating an environment where quieter students can be right just as much as the louder students, and encouraging shared learning. It's a style of teaching that works well with these kids, administrators say.

"We see big growth, both socially and with their confidence," Moran later said. Kids come out of their shells, she said.

Tawni Whitinger, an 18-year-old senior, said she started taking Cook Inlet classes after she struggled her freshman year. "It doesn't really make a difference if you're Native or not. You come in here and you get more help. Instead of one teacher for 30 kids, you have half that."

LOST AND FOUND

Program administrators say they are seeing results since Partners for Success started in the city schools in the early 2000s. The Cook Inlet students attend class more, drop out less, and have a better chance of graduating on time.

While about 11 percent of Anchorage Native students not participating in the program drop out each year, only 2 percent who take the Cook Inlet classes do. And while only a third of Native students are earning a high school diploma in four years, about 7 in 10 Natives who are in the program are.

Sheila Randazzo, a Cook Inlet family advocate at Bartlett, said some of the success may be because the program shrinks the size of the East Anchorage school, where a student can walk the crowded halls and see a sea of unknown faces day after day.

She believes that Natives, regardless of how long they've been in the city, do better in smaller schools that create an intimacy between students and teachers. Otherwise, she said, "Alaska Native people and students get lost."

The program is especially good for students who have recently moved into the city from the Bush, said principal Gallego. "When you come in from a village which has 90 kids in the school, then go to a school with 1,700 students, that is a huge deal," he said. "Some kids can cope with that. Some cannot."

A PEP TALK

On another recent school day, as Moran presided over a catch-up day in her algebra class, Cook Inlet counselor Gail Weinstein walked in with five minutes left before the bell.

Weinstein, who has an assertive but motherly tone, told the few seniors in the class that they needed to see her to review their after-graduation plans. To the others, she said, "It's time to really start to think about what you might want to do later on."

The students shuffled their papers, stretched their arms, and yawned, but listened. She had their attention.

In rapid-fire succession, she told them about summer opportunities with Native corporations and the Alaska Native Heritage Center. She reminded them of an upcoming Native arts summit.

Then she slowed down.

She talked about college. "Do not let the financial issues get in the way," she said, looking around the room. She reminded them of Native corporation scholarships and national funding sources for Natives.

Seconds before the bell rang, she made successive eye contact with as many kids as she could, and said: "You kids are our leaders."

Find Megan Holland online at adn.com/contact/mholland or call 257-4343.

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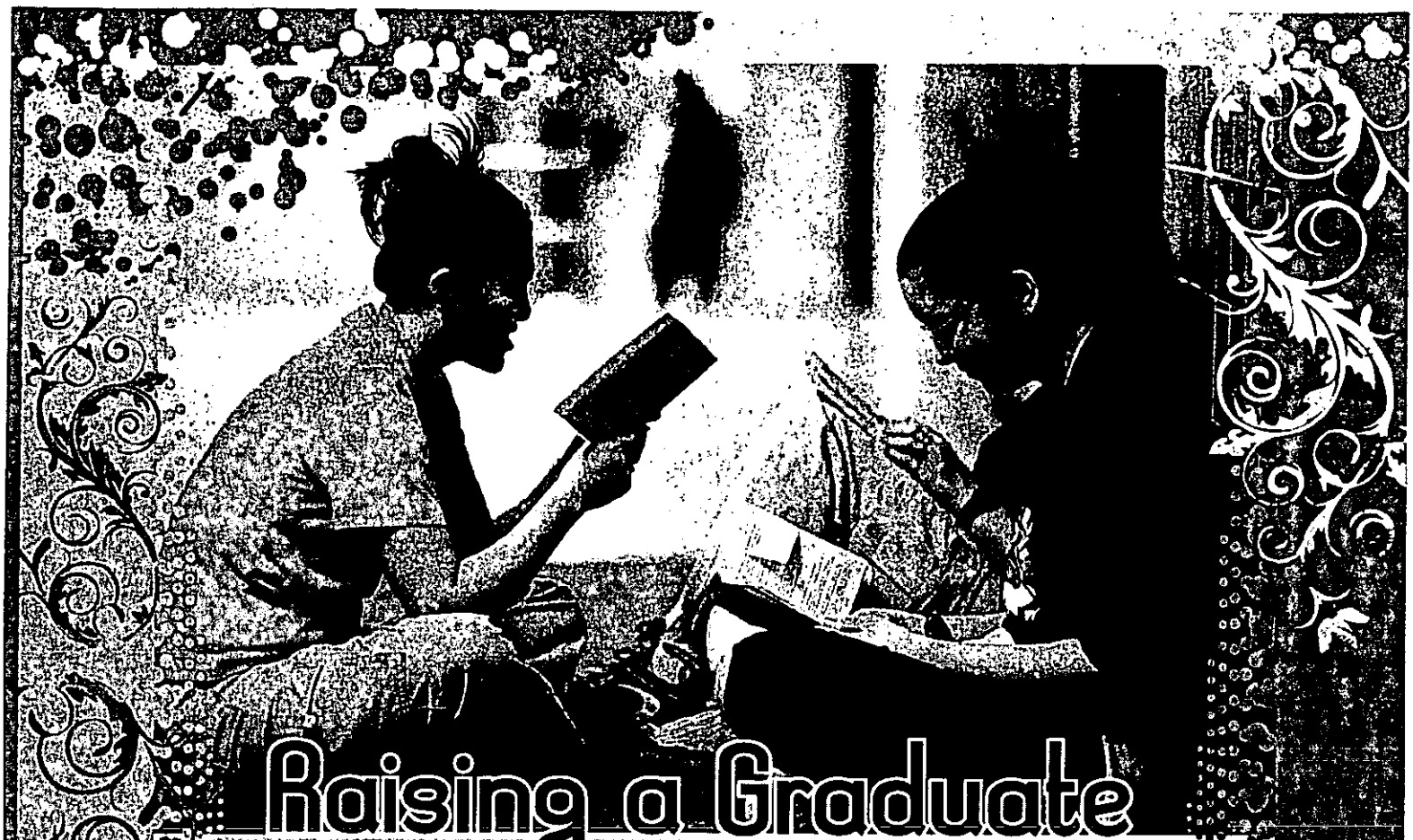


Raising a Graduate

It's Everybody's Business

Everyone is a role model—be a good one.
Read with children.
Show you care. Smile at youths and say hi.
Help youths develop a vision for their future.
Get involved in your schools.
Catch youths being good and recognize them.
Help youths explore their pathways to graduation.
Provide positive challenges for youths.
Involve youths in decision-making.
Create opportunities for youths to volunteer.
Provide a safe and supportive home.

Graduation Opens the Doors to Future Opportunities

Alaska Department of Education & Early Development

Louie Flora

Subject: FW: student/teacher advisory programs

From: Henry_Mike [mailto:Henry_Mike@asdk12.org]
Sent: Friday, January 15, 2010 4:47 PM
To: Louie Flora
Cc: Graff_Ed; Olson_Robin; Comeau_Carol
Subject: RE: student/teacher advisory programs

Louie,
Below is listed some brief descriptions of advisory programs in the ASD.
Mike Henry

Service- The ***Connections Program*** within the Service High School Freshman Academy is a vital component of our smaller learning community. The purpose of this program is two-fold. One outcome of the program is to facilitate better connections among students and between students and staff while building an environment of mutual respect and community within the Freshmen Academy. The second outcome of the program is to devote time to assisting students in building success skills. Success skills are a broad range of skills students need in both their personal, academic, and eventually their professional lives and include communication skills, appreciating diversity, time management, problem solving, decision making and citizenship. The program was developed in partnership with district SEL personnel. We meet once a week for 50 minutes.

> Chugiak-The student/teacher advisory program is set up for students identified by counselors and the Graduation coach. The focus is with 9th and 10th grade students with rare exception for 11th and 12th graders. All students are placed based on academic performance and not through behavioral issues. This is a program in which the advisor is able to work with classroom teachers and students to help with homework and study skills. The advisor spends part of the 52 minute period with the students working on study skills and personal choices they make for themselves. This component uses the Ripple Effects and "7 Habits of Highly Effective Teens" to help students understand the choices that they make and to create changes in their behaviors that will improve their academic performance.

Bartlett High School:
Our purpose is to insure that each student is known well by at least one adult in the building, an adult to whom the student can turn for help with both school related and personal issues. At BHS we are attempting to personalize school in order to better meet the needs of students. Statistically, reports indicate that ninth graders are failing at alarming rates. In general, comprehensive high schools are large and can be overwhelming for any student. An advisory program allows for a closer relationship to be made between a teacher and a student. The intent of advisory is to create a safety net to prevent our students from falling through the cracks or getting lost in the shuffle. For this school year, due to the structure of the 9th grade academy 9th graders do not have advisory. All other grade levels meet with an advisor every Tuesday. A curriculum addressing social emotional learning standards has been provided to each advisor as a guide.

> At Dimond, we do not have a formal, dedicated advisory period; however, we have taken the typical advisory elements—unit on plagiarism, note-taking and other study skills, planners, good decision making, etc.—and woven them into the ninth grade house program. These units and policies are all outlined in the 9th grade handbook and taught across content areas throughout the year.

3812

Louie Flora

Subject: FW: student/teacher advisory programs

Schools in Kenai Peninsula Borough School District with advisory programs:

Homer High School
Skyview High School
Soldotna High School
Kenai Central High School
Nikiski High School
Seward High School

Three of these schools have adopted a student driven advisory program where students meet with a faculty member a few times per week and the students discuss their interests with the teacher, both in school and career related and work on goals pertinent to the student's interests. Students are surveyed at the beginning of the year to determine their interests

Student Driven Advisory schools:

Homer High School
Skyview High School
Nikiski High School

Three of the schools have adopted a more formal curriculum driven program where a student and teacher get together for 15 minutes per day and do various activities focusing on postsecondary planning, and meeting high school curriculum goals.

Curriculum Driven Advisory schools:

Soldotna High School
Kenai Central High School
Seward High School

For the smaller schools in the district the thought is that the teachers are able to have relationships and do outreach with individual students more easily, and do not need the advisory program setting.

In some of the advisory program schools the faculty generates a list of all students to determine which are known and which are not known by teachers. Then a second list of students that are not well known by any of the teachers is formed and individual faculty members will do outreach with these individual students. This is known as the "Adopt a Star" program and the teachers hold themselves accountable for the success of the "adopted" not well known student.

These Advisory programs have been in place for the past five years. Before the implementation of the program KPBSD was sitting at about 65% graduation rate and has increased its graduation rate since then to about 73%.

This year KPBSD will be engaged in a focus group on why kids drop out and attempting to get some profiles of drop-outs by interviewing the former students.

3813

Ideas for Eliminating Push outs

Push Out Category	Push-out	Possible Solutions
School-wide/District-wide	Condition of facility: School Building and classrooms aren't welcoming or are in disrepair; school grounds have trash around them	1) Teachers and students can monitor their classrooms at the end of class period and pick up trash, arrange room so it is ready for next class period. 2) Individual classes could volunteer or be assigned to clean up around the building on a rotating basis 3) Hold a clean-up, fix-up, paint-it weekend where parents and students can work on making the building and classrooms a more inviting place to be
	Grading: No retakes, no make-up, no partial credit	Intervention Conference Define better Change grading policy Student understanding of evaluation How we use grades Use of Tools: Power School; Pinnacle Link with teacher evaluation
	Discipline	Consistency w/common sense and flexibility Fitting the "crime" Learning from sanction Better job orientation De-escalate bad behavior/training Sensitivity/awareness to cultural issues Involving the family

	Zero tolerance	Moving away from zero tolerance (except firearms) Using community service/service learning Done in steps – progressive
	Attendance: Why is this policy – where did it come from? Count period Need focused effort to keep in touch Fallen behind Loss of seat time Notify advisor	
	Retention	Analyze first/reasons for failure Use of current options (career tech) Teach in a different way Summer learning opportunities or after hours
	Transportation for extended hour activities/sports/alternative schools	Creative use of time & partnering Could use special education buses? Federal issue?
	Participation fees	Waivers Sharing methods of raising money

		Promoting scholarships
Statewide	ASAA Eligibility [drugs, alcohol, tobacco]	Could change statewide District policy Promote healthy life styles
	HSGQE [passing, not passing]	Change its name – remove the high stakes Continuous improvement model
	Carnegie Unit	Competency testing for placement by knowledge vs. grade level Be more flexible "get rid of the box" Competency based
Social/Emotional Issues	Staff Acceptance[non-judgmental]	Put personal issues aside Training staff cultural sensitivity behavior/health addressing suicide/depression
	Safety: Recognition that school is more than academics	Use counselors as counselors
	Pregnancy	

	Gay/Lesbian	
Teachers	Students lack personal connection	Advisory Making eye contact/kids & parents Name recognition
	Individual teaching consistency	Teacher absences detrimental Stay all year(s)

1/22/10 ANCH. SCHOOL DISTRICT MEMO #96

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

ASD MEMORANDUM #96 (2009-2010) September 28, 2009

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: COMPREHENSIVE STUDY OF THE PREDICTORS OF HIGH SCHOOL OUTCOMES

ASD Mission: *To educate all students for success in life.*

PERTINENT FACTS:

The purpose of this study is to explore the factors that are associated with high school students' outcomes. The goal is to identify the characteristics that distinguish high school students who graduate in four years from high school students who drop out.

ASD adopted an additional reporting direction of an on-track indicator under the goal of increasing the graduation rate in 2005-2006. This reporting direction was based upon the research conducted by the University of Chicago and released in June 2005, indicating that students who completed enough credits by the end of their freshman year to be promoted to tenth grade, and who failed no more than one semester of a core subject area, were very likely to graduate on time.

The ASD reporting direction is that the percentage of grade 9 students enrolled in the district who are on-track to meet graduation requirements at the end of their grade 9 year, including summer school credits, will increase each year. On-track means the student has earned a minimum of 5.5 credits and failed no more than one semester of a core subject.

This study provides the district with the opportunity to analyze whether the on-track indicator is indeed a strong predictor of high school outcomes, as well as looking at additional characteristics that distinguish who graduates in four years and who drops out.

This longitudinal study follows the cohort group of eighth graders in the 2003-2004 school year. The cohort group is tracked as eighth graders in 2003-2004, ninth graders in 2004-2005, tenth graders in 2005-2006, eleventh graders in 2006-2007, and twelfth graders in 2007-2008. Students who graduated by the 2007-

2008 school year are identified as the graduate group and students who dropped out between 2003-04 and 2007-08 are identified as the dropout group. Fifth-year seniors in the 2008-2009 school year are excluded from the study, as well as students who transferred in and out of ASD between 2003-2004 and 2007-2008.

MAJOR FINDINGS:

- The majority of students who dropped out and never returned after their last record of dropping out were white students (46.2 percent of the group).

- The percentage of Alaska Native and American Indian students who dropped out and never returned after their last record of dropping out was almost double the percentage of Alaska Native and American Indian students in the student cohort (23.7 percent compared to 13.7 percent).

- The majority of the students who dropped out and never returned after their last record of dropping out had a high school GPA of 2.00 or less when they dropped out.

- When comparing the dropout group with those who graduated in four years, the graduate group performed much better on the Alaska Benchmark assessment as eighth graders; but it is interesting to note that the majority of the students in the dropout group were proficient in reading and writing.

- On the grade 9 and 10 SBAs, students in the graduate group performed better than those in the dropout group but the majority of the students in the dropout group were proficient in SBA in reading.

- The overall proficiency rates of the graduates increased on all three subtests from the grade 9 to the grade 10 SBA while they decreased on all three subtests in the dropout group.

- The majority of the dropout group was proficient on the High School Graduation Qualifying Examination reading, writing, and math subtests.

- Determining the grade level where we see the highest number of dropouts is complex because several students who drop out do so more than once. It can be reported by those with a dropout record or those who dropped out and did not return after the last reported dropout incident. It can also be reported by the first incident or last incident of dropping out. When viewing this from the perspective of the first recorded dropout incident, 9th grade is highest for both students who have a dropout record and those with a record and did not return after the final incident.

- When looking at all incidents of dropping out, March is the month with the highest number of dropouts, followed by February.

- More students in the dropout group changed schools in grades 9-12 than the students in the graduate group.

- Among students who attended school at least 80 percent of the time that they were enrolled in ninth grade, 87.7 percent graduated on time. Among students who attended less than 80 percent of the time that they were enrolled in ninth grade, only 16.2 percent graduated in four years. Students who attend school less than 80 percent of the time that they are enrolled in ninth grade are 6.8 times more likely to drop out than students who attend school at least 80 percent of the time.

- Among the students who have less than two semester Fs in core courses in their freshmen year, 87.0 percent graduate in four years. A student with two or more semester Fs in grade 9 is six and a half times more likely to drop out than a student who receives less than two semester Fs in ninth grade.

- A student who earns less than five credits in grade 9 is nine and a half times more likely to drop out than a student who earns at least five credits.

- Earning at least five credits in grade 9 is a stronger predictor than 5.5 credits because it has better distinguishing power to separate high school outcomes of students on-track and students not-on-track to graduate.

- Through the logistic regression analysis, following predictors were statistically significant at the .01 level for predicting graduation in four years:

    - receiving less than two semester Fs in core classes in grade 9,

    - earning at least five credits in grade 9

    - attending school 80 percent of the time in grade 9

    - passing Algebra I in eighth grade or earlier.

    Another predictor significant at the .05 level was the students' GPA in ninth grade.

Attachment

CC/EG/LV/XS

Prepared by: Laurel Vorachek, Executive Director, Assessment and Evaluation
Xiaogeng Sun, Assistant Director, Assessment and Evaluation

Approved by: Ed Graff, Assistant Superintendent, Instruction

A Comprehensive Study of the Predictors of High School Outcomes: Why Some Students Graduate on Time While Others Drop Out

Introduction

In the 2007-08 school year, the Anchorage School District reported a dropout rate of 3.9 percent, representing 895 dropouts out of 22772 students enrolled in grades 7-12.

The purpose of the study is to explore the factors that are associated with high school students' high school outcomes. In other words, we are trying to identify the characteristics that distinguish high school students who graduate in four years from high school students who drop out. We also hope to discover some timely predictors within students' 8th or 9th grade that indicate students' progress toward high school graduation. The finding of this research may help high school teachers and administrators identify students with a high risk of dropping out and work with parents to help those students graduate.

Previous research

There have been several research studies that focused on students who have dropped out of school. For example, a study conducted by the University of Chicago revealed that students who have completed enough credits by the end of freshman year and who have failed no more than one semester of a core subject area were very likely to graduate on time. Those two indicators have also been used as the on-track indicators for Chicago public high schools.

Neild and Herzog, in their study of high school students in the Philadelphia School District, found out that 8th graders who attended school less than 80 percent of the time, or who received an F in mathematics or English had at least a 75 percent chance of dropping out of high school. Findings from the Philadelphia study also suggested important indicators of at-risk students in grade 9: attending school less than 70 percent of time, earning fewer than two credits, and not being promoted to the 10th grade on time.

Both the Philadelphia and Chicago studies pointed out that absenteeism in the freshman year was a predictor that a student will likely drop out later.

An analysis conducted by the Juneau School District studied students who dropped out from 1999-00 to 2004-05 school years. Their findings suggested that Alaska Native youth dropped out at a higher rate than other race/ethnicity groups. Other findings indicated that the majority of the dropouts were proficient in reading, writing and mathematics on the Standards Based Assessment, and that the majority of the dropouts left in grade 9 or grade 10.

A study conducted by Bridgeland, Dilulio, and Morrison in conjunction with the Gates Foundation reported that while some students dropped out because of significant challenges, most dropouts were students who could have, and believed they could have, succeeded in school.

The analysis conducted by Kennelly and Monrad has shown that students with prior behavior problems were likely to fail during transition years and eventually drop out. There appears to be a window of opportunity in reaching grade 8 and grade 9 students who show signs of poor behavior but who are not yet failing academic subjects.

A cohort study conducted by Celio for the Kent School District in the state of Washington had the following findings: middle school grades and test scores can provide early warning signs; 9th grade academic performance is a powerful predictor of at-risk students; failing a course in the first semester of 9th grade, getting Fs in 9th grade, and earning less than a 1.9 GPA in 9th grade are early indicators of at-risk students.

3823

Descriptive Statistics of the Cohort Group

The cohort group in the study

This longitudinal study follows the cohort group of 8th graders in the 2003-04 school year. The cohort group is tracked as 8th graders in 2003-04, 9th graders in 2004-05, 10th graders in 2005-06, 11th graders in 2006-07 and 12th graders in 2007-08. Students who graduated by the 2007-08 school year are identified as the graduate group and students who dropped out between 2003-04 and 2007-08 school year are identified as the dropout group. Fifth-year seniors in the 2008-09 school year are excluded from the study, as well as students who transferred in and out of ASD between 2003-04 and 2007-08. In total, 4365 students were enrolled as 8th graders in 2003-04.

Three ways to report dropouts

In this report, the dropout numbers are reported in three different ways and it is essential to understand the differences between the numbers:

1. For the student cohort, a total of 774 students dropped out of school at least once from 2003-04 to 2007-08. Some of these 774 students dropped out and never returned, but some dropped out, reentered and graduated in four years. In other words, having a dropout record does not imply that the student dropped out and never returned. These 774 students will be referred as students who have a dropout record.
2. Among the 774 students who have a dropout record, 541 students never reentered the school system after their last dropout incident. These 541 students will be referred as students who dropped out and never returned after the last incident of dropping out.
3. Among the 774 students, some dropped out only once, but others dropped out more than once. In total, there were 1082 incidents of dropping out made by the above-mentioned 774 students.
4. These three numbers: 774 students who have a dropout record, the 541 students who dropped out and never returned after the last incident of dropping out, and the 1082 incidents of dropping out, will appear multiple times in this report. It is very important to understand the differences between these three numbers.

The final high school outcomes of the cohort group

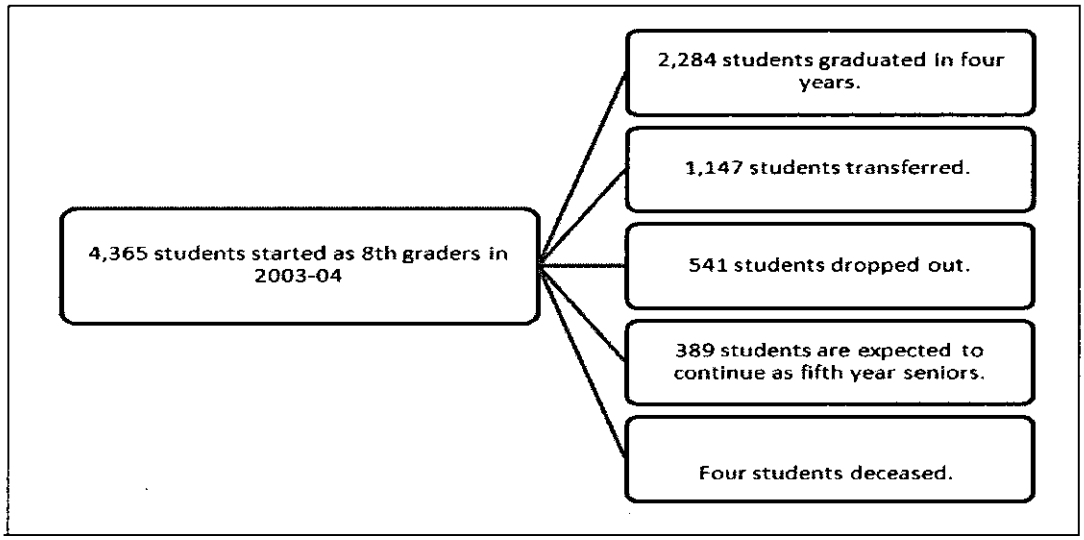
Table 1 presents an overall picture of the final high school outcomes of the 4365 students who were enrolled as 8th graders in 2003-04. This table indicates the status of the students in the cohort at the end of 2007-08 school year. Among the 4365 students, 2284 students graduated, 1147 students transferred out of the ASD, 541 students dropped out and never returned after the last incident of dropping out, 389 students were expected to continue as fifth year seniors, and 4 students deceased. Among the 389 students who were expected to return as fifth year seniors in 2008-09, 287 students actually returned.

Table 1: Final High School Outcomes of 8th Graders in 2003-04

	Number of Students	Percent of Total
Graduates	2284	52.3%
Transfers	1147	26.3%
Dropouts	**541***	**12.4%**
Continuing Students (Students Who Actually Returned in 2008-09)	389 (287)	8.9% (6.6%)
Death	4	0.1%
Total	4365	100.0%

*Students who dropped out and never returned after the last incident of dropping out.

Figure 1: Final High School Outcomes of the Students in the Study



Students who dropped out, returned and graduated

Among the 774 students who reported at least one incident of dropping out, 46 students graduated within four years, representing 5.9 percent of the group.

Table 2: Number of Students Who
Dropped out, Reentered and Graduated in Four Years

Students who dropped out, reentered and graduated in four years	46	5.9%
Total students who dropped out at least once.	774*	100.0%

*Students who have a dropout record. Some of these 774 students later reentered the school system.

Incidence rates of students who dropped out

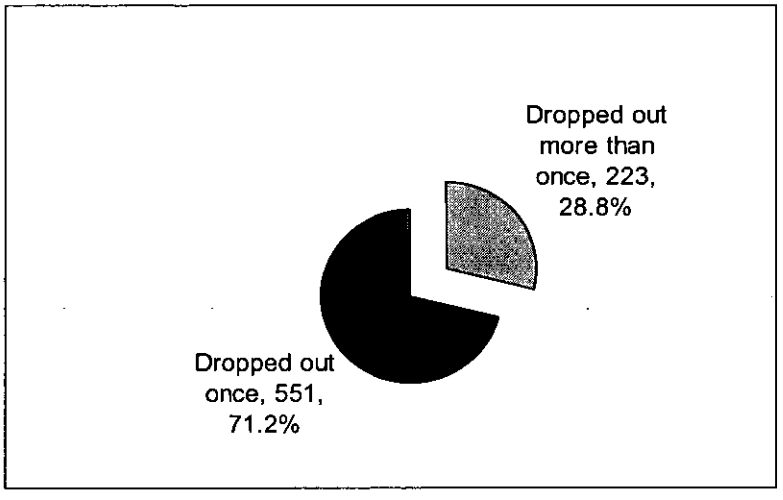
There were 1082 incidents of dropping out made by 774 students who have a dropout record. The difference reflects that some of the students dropped out more than once from the school system. Specifically, among the 774 students, 551 dropped out only once and 223 students dropped out more than once.

Table 3: Number of Students in the Cohort Group Who Dropped out from 2003-04 to 2007-08

	Number of Students	Percent of Total
Dropped out more than once	223	28.8%
Dropped out once	551	71.2%
Total students who dropped out at least once	774*	100.0%

*Students who have a dropout record. Some of these 774 students later reentered the school system.

Figure 2: Incidence Rates of Students Who Dropped out



Breakdown of the dropouts by designated student groups

Table 4 is the breakdown of the 541 students who dropped out and never returned after the last incident of dropping out by designated student groups and table 5 is the breakdown of the 774 students who have a dropout record, some of which later reentered the school system, by designated student groups. The majority of the students who dropped out and never returned after the last incident of dropping out are White students (46.2 percent of the group). It is interesting to note that 23.7 percent of the dropouts are Alaska Native and American Indian students, almost double the percentage of Alaska Native and American Indian students in the student cohort (23.7 percent compared to 13.7 percent, see table 4 and 6). This confirms the finding of the Juneau study that Alaska Native and American Indian students drop out at a higher rate than other race/ethnicity groups.

The percentage of low income students among the students who dropped out and never returned after the last incident of dropping out is also higher than the percentage of students in the grade 8 cohort (47.5 percent compared to 27.1 percent, see table 4 and 6). Table 4 also indicates

that females are slightly more likely to drop out than males, with females representing 54.3 percent of the dropouts and males representing 45.7 percent.

Table 4: Breakdown of the 541 Dropouts Who Never Returned by Designated Student Groups

Category	Count	Percent of Dropouts
Total	541*	100.0%
African American	51	9.4%
Alaska Native /American Indian	128	23.7%
Asian/Pacific Islander	63	11.6%
White	250	46.2%
Hispanic	28	5.2%
Multi-Ethnic	21	3.9%
Low Income	257	47.5%
Special Education	91	16.8%
Bilingual	77	14.2%
Migrant	22	4.1%
Female	294	54.3%
Male	247	45.7%

*Students who dropped out and never returned after the last incident of dropping out.

Table 5: Breakdown of the 774 Dropouts by Designated Student Groups

Category	Count	Percent of Dropouts
Total	774*	100.00%
African American	81	10.50%
Alaska Native /American Indian	194	25.10%
Asian/Pacific Islander	91	11.80%
White	339	43.80%
Hispanic	43	5.60%
Multi-Ethnic	26	3.40%
Low Income	375	48.40%
Special Education	124	16.00%
Bilingual	103	13.30%
Migrant	28	3.60%
Female	408	52.70%
Male	366	47.30%

*Students who have a dropout record. Some of these 774 students later reentered the school system.

Table 6: Breakdown of the Cohort of Grade 8 Students in 2003-04

Category	Count	Percent of Cohort
Total	4,365	100.00%
African American	359	8.20%
Alaska Native /American Indian	597	13.70%
Asian/Pacific Islander	496	11.40%
White	2,521	57.80%
Hispanic	264	6.00%
Multi-Ethnic	128	2.90%
Low Income	1,185	27.10%
Special Education	544	12.50%
Bilingual	441	10.10%
Migrant	105	2.40%
Female	2,223	50.90%
Male	2,142	49.10%

Final high school GPA of the 541 students who dropped out and never returned after the last incident of dropping out

Table 7 reports the final GPA of the 541 students who dropped out and never returned after the last incident of dropping out. The majority (72.8 percent) of the 541 students had a high school GPA less than or equal to 2.00 when they dropped out.

Table 7: Final GPA of Students Who Dropped out and Never Returned after the Last Incident of Dropping out

Final GPA	Count	Percent of Total
0.00-1.00	204	37.7%
1.01-2.00	190	35.1%
2.01-3.00	93	17.2%
3.01-4.00	54	10.0%
Total	541*	100.0%

*Students who dropped out and never returned after the last incident of dropping out.

Dropout categories

The dropout codes are reported by categories determined by ASD. Please note that the reporting of dropout codes has gone through some changes from 2003-04 to 2007-08. For example, starting in 2004-05 school year, summer leavers, or students who left at the end of the previous school year but did not come back in the new school year, are required to be coded as dropouts.

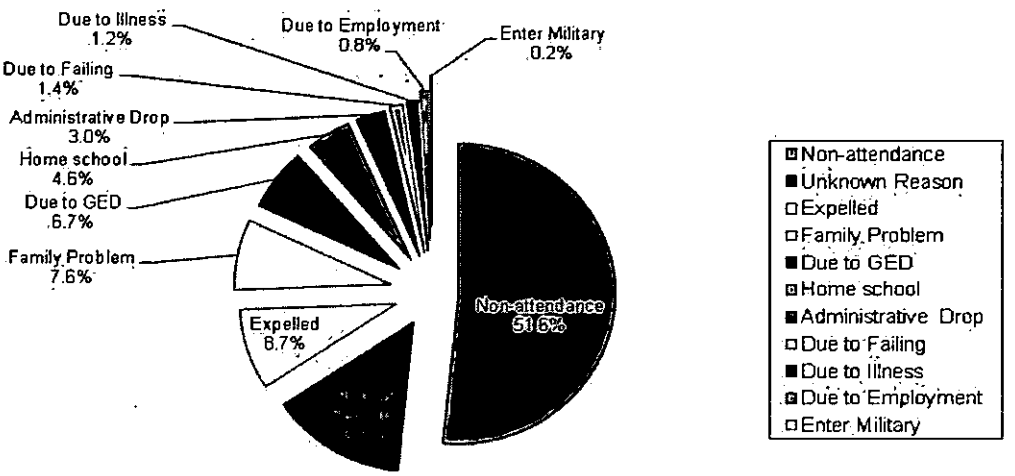
Table 8 reveals that, for the 1082 incidents of dropping out made by the 774 students who have a dropout record, the number one category for dropping out is "non-attendance" and the number two category for dropping out is "unknown reason". This supports the research indicating that dropping out of school is a gradual disengagement rather than a single event. The reasons for dropping out are multi-faceted and typically result in attendance issues to some degree. Following is a breakdown of the dropout reasons of the 1082 dropout incidents.

Table 8: Breakdown of the Dropout Categories
of the 1082 Dropout Incidents

Dropout Categories	Count	Percent
Non-attendance	558	51.6%
Unknown reason	153	14.1%
Expelled	94	8.7%
Family problem	82	7.6%
GED	73	6.7%
Home school (non-district)	50	4.6%
Administrative drop	33	3.0%
Due to failing	15	1.4%
Due to illness	13	1.2%
Due to employment	9	0.8%
Enter military	2	0.2%
Total	1,082*	100.0%

*The total incidents of dropping out made by the 774 students who have a dropout record.

Figure 3: Reasons of the 1082 Incidents of Dropping Out



Assessment results

The proficiency levels of the dropout group and graduate group on the Alaska Benchmark assessment in 2003-04 are analyzed. While students in the graduate group perform much better than students in the dropout group, it is interesting to note that the majority of the students in the dropout group are proficient in the reading and writing subtests. Students in the dropout group are not performing as well in the math subtest with 45.1 percent of the group scoring proficient or above.

Table 9: 2003-04 Grade 8 Alaska Benchmark Test Proficiency Rates
Between Students Who Dropped out and Students Who Graduated

		Reading		Writing		Math	
		Not Proficient	Proficient	Not Proficient	Proficient	Not Proficient	Proficient
		Percent	Percent	Percent	Percent	Percent	Percent
Outcome	Dropouts	45.3%	54.7%	38.6%	61.4%	54.9%	45.1%
	Graduates	17.2%	82.8%	9.8%	90.2%	19.6%	80.4%

The grade 9 and grade 10 SBA test results reveal a similar trend—students in the graduate group perform better than those in the dropout group, but the majority of the students in the dropout group are proficient in SBA reading test in both years. The dropout group does not perform as well in the SBA writing and math tests. In SBA writing, 58.5 percent of the dropout group are proficient in grade 9 and 45.7 percent are proficient in grade 10. In SBA math, 38.2 percent of the dropout group are proficient in grade 9 and 35.6 percent are proficient in grade 10. The overall proficiency rates of the graduates increase from grade 9 to grade 10 in all three subtests while the overall proficiency rates of the dropouts decrease in all three subtests.

Table 10: 2004-05 Grade 9 SBA Proficiency
Between Students Who Dropped out and Students Who Graduated

		Reading		Writing		Math	
		Not Proficient	Proficient	Not Proficient	Proficient	Not Proficient	Proficient
		Percent	Percent	Percent	Percent	Percent	Percent
Outcome	Dropouts	38.6%	61.4%	41.5%	58.5%	61.8%	38.2%
	Graduates	10.3%	89.7%	11.8%	88.2%	23.3%	76.7%

Table 11: 2005-06 Grade 10 SBA Proficiency
Between Students Who Dropped out and Students Who Graduated

		Reading		Writing		Math	
		Not Proficient	Proficient	Not Proficient	Proficient	Not Proficient	Proficient
		Percent	Percent	Percent	Percent	Percent	Percent
Outcome	Dropouts	38.8%	61.2%	54.3%	45.7%	64.4%	35.6%
	Graduates	8.3%	91.7%	10.8%	89.2%	21.6%	78.4%

The Alaska High School Graduation Qualifying Exam (HSGQE) is an essential skills test that students need to pass before they can be awarded a high school diploma. Students take the test starting in the spring of 10th grade. The majority of the dropout group were proficient in HSGQE reading, writing and math subtests.

Table 12: HSGQE Proficiency Comparison
Between Students Who Dropped out and Students Who Graduated

		Reading		Writing		Math	
		Not Proficient	Proficient	Not Proficient	Proficient	Not Proficient	Proficient
		Percent	Percent	Percent	Percent	Percent	Percent
Outcome	Dropouts	40.0%	60.0%	35.2%	64.8%	46.3%	53.7%
	Graduates	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%

When dropouts leave school

Table 13-17 and figure 4 report information on when students physically leave the school district. Table 13 indicates that the majority of the students leave in grade 9, grade 10 and grade 11. Specifically, 24.5 percent of the dropouts leave in grade 9; 23.9 percent and 23.8 percent leave in grade 10 and grade 11 respectively.

Table 13 reports the percent of dropouts by grade level based upon the 1082 dropout incidents of the cohort. Grades 9, 10, and 11 have similar rates around 24 percent when reported by incidents.

Table 13: The Grade at Which Students Dropped Out*
2003-04 to 2007-08

		Gender					
		Total		Female		Male	
		Number of Students	Percent of Total	Number of Students	Percent of Total	Number of Students	Percent of Total
Grade at Time of Drop	8	105	9.7%	62	10.5%	43	8.7%
	9	265	24.5%	136	23.1%	129	26.1%
	10	259	23.9%	134	22.8%	125	25.3%
	11	257	23.8%	144	24.5%	113	22.9%
	12	196**	18.1%	112	19.0%	84	17.0%
	Total	1,082***	100.0%	588	100.0%	494	100.0%

*Table 13 reports the grade level in which students dropped out for the 1082 incidents of dropping out. If a student dropped out more than once, each incident is reported separately.
**Table 13 reports that 196 incidents of dropping out occurred in grade 12 from 2003-04 to 2007-08. These incidents of drop were made by 163 students. The 2007-08 NCLB Summer Data Collection file reports that 390 students dropped out as 12th graders in 2007-08. The difference of 227 students is the students who dropped out as 12th graders in 2007-08 but who were not enrolled as 8th graders in 2003-04. Since the cohort for this study is 8th grader in 2003-04, these 227 students are not included in the study.
***The total incidents of dropping out made by the 774 students who have a dropout record.

Figure 4: Grade Level at Time of Drop

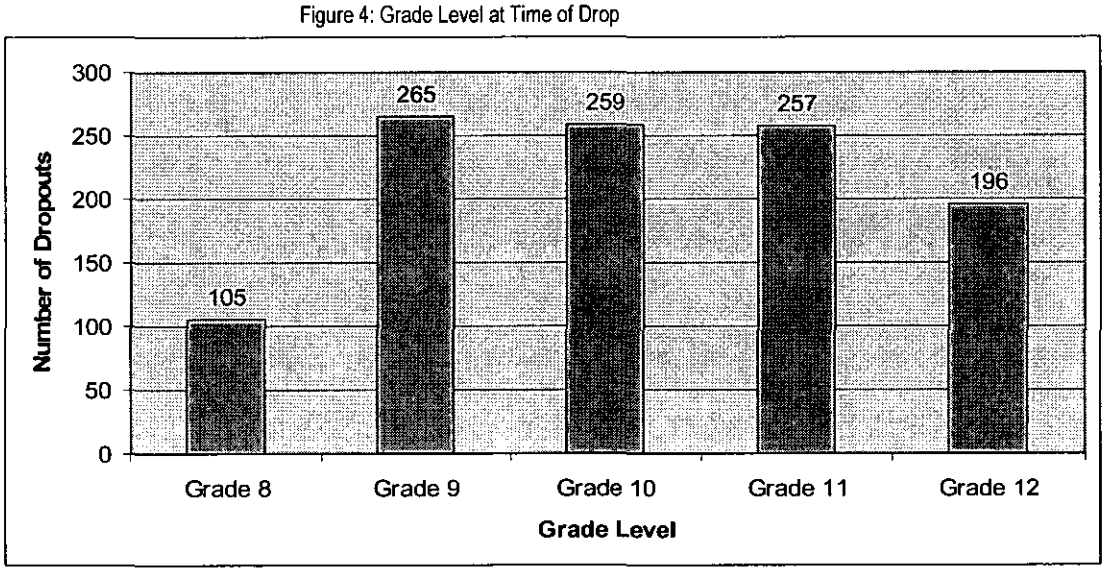


Table 14 reports, for the 541 students who dropped out and never returned after the last incident of dropping out, the percent of dropouts by grade level based upon their first reported dropout incident. Grade 9 has the highest percentage of students dropping out when reported by the first incident.

Table 14: The Grade in Which Students First Dropped Out for the 541 Students*

2003-04 to 2007-08

	Grade	Number of Students Who Dropped out	Percent of Total
Grade at Time of First Drop	8	60	11.10%
	9	137	25.30%
	10	128	23.70%
	11	106	19.60%
	12	110	20.30%
	Total	541**	100.00%

* If a student has multiple dropout records from 2003-04 to 2007-08, table 14 indicates the grade level in which the student's first dropout record is reported.

** Students who dropped out and never returned after the last incident of dropping out.

Table 15 reports, for the 541 students who dropped out and never returned after the last incident of dropping out, the percent of dropouts by grade level based upon their last reported dropout incident. Grade 12 has the highest percentage of students dropping out when reported by the last incident.

Table 15: The Grade in Which Students Last Dropped Out for the 541 Students*

2003-04 to 2007-08

	Grade	Number of Students Who Dropped out	Percent of Total
Grade at Time of Last Drop	8	20	3.7%
	9	105	19.4%
	10	117	21.6%
	11	135	25.0%
	12	164	30.3%
	Total	541**	100.0%

* If a student has multiple dropout records from 2003-04 to 2007-08, table 15 indicates the grade level in which the student's last dropout incident occurred.

** Students who dropped out and never returned after the last incident of dropping out.

Table 16 reports, for the 774 students who have a dropout record, the percent of dropouts by grade level based upon the first time the students dropped out of school. Grade 9 has the highest percentage of students dropping out when reported by the first incident.

Table 16: The Grade in Which Students First Dropped Out for the 774 Students*

2003-04 to 2007-08

	Grade	Number of Students Who Dropped out	Percent of Total
Grade at Time of Drop	8	89	11.5%
	9	219	28.3%
	10	182	23.5%
	11	150	19.4%
	12	134	17.3%
	Total	774**	100.0%

*If a student has multiple dropout records from 2003-04 to 2007-08, table 16 indicates the grade level in which the

student's first dropout record is reported.
**Students who have a dropout record. Some of these 774 students later reentered the school system.

Table 17 reports, for the 774 students who have a dropout record, the percent of dropouts by grade level based upon their last reported dropout incidents. For this cohort, the highest rate was reported at grade 11 with 26.1 percent of the total.

Table 17: The Grade in Which Students Last Dropped Out for the 774 Students*
2003-04 to 2007-08

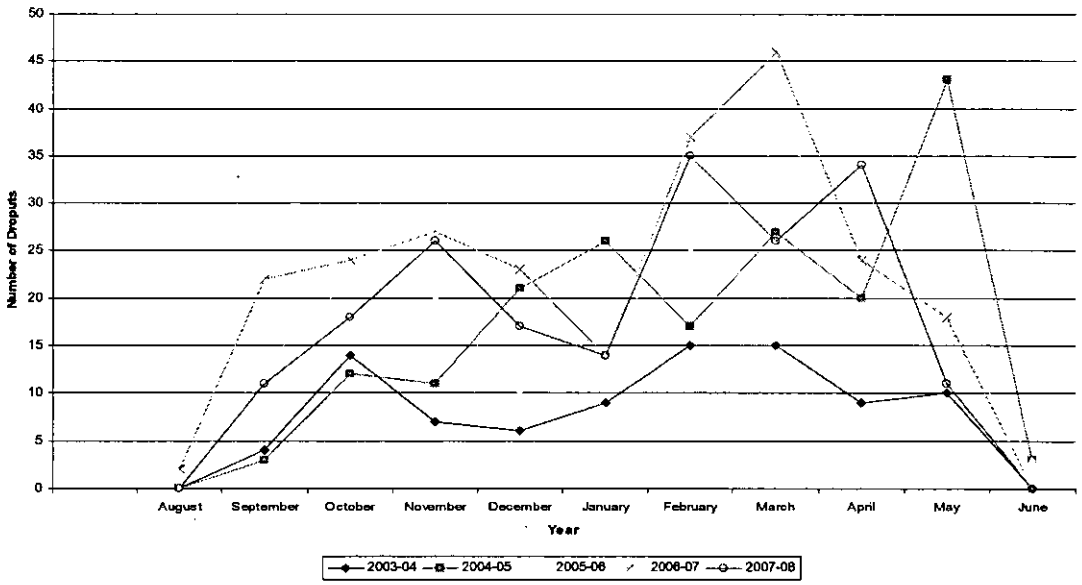
	Grade	Number of Students Who Dropped out	Percent of Total
Grade at Time of Drop	8	44	5.7%
	9	169	21.8%
	10	181	23.4%
	11	202	26.1%
	12	178	23.0%
	Total	774**	100.0%

*If a student has multiple dropout records from 2003-04 to 2007-08, table 17 indicates the grade level at which the student's last dropout record is reported.
**Students who have a dropout record. Some of these 774 students later reentered the school system.

The month in which students dropped out

The dropout data is further analyzed to illustrate the dropouts by months from 2003-04 to 2007-08 (see figure 5 below). Based on the five-year average, March is the month with the highest number of dropouts (on average 30 students drop out in March); February is the month with the second highest number of dropouts (on average 26 students drop out in February). This figure indicates all incidents of dropping out for each year reported.

Figure 5: Dropouts by Month by Year*



* Summer leavers are excluded because they do not have withdrawal date.

Number of school changes in grades 9-12

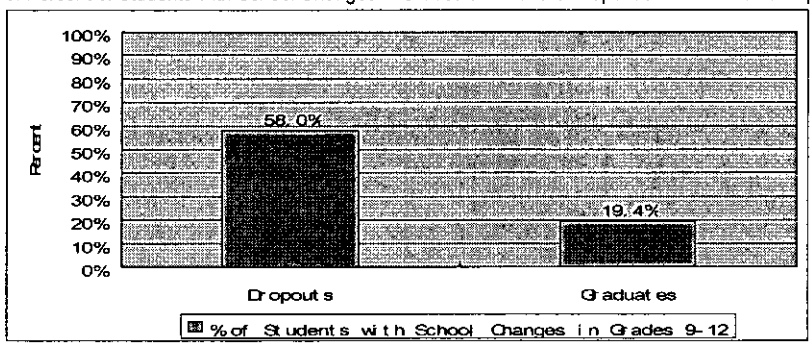
Table 18 reports the total number of school changes in grade 9-12 for the dropout group and the graduate group. The majority of the dropout group (58 percent) have changed schools in grades 9-12, and approximately 20 percent of the graduate group report school changes in grades 9-12.

Table 18: School Changes in Grades 9-12

	Number of Students	Students with School Changes in Grades 9-12	Percent of Total
Dropouts	541*	314	58.0%
Graduates	2284	444	19.4%

*Students who dropped out and never returned after the last incident of dropping out.

Figure 6: Percent of Students with School Changes in Grades 9-12 for the Dropout and Graduate Group



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Regression Results

Several variables are found by previous research to be important predictors of students at-risk of dropping out. For example:

- Both attendance rates in grade 8 and grade 9 are found to be predictors of at-risk students. In this study, we need to find out which one is a better predictor to be included in the regression analysis.
- Similarly, several variables related to freshmen course repeats are suggested to be predictors—course repeats in core courses, in English course, in mathematics courses, or in English and mathematics courses. Correlation analysis is conducted to identify the best predictor among these four variables.
- For the same reason, we look at several variables related to course performance--the number of semester Fs received in grade 9 in core courses, in English course, in mathematics courses, or in English and mathematics courses.

Attendance rate

Based on research findings, two attendance rates are studied to explore which would be a better predictor—attending school less than 80 percent of the time that students are enrolled in grade 8 or attending school less than 80 percent of the time that they are enrolled in grade 9. The attendance rate is computed by taking the aggregate daily attendance (sum of the days present of each individual student when school is in session) and dividing by the aggregate daily membership (sum of the days present and absent of each individual student when school is in session).

A correlation analysis suggests that student attendance rate at grade 9 is a better predictor of high school outcomes. The correlation coefficient between grade 9 attendance rate and high school outcomes is 0.538, and the correlation coefficient between grade 8 attendance rate and high school outcomes is 0.413. The interpretation for the correlation coefficient is that the higher the coefficient, the stronger the relationship. Therefore attendance rate in grade 9 is a stronger predictor.

Table 19: The Correlation Coefficient between High School Outcomes and the Attendance Records

Correlation with High School Outcomes	Correlation Coefficient*
Attendance Records in Grade 9	0.538
Attendance Records in Grade 8	0.413

* For the correlation coefficient the higher the better. A higher coefficient shows a stronger relationship.

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The correlation coefficient ranges from negative 1 to positive 1, where negative 1 indicates a perfect negative relationship and positive 1 indicates a perfect positive relationship. Following is the correlation coefficient categories:

Table 20: Correlation Coefficient Categories

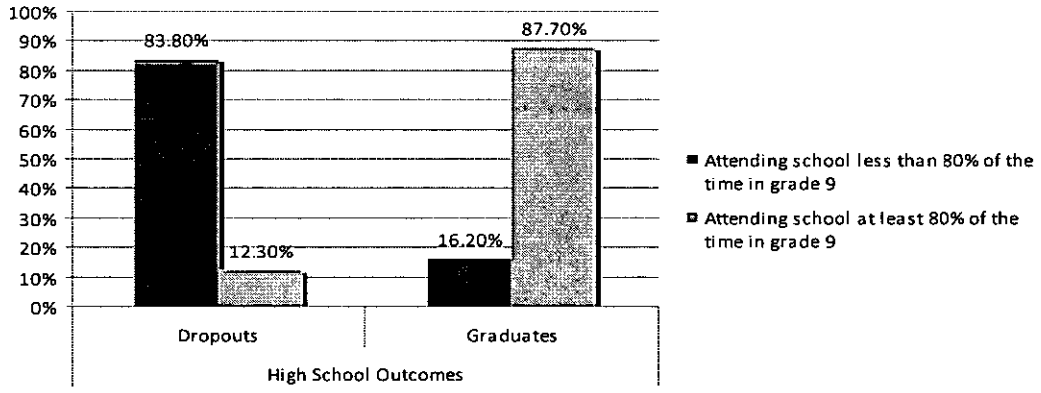
Correlation Coefficient	Category
0.9 to 1.0	Very strong positive correlation
0.7 to 0.9	Strong, high positive correlation
0.4 to 0.7	Moderate positive correlation
0.2 to 0.4	Weak, low positive correlation
0.0 to 0.2	Very weak to negligible positive correlation
0.0 to -0.2	Very weak to negligible negative correlation
-0.2 to -0.4	Weak, low negative correlation
-0.4 to -0.7	Moderate negative correlation
-0.7 to -0.9	Strong, high negative correlation
-0.9 to -1.0	Very strong negative correlation

The following table further analyzes the relationship between attendance rate in grade 9 and high school outcomes. Table 21 shows that among students attending school at least 80 percent of the time that they are enrolled in grade 9, 87.7 percent graduate on time. Among the students who attend school less than 80 percent of the time that they are enrolled in grade 9, only 16.2 percent graduate in four years. Students who attend school less than 80 percent of the time that they are enrolled in grade 9 are 6.8 times more likely to drop out than students who attend school at least 80 percent of the time that they are enrolled (83.8 percent compared to 12.3 percent).

Table 21: The Relationship between Attendance Rate in Grade 9 and High School Outcomes

Correlation with High School Outcomes		High School Outcomes	
		Dropouts	Graduates
Students attending school at least 80 percent of the time that they were enrolled in Grade 9 in 2004-05	No	83.8%	16.2%
	Yes	12.3%	87.7%

Figure 7: The Relationship between Grade 9 Attendance and High School Outcomes



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Failure in courses

This study looks at the relationship between the failure rate in grade 9 and the high school outcomes. Four variables--the number of semester Fs in the core courses, the number of semester Fs in mathematics and English courses, the number of semester Fs in mathematics courses, and the number of semester Fs in English courses are analyzed to see whether one is a better predictor at identifying at-risk students than the other.

Based on the findings of the correlation study, the number of semester Fs received in the core courses is the best indicator because it has the highest correlation coefficient of 0.552 among the four variables.

Table 22: The Correlation Coefficient between High School Outcomes and the Number of Semester Fs in Courses

Correlation with High School Outcomes	Correlation Coefficient*
Number of Semester Fs in Core Courses	0.552
Number of Semester Fs in Math and English Courses	0.522
Number of Semester Fs in English Courses	0.477
Number of Semester Fs in Math Courses	0.450

* For correlation coefficient the higher the better. A higher coefficient shows a stronger relationship.

The following table further analyzes the relationship between the numbers of semester Fs students receive in grade 9 and their high school outcomes. For example, among the students who have less than two semester Fs in core courses in their freshmen year, 87.0 percent graduate in four years. If the students receive at least two semester Fs in core courses in grade 9, the likelihood of graduating in four years decreases by 71.4 percentage points (15.6 percent compared to 87 percent). A student with two or more semester Fs in grade 9 is six and a half times more likely to drop out than a student who receives less than two semester Fs in grade 9 (84.4 percent compared to 13.0 percent).

Table 23: The Relationship between the Number of Semester Fs in Grade 9 and High School Outcomes

	High School Outcomes	
	Dropouts	Graduates
Students Receiving Less Than Two Semester Fs in Grade 9	13.0%	87.0%
Students Receiving at Least Two Semester Fs in Grade 9	84.4%	15.6%

Figure 8: The Relationship between the Number of Semester Fs in Core Courses in Grade 9 and High School Outcomes

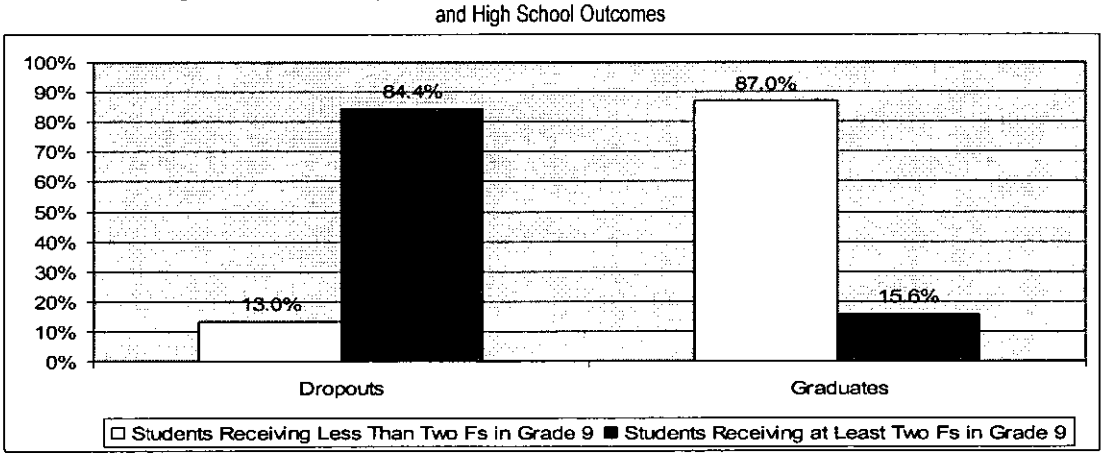
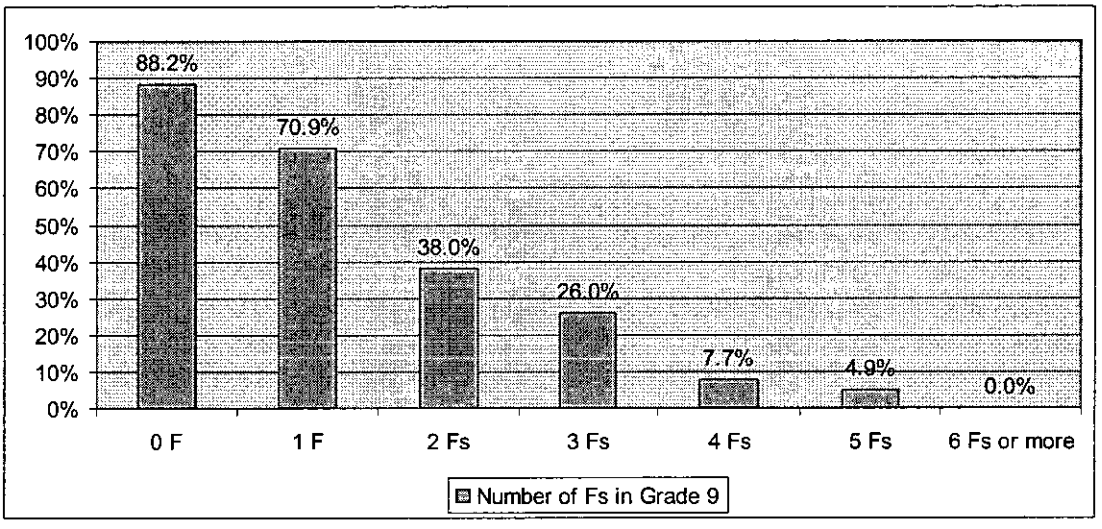


Figure 9 further analyzes the relationship between the number of semester Fs in core courses in grade 9 and whether the student graduates within four years. The relationship between number of semester Fs and graduation is very strong. The vast majority (88.2 percent) of students with no semester Fs in core courses graduate in four years. Students who receive just one F in core courses have a graduation rate 17.3 percentage points lower than students without semester Fs (70.9 percent compared to 88.2 percent). Students who receive two semester Fs in core courses are 50.2 percentage points less likely to graduate than students with no semester Fs (38.0 percent compared to 88.2 percent).

Figure 9: The Relationship between the Number of Semester Fs in Core Courses in Grade 9 and Whether Students Graduated in Four Years



Number of credits accrued in grade 9

Number of credits accrued in grade 9 has also been identified as an important predictor of high school graduation by several previous studies. The Chicago study used earning at least 5 credits in grade 9 (21 credits required for graduation) as an on-track indictor. Clearly, the more credits students earn in the freshmen year, the more likely they will graduate on time. The analysis suggest that 92.1 percent of the students who earn at least 5 credits in grade 9 graduate in four years, while 25.1 percent of the students who earn less than 5 credits in grade 9 graduate in four years. A student who earns less than 5 credits in grade 9 is nine and a half times more likely to drop out than a student who earns at least 5 credits (74.9 percent compared to 7.9 percent).

Table 24: The Relationship between High School Outcomes and Credits Earned

		High School Outcomes	
		Dropouts	Graduates
Credits Earned	Less than 5	74.9%	25.1%
	5 or More	7.9%	92.1%

Currently in the Anchorage School District, freshmen on-track are defined as students who have earned a minimum of 5.5 credits and failed no more than one semester of a core subject. To find out which is a stronger indicator--earning at least 5 credits in grade 9 or at least 5.5 credits in grade 9, we also study the relationship between high school outcomes and earning at least 5.5

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credits in grade 9. The results show that 93.5 percent of the students who earn at least 5.5 credits in grade 9 graduate in four years. For students earning less than 5.5 credits in grade 9, 63.2 percent drop out.

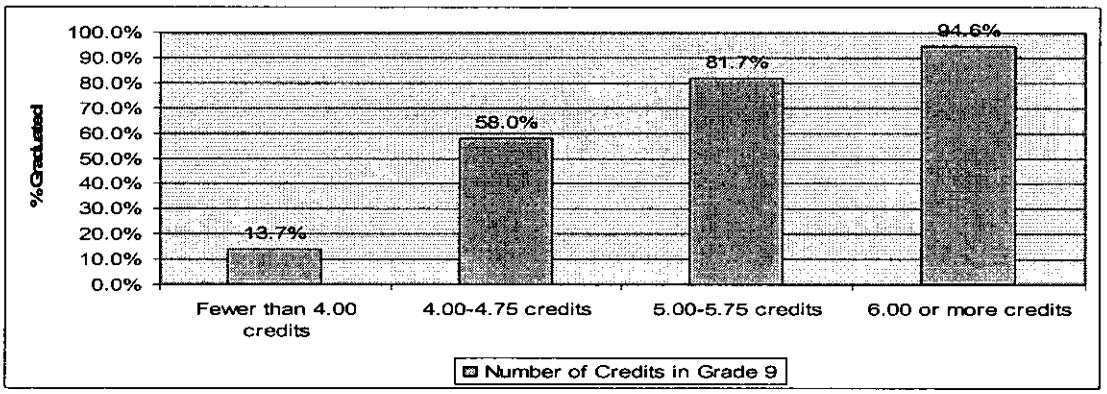
The analysis shows that earning at least 5 credits in grade 9 is a stronger predictor. The reason is that the on-track indicator is used to identify students at risk for dropping out and we need to select an indicator with a high probability of identifying at-risk students. If we use earning at least 5.5 credits in grade 9 as the predictor of students at risk of dropping out, 63.2 percent of the students that we predict as at-risk students actually drop out; if we use earning at least 5 credits in grade 9 as the predictor, 74.9 percent of the students that we predict as at-risk students actually drop out. Clearly, earning at least 5 credits in grade 9 is a stronger predictor.

Table 25: The Relationship between High School Outcomes and Credits Earned

		High School Outcomes	
		Dropouts	Graduates
Credits Earned	Less than 5.5	63.2%	36.8%
	5.5 or More	6.5%	93.5%

Using earning 5 credits in grade 9 as the predictor, students in the cohort group are further divided into four groups to look at the impact of credits earned in grade 9 and the high school outcomes. Figure 10 shows that for student with fewer than 4 credits in grade 9, only 13.7 percent graduate within four years. The graduation rate for students earning between 4 and 4.75 credits in grade 9 increases to 58.0 percent. The students who earn between 5 and 5.75 credits in grade 9 have a graduation rate 23.7 percentage points higher than students in the previous group (81.7 percent compared to 58.0 percent). For students earning at least 6 credits in grade 9, almost 95 percent graduate in four years.

Figure 10: The Relationship between the Number of Credits Earned in Grade 9 and High School Outcomes



Course repeats

We also study which variable in the number of course repeats in grade 9 is a better predictor of high school outcomes---course repeats in core courses, in mathematics courses, in English courses, or in English and mathematics courses. Based on the results of the correlation analysis, number of course repeats in math courses is the best predictor among the four with the highest coefficient of 0.108, but the relationship is not strong. Generally a correlation coefficient between 0.000 and 0.200 is considered a very weak relationship.

Table 26: The Relationship between Course Repeats and High School Outcomes

Correlation with the Student Outcome (Graduated or Dropped out)	Correlation Coefficient*
Number of Repeats in Math Courses	0.108
Number of Semester Fs in Core Courses	0.072
Number of Repeats in English and Math Courses	0.066
Number of Semester Fs in Core Courses	0.028

* For correlation coefficient the higher the better. A higher coefficient shows a stronger relationship.

Logistic regression used in this report

Generally, regression is used to study the relationship between a group of predictors and the dependent variable. The purpose of the multiple regression is to learn how much of the change in the dependent variable (high school outcomes) can be explained or predicted by the change in a group of predictors. If the dependent variable is a dichotomous, or two-level, variable such as high school outcomes, a logistic regression should be used. In our study, high school outcomes is a dichotomous variable—students either drop out or graduate. Logistic regression uses the change in a group of predictors to predict the likelihood that a student will graduate in four years.

Regression results

After determining which factors to include in the model, the following are entered into a regression model to find out which factors are statistically significant predictors of high school outcomes (graduate or drop out). In making these decisions, we have to identify factors that have data collected systematically throughout the district.

Table 27: Variables in the Regression Model

Variables in the Model
Receiving less than 2 semester Fs in core classes in grade 9
Earning at least 5 credits in grade 9
Receiving a waiver in athletics
Attending school 80 percent of the time in grade 9
Students with school changes in grade 9
Suspensions in grade 9
Passing Algebra I in grade 8 or earlier
Course repeats in grade 9
Retained in grade 8
Took performance arts courses in grades 9-12
Took career tech courses in grades 9-12
Students with school changes in grades 9-12
Students' GPA in grade 9

In educational research, statistical significance reveals how often the results would be obtained by chance. If a predictor is significant at the .01 level, there is only 1 percent probability that the influence of the predictor on the high school outcomes is due to chance (rather than "real" influence). The results of the regression reveal that four predictors are statistically significant at .01 level ($p<.01$): receiving 2 semester Fs in core courses in grade 9, receiving at least 5 credits in

grade 9, attending school at least 80 percent of the time in grade 9, and passing Algebra I in grade 8 or earlier. Another predictor is significant at the .05 level: students' GPA in grade 9.

Table 28: Regression Results

Variables	Significance	Statistically Significant
Receiving less than 2 semesters F's in core classes in grade 9*	0.000	Significant at .01 level
Earning at least 5 credits in grade 9*	0.000	Significant at .01 level
Attending school 80 percent of the time in grade 9*	0.001	Significant at .01 level
Passing Algebra I in 8th grade or Earlier*	0.003	Significant at .01 level
Students GPA in grade 9**	0.043	Significant at .05 level
Receiving a waiver in athletics	0.059	No
Suspensions in grade 9	0.085	No
Course repeats in math in grade 9	0.102	No
Retained in grade 8	0.226	No
Took performance arts courses	0.278	No
Took career tech courses	0.291	No
Students with school changes in grades 9-12	0.336	No
Student with school changes in grade 9	0.403	No

* Significant at the .01 level
** Significant at the .05 level

Although we have already determined that earning at least 5 credits in grade 9 is a stronger predictor because of its higher predictability of at-risk students, the regression analysis was also conducted using earning at least 5.5 credits in grade 9 as the predictor since 5.5 credits is what is currently used in our on-track indicator. The results show that earning 5.5 credits in grade 9 is also a statistically significant predictor (p=0.005), but earning at least 5 credits in grade 9 is a stronger predictor (p=0.000).

Table 29: Regression Results

Variables	Significance	Statistically Significant
Receiving less than 2 semesters F's in core classes in grade 9*	0.000	Significant at .01 level
Earning at least 5.5 credits in grade 9*	0.005	Significant at .01 level
Attending school 80 percent of the time in grade 9*	0.008	Significant at .01 level
Passing Algebra I in 8th grade or Earlier*	0.009	Significant at .01 level
Students GPA in grade 9**	0.049	Significant at .05 level
Receiving a waiver in athletics	0.067	No
Suspensions in grade 9	0.077	No
Course repeats in math in grade 9	0.094	No
Took performance arts courses	0.270	No
Took career tech courses	0.283	No
Retained in grade 8	0.318	No
Students with school changes in grades 9-12	0.328	No
Student with school changes in grade 9	0.395	No

* Significant at the .01 level
** Significant at the .05 level

Next, we conducted in-depth analysis to answer two research questions:

- There are four predictors significant at the .01 level. If ASD has to create an on-track indicator, how many of these four predictors should be included?
- Is the on-track indicator currently used by ASD a strong predictor for graduation outcome?

All the following analyses are done with earning 5 credits in grade 9 as the predictor because of its higher predictability power.

The top two predictors are basically the same as the on-track indicator used by the Chicago Public Schools. If we use these two predictors--receiving less than two semester Fs in core courses in grade 9 and earning at least 5 credits in grade 9 in the prediction, the results show that 92.9 percent of the students meeting these two criterion graduate in four years, and only 25.8 percent of the students not meeting these two criterion graduate in four years.

Table 30: Using the Top Two Predictors to Predict High School Outcomes

		Outcome	
		Dropouts	Graduates
Two Predictors	Students not On-Track	74.2%	25.8%
	Students On-track	7.1%	92.9%

When we include the top three predictors—receiving less than two semester Fs in core courses in grade 9, earning at least 5 credits in grade 9, and attending school at least 80 percent of the time in grade 9 in the prediction, table 31 shows that 93.6 percent of the students meeting these three criterion graduate in four years, and only 29.2 percent of the students not meeting these three criterion graduate in four years.

Table 31: Using the Top Three Predictors to Predict High School Outcomes

		Outcome	
		Dropouts	Graduates
Three Predictors	Students not On-Track	70.8%	29.2%
	Students On-track	6.4%	93.6%

When we include the top four predictors—receiving less than two semester Fs in core courses in grade 9, earning at least 5 credits in grade 9, attending school at least 80 percent of the time in grade 9, and completing Algebra I in grade 8 into the prediction, table 32 shows that 97.3 percent of the student meeting these four criterion graduate in four years, and 71.2 percent of the students not meeting these four criterion graduate in four years. The analysis indicates that the four-predictor model is not a strong on-track indicator because it does not have enough distinguishing power to separate high school outcomes of students on-track and students not on-track. Therefore the recommendation is to use either the two-predictor indicator or the three-predictor indicator.

Table 32: Using the Top Four Predictors to Predict High School Outcomes

		Outcome	
		Dropouts	Graduates
Four Predictors	Students not On-Track	28.8%	71.2%
	Students On-track	2.7%	97.3%

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Summary

A dropout study by Celio at the Kent School District proposes that an accurate early warning system to identify at-risk students should have the following four components:

- Use results from other research on graduation and dropping out to guide the selection of variables
- Select a single cohort and track it systematically through the schools within the district
- Map the trajectories of actual students through 6th to 12th grades and beyond
- Identify indicators of risk that are specific to the school district

We believe the dropout study conducted at the ASD follows the guideline of the four-component model. First, this dropout research uses several academic and behavior predictors suggested by studies in Chicago, Philadelphia, Kent, Juneau and other school districts to guide the selection of variables. Second, this study selects a single cohort, 8th graders in 2003-04, and tracks the cohort from 2003-04 to 2007-08. Finally, this study identifies significant indicators of at-risk students that are specific to the ASD. The major difference between the model and our study is that we track the cohort from 8th to 12th grades, while the model used by the Kent School District proposes tracking students from 6th to 12th grades.

Through correlation study and regression analysis, we are able to identify the following predictors statistically significant at the .01 level:

- Receiving less than 2 semester Fs in grade 9
- Receiving at least 5 credits in grade 9
- Receiving at least 5.5 credits in grade 9
- Attending school 80 percent of the time in grade 9
- Passing Algebra I in grade 8 or earlier

Another predictor is found to be statistically significant at the .05 level:

- Students' GPA in grade 9

Reference

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The central message of this report is that while some students drop out because of significant academic challenges, most dropouts are students who could have, and believe they could have, succeeded in school. This survey of young people who left high school without graduating suggests that, despite career aspirations that require education beyond high school and a majority having grades of a C or better, circumstances in students' lives and an inadequate response to those circumstances from the schools led to dropping out. While reasons vary, the general categories remain the same, whether in inner city Los Angeles or suburban Nebraska.

Why Students Drop Out

There is no single reason why students drop out of high school. Respondents report different reasons: a lack of connection to the school environment; a perception that school is boring; feeling unmotivated; academic challenges; and the weight of real world events. But indications are strong that these barriers to graduation are not insurmountable.

- **Nearly half (47 percent) said a major reason for dropping out was that classes were not interesting.** These young people reported being bored and disengaged from high school. Almost as many (42 percent) spent time with people who were not interested in school. These were among the top reasons selected by those with high GPAs and by those who said they were motivated to work hard.
- **Nearly 7 in 10 respondents (69 percent) said they were not motivated or inspired to work hard, 80 percent did one hour or less of homework each day in high school, two-thirds would have worked harder if more was demanded of them (higher academic standards and more studying and homework), and 70 percent were confident they could have graduated if they had tried.** Even a majority of those with low GPAs thought they could have graduated.
- **Many students gave personal reasons for leaving school. A third (32 percent) said they had to get a job and make money; 26 percent said they became a parent; and 22 percent said they had to care for a family member.** Many of these young people reported doing reasonably well in school and had a strong belief that they could have graduated if they had stayed in school. These students also were the most likely to say they would have worked harder if their schools had demanded more of them and provided the necessary support.

It is clear that some dropouts, but not the majority, leave school because of significant academic challenges.

- **Thirty-five percent said that "failing in school" was a major factor for dropping out;** three out of ten said they could not keep up with schoolwork; and 43 percent said they missed too many days of school and could not catch up.
- **Forty-five percent said they started high school poorly prepared by their earlier schooling.** Many of these students likely fell behind in elementary and middle school and could not make up the necessary ground. They reported that additional supports in high school that would have made a difference (such as tutoring or after school help) were not there.
- **Thirty-two percent were required to repeat a grade before dropping out and twenty-nine percent expressed significant doubts that they could have met their high school's requirements for graduation even if they had put in the necessary effort.** The most academically challenged students were the most likely to report that their schools were not doing enough to help students when they had trouble learning and to express doubt about whether they would have worked harder if more had been expected of them.

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As complex as these individual circumstances may be, for almost all young people, dropping out of high school is not a sudden act, but a gradual process of disengagement; attendance patterns are a clear early sign.

- **Fifty-nine to 65 percent of respondents missed class often the year before dropping out.** Students described a pattern of refusing to wake up, skipping class, and taking three hour lunches; each absence made them less willing to go back. These students had long periods of absences and were sometimes referred to the truant officer, only to be brought back to the same environment that led them to become disengaged.
- **Thirty-eight percent believed they had "too much freedom" and not enough rules.** As students grew older, they had more freedom and more options, which led some away from class or the school building. It was often too easy to skip class or engage in activities outside of school.

For those students who dropped out, the level of proactive parental involvement in their education was low.

- **Fifty-nine percent of parents or guardians of respondents were involved in their child's schooling,** with only one-fifth (21 percent) "very" involved. More than half of those parents or guardians who were involved at all were involved mainly for discipline reasons.
- **Sixty-eight percent of respondents said their parents became more involved only when they were aware that their child was on the verge of dropping out.** The majority of parents were "not aware" or "just somewhat aware" of their child's grades or that they were about to leave school.

In hindsight, young people who dropped out of school almost universally expressed great remorse for having left high school and expressed strong interest in re-entering school with students their age.

- **As adults, the overwhelming majority of poll participants (81 percent) said that graduating from high school was important to success in life.**
- **Three-fourths (74 percent) said that if they were able to relive the experience, they would have stayed in school** and 76 percent said they would definitely or probably re-enroll in a high school for people their age if they could.
- **Forty-seven percent would say that not having a diploma makes it hard to find a good job.** They wished they had listened to those who warned them of problems associated with dropping out, or that such voices had been more persistent.

What Might Help Students Stay in School

While there are no simple solutions to the dropout crisis, there are clearly "supports" that can be provided within the academic environment and at home that would improve students' chances of staying in school. While most dropouts blame themselves for failing to graduate, there are things they say schools can do to help them finish.

- **Improve teaching and curricula to make school more relevant and engaging and enhance the connection between school and work:** Four out of five (81 percent) said there should be more opportunities for real-world learning and some in the focus groups called for more experiential learning. They said students need to see the connection between school and getting a good job.
- **Improve instruction, and access to supports, for struggling students:** Four out of five (81 percent) wanted better teachers and three-fourths wanted smaller classes with more

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individualized instruction. More than half (55 percent) felt that more needed to be done to help students who had problems learning, and 70 percent believed more tutoring, summer school and extra time with teachers would have improved their chances of graduating.

- **Build a school climate that fosters academics:** Seven in ten favored increasing supervision in school and more than three in five (62 percent) felt more classroom discipline was necessary. More than half (57 percent) felt their schools did not do enough to help students feel safe from violence. Seven in ten (71 percent) said their schools did not do enough to make school interesting.
- **Ensure that students have a strong relationship with at least one adult in the school:** While two-thirds (65 percent) said there was a staff member or teacher who cared about their success, only 56 percent said they could go to a staff person for school problems and just two-fifths (41 percent) had someone in school to talk to about personal problems. More than three out of five (62 percent) said their school needed to do more to help students with problems outside of class. Seven in ten favored more parental involvement.
- **Improve the communication between parents and schools:** Seventy-one percent of young people surveyed felt that one of the keys to keeping students in school was to have better communication between the parents and the school, and increasing parental involvement in their child's education. Less than half said their school contacted their parents or themselves when they were absent (47 percent) or when they dropped out (48 percent).

Policy Pathways

The stories, insights and reflections from this student survey and the focus groups reveal the importance of the student voice in the discussion about what must be done to improve high school graduation rates and to prepare struggling students for successful futures. The students have spoken. It is time for us to respond. To help these students succeed, we need:

In Schools and Communities

- **Different schools for different students.** Instead of the usual "one-size fits all" school, districts should develop options for students, including a curriculum that connects what they are learning in the classroom with real life experiences and with work, smaller learning communities with more individualized instruction, and alternative schools that offer specialized programs to students at-risk of dropping out. Teachers should have high expectations for their students and try different approaches to motivate them to learn.
- **Parent engagement strategies and individualized graduation plans.** Schools and teachers should strengthen their communication with parents and work with them to ensure students show up and complete their work and develop graduation plans that are shared with parents.
- **Early warning systems.** Schools need to develop district-wide (or even state-wide) early warning systems to help them identify students at risk of failing in school and to develop mechanisms that trigger, and ensure there is follow through on, the appropriate support for the students. One clear step relates to absenteeism. Every day, schools should have a reliable list of the students who failed to attend school and should notify parents or guardians immediately and take appropriate action to ensure students attend school and have the support they need to remain in school.
- **Additional supports and adult advocates.** Schools need to provide a wide range of supplemental services or intensive assistance

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strategies for struggling students in schools – literacy programs, attendance monitoring, school and peer counseling, mentoring, tutoring, double class periods, internships, service-learning, summer school programs, and more – and provide adult advocates in the school who can help students find the support they need. Schools also need to provide appropriate supports to students with special needs, such as pregnant women and students with disabilities, and enhance their coordination with community-based institutions and government agencies.

In States

- **A re-examination of the compulsory school age requirements.** Students identified "too much freedom" as a key factor that enabled them to drop out of school, and attendance is a strong predictor of dropping out. States should consider raising the age at which students can legally leave school from 16 or 17 to 18. Together with well-trained staffs, more manageable caseloads, working partnerships with government agencies, and efforts to address the underlying conditions that caused students to leave school in the first place, we believe this action could have a significant effect on reducing dropout rates.
- **More accurate data from states and school districts.** Schools and communities cannot adequately address the dropout problem without an accurate account of it. There are too many ways to calculate graduation and dropout rates that disguise the problem. The National Governors Association has made good progress in getting all 50 states to agree to a common definition for calculating graduation rates. More work needs to be done to build the data systems that will allow states to collect and publish information on graduation and dropout rates and to monitor progress state by state over time.

In the Nation

- **More accurate national data from federal departments and agencies.** Just as all 50 states are working to obtain more accurate data to help schools and communities understand the extent of the dropout problem, the federal government should review the Current Population Survey and other data it collects to ensure that national data also paints an accurate picture of the problem.
- **Better incentives under federal law.** Low-performing students need more support in school. Schools should have incentives under the No Child Left Behind law to raise both test scores and graduation rates and to ensure there is a balance between the two so that proper attention is given to low-performing students. If schools are only rewarded for raising test scores, the law could have the unintended effect of giving schools an incentive to "push out" low-performing students whose test scores would bring down school averages.
- **Research on what works and dissemination of best practices.** While states and school districts have instituted many dropout prevention programs, there remains a need for federal evaluations of these programs and the sharing of the most innovative and successful programs that can be brought to scale.

Next Steps

- **A national conversation and response.** Educators, policymakers and leaders from various sectors should make addressing the high school dropout epidemic a top national priority. All avenues to invest leaders in a better understanding of the problem and common solutions should be undertaken – including congressional hearings, White House conferences, summits of state and local officials, and public forums in schools and communities. In all cases, the voices of young people who dropped out of high school should be heard.

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DISCUSS:

NEW EDUCATION THEORIES

A Center Report . . .

Expanding Educational Reform to Address Barriers to Learning:

Restructuring Student Support Services and Enhancing School-Community Partnerships

The center is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Dept. of Psychology, UCLA, Los Angeles, CA 90095-1563 Phone: (310) 825-3634.

Support comes in part from the U.S. Department of Health and Human Services, Public health Service, Health Resources and Services Administration, Maternal and Child Health Bureau, Office of Adolescent Health.

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A Center Report . . .

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Appendices

A. Why Restructure Student Support Services?

B. School-Community Partnerships

C. Rethinking a School Board's Current Committee Structure

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Introduction

What the best and wisest parent wants for (his/her) own child that must the community want for all its children. Any other idea . . . is narrow and unlovely.
John Dewey

Question: *Do schools need to do more to address barriers to learning so all children succeed?*

Obvious answer: *Yes, BUT . . .*

The *Yes* reflects the fact that schools have long recognized that their mission's success requires that they play a role in dealing with factors that interfere with youngsters' learning and performance.

The *BUTs* are . . . *there's too much to do already and too little to do it with . . . . There's never enough money . . . . There's never enough staff to do what needs to be done, never enough space to house all we might want to do, and never enough time.*

These concerns are all real. AND, schools still must find ways to do more and better in order to enhance educational results. Vision and commitment to new directions is essential. Also essential is using existing school and community resources in better ways.

One major way schools have attempted to play a role in addressing youngsters' problems is through providing education support programs and services. A portion of these commonly are referred to as pupil "support" services and are the province of specialists such as school counselors, psychologist, social workers, school nurses, and others. Others services are offered as part of categorical programs for compensatory and special education and safe and drug free schools and various other specially funded projects. From the perspective of the school's mission, all this activity is necessary because of its potential for enhancing educational results. Another way schools attempt to address barriers to learning and promote healthy development is to connect with community resources. Ultimately, the focus should be on weaving together all school and community resources that are concerned with development and learning.

Question: *Is it worth the effort to pursue the difficulties invovled in doing all this restructuring?*

To do otherwise is to maintain a very unsatisfactory status quo.

The Center has developed policy reports, guidebooks, and other resources on the above matters. The purpose of this report is to provide a brief overview highlighting

- why policy makers should expand the focus of school reform to encompass a reframing and restructuring of education support programs/services and school-community partnerships
- ways to go about doing so.

Ask any teacher: *On most days, how many of your students come to class motivationally ready and able to learn?* We've asked that question in conversations across the country. The consistency of response is surprising. In urban and rural schools serving economically disadvantaged families, teachers tell us they're lucky if 10-15% of their students fall into this group. Suburban public school teachers usually say 75% fit that profile.

In too many schools, the educational mission is thwarted because of many factors that interfere with youngsters' learning and performance (see Figure 1). It is for this reason that schools invest in education support programs and services. Given that the investment is substantial, it is somewhat surprising how little attention educational policymakers and reformers give to rethinking this arena of school activity.

If schools are to ensure that *all* students succeed, designs for reform must reflect the full implications of *all*. Clearly, *all* includes more than students who are motivationally ready and able to profit from "high standards" demands and expectations. It must also include the many who aren't benefitting from instructional reforms because of a host of *external* and *internal* barriers interfering with their development and learning.

Most learning, behavior, and emotional problems seen in schools are rooted in failure to address external barriers and learner differences in a comprehensive manner. And, the problems are exacerbated as youngsters internalize the frustrations of confronting barriers and experience the debilitating effects of performing poorly at school.

How many are affected? Figures vary. An estimate from the Center for Demographic Policy suggests that 40% of young people are in bad educational shape and therefore will fail to fulfill their promise. The reality for many large urban schools is that well-over 50% of their students manifest significant learning, behavior, and emotional problems. For a large proportion of these youngsters, the problems are rooted in the restricted opportunities and difficult living conditions associated with poverty.

The litany of barriers to learning is all too familiar to anyone who lives or works in communities where families struggle with low income. In such neighborhoods, school and community resources often are insufficient to the task of providing the type of basic (never mind enrichment) opportunities found in higher income communities. The resources also are inadequate for dealing with such threats to well-being and learning as health problems, difficult family circumstances, gangs, violence, and drugs. Inadequate attention to language and cultural considerations and to high rates of student mobility creates additional barriers not only to student learning but to efforts to involve families in youngsters' schooling. Such conditions are breeding grounds for frustration, apathy, alienation, and hopelessness.

It would be a mistake, however, to think only in terms of poverty. As recent widely-reported incidents underscore, violence is a specter hanging over all schools. And, while guns and killings capture media attention, other forms of violence affect and debilitate youngsters at every school. Even though there isn't good data, those who study the many faces of violence tell us that large numbers of students are caught up in cycles where they are the recipient or perpetrator (and sometimes both) of physical and sexual harassment ranging from excessive teasing and bullying to mayhem and major criminal acts.

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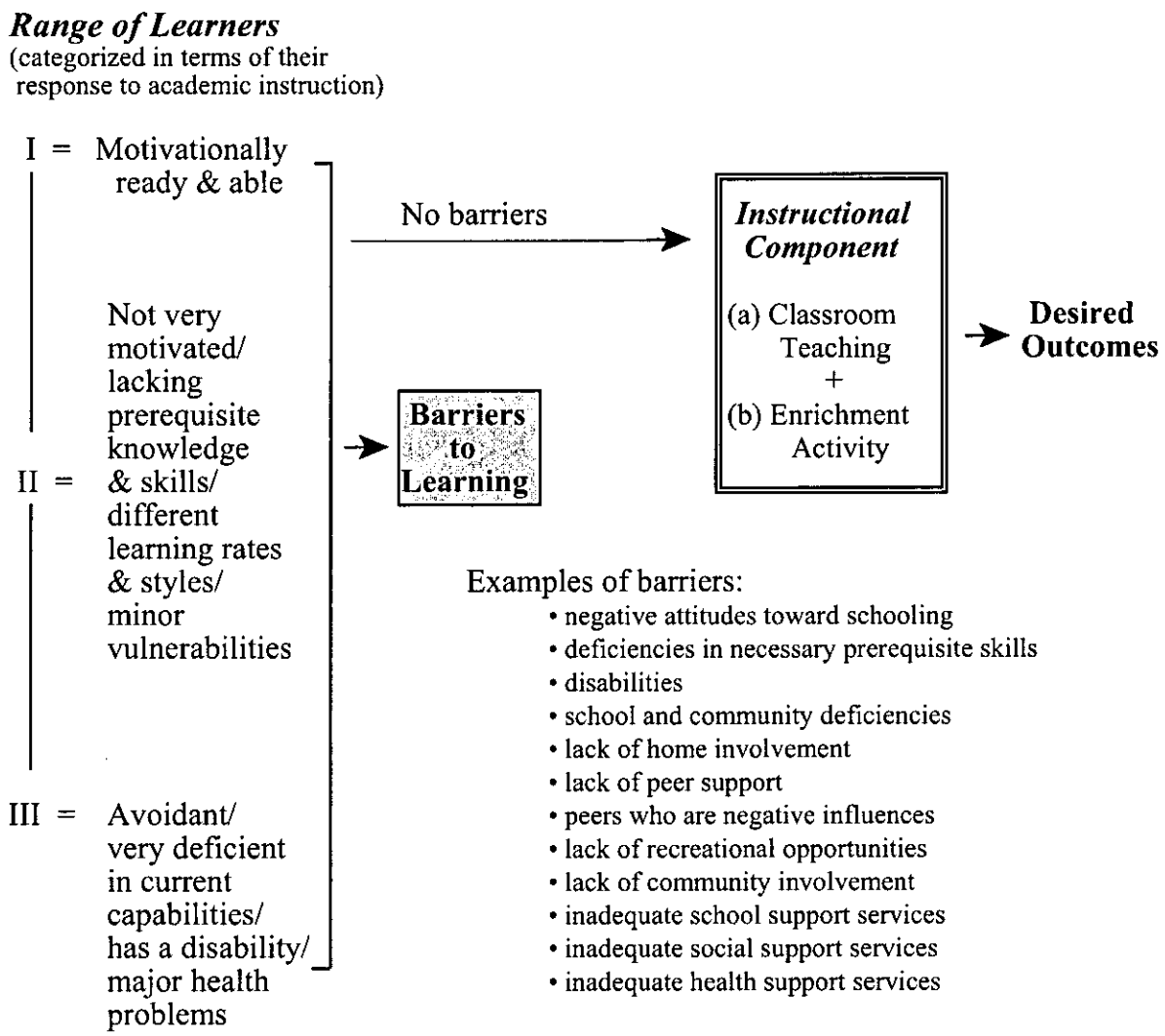
Figure 1. Barriers to Learning*



*Although a few youngster start out with internal problems and many others internalize negative experiences, there can be little doubt that external factors are primarily responsible for the majority of learning, behavior, and emotional problems encountered in schools.

Adapted from: H.S. Adelman & L. Taylor (1994). *On understanding intervention in psychology and education.* Westport, CT: Prager.

What Do Schools Do to Address Barriers to Learning?

School policy makers have a long-history of trying to assist teachers in dealing with problems that interfere with school learning. This includes providing a variety of school-owned counseling, psychological, and social service programs. It also includes enhancing school linkages with community service agencies and other neighborhood resources. Paralleling these efforts is a natural interest in promoting healthy development. Despite all this, it remains the case that too little is being done, and prevailing approaches are poorly conceived.

School-Owned Programs and Services

Almost all schools flirt with some forms of preventive and corrective activity focused on specific types of concerns, such as learning problems, substance abuse, violence, teen pregnancy, school dropouts, delinquency, and so forth. Some programs are provided throughout a school district, others are carried out at or linked to targeted schools. The interventions may be designed to benefit all students in a school, those in specified grades, and/or those identified as having special needs. The activities may be implemented in regular or special education classrooms and may be geared to an entire class, groups, or individuals; or they may be designed as "pull out" programs for designated students. They encompass ecological, curricular, and clinically oriented activities.

Most school-owned programs and services are offered by pupil services personnel. Federal and state mandates and special projects tend to determine how many pupil services professionals are employed. Governance of their daily practices usually is centralized at the school district level. In large districts, counselors, psychologists, social workers, and other specialists may be organized into separate units. Such units straddle regular, special, and compensatory education.

. . . few schools come close to being to do the job that is needed

On paper, it looks like a lot. It is common knowledge, however, that few schools come close to having enough. Most offer only bare essentials. Too many schools can't even meet basic needs. Primary prevention really is only a dream. Analyses of the situation find that programs are planned, implemented, and evaluated in a piecemeal manner. Not only are they carried on in relative isolation of each other, a great deal of the work is oriented to discrete problems and overrelies on specialized services for individuals and small groups. In some schools, a student identified as at risk for grade retention, dropout, and substance abuse may be assigned to three counseling programs operating independently of each other. Such fragmentation not only is costly, it works against good results.

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School-Community Collaborations

In recent years, renewed interest in school-community collaborations has included a focus on enhancing health, mental health, and social services for students and their families. State-wide initiatives are being tested across the country. The work has fostered such concepts as *school linked services, coordinated and integrated services, wrap-around services, one-stop shopping, full service schools,* and *community schools.* Where initiatives have incorporated a wellness model, youth development concepts such as *promoting protective factors, asset-building,* and *empowerment* also are in vogue.

Not surprisingly, early findings primarily indicate how hard it is to establish collaborations. Still, a reasonable inference from available data is that school-community partnerships can be successful and cost effective over the long-run. By placing staff at schools, community agencies make access easier for students and families -- especially those who usually are underserved and hard to reach. Such efforts not only provide services, they seem to encourage schools to open their doors in ways that enhance recreational, enrichment, and remedial opportunities and greater family involvement. Analyses of these programs suggest better outcomes are associated with empowering children and families, as well as with having the capability to address diverse constituencies and contexts. Many families using school-based centers become interested in contributing to school and community. They provide social support networks for new students and families, teach each other coping skills, participate in school governance, and help create a psychological sense of community. At the same time, the problem of fragmentation is compounded in many locales as community services are brought to school campuses. This happens because the prevailing approach is to coordinate *community* services and *link* them to schools in ways that *co-locate* rather than integrate them with the ongoing efforts of school staff.

. . . the trend is to co-locate services at a school rather than integrating them with the ongoing efforts of school staff

And Everything is Marginalized!

Policymakers have come to appreciate the relationship between limited intervention efficacy and the widespread tendency for complementary programs to operate in isolation. Limited efficacy does seem inevitable as long as interventions are carried out in a piecemeal fashion. The call for "integrated" services clearly is motivated by a desire to reduce redundancy, waste, and ineffectiveness resulting from fragmentation.

Unfortunately, the focus on fragmentation ignores the overriding problem, namely that all efforts to address barriers to learning and promote healthy development are *marginalized* in policy and practice. Clearly, the majority of school counseling, psychological, and social service programs are viewed as supplementary -- often referred to as support or auxiliary services.

The degree to which marginalization is the case is seen in the lack of attention given such activity in school improvement plans and certification reviews. School policy makers deal with such programs on an ad hoc basis and continue to ignore the need for reform and restructuring in this arena. Community involvement also is a marginal concern at most schools.

In short, policies shaping current agendas for school and community reforms are seriously flawed. Although fragmentation is a significant problem, marginalization is the more fundamental concern. Yet concern about marginalization is not even on the radar screen of most policy makers.

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Expanding School Reform

While higher standards and accountability are necessary ingredients in the final recipe for school reform, they are insufficient for turning around most schools that are in trouble. At such schools, overreliance on raising the bar and demands for rapid test score increases may even be counterproductive because they force attention away from addressing the multitude of overlapping factors that interfere with effective learning and teaching.

. . . short shrift is given to student support programs

The present situation is one where, despite awareness of the many barriers to learning, education reformers continue to concentrate *mainly* on improving *instruction* (efforts to directly facilitate learning) and the *management and governance* of schools. Then, in the naive belief that a few health and social services will suffice in addressing barriers to learning, they talk of "integrated health and social services." And, in doing so, more attention has been given to linking sparse community services to school sites than to restructuring school programs and services designed to support and enable learning. The short shrift given to "support" programs and services by school reformers continues to marginalize activity that is essential to improving student achievement.

. . . comprehensive, multifaceted approaches are needed to enable all students to benefit from high standards and improved teaching

Ultimately, addressing barriers to development and learning must be approached from a societal perspective and with fundamental systemic reforms. The reforms must lead to development of *a comprehensive, integrated continuum of programs*. Such a continuum must be multifaceted and woven into three overlapping school-community systems: systems of prevention; systems of early intervention to address problems as soon after onset as feasible; and systems of care for those with chronic and severe problems. All of this encompasses an array of programmatic activity that must effectively (a) enhance regular classroom strategies to improve instruction for students with mild-to-moderate behavior and learning problems, (b) assist students and families as they negotiate the many school-related transitions, (c) increase home and community involvement with schools, (d) respond to and prevents crises, and (e) facilitate student and family access to specialized services when necessary. While schools can't do everything needed, they must play a much greater role in developing the programs and systems that are essential if *all* students are to benefit from higher standards and improved instruction.

Establishment of a comprehensive, integrated approach to address barriers to development and learning effectively requires cohesive policy that facilitates the blending of resources. In schools, this includes restructuring to combine parallel efforts supported by general funds, compensatory and special education entitlements, safe and drug free school grants, and specially funded projects. In communities, the need is for better ways of connecting agency and other resources to each other and to schools. The aim is cohesive and potent school-community partnerships. With proper policy support, a comprehensive approach can be woven into the fabric of every school, and neighboring schools can be linked to share limited resources and achieve economies of scale.

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Restructuring Support Services is Key to
Enhancing Educational Results

Policy makers have yet to come to grips with the realities of addressing barriers to learning and teaching. Current initiatives must be rethought, and elevated in policy status so they are on a par with the emphasis on reforming the instructional and management components of schooling. Concentrating on matters such as curriculum and pedagogical reform, standard setting, decentralization, professionalization of teaching, shared decision making, and parent partnerships clearly is necessary but certainly is not sufficient given the nature and scope of barriers that interfere with school learning and performance among a large segment of students. As long as the movement to restructure education primarily emphasizes the instructional and management components, too many students in too many schools will not benefit from the reforms. Thus, the demand for significant improvements in achievement scores will remain unfulfilled.

Clearly, there is a policy void surrounding the topic of restructuring school-operated interventions that address barriers to teaching and learning. Current policy focuses primarily on linking community services to schools and downplays a new role for existing school resources. This perpetuates an orientation that over-emphasizes individually prescribed services and results in fragmented community-school linkages. All this is incompatible with efforts to develop a truly comprehensive, integrated approach to ameliorating problems and enhancing educational results.

It is time for reform advocates to expand their emphasis on improving instruction and school management to include a *comprehensive* component for addressing barriers to learning (see Figure 2). And in doing so, they must pursue this third component with the same level of priority they devote to the other two. That is, such an enabling (or learner support) component must be a primary and essential facet of school reform. This will require shifting policy to push school reform beyond the current tendency to concentrate mainly on instruction and management. School reformers like to say their aim is to ensure *all* children succeed. We think that this third component is the key to making *all* more than the rhetoric of reform.

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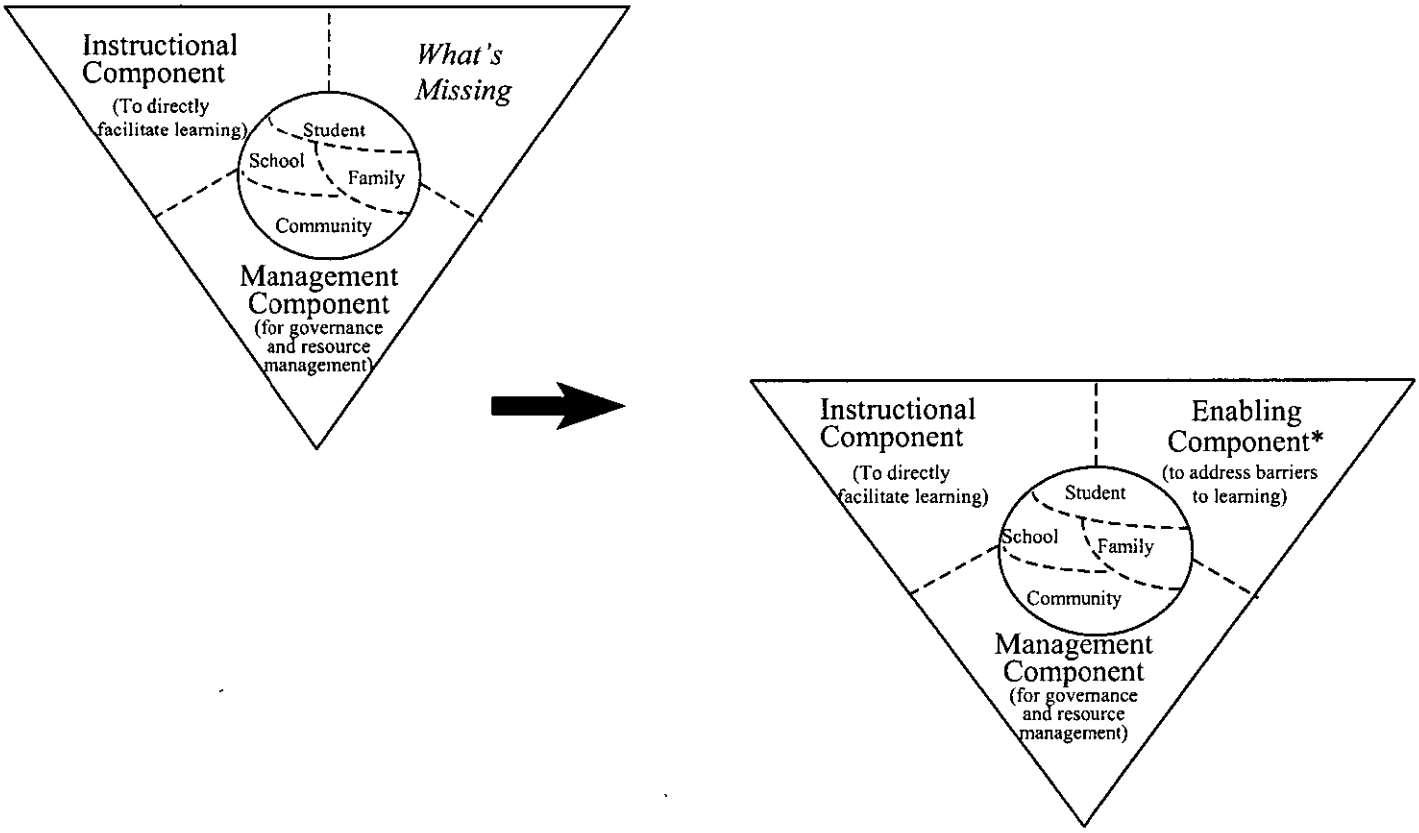
Figure 2. Moving from a two to a three component model for reform and restructuring



*The third component (an enabling component) is established in policy and practice as primary and essential and is developed into a comprehensive approach by weaving together school and community resources.

What Are the Benefits of Enhancing the Focus on Addressing Barriers to Learning?

As with all school reform, the first and foremost concern is improving student academic performance and achievement. The reality is that the best instructional reforms cannot produce the desired results for a large number of students as long as schools do not have comprehensive approaches for addressing external and internal barriers to learning and teaching. And, it is evident that schools are not developing such approaches because current policy marginalizes and fragments the emphasis on these matters.

The most fundamental benefits to be accrued from increasing the focus on these concerns are enhanced educational results

Those who already have begun restructuring support services stress that the reforms contribute to

- formulation of a major policy framework and specific recommendations for ways to improve district efforts to address barriers to student learning and enhance healthy development
- ongoing monitoring of and pressure for progress related to district reforms for addressing barriers (e.g., early intervention as a key aspect for dealing with the problems of social promotion, expulsion, dropout, and growing numbers referred for special education)
- provision of a morale-boosting open forum for line staff and community to hear about proposed changes, offer ideas, and raise concerns
- connecting community agency resources to the district and sensitizing agency staff to district concerns in ways that contribute to improved networking among all concerned

...and there are other benefits as well

- regular access by board members and district staff, *without fees,* to an array of invaluable expertise from the community to explore how the district should handle complex problems arising from health and welfare reforms and the ways schools should provide learning supports
- expanding the informed cadre of influential advocates supporting district reforms

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Some Models

Several reform initiatives already are exploring the power of moving from a two to a three component framework to ensure barriers to development and learning are addressed appropriately. Such an expanded approach is seen in the exciting work underway in the Memphis City Schools and in the break-the-mold design developed by the New American Schools' Urban Learning Centers (see Figure 3 and Exhibit A). These models provide a blueprint for how schools and communities can collaborate in developing a comprehensive, multifaceted component to address barriers to learning and promote healthy development.

Such pioneering efforts offer new hope to students, parents, and teachers. They can play a major role for society by creating caring and supportive learning environments that maximize achievement and well-being for all youngsters. They can also help strengthen neighborhoods and communities. There can be little doubt that prevailing approaches to school reform are insufficient. The next step must be a total restructuring of all education support programs and services -- including counseling, psychological, social services, special and compensatory education programs, safe and drug free school programs, student assistance programs, transition programs, some health education efforts, and more. To do any less is to maintain a very unsatisfactory status quo.

Addressing Barriers *and* Promoting Healthy Development

We hasten to stress that a focus on addressing barriers to development and learning is not at odds with the "paradigm shift" that emphasizes assets, strengths, protective factors, and resilience. The value of promoting healthy development and primary prevention is both evident and in need of continuous advocacy. At the same time, we know that too many youngsters are growing up and going to school in situations that not only do not promote healthy development but are antithetical to the process.

Commitment to enhancing child and youth development and improving instruction can help redress these conditions. But, effective prevention also requires direct and comprehensive action designed to remove or at least minimize the impact of barriers -- hostile environments, individual vulnerabilities, and true disabilities and disorders. Otherwise, such barriers will continue to interfere with youngsters benefiting from programs designed to promote development and provide the best possible instruction

In addressing barriers to learning at schools, much of the intervention focus must be on enhancing the school-wide and classroom environment, and also connecting with the community to prevent problems and enhance every youngster's strengths. At the same time, for the few individuals who need something more, schools and communities, separately and working together, must provide essential supports and assistance. No paradigm shift can afford to ignore these matters or assume that they will be rectified if only schools will make a greater commitment to youth development. It's not a matter of either/or. It's not about a positive vs. a negative emphasis (or excusing or blaming anyone). And, it's not about what's wrong vs. what's right with kids. It is about developing and building on assets, strengths, protective factors, resilience. It also is about continuing to face up to the reality of major extrinsic barriers, as well as problem conditions that are intrinsic to or have become internalized by some youngsters. We all share the responsibility of promoting healthy development *and* addressing barriers.

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Figure 3. A model for an enabling component at a school site

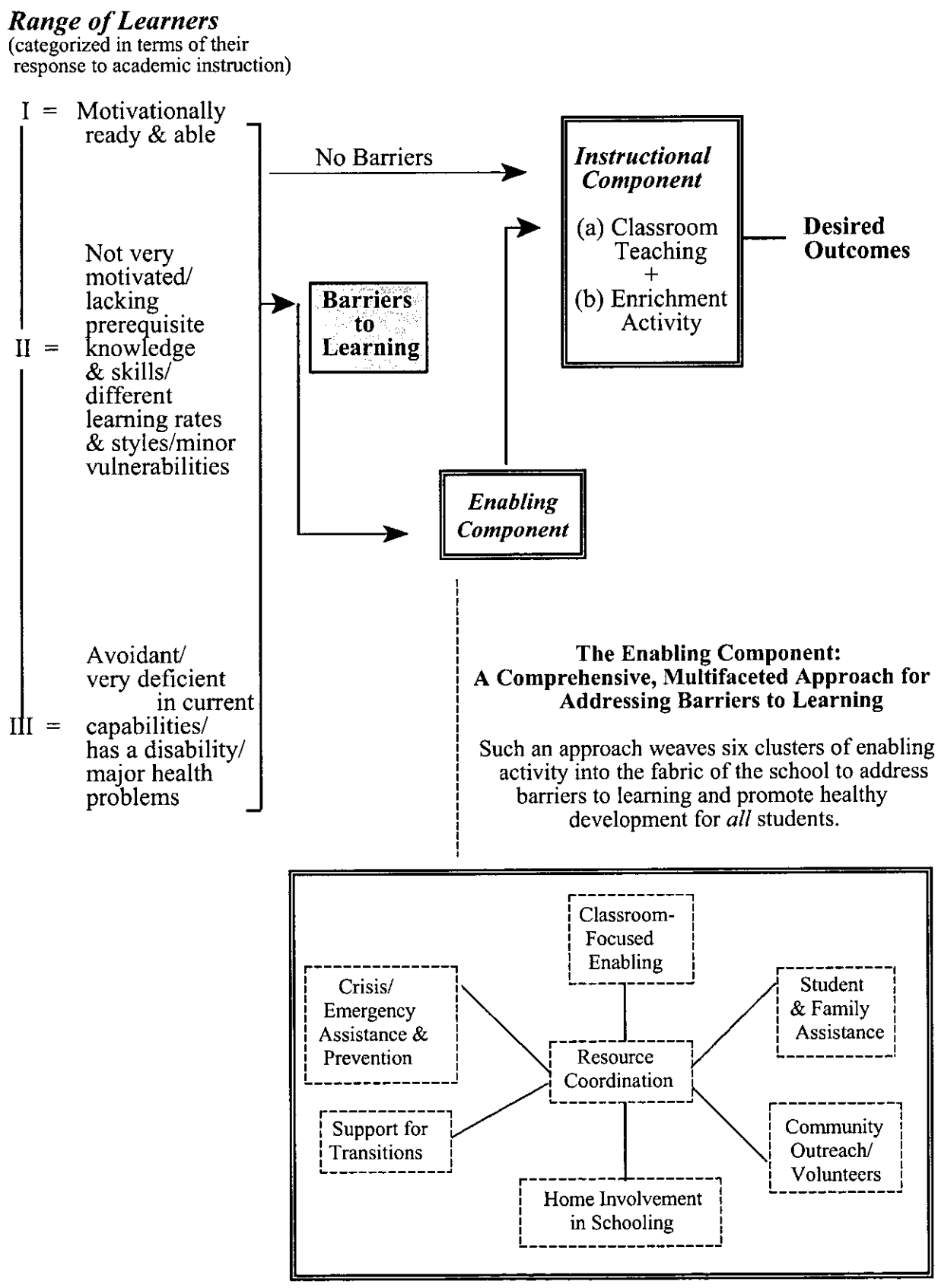

Exhibit A: School Improvement Expansion at the District Level

Having made good progress related to instruction and management concerns, districts must move on to expand the agenda for school improvement to encompass a third component to address factors interfering with students taking full advantage of academic improvements. This expansion is seen as especially critical in districts where the student population is characterized by high levels of poverty and family/community problems. In such districts, the majority of students are described as experiencing a myriad of social, economic, health, and environmental factors that present barriers to learning. As a result, too many begin school lacking necessary home supports and the emotional, social, and cognitive developmental readiness to take advantage of instructional and curricular improvements. And, with each passing day, too many manifest increasing skill deficits and negative attitudes that worsen their plight.

Recognizing the need to expand school reform, a district superintendent needs to establish a design team to develop a plan for restructuring the district's efforts to provide student and learning supports. This team can include community representatives. The task involves rethinking and reframing how internal and external resources can be restructured to help school sites develop a comprehensive, multifaceted and integrated component for dealing with factors interfering with student achievement.

An example from one district: In a plan, entitled *Adding Value, Enhancing Learning,* proposed major systemic changes build on the premise that, for all children to succeed, "... reform efforts must include the following three components: instruction, management, and enabling. Establishment of the enabling component is key to the vision of improved opportunities for students to overcome barriers to learning...."

The plan goes on to state: "...The need to ensure the success of the district's mission, goals, and on-going reforms makes it imperative that we move expeditiously to start a process of developing such a component at every school. By moving from fragmented and supplementary "support services" to a comprehensive, multifaceted and integrated component for addressing barriers to learning, schools can enhance the impact of instructional reforms and increase student achievement."

"Furthermore, for children to succeed:

- Whole communities must take responsibility for supporting families. School success must become the goal of every social system -- not just of the schools.
- Partnerships among schools, families, and community resources must support the efforts of teachers rather than create a new set of responsibilities and must also strengthen families and neighborhoods.
- Better linkages must be made between schools and all community resources in ways that foster mutual respect, flexibility, family and community focus, and attention to relationships."

As outlined in the plan: "Implementation of an enabling component to address barriers to student growth and development requires building an infrastructure which will bring resources to the school to meet the needs identified by the school staff and the community. ... Careful attention has been given to the role shift of central office from that of control to support."

The intent of such a plan, overtime, is to expand district school improvement policy, planning, and action to fully integrate development of a comprehensive system of learning supports with an enabling component at each school. The overriding aim of the systemic changes is to expedite the goals of school improvement – with the focus being, first and foremost, on fostering academic achievement, well-being, and success for **ALL** children.

Appendix A

Why Restructure Student Support Resources?*

Ultimately, there must be a focus on restructuring all school and community resources that aim at countering youngsters' learning, behavior, emotional, and health problems. From a practical perspective, restructuring the work of school-owned student support services and programs is the key to enhancing educational results. Therefore, we must begin by building around ideas for enhancing school reform policies and their relationship to initiatives to link community services to school sites.

As currently constituted school-owned support services and services in the community that are linked to schools reflect both strengths and weaknesses. Most school-based and linked services target specific types of problems, such as the need to make schools safe, disciplined, and drug free, the need to do something about youngsters who are failing or who may drop out of school, the need to provide special assistance for students who are diagnosed as exceptional children, the need to reduce teen pregnancy or assist pregnant and parenting minors to complete their education, and on and on. Such services have the potential to make things better for youngsters, their families, schools, neighborhoods, and society in general. However, this potential is undercut by serious shortcomings in prevailing policy and practice related to both arenas of activity.

*As an aid in pursuing such restructuring, the Center has developed a *Policymakers' Guide to Restructuring Student Support Resources to Address Barriers to Learning*. This guidebook is available upon request and for the cost of copying and handling.

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To be specific:

Current models can't provide for the many in need

- In current practice, school-owned education supports tend to overemphasize use of individual and small group interventions and underemphasize school-wide approaches and community partner-ships. Thus, specialists only are able to assist a small proportion of the large number of youngsters in poor urban and rural schools who are experiencing barriers to learning.

  With so many youngsters experiencing problems, schools should be adopting new models that use support personnel and resources more effectively. Unfortunately, despite all the emphasis on school reform, this has not happened. Policy and practice related to school owned support services have gone relatively unchanged throughout the recent reform era. This might not be much of a problem if current school reforms effectively addressed barriers to learning and teaching. They do not. School policymakers must quickly move to embrace new school-wide and community-oriented models for dealing with factors that interfere with learning and performance. Then, schools must restructure use of existing education support personnel and resources in ways that ensure the new models are carried out effectively.

Co-located services are sparse and often do not connect with school-owned programs

- Because school-owned support services are unable to meet a school's needs when large numbers of youngsters are not doing well, there has been a tendency for some advocates to espouse school-linked services as a strategy to solve the problem. Co-locating community services on campuses can provide increased access. However, given how sparse such services are in poor communities, it is clear that this approach can benefit only a relatively few youngsters at a few schools.

  Moreover, in co-locating services, community agencies often do not take adequate steps to integrate with existing school programs. This results in a "parallel play" approach to providing services at school sites that generates a new form of intervention fragmentation. Even worse, in the long run the emphasis on school-linked services may reduce the total pool of resources by encouraging use of contracted services *in place of* school-owned services.

3868

Efforts to Address Barriers to Learning are Marginalized

Underlying the shortcomings of current approaches and the problems of service fragmentation and access is an even more fundamental problem: the degree to which efforts to address barriers to learning are *marginalized* in policy and daily practice.

School reform initiatives primarily stress higher standards, higher expectations, assessment, better instruction, waivers, accountability, and no excuses. The irony is that it is widely recognized that these are insufficient considerations when a school has a large number of poorly performing youngsters . Some school reformers, albeit usually in passing, do cite the potential value of integrated health and social services and school-based centers. Nevertheless, in many districts, a school-by-school analysis will show most sites continue to have difficulty assisting more than a relatively small proportion of students. And, little serious attention is given to clarifying what is really necessary for addressing the various external and internal factors responsible for the majority of problems.

Given the marginalized status, it is not surprising that what most schools offer to address barriers to learning are discrete interventions and time-limited "soft" money projects -- often designed to respond to severe problems and crises. Early-after-onset interventions are rare. Prevention remains an unfulfilled dream. What a school needs is a *comprehensive, multifaceted, and integrated approach for addressing barriers to development, learning, parenting, and teaching.* Yet, almost no thought is given to restructuring current efforts and weaving school- and community-owned resources together to create such an approach. Most "reforms" in this arena do little more than co-locate a few community services at select schools.

As long as efforts to address barriers to learning and teaching are marginalized, reforms to reduce fragmentation and increase access are seriously hampered. Prevailing reforms are likely to produce additional piecemeal approaches, thereby exacerbating the situation. Moreover, the desired impact on learning and performance will not be achieved and desired increases in achievement test score averages will remain elusive.

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Needed:
A Policy Framework for Addressing Barriers to Learning and Teaching

The bottom line is that most schools are devoting relatively little serious attention to restructuring their activity for addressing barriers and do not integrate such activity with school reforms. And, this is likely to remain the case as long as new directions for developing improved approaches continue to be a low priority in both policy and practice. A major problem, then, is how to elevate the level of priority policy makers assign to establishing and maintaining comprehensive, multifaceted, and integrated approaches to addressing barriers to learning and promoting healthy development.

Policy must foster a full continuum of integrated systems to enable learning

Related to this problem is the lack of an *explicit policy framework* outlining the nature of comprehensive approaches. Such a framework must be articulated and pursued as a primary and essential component of the reform agenda at the district level and at each school and must be well-integrated with ongoing strategies to improve instruction and management. It is needed to shape development of a continuum of intervention systems focused on individual, family, and environmental barriers. Such a continuum includes systems of prevention, systems of early intervention to address problems as soon after onset as feasible, and systems of care for those with chronic and severe problems. From this perspective, a policy emphasis on developing these systems and implementing them seamlessly is the key not only to unifying fragmented activity, but to using all available resources in the most productive manner.

Policy also must delineate basic areas for developing school-wide approaches for addressing barriers to learning

As should be clear by this point, developing comprehensive, multifaceted, and integrated approaches requires *more than* outreach to link with community resources (and certainly more than adopting a school-linked services model), *more than* coordinating school-owned services, *more than* coordinating school services with community services, and *more than* creating Family Resource Centers and Full Service Schools. None of these constitute school-wide approaches, and the growing consensus is that school-wide and, indeed, community-wide approaches are essential.

Unfortunately, when it comes to addressing barriers to learning, schools have no guidelines delineating basic areas around which to develop school and community-wide approaches. Thus, it is not surprising that current reforms are not generating potent, multifaceted, integrated approaches.

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Getting From Here to There

Efforts to restructure how schools operate require much more than implementing demonstrations at a few sites. Improved approaches are only as good as a school district's ability to develop and institutionalize them at every school. This process often is called diffusion, replication, roll out, or scale-up.

In pursuing major systemic restructuring, a complex set of interventions is required. These must be guided by a sophisticated scale-up model that addresses substantive organizational changes at multiple levels. A scale-up model is a tool for systemic change. It addresses the question "How do we get from here to there?" Such a model is used to implement a vision of organizational aims and is oriented toward results.

Successful systemic change begins with a model that addresses the complexities of scale-up

The vision for *getting from here to there* requires its own framework of steps, the essence of which involves establishing mechanisms to address key phases, tasks, and processes for systemic change. These include creating an infrastructure and operational mechanisms for

- *creating readiness:* enhancing the climate/culture for change;
- *initial implementation:* adapting and phasing-in a prototype with well-designed guidance and support;
- *institutionalization:* ensuring the infrastructure maintains and enhances productive changes;
- *ongoing evolution*: creative renewal.

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Restructuring Support Services from the school outward

The focus is first on what is needed at the school-level . . .

From a decentralized perspective and to maintain the focus on evolving a comprehensive continuum of programs/services at *every school site,* it is a good idea to conceive the process of restructuring from the school outward. That is, first the focus is on school level mechanisms related to the component to address barriers to learning and teaching. Then, based on analyses of what is needed to facilitate and enhance school level efforts, mechanisms are conceived that enable groups or "families" of schools to work together to increase efficiency and effectiveness and achieve economies of scale. Then, system-wide mechanisms can be (re)designed to support what each school and family of schools are trying to develop.

. . . then on what families of schools and system-wide resources can do to support each school's approach for addressing barriers to learning and teaching

An infrastructure of organizational and operational mechan-isms for a school, multiple school sites, and system-wide are required for oversight, leadership, resource development, and ongoing support. Such mechanisms provide ways to (a) arrive at decisions about resource allocation, (b) maximize system-atic and integrated planning, implementation, maintenance, and evaluation of enabling activity, (c) outreach to create formal working relationships with community resources to bring some to a school and establish special linkages with others, and (d) upgrade and modernize the component to reflect the best intervention thinking and use of technology. At each system level, these tasks require that staff adopt some new roles and functions and that parents, students, and other representatives from the community enhance their involve-ment. They also call for redeployment of existing resources, as well as finding new ones.

Key steps involved in restructuring and specific mechanisms needed at each level are discussed. At the school level, possible mechanisms include school-based program teams, a site resource coordinating team, a site administrative leader, and a staff lead. For a group of schools working together, the essential mechanism is a multisite resource coordinating council. System-wide the need is for a district leader for the component, a leadership group, and a resource coordinating group. A cadre of "organization facilitators" provide a unique mechanism for facilitating change throughout the system. From a policy perspective, it is recommended that the district's Board establish a standing committee focused specifically on the component to address barriers. Appended discussions expand on key points, and some resource tools also are included to aid those who undertake the reforms.

Awareness of the myriad political and bureaucratic difficulties involved in making major institutional changes, especially with limited financial resources, leads to the caution that the type of large-scale restructuring described is not a straight-forward sequential process. Rather, the changes emerge in overlapping and spiraling phases.

Appendix B

*School-Community Partnerships**

Recent years have seen an escalating expansion in school-community linkages. Initiatives are sprouting in a rather dramatic and ad hoc manner.

These efforts could improve schools, strengthen neighborhoods, and lead to a marked reduction in young people's problems. Or, such "collaborations" can end up being another reform effort that promised a lot, did little good, and even did some harm. It is time to document and analyze what has developed and move forward with a renewed sense of purpose and direction.

Why School-Community Partnerships?

Increasingly, it is evident that schools and communities should work closely with each other to meet their mutual goals. Schools find they can provide more support for students, families, and staff when they are an integral and positive part of the community. Reciprocally, agencies can make services more accessible to youth and families by linking with schools, and they can connect better with and have an impact on hard-to-reach clients. The interest in working together is bolstered by concern about widespread fragmentation of school and community interventions. The hope is that by integrating available resources, a significant impact can be made on "at risk" factors. In particular, appropriate and effective collaboration and teaming are seen as key facets of addressing barriers to development, learning, and family self-sufficiency.

Policy makers must realize that, as important as it is to reform and restructure health and human services, such services remain only one facet of a comprehensive, cohesive approach for strengthening families and neighborhoods.

While informal school-community linkages are relatively simple to acquire, establishing major long-term connections is complicated. They require vision, cohesive policy, and basic systemic reform. The difficulties are readily seen in attempts to evolve a comprehensive, multifaceted, and integrated continuum of school-community interventions. Such a comprehensive continuum involves more than connecting with the community to enhance resources to support instruction, provide mentoring, and improve facilities. It involves more than school-linked, integrated services and activities. It requires weaving school and community resources together in ways that can only be achieved through connections that are formalized and institutionalized, with major responsibilities shared.

*As an aid in pursuing such partnerships, the Center has developed a guidebook entitled; *School-Community Partnerships: A Guide.* This resources is available upon request and for the cost of copying and handling.

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What are School-Community Partnerships?

School-community partnerships often are referred to as collaborations. Optimally, such partnerships formally blend together resources of at least one school and sometimes a group of schools or an entire school district with resources in a given neighborhood or the larger community. The intent is to sustain such partnerships over time. The range of entities in a community are not limited to agencies and organization; they encompass people, businesses, community based organizations, postsecondary institutions, religious and civic groups, programs at parks and libraries, and any other facilities that can be used for recreation, learning, enrichment, and support.

School-community partnerships can weave together a critical mass of resources and strategies to enhance caring communities that support all youth and their families and enable success at school and beyond. Strong school-community connections are critical in impoverished communities where schools often are the largest piece of public real estate and also may be the single largest employer. Comprehensive partnerships represent a promising direction for generating essential interventions to address barriers to learning, enhance healthy development, and strengthen families and neighborhoods. Building such partnerships requires an enlightened vision, creative leadership, and new and multifaceted roles for professionals who work in schools and communities, as well as for all who are willing to assume leadership.

In thinking about school-community partnerships, it is essential not to overemphasize the topics of coordinating community services and co-locating services on school sites. Such thinking downplays the need to also restructure the various education support programs and services that schools own and operate. And, it has led some policy makers to the mistaken impression that community resources can effectively meet the needs of schools in addressing barriers to learning. In turn, this has led some legislators to view the linking of community services to schools as a way to free-up the dollars underwriting school-owned services. The reality is that even when one adds together community and school assets, the total set of services in impoverished locales is woefully inadequate. In situation after situation, it has become evident that as soon as the first few sites demonstrating school-community collaboration are in place, community agencies find they have stretched their resources to the limit.

A Growing Movement

Projects across the country demonstrate how schools and communities connect to improve results for youngsters, families, and neighborhoods. Various levels and forms of school-community collaboration are being tested, including state-wide initiatives in California, Florida, Kentucky, Missouri, New Jersey, Ohio, and Oregon, among others. The aims are to improve coordination and eventually integrate many programs and enhance linkages with school sites. To these ends, projects incorporate as many health, mental health, and social services as feasible into "centers" (including school-based health centers, family and parent centers) established at or near a school. They adopt terms such as school-linked and coordinated services, wrap-around, one-stop shopping, full service schools, systems of care, and community schools. There are projects to (a) improve access to health and social services, (b) expand after school academic, recreation, and enrichment, (c) build systems of care, (d) reduce delinquency, (e) enhance transitions to work/career/post-secondary education, and (f) enhance life in school and community.

Such "experiments" have been prompted by diverse initiatives:

- some are driven by school reform
- some are connected to efforts to reform community health and social service agencies
- some stem from the youth development movement
- a few arise from community development initiatives.

For example, initiatives for school-linked services often mesh with the emerging movement to enhance the infrastructure for youth development. This growing youth development movement encompasses concepts and practices aimed at promoting protective factors, asset-building, wellness, and empowerment. Included are (a) some full service school approaches, (b) efforts to establish "community schools," (c) programs to mobilize community and social capital, and (d) initiatives to build community policies and structures to enhance youth support, safety, recreation, work, service, and enrichment. This focus on community embraces a wide range of stakeholders, including families and community based and linked organizations such as public and private health and human service agencies, schools, businesses, youth and faith organizations, and so forth. In some cases, institutions for postsecondary learning also are involved, but the nature and scope of their participation varies greatly, as does the motivation for the involvement. Youth development initiatives expand intervention efforts beyond services and programs. They encourage a view of schools not only as community centers where families can easily access services, but also as hubs for community-wide learning and activity. Increased federal funding for after school programs at school sites enhances this view by expanding opportunities for recreation, enrichment, academic supports, and child care. Adult education and training at neighborhood school sites also help change the old view that schools close when the youngsters leave. Indeed, the concept of a "second shift" at school sites is beginning to spread in response to community needs.

No complete catalogue of school-community initiatives exists. Examples and analyses suggesting trends are summarized in this document. A reasonable inference from available data is that school-community collaborations can be successful and cost effective over the long-run. They not only improve service access, they encourage schools to open their doors and enhance opportunities for recreation, enrichment, remediation and family involvement. However, initiatives for enhancing school-community collaboration have focused too heavily on integrated school-linked services. In too many instances, school-linked services result only in co-locating agency staff on school campuses. As these activities proceed, a small number of youngsters receive services, but little connection is made with school staff and programs, and thus, the potential impact on academic performance is minimized.

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Recommendations to Enhance School-Community Partnerships

School-community partnerships must not be limited to linking services. Such partnerships must focus on using all resources in the most cost-effective manner to evolve the type of comprehensive, integrated approaches essential for addressing the complex needs of all youngsters, families, schools, and neighborhoods. This includes a blending of many public and private resources. To these ends, a high priority policy commitment at all levels is required that (a) sup-ports the strategic development of comprehensive approaches by weaving together school and community resources, (b) sustains partnerships, and (c) generates renewal. In communities, the need is for better ways of connecting agency and other resources to each other and to schools. In schools, there is a need for restructuring to combine parallel efforts supported by general funds, compensatory and special education entitlement, safe and drug free school grants, and specially funded projects. In the process, efficiency and effect-iveness can be achieved by connecting families of schools, such as high schools and their feeder schools.

School-community partnerships require a cohesive set of policies. Cohesive policy will only emerge if current policies are revisited to reduce redundancy and redeploy school and community resources that are used ineffectively. Policy must

- move existing *governance* toward shared decision making and appropriate degrees of local control and private sector involvement -- a key facet of this is guaranteeing roles and providing incentives, supports, and training for effective involvement of line staff, families, students, and other community members

- create *change teams and change agents* to carry out the daily activities of systemic change related to building essential support and redesigning processes to initiate, establish, and maintain changes over time

- delineate high level *leadership assignments* and underwrite essential *leadership/manage-ment training* re. vision for change, how to effect such changes, how to institutionalize the changes, and generate ongoing renewal

- establish institutionalized *mechanisms to manage and enhance resources* for school-community partnerships and related systems (focusing on analyzing, planning, coordin-ating, integrating, monitoring, evaluating, and strengthening ongoing efforts)

- provide adequate funds for *capacity building* related to both accomplishing desired system changes and enhancing intervention quality over time -- a key facet of this is a major investment in staff recruitment and development using well-designed, and technologically sophisticated strategies for dealing with the problems of frequent turnover and diffusing information updates; another facet is an investment in technical assistance at all levels and for all aspects and stages of the work

- use a sophisticated approach to *accountability* that initially emphasizes data that can help develop effective approaches for collaboration in providing interventions and a results-oriented focus on short-term benchmarks and that evolves into evaluation of long-range indicators of impact. (Here, too, technologically sophisticated and integrated management information systems are essential.)

Such a strengthened policy focus would allow personnel to build the continuum of interventions needed to make a significant impact in addressing the health, learning, and well being of all youngsters through strengthening youngsters, families, schools, and neighborhoods.

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Guidelines and Strategies for Building and Maintaining School-Community Partnerships

Adopting a scale-up model. Establishing effective school-community partnerships involves major systemic restructuring. Moving beyond initial demonstrations requires policies and processes that ensure what often is called diffusion, replication, roll out, or scale-up. Too often, proposed systemic changes are not accompanied with the resources necessary to accomplish essential changes throughout a county or even a school-district. Common deficiencies include inadequate strategies for creating motivational readiness among a critical mass of stakeholders, assignment of change agents with relatively little specific training in facilitating large-scale systemic change, and scheduling unrealistically short time frames for building capacity to accomplish desired institutional changes. The process of scale-up requires its own framework of steps, the essence of which involves establishing mechanisms to address key phases, tasks, and processes for systemic change. These are described in Appendix E of this document. Fourteen steps for moving school-community partnerships from projects to wide-spread practice are outlined.

Building from localities outward. From a decentralized perspective and to maintain the focus on evolving a comprehensive continuum of programs/services that plays out in an effective manner in *every locality,* it is a good idea to conceive the process from localities outward. That is, first the focus is on mechanisms at the school-neighborhood level. Then, based on analyses of what is needed to facilitate and enhance efforts at a locality, mechanisms are conceived that enable several school-neighborhood collaborations to work together to increase efficiency and effectiveness and achieve economies of scale. Then, system-wide mechanisms can be (re)designed to provide support for what each locality is trying to develop.

Building capacity. An infrastructure of organizational and operational mechanisms at all levels are required for oversight, leadership, resource development, and ongoing support. With each of these functions in mind, specific mechanisms and their inter-relationship with each other and with other planning groups are explored. Key mechan-isms include change agents, administrative and staff leads, resource-oriented teams and councils, board of education subcommittees, and so forth. The proposed infrastructure provides ways to (a) arrive at decisions about resource allocation, (b) maximize system-atic and integrated planning, implementation, main-tenance, and evaluation of enabling activity, (c) outreach to create formal working relationships with community resources to bring some to a school and establish special linkages with others, and (d) upgrade and modernize the component to reflect the best intervention thinking and use of technology. At each level, these tasks require that staff adopt some new roles and functions and that parents, students, and other representatives from the community enhance their involvement. They also call for redeployment of existing resources, as well as finding new ones.

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Appendix C

Rethinking a School Board's Current Committee Structure*

Most school boards do not have a standing committee that gives full attention to the problem of how schools address barriers to learning and teaching. This is not to suggest that boards are ignoring such matters. Indeed, items related to these concerns appear regularly on every school board's agenda. The problem is that each item tends to be handled in an ad hoc manner, without sufficient attention to the "Big Picture." One result is that the administrative structure in most districts is not organized in ways that coalesce its various functions (programs, services) for addressing barriers. The piecemeal structure reflects the marginalized status of such functions and both creates and maintains the fragmented policies and practices that characterize efforts to address barriers to student learning.

Analyzing How the Board's Committee Structure Handles Functions Related to Addressing Barriers

Given that every school endeavors to address barriers to learning and teaching, school boards should carefully analyze how their committee structure deals with these functions. Because boards already have a full agenda, such an analysis probably will require use of an ad hoc committee. This committee should be charged with clarifying whether the board's structure, time allotted at meetings, and the way the budget and central administration are organized allow for a thorough and cohesive overview of all functions schools pursue to enable learning and teaching. In carrying out this charge, committee members should consider work done by pupil services staff (e.g., psychologists, counselors, social workers, attendance workers, nurses), compensatory and special education, safe and drug free schools programs, dropout prevention, aspects of school readiness and early intervention, district health and human service activities, initiatives for linking with community services, and more. Most boards will find (1) they don't have a big picture perspective of how all these functions relate to each other, (2) the current board structure and processes for reviewing these functions do not engender a thorough, cohesive approach to policy, and (3) functions related to addressing barriers to learning are distributed among administrative staff in ways that foster fragmentation.

> *If this is the case, the board should consider establishing a standing committee that focuses indepth and consistently on the topic of how schools in the district can enhance their efforts to improve instruction by addressing barriers in more cohesive and effective ways.*

*This is excerpted from a Center policy report entitled: *Restructuring Boards of Education to Enhance a School's Effectiveness in Addressing Barriers to Student Learning.* The report is available upon request and for the cost of copying and handling.

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What a Standing Committee Needs to Do

The primary assignment for the committee is to develop a comprehensive policy framework to guide reforms and restructuring so that *every school* can make major improvements in how it addresses barriers interfering with the performance and learning of its students. Developing such a framework requires revisiting existing policy with a view to making it more cohesive and, as gaps are identified, taking steps to fill them.

Mapping

Current policies, practices, and resources must be well-understood. This requires using the lens of addressing barriers to learning to do a complete mapping of all district owned programs, services, personnel, space, material resources, cooperative ventures with community agencies, and so forth. The mapping process should differentiate between (a) regular, long-term programs and short-term projects, (b) those that have the potential to produce major results and those likely to produce superficial outcomes, and (c) those designed to benefit all or most students at every school site and those designed to serve a small segment of the district's students. In looking at income, in-kind contributions, and expenditures, it is essential to distinguish between "hard" and "soft" money (e.g., the general funds budget, categorical and special project funds, other sources that currently or potentially can help underwrite programs). It is also useful to differentiate between long- and short-term soft money. It has been speculated that when the various sources of support are totaled in certain schools as much as 30% of the resources may be going to addressing barriers to learning. Reviewing the budget through this lens is essential in moving beyond speculation about such key matters.

Analysis

Because of the fragmented way policies and practices have been established, there tends to be inefficiency and redundancy, as well as major gaps in efforts to address barriers to learning. Thus, a logical focus for analysis is how to reduce fragmentation and fill gaps in ways that increase effectiveness and efficiency. Another aspect of the analysis involves identifying activities that have little or no effects; these represent resources that can be redeployed to help underwrite the costs of filling major gaps.

Formulation of a policy framework and specific proposals for systemic reforms

A framework offering a picture of the district's total approach for addressing barriers to learning should be formulated to guide long-term strategic planning. A well-developed framework is an essential tool for evaluating all proposals in ways that minimize fragmented and piecemeal approaches. It also provides guidance in outreaching to link with community resources in ways that fill gaps and complement school programs and services. That is, it helps avoid creating a new type of fragmentation by clarifying cohesive ways to weave school and community resources together.

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Formulate specific proposals to ensure the success of systemic reforms

The above tasks are not simple ones. And even when they are accomplished, they are insufficient. The committee must also develop policy and restructuring proposals that enable substantive systemic changes. These include essential capacity building strategies (e.g., administrative restructuring, leadership development, budget reorganization, developing stakeholder readiness for changes, well-trained change agents, strategies for dealing with resistance to change, initial and ongoing staff development, monitoring and accountability). To achieve economies of scale, proposals can capitalize on the natural connections between a high school and its feeders (or a "family" of schools). Centralized functions should be redefined and restructured to ensure that central offices/units support what each school and family of schools is trying to accomplish.

Committee Composition

The nature and scope of the work call for a committee that encompasses

- one or more board members who chair the committee (all board members are welcome and specific ones are invited to particular sessions as relevant)
- district administrator(s) in charge of relevant programs (e.g., student support services, Title I, special education)
- several key district staff members who can represent the perspectives of principals, union members, and various other stakeholders
- nondistrict members whose jobs and expertise (e.g., public health, mental health, social services, recreation, juvenile justice, post secondary institutions) make them invaluable contributors to the tasks at hand .

To be more specific:

It helps if more than one board member sits on the committee to minimize proposals being contested as the personal/political agenda of a particular board member.

Critical information about current activity can be readily elicited through the active participation of a district administrator (e.g., a deputy/associate/assistant superintendent) responsible for "student support programs" or other major district's programs that address barriers to learning.

Similarly, a few other district staff usually are needed to clarify how efforts are playing out at schools across the district and to ensure that site administrators, line staff, and union considerations are discussed. Also, consideration should be given to including representatives of district parents and students.

Finally, the board should reach out to include members on the standing committee from outside the district who have special expertise and who represent agencies that are or might become partners with the district in addressing barriers to learning. For example, in the Los Angeles Unified School District, the committee included key professionals from post secondary institutions, county departments for health, and social services, public and private youth development and recreation organizations, and the United Way. The organizations all saw the work as highly related to their mission and were pleased to donate staff time to the committee.

Ensuring the Committee's Efforts Bear Fruit

The committee's efforts will be for naught if the focus of their work is not a regular topic on the board's agenda and a coherent section of the budget. Moreover, the board's commitment must be to addressing barriers to learning in powerful ways that enable teachers to be more effective -- as contrasted to a more limited commitment to providing a few mandated services or simply increasing access to community services through developing coordinated/integrated school-linked services.

Given the nature and scope of necessary changes and the limited resources available, the board probably will have to ask for significant restructuring of the district bureaucracy. (Obviously, the aim is not to create a larger central bureaucracy.) It also must adopt a realistic time frame for fully accomplishing the changes.

Lessons Learned

Based on work in this area, it seems worth underscoring a few key problems that should be anticipated. In doing so, we also suggest some strategies to counter them. Not surprisingly, the problems are rather common ones associated with committee and team endeavors. Since most could be minimized, it is somewhat surprising how often no plans are made to reduce their impact.

Agreement about the committee's goals and timeline

Although a statement of general purpose usually accompanies its creation, such committees tend to flounder after a few meetings if specific steps for getting from here to there are not carefully planned and articulated. In the longer run, the committee is undermined if *realistic* timelines are not attached to expectations regarding task accomplishments.

> Possible strategy: Prior to the first meeting a subgroup could draft a statement of long-term aims, goals for the year, and immediate objectives for the first few meetings. Then, they could delineate steps and timelines for achieving the immediate objectives and goals for the year. This "strategic plan" could then be circulated to members for amendment and ratification.

Agenda setting

Those who set the agenda control what is accomplished. Often such agendas do not reflect a strategic approach for major policy and systemic reforms. The more ambitious the goals, the more difficult it is to work in a systematic manner. Committees have difficulty doing first things first. For example, the first step is to establish a big picture policy framework; then specifics can be fleshed out. In fleshing out specifics, the first emphasis is on restructuring and redeploying poorly used resources; this work provides the context for exploring how to enhance resources.

> Possible strategy: The committee could delegate agenda setting to a small subgroup who are perceived as having a comprehensive understanding of the strategic process necessary for achieving the committee's desired ends.

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Keeping on task

It is very easy to bog the committee's work down by introducing distractions and through poor meeting facilitation. Bogging things down can kill members' enthusiasm; conversely, well-run and productive meetings can generate long-term commitment and exceptional participation. Matters that can make the process drag along include the fact that committee members have a great deal to learn before they can contribute effectively. Nondistrict members often require an introductory "course" on schools and school culture. District members usually require a similar introduction to the ABCs of community agencies and resources. Staff asked to describe a program are inclined to make lengthy presentations. Also, there are a variety of immediate concerns that come to the board that fall under the purview and expertise of such a standing committee (e.g., ongoing proposals for programs and resource allocation, sudden crises).

> Possible strategy: The key to appropriately balancing demands is careful agenda setting. The key to meetings that effectively move the agenda forward is firm facilitation that is implemented gently, flexibly, and with good humor. This requires assigning meeting facilitation to a committee member with proven facilitation skills or, if necessary, recruiting a non committee member who has such skills.

Working between meetings

When committees meet only once a month or less often, it is unlikely that proposals for major policy and systemic reforms will be forthcoming in a timely and well-formulated manner.

> Possible strategy: Subgroups of the committee can be formed to work between meetings. These work groups can accomplish specific tasks and bring the products to the full committee for amendment and ratification. Using such a format, the agenda for scheduled committee meetings can be streamlined to focus on refining work group products and developing guidelines for future work group activity.

Avoiding Fragmentation

As Figure 3 highlights, the functions with which the committee is concerned overlap the work of board committees focusing on instruction and the governance and management of resources. Unless there are effective linkages between committees, fragmentation is inevitable.

> Possible strategy: Circulating all committee agendas and minutes; cross-committee participation or joint meetings when overlapping interests are on the agenda.

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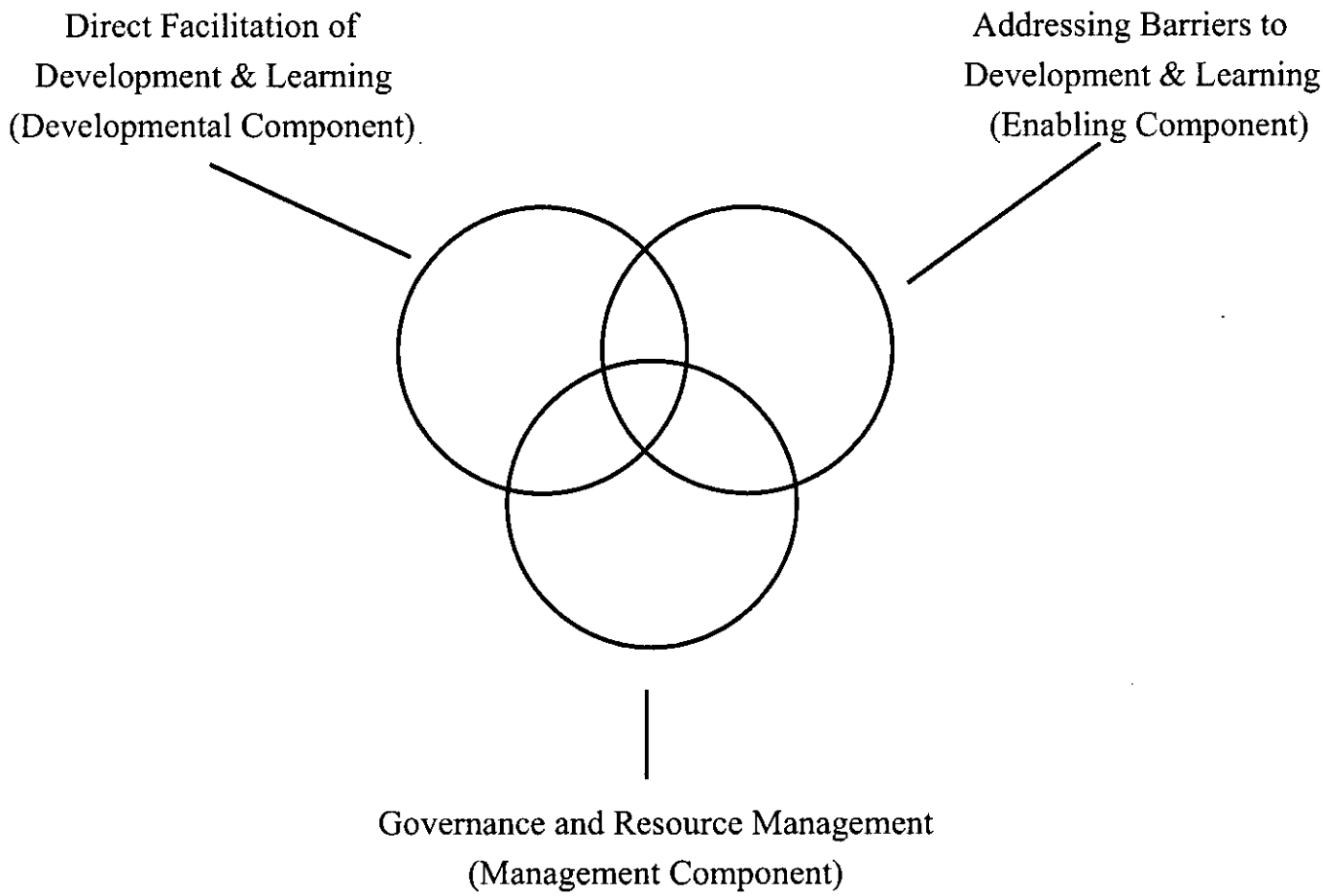
Minimizing political and interpersonal machinations

Obviously, school boards are political entities. Therefore, besides common interpersonal conflicts that arise in most groups, differences in ideology and constituent representation can interfere with a committee accomplishing its goals.

Possible strategy: At the outset, it is wise to identify political and interpersonal factors that might undermine acceptance of the committee's proposals. Then steps can be taken to negotiate agreements with key individuals in order to maximize the possibility that proposals are formulated and evaluated in a nonpartisan manner.

Figure 3. Functional Focus for Reform and Restructuring



Concluding Comments

As school boards strive to improve schools, the primary emphasis is on high standards, high expectations, assessment, accountability, and no excuses. These are all laudable guidelines for reform. They are simply not sufficient.

It is time for school boards to deal more effectively with the reality that, by themselves, the best instructional reforms cannot produce desired results when large numbers of students are not performing well. It is essential to enhance the way every school site addresses barriers to learning and teaching. Each school needs policy support to help evolve a comprehensive, multifaceted, and well-integrated approach for addressing barriers and for doing so in ways that weave the work seamlessly with the school's efforts to enhance instruction and school management.

Progress along these lines is hampered by the marginalized status of programs and personnel whose primary focus is on enabling learning by effectively addressing barriers. Most school boards do not have a standing committee that focuses exclusively on this arena of policy and practice. The absence of such a structural mechanism makes it difficult to focus powerfully and cohesively on improving the way current resources are used and hinders exploring the best ways to evolve the type of comprehensive and multifaceted approaches that are needed to produce major gains in student achievement.

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*For an overview of all resources available from the Center or to request a specific resource, write c/o the Dept. of Psychology, UCLA, Box 951563, Los Angeles, CA 90095-1563 or call 310/825-3634 or use the internet to scan the website http://smhp.psych.ucla.edu

The Co-directors of the School Mental Health Project at UCLA and its
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Researchers Call SAT Alternative Better Predictor of College Success

By Sean Cavanagh

Everybody knows that a little creativity, wedded with a good amount of common sense, can go a long way in life, whether it's in a pickup basketball game or the thorniest corporate board meeting.

Yet those attributes aren't always easy to quantify—and they aren't measured with much success in today's most widely used college admissions test, according to a prominent scholar and team of researchers working out of Yale University.

Robert J. Sternberg, a professor of psychology at Yale who has probed the norms and nuances of intelligence and wisdom for years, has completed the first phase of a project he believes could produce an admissions test that is a stronger predictor of success in college, and fairer to underrepresented minorities.

His premise is the belief that the SAT, taken about 2.6 million times by students each year, measures primarily memory and analytical ability, rather than creative or practical skills—the latter of which is usually associated with common sense.

Creative and practical talents are important for determining an individual's success in college, and in life, Mr. Sternberg contends. He directs the study, called the Rainbow Project, which is financed by the College Board, the New York City-based nonprofit group that sponsors the SAT.

"The system fails to identify kids who might succeed in ways the [current SAT] doesn't suggest they will," said Mr. Sternberg, the director of the PACE Center at Yale in New Haven, Conn. He is also the president of the American Psychological Association.

For the project's first phase, researchers designed an alternative exam, one that Mr. Sternberg believes eventually could augment, rather than replace, the SAT. The new test was given to 1,007 student volunteers at two high schools, five community colleges, and eight four-year colleges across the country, mostly from April to June of 2001.

Because researchers sought to gauge the predictability of success in college, not high school, the first phase of the study primarily used the data collected from the 793 first-year college students among the group of volunteers. Elena Grigorenko, the deputy director of the PACE center, took the lead in coordinating much of the testing process.

New Sections

The exam evaluated students in three overall areas: analytical, practical, and creative skills. It used a combination of multiple-choice questions and performance-based sections, in which the participants worked out their own answers.

Some of the sections, such as one asking students to figure out word meanings in the context of written passages, bear a resemblance to the current version of the SAT. Many other sections, though, share little with today's model.

In one section, students were given cartoons, purchased from the archives of *The New Yorker*, and were asked to write captions for them. Test-takers were also asked to write two stories, taking 15 minutes each, based on a list of fictitious titles. A team of judges rated those stories on originality, evocativeness, complexity, and descriptiveness.

Other sections presented students with various troublesome situations they might encounter in everyday life and asked them to rate numerically the best solutions.

A supervisor has assigned you to work with an employee who is "rude, lazy, and rarely does a proper job," according to one sample on the "common sense" questionnaire. Students were then asked to rate the quality of different responses, such as telling the colleague off, or working with him in a businesslike manner.

The current SAT is a good predictor of college success, Mr. Sternberg asserts, but he believes the Rainbow Project's test does even better. He also says the new test showed smaller gaps between the scores of students from different racial and ethnic groups. In theory, the new exam could offer a college-admissions test that more accurately predicts postsecondary achievement, with fewer worries that the exam was biased in favor of one racial or ethnic group or another.

Diane F. Halpern, a professor of psychology at Claremont McKenna College, in Claremont, Calif., who assisted with the project, arranged to give the exams by computer to about 150

students at the campus where she used to work, California State University-San Bernardino. She saw value in the study.

With today's technology, students have the ability to access more information more quickly than ever, Ms. Halpern noted. But the challenge in college, and in life, she said, is approaching data critically and gauging what is most important.

College-admissions tests, she argues, need to reflect the demand for those skills.

Creativity in a Can

One researcher familiar with Mr. Sternberg's study, Paul R. Sackett of the University of Minnesota, disputes some of the project's conclusions, though he says he admires its broader goal.

By giving the test to first-year college students, the Rainbow Project was evaluating an overly restricted population of test-takers, said Mr. Sackett, a professor of psychology at the university's Twin Cities campus.

And in trying to gauge the success of the participating students in college, the Yale project did not go far enough in accounting for the differences in grading at the particular schools, Mr. Sackett contends.

Overall, while he sees merit in the study, Mr. Sackett believes that its claims about predicting college success, and reducing disparities between racial and ethnic groups, are overstated.

But Mr. Sternberg counters that his test-taking population was quite diverse, since it included high school and community college students, who might not get accepted or even choose to go to a four-year college at all. And he said adjustments had been made to account for college grading.

A central question, Mr. Sackett noted, is whether the project has any value for a broad swath of the college-going population. He had doubts: The ability to assess students' creative and practical abilities could suffer from college applicants' determination to manipulate and beat the system.

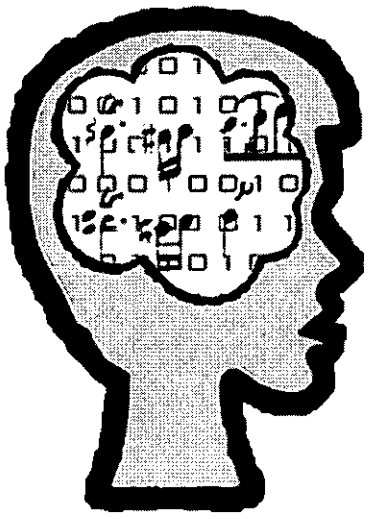
"Will it still measure creativity when people can go to two-day workshops aimed at writing cartoon captions?" Mr. Sackett said.

But Mr. Sternberg asserts that because sections of the test grade students on innovation and the novelty of their ideas, their scores would suffer if they were simply to repeat stale answers suggested by test-prep courses.

Rather than supplanting the SAT, Mr. Sternberg envisions that a portion of college-bound students could take the new test, either because certain colleges asked them to or because the students voluntarily signed up for it. The second phase of the project will focus on giving the test to a larger sample of students—anywhere between 5,000 and 10,000—and shortening its time from about three hours, among other improvements.

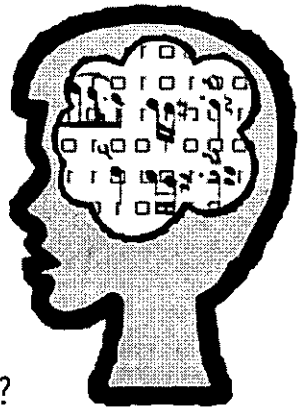
Mr. Sternberg is optimistic about where the project is headed.

"I'm very pleased," he said. "We see this as not just a project, but a step to transform education ... that will change the way we teach in the classroom."



A WHOLE NEW MIND

DISCUSSION GUIDE



FOR EDUCATORS

1. Does your classroom, school or school system promote L- or R- directed thinking? How? What is the proper balance?

2. How innate are the six abilities Pink talks about? Can these abilities be taught or strengthened in school? How?

3. What role does design have in your classroom or school? Do your students play any role in the actual design of their learning experience? Can it be incorporated into the curriculum in areas other than art class? How?

4. Is storytelling part of your curriculum? If not, should it be? How?

5. Can you teach empathy? Should you teach empathy? How?

6. Do you agree with what Pink argues about the importance of play for learning and creating? What can you do to include more play in your teaching and your students' learning?

7. Are your students learning to be symphonic thinkers? If so, how can we teach this capacity? Does the traditional means of organizing teaching by discipline interfere with students' and teachers' ability to think symphonically?

8. What do you think of the Charter High School for Art and Design (CHAD)? How could CHAD be used more broadly as a model for schooling? What are its strengths? Weaknesses?

9. Do you agree with Pink that videogames are important for developing skills like problem solving, visual perception and symphonic thinking?

10. How is Pink's notion of "meaning" a part of your teaching? Should we even broach this subject in a secular classroom? If so, how?

11. Pink talks about psychological androgyny and aligns R-directed thinking with one's feminine side. Do you agree? What do you observe in your own classroom or building?

12. How have your students been impacted by the SAT-ocracy and the culture of standardized testing that Pink describes? How has your teaching been impacted by these tests? Do these tests make it more difficult to have a whole-minded approach to teaching and learning?

13. What do you think of the Rainbow Project, the alternative SAT created by Yale Professor Robert Sternberg?

14. Is your school ready to embrace Pink's theories about R-directed thinking in the Conceptual Age? What about society as a whole? What are the consequences for students and educators if we do not?

15. What R-directed skills do you use in your work? Which of the six senses is a priority for teachers to develop? Why?

16. Which of the portfolio exercises from the book would you recommend for other educators? Which ones would you use with students?

17. How, if at all, should teacher training change in light of these ideas?

18. How do you imagine educators in Asia or other countries might react to the ideas presented in this book?

19. After reading A WHOLE NEW MIND, what is one change you would make in your classroom, school or school district? What challenges would you face in implementing this change? How would you plan to overcome those challenges?

20. What in the book made you laugh? What made you angry?

Your own questions:

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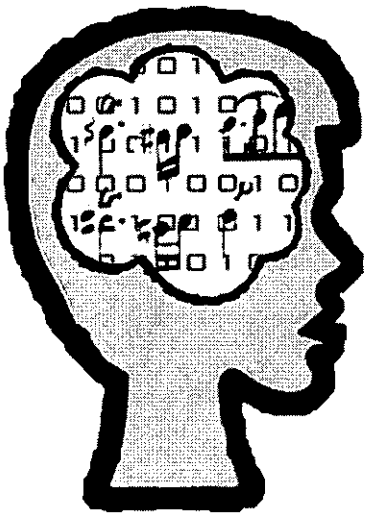
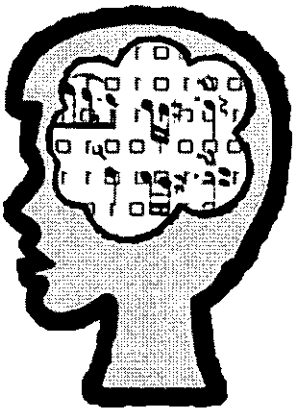


A WHOLE NEW MIND
DISCUSSION GUIDE



FOR BUSINESS

1. In what ways does your current job involve R-directed thinking? Could your organization benefit from more R-directed thinking? Less?

2. How innate are the six abilities Pink discusses (Design, Story, Symphony, Empathy, Play and Meaning)? Which of them is your strongest? Weakest? Which is most important for your current job?

3. Consider the three questions Pink poses regarding your current work: Can someone overseas do it cheaper? Can a computer do it faster? Am I offering something that satisfies the nonmaterial, transcendent desires of an abundant age? Does your work pass this three-part test?

4. How will the three forces Pink describes be affected by the economic recession?

5. Did Pink convince you of the importance of design? In what ways could you and your colleagues instill design thinking in your organization?

6. What are the implications of Pink's argument for education? Are you yourself a product of the SAT-ocracy? If so, how did it help or hurt you?

7. What role does storytelling have in your work? What role could it have? Does your organization have a story to tell? Do your clients and customers know that story?

8. How do you use symphonic thinking in your job? How could this right-brain ability benefit your organization?

9. Is empathy an important part of your work? How could empathy be used in your organization to improve your offerings? How could empathy make your organization a better place to work?

10. What role do play and humor have in your workplace? Could play or humor improve your service to clients? Do you agree with Pink that a sense of humor can make someone a better manager? Why or why not?

11. What do you think of Pink's assertion that "meaning is the new money"? How does your organization create meaning for its customers? For its employees?

12. Does your current job pass the Collins 20-10 test that Pink outlines in the portfolio section of Chapter 9: If you had $20 million or knew that you had only 10 years to live, would you still be doing what you are doing now? What can your organization do to ensure that its employees' experiences pass this test?

13. What do you think of Pink's suggestion that spirituality should have a place in the workplace. What is your organization's approach to spirituality? Should it change?

14. Did you do any of the exercises Pink suggests in the book? Which ones would you recommend to others in your organization? Why?

15. What are some of the barriers to developing the six abilities Pink describes in your own organization?

16. How do you think workers in Asia would react to this book?

17. Pink talks about psychological androgyny and aligns R-directed thinking with one's feminine side. Do women have a comparative advantage over men in this world? Is this true in your organization? Why or why not?

18. Would you add any other abilities to Pink's list of six senses?

19. What in this book made you laugh? What made you angry. Why?

Your questions:

_____

_____

_____

3896

Intelligence, Creativity, and Wisdom: Assessments of Abilities for the 21st Century

Robert J. Sternberg
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Main Message

- Current tests used for assessing abilities are narrow and do an injustice to certain groups
- We can create and have created broader, more equitable, better assessments

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Organization of Talk

- Context
- Theory of Successful Intelligence
- The Rainbow Project
- The Tufts Kaleidoscope Project
- Related Projects
- Conclusions

Theoretical Background:

The Augmented Theory of Successful Intelligence

Students are SUCCESSFULLY INTELLIGENT, according to the theory, when they have the abilities to succeed in life according to their own standards within their sociocultural context, by:

1. *Recognizing and capitalizing* on strengths;
2. *Recognizing and correcting* or *compensating* for weaknesses.

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Theoretical Background

Capitalization and compensation enable people to balance:

1. *Adaptation* to existing environments;
2. *Shaping* environments to improve them;
3. *Selecting* new environments.

Theoretical Background

Via:

- Analytical abilities
- Creative abilities
- Practical abilities
- Wisdom-based abilities

Theoretical Background

Analytical skills are evoked when we

- analyze
- compare and contrast
- evaluate
- explain
- judge
- critique

Theoretical Background

Creative skills are evoked when we:

- create
- design
- invent
- imagine
- suppose

Theoretical Background

Practical skills are evoked when we:

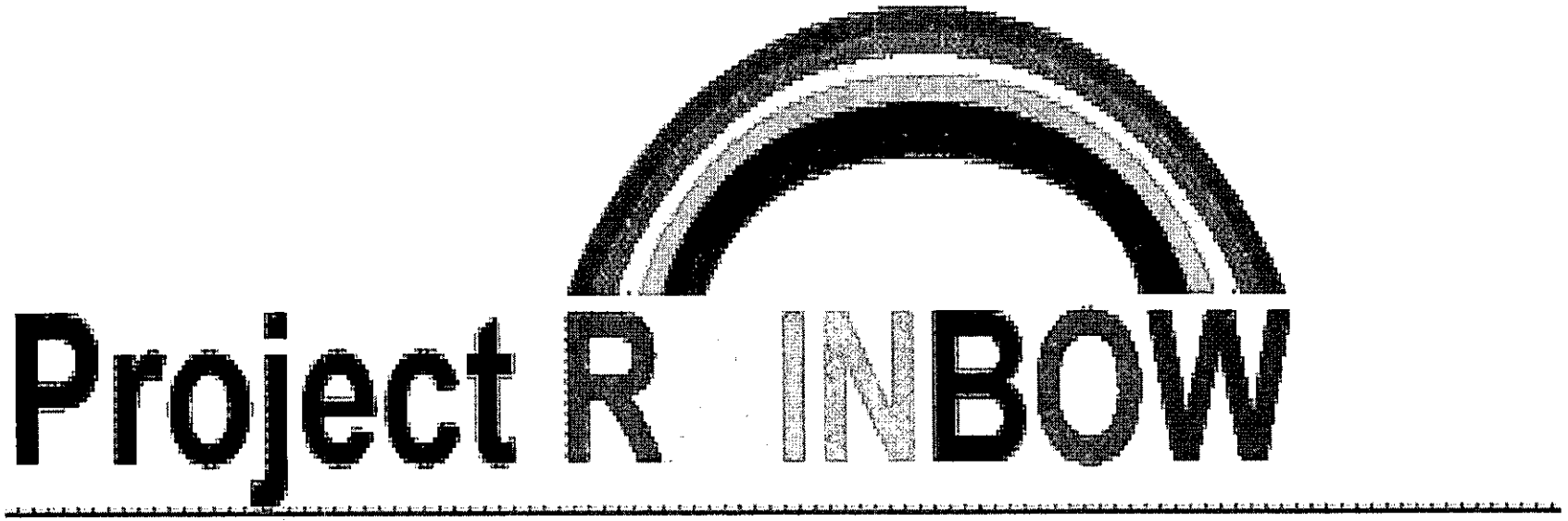
- use
- apply
- implement
- employ
- contextualize

Theoretical Background

Wisdom-based skills are invoked when we:

- balance intrapersonal, interpersonal, and extra-personal interests
- over the long and short terms
- through the infusion of positive ethical values
- in search of a common good

3906



Project R INBOW

The Rainbow Project: A Plan for Augmentation of the SAT

Robert J. Sternberg
And the Collaborators of the Rainbow Project

3907

Project R INBOW

Overarching Goal

- To develop a battery assessing analytical, creative, and practical intellectual skills that is reliable and construct valid, increasing prediction of academic and life performance beyond that obtained from conventional "*g*-based" measures

Project R:INBOW

Method: Materials

- Outcome Variable (the criterion)
  - College GPA
- Baseline Materials
  - SAT-Verbal
  - SAT-Math
  - SAT-Total
  - ACT or PSAT scores if SAT scores were not available

Project R INBOW

Method: Materials

Analytical

15 multiple choice items

- Including verbal, quantitative, and figural content
- 4 response options per item

Project RAINBOW

Method: Materials

Practical

15 multiple choice items

Including verbal, quantitative, and figural

- 4 response options per item

Performance tasks – Tacit-knowledge inventories

- College Life (15 vignettes)
- General Workplace/Common Sense (15 vignettes)
- Everyday Situational Judgment - Movies (7 vignettes)

Project R INBOW

Vignette Sample Item

College Life Tacit-Knowledge Inventory

1	2	3	4	5	6	7
Not at all Characteristic			Neither Characteristic nor Uncharacteristic			Extremely Characteristic

You are enrolled in a large introductory lecture course. Requirements consist of three term-time exams and a final. Please indicate how characteristic it is of your behavior to spend time doing the following, if your goal is getting an *A* in the course.

___Attending class regularly.

___Attending optional weekly review sessions, if there are any, with the T.A.

___Reading assigned text chapters thoroughly.

___Taking comprehensive class notes.

___Speaking with the Professor after class and during office hours.

___Talking to students who took the course last year.

___Studying regularly instead of cramming in the night before exams.

___Doing the extra credit or optional reading assignments.

___Skimming the required reading in the morning before class.

Project RAINBOW

Vignette Sample Item

General Workplace/Common Sense Tacit-Knowledge Inventory

1	2	3	4	5	6	7
Extremely Bad	Very Bad	Somewhat Bad	Neither Bad Nor Good	Somewhat Good	Very Good	Extremely Good

You've been assigned to work on a project for a day with a fellow employee whom you really dislike. He is rude, lazy, and rarely does a proper job. What would be the best thing for you to do?

___Tell the worker that you think he is worthless.

___Warn the worker that, if he is not "on his toes" today, you will complain to the supervisor.

___Avoid all conversation and eye contact with the other worker.

___Be polite to the other worker and try to maintain as business-like a manner as possible so that hopefully he will follow your example for the day.

___Tell your supervisor that you refuse to work with this man.

___The project is going to be impossible to accomplish with this worker, so you may as well not even try--you can always blame your bad work partner.

___See if you can convince one of your friends to take your place and work with this employee.

___Demand a raise from your supervisor; you should not have to tolerate these conditions.

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Project R INBOW

Everyday Situational Judgment - Movies

- Examinees see seven digitized movies depicting various real-life situations that college students confront or may confront:
  - The Party: Entering a party where one does not know anyone
  - A Fair Portion: Discussing shares of rental payments for a flat
  - Professor's Dilemma: Asking for a letter of recommendation from a professor who does not know you very well

Project RAINBOW

Everyday Situational Judgment – Movies, Contd.

- No Free Lunch: Having eaten a lunch and discovering that you do not have the money to pay for it
- The Unwanted Guest: Dealing with a friend in need of help at a time when you are just seeing your significant other for the first time in a long time
- Pressing Corporate Matter: Making a decision regarding proactive actions that can be taken before a wave of firings commences in your company
- Jerry's "Beauty-rest Sleeper": Organizing your friends to move your furniture to a new flat

Project R INBOW

Method: Materials

Creative

15 multiple choice items (STAT – Level H)

- Including verbal, quantitative, and figural
- 4 response options per item

Performance tasks

- 2 written stories
- 2 oral stories
- 3 cartoon captions

Project RAINBOW

Written Stories

SHORT STORY TASK: TITLES

- "A Fifth Chance"
- "2983"
- "Beyond the Edge"
- "The Octopus's Sneakers"
- "It's Moving Backwards"
- "Not Enough Time"

Project RAINBOW

Oral Stories

SHORT STORY TASK

The following task may at first seem somewhat novel; however, I am confident that you will have no difficulty doing it. You will be presented with several sheets of paper, each containing several images. You are to choose two of these pages and to formulate a short story for each. In order to expedite the process, rather than write out each of the stories, you will dictate them to a cassette recorder. When recording: please speak clearly; state your name; spell your name; and state the page number of each story. There is no limitation in the content of the story or the manner in which you decide to present it.

Do you have any questions?....

So, if there are no [more] questions as to what we are asking you to do, please get started.

Project RAINBOW

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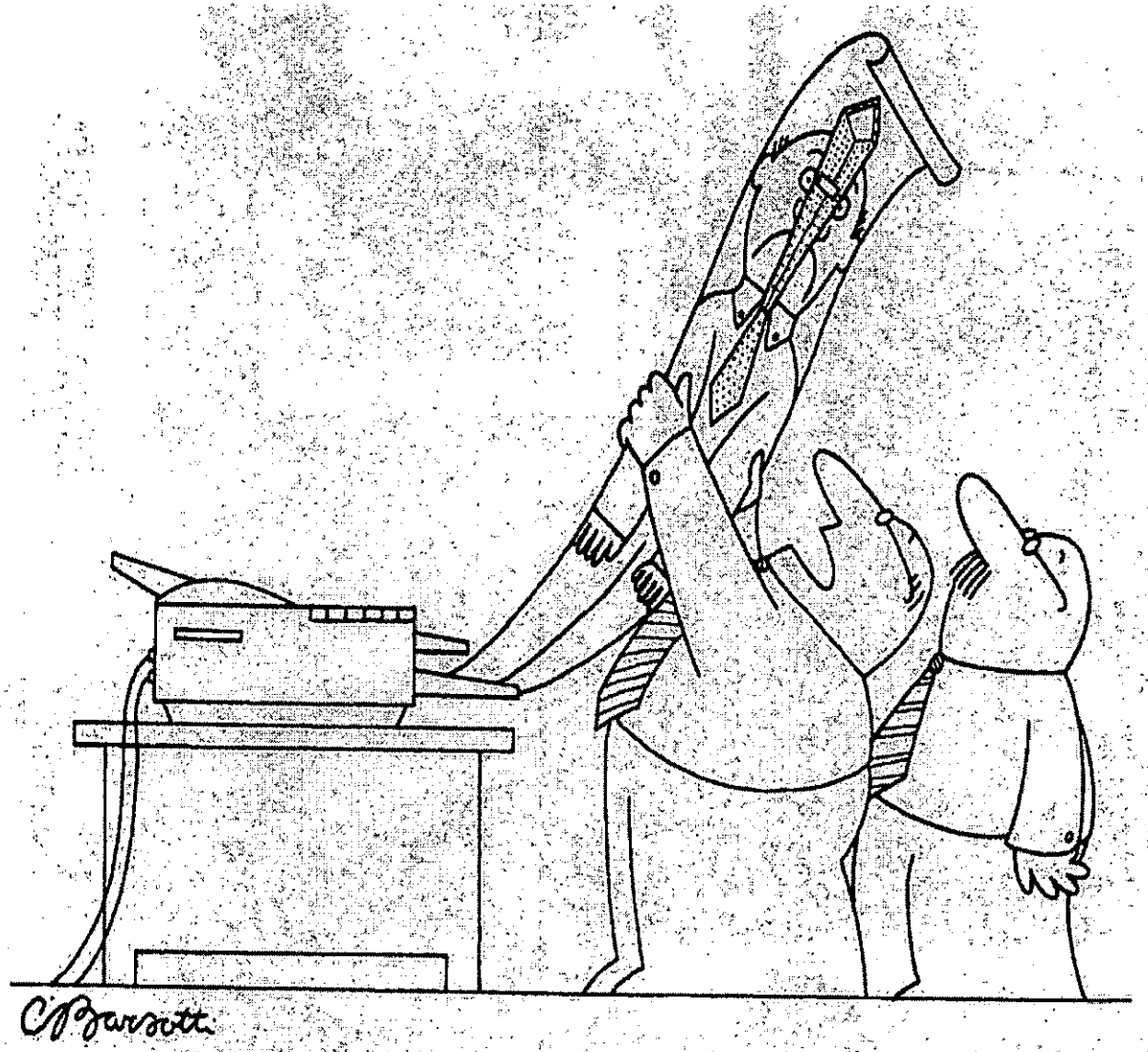
Project RAINBOW

Cartoon Titles

Examinees see five cartoons and need to provide titles for three of the five.

Project RAINBOW



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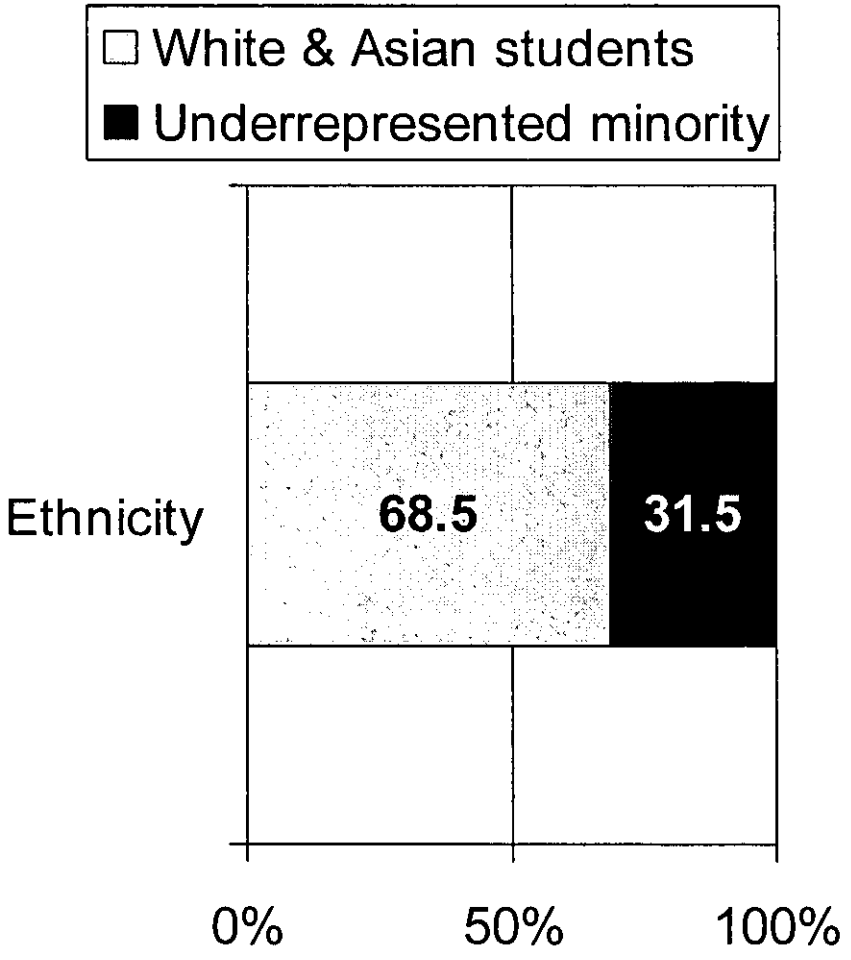
Project RAINBOW

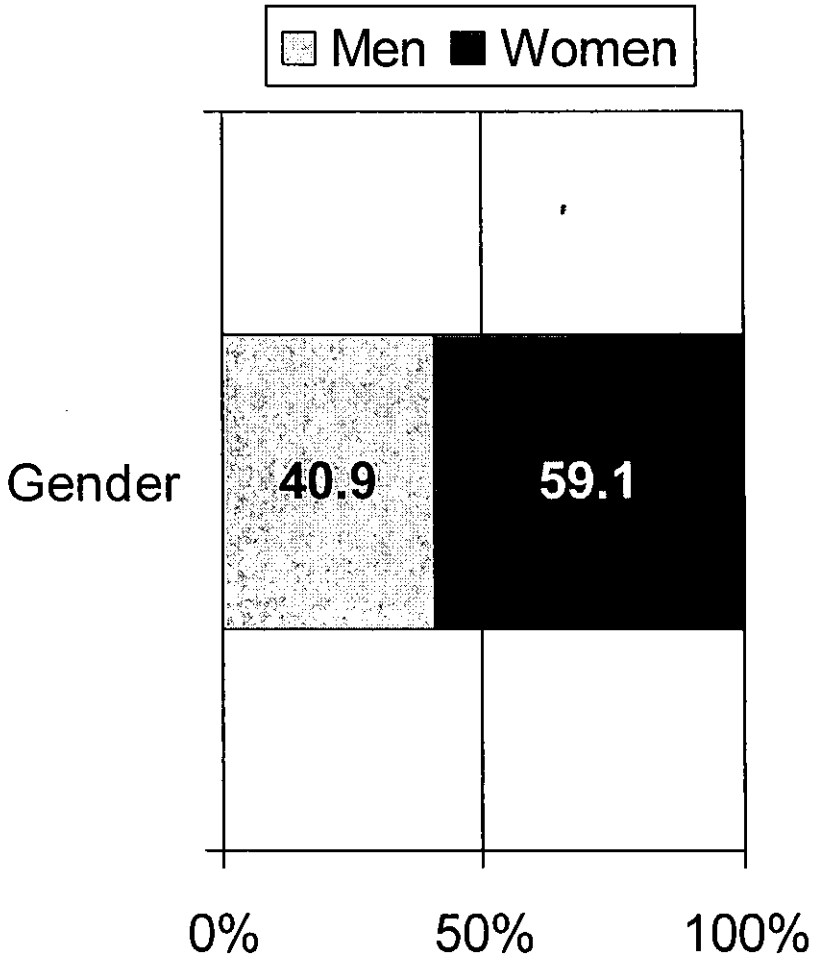
Method: Participants

- Total sample
  - Collected: n = 1013
  - Available for analyses: n = 990
  - Included in this presentation: n = 777
    - From 13 colleges and universities around the country

Project RAINBOW

College Sample Composition





Project RAINBOW

Method: Design

- Incomplete randomized design (McArdle, 1994)
- Two forms:

1. Web-based (59% of students)
2. Paper-Pencil (41% of students)

All tests were proctored by university officials.

Project RAINBOW

Exploratory Factor Analysis: Rainbow Tasks

	Factor 1	Factor 2	Factor 3
Oral Stories	**0.57**	-0.06	-0.06
Written Stories	**0.79**	0.01	-0.02
Cartoons	**0.20**	**0.28**	-0.08
STAT-creative	0.00	**0.73**	0.09
STAT-analytic	-0.06	**0.80**	-0.04
STAT-practical	0.03	**0.81**	-0.02
Movies	0.12	0.05	**0.52**
College Life	-0.13	0.01	**1.00**
Common Sense	0.12	-0.01	**0.92**

Promax rotation: 62.8% variance explained

Project RAINBOW

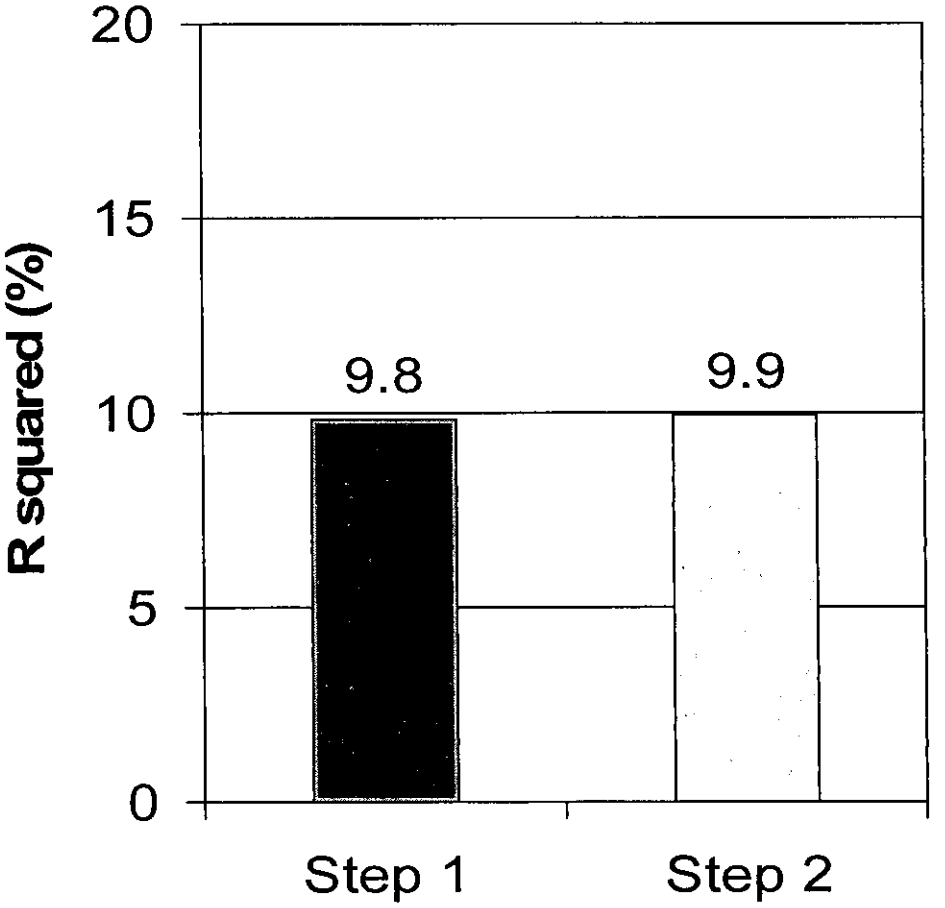
Predicting GPA: SAT + Analytical

Step 1:

SAT-Verbal, SAT-Math

Step 2:

Analytic (STAT)



Project RAINBOW

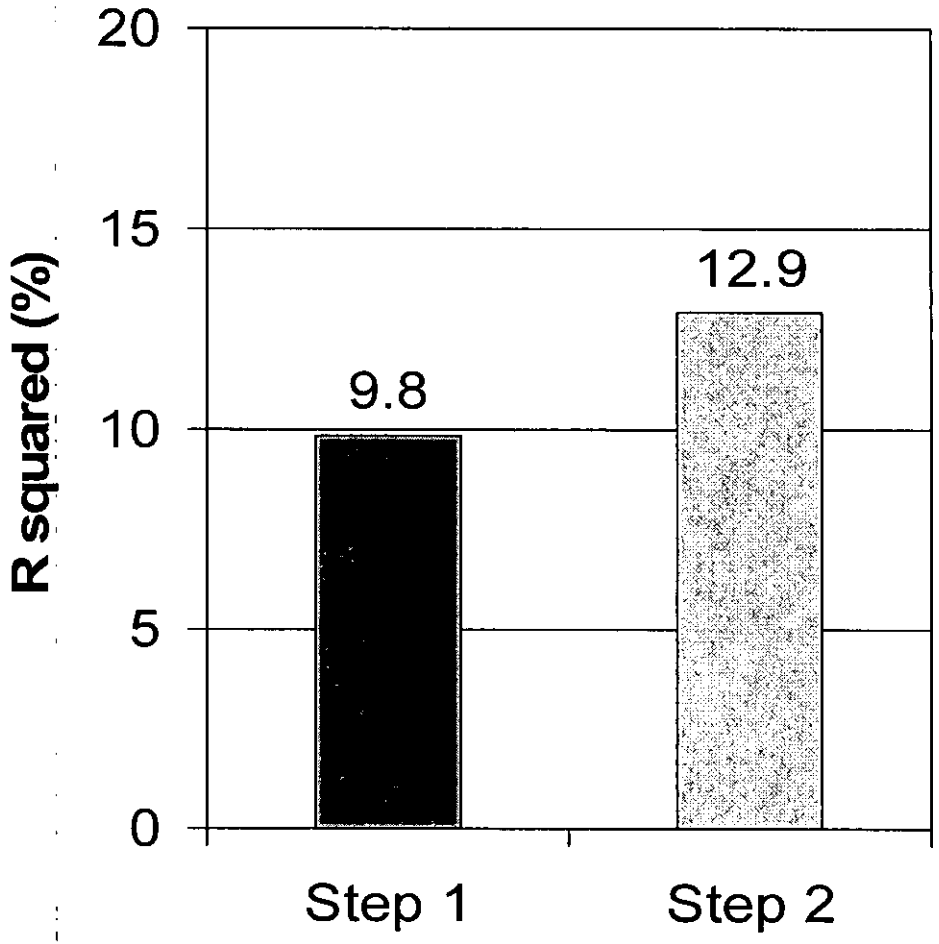
Predicting GPA: SAT + Practical

Step 1:

SAT-Verbal, SAT-Math

Step 2:

Practical (STAT + Separate Tasks)

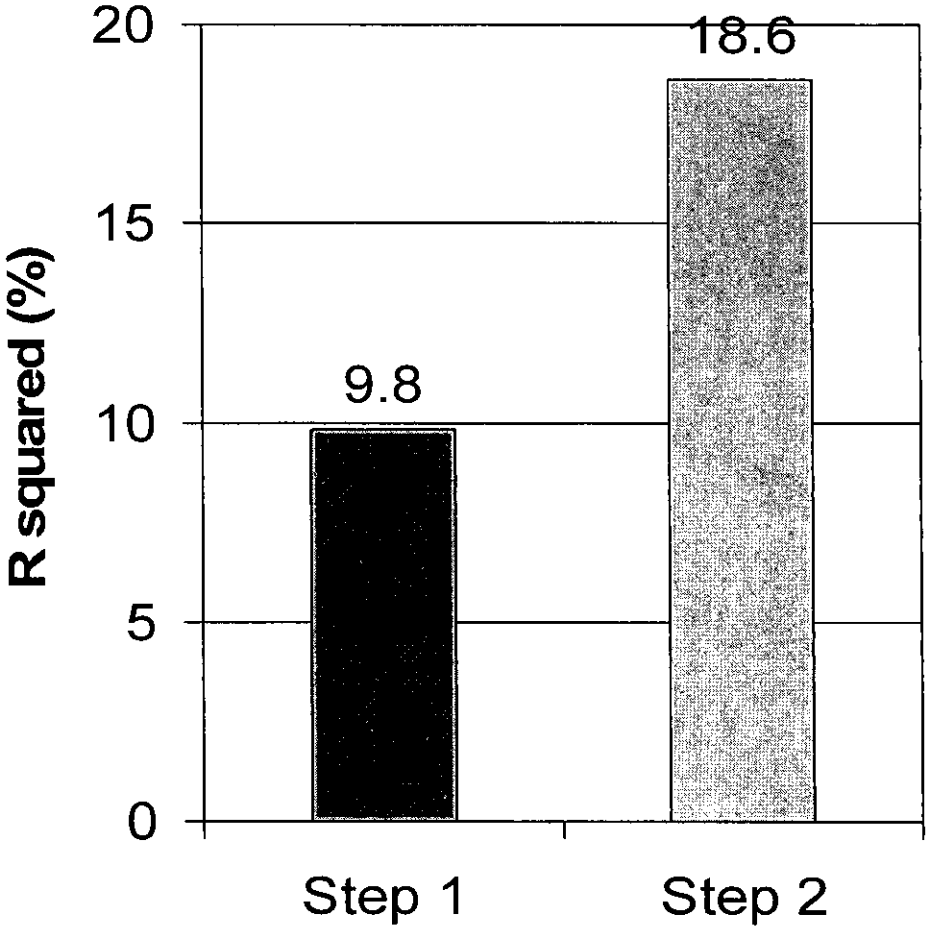


Project R INBOW

Predicting GPA: SAT + Creative

Step 1:
SAT-Verbal, SAT-Math

Step 2:
Creative (STAT + Separate Tasks)



Project R INBOW

Predicting GPA:

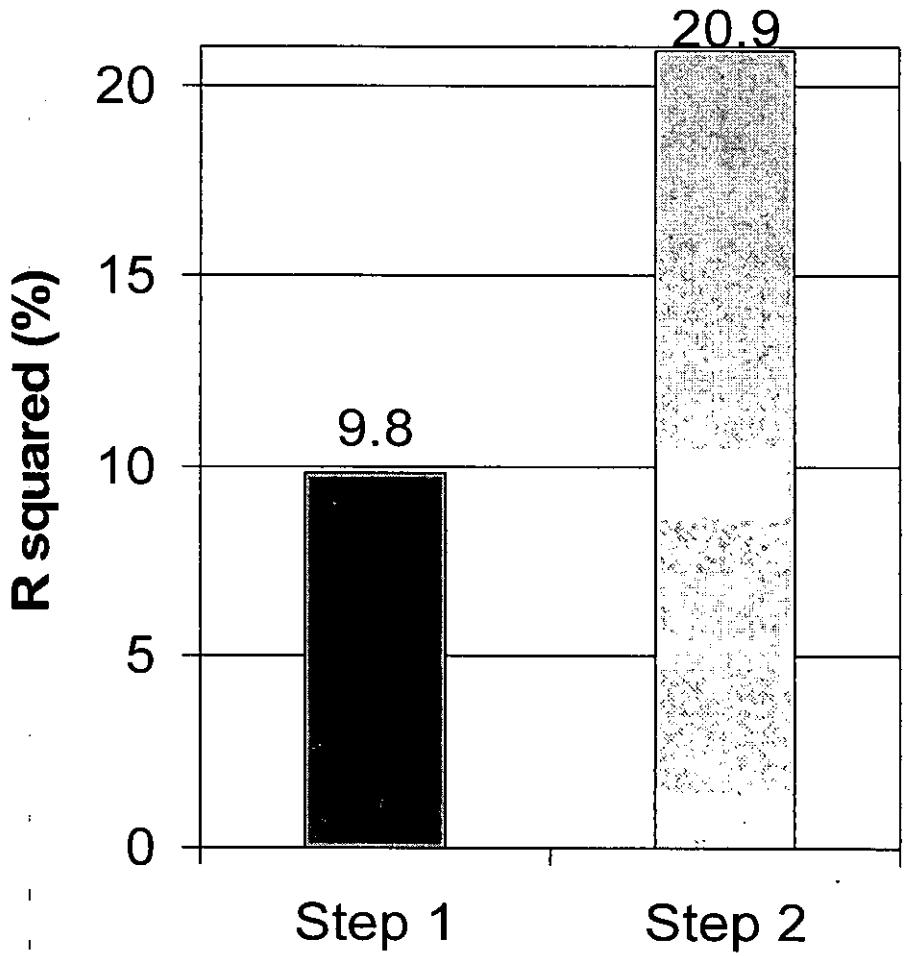
SAT + Analytic, Creative, Practical

Step 1:

SAT-Verbal, SAT-Math

Step 2:

All Rainbow Project Items
(STAT Analytic, Practical, Creative,
Practical Tasks,
Creative Tasks)



Project RAINBOW

Predicting GPA:

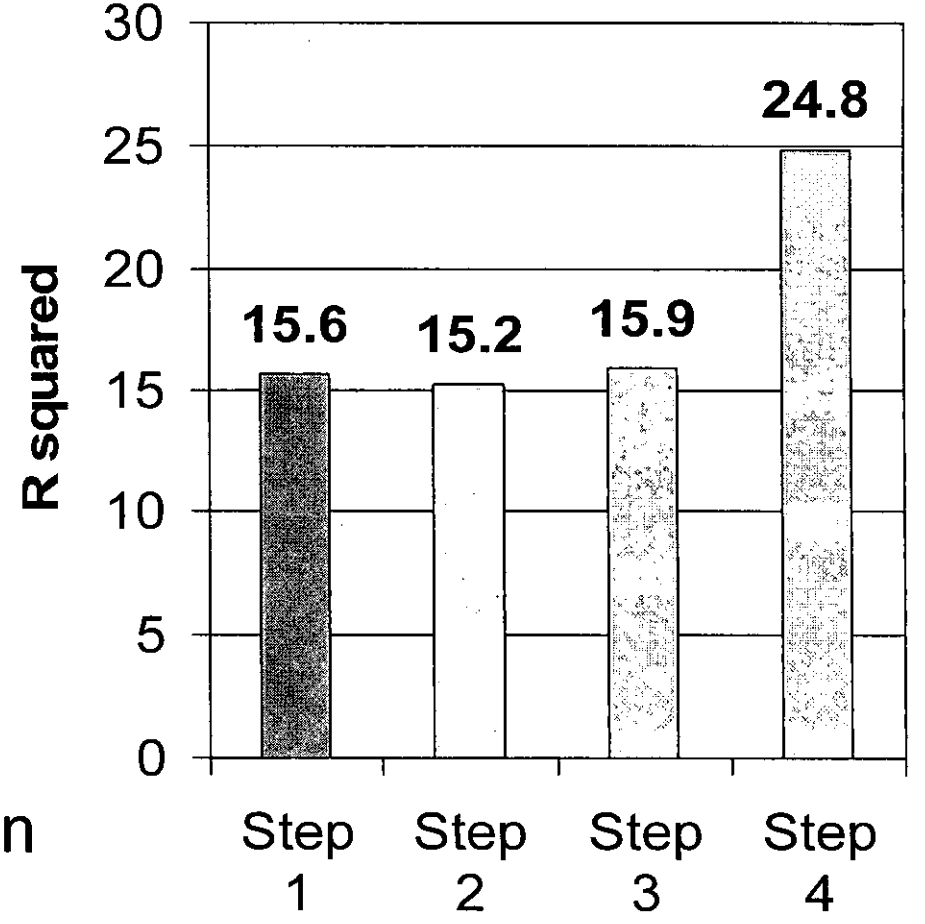
All measures (practical before creative)*

Step 1: SAT-M
SAT-V
HSGPA

Step 2: + Analytic

Step 3: + Practical

Step 4: + Creative



*Controlling for school quality in dependent variable

Regressions: In sum

- In the Rainbow sample,
  - Adding Rainbow measures over SAT roughly doubles prediction of college success
  - Adding Rainbow measures over SAT + High School GPA increases prediction by roughly half

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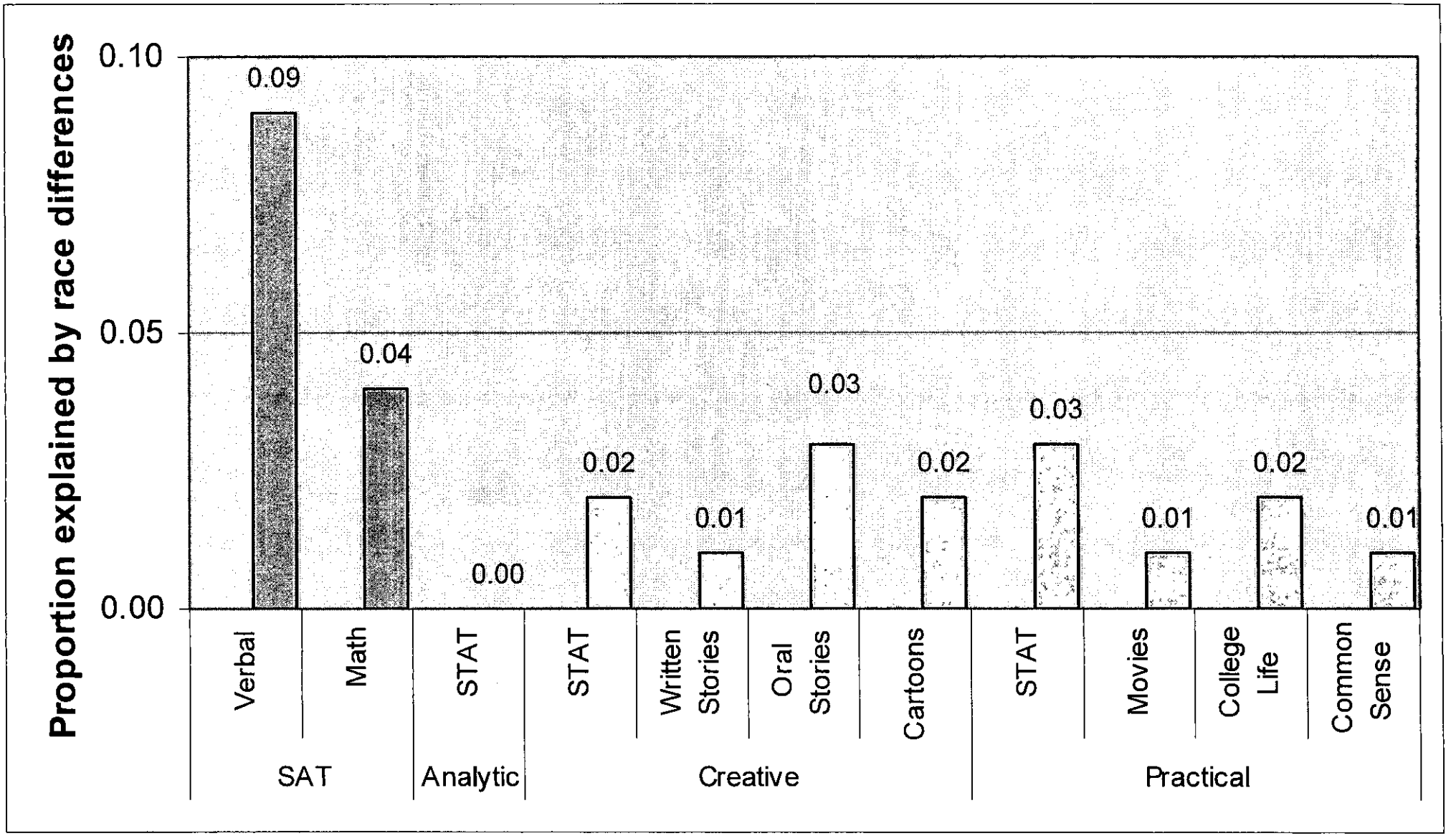
Project RAINBOW

Amount of Each Measure That Is Predicted by Racial / Ethnic Differences (ω^2)



Effect Sizes: Cohen's d with Whites as Reference Group

	Blacks	Latinos	Asians	Nat.Am.
• SAT-M	-0.7	-1.0	0.5	-1.0
• SAT-V	-0.7	-1.1	-0.2	-0.6
• SAT-T	-0.7	-1.1	0.0	-0.8

Effect Sizes: Cohen's d with Whites as Reference Group

	Blacks	Latinos	Asians	Nat.Am.
• STAT-A	-0.2	-0.4	0.3	-0.3
• STAT-C	-0.7	-0.5	-0.0	-1.2
• STAT-P	-0.5	-0.5	0.1	-0.7

Effect Sizes: Cohen's d with Whites as Reference Group

	Blacks	Latinos	Asians	Nat.Am.
• Movies	-0.5	-0.4	0.0	-0.8
• Common Sense	-0.9	-0.2	0.2	-0.4
• College Life	-0.7	-0.2	-0.2	0.2

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Effect Sizes: Cohen's d with Whites as Reference Group

	Blacks	Latinos	Asians	Nat.Am.
• Cartoons	-0.2	-0.5	-0.2	-0.4
• Oral Stories	-0.1	-0.5	-0.5	0.5
• Written Stories	-0.3	-0.1	-0.2	0.0

Group Difference Analyses: In Sum

- In the Rainbow sample:
  - Rainbow measures reduce ethnic-group differences relative to the SAT alone
  - The new measures reduce differences because different ethnic groups show different average patterns
  - Differences are not eliminated, however

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The Tufts Kaleidoscope Project Preliminary Results ('06-'08)

Robert J. Sternberg

and the Kaleidoscope Collaborators

Class of 2011

Goal

- Insert analytical, creative, practical as well as wisdom-based essays as part of the Tufts-specific admissions application in order to broaden the way we think about applicants
- Change categories for rating system of applicants

Tufts Admissions

- Tufts applicants complete the Common Application and (if they choose to) the Supplemental Application.
- Applications are rated on 4 dimensions:
  - Academic (AC),
  - Personal Quality (PQ),
  - Extracurricular (EX), and
  - Overall (OV).
- Final admission decision is made by a committee based on multiple criteria.

The Kaleidoscope Framework

- Kaleidoscope (Kscope) is a framework for evaluating applicants'
  - Creative (C),
  - Practical (P), and
  - Wisdom (W) skills.

- Applicants submitted optional essays.
- Admission officers were trained and asked to use a Kscope rubric to evaluate applicants.

Essay prompts

1. The late scholar James O. Freedman referred to libraries as "essential harbors on the voyage toward understanding ourselves." What work of fiction or non-fiction would you include in a **personal library**? Why?
2. An American adage states that "**curiosity** killed the cat." If that is correct, why do we celebrate people like Galileo, Lincoln, and Gandhi, individuals who thought about longstanding problems in new ways or who defied conventional thinking to achieve great results?
3. History's great events often turn on small moments. For example, **what if** Rosa Parks had given up her seat on that Montgomery bus in 1955? What if Pope John Paul I had not died in 1978 after a month in office? What if Gore had beaten Bush in Florida and won the 2000 U.S. Presidential Election? Using your knowledge of American or world history, choose a defining moment and imagine an alternative historical scenario if that key event had played out differently.

Essay prompts (cont.)

4. Create a short story using one of the following topics: a. The end of **MTV** b. Confessions of a Middle School **Bully** c. The **Professor** Disappeared d. The Mysterious **Lab**
5. Describe a moment in which you took a **risk** and achieved an unexpected goal. How did you persuade others to follow your lead? What lessons do you draw from this experience? You may reflect on examples from your academic, extracurricular or athletic experiences.
6. A high school curriculum does not always afford much **intellectual freedom**. Describe one of your unsatisfied intellectual passions. How might you apply this interest to serve the common good and make a difference in society?
7. Using an 8.5x11 inch sheet of paper, create an ad for a movie, design a house, make an object better, illustrate an ad for an object.

Creative Essay: "What if…"

- If the Trojans had heeded Laocoon's advice and thrown Odysseus' wooden horse into the sea, they would have defeated the Greeks at Troy. Aeneas would then never have had reason to flee the city, and he would never have ventured to Italy to found Rome. Without Rome, neither the Roman Republic nor a Roman Empire would have existed. Concrete, the arch, plumbing, and the sauna might never have been invented. The modern implications of Rome never having existed are indeed drastic. Lacking even concrete floors, people would resort to sleeping in the mud, and, without plumbing or saunas, they would be perpetually filthy and, generally, quite chilly. France could not have built the base of the Eiffel Tower without arches, so tourists would be unable to purchase miniature collectible Towers in Parisian convenience stores.

Good but Uncreative Essay: "What if…"

- What if the ratification of the nineteenth amendment did not pass and women were never given the right to vote? What would life for women, like me, be like in the United States? For one thing, I probably would not be writing this essay. If women were not given their right to vote, I probably would stop going to school after this year and it would be unlikely that I would receive a college education. Without suffrage, my career options would be limited, if a career were a possibility at all. My accepted practices would be limited to staying home and taking care of the family. Rather than being equals, women would be subservient to men. I might not drive, I might not dress in the way in which I choose to, and I might not be able to live my life the way that I can in the twenty-first century.

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Kscope Pilot Study : Research Questions

- How do Kscope measures relate to other application information?
  - Academic, personal quality, extracurricular activity
- How do Kscope measure relate to admissions decision?

Data - Class of 2011

- 22% of the applicants received at least one Kscope rating (Creative, Practical and Wisdom)
- **K Group**- combined C, P, W scores
  - C = only low scores
  - B = only medium scores
  - A = one high score
  - A+ = two or three high scores

Correlations between admission measures

	Creative	Practical	Wisdom	K Group
Practical	0.41*			
Wisdom	0.34*	0.32*		
Academic	0.17*	0.06	0.11	0.10*
Personal	0.18*	0.22*	0.21*	0.25*
Extracurricular	0.45*	0.44*	0.41*	0.49*
SAT-V	0.14*	0.04	0.08	0.07*
SAT-M	0.05	-0.02	0.00	0.00
GPA	0.03	0.01	0.02	0.00

Pilot Study Data

- Kscope correlates with extracurricular and personal quality, but not with conventional academic measures.
- Kscope significantly improves post-hoc prediction of admission decisions over academic and personal quality measures.
- Interviewed admission officers and students supported the Kscope framework.

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Pilot Study Data

- Number of applications rose
- Bottom third of old application pool greatly diminished; many more top applicants
- Average SATs rose slightly
- African-American applications up 25%, acceptances up 30%
- Hispanic-American applications and acceptances up 15%

Pilot Study Data

- There were no significant ethnic-group differences on Kaleidoscope
- Kaleidoscope correlated weakly with a composite academic rating (.11)
- Kaleidoscope correlated moderately with rated leadership/extracurricular activities (.44)
- First-semester GPAs did not differ significantly between Kaleidoscope A's and academically comparable students admitted for other reasons

Pilot Study Data

- Kaleidoscope A's engaged in more extracurricular and leadership activities than did others
- Greater customer satisfaction
- Message to students, parents, teachers, and counselors that Tufts is looking for more than just the high-SAT, high-GPA student

Related Projects

- Choate Rosemary Hall
- University of Michigan Business School Project
- Advanced Placement Project
- Aurora Project

Conclusions

- Traditional abilities tests are narrow and limited
- Our new measures can
  - Broaden the range of skills tested for educational purposes
  - Increase predictive validity
  - Decrease ethnic-group differences
  - Increase customer satisfaction

Contact

- Please feel free to contact me at robert.sternberg@tufts.edu with any questions or comments or ideas for collaboration

It's Never Too Late to Learn: The Necessity of Serving Adult Students

LEGISLATIVE ADVISORY COMMITTEE
ANNUAL MEETING

SEPTEMBER 28-29, 2009

BOULDER, CO

WCHE

What is an Adult Learner?

2

- Someone 25 years of age or older involved in postsecondary learning activities (Voorhees and Lingenfelter, 2003).
- Anyone "engaged in some form of instruction or educational activity to acquire the knowledge, information, and skills necessary to succeed in the workforce, learn basic skills, earn credentials, or otherwise enrich their lives" (National Center for Education Statistics, 1999).

WCHE

What is an Adult Learner?

3

- According to NCES (2002), nontraditional students exhibit one or more of seven characteristics:
  - have delayed enrollment into postsecondary education
  - attend part time
  - are financially independent of parents
  - work full time while enrolled
  - have dependents other than a spouse
  - are a single parent
  - lack a standard high school diploma

Many Types of Adult Learners

4

Those who:

- Have a degree but no job (displaced workers)
- Are closing to having a degree (ready adults)
- Those with some college, but who aren't close to having a degree
- Those who have never gone to college
- Those who have not graduated from high school
- Those for whom English is their second language
- Are returning military personnel and veterans (2 million!)

You MUST teach an old dog new tricks

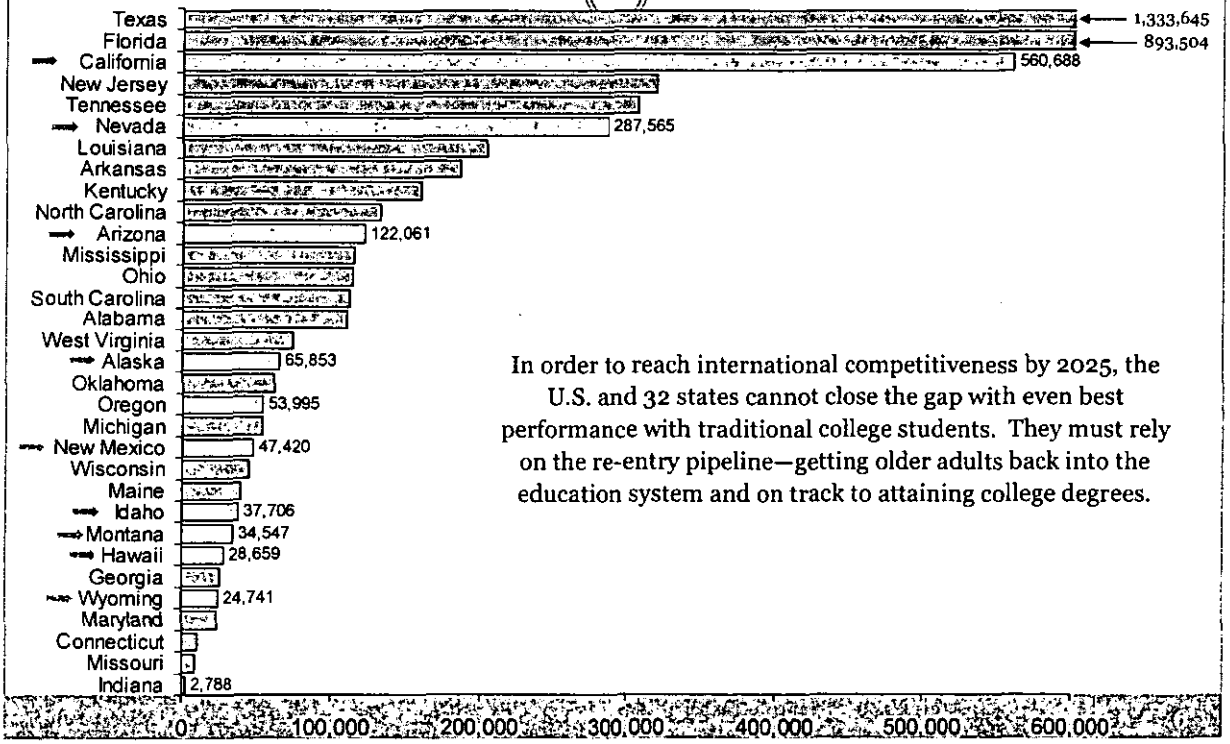
5

- **Adult learners are integral to remaining globally competitive**
  - 35 states cannot catch up to the educational attainment levels of the best performing countries by only serving traditional students
- **Adults make up a significant portion of the total postsecondary enrollments**
  - From 1970 to 2002, adult part-time enrollment at all institutions increased from 7% to 12%, and adult part-time enrollment at community colleges increased from 17 percent to 26 percent of all students.

Source: Council for Adult & Experiential Learning and National Center for Higher Education Management Systems, Adult Learning in Focus, 2008

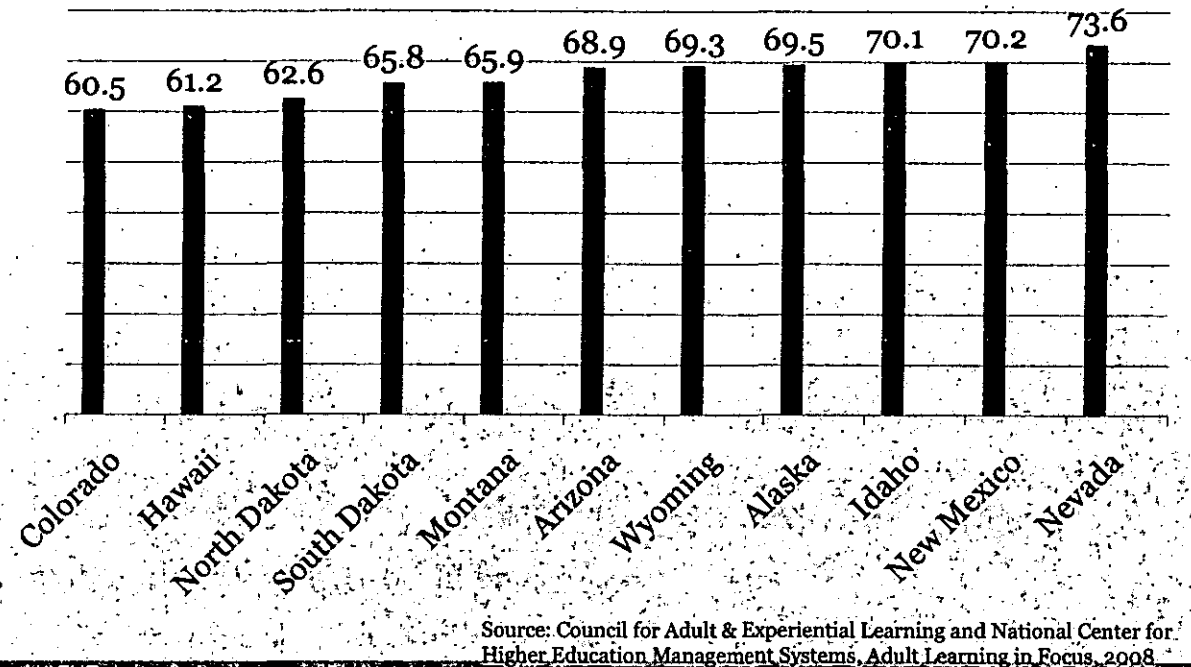
WICHE

Even Best Performance with Traditional College-Age Students at Each Stage of the Educational Pipeline Will Leave Gaps in More than 30 States



In order to reach international competitiveness by 2025, the U.S. and 32 states cannot close the gap with even best performance with traditional college students. They must rely on the re-entry pipeline—getting older adults back into the education system and on track to attaining college degrees.

Percentage of Working-Age Adults with No College Degree



Source: Council for Adult & Experiential Learning and National Center for Higher Education Management Systems, Adult Learning in Focus, 2008

WICHE

Non-traditional No More

- Two-year project funded by Lumina Foundation for Education
- To stimulate and guide policy and practice changes that will make it easier for "ready adults" – those who are just shy of having enough credits to obtain a degree but haven't yet returned to college – to earn their diplomas
- Working with Arkansas, Colorado, Nevada, New Jersey, and South Dakota
- Data, Financing/Financial Aid, Academic Affairs, Students Services, Communication

WICHE

What We We've Learned About Adult Learners

9

- You can't treat them like traditional students.
- They don't want to waste any time.
- They are often place-bound.
- They work so they can't go to class at traditional times.
- They often need child care.
- They need a place to park.
- Paying tuition in one-lump sum at the beginning of the semester is a barrier.
- They're anxious about math.

State-level Policy Issues for Consideration

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- Conduct a state policy and practice audit.
- Consider policies that improve state data capabilities.
  - In many states, identifying adult learners (particularly those with some college and no degree) is challenging at best
- Incentivize institutions to better serve adult learners.
  - Targeted remediation
  - Transparent statewide articulation and transfer processes
  - Credit for prior learning (e.g., corporate and military)
  - Alternative modes of delivery (e.g., online learning)

State-level Policy Issues for Consideration

11

- Conduct institutional assessments of levels of adult-friendliness.
  - CAEL's Adult Learning Focused Institution
- Adjust financial aid policies to allow for part-time students and adult learners.
- Launch well-researched statewide marketing and communications efforts that are targeted to adult learners.
- Ensure that your state-level policies that affect adults are aligned with federal policy.

Discussion

12

- What is your state doing with respect to serving adult learners?
- Do you know who these students are and their characteristics?
- Are adult learners part of your current policy discussions?
- How are your institutions doing? Are the "friendly" toward adults? Do you really know?
- Is financial aid in your state available to adults?
- Has your state engaged in any statewide marketing efforts targeted toward adults?

For More Information

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The dreaded "P" word

An examination of productivity in public postsecondary education

By Patrick J. Kelly

Full report available — 33 pages.

Delta Cost Project white paper series

Supported by Making Opportunity Affordable, an initiative of Lumina Foundation for Education

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About the author:

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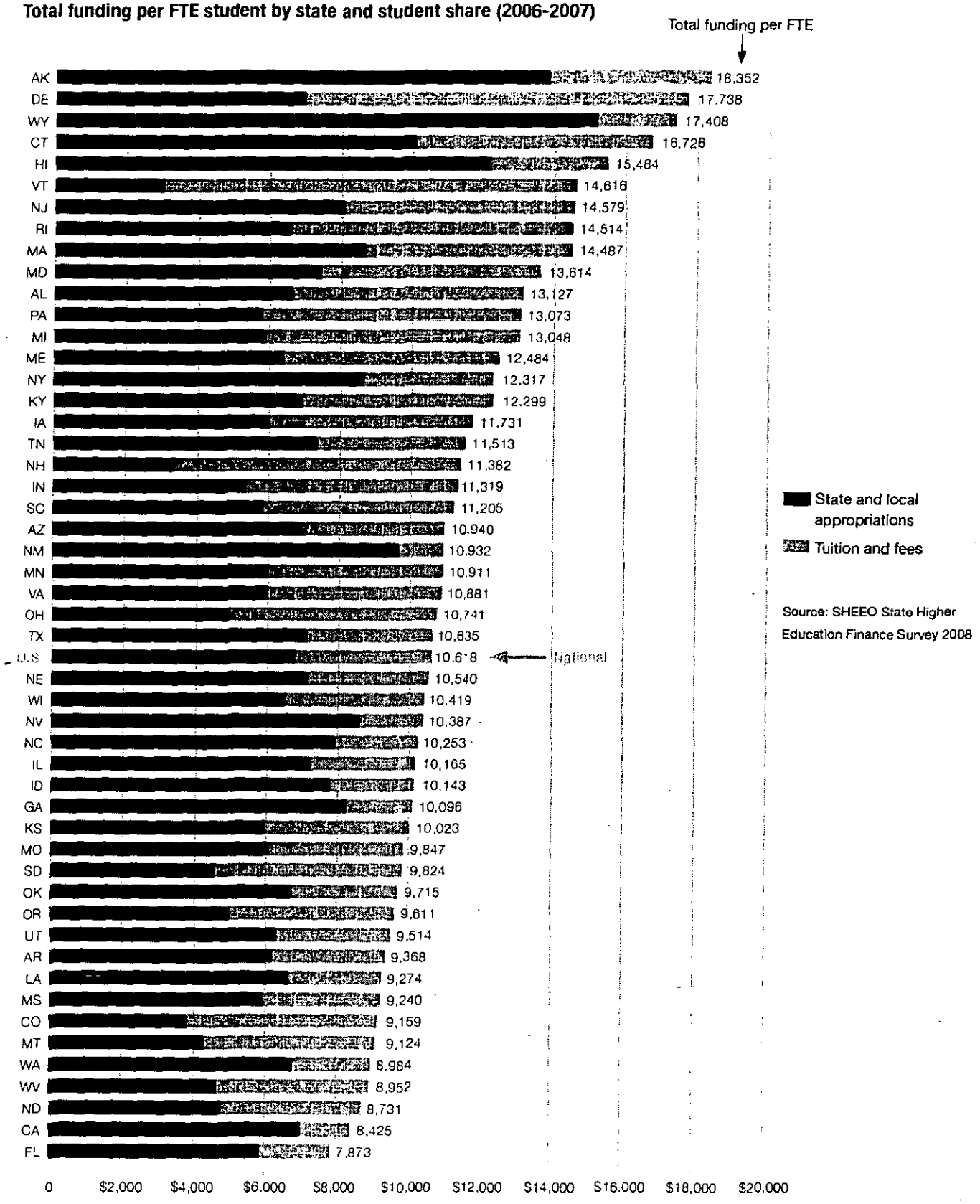
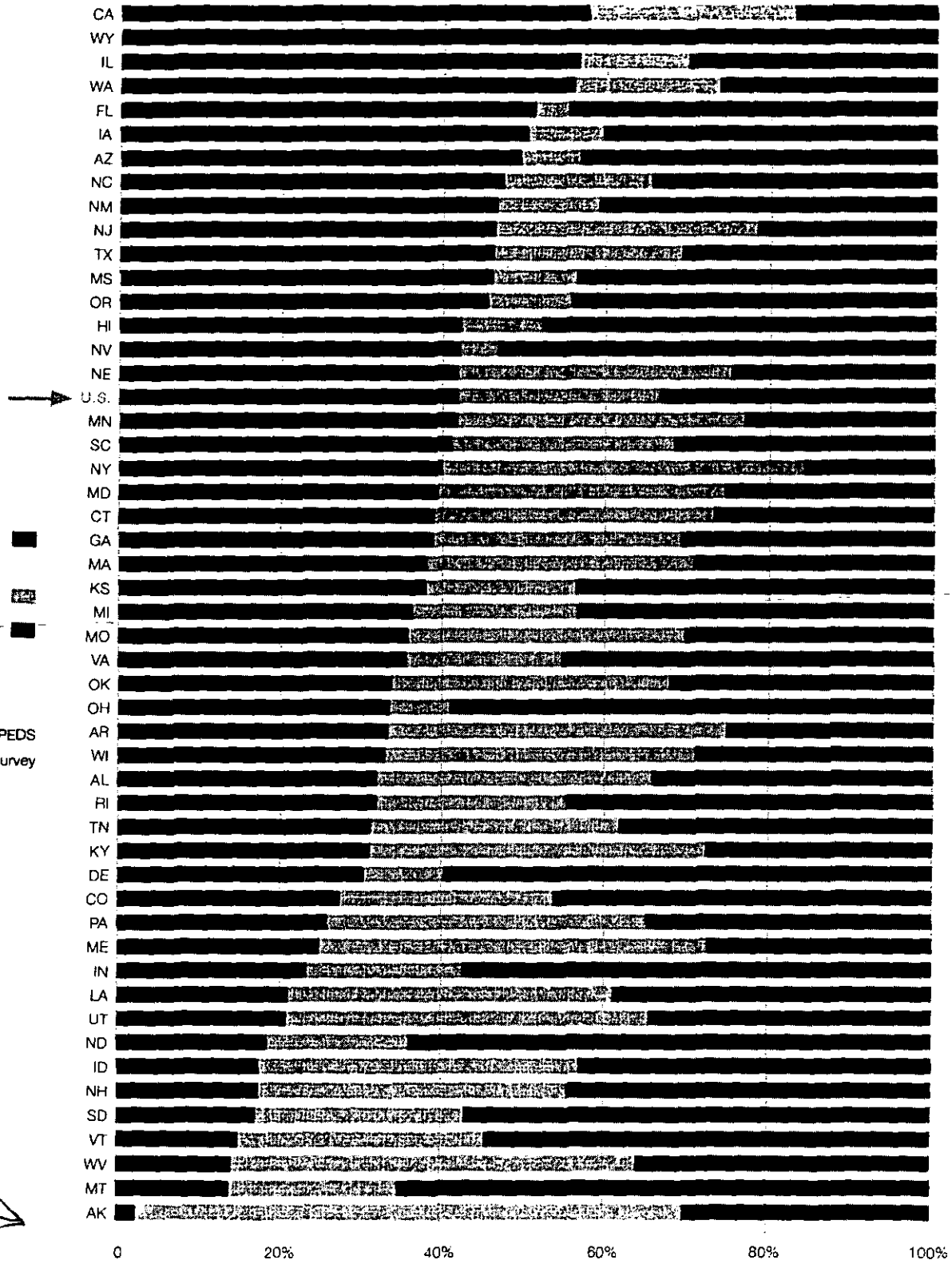
Total funding per FTE student by state and student share (2006-2007)



Source: SHEEO State Higher Education Finance Survey 2008

3965

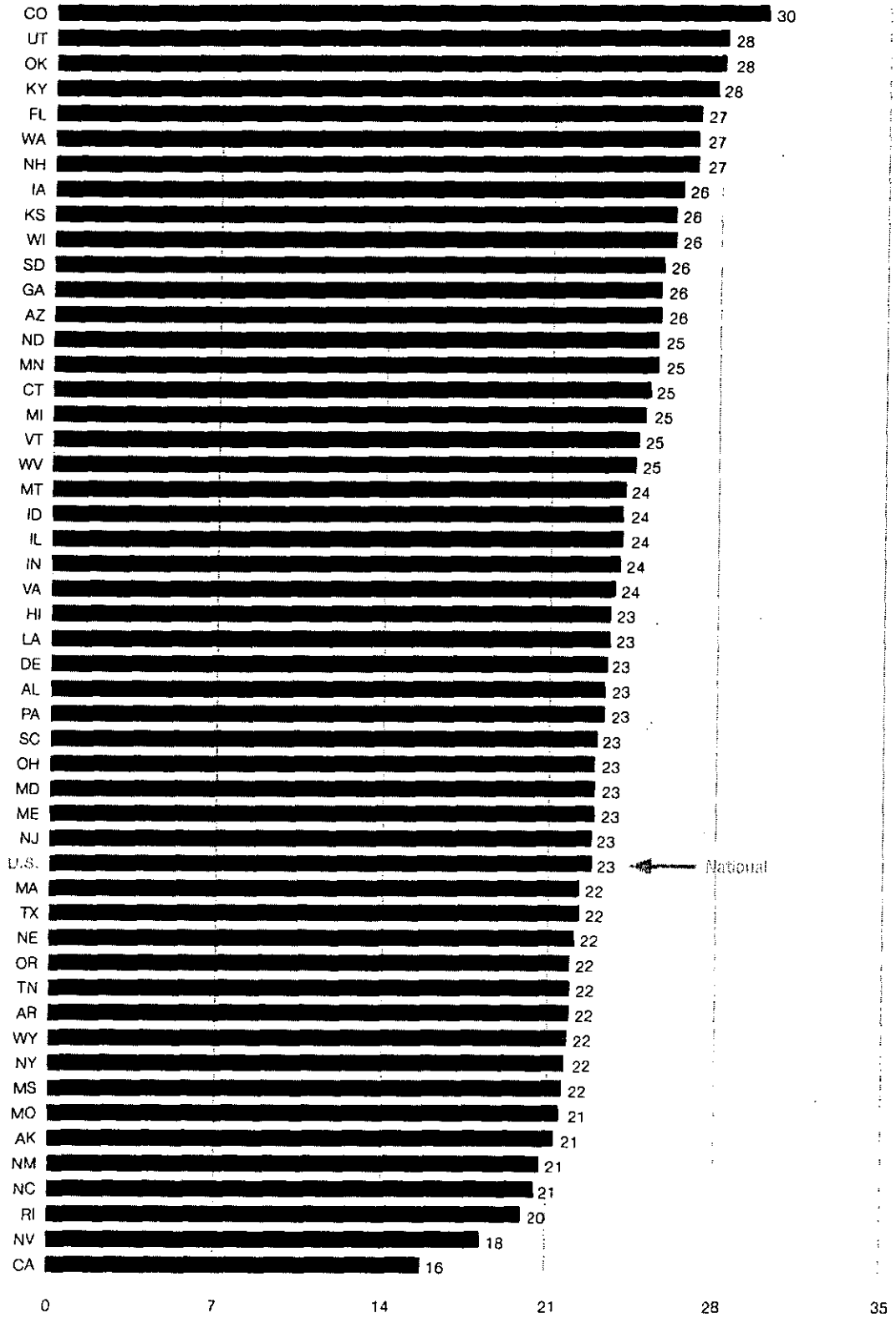
Annual FTE enrollment by public sector (2006-2007)



Source: NCES, IPEDS Fall Enrollment Survey

3966

Degrees and certificates awarded (weighted)[3] per 100 FTE students (2006-2007)

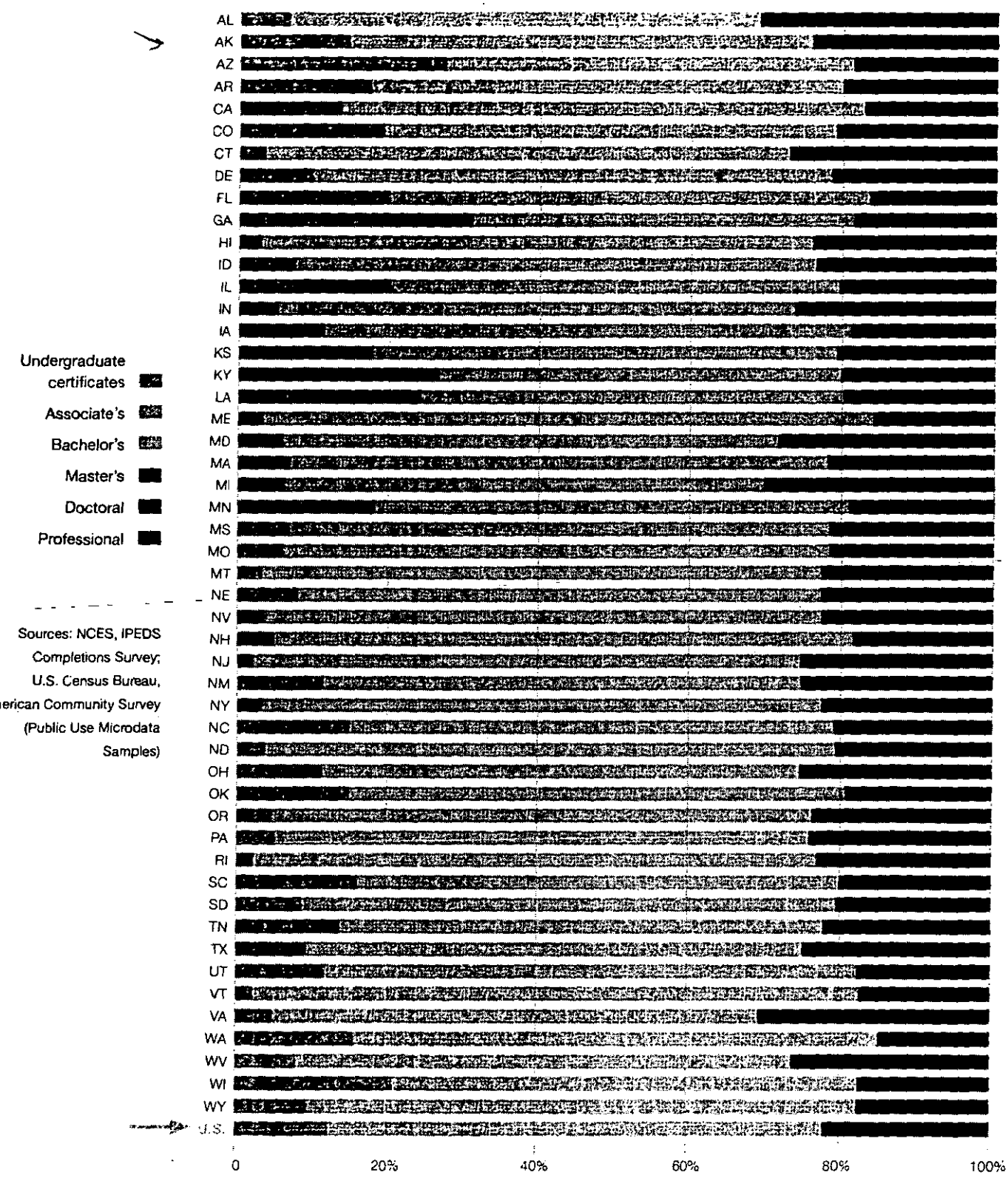


Sources: SHEEO State Higher Education Finance Survey 2008; NCES, IPEDS Completions Survey; U.S. Census Bureau, American Community Survey (Public Use Microdata Samples)

[3] Adjusted for value of degrees and certificates in the state employment market (median earnings by award type and level).

3967

Degrees and certificates awarded (weighted)[4] by level (2006-2007)

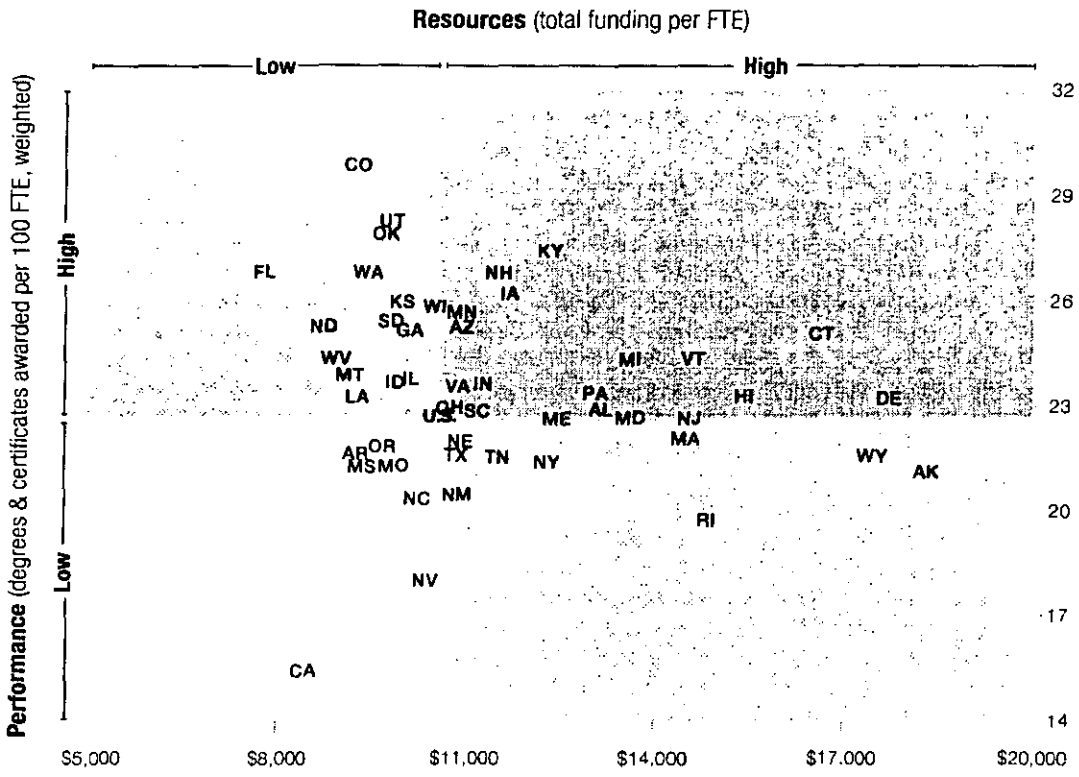


Sources: NCES, IPEDS Completions Survey; U.S. Census Bureau, American Community Survey (Public Use Microdata Samples)

[4] Adjusted for value of degrees and certificates in the state employment market (median earnings by award type and level).

3968

Productivity: Degrees and certificates awarded per FTE vs. total funding per FTE (2006-2007)



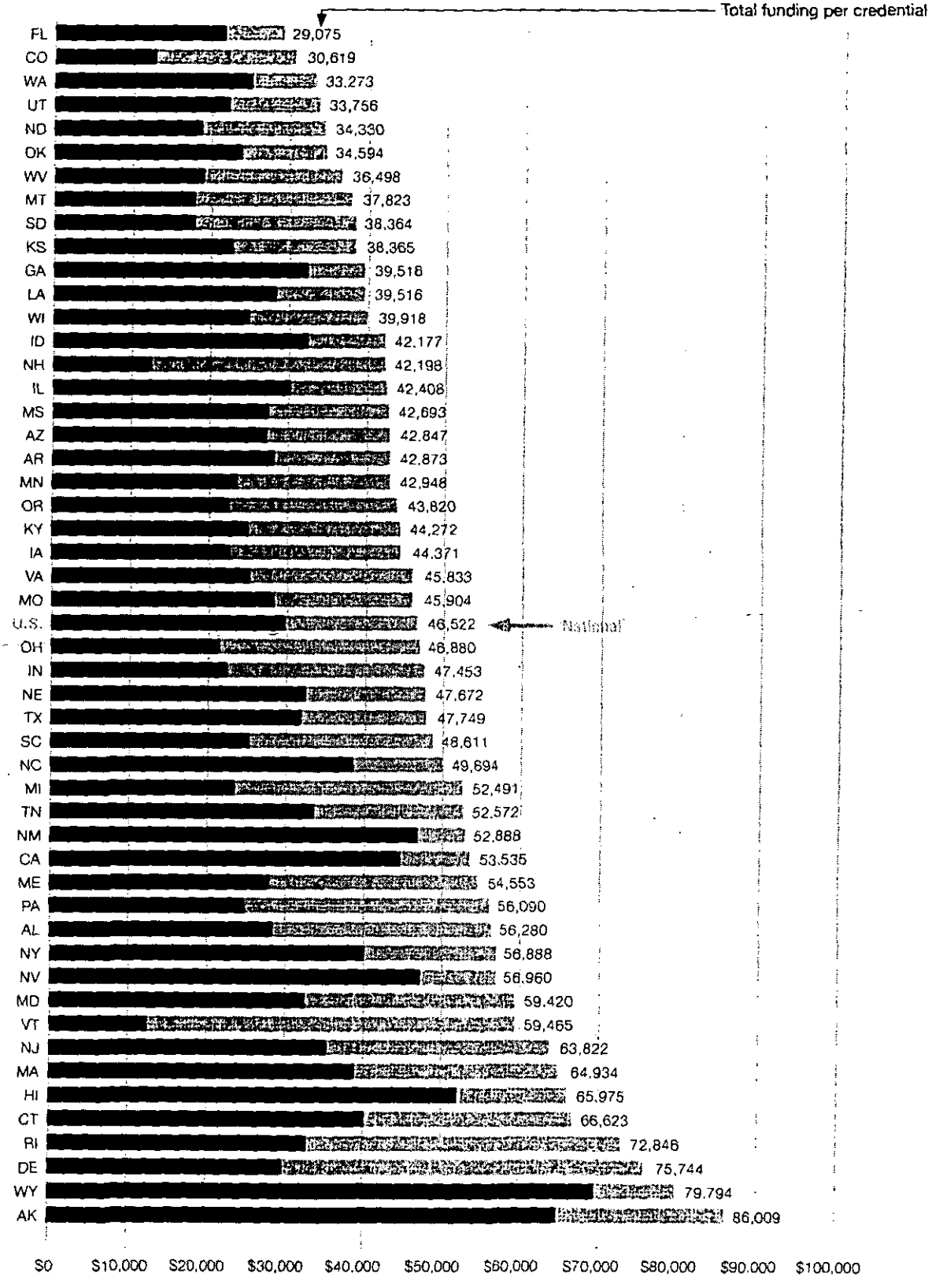
Source: SHEEO State Higher Education Finance Survey 2008; NCES IPEDS Completions Survey.

The combination of funding and certificate and degree production *(see Figure 10, next page)* is what drives the calculation of productivity: total funding per certificate/degree (weighted here by the value of various certificates and degrees). The costs per credential awarded are lowest in Florida, Colorado, Washington, Utah, and North Dakota. The least productive states—those with the highest cost per credential—are Alaska, Wyoming, Delaware, Rhode Island, and Connecticut. The differences between the weighted and the actual "total funding per certificate/degree" show that Indiana, New Hampshire, and Virginia benefit the most from weighting credentials by their market value, while Kentucky, Illinois, and Florida benefit the least *(see Appendix Figure A3, page 33)*.

To what extent do students and families directly invest in an unproductive system through the tuition and fees they pay? They contribute a great deal to the public systems in Delaware, Rhode Island, and Vermont—providing the bulk of revenues to high cost-per-degree institutions *(see Figure 10, next page)*. Conversely, the less productive systems in Alaska, Wyoming, and Hawaii are supported largely by state and local appropriations. At the opposite end of the spectrum, students and families provide a substantial portion of the revenues in the low cost-per-degree systems in Colorado, West Virginia, Montana, and South Dakota—systems that with so little state support probably have to rely on tuition and fee revenues to stay afloat.

3969

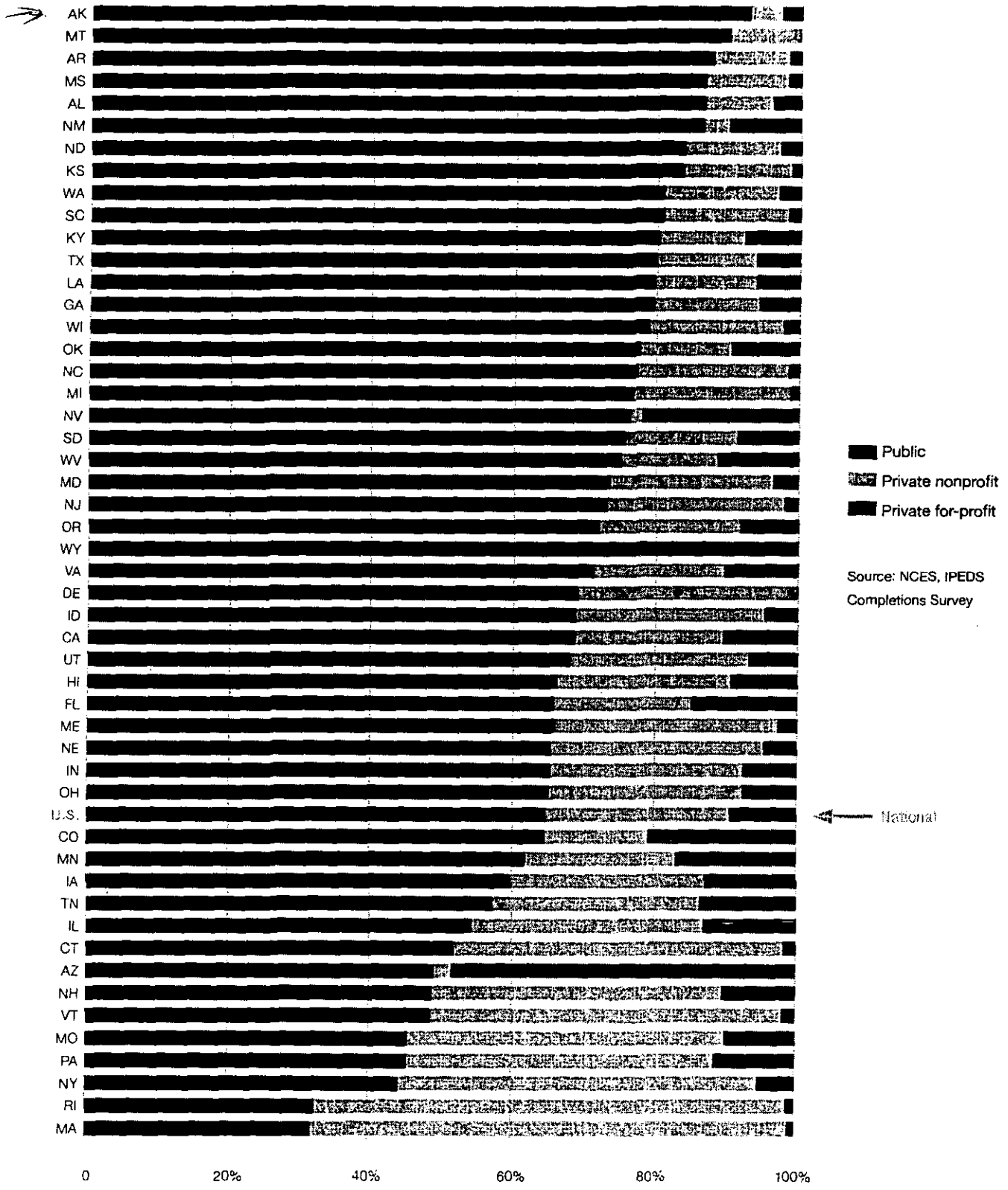
Productivity: Total funding per degree/certificate (weighted,[6] 2006–2007)



Sources: SHEEO State Higher Education Finance Survey 2008; NCES, IPEDS Completions Survey; U.S. Census Bureau, American Community Survey (Public Use Microdata Samples)

[6] Data are adjusted for value of degrees and certificates in the state employment market (median earnings by award type and level).

Annual certificates and degrees awarded (weighted) by control/sector (2006-2007)



Source: NCES, IPEDS Completions Survey

3971

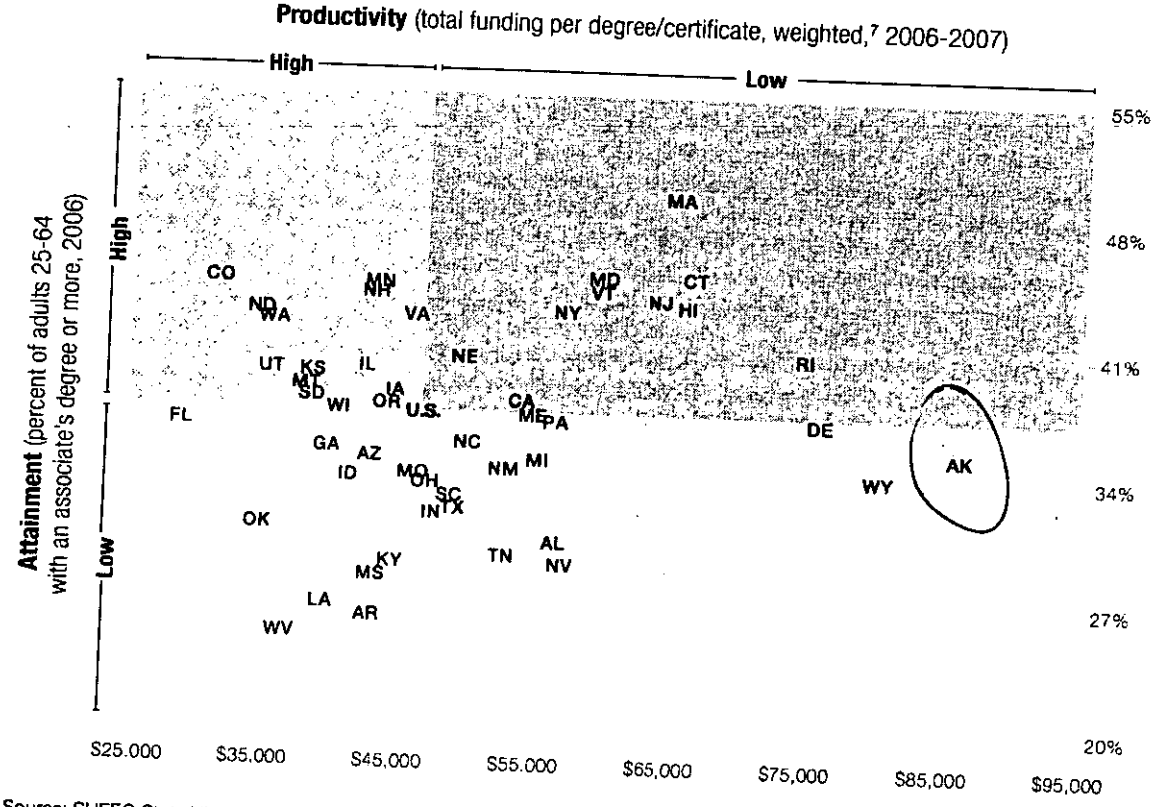
While it is impossible to draw the line precisely, some state systems need more resources in order to produce more certificates and degrees, while others need to produce more with the resources they already have. The extremes are on the top and bottom of Figure 10 respectively.

Other productivity considerations

Public systems of postsecondary education are of varying importance across states in producing the overall number of certificates and degrees *(see Figure 11, preceding page)*. In many of the New England states and New York, Pennsylvania, and Missouri, large portions of the states' production occur in the private sector. While this report does not address the productivity of private colleges and universities, many of these states have probably benefited from the contributions of the private sector to the educational attainment levels of their adult residents. However, because many private institutions are national and international in scope, the public sectors in many of these states serve the majority of in-state residents. So, the presence of highly selective private institutions does not diminish the importance of productivity within the public sector.

Figure 12

Productivity vs. educational attainment of the adult population



Source: SHEEO State Higher Education Finance Survey 2008; NCES IPEDS Completions Survey; U.S. Census Bureau, American Community Survey (Public Use Microdata Samples).

[7] Data are adjusted for value of degrees and certificates in the state employment market (median earnings by award type and level).

Overall levels of educational attainment in the young adult population are important considerations when gauging the productivity of public postsecondary education systems. States that have low levels of educational attainment can least afford to have less productive systems. Tennessee, Alabama, Nevada, Wyoming, and Alaska are states that fall into this category *(see Figure 12)*. Each has lower than average levels of educational attainment and produces relatively few degrees with the resources they have. Conversely, Colorado, North Dakota, Washington, Minnesota, and New Hampshire are among the best-educated states and exhibit high levels of productivity. Several of the least-educated states—West Virginia, Louisiana, Arkansas, Mississippi, and Kentucky—also produce large numbers of certificates and degrees relative to their resources.

One drawback associated with any approach to gauging productivity at the state and system level is the difficulty of accounting for extraneous factors that influence the level at which the state benefits from a productive postsecondary education enterprise. One of these is the state's ability to keep all of its graduates within its boundaries. While exploring factors like economic conditions, employment opportunities, tax structures, cost of living, and climate is beyond the scope of this report, the interstate movement of college degree holders is a good proxy for many of them. Figure 13 *(see next page)* presents the average annual migration rate of college-degree holders in each state from 2004-05 and 2005-06.

In recent years, Nevada, Arizona, and Washington experienced the largest rates of in-migration of college-educated adults. In these states, the pressure to produce large numbers of college graduates is somewhat alleviated by their ability to attract them from outside the state. However, policymakers in some states have relied on outside talent for decades. For example, policymakers in Colorado and Washington are beginning to realize the importance of doing a better job of educating their own residents. This realization is based partially on fairness—those who have contributed should share in the benefits—and partly arises from a concern that opportunities in historically out-migrant states will eventually reduce the flow of talent.

Despite producing a relatively large number of degrees with low levels of resources, North Dakota and West Virginia lose a substantial number of graduates to other states that have more vibrant economies. It is important to note that Louisiana's high migration rate was probably affected by hurricane Katrina. Also important to note is the fact that interstate migration has diminished in recent years with the waning economy and housing markets.[8]

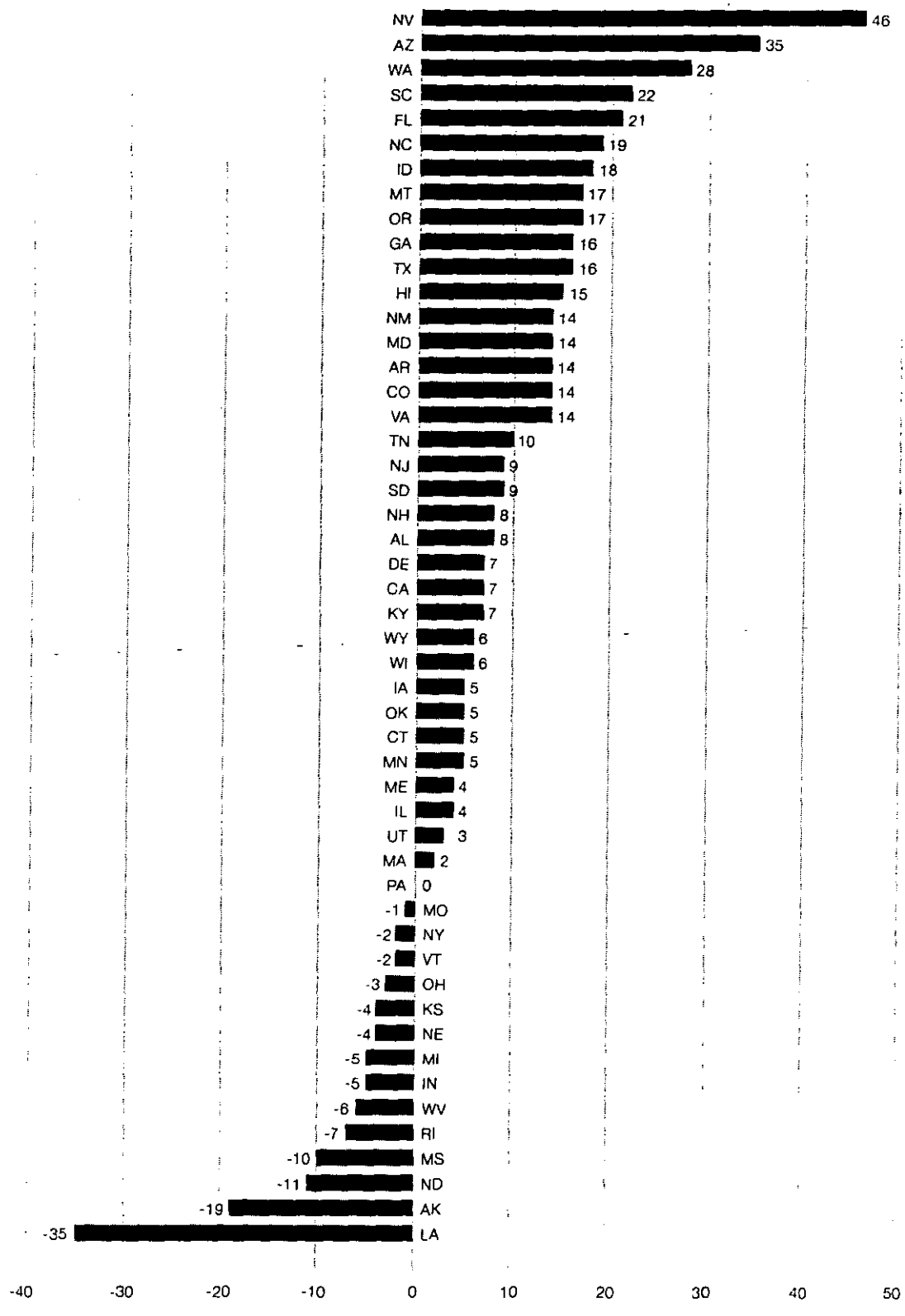
Productivity in public bachelor's and master's institutions

This productivity analysis can also be applied to specific sectors within state postsecondary education systems. NCHEMS' previous work—using a slightly different methodology—has shown that certain sectors within states (e.g. two-year, bachelor's and master's, and research

[8] For more information on the migration of college-educated residents, visit www.higheredinfo.org.

3973

Average annual migration rate[9] of college graduates aged 22 to 64 (2005-2006)



Sources: 2005 and 2006 American Community Surveys (Public Use Microdata Samples)

[9] Net migration of adults (entrants minus exits) with college degrees per 1,000 adults with college degrees in the population.

Alaska Profile of Adult Learners 2008

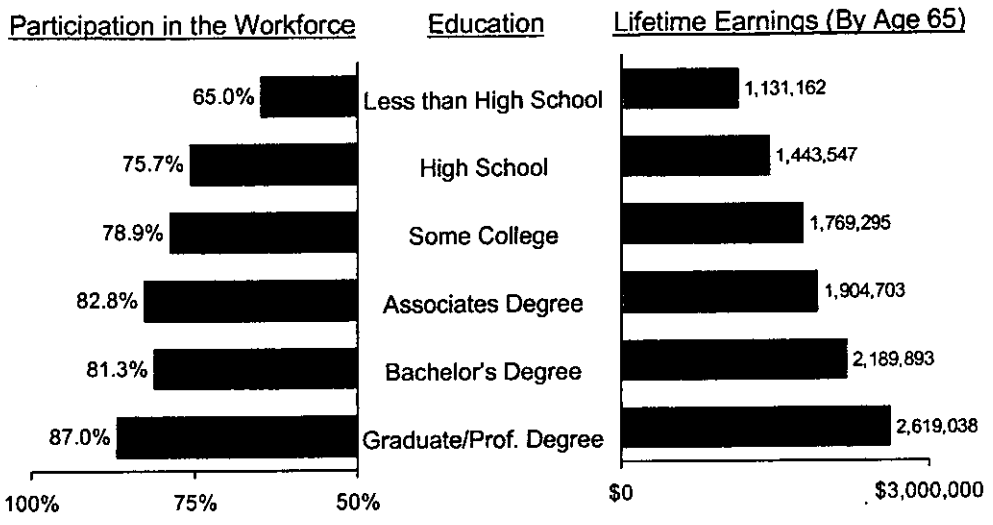
Adult Learning in Focus

How Does Education Pay Off for Alaska?

In Alaska:

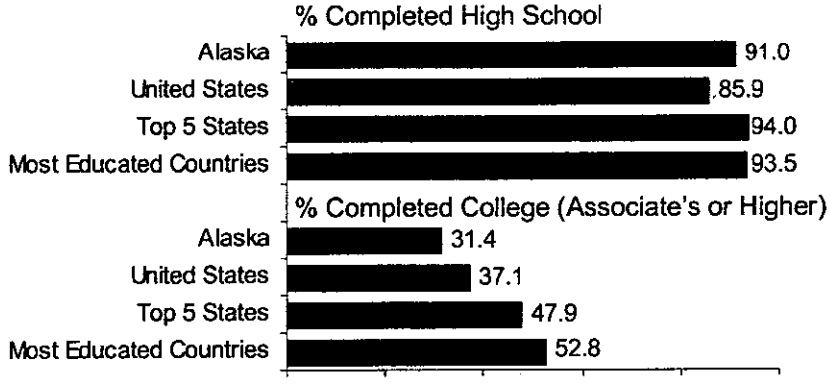
Working-age residents with college degrees are 25 percent more likely to participate in the workforce than those with less than a high school diploma.

And their earnings over a lifetime are about twice as much -- a substantial personal benefit as well as a benefit to the state with respect to more taxable resources, fewer health problems, lower rates of crime, and greater levels of civic engagement.



How Does Alaska Measure Up?

Alaska's Young Adults Compared to the U.S. and Best Performing Countries (Age 25 to 34)



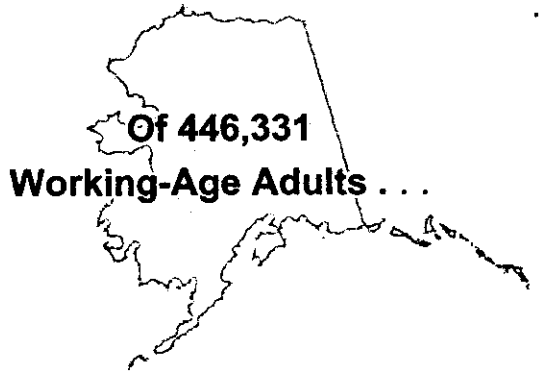
Note: The most educated countries in 2005 include Korea, Japan and Canada.

In Alaska:

A higher percentage of young adults have completed high school than the U.S. average, but lower than the top states and the most educated countries.

A lower percentage of young adults have earned college degrees than the U.S. average, and much lower than the top states and the most educated countries.

The Challenge: Alaska's Working-Age Adults (18 to 64) with No College Degree



... **310,077** have not completed college (associate's degrees or higher) — **69.5** percent of all working-age adults in Alaska. Of these:

46,885 have not completed high school (or equivalent)

135,887 have completed just a high school diploma but have not entered college

127,305 have completed some college but no degree

6,592 speak little or no English

56,210 are living in families whose combined incomes are less than a living wage (twice the level of poverty)

GETTING WHAT YOU PAY FOR

The Legislative Role in Improving Higher Education Productivity

Dennis Jones

November 2008

NATIONAL CONFERENCE of STATE LEGISLATURES
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Western Interstate Commission for Higher Education

With support from

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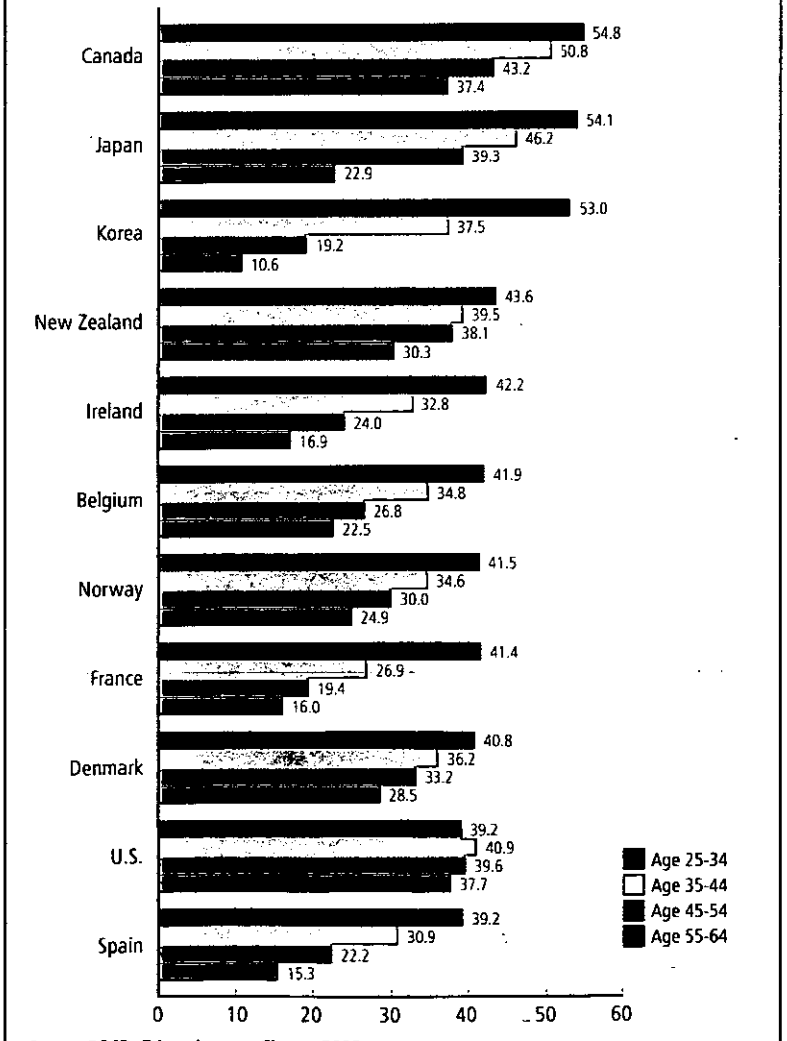
Introduction

There is now widespread acceptance of the fact that economic competitiveness in the global marketplace will largely be determined by the stock of educational capital embodied in a nation's workforce. Based on this yardstick, simply put, the U.S. is losing its competitive edge. While still having the second most highly educated workforce in the world (after Canada), this advantage is the result of the nation's head start in mass higher education. The edge is a function of the baby boomers attaining much higher levels of education than their counterparts elsewhere in the world. Among younger workers (ages 25-34), the picture is much different, with the U.S. lagging nine other countries in the proportion of its young workforce possessing at least an associate's degree (see Figure 1).[1] With the retirement of a highly educated portion of the workforce and their replacement with individuals who are, on average, less well educated, the U.S. will find itself in the unaccustomed position of lagging in the capital market that matters most: educational capital.

Figure 1. Percent of Adults with an Associate Degree or Higher by Age Group, U.S. and Leading OECD Countries

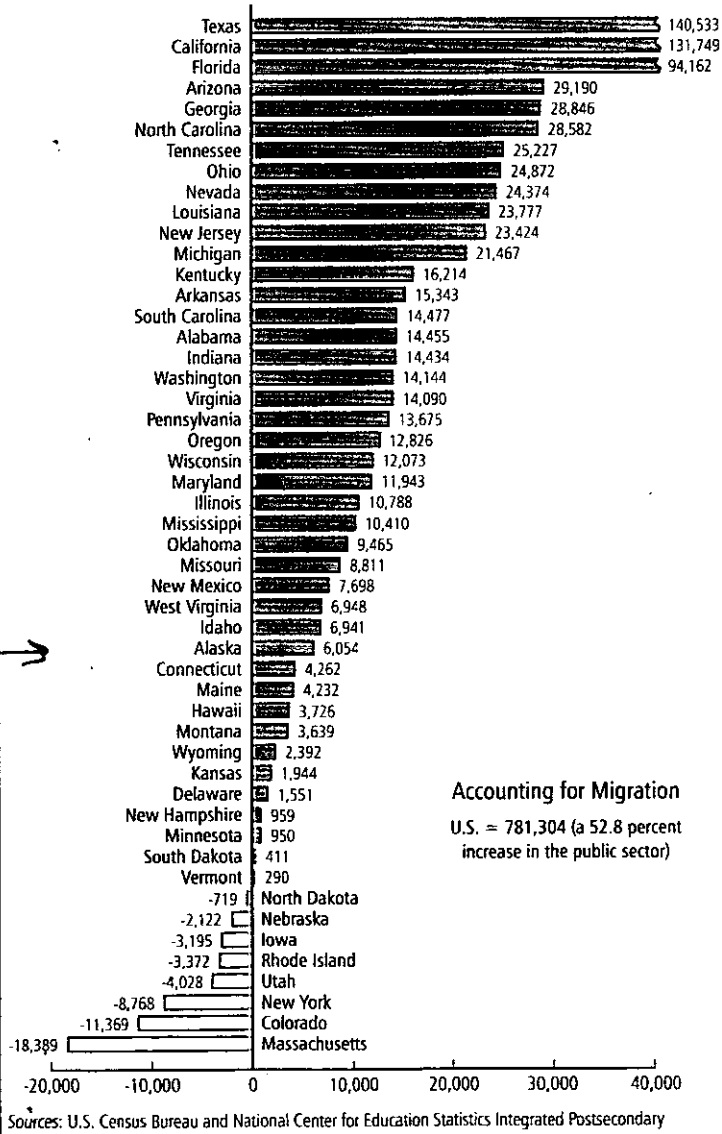


Source: OECD, Education at a Glance, 2008.

The magnitude of the challenge facing the U.S. is substantial. Estimates indicate that by 2025, 55 percent of the working-age population will need at least an associate's degree. If the nation's education enterprise continues to function as it does now – the same patterns of high school completion, college participation, and success – there will be a shortfall of about 16 million college graduates by 2025.[2] The shortfall will be even greater if the current levels of in-migration of college graduates are not sustained. This in-flow of educated talent cannot be guaranteed given the increasing opportunities now available in the countries from which talent has historically flowed.

Most states will share the problem faced by the nation. The majority will not achieve the 55 percent threshold doing business as usual. The shortfalls in the states vary dramatically (see Figure 2), but few will hit the target without a substantially increased output of degree-holders from their colleges and universities.

Figure 2. The "Gap" – Difference in Annual Degrees Produced and Annual Degrees Needed to Meet Benchmark



Sources: U.S. Census Bureau and National Center for Education Statistics Integrated Postsecondary Education Data System, 2005.

The costs of closing the gap are enormous. A rough estimate is that the states' collective support for higher education would have to increase by nearly 40 percent – an additional $32 billion on top of the $78 billion currently being invested. And this additional amount would have to be spent every year for the next 20 years; it is not a one-time infusion of operating funds that could be provided in a particularly robust economic environment. Given the health of the nation's and states' economies and the competing demands for state resources, it is impossible to envision a scenario in which this much money can be devoted to closing the education attainment gap.

The nation faces a dilemma – some would call it a crisis – regarding the demand for more graduates, and its institutions of higher education will be asked to respond to it. Since states, not the federal government, are responsible for higher education, the problem ultimately becomes one with which state legislatures must deal.

The task is vexing. States cannot reduce their expectations to meet the limitations of their budgets. Doing so would result in the equivalent of economic disarmament. Neither can they increase their budgets to meet their degree production requirements, given current institutional expenditure patterns. Taxpayers would revolt at the tax increases that would be required. If students were asked to foot the bill, so many would likely find college unaffordable that the required graduation numbers could not be achieved. So what is the solution?

Increasing Productivity

There is no single answer to this question. But a major part of the answer has to be increasing productivity – getting more output (degrees and certificates) produced for the resources being invested by states. Institutions will inevitably push back against this idea, arguing that they can't increase productivity without sacrificing quality. The evidence belies the argument. Figure 3 indicates that most state systems of higher education would

Figure 3. Undergraduate Credentials Awarded per 100 FTE Undergraduates, 2002-03

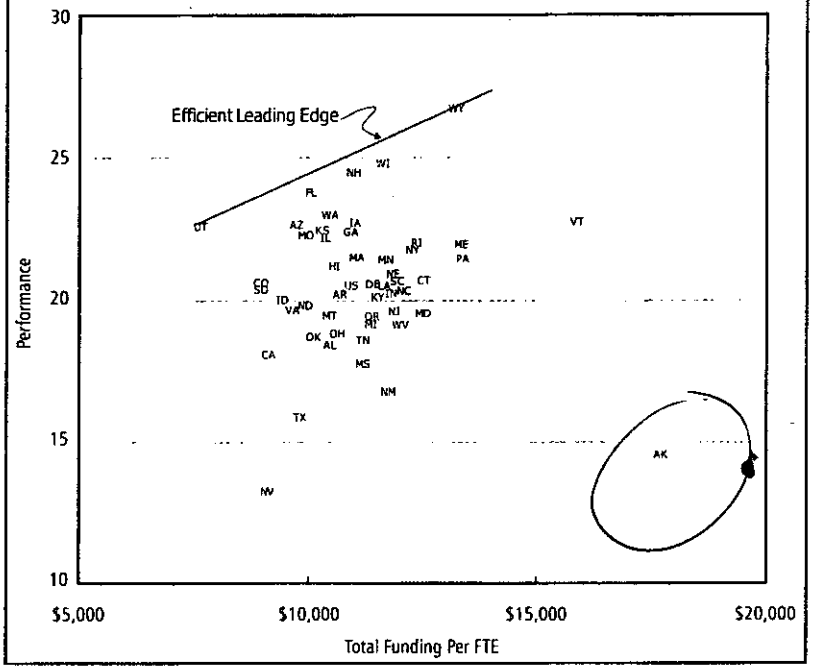
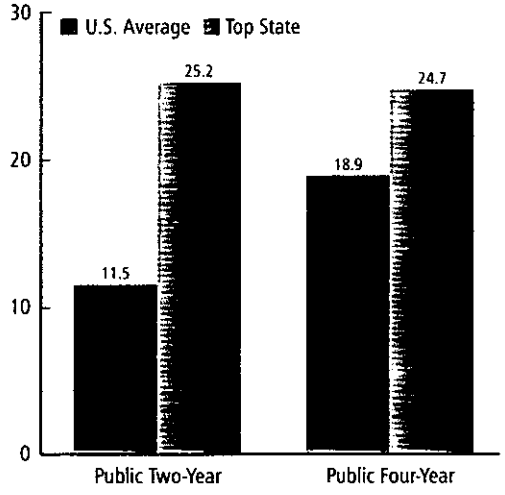


Figure 4. Undergraduate Degrees Awarded per 100 Full-Time Equivalent Students



Source: National Center for Education Statistics Integrated Postsecondary Education Data System, 2005.

have to produce many more degrees to be as cost-effective as those states that get the highest degree production for an equivalent investment (moving vertically on Figure 3 to a position on the "efficient leading edge").[3]

Figure 4 shows the relationships between degrees produced and college enrollments for the best performing state and the nation as a whole. The differences are substantial.

If state systems produced at the rate of the best-performing state, savings would be an estimated $38 billion, more than enough to cover the entire $32 billion needed. This level of performance by all states is unlikely; nevertheless, these calculations indicate that productivity improvement can make a large contribution to funding the output gap. In the end, achieving the globally competitive target will require additional investments, but it will also require legislatures to raise expectations regarding outcomes produced with the resources already in hand.

The Legislature's Role

Institutions of higher education operate within a policy environment established primarily at the state level. Therefore, one can argue that underperformance is at least partially due to the state policies and the way they are implemented. They either allow underperformance to continue or limit the extent to which performance can be enhanced. Legislatures would do well to call for a "policy audit" to identify those aspects of existing policy that negatively affect the pursuit of high productivity.

It also behooves legislators to better understand the ways in which their actions affect productivity enhancement. Legislative actions affect the productivity of a state's higher education system – both directly and indirectly.

Direct effects are most evident in decisions regarding the nature of the system of higher education created in the state. The most important contribution legislatures can make is to create a system of institutions that is inherently cost effective – investing in institutions that produce a lot of graduates relative to the investments made in them. This means investing in institutions that have instruction as their mission and that are encouraged to excel at this mission. This flies in the face of enormous pressure to invest in research universities, pressure from the institutions and their well-organized alumni groups, from communities that want their local campus to become one of the research university elite, and from legislators themselves who tend to perceive higher education through the lenses of the most prominent institutions in the state. The ability to resist such temptations and place a priority on funding institutions that can produce the most graduates for the money spent – not the institutions

with the best graduation rates but those with the best graduation rates per dollar – is ultimately the primary determinant of system productivity.

It is relatively easier to heed these admonitions in states that are growing rapidly. In such instances, it is possible to add necessary capacity by investing in those institutions that specialize in undergraduate education. This was the path taken by Nevada when it chose to create Nevada State rather than further expanding its research universities. The opposite strategy has been followed in California and Washington, where the capacity added has been in the highest cost systems and institutions in the state. Such decisions let local communities advertise the presence of the University of California or the University of Washington in their midst but do little to cost effectively serve a substantially larger number of students.

In states that are not growing, the strategies are more complicated – especially in light of political realities that make it nearly impossible to adjust capacity by closing institutions. The requirement is that all institutions be helped to enroll sufficient students so that they can operate at cost-effective levels. One approach is to engage in enrollment management at the system level – raise admissions standards at the most popular institutions to spread enrollments more evenly, for example. Another approach is to change the missions of one or more institutions so that they can serve audiences not currently being served (usually adults, but it could be high school students seeking courses that can't be offered by local schools, employees of certain types of companies, etc.).

Perhaps most important, institutions need to grow enrollments by reducing dropouts. This can't be directly affected by legislative action, but improvements in this arena can be assisted indirectly by the environment created by state policy.

The ways in which legislatures indirectly affect productivity are far too numerous to catalogue here. There are a limited number of tools that can be employed by state policymakers to influence the productivity equation (other than cutting funding and exhorting institutions to do more with less). The primary tool is financial – determining the rules by which funds are allocated to institutions. In almost all states, enrollments play a key role in determining funding levels; course and program completions seldom if ever become part of the equation. However, if degree attainment is the goal, then aligning all elements of financial policy – appropriations to institutions, tuition and fees, and financial aid – with this goal is obligatory. In funding institutions the emphasis on completion can be reinforced by funding on the basis of course completions rather than course enrollments or by putting a sizeable portion of the allocation into a performance pool that is distributed on the basis of degree completions. Tuition and fee policies can help to ensure affordability and create incentives for rapid progression through the system. The same is true for student financial aid policies.

Accountability mechanisms are another device for pushing the productivity agenda. For example, it is useful to track system productivity through use of such measures as:

- Degrees produced relative to enrollments benchmarked against best-performing states.
- Credits to a degree for transfer students versus native students (are there major inefficiencies in the transfer and articulation process?).
- Degrees produced relative to costs, for the system as a whole and for each of the sectors.

Asking the right questions is a critical legislative role. Asking questions not just about the money but about results obtained from the money spent is a necessary ingredient in enhancing productivity.

Asking the right questions is a critical legislative role.

Regulatory mechanisms are the other major tool available to state policymakers. While as likely to be revealed by a policy audit as barriers to productivity (by mandating that funds be used in specified ways or establishing one-size-fits-all procedures), some regulatory actions can help enhance productivity. These include:

- Putting a cap on credits required for a degree.
- Supporting dual credit and other forms of acceleration programs.
- Mandating acceptance of an A.A./A.S. as the first two years of a baccalaureate program.

The list could go on.[4]

These regulatory actions represent examples, not recommendations for action in any particular state. The intended message is twofold:

1. The accumulation of policies creates a policy environment that can either promote or detract from efforts to improve productivity. A thorough review of existing policy with an eye toward removing those that are detrimental is a very worthwhile endeavor.
2. As part of each future policy action, the question should be asked, "Can we do this differently, in a way that would promote the productivity of the system?"

Productivity either happens or doesn't happen at the campus level. But the actions of state policymakers play a critical role in determining whether institutions will (or can) rise to the occasion.

Conclusion

This brief document has sought to make three key points.

1. **Productivity improvement in higher education is a state and national imperative.** There is no way to reach competitive education attainment levels within the limits of constrained resources if a business-as-usual approach to higher education continues.
2. **Productivity improvements are possible.** Some state systems and sectors are much more productive than others. It's a matter of doing rather than knowing what to do.
3. **Much depends on legislative actions and the policies they create.** Lack of productivity can't be blamed solely on institutions.

About the Author

Dennis Jones is president of the National Center for Higher Education Management Systems (NCHEMS), a nonprofit research and development center founded to improve strategic decision making in institutions and agencies of higher education. A member of the staff since 1969, Jones is widely recognized for his work in such areas as the changing environment for postsecondary education; the formulation of state and institutional policy in response to this change; and strategic planning for postsecondary education. Previously, Jones served as an administrator at Rensselaer Polytechnic Institute. He earned his graduate and undergraduate degrees from that institution in the field of engineering management.

Endnotes

[1] Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2008: OECD Indicators* (Paris: OECD, 2008).

[2] Travis Reindl, *Hitting Home: Quality, Cost, and Access Challenges Confronting Higher Education Today* (Boston: Making Opportunity Affordable Initiative, 2007).

[3] Patrick J. Kelly and Dennis P. Jones, *A New Look at the Institutional Component of Higher Education Finance: A Guide for Evaluating Performance Relative to Financial Resources* (Boulder, CO: National Center for Higher Education Management Systems, 2005/2007), 22.

[4] See Patrick M. Callan, Peter T. Ewell, Joni E. Finney, and Dennis P. Jones, *Good Policies, Good Practices: Improving Outcomes and Productivity in Higher Education – A Guide for Policymakers* for a much more robust set of ideas.

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GETTING WHAT YOU PAY FOR

The States and Student Financial Aid: A Mixed Bag with Mixed Results

David A. Longanecker

November 2008

NATIONAL CONFERENCE of STATE LEGISLATURES

WICHE
Western Interstate Commission for Higher Education

With support from
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Introduction

Legislators face many difficult questions when considering what to do about state-supported student financial aid. The first question, of course, is whether to support it at all. After all, doesn't the federal government take care of that adequately through its Pell Grant and student loan programs? And whether it does or not, isn't it their (and not the states') responsibility? If the state does support financial aid, should it focus on grants, loans, savings, or work-study programs? And finally, should such aid be used to increase access for financially strapped students, reward meritorious academic accomplishment, attract and retain the best and brightest, or gratify the broad electorate?

All of these questions have been in play in most states in recent years. And the inevitable increases in tuition that appear to have become simply a matter of course in public higher education will continue to force such questions onto the public agenda. This policy brief provides information that is intended to be useful to legislators who want to find the right balance in policy discussions and actions.

Evolution of State-Based Grant Programs

In the 1960s, a number of states began to recognize that simply keeping tuition low was not a viable finance strategy for an egalitarian model of higher education. Too many students, particularly those from low- and moderate-income families, simply couldn't accumulate sufficient funds for tuition and related educational costs to send their children to college without exceptional sacrifice. This brought about the evolution of state-based grant programs, beginning with traditional need-based grants, which were followed by the advent of merit-based aid, and, eventually, the creation of blended aid programs, which consider both need and merit.

Traditional need-based grant programs. In response to the realization that low tuition was no longer the most effective way to finance higher education, a few states began to develop state need-based financial aid programs, providing state aid to assure that all capable students could afford college. This general strategy built on the new federal financial aid programs, particularly the Basic Educational Opportunity Grant (BEOG) Program, subsequently renamed the Pell Grant Program. But another federal program, the State Student Incentive Grant (SSIG) Program, recently renamed the Leveraging Educational Assistance Partnership (LEAP) Program, also increased state interest by providing matching funds for state investments in such programs.

In response, most states developed modest financial aid programs to capture the federal funds. A minority of states developed substantial programs, with a number of them balancing this policy move with a greater reliance on tuition revenue. Yet most states continued to rely principally on low tuition as their primary financial affordability tool.

To some extent these two differing philosophies – which became known as *high-tuition/high-aid* and *low-tuition/low-aid* – initially fell out along regional lines, with the Northeast and Midwest beginning to

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move more toward the high-tuition/high-aid model and the South and West continuing to rely on a low tuition strategy. Over time, however, all states found it necessary to begin using tuition increases well above inflation as a way of expanding higher education. These increases were necessary, both to meet the increasing demand for higher education and to respond to increased operational costs, fueled in part by the expanding mission of many public institutions (see policy brief on mission creep). This left states in the South and the West at a distinct disadvantage in providing affordable higher education because most of them had very modest state need-based financial aid programs, which were insufficient to sustain true affordability. In the West, for example, only two states – California and Washington – had a strong tradition of providing adequate need-based financial aid. In the South, virtually no states had strong need-based programs.

Merit-based grant programs. In the early 1990s, a new financial aid philosophy began to catch hold, particularly in the Southern states. It focused on providing financial aid to all students who achieved at a high level academically, rather than relying on programs that only considered financial need, such as those that had evolved in the Northeast and Midwest. Georgia's HOPE Scholarship Program epitomized this movement. Although Louisiana's similar Tuition Assistance Program (TAP) predated the Georgia program, Georgia Governor Zell Miller's charismatic support of the program helped to popularize this new financial aid strategy. The program promised all high school students who achieved a 3.0 grade point average in high school (and maintained it in college) that the state would pay the students' tuition at any Georgia public college, technical institute, or university and provide an equivalent amount to any student selecting a private college or university in Georgia. Governor Miller believed that it was important to change the ethic of attending college in Georgia, which ranked relatively low in the share of high school graduates who went on to higher education and also lost many of its best and brightest students to private colleges and flagship public universities in bordering states.

The program almost immediately enhanced Governor Miller's popularity – a phenomenon easily recognized by other Southern governors – and within a very short period of time, other states began adopting the same idea. In addition to Louisiana and Georgia, Florida, Tennessee, South Carolina, Kentucky, West Virginia, Arkansas, and Mississippi adopted similar plans. Three Western states – Nevada, New Mexico, and South Dakota – followed suit.

Many policy analysts within the student aid community were quick to condemn these programs, arguing that they did little to expand educational opportunity, which many believed to be the core reason for providing student aid. Students from middle- and higher-income backgrounds disproportionately benefit from merit programs. These students attend better-resourced high schools and, on average, come from families with higher levels of education . In other words, merit programs disproportionately reward students who most likely can afford and will go to college anyway. In addition, many critics argue that providing merit aid erodes the funds available for need-based programs.

There are two problems with these often caustic castigations of merit programs. First, they presume that all financial aid programs should serve the singular purpose of expanding opportunity for the most financially needy students. While expanding opportunity is certainly the tradition of many student aid programs and is a worthy public purpose, it does not preclude a state from seeking other public benefits through the use of financial aid. Seeking to expand the ethic of college participation and inducing more of the best and brightest high school graduates to stay in their home states for college are also legitimate public purposes.

Second, the presumption that funding merit programs erodes funding for need-based programs has proven spurious. As mentioned earlier, virtually no Southern states had viable need-based programs, and most of the states that adopted significant merit-based programs were in the South. In fact, in only two states – New Mexico and West Virginia – is there any hard evidence that substantial increases in merit-based aid actually "eroded" need-based aid. While it is true that these increases could have been directed to the financially neediest student, no evidence suggests that these states had the inclination to provide substantial need-based aid. Furthermore, the neediest students did benefit considerably from these merit programs. While the merit awards didn't focus on financially needy students, many of these students did, in fact, qualify

for them. While the neediest students received a disproportionately small share of the merit awards, compared to their representation in the population, they still received substantially more than they had before the advent of the merit awards. In Georgia, for example, students with assessed financial need currently receive more than $50 million of the $350 million available through HOPE Scholarships. That is much more than the $2 million provided for need-based aid before the HOPE Scholarship Program began.

The more appropriate question is whether these merit programs achieve their intended purpose. In Georgia, the state goal was to increase overall participation and retain the best and brightest. Georgia is the only state in which a merit program has been seriously evaluated, and participation increased from 30 percent before the implementation of the HOPE Scholarship to 37 percent after five years. Prior to implementation only 23 percent of students scoring above 1500 on the SAT stayed in Georgia to attend college, whereas 76 percent were doing so five years later.

On the surface, therefore, it appears that merit scholars achieve their stated public purpose. Beware, though. Georgia had only a very modest ethic of college participation, so an initiative aimed at the middle-class made sense. In most states most middle-income and higher-income students already attend college, so merit programs are less likely to impact participation. In the language of economics, except for students from low-income backgrounds, there is very little "price elasticity of demand" for higher education.

Blended aid programs. About the same time that a number of states began adopting merit-aid programs, a small number of creative states developed another concept that wedded the principles of both the merit- and need-based programs. Indiana, through the 21st Century Scholars program, and Oklahoma, through its Oklahoma Higher Learning Access Program (OHLAP) (renamed Oklahoma's Promise), developed programs targeting low-income students in middle-school (8th grade) and promising them that the state would provide grants equal to tuition if they took a rigorous curriculum in high school, did reasonably well in that curriculum, and stayed out of trouble with the law.

These programs were designed to address two emerging realizations about the limitations of traditional financial aid programs. First, many prospective participants did not realize they would be eligible and thus abandoned higher education plans for fear of their costs. Second, many students were not succeeding once they got to college, not because of finances but because they simply were not well-prepared, due to the nonrigorous curriculum they had taken in high school. By combining a promise of state aid with a student commitment to study hard, these programs hoped to increase both awareness and preparedness for future success. Evaluations of these programs have suggested amazing success on both accounts. In both states the programs have required some adjustments, but the basic plan seems designed to address the states' purposes. As a result a number of other states have recently adopted this general concept, including Colorado and Washington.

Evolution of State-Based Student Loan Programs

Much like the state grant programs, state student loan programs have evolved primarily via federal leadership. One of the early features of the federal student loan program, known as the Stafford Federal Student Loan Program, was that the federal government would rely on state or nonprofit agencies to act as "the guarantor" for the loans. In truth, "guarantor" was a bit of a misnomer because these agencies weren't really guaranteeing the loan: the federal government provided the guarantee. These intermediaries represented the federal government in administering the guarantee on these loans. In essence, they helped banks provide and collect payment for the loans, assisted schools with managing the loans, and had primary responsibility for collecting on loans that eventually went into default. Some states chose not to establish state agencies but rather to contract for these services from nonprofit agencies. Over time, through consolidations and other actions, more and more states got out of the business of using a state agency to provide this service. In some instances, this was because a state agency was having difficulty providing good service and may have run into difficulties with the federal government. In other cases, it was because the state wanted to recoup substantial reserves that had accrued to these

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agencies over the years by selling or closing them. As a result, today only 28 states actually retain state guarantee agencies, and many of these actually contract out much of the loan management function to third-party servicers. Eight states recognize a single national guarantor, USA Funds, as their designated state guarantor.

In addition to establishing state guarantee agencies, many states over the years have also established state student loan programs, which are actually involved in the lending rather than the guaranteeing of loans. Some of these programs act as lenders in the federal student loan program, acting either like a lending bank or providing a secondary market to assist banks in the state by purchasing loans from them once the loans have gone into repayment.

Other state loan programs, however, actually lend loans backed by the state to supplement the loans available through the federal government. One of the first such programs was Minnesota's Student Educational Loan Fund (SELF) Program, which in the mid-1980s took the reserves it had accumulated from participating in the federal program, officially left that program, and began a state program backed by those reserves. This program operates within a state agency, the Minnesota Higher Education Services Office, but requires no direct state funding, because the loans pay fully for the program's administrative and management costs.

These various loan programs have proven popular because they provide valuable services to the state and its citizens; accrue reserves because of the largess of the federal government; and generally cost the state nothing.

With recent changes at the federal level, however, the landscape has changed significantly for these businesses. Substantial reductions in federal subsidies to guarantee agencies and lenders have greatly reduced the financial viability of these state agencies. Furthermore, the tightening of the credit markets has made it increasingly difficult for state agencies to borrow sufficient student loan capital to continue lending to students in the same fashion they have in the past.

While these changes have not placed students who borrow through the federal programs at risk of not being able to borrow (because there remain sufficient numbers of large federal lenders, including the federal government itself), the reduced subsidies do jeopardize the future viability of many guarantee agencies. And current economic conditions clearly threaten access to nonfederal student loans.

Evolution of State-Based Savings Plans

The federal government also has enticed virtually every state to establish state-recognized agencies or related entities that provide opportunities to state residents to save for their children's or their own education. These plans, called Section 529 savings plans for the section of the federal tax code that provides for them, offer two ways for people to invest. One way is to prepay your college tuition up front – a sort of "futures" investment strategy, in which the investor buys tomorrow's college at today's prices. The second is simply to invest savings for college in a tax-deferred investment fund provided by the state.

These programs have proven popular to state government for much the same reasons as the state loan programs. Three dilemmas have evolved for these programs, however. First, the prepaid tuition plans, in several circumstances, have not yielded returns on investment sufficient to cover the actual increased costs of tuition, meaning that either the state has to supplement the funds or institutions are left on the hook to accept students with the amount provided, resulting in substantial loss of tuition dollars. Second, the prepaid tuition plan turns out quite well for the student who chooses the institution for whom the tuition plan was purchased, but students take a substantial loss if they ultimately choose to attend a different institution. Third, in the standard savings plans, administrative costs and risk-averse investment strategies often provide a yield that is less than the investor would have realized through an alternative savings strategy, even with the advantage of the tax deferral.

Modest State Efforts in College Work-Study

While the federal government has had a strong college work-study program since the inception of the Higher Education Act in 1965, only 14 states have developed such programs. And only five of them – in Colorado, Minnesota, New Mexico, Pennsylvania, and Washington – are very substantial. From a student's perspective, college work-study is hardly financial assistance. It generally involves hard work, often in less than ideal circumstances,

for modest wages. Yet research on the federal program demonstrates that college work-study can contribute substantially to student success. Given that more than three-quarters of all students are employed, the question isn't whether they should work or not but what kind of work best supports their needs. Research by the American Council on Education shows that students in work-study jobs, who work 15 hours or less per week, are much more likely to succeed in completing their education than students who work in other jobs, particularly off-campus jobs.[1]

A second type of college work study, cooperative work-study, in which students work for a company in their chosen field, has also proven very successful. No states have cooperative work-study programs, although Washington allows for students to participate in cooperative work-study jobs. A number of universities, however, have offered cooperative work-study opportunities. It is curious, given the strong work ethic of today's college students and the limited availability of public financial assistance, that this clearly prudent form of assisting students to finance their education has not entered the repertoire of more state financial assistance programs.

What Makes for Good State Financial Aid Policy Today?

Given this history of student financial aid and the panoply of programs, what makes sense in today's world? What should we keep from the past, and what needs to change? Six "principles" should help guide state legislators as they consider their financial aid policy.

Principle 1: Establish a clear philosophy and identify measureable goals. Every public policymaker knows this one, right? Well, not exactly, it turns out. A review of many state financial aid programs, be they grant, loan, or savings programs, suggest that it is not at all clear what their purpose is. Too often, state statute clearly details the operation of these programs but is less clear about the goals. In great part this is because so many programs evolved from incentives provided by the federal government. Thus, these programs may serve the federal government's purposes, but it is not clear that they are well-aligned with a state's public agenda.

It is important for the state – the governor, the legislature, and the higher education community – to periodically review just why the state is invested in financial aid. Are students the focus of these programs, and if so, is the purpose to advance access, to enhance student success in completing their education, or both? Are educational institutions the focus of these programs, and if so, is it to incentivize them to serve a more diverse student body or to attract a "higher caliber" of students? Are the state and its public agenda the focus of these programs? Or are the programs intended to address all of these, and if so, in what balance?

A clear philosophy can help a broader array of legislators better understand the value of these programs as it relates to achieving the state's agenda. Oregon, for example, was struggling a few years ago with a rather modest but long-standing traditional student grant program. It was a comfortable program for the state, but was losing ground financially over time, primarily because it was the "same old/same old." The assessment of funding needs was predicated on an outdated federal need assessment methodology, and the standard argument for support seemed to be "more is better, but never enough." This did not offer a compelling case. Through survey research, a group composed of various stakeholders – including the higher education community, the business community, the legislature, and the governor's office – discovered that Oregon lacked a transparent philosophy to support the state's investment in financial aid, particularly one that "fit" Oregon. They discovered that Oregonians believed everyone should be able to go to college but that students, as the principle beneficiaries of the education, should pay the lion's share of the cost. As a result, Oregon's Access and Affordability Working Group developed a concept, deemed "shared responsibility," that expects every student to contribute a reasonable amount from earnings, savings, and borrowing before expecting the state to contribute. Then, after also tapping out the student's parents and federal aid, "shared responsibility" calls on the state to fill in the gap, as it must do, if it truly believes in broad access. This shared responsibility philosophy hit a chord in Oregon, resulting in a nearly threefold increase in state need-based grants. In its first year of implementation, enrollment jumped 17 percent in the Oregon University System.

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Principle 2: Align state financial aid programs with other state financing policies. It is not enough to have decent financial aid programs; these programs have to make sense in conjunction with the state's institutional financing policies and with tuition policy. Effective financial aid policies are strengthened if they are closely aligned with tuition policy. If tuition rises, on average, more than financial aid, access erodes. And percentages can be misleading in these comparisons. It is important to look at whether the net price (net price equals the gross price minus financial aid) for students is increasing or decreasing; that's the key to financial distress or redress. Furthermore, it does little good to provide a great financial aid system if institutions don't receive adequate financial support to provide a quality educational experience. Student access is a function of both demand and supply. Financial aid expands demand, as Oregon demonstrates. But the institutions must then be able to expand to serve this new demand, and that often requires additional resources.

Principle 3: Understand the significant partnership with the federal government in providing financial assistance. Many state financial aid programs evolved directly from federal incentives. Legislators need to understand the possibilities for building on these federal programs to achieve state objectives and to do so in the most cost-effective manner. For example, via the passage of the HOPE Scholarship and Lifetime Learning Credit in 1998, the federal government provided a substantial tuition tax credit for all middle-income families. But to receive a tuition tax credit, a family has to be paying tuition. Yet many states and public institutions continue to provide financial aid in the form of tuition waivers, particularly for merit scholarships, most of which go to middle-income students. Thus, many families who would be eligible for a tuition tax credit are receiving the equivalent value of this benefit at the expense of the state or institution rather than from the federal government. Simply changing the language of current policy – from "tuition waiver" to an "award" to defray a share of all educational costs – would provide an additional benefit to students' families, the institutions or states, or both. Aligning state and federal programs to better serve the states' objectives obviously makes sense.

Principle 4: Adopt clear metrics for measuring whether the goals established in Principle 1 are being achieved and assure that data is available to support these metrics. A clear guiding philosophy and accompanying goals, as described in Principle 1, are essential but not sufficient. You must also develop metrics to demonstrate movement toward accomplishing the goals. Texas, for example, has established a goal to "close the gap" in college participation and success for students of all colors within one generation.

To support good metrics, every state also needs to develop data systems that demonstrate whether the state as a whole, and the higher education institutions in it, are performing well or poorly in advancing the state's philosophy. Statewide databases are essential for achieving this objective because they are the only measurement tools that can demonstrate progress of students over time, thus allowing the state to clearly measure the consequences of performance.

Principle 5: As with all state programs, state financial aid programs must be both transparent and predictable. What exactly does this mean in the context of financial aid? Well, first it means that prospective students need to understand clearly what they are likely to be eligible to receive. Over and over, national and state surveys demonstrate that many students and their families have no idea how much college costs and how much student assistance they are likely to receive. And low-income families are the most uninformed. These prospective students and their families grossly overestimate the costs of college and greatly underestimate the likelihood of their receiving aid and the amount they're eligible to receive. Not surprisingly, many of these students presume they can't afford college and never seek to attend.

Step one is finding more effective communication and marketing strategies to help folks understand why and how the state invests in student aid. Equally important, however, is to have stable programs upon which people can rely. If funding is sometimes there and sometimes not, prospective students will assume that they cannot count on it. Similarly, colleges and universities need predictability so they can plan how to fill the financial gaps that always occur and how to expand or contract their offerings in response to the demand for higher education that financial aid drives.

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Principle 6: Programs must be scalable. Many small successful aid programs seem to fail when taken to scale. This occurs for various reasons: the program may require a close community of support, which is difficult to maintain at the state level; the program may require a "champion," which may be unsustainable at the state level; the program may simply be too complex to manage when expanded, and so on. Therefore, it is extremely important to make sure that new state programs have either demonstrated capacity for expansion or a strong likelihood that they can expand, based on program plans. Certain conditions clearly contribute to being able to take an effective small program to scale:

- **The program needs to be based on a good prototype.** Too often, good ideas are adopted as broad programs before proof of concept has been established. Oregon could feel confident about its shared responsibility plan because it was built upon a similar concept that had worked exceptionally well in Minnesota for nearly 20 years. On the other hand, the federal government's relatively new Academic Competitiveness Grant Program, which supplements the Pell Grant for students who have taken a rigorous curriculum in high school, has suffered on implementation because though the idea was sound, the implementation plan was not, leaving much confusion amongst the institutions that had to certify student eligibility.
- **The program must be easy to administer.** If administration isn't simple and straightforward, not only will the administering agency or institutions have difficulty and face substantial cost associated when implementing the program, but those being served by the program will not have the transparency and predictability necessary to know what they need to know.
- **The program must have sufficient support within the state.** Strong support, especially from the legislature and the governor, is necessary for the program to be sustained beyond changes in leadership, particularly beyond the leadership of those who principally championed the idea.

Exemplars and Nonexemplars

There are several very effective state financial aid programs to build on, if a legislator or legislature is interested. There are also a lot of current ideas that are quite popular but seem not to meet the criteria established above. And there are some promising ideas, including some from other countries, that have not been tried in the U.S. but may well be worth exploring.

State Grant Programs. State grant programs, especially for the neediest students, remain critically important, especially now, given the rising costs borne by students and their families due to ever-increasing tuition and other higher education costs. Grant programs also provide an effective way to target funds to some students, without having to provide an equivalent subsidy to all students.

Traditional financial aid programs serve many states well, suggesting that not all states need to change just for the sake of changing. The programs in California, Washington, Minnesota, New York, Pennsylvania, and Illinois have a long tradition of serving the students in those states exceptionally well.

The various state merit aid programs certainly provide a great deal of financial aid that is assisting many students, but serious questions remain about how well these programs truly advance the states' long-term interests and how cost-effective these relatively untargeted programs are in efficiently distributing limited public funds.

Indiana's and Oklahoma's blended aid programs and the Oregon shared responsibility plans are innovative and effective new programs. They have proven effective because they target assistance to the specific public agenda of the states involved, they rest on strong philosophies, and they comfortably fit the political culture of the states in which they exist. They could easily meet the needs of other states: indeed, a number of states are already considering replicating them. Yet states should adopt the ideas of other states only if the conditions that led to the success of these programs match their own. Blended aid programs that guarantee financial aid for college if students prepare well in a rigorous high school course of study make a lot of sense in states that don't have a requirement that all students prepare well and those where low-income students are seriously underrepresented in college. These programs, however, obviously don't address the needs of older adults returning to college or of current college students who may be facing financial barriers to their continued success. The shared responsibility model, on the other hand, helps virtually all current

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students, young or old, and can be designed to help middle- and high-school students better understand what will be available to them in the future. However, it does little to encourage more rigorous preparation in high school and may deter some low-income students because of the tough language about students making a significant contribution before expecting anyone else to do so. The bottom line: The culture and unique needs of various groups of students within a state should be taken into account when considering modifications to an existing grant program or the creation of a new one.

State Loan Programs. It is not clear that the traditional federal/state student loan partnership will survive the combination of recent reductions in federal subsidies and perturbations in access to credit capital in general.

In recent years, another partnership – loan forgiveness – has begun to evolve. This relationship is less reciprocally beneficial to both federal and state governments and not fully anticipated in the original federal programs. But it has become rather commonplace, with states agreeing to forgive students loans for service after graduation. A number of teaching, nursing, and other high-demand loan forgiveness programs have been created. They tend to be patterned after the original National Defense Service Loan (NDSL), which forgave federal loans for graduates who entered the field of teaching, and National Health Service loans, which forgive loans for medical services provided in medically underserved communities. These programs have intuitive appeal because they help graduates whose skills can benefit the state, and at the same time, students face less debt burden.

Unfortunately, there is little research to suggest that these programs successfully achieve their public purposes. The Lumina Foundation report *Workforce Contingent Financial Aid* examined the myriad state and federal loan forgiveness programs and found "... that very few studies evaluated the financial aid or the workforce aspects of these programs ... the growth of these programs seems to be based more on political appeal and appearances than on any real data demonstrating their effectiveness ..."[2]

While the recipients of loan forgiveness are clearly rewarded for providing a valued public service, it is not clear that the loan forgiveness was the reason these folks provided this service. Many students who receive loan forgiveness already have a predilection to serve in the field for which the loan is to be forgiven, and others end up serving the mininal requirement for loan forgiveness and then move on. What we don't know is how many actually enter the desired field and stay in that field because of loan forgiveness.

Some analysts have suggested that states should get into the business of helping students in loan repayment through programs akin to those in Australia, New Zealand, and England, in which students repay their loans through the state income tax system on an income-contingent basis. While this idea may have promise at the federal level, it would make no sense for individual states, both because state income tax structures are not well-suited for this type of scheme and because the mobility of college graduates would make it difficult to capture repayments from those who leave the state.

State Savings Programs. Recently, a clever idea has been suggested in the public policy literature, though no state has to date seriously explored it. The idea would be for the state to deposit funds into 529 savings accounts, on a matching basis, for students from low-income families; the amount would be similar to what would be provided in a blended aid grant program. This would provide a strong incentive for families to save for their children's education, even if their contributions were quite modest, and would also incent young people to stay on a college track; after all, they have savings to apply toward that college.

State College Work-Study Programs. It is surprising that more states haven't recognized the value of creating and supporting state-based college work-study programs. Perhaps the best such state program is Washington's, mentioned earlier, which helps subsidize employment for students on campus, in other public and nonprofit organizations, and in selected for-profit companies that tailor the jobs to be cooperative work-study positions. Cooperative work-study is a win/win for the state, the employer, and the student. The state benefits in a couple of ways. First, for a modest subsidy, the state can secure substantial private investment in funding the student's education. Second, because the student is getting experience in a local firm, they are less likely to migrate from the state upon graduation. The employer benefits because they receive highly capable and productive

college students and have the chance to develop a relationship they may wish to sustain after the student graduates, thus reducing their recruitment costs. The student benefits by gaining real world experience in their field of study and garnering the resources necessary to pay for their education. If a state moves into this arena, however, it must make sure that its other financial aid and financing policies work in sync with work-study. Today many financial programs, because of their lock-step allegiance to the antiquated federal need-analysis program, greatly penalize students for working.

Conclusion

This brief has described the history of state financial aid in the U.S., its strong relationship to federal financial aid, the recent evolution of new ideas, including blended aid programs and the shared responsibility concept.

As legislators contemplating the future of financial aid in your states, consider asking the following questions:

- Do you know what you want from a student financial aid program, and is that clearly reflected in the explicit goals and expectations embedded in state statute?
- Are all of the state finance policies aligned, so that financial aid policies complement the others and address state goals in a cost-effective manner?
- Do your grant, loan, savings, and work-study programs balance each other in a cogent way?
- Do current and prospective students and their families understand what it costs to go to college in your state and how they might benefit from the programs you offer?
- Do state financial aid policies take full advantage of federal programs, consistent with your state objectives?

When you can answer all of these questions in the affirmative, the future of financial aid in your state will have a much higher chance for success.

About the Author

David A. Longanecker is the president of the Western Interstate Commission for Higher Education (WICHE) in Boulder, Colorado. WICHE is a regional compact between 15 Western states created to assure access and excellence in higher education through collaboration and resource sharing among the higher education systems of the West. Previously, Longanecker served for six years as the assistant secretary for postsecondary education at the U.S. Department of Education. Prior to that, he was the state higher education executive officer (SHEEO) in Colorado and Minnesota. He was also the principal analyst for higher education for the Congressional Budget Office. Longanecker has served on numerous boards and commissions. He has written extensively on a range of higher education issues. His primary interests in higher education are: access, promoting student and institutional performance, teacher education, finance, the efficient use of educational technologies, and academic collaboration in Canada, the United States, and Mexico. He holds an Ed.D. from Stanford University, an M.A. in student personnel work from the George Washington University, and a B.A. in sociology from Washington State University.

Endnotes

[1] Susan P. Choy, Access and Persistence: Findings from 10 Years of Longitudinal Research on Students (Washington, DC: American Council on Education, 2002).

[2] Rita Kirshstein, Andrea Berger, Elana Benatar, and David Rhodes, *Workforce Contingent Financial Aid: How States Link Financial Aid to Employment*, American Institutes for Research and the Lumina Foundation for Education (Washington, DC: February, 2005).

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1/27/10 OVERVIEW: DEED VIRTUAL SCHOOL WORKING GROUP

Virtual School Working Group

January 25-27, 2010 Meeting

At the request of Commissioner LeDoux, the Virtual School Working Group reconvened with the purpose of providing recommendations on: 1) standards for the Virtual School Program, and 2) ideas for the design of an Alaska Virtual School program. The working group consists of Alaska distance education teachers and practitioners, district distance education and technology coordinators, superintendents, and representatives from post-secondary education institutions.

During the January meeting, the following work was completed:

- The Virtual School Working Group (VSWG) updated the Overview of Existing Alaska Distance Education Models provided to the House Education Committee. Updates provided to the Alaska State Board of Education and the House Education Committee was shared with the VSWG. Members reviewed the work drafted during the December meeting and recommended changes to the national facilitators' summaries. New members provided valuable insight on work completed at the December meeting.
- The VSWG reviewed the drafted recommendations from the December meeting for the Institutional Standards, which address mission, governance, planning, staffing, and organizational commitment of a virtual school program. During the next meeting, the VSWG plan to finalize framework recommendations for the Institutional Standards.
- The VSWG continued to develop the framework focusing on Teaching and Learning Standards, Support Standards, and Evaluation Standards. The Teaching and Learning Standards include curriculum and course design, instruction, and assessment of student performance. The Support Standards address academic, administrative, guidance and technical services. The Evaluation Standards consider virtual school program evaluation and improvement. The VSWG will review drafted work during the February meeting.

The working group continues to use an EED e-learning site for discussion, to access resources and to provide additional information. Specifically, members are reviewing House Education Committee meeting information and drafted documents. Also, the VSWG members are suggesting other state or program funding models and making recommendations regarding online teaching issues, which will be considered by the Teacher Quality Working Group.

The VSWG will meet again Wednesday, February 24, and Thursday, February 25, after the Alaska Society for Technology in Education (ASTE) conference at the Hotel Captain Cook in Anchorage. Many VSWG members already planned to attend ASTE, the state educational technology conference, allowing the travel costs to be minimal. Although the VSWG had planned to meet virtually, due to the high level of interest in this topic, it was determined that one more face-to-face meeting would be appropriate because new participants are expected.

What Students Need to Know: 21st Century Skills and ICT Literacy

The future will demand people who can express themselves effectively with images, animation, sound, and video, solve real world problems that require processing and analysis of thousands of numbers, evaluate information for accuracy, reliability, and validity; and organize information into valuable knowledge, yet students are not learning these skills in school.

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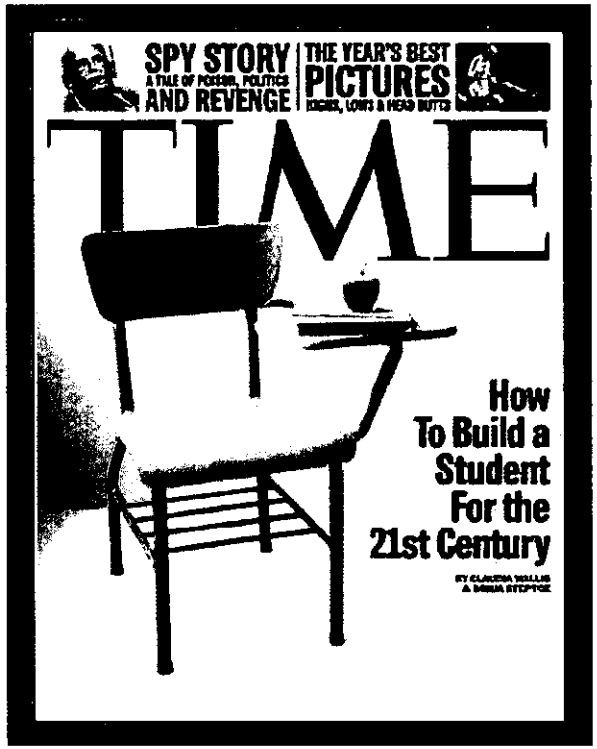
"There is remarkable consensus among educators and business and policy leaders on one key conclusion: we need to bring what we teach and how we teach into the 21st century."

TIME Magazine,

12/18/06



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Exploring the Gaps in K-12 Education: National Overview

- Spending on K-12 education
  - Average: $9,969/per pupil in 2007-08 (more than any country in the world, except Switzerland)
- International Rankings in Science and Math (PISA 2006):
  - Science: US ranked #25 out of 30 countries
  - Math: US ranked #21 out of 30 countries
- U.S. Math curriculum: full 2 grade levels behind international counterparts by 8th grade
- High School Graduation Rates
  - Average: 70% in 4 years
  - Latino/Hispanic students: 58%
  - African-American students: 55%
- 15% of high schools produce 50% of drop outs in country

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A History of U.S. Competitiveness: Internationally

- In 1960s, the United States was #1 internationally in the adult population with a high school diploma
  - 86% of adults had a HS diploma
- In 2008, the US is 10th internationally
  - 87% of adults in the US have a HS diploma
- Compare Korea:
  - In 1950s, 35% of adults in Korea held HS Diploma
  - Today, Korea has 97% of adults with HS Diploma
- In summary, other countries are moving faster.

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Does every student in the U.S. have access to a world-class education today?

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Mexico

- 2003: Enciclomedia program - Digitized K-12 academic content provided online, CDs, every school, library and community technology center
- 2004: Every teacher in pre-service trained to use digital content to teach more effectively
- 2005: Every new teacher provided a laptop

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European Union

- International Baccalaureate (IB) Diploma Programme Online
- EU E-Learning Strategy across countries

Turkey

- 5 years ago: no students taking online courses
- 2008: 15 million students taking online courses
- Public-Private partnerships
  - Created "gold standards online courses"
  - Train teachers to teach online
  - Delivery system to provide online courses

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Middle East

- Lack "legacy" education system
- Middle East
  - Start from scratch and rebuild K-12 Education systems
- Public – Private education system

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India

- Universal Access for K-12 Education in 10 years
  - Need 200,000 more schools
  - Shortage of good teachers
  - "Leverage teachers using technology to bring to scale"
  - Educomp Program digitizing learning resources (online content) in K-12 education
    - Benchmarked to international academic standards
    - View as export opportunity
  - $10 laptop being developed

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Singapore

- Today
  - All teachers know how to teach online
  - 100% of secondary schools using online learning
  - Singapore holds E-Learning week each year
    - They close physical schools down and ensure e-learning is used for continuity of learning & disaster preparedness
- Next step?
  - All teachers in Singapore trained to use Second Life (virtual worlds) for educating youth

China

- China: 1.3 billion people
  - 20 million 18 year olds
  - 2.5 million college slots
- 10-year goal: Reach 100 million (new) Chinese students in underserved areas
- 2004: Digitized 100% of K-12 academic curriculum
- Current: Training Master Teachers to teach online
- How? Online courses taught by master teachers online
- Internet access
  - China: 4 million Internet connections in 1999
  - China: 137 million Internet connections in 2006
  - China: 250 million internet connections in 2008
- WiMax: 50 km radius of high-speed, wireless, broadband Internet (100 Mbs), 2009-2010

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National Online Learning Facts

- More than 70% of school districts in the United States offer online courses to students (Sloan-C)
- 35 states have state virtual schools (Keeping Pace 2009)
- 45 states have significant state policies (KP 2008)
- 25 states allow full-time virtual charter schools (CER 2009)
- 1 in 5 undergraduate and graduate student enrolls in an online course in higher education
- More universities are offering K-12 courses online
  - for K-12 students: Indiana U., Stanford, Johns Hopkins. Northwestern U.
- K-12 Online Learning enrollments growing 30% annually nationwide
  - 2000: 50,000 enrollments in K-12 online courses
  - 2003: 328,000 enrollments in K-12 online courses
  - 2005: 500,000 enrollments in K-12 online courses
  - 2008: 1,000,000 enrollments in K-12 online courses

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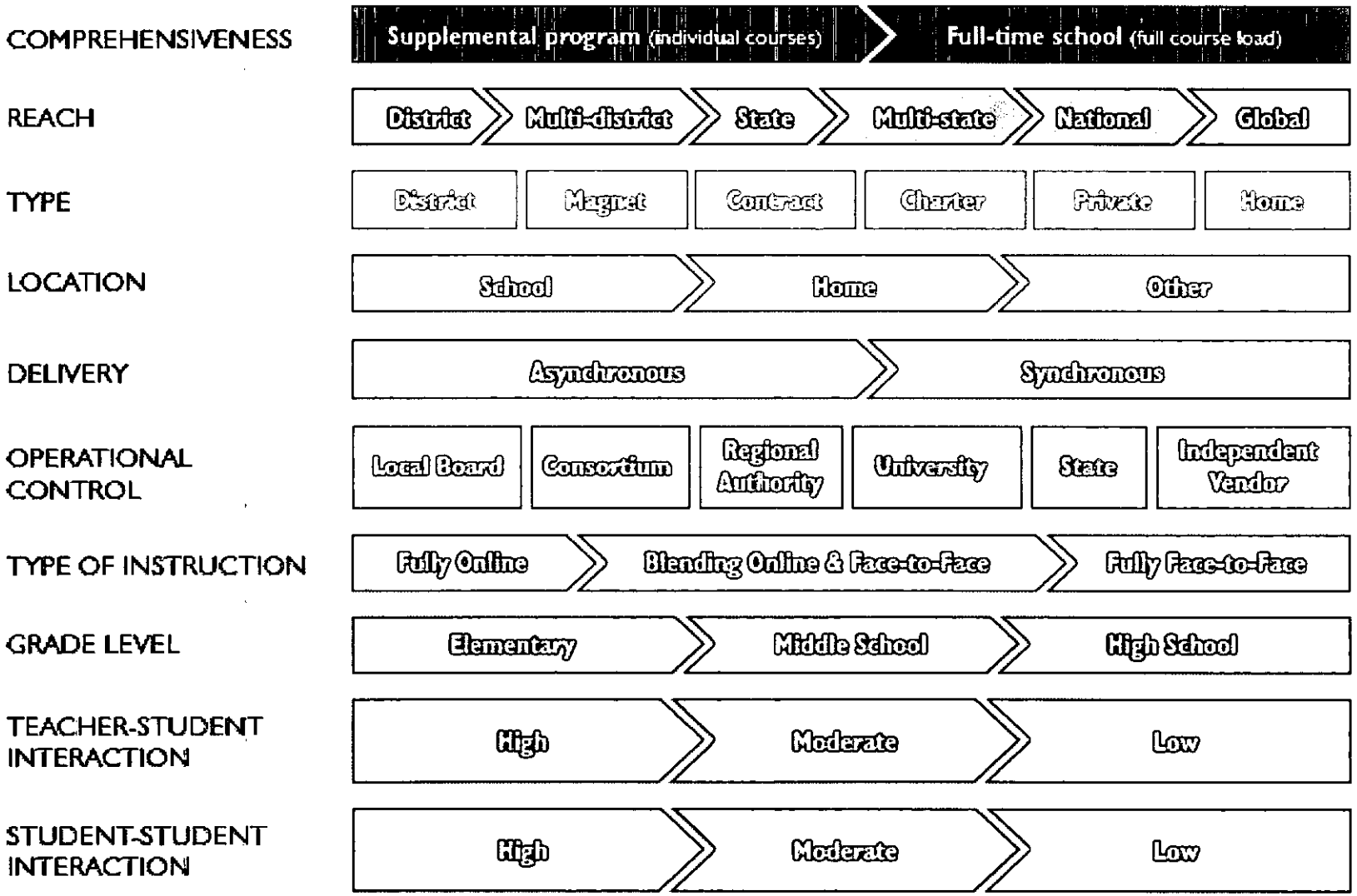
THE DEFINING DIMENSIONS OF ONLINE PROGRAMS



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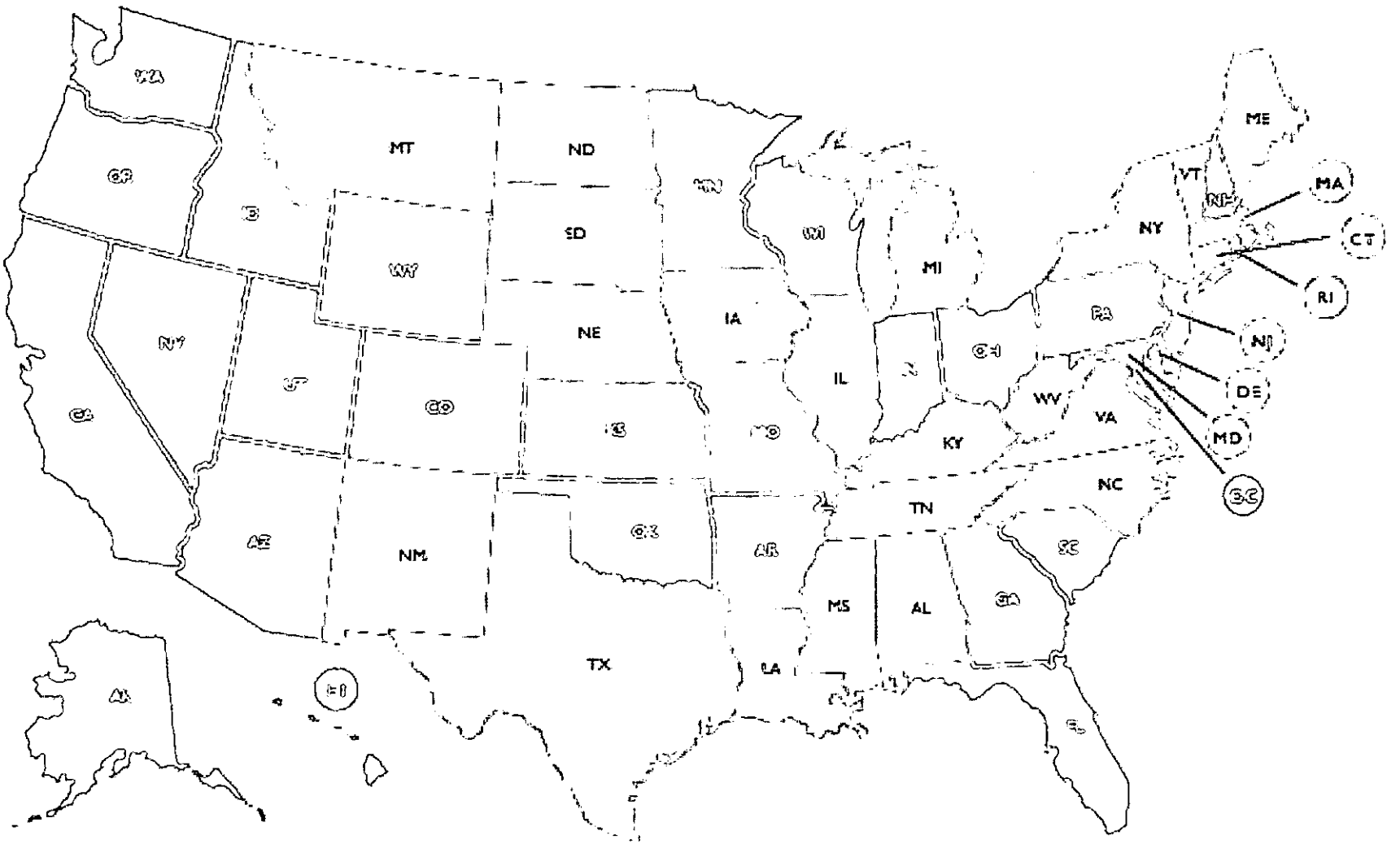
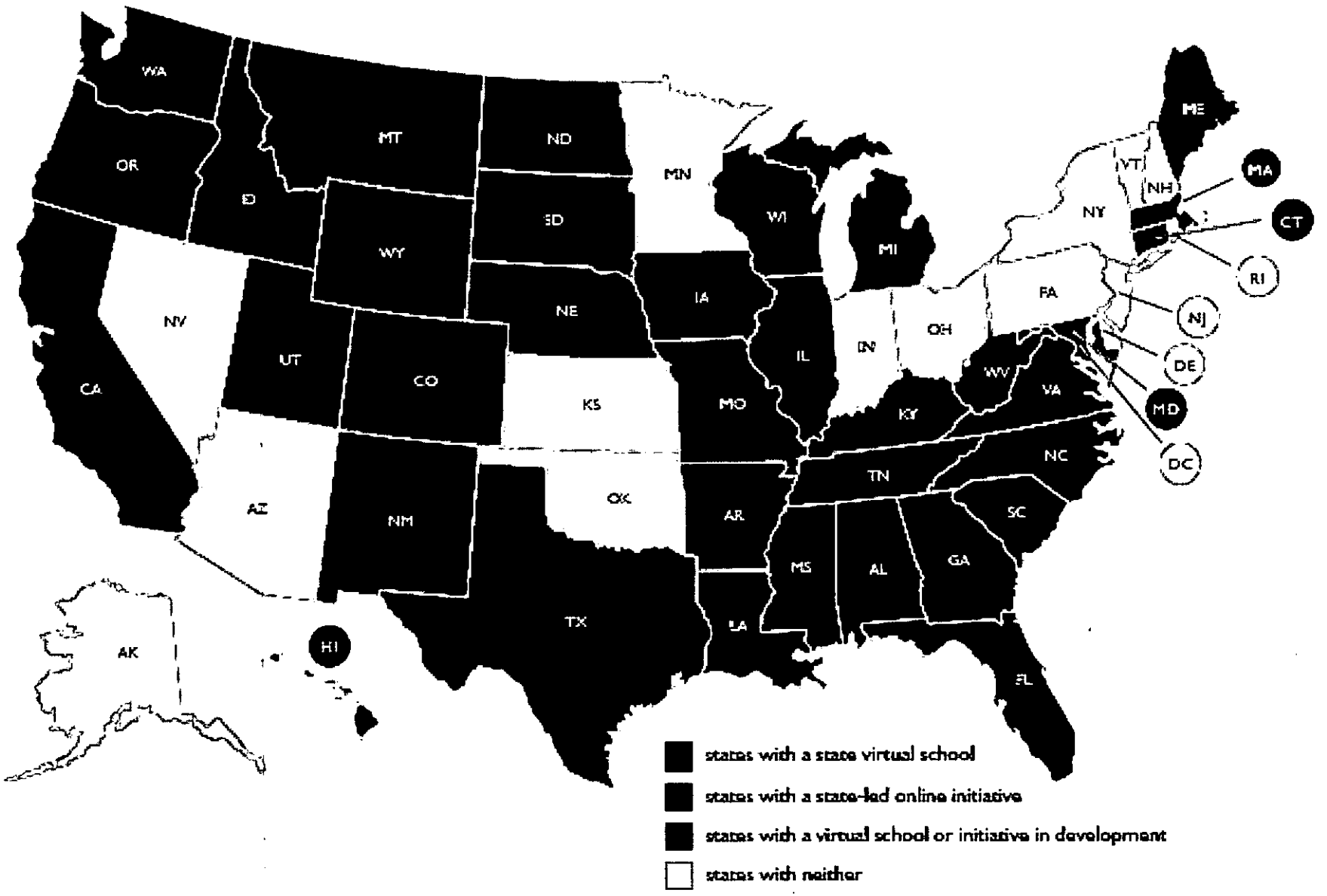
Main categories of online programs

Category	Org type/governance	Full-time/Supplemental	Funding source	Geographic reach	Examples
State virtual school	State education agency	Supplemental	State appropriation, course fees	Statewide	Fl Virtual School; MI Virtual School; ID Digital Learning Academy
Multi-district	Charter	Full-time	Public education formula	Statewide	Schools operated by K12 Inc; Insight; Connections
Single-district	District	Either or both	District funds	Single district	Los Angeles; Plano (TX); Fairfax (VA); Cobb (GA)
Consortium	Variable	Supplemental	Course fees, consortium member fees	Statewide or national	Virtual High School; Wisconsin eSchool Network
Post-secondary	College or university	Either or both	Course fees	National	U. Nebraska Independent Study HS; Brigham Young University Independent Study

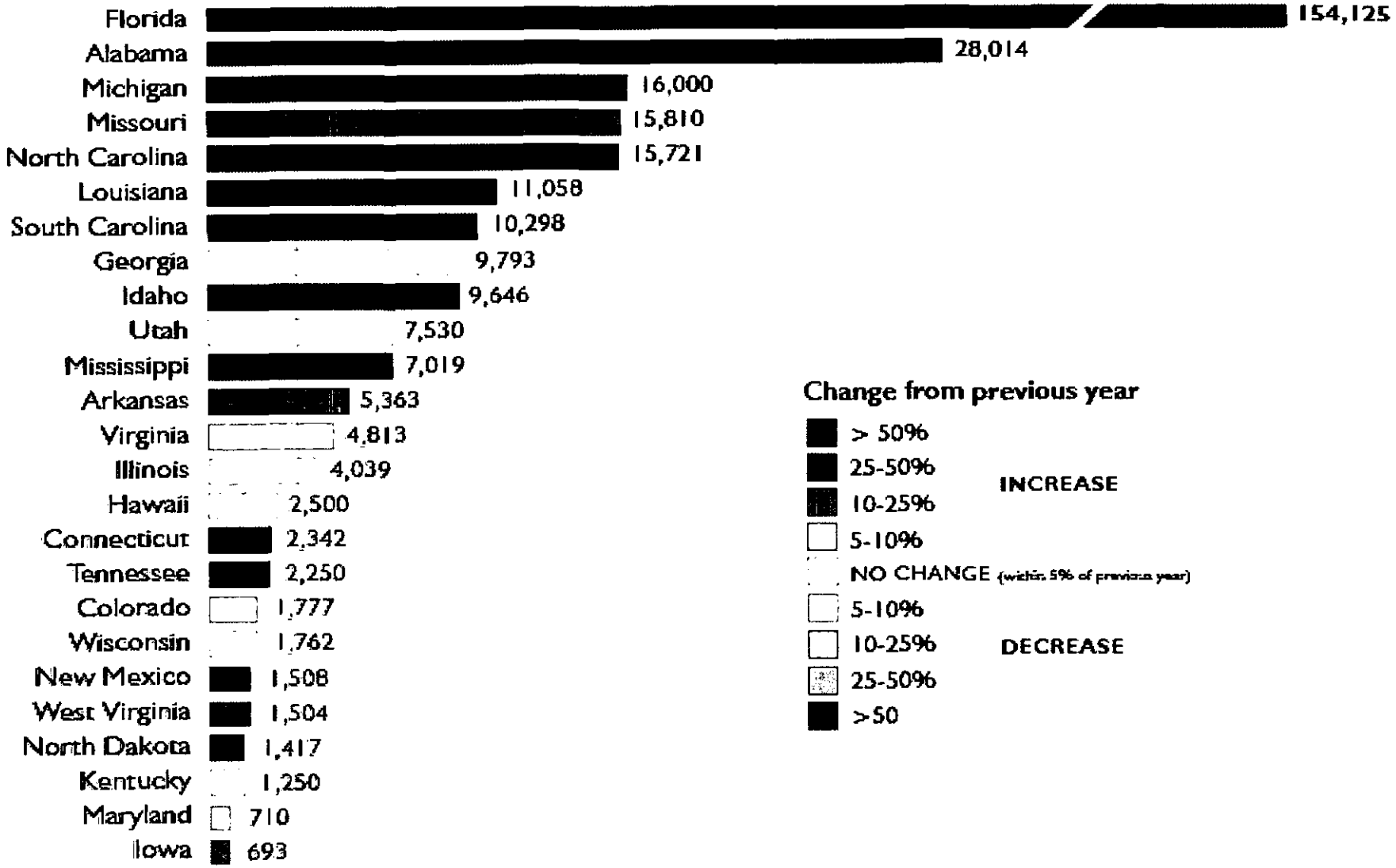
States with statewide full-time online schools



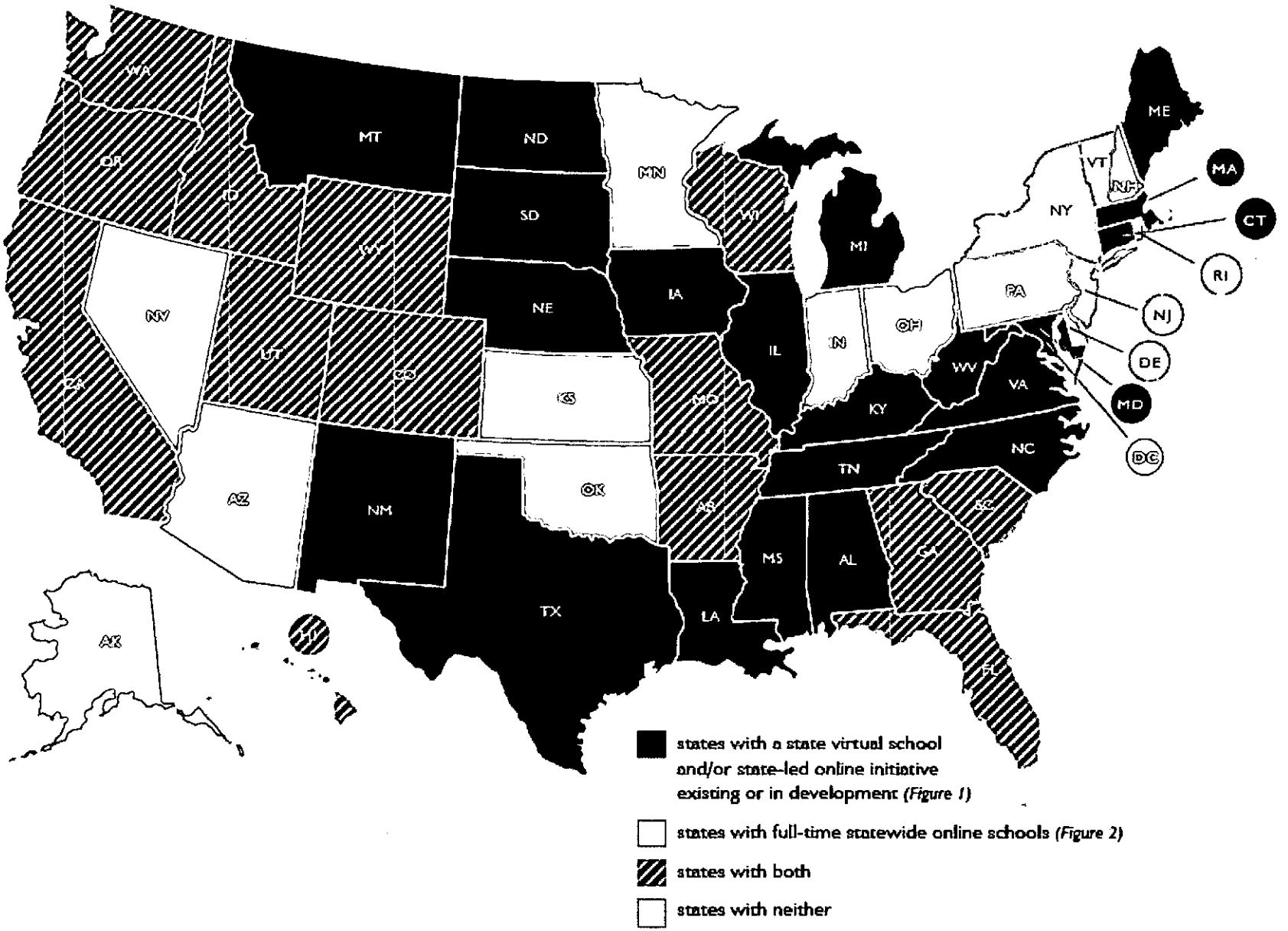
States with state virtual schools



State Virtual Schools: Size and Growth 08-09



Summary of SVS and full-time schools



Online learning is growing rapidly

State/ org	Type	Full-time/Supplemental	2008-09 enrollment	Annual growth rate
Florida Virtual School	SVS	Supplemental	154,215	**25%**
Idaho Digital Learning Academy	SVS	Supplemental	9,646	**46%**
Alabama ACCESS	SVS	Supplemental	28,014	**48%**
Michigan Virtual School	SVS	Supplemental	16,000	**45%**
Colorado	State	Full-time	11,641	**26%**
Ohio	State	Full-time	23,037	**13%**
Arizona	State	Both	23,000	**24%**
Connections Academy	EMO	Full-time	20,000	**54%**
K12 Inc.	EMO	Full-time	56,000	**42%**

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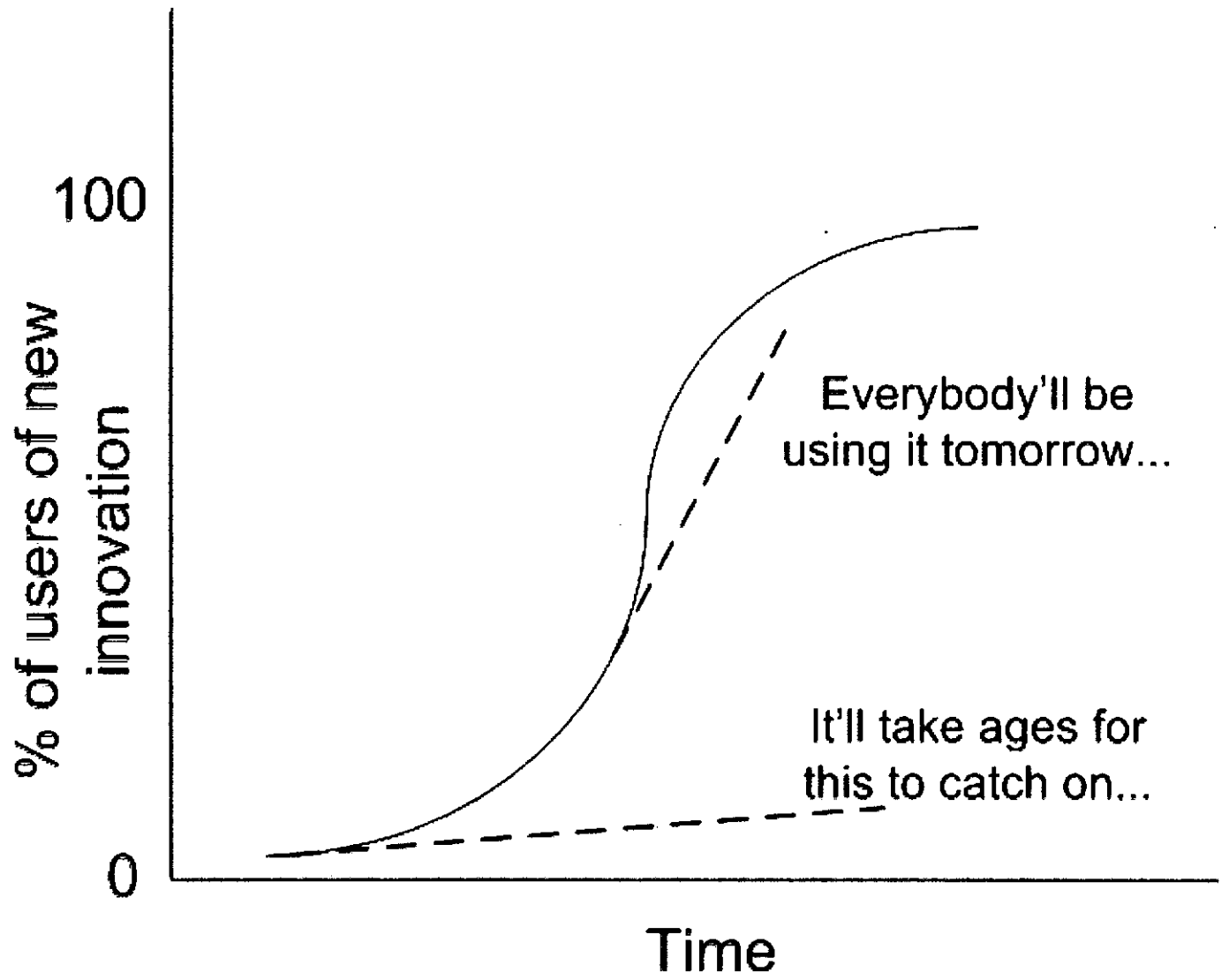
Pace of adoption



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Trends: 2010 And Beyond

- Continued growth overall
- Shift to districts
- Increase in blended

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Continued Growth

- **Online charter schools:** Moving into new states; increasing in numbers in existing states
- **State virtual schools:** New states adding, but existing state schools threatened by budgets
- **Districts:** Focal point of most growth

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Shift To Districts

- **Varied program types:** Both full-time and supplemental
- **Not equal within and among states:**
  - Within states: more activity in affluent districts
  - Among state: more activity in states with online charters or state virtual schools
- **Blended:** Focal point of most growth

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Increase In Blended

- **Blended:**
  - Schools
  - Courses
  - Student experience

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Policy Considerations

- Enrollment
  - Increasing access
  - Student choice
- Quality & Accountability
  - Usual QC and standards inadequate
  - Reporting and transparency
  - Allowing innovation to continue

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Policies to Avoid

- Requiring onsite or face-to-face instruction
- Enrollment caps or other limits
- Funding level
- Inhibiting innovation with overly prescriptive requirements

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Next Generation Legislation

- Include accurate definitions
- Ensure adequate and sustainable funding
- Provide standards and monitoring expectations
- Create reporting and transparency requirements
- Focus on outcomes

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Funding Online Learning

- **Key Considerations:**
  - What are the **COSTS** of quality online learning?
  - How do taxpayer dollars **FLOW** to K-12 online learning?
  - How can funding be made **SUSTAINABLE** so every student who needs online can have it?

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What are the COSTS?

- **Myth:** Online learning is cheap.
  - It's just a kid, a computer, and stuff on the screen – how much could that cost?
- **Reality:** Quality online learning is cost-effective.
  - Real costs include expert teachers, curriculum development/licensing, computers, course delivery and data systems PLUS special services and often physical materials

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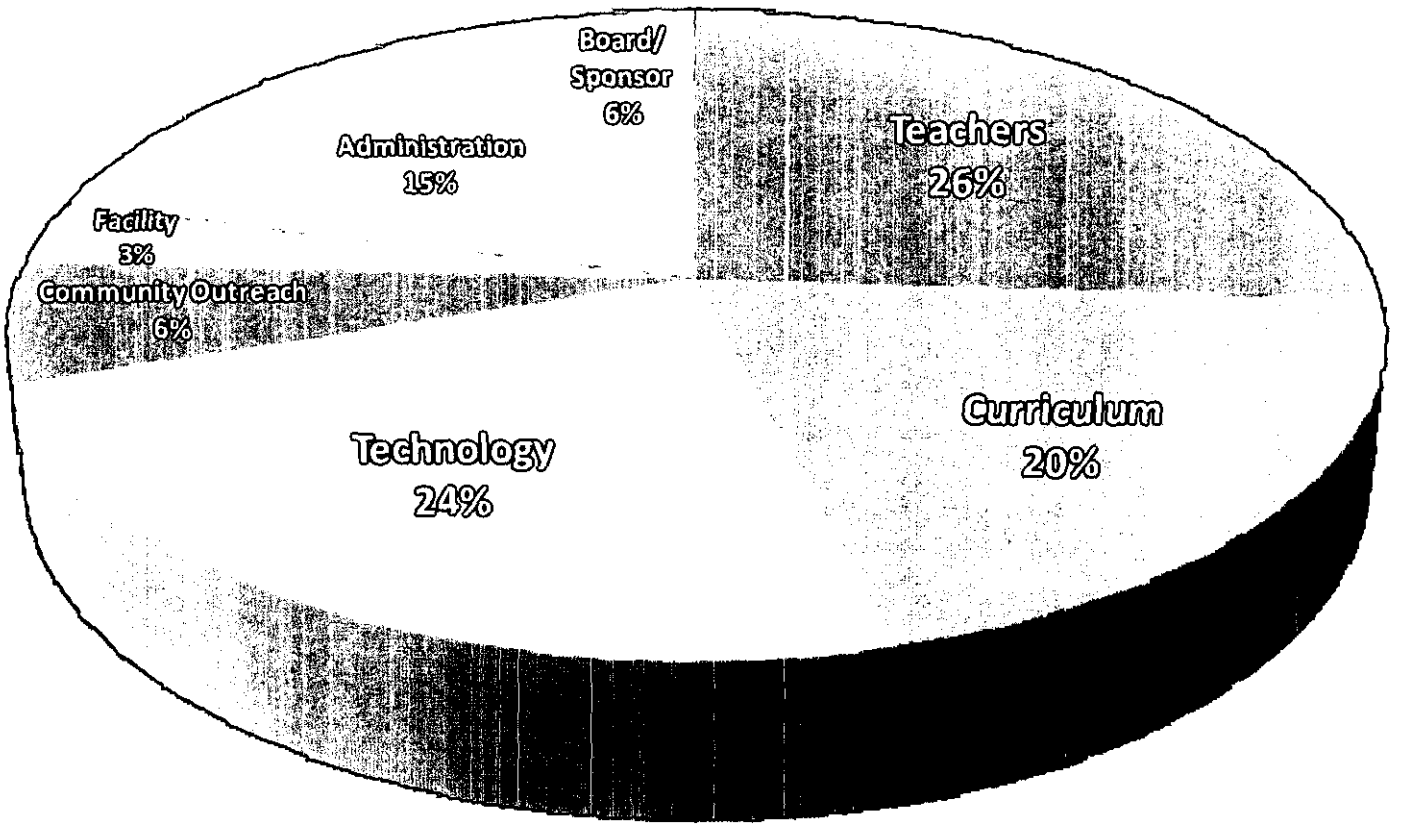
Costs of Typical Online School

Total per-pupil expenditure = $6,500



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Wisconsin Example

Cost of serving a "virtual" student locally

Note: Average expenditure per K-12 student (08-09) $9,760.
Open enrollment tuition estimate $6,322 (FY09) per student.

	Scenario 1 (one full-time virtual student) Semester 1	Semester 2	Cost/Year	
Course Cost (6 per semester @ $325 per 1/2 credit course	$1,950	$1,950		
LEG Support approx. 1 hr per week for 36 weeks (Average teacher salary with benefits $50,000/185 days = $270/day, $270/7 periods = $39/hr.)	$702	$702		
Computer Purchase	$800	$0		Note: Computer may be provided if the student is full time virtual student at "home."
IT Support (30 min/month @$39hr/ for 9 months)	$88	$88		
Internet Stipend ($20 per month for 9 months)	$90	$90		Note: Internet access may be provided if the student is full time virtual student at "home."
Cost per semester	$3,630	$2,830	$6,460	Note: $5,660 (year two - no computer purchase)

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What are the COSTS?

"The operating costs of online programs are about the same as the operating costs of a regular brick-and-mortar school." – *iNACOL Promising Practices: Funding and Policy Frameworks for K-12 Online Learning*

Cost-effectiveness derives from:

- Ability to deliver courses that the local school could not afford to staff up for
- Ability to satisfy parent choice and serve students with unique learning needs without building a new school

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How do taxpayer dollars **FLOW**?

- **Full-time online** (e.g., cyber charter schools and contract schools) typically funded through state's per-pupil funding formula: Funding (some or all) follows the student
- **Supplemental online** (e.g., by the course) typically funded through state appropriation and/or course fees paid by districts and/or students: Fee for service

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How do taxpayer dollars FLOW?

- Accounting Considerations
  - **"Seat time" vs. mastery:** Online learning can make traditional methods of student accounting irrelevant
  - **Scale vs. control:** Open enrollment/growth across boundaries (district and state) begets efficiencies – but creates funding competition
  - **Supplement vs. supplant:** How much of online learning must be additive to traditional school program, and when can it be a substitute?

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Toward SUSTAINABLE Funding

- **Near-term necessities**
  - Drive toward offering BOTH full-time and supplemental opportunities in EVERY state
  - Address barriers such as seat time, enrollment restrictions, lack of information
  - Consider flexible uses of existing funds (e.g. textbook dollars)

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Toward SUSTAINABLE Funding

- **Longer term imperatives:**
  - Integration of online learning into essential K-12 education funding process: "Part of how we educate kids in this state"
  - Public-private partnerships to achieve efficiencies, avoid re-invented wheels
  - Fractional backpacking: Funding following students down to the course level

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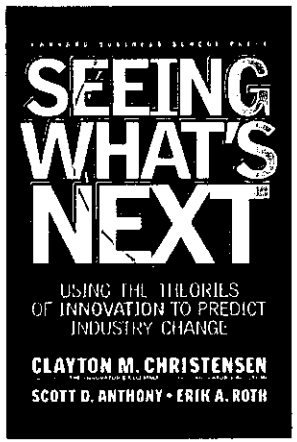

"Using the Internet to deliver courses seems to contain great disruptive potential. It could allow a radical transformation to happen in an incremental, rational way."

- Clayton Christensen, Harvard Business School

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303-670-7191
john@evergreenedgroup.com

Louie Flora

From: bwhicker.fasttrack@gmail.com on behalf of Bill Whicker, Principal - Fast Track Virtual School [bill.whicker@kgbsd.org]
Sent: Monday, January 25, 2010 6:54 PM
To: Louie Flora
Cc: Robert Boyle
Subject: Ketchikan Online Course Information

Mr. Flora,

The Ketchikan Gateway Borough School District launched the Fast Track Virtual School in the fall of 2009. The vision of this school is to provide the additional option of quality courses that meet the needs of all students. The majority of these courses will be delivered in a virtual environment unless circumstances prevent connectivity.

We are in the beginning stages of this process, but have made good strides in delivering online courses that are meeting student need.

Current
We are using third party courses as well as the standards-based curriculum from E2020 and Compass Learning, delivered from our servers. Our next step is to fill the gap for highly qualified teachers in these classes.

Vision for the Future
Ideally, we will be developing courses that will ***be integrated with our regular student's schedules in a blended environment (online learning facilitated by face-to-face teachers)*** and taught by talented, content area teachers on our course management system. This vision will transform our brick and mortar schools into a 21st century learning environment that individualizes instruction for each student.

To date, the online courses that we are supporting and delivering to students include:

These courses cost around $120-$130 per semester plus district staff time to proctor tests and provide record-keeping.

Examples of these classes are:
BYU > Biology 1B
BYU > Art > Drawing
BYU > Computer Technology
BYU > Health Education
BYU > Automotive Basics
BYU > Critical Workplace Skills
BYU > Tenth Grade English
BYU > 11th Grade English

Classes offered through Compass Learning ($3000 per year for a 2 semester class) are spread over a 400 seat license. Teacher fees to supervise will be $75 – 125 per semester. This method of instruction give us more control over the customization of student learning. Examples include:
Odyssey > English I

Odyssey > English II
Odyssey > Biology
Odyssey > Algebra
Odyssey > US Government
Odyssey > US History II

Currently, our classes are about a 50-50 split.

I hope this answers your questions adequately. Please don't hesitate to contact me should you have any additional questions.

Respectfully,

--
Bill Whicker, Principal
Fast Track Virtual School
Fast Track Correspondence
Ketchikan Gateway Borough School District
Ketchikan, Alaska 99901
Voice: (907) 225-2128
Fax: (907) 225-2126
bill.whicker@kgbsd.org
Website: http://fasttrack.kgbsd.org
FT001

Louie Flora

Subject: FW: House Education Committee Schedule for Next Week
Attachments: HS.Catalog_09-10 2.pdf

From: Woody Wilson [mailto:wwilson@wrangellschools.org]
Sent: Monday, January 25, 2010 2:55 PM
To: Louie Flora
Subject: Re: House Education Committee Schedule for Next Week

Louie,

One of the companies I am working with is K12. I have attached their course offerings. The other group I am considering is Virtual High School. Haven't worked with them yet but will in the next couple of weeks.

The estimated cost per course is $300 per semester.

One problem is the requirement for Highly Qualified teachers in some areas. For example: Chinese
How many AK certified, highly qualified teachers are there? Probably none. That rule needs to be relaxed for those critical areas that are important like foreign languages.

Thanks

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

High School Course Catalog
2009-2010 School Year

Multiple Levels for Diverse Learners

K12 provides **more than 105 high school courses** designed to help you earn your high school diploma, find your own path, and follow it to post-high school success—whether that's in college or in the workforce. With the K12 curriculum it's your education and your choice.

K12 offers Math, English, Science, and History courses in **multiple levels—Core, Comprehensive, Honors, and Advanced Placement® (AP®)**—to meet the needs of diverse learners. You can also take up to four years of a world language (depending on the language), and choose from a variety of electives, including anthropology, Web design, and digital photography.

Unlike other programs, where a student must be in a particular "academic path", the K12 program allows students to chart their own course, choosing from among the four levels of courses to match their aptitude and goals. So, if a student excels in Math and Science, they may take all Honors/AP® courses in those subjects, while choosing from among the Core and Comprehensive English and History courses. These multiple course levels prevent you from being "locked in" to one level of a particular subject, and account for natural progress and growth.

Online Courses Designed for Online Delivery

K12 serves more online courses to the K–12 market than any other online curriculum provider—and it's in large part because K12 sets the highest standard of course quality.

K12 never just scans a textbook and calls it an online course. K12 courses are designed and developed for online delivery from the outset. The K12 team of curriculum experts and course designers start from scratch, thoroughly scoping out the learning objectives for each course. They map out a strategy for how best to accomplish those objectives using online text, graphics, charts, illustrations, interactive demonstrations, offline reading materials or activities, and interactive online discussions. Then, usability testing is conducted with the intended audience to make sure students can easily navigate through the lessons and master the intended learning objectives.

K12 knows that the combination of rich, engaging content with interesting, interactive demonstrations and activities helps students absorb and retain information. The use of graded assignments and assessments further allows students to demonstrate progress toward learning objectives.

Four Levels of Core Subjects

With the K12 high school curriculum, students can harness the power of individualized learning by choosing from the following four levels of Math, English, Science, and History courses:

The K12 Core courses are similar to the standard courses offered by many other programs. They meet all academic requirements for each course area, both for graduation and for potential admission into a wide range of colleges. In K12 Core courses, topics are broken into discrete modules that are taught in tandem with the framework students need to develop strong study skills. Rich, engaging content with interesting, interactive demonstrations and activities help students in our Core courses to absorb and retain the information presented. Optional content and activities are also available to students wishing to study a particular topic in more depth.

K12 Comprehensive courses are designed for students with a strong foundational knowledge and aptitude in the subject area being covered, as well as solid study skills. As a result, students in our Comprehensive courses do more extensive writing and research projects, and tackle problems that require more analytical thinking. Course projects and activities also demand more independent thinking and self-discipline than projects in Core courses. As with Core courses, additional content and activities are provided to students wishing to delve more deeply into a topic.

K12 Honors courses hold students to a greater degree of accountability, and demand even greater independence and self-discipline than their Comprehensive counterparts. Students synthesize and evaluate information and concepts from multiple sources and read texts typically assigned in college-level courses. Students also demonstrate college-level writing in essays that require analysis of primary and secondary sources, responsible use of evidence, and comprehensive citation of sources. Successful completion of prerequisites, teacher/school counselor recommendation, and a strong interest in the subject are recommended for enrollment in a K12 Honors course.

K12 Advanced Placement® (AP®) courses are college-level courses that follow curriculum specified by the College Board. Like K12 Honors courses, AP® courses require a greater degree of self-discipline for in-depth study of the subject. These courses are designed to prepare students for success on AP® exams, providing students the opportunity to earn credit at most of the nation's colleges and universities. Successful completion of prerequisites, teacher/school counselor recommendation, and a strong interest in the subject are recommended for enrollment in an AP® course.

K12 2009-2010 High School Course List

English

Core
ENG102: Literary Analysis and Composition I
ENG202: Literary Analysis and Composition II
ENG302: American Literature
ENG402: British and World Literature

Comprehensive
ENG103: Literary Analysis and Composition I
ENG203: Literary Analysis and Composition II
ENG303: American Literature
ENG403: British and World Literature

Honors/AP®
ENG104: Honors Literary Analysis and Composition I
ENG204: Honors Literary Analysis and Composition II
ENG304: Honors American Literature
ENG404: Honors British and World Literature
ENG500: AP® English Language and Composition
ENG510: AP® English Literature and Composition

Electives
ENG010: Journalism

History and Social Sciences

Core
HST102: World History
HST202: Modern World Studies
HST212: Geography and World Cultures*
HST302: U.S. History
HST312: Modern U.S. History
HST402: U.S. Government and Politics*
HST412: U.S. and Global Economics*

Comprehensive
HST103: World History
HST203: Modern World Studies
HST213: Geography and World Cultures*
HST303: U.S. History
HST313: Modern U.S. History
HST403: U.S. Government and Politics*
HST413: U.S. and Global Economics*

Honors/AP®
HST204: Honors Modern World Studies
HST304: Honors U.S. History
HST314: Honors Modern U.S. History
HST500: AP® U.S. History
HST510: AP® U.S. Government and Politics*
HST520: AP® Macroeconomics*
HST530: AP® Microeconomics*
HST540: AP® Psychology*

Electives
HST010: Anthropology*
HST020: Psychology*
HST030: Macroeconomics*

Mathematics

Core
MTH102: Math Foundations
MTH112: Pre-Algebra
MTH122: Algebra I
MTH202: Geometry
MTH302: Algebra II
MTH312: Business and Consumer Math*

Comprehensive
MTH113: Pre-Algebra
MTH123: Algebra I
MTH203: Geometry
MTH303: Algebra II
MTH403: Pre-Calculus/Trigonometry

Honors/AP®
MTH124: Honors Algebra I
MTH204: Honors Geometry
MTH304: Honors Algebra II
MTH500: AP® Calculus AB
MTH510: AP® Statistics

Electives
BUS030: Personal Finance*

Science

Core
SCI102: Physical Science
SCI112: Earth Science
SCI202: Biology
SCI302: Chemistry

Comprehensive
SCI113: Earth Science
SCI203: Biology
SCI303: Chemistry
SCI403: Physics

Honors/AP®
SCI114: Honors Earth Science
SCI204: Honors Biology
SCI304: Honors Chemistry
SCI404: Honors Physics
SCI500: AP® Biology
SCI510: AP® Chemistry
SCI520: AP® Physics B

Electives
SCI010: Environmental Science
SCI020: Life Science: Oceanography*

World Languages

Comprehensive
WLG100: Spanish I
WLG200: Spanish II
WLG300: Spanish III
WLG110: French I
WLG210: French II
WLG310: French III
WLG120: German I
WLG220: German II
WLG130: Latin I
WLG230: Latin II
WLG140: Chinese I
WLG240: Chinese II

Honors/AP®
WLG500: AP® Spanish Language
WLG510: AP® French Language

Electives and Additional Courses

ART010: Fine Art
ART020: Music Appreciation
BUS010: Business Communication and Career Exploration *
BUS020: Business and Personal Relationships*
BUS030: Personal Finance*
BUS040: Introduction to Entrepreneurship* (Available Winter 2010)
ENG010: Journalism
HST010: Anthropology*
HST020: Psychology*
HST030: Macroeconomics*
SCI010: Environmental Science
SCI020: Life Science: Oceanography*
OTH010: Skills for Health*
OTH020: Physical Education*
OTH030: Career Planning*
OTH040: Study Skills and Learning Strategies*

Technology and Computer Science
TCH010: Computer Literacy I*
TCH020: Computer Literacy II*
TCH030: Digital Photography and Graphics*
TCH040: Web Design*
TCH050: Digital Video Production*
TCH060: C++ Programming*
TCH070: Game Design I*
TCH080: Game Design II*
TCH090: Online Game Design*
TCH016: Flash Animation*
TCH017: 3D Art I—Modeling*
TCH018: 3D Art II—Animation* (Available Winter 2010)
TCH019: Computer-Aided Design (CAD)* (Available Winter 2010)

Orientation
ORN010: Online Learning 09-10
ORN020: Finding Your Path—Planning for Career and College

*This is a one-semester course.

English

ENG102: Literary Analysis and Composition I

In this course, students work on their written and oral communication skills, while strengthening their ability to understand and analyze works of literature, both classic and modern.

Literature: Students read short stories, poetry, drama, novels, essays, and informative articles. The course sharpens reading comprehension skills and engages readers in literary analysis as they consider important human issues and challenging ideas. Students also learn to read for information in nonfiction texts.

Language Skills: Students learn to express their ideas effectively. They sharpen their composition skills through focus on writing good paragraphs and essays in a variety of genres, such as persuasive and research essays. Students plan, organize, and revise written works in response to feedback on drafts. In grammar, usage, and mechanics lessons, students expand their understanding of parts of speech, phrases and clauses, sentence analysis and structure, agreement, punctuation, and other conventions. Vocabulary lessons build knowledge of Greek and Latin words that form the roots of many English words. Students use word origins and derivations to determine the meaning of new words as they increase their vocabularies.

Course length: Two semesters
Materials: *Explorations: An Anthology of Literature, Volume A; English Language Handbook; Vocabulary from Classical Roots, Book B; Julius Caesar for Young People*
Prerequisites: Middle school English/language arts

Note: This course is only for students who are new to the K12 curriculum. Students who have taken K12 Intermediate English A or B, or K12 middle school Literary Analysis and Composition courses, should not enroll in this course.

ENG103: Literary Analysis and Composition I

This course challenges students to improve their written and oral communication skills, while strengthening their ability to understand and analyze literature in a variety of genres.

Literature: Students read a broad array of short stories, poetry, drama, novels, autobiographies, essays, and famous speeches. The course guides students in the close reading and critical analysis of classic works of literature, and helps them appreciate the texts and the contexts in which the works were written. Literary selections range from classic works such as Shakespeare's *Romeo and Juliet* to contemporary pieces by authors such as Maya Angelou

Language Skills: Students broaden their composition skills by examining model essays in various genres by student and published writers. Through in-depth planning, organizing, drafting, revising, proofreading, and feedback, they hone their writing skills. Students build on their grammar, usage, and mechanics skills with in-depth study of sentence analysis and structure, agreement, and punctuation, reinforced by online activities (Skills Updates). Student vocabularies are enhanced through the study of Greek and Latin root words, improving students' ability to decipher the meanings of new words.

Course length: Two semesters
Materials: *Classics for Young Readers, Volume 8; Classics for Young Readers, Volume 8: An Audio Companion; BK English Language Handbook, Level 1; Vocabulary from Classical Roots, Book C; The Narrative of the Life of Frederick Douglass, An American Slave,* by Frederick Douglass; *Anne Frank: Diary of a Young Girl,* by Anne Frank; *Romeo and Juliet,* by William Shakespeare
Prerequisites: K12 Intermediate English A and B, or equivalent

Note: Students who have already succeeded in K12 middle school Literary Analysis and Composition should not enroll in this course.

ENG104: Honors Literary Analysis and Composition I

This course challenges students to improve their written and oral communication skills, while strengthening their ability to understand and analyze literature in a variety of genres. Students enrolled in this course work on independent projects that enhance their skills and challenge them to consider complex ideas and apply the knowledge they have learned.

Literature: Students read a broad array of short stories, poetry, drama, novels, autobiographies, essays, and famous speeches. The course guides students in the close reading and critical analysis of classic works of literature, and helps them appreciate the texts and the contexts in which the works were written. Literary selections range from the Greek tragedy *Antigone* to Shakespeare's *Romeo and Juliet* to contemporary pieces by authors such as Annie Dillard and Maya Angelou.

Language Skills: Students broaden their composition skills by examining model essays in various genres by student and published writers. Through in-depth planning, organizing,

drafting, revising, proofreading, and feedback, they hone their writing skills. Students build on their grammar, usage, and mechanics skills with in-depth study of sentence analysis and structure, agreement, and punctuation, reinforced by online activities. Student vocabularies are enhanced through the study of Greek and Latin root words, improving students' ability to decipher the meanings of new words.

Course length: Two semesters
Materials: *Classics for Young Readers, Volume 8; Classics for Young Readers, Volume 8: An Audio Companion; BK English Language Handbook, Level 1; Vocabulary from Classical Roots, Book C; The Narrative of the Life of Frederick Douglass, An American Slave,* by Frederick Douglass; *Anne Frank: Diary of a Young Girl,* by Anne Frank; *Romeo and Juliet,* by William Shakespeare
Prerequisites: Success in K12 Intermediate English A and B, or equivalent, and teacher/school counselor recommendation

Note: Students who have already succeeded in K12 middle school Literary Analysis and Composition should not enroll in this course.

ENG202: Literary Analysis and Composition II

In this course, students build on their language skills while reading classic and modern works of literature and improving their writing skills.

Literature: Students read short stories, poetry, drama, and novels, sharpening their reading comprehension skills and analyzing important human issues.

Language Skills: Students continue to work on their oral and written expression skills, writing a variety of essays, including persuasive and research essays. Students plan, organize, and revise their essays in response to feedback. They build on their skills in grammar, usage, and mechanics by studying parts of speech, phrases and clauses, sentence analysis and structure, agreement, punctuation, and other conventions. Thematic units focus on word roots, suffixes and prefixes, context clues, and other strategies help students strengthen their vocabularies.

Course length: Two semesters
Materials: *Explorations: An Anthology of Literature, Volume B; The Miracle Worker,* by William Gibson
Prerequisites: ENG102: Literary Analysis and Composition I, or equivalent

Note: Students who have taken K12 Intermediate English A or B or K12 middle school Literary Analysis and Composition courses should not enroll in this course.

ENG203: Literary Analysis and Composition II

In this course, students build on existing literature and composition skills and move to higher levels of sophistication.

Literature: Students hone their skills of literary analysis by reading short stories, poetry, drama, novels, and works of nonfiction, both classic and modern. Authors include W. B. Yeats, Sara Teasdale, Langston Hughes, Robert Frost, Edgar Allan Poe, Nathaniel Hawthorne, Kate Chopin, Amy Tan, and Richard Rodriguez. Students read Shakespeare's *Macbeth.* They are offered a choice of novels and longer works to study, including works by Jane Austen, Charles Dickens, Elie Wiesel, and many others.

Language Skills: In this course, students become more proficient writers and readers. In composition lessons, students analyze model essays from readers' and writers' perspectives, focusing on ideas and content, structure and organization, style, word choice, and tone. Students receive feedback during the writing process to help them work toward a polished final draft. In addition to writing formal essays, résumés, and business letters, students write and deliver a persuasive speech. Students expand their knowledge of grammar, usage, and mechanics through sentence analysis and structure, syntax, agreement, and conventions. Unit pretests identify skills to address more fully. Students strengthen their vocabularies through thematic units focused on word roots, suffixes and prefixes, context clues, and other important vocabulary-building strategies.

Course length: Two semesters
Materials: *Journeys in Literature: Classic and Modern, Volume B; Journeys in Literature: Classic and Modern, Volume B: An Audio Companion; Vocabulary for Achievement, Fourth Course; Macbeth,* by William Shakespeare
Prerequisites: ENG103: Literary Analysis and Composition I, or equivalent

ENG204: Honors Literary Analysis and Composition II

In this course, students build on existing literature and composition skills and move on to higher levels of sophistication. Students work on independent projects that enhance their skills and challenge them to consider complex ideas and apply the knowledge they have learned.

Literature: Students hone their skills of literary analysis by reading short stories, poetry, drama, novels, and works of nonfiction, both classic and modern. Authors include W. B. Yeats, Sara Teasdale, Langston Hughes, Robert Frost, Edgar Allan Poe, Nathaniel Hawthorne, Kate Chopin, Amy Tan, Richard Rodriguez, and William Shakespeare. Students have a choice of novels and longer works to study, including works by Jane Austen, Charles Dickens, and Elie Wiesel.

Language Skills: In this course, students become more proficient writers and readers. In composition lessons, students analyze model essays from readers' and writers' perspectives, focusing on ideas and content, structure and organization, style, word choice, and tone. Students receive feedback during the writing process to help them work toward a polished final draft. In addition to writing formal essays, résumés, and business letters, students write and deliver a persuasive speech. Students expand their knowledge of grammar, usage, and mechanics through sentence analysis and structure, syntax, agreement, and conventions. Unit pretests identify skills to address more fully. Students strengthen their vocabularies through thematic units focused on word roots, suffixes and prefixes, context clues, and other important vocabulary-building strategies.

Course length: Two semesters
Materials: *Journeys in Literature: Classic and Modern, Volume B; Journeys in Literature: Classic and Modern, Volume B: An Audio Companion; Vocabulary for Achievement, Fourth Course*
Prerequisites: Success in ENG104: Honors Literary Analysis and Composition I, or equivalent, and teacher/school counselor recommendation

ENG302: American Literature

In this genre-based course, students sharpen their reading comprehension skills and analyze important themes in classic and modern works of American literature, including short stories, poetry, drama, and novels. Students refine their skills of written expression by writing memoirs, persuasive essays, research essays, workplace documentation, and more. They develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests.

Literature: Students read short stories, poetry, drama, and novels, sharpening their reading comprehension skills and analyzing important themes in American literature.

Language Skills: Students continue to work on their oral and written expression skills, writing a variety of essays including memoirs, persuasive and research essays, and workplace documentation. Students plan, organize, and revise their essays in response to feedback.

Course length: Two semesters
Materials: *Explorations: An Anthology of American Literature, Volume C; Our Town,* by Thornton Wilder; *To Kill a Mockingbird,* by Harper Lee
Prerequisites: ENG202: Literary Analysis and Composition II, or equivalent

ENG303: American Literature

In this course, students read and analyze works of American literature from Colonial to contemporary times, including poetry, short stories, novels, drama, and nonfiction. The literary works provide opportunities for critical writing, creative projects, and online discussions. Students develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests.

Course length: Two semesters
Materials: *Journeys in Literature: American Traditions, Volume C; The Great Gatsby,* by F. Scott Fitzgerald; *The Glass Menagerie* by Tennessee Williams. Students will also read one selection of their choice from the following: *The Old Man and the Sea,* by Ernest Hemingway; *The House on Mango Street,* by Sandra Cisneros; *A Lesson Before Dying,* by Ernest Gaines; *The Red Badge of Courage,* by Stephen Crane
Prerequisites: ENG203: Literary Analysis and Composition II, or equivalent

ENG304: Honors American Literature

In this course, students read and analyze works of American literature from Colonial to contemporary times, including poetry, short stories, novels, drama, and nonfiction. The literary works provide opportunities for critical writing, creative projects, and online discussions. Students develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests. Students enrolled in this challenging course will also complete independent projects that deepen their understanding of the themes and ideas presented in the curriculum.

Course length: Two semesters
Materials: *Journeys in Literature: American Traditions, Volume C; The Great Gatsby,* by F. Scott Fitzgerald; *The Glass Menagerie,* by Tennessee Williams. Students will also read one selection of their choice from the following: *The Old Man and the Sea,* by Ernest Hemingway; *The House on Mango Street* by Sandra Cisneros; *A Lesson Before Dying,* by Ernest Gaines; *The Red Badge of Courage,* by Stephen Crane; and two selections of their choice from the following: *Billy Budd,* by Herman Melville, *A Connecticut Yankee in King Arthur's Court,* by Mark Twain; *Catcher in the Rye,* by J.D. Salinger; *Song of Solomon,* by Toni Morrison
Prerequisites: Success in ENG204: Honors Literary Analysis and Composition II, or equivalent, and teacher/school counselor recommendation

ENG402: British and World Literature

This course engages students in selections from British and World literature from the ancient world through modern times. They practice analytical writing and have opportunities for creative expression. Students also practice test-taking skills for standardized assessments in critical reading and writing.

Course length: Two semesters
Materials: TBD
Prerequisites: ENG302: American Literature

ENG403: British and World Literature

Students read selections from British and World literature in a loosely organized chronological framework. They analyze the themes, styles, and structures of these texts and make thematic connections among diverse authors, periods, and settings. Students complete guided and independent writing assignments that refine their analytical skills. They have opportunities for creative expression in projects of their choosing. Students also practice test-taking skills for standardized assessments in critical reading and writing.

Course length: Two semesters
Materials: TBD
Prerequisites: ENG303: American Literature, or equivalent

ENG404: Honors British and World Literature

Students read selections from British and World literature in a loosely organized chronological framework. They analyze the themes, styles, and structures of these texts and make thematic connections among diverse authors, periods, and settings. Students work independently on many of their analyses and engage in creative collaboration with their peers. Students also practice test-taking skills for standardized assessments in critical reading and writing.

Course length: Two semesters
Materials: TBD
Prerequisites: ENG304: American Literature, or equivalent, and teacher/school counselor recommendation

ENG500: AP® English Language and Composition

Students learn to understand and analyze complex works by a variety of authors. They explore the richness of language, including syntax, imitation, word choice, and tone. They also learn composition style and process, starting with exploration, planning, and writing. This continues with editing, peer review, rewriting, polishing, and applying what they learn to academic, personal, and professional contexts. In this equivalent of an introductory college-level survey class, students prepare for the AP® exam and for further study in communications, creative writing, journalism, literature, and composition.

Course Length: Two semesters
Materials: *The Norton Reader: An Anthology of Nonfiction,* 11th ed.; *Writing: A College Handbook,* 5th ed.
Prerequisites: Success in ENG303: American Literature (or equivalent) and teacher/school counselor recommendation

ENG510: AP® English Literature and Composition

In this course, the equivalent of an introductory college-level survey class, students are immersed in novels, plays, poems, and short stories from various periods. Students read and write daily, using a variety of multimedia and interactive activities, interpretive writing assignments, and discussions. The course places special emphasis on reading comprehension, structural and critical analyses of written works, literary vocabulary, and recognizing and understanding literary devices. Students prepare for the AP® Exam and for further study in creative writing, communications, journalism, literature, and composition.

Course Length: Two semesters
Materials: Required (both semesters): *The Norton Anthology of Poetry*, 5th ed.; *The Story and Its Writer: An Introduction to Short Fiction*, compact 7th ed.
Required (first semester): *Their Eyes Were Watching God*, by Zora Neale Hurston; *Hedda Gabler*, by Henrik Ibsen; *A Streetcar Named Desire*, by Tennessee Williams; *Twelfth Night*, by William Shakespeare
Required (second semester): *The Great Gatsby*, by F. Scott Fitzgerald; *Annie John*, by Jamaica Kincaid; *Jane Eyre*, by Charlotte Brontë
Prerequisites: Success in ENG303: American Literature (or equivalent) and a teacher/school counselor recommendation

ENG010: Journalism (Elective)

Students examine the development of journalism, from print to the multimedia environment, while learning how to publish an online newspaper. Students write newspaper-style articles and opinion pieces, and examine careers in multimedia communication. They also consider the historical effects of "yellow" journalism, freedom of the press, and journalism's contributions to today's world, with an emphasis on the mutual influence of media and policy.

Course length: Two semesters
Materials: *Associated Press Stylebook*
Prerequisites: Success in previous English/language arts course and a teacher/school counselor recommendation

Mathematics

MTH102: Math Foundations

Students assess their mastery and focus on skills that need reinforcement. They practice skills of mathematical reading, writing, and reasoning. Topics include number sense; statistics, data analysis, and probability; functions; measurement and geometry; and algebraic concepts. Throughout the course, students use Real-World Connection and Geometry Infusion problems to apply mathematical skills to real-life situations.

Course length: Two semesters
Materials: None
Prerequisites: Middle school math, or equivalent (minimum)

MTH112: Pre-Algebra

In this course, students learn computational and problem-solving skills and the language of algebra. Students translate word phrases and sentences into mathematical expressions; analyze geometric figures; solve problems involving percentages, ratios, and proportions; graph different kinds of equations and inequalities; calculate statistical measures and probabilities; apply the Pythagorean theorem; and explain strategies for solving real-world problems. The textbook provides students with a ready reference and explanations that supplement the online material. Online lessons provide demonstrations of concepts, as well as interactive problems with contextual feedback.

Course length: Two semesters
Materials: *Pre-Algebra: Reference Guide and Problem Sets*
Prerequisite: MTH102: Math Foundations

MTH113: Pre-Algebra

In this course, students take a broader look at computational and problem-solving skills while learning the language of algebra. Students translate word phrases and sentences into mathematical expressions; analyze geometric figures; solve problems involving percentages, ratios, and proportions; graph different kinds of equations and inequalities; calculate statistical measures and probabilities; apply the Pythagorean theorem; and explain strategies for solving real-world problems. Online lessons provide demonstrations of key concepts, as well as interactive problems with contextual feedback. A textbook supplements the online material.

Course length: Two semesters
Materials: *Pre-Algebra: Reference Guide and Problem Sets*
Prerequisites: K[12] Pre-Algebra A, MTH102: Math Foundations, or equivalent

Note: Students who have already succeeded in K[12] middle school Pre-Algebra B should not enroll in this course.

MTH122: Algebra I

In this course, students explore the tools of algebra. Students learn to identify the structure and properties of the real number system; complete operations with integers and other rational numbers; work with square roots and irrational numbers; graph linear equations; solve linear equations and inequalities in one variable; solve systems of linear equations; use ratios, proportions, and percentages to solve problems; use

algebraic applications in geometry including the Pythagorean theorem and formulas for measuring area and volume; complete an introduction to polynomials; and understand logic and reasoning.

Course length: Two semesters
Materials: *Algebra I: Reference Guide and Problem Sets*
Prerequisites: MTH112: Pre-Algebra

MTH123: Algebra I

Students develop algebraic fluency by learning the skills needed to solve equations and perform manipulations with numbers, variables, equations, and inequalities. They also learn concepts central to the abstraction and generalization that algebra makes possible. Students learn to use number properties to simplify expressions or justify statements; describe sets with set notation and find the union and intersection of sets; simplify and evaluate expressions involving variables, fractions, exponents, and radicals; work with integers, rational numbers, and irrational numbers; and graph and solve equations, inequalities, and systems of equations. They learn to determine whether a relation is a function and how to describe its domain and range; use factoring, formulas, and other techniques to solve quadratic and other polynomial equations; formulate and evaluate valid mathematical arguments using various types of reasoning; and translate word problems into mathematical equations and then use the equations to solve the original problems.

Course length: Two semesters
Materials: *Algebra I: Reference Guide and Problem Sets*
Prerequisites: K[12] Pre-Algebra B, MTH113: Pre-Algebra, or equivalent

Note: Students who have already succeeded in K[12] middle school Algebra 1 should not enroll in this course.

MTH124: Honors Algebra I

This course prepares students for more advanced courses while they develop algebraic fluency, learn the skills needed to solve equations, and perform manipulations with numbers, variables, equations, and inequalities. They also learn concepts central to the abstraction and generalization that algebra makes possible. Students learn to use number properties to simplify expressions or justify statements; describe sets with set notation and find the union and intersection of sets; simplify and evaluate expressions involving variables, fractions, exponents, and radicals; work with integers, rational numbers, and irrational numbers; and graph and solve equations, inequalities, and systems of equations.

They learn to determine whether a relation is a function and how to describe its domain and range; use factoring, formulas, and other techniques to solve quadratic and other polynomial equations; formulate and evaluate valid mathematical arguments using various types of reasoning; translate word problems into mathematical equations and then use the equations to solve the original problems. The course is expanded with more challenging assessments, optional exercises, and threaded discussions that allow students to explore and connect algebraic concepts. There is also an independent honors project each semester.

Course length: Two semesters
Materials: *Algebra I: Reference Guide and Problem Sets*
Prerequisites: Success in previous math course and teacher/school counselor recommendation

MTH202: Geometry

Students learn to recognize and work with core geometric concepts in various contexts. They develop sound ideas of inductive and deductive reasoning, logic, concepts, and techniques of Euclidean plane and solid geometry, as well as a solid, basic understanding of mathematical structure, method, and applications of Euclidean plane and solid geometry. Students use visualizations, spatial reasoning, and geometric modeling to solve problems. Topics of study include points, lines, and angles; triangles; right triangles; quadrilaterals and other polygons; circles; coordinate geometry; three-dimensional solids; geometric constructions; symmetry; and the use of transformations.

Course length: Two semesters
Materials: *Geometry: A Reference Guide*; a drawing compass, protractor, and ruler
Prerequisites: MTH122: Algebra I, or equivalent

MTH203: Geometry

In this comprehensive course, students are challenged to recognize and work with geometric concepts in various contexts. They build on ideas of inductive and deductive reasoning, logic, concepts, and techniques of Euclidean plane and solid geometry. They develop deeper understandings of mathematical structure, method, and applications of Euclidean plane and solid geometry. Students use visualizations, spatial

reasoning, and geometric modeling to solve problems. Topics of study include points, lines, and angles; triangles; right triangles; quadrilaterals and other polygons; circles; coordinate geometry; three-dimensional solids; geometric constructions; symmetry; the use of transformations; and non-Euclidean geometries.

Course length: Two semesters
Materials: *Geometry: A Reference Guide*; a drawing compass, protractor, and ruler
Prerequisites: MTH123: Algebra I, or equivalent

MTH204: Honors Geometry

Students work with advanced geometric concepts in various contexts. They build in-depth ideas of inductive and deductive reasoning, logic, concepts, and techniques of Euclidean plane and solid geometry. They also develop a sophisticated understanding of mathematical structure, method, and applications of Euclidean plane and solid geometry. Students use visualizations, spatial reasoning, and geometric modeling to solve problems. Topics of study include points, lines, and angles; triangles; right triangles; quadrilaterals and other polygons; circles; coordinate geometry; three-dimensional solids; geometric constructions; symmetry; the use of transformations; and non-Euclidean geometries. Students work on additional challenging assignments, assessments, and research projects.

Course length: Two semesters
Materials: *Geometry: A Reference Guide*; a drawing compass, protractor, and ruler
Prerequisites: MTH123: Algebra I or MTH124: Honors Algebra I, or equivalent, and teacher/school counselor recommendation

MTH302: Algebra II

This course builds upon algebraic concepts covered in Algebra I. Students solve open-ended problems and learn to think critically. Topics include conic sections; functions and their graphs; quadratic functions; inverse functions; and advanced polynomial functions. Students are introduced to rational, radical, exponential, and logarithmic functions; sequences and series; and data analysis.

Course length: Two semesters
Materials: None
Prerequisites: MTH122: Algebra I

MTH303: Algebra II

This course builds upon algebraic concepts covered in Algebra I and prepares students for advanced-level courses. Students extend their knowledge and understanding by solving open-ended problems and thinking critically. Topics include conic sections; functions and their graphs; quadratic functions; inverse functions; and advanced polynomial functions. Students are introduced to rational, radical, exponential, and logarithmic functions; sequences and series; and data analysis.
Course Length: Two semesters
Materials: None
Prerequisites: MTH123: Algebra I and MTH203: Geometry

MTH304: Honors Algebra II

This course builds upon advanced algebraic concepts covered in Algebra I and prepares students for advanced-level courses. Students extend their knowledge and understanding by solving open-ended problems and thinking critically. Topics include functions and their graphs; quadratic functions; complex numbers, and advanced polynomial functions. Students are introduced to rational, radical, exponential, and logarithmic functions; sequences and series; probability; statistics; and conic sections. Students work on additional challenging assignments, assessments, and research projects.

Course Length: Two semesters
Materials: None
Prerequisites: MTH123: Algebra I or MTH124: Honors Algebra I and MTH203: Geometry or MTH204: Honors Geometry, or equivalents, and teacher/school counselor recommendation

MTH312: Business and Consumer Math

Students learn mathematical skills relevant to everyday life, such as balancing a checkbook, calculating net pay, budgeting expenses, making cost comparisons, buying and renting a home, and finding the cost of operating a motor vehicle. Students also explore business topics, including borrowing money, investing, and calculating business profits and losses. The course guides students toward logical thinking and problem solving, to help them make good decisions about money and finances. Through projects and activities, students apply their skills and knowledge to real-life situations.

Course length: One semester
Materials: None
Prerequisites: MTH112 or MTH113: Pre-Algebra (or equivalent) recommended, but not required

MTH403: Pre-Calculus/Trigonometry

Pre-calculus weaves together previous study of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. Topics include linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections in the first semester. The second semester covers trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers. Cross-curricular connections are made throughout the course to calculus, art, history, and a variety of other fields related to mathematics.

Course length: Two semesters
Materials: Texas Instruments T1-84 Plus graphing calculator
Prerequisites: Success in MTH203: Geometry and MTH303: Algebra II

MTH500: AP® Calculus AB

This course is the equivalent of an introductory college-level calculus course. Calculus helps scientists, engineers, and financial analysts understand the complex relationships behind real-world phenomena. Students learn to evaluate the soundness of proposed solutions and apply mathematical reasoning to real-world models. Students also learn to understand change geometrically and visually (by studying graphs of curves), analytically (by studying and working with mathematical formulas), numerically (by seeing patterns in sets of numbers), and verbally. Students prepare for the AP® exam and further studies in science, engineering, and mathematics.

Course length: Two semesters
Materials: Texas Instruments T1-84 Plus graphing calculator
Prerequisites: Success in MTH203: Geometry, MTH303: Algebra II, MTH403: Pre-Calculus/Trigonometry, and a teacher/school counselor recommendation

MTH510: AP® Statistics

This course is the equivalent of an introductory college-level course. Statistics—the art of drawing conclusions from imperfect data and the science of real-world uncertainties—plays an important role in many fields. Students collect, analyze, graph, and interpret real-world data. They learn to design and analyze research studies by reviewing and evaluating examples from real research. Students prepare for the AP® exam and for further study in science, sociology, medicine, engineering, political science, geography, and business.

Course length: Two semesters
Materials: Texas Instruments T1-84 Plus graphing calculator
Prerequisites: Success in MTH303: Algebra II and a teacher/school counselor recommendation

BUS030: Personal Finance (Elective)

Students learn about different aspects of personal economics and finance in a virtual neighborhood setting. Topics include spending plans and borrowing decisions; career planning; and investing, insurance, and other financial services. Students complete activities and projects to apply the knowledge they gain to their own lives. This course may meet the needs of most students requiring financial skills or economics credit.

Course length: One semester
Materials: None
Prerequisites: MTH112 or MTH113: Pre-Algebra (or equivalent) recommended, but not required

Science

SCI102: Physical Science

Students explore the relationship between matter and energy by investigating force and motion, the structure of atoms, the structure and properties of matter, chemical reactions, and the interactions of energy and matter. Students develop skill in measuring, solving problems, using laboratory apparatuses, following safety procedures, and adhering to experimental procedures. Students focus on inquiry-based learning, with hands-on laboratory investigations making up half of the learning experience. K12 provides all lab materials that cannot easily be found in the home.

Course length: Two semesters
Materials: *Physical Science: A Laboratory Guide*; materials for laboratory experiments
Prerequisites: K12 middle school Physical Science, or equivalent

SCI112: Earth Science

This course provides students with a solid earth science curriculum, focusing on geology, oceanography, astronomy, weather, and climate. The program consists of online lessons, an associated reference book, collaborative activities, and hands-on laboratories students can conduct at home. The course provides a base for further studies in geology, meteorology, oceanography, and astronomy, and gives practical experience in implementing scientific methods. K[12] provides all lab materials that cannot easily be found in the home.

Course length: Two semesters
Materials: *Earth Science: A Reference Guide*; materials for laboratory experiments
Prerequisites: K[12] middle school Earth Science, or equivalent

SCI113: Earth Science

This course provides students with a comprehensive earth science curriculum, focusing on geology, oceanography, astronomy, weather, and climate. The program consists of in-depth online lessons, an associated reference book, collaborative activities, and hands-on laboratories students can conduct at home. The course prepares students for further studies in geology, meteorology, oceanography, and astronomy courses, and gives them practical experience in implementing scientific methods. K[12] provides all lab materials that cannot easily be found in the home.

Course length: Two semesters
Materials: *Earth Science: A Reference Guide*; materials for laboratory experiments
Prerequisites: K[12] middle school Life Science, or equivalent

SCI114: Honors Earth Science

This challenging course provides students with an honors-level earth science curriculum, focusing on geology, oceanography, astronomy, weather, and climate. The program consists of online lessons, an associated reference book, collaborative activities, and hands-on laboratories students can conduct at home. The course prepares students for advanced studies in geology, meteorology, oceanography, and astronomy courses, and gives them more sophisticated experience in implementing scientific methods. Additional honors assignments include debates, research papers, extended collaborative laboratories, and virtual laboratories. K[12] provides all lab materials that cannot easily be found in the home.

Course length: Two semesters
Materials: *Earth Science: A Reference Guide*; materials for laboratory experiments
Prerequisites: K[12] middle school Life Science, or equivalent, success in previous science course, and teacher/school counselor recommendation

SCI202: Biology

In this course, students focus on the chemistry of living things: the cell, genetics, evolution, the structure and function of living things, and ecology. The program consists of online lessons including extensive animations, an associated reference book, collaborative activities, and hands-on laboratory experiments students can conduct at home. K[12] provides all lab materials that cannot easily be found in the home.

Course length: Two semesters
Materials: *Biology: A Reference Guide*; materials for laboratory experiments, including a compound microscope
Prerequisites: K[12] middle school Life Science, or equivalent

SCI203: Biology

In this comprehensive course, students investigate the chemistry of living things: the cell, genetics, evolution, the structure and function of living things, and ecology. The program consists of in-depth online lessons including extensive animations, an associated reference book, collaborative explorations, and hands-on laboratory experiments students can conduct at home. K[12] provides all lab materials that cannot easily be found in the home.

Course length: Two semesters
Materials: *Biology: A Reference Guide*; materials for laboratory experiments, including a compound microscope
Prerequisites: K[12] middle school Life Science, or equivalent

SCI204: Honors Biology

This course provides students with a challenging honors-level biology curriculum, focusing on the chemistry of living things: the cell, genetics, evolution, the structure and function of living things, and ecology. The program consists of advanced online lessons including extensive animations, an associated reference book, collaborative explorations, and hands-on laboratory experiments students can conduct at home. Honors activities include debates, research papers, extended collaborative laboratories, and virtual laboratories. K[12] provides all lab materials that cannot easily be found in the home.

Course length: Two semesters
Materials: *Biology: A Reference Guide*; materials for laboratory experiments, including a compound microscope
Prerequisites: K[12] middle school Life Science, or equivalent, success in previous science course, and teacher/school counselor recommendation

SCI302: Chemistry

This course surveys all key areas of chemistry, including atomic structure, chemical bonding and reactions, solutions, stoichiometry, thermochemistry, organic chemistry, and nuclear chemistry. The course includes direct online instruction and related assessments, used with a problem-solving book. Instructions for hands-on labs are included, for which K[12] provides all lab materials that cannot easily be found in the home.

Course length: Two semesters
Materials: *Chemistry: Problems and Solutions; Chemistry: A Laboratory Guide*; K[12]-provided laboratory materials; common household materials for labs
Prerequisites: K[12] middle school Physical Science or SCI102: Physical Science and satisfactory grasp of Algebra basics, evidenced by success in MTH122: Algebra I, or equivalent

SCI303: Chemistry

This comprehensive course gives students a solid basis to move on to future studies. The course provides an in-depth survey of all key areas, including atomic structure, chemical bonding and reactions, solutions, stoichiometry, thermochemistry, organic chemistry, and nuclear chemistry. The course includes direct online instruction and related assessments, used with a problem-solving book. Instructions for hands-on labs are included, for which K[12] provides all lab materials that cannot easily be found in the home.

Course length: Two semesters
Materials: *Chemistry: Problems and Solutions; Chemistry: A Laboratory Guide*; K[12]-provided laboratory materials; common household materials for labs
Prerequisites: Satisfactory completion of either K[12] middle school Physical Science or SCI102: Physical Science and solid grasp of Algebra basics, evidenced by success in MTH122: Algebra I, or equivalent

SCI304: Honors Chemistry

This advanced course gives students a solid basis to move on to more advanced courses. The challenging course surveys all key areas, including atomic structure, chemical bonding and reactions, solutions, stoichiometry, thermochemistry, organic chemistry, and nuclear chemistry, enhanced with challenging model problems and assessments. Students complete community-based written research projects, treat aspects of chemistry that require individual research and reporting, and participate in online threaded discussions. Instructions for hands-on labs are included, for which K[12] provides all lab materials that cannot easily be found in the home.
Course length: Two semesters
Materials: *Chemistry: Problems and Solutions; Chemistry: A Laboratory Guide*; common household materials for labs
Prerequisites: Success in previous science course, success in Algebra I, or equivalent, and teacher/school counselor recommendation

SCI403: Physics

This course provides a comprehensive survey of all key areas: physical systems, measurement, kinematics, dynamics, momentum, energy, thermodynamics, waves, electricity, and magnetism, and introduces students to modern physics topics such as quantum theory and the atomic nucleus. The course gives students a solid basis to move on to more advanced courses later in their academic careers. The program consists of online instruction and related assessments, plus an associated problem-solving book and instructions for conducting hands-on laboratory experiments at home. K[12] provides all lab materials that cannot be found easily in a typical home.

Course length: Two semesters
Materials: *Physics: Problems and Solutions;* Materials for laboratory experiments
Prerequisites: MTH303: Algebra II and MTH403: Pre-Calculus/ Trigonometry

SCI404: Honors Physics

This advanced course surveys all key areas: physical systems, measurement, kinematics, dynamics, momentum, energy, thermodynamics, waves, electricity, and magnetism, and introduces students to modern physics topics such as quantum theory and the atomic nucleus. Additional honors assignments include debates, research papers, extended collaborative laboratories, and virtual laboratories. The course gives a solid basis for moving on to more advanced college physics

courses. The program consists of online instruction and related assessments, plus an associated problem-solving book and instructions for conducting hands-on laboratory experiments at home. K[12] provides all lab materials that cannot be found easily in a typical home.

Course length: Two semesters
Materials: *Physics: Problems and Solutions;* Materials for laboratory experiments
Prerequisites: MTH303: Algebra II or MTH303: Honors Algebra II and MTH403: Pre-Calculus/Trigonometry, and teacher/school counselor recommendation

SCI500: AP® Biology

This course is designed in three modules with correlating laboratory exercises: molecules and cells, heredity and the theory of evolution, and organisms and populations. Within these modules students learn about energy transfer, continuity and change in the biological world, and relations between the structure and function of living things. They also analyze the interdependence of the elements of nature and the ways in which science must seek to preserve a balance between technology and nature. Students prepare for the AP® exam by modeling the thought processes and critical-thinking skills required to answer questions on the exam. The content aligns to the sequence of topics recommended by the College Board.

Course length: Two semesters
Materials: Materials for laboratory experiments
Prerequisites: Success in SCI203: Biology and SCI303: Chemistry, and teacher/school counselor recommendation

SCI510: AP® Chemistry

Students solve chemical problems by using mathematical formulation principles and chemical calculations in addition to laboratory experiments. They build on their general understanding of chemical principles and engage in a more in-depth study of the nature and reactivity of matter. Students first focus on the structure of atoms, molecules, and ions, and then go on to analyze the relationship between molecular structure and chemical and physical properties. To investigate this relationship, students examine the molecular composition of common substances and learn to transform them through chemical reactions with increasingly predictable outcomes. Students prepare for the AP® exam. The course content aligns to the sequence of topics recommended by the College Board and to widely used textbooks.

Course length: Two semesters
Materials: *Inquiries into Chemistry,* by Abraham and Pavelich, 3rd ed.; materials for laboratory experiments; not provided, but a Texas Instruments T1-84 Plus graphing calculator or one of similar capabilities is required
Prerequisites: Success in SCI303: Chemistry or SCI304: Honors Chemistry and MTH303: Algebra II, and a teacher/school counselor recommendation

SCI520: AP® Physics B

This course is the equivalent of an introductory college-level survey course, but does not require proficiency in calculus. Students focus on five general areas: Newtonian mechanics, thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. Students gain an understanding of the core principles of physics and then apply them to problem-solving exercises. They learn how to measure the mass of a planet without weighing it, find out how electricity makes a motor turn, and learn how opticians know how to shape lenses for glasses. Students prepare for the AP® exam and for further study in science and engineering.

Course length: Two semesters
Materials: *Schaum's Outline of College Physics,* by Bueche and Hecht, 10th ed.; materials for laboratory experiments; not provided, but a Texas Instruments T1-84 Plus graphing calculator or one of similar capabilities is required
Prerequisites: Success in MTH303: Algebra II, MTH403: Pre-Calculus/Trigonometry, and teacher/school counselor recommendation

SCI010: Environmental Science (Elective)

This course provides an overview of the nature of ecosystems, energy flow, and the inter-relationships of biology, geology, and chemical cycles. Students explore issues in population studies, environmental pollution, and the organization and dynamics of ecological communities. Specific topics include scientific habits of the mind; the application of scientific knowledge, methodology, and historical context to solve problems; the use of laboratory technologies; earth dynamics; the influence of technology on environmental quality; conservation practices; biodiversity; environmental planning and waste management; environmental monitoring and policy; sustainable use of public land; characteristics of populations; biotic and abiotic environmental factors; and energy production technologies.

Course length: Two semesters
Materials: Common household materials for labs
Prerequisites: Success in previous high school science course and a teacher/school counselor recommendation

SCI020: Life Science: Oceanography (Elective)

In this introductory course, students construct an applied knowledge of the characteristics of aquatic systems. Students study ocean structure and marine ecology through hands-on exploration of coastal waters, open ocean waters, deep ocean waters, coral reefs, kelp forests, deep ocean vents, and tide pools. Through guided practice of the scientific model, using common household materials, students conduct field studies of local aquatic structures.

Course length: One semester
Materials: Common household materials for labs
Prerequisites: SCI202 or SCI203: Biology and SCI102: Physical Science, or equivalents

History and Social Sciences

HST102: World History

This course traces the development of civilizations around the world from prehistory to the present, with a special emphasis on key periods and primary sources. The course covers major events in world history, including the development and influence of human-geographic relationships, political and social structures, economics, science and technology, and the arts. Students investigate the major religions and belief systems throughout history and learn about the importance of trade and cultural exchange. Other topics include the development of agriculture, the spread of democracy, the rise of nation-states, the industrial era, the spread of imperialism, and the issues and conflicts of the twentieth century.

Course length: Two semesters
Materials: None
Prerequisites: K[12] middle school American History Since 1865, World History A or World History B, or equivalent

HST103: World History

In this course, students examine the development of civilizations around the world from prehistory to the present, analyzing human-geographic relationships, political and social structures, economics, science and technology, and the arts. Students investigate major religions and belief systems and explore trade and cultural exchange in relation to the development of civilizations. Studies emphasize major changes in world history, such as the development of agriculture, spread of democracy, rise of nation-states, the Industrial Revolution, the spread of imperialism, and critical issues and conflicts of the twentieth century.

Course length: Two semesters
Materials: None
Prerequisites: K[12] middle school American History Since 1865, World History A or World History B, or equivalent

HST202: Modern World Studies

Students trace the history of the world from approximately 1870 to the present. They begin with a look back at events leading up to 1914, including the Second Industrial Revolution and the imperialism that accompanied it. Their focus then shifts to the contemporary era, including two world wars, the Great Depression, and global Cold War tensions. Students examine both the staggering problems and astounding accomplishments of the twentieth century, with a focus on political and social history. Students also explore topics in physical and human geography, and investigate issues of concern in the contemporary world. Online lessons help students organize study, explore topics, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research.

Course length: Two semesters
Materials: *The Human Odyssey, Volume 3*
Prerequisites: HST102: World History, K[12] middle school Intermediate World History A and B, or equivalent

HST203: Modern World Studies

In this comprehensive course, students follow the history of the world from approximately 1870 to the present. They begin with a study of events leading up to 1914, including the Second Industrial Revolution and the imperialism that accompanied it. Their focus then shifts to the contemporary era, including two world wars, the Great Depression, and global Cold War tensions. Students examine both the staggering problems and astounding accomplishments of the twentieth century, with a focus on political and social history. Students also explore

topics in physical and human geography, and investigate issues of concern in the contemporary world. Online lessons help students organize study, explore topics, review in preparation for assessments, and practice sophisticated skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research.

Course length: Two semesters
Materials: *The Human Odyssey, Volume 3*
Prerequisites: HST103: World History, K[12] middle school Intermediate World History A and B, or equivalent

HST204: Honors Modern World Studies

In this advanced course, students investigate the history of the world from approximately 1870 to the present. They begin with an analysis of events leading up to 1914, including the Second Industrial Revolution and the imperialism that accompanied it. Their focus then shifts to the contemporary era, including two world wars, the Great Depression, and global Cold War tensions. Students undertake an in-depth examination of both the staggering problems and astounding accomplishments of the twentieth century, with a focus on political and social history. Students also explore advanced topics in physical and human geography, and investigate issues of concern in the contemporary world. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting research. Students complete independent projects each semester.

Course length: Two semesters
Materials: *The Human Odyssey, Volume 3*
Prerequisites: HST103: World History, K[12] middle school Intermediate World History A and B, or equivalent, success in previous social studies course, and a teacher/school counselor recommendation

HST212: Geography and World Cultures

This one-semester course introduces students to the countless ways in which geography influences human relationships, politics, society, economics, science, technology, and the arts. Special emphasis is placed on the way geographically derived information is expressed in maps, charts, and graphs in order to teach students how to analyze and create such documents.

Course length: One semester
Materials: None
Prerequisites: HST102: World History is recommended, but not required

HST213: Geography and World Cultures

This one-semester course uses geographic features to explore how human relationships, political and social structures, economics, science, technology, and the arts have developed and influenced life in countries around the world. Throughout the course, students learn how to read maps, charts, and graphs rigorously and critically—and how to create them. Examining the intersection of culture and geography, students discover how a mountain in the distance can inspire national policymakers, civil engineers, or poets; how a river triggers the activity of bridge builders, shipbuilders, and merchants alike; and how the sound of a busy Cairo street can inspire sociologists and musicians. Students come to understand how the drama of human history and cultural encounters—affecting land, natural resources, religious dominance, and more—is played out on the geographical stage

Course length: One semester
Materials: None
Prerequisites: HST103: World History is recommended, but not required

HST302: U.S. History

This course is a full-year survey that provides students with a view of American history from the first migrations of nomadic people to North America to recent events. Readings are drawn from K[12]'s *The American Odyssey: A History of the United States*. Online lessons help students organize their study, explore topics, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research.

Course length: Two semesters
Materials: *The American Odyssey: A History of the United States*
Prerequisites: K[12] middle school Intermediate World History B or HST102: World History

HST303: U.S. History

This course is a full-year survey that provides students with a comprehensive view of American history from the first migrations of nomadic people to North America to recent events. Readings are drawn from K[12]'s *The American Odyssey: A History of the United States*. Online lessons help students organize their study, explore topics in depth, review in preparation for assessments, and practice skills of historical

thinking and analysis. Activities include analyzing primary sources and maps, creating time lines, completing projects and written assignments, and conducting independent research.

Course length: Two semesters
Materials: *The American Odyssey: A History of the United States*
Prerequisites: HST103: World History or HST203: Modern World Studies

HST304: Honors U.S. History

This course is a challenging full-year survey that provides students with a comprehensive view of American history from the first migrations of nomadic people to North America to recent events. Readings are drawn from K12's *The American Odyssey: A History of the United States*. Online lessons help students organize their study, explore topics in depth, review in preparation for assessments, and practice advanced skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research. Students complete independent projects each semester.

Course length: Two semesters
Materials: *The American Odyssey: A History of the United States*
Prerequisites: HST103: World History or HST203: Modern World Studies, success in previous history course, and a teacher/school counselor recommendation

HST312: Modern U.S. History

This course is a full-year survey that provides students with a view of American history from the industrial revolution of the late nineteenth century to recent events. Readings are drawn from K12's *The American Odyssey: A History of the United States* Online lessons help students organize study, explore topics, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research.

Course length: Two semesters
Materials: *The American Odyssey: A History of the United States*
Prerequisites: K12 middle school American History Before 1865 and American History Since 1865, or equivalent

HST313: Modern U.S. History

This course is a full-year survey that provides students with a comprehensive view of American history from the industrial revolution of the late nineteenth century to recent events. Readings are drawn from K12's *The American Odyssey: A History of the United States*. Online lessons help students organize study, explore topics in depth, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research.

Course length: Two semesters
Materials: *The American Odyssey: A History of the United States*
Prerequisites: K12 middle school American History Before 1865 and American History Since 1865, or equivalent

HST314: Honors Modern U.S. History

This course is a challenging full-year survey that provides students with a comprehensive view of American history from the industrial revolution of the late nineteenth century to recent events. Readings are drawn from K12's *The American Odyssey: A History of the United States*. Online lessons help students organize study, explore topics in depth, review in preparation for assessments, and practice advanced advanced skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research. Students complete independent projects each semester.

Course length: Two semesters
Materials: *The American Odyssey: A History of the United States*
Prerequisites: K12 middle school American History Before 1865 and American History Since 1865, or equivalent, and teacher/school counselor recommendation

HST402: U.S. Government and Politics

This course uses the perspective of political institutions to explore government history, organization, and functions. Students encounter the political culture of our country from the Declaration of Independence to the present day, gaining insight into the challenges faced by presidents, members of Congress, and other political participants. The course also covers the roles of political parties, interest groups, the media, and the Supreme Court. Students learn to use primary historical documents as evidence in evaluating past events and government functions.

Course length: One semester
Materials: None
Prerequisites: HST302: U.S. History is recommended, but not required

HST403: U.S. Government and Politics

This course studies the history, organization, and functions of the United States government. Beginning with the Declaration of Independence and continuing through to the present day, students explore the relationship between individual Americans and our governing bodies. Students take a close look at the political culture of our country and gain insight into the challenges faced by citizens, elected government officials, political activists, and others. Students also learn about the roles of political parties, interest groups, the media, and the Supreme Court, and discuss their own views on current political issues.

Course length: One semester
Materials: None
Prerequisites: HST303: U.S. History is recommended, but not required

HST412: U.S. and Global Economics

This course in economic principles uses real-world simulations to teach the issues faced by producers, consumers, investors, and taxpayers in the U.S. and around the world. Topics include markets; supply and demand; theories of early economic thinkers; theories of value; money; the role of banks, investment houses, and the Federal Reserve; and other fundamental features of capitalism. A survey of current issues in American and global markets rounds out the course.

Course length: One semester
Materials: None
Prerequisites: HST402: U.S. Government and Politics is recommended, but not required

HST413: U.S. and Global Economics

In this course on economic principles, students explore choices they face as producers, consumers, investors, and taxpayers. Students apply what they learn to real-world simulation problems. Topics of study include markets from historic and contemporary perspectives; supply and demand; theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; money (what it is, how it evolved, the role of banks, investment houses, and the Federal Reserve); Keynesian economics; how capitalism functions, focusing on productivity, wages, investment, and growth; issues of capitalism, such as unemployment, inflation, and the national debt; and a survey of markets in such areas as China, Europe, and the Middle East.

Course length: One semester
Materials: None
Prerequisites: HST403: U.S. Government and Politics is recommended, but not required

HST500: AP® U.S. History

Students explore and analyze the economic, political, and social transformation of the United States since the time of the first European encounters. Students are asked to master not only the wide array of factual information necessary to do well on the AP® exam, but also to practice skills of critical analysis of historical information and documents. Students read primary and secondary source materials and analyze problems presented by historians to gain insight into challenges of interpretation and the ways in which historical events have shaped American society and culture. The content aligns to the sequence of topics recommended by the College Board and to widely used textbooks. Students prepare for the AP® exam.

Course length: Two semesters
Materials: *America: A Narrative History*, by Tindall et al., 7th ed.
Prerequisites: Success in previous history course and a teacher/school counselor recommendation

HST510: AP® U.S. Government and Politics

This course is the equivalent of an introductory college-level course. Students explore the operations and structure of the U.S. government and the behavior of the electorate and politicians. Students gain the analytical perspective necessary to evaluate political data, hypotheses, concepts, opinions, and processes and learn how to gather data about political behavior and develop their own theoretical analysis of American politics. Students also build the skills they need to examine general propositions about government and politics, and to analyze specific relationships between political, social, and economic institutions. Students prepare for the AP® exam and for further study in political science, law, education, business, and history.

Course length: One semester
Materials: *The Lanahan Readings in the American Polity,* 4th ed.; *American Government,* by Lowi et al., 9th ed.
Prerequisites: Success in HST303: U.S. History (or equivalent) and a teacher/school counselor recommendation

HST520: AP® Macroeconomics

This course is the equivalent of an introductory college-level course. Students learn why and how the world economy can change from month to month, how to identify trends in our economy, and how to use those trends to develop performance measures and predictors of economic growth or decline. Students also examine how individuals and institutions are influenced by employment rates, government spending, inflation, taxes, and production. Students prepare for the AP® exam and for further study in business, political science, and history.
Course length: One semester
Materials: *Macroeconomics for Today, 4th Ed.,* ISBN: 0-324-30197-9
Prerequisites: Success in MTH303: Algebra II (or equivalent) and a teacher/school counselor recommendation

HST530: AP® Microeconomics

This course is the equivalent of an introductory college-level course. Students explore the behavior of individuals and businesses as they exchange goods and services in the marketplace. Students learn why the same product can cost different amounts at different stores, in different cities, and at different times. Students also learn to spot patterns in economic behavior and learn how to use those patterns to explain buyer and seller behavior under various conditions. Lessons promote an understanding of the nature and function of markets, the role of scarcity and competition, the influence of factors such as interest rates on business decisions, and the role of government in the economy. Students prepare for the AP® exam and for further study in business, history, and political science.

Course length: One semester
Materials: *Microeconomics for Today, 4th Ed.,* ISBN: 0-324-30192-8
Prerequisites: Success in MTH303: Algebra II (or equivalent) and a teacher/school counselor recommendation

HST540: AP® Psychology

This course is the equivalent of an introductory college-level course. Students receive an overview of current psychological research methods and theories. They explore the therapies used by professional counselors and clinical psychologists, and examine the reasons for normal human reactions: how people learn and think, the process of human development and human aggression, altruism, intimacy, and self-reflection. They study core psychological concepts, such as the brain and sensory functions, and learn to gauge human reactions, gather information, and form meaningful syntheses. Students prepare for the AP® Exam and for further studies in psychology and life sciences.

Course length: One semester
Materials: *Psychology,* by David G. Myers, 8th ed.
Prerequisites: Success in SCI203: Biology and a teacher/school counselor recommendation

HST010: Anthropology (Elective)

Anthropology is the study of human beings and their social, environmental, and cultural relationships over time. In this course, students familiarize themselves with their own culture as they explore cultures from around the world and from different periods in history. Students examine each culture through the lens of family, land, death, identity, and power, to explore the similarities and differences of cultural roles in various times and places.

Course length: One semester
Materials: None
Prerequisites: HST102 or HST103: World History (or equivalent) recommended as a prerequisite or co-requisite, but not required

HST020: Psychology (Elective)

Students explore scientific methods of research as well as the major schools of psychology as they relate to issues of aggression, addictive behavior, memory, interpersonal relations, and self-care. Topics include the importance of ethics in scientific study, psychology's application to daily life, the influence of cultural background on perception, and more.

Course length: One semester
Materials: None
Prerequisites: SCI202 or SCI203: Biology or equivalent

HST030: Macroeconomics (Elective)

Students analyze economic data through a variety of learning activities. They learn how macroeconomics differs from microeconomics. They study the measurement of aggregate economic activity and how it relates to employment and inflation. They explore fiscal and monetary policies designed to promote economic stability. Throughout the course, students use Internet resources to access and analyze current economic data.

Course length: One semester
Materials: None
Prerequisites: Success in previous math/social studies course and a teacher/school counselor recommendation

World Languages

WLG100: Spanish I

Students begin their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Students are initially trained to recognize key sounds and basic vocabulary, not only in written form but also through ear training that leads quickly to oral production. Vocabulary and grammar topics are introduced in an ongoing adventure story that prompts students to use skills from all four language-learning areas. Students learn fundamental grammar as embedded in authentic spoken language. Cultural information covers major Spanish-speaking areas in Europe and the Americas. All-new graphics, videos, and games keep students engaged, and make learning languages exciting.

Course length: Two semesters
Materials: *Vox Everyday Spanish and English Dictionary*
Prerequisites: None

Note: Students who have already succeeded in middle school Spanish 2 should enroll in Spanish II rather than in Spanish I.

WLG200: Spanish II

In this continuing introduction to Spanish, students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. A continuing storyline introduces and reinforces new vocabulary, while activities prompt students to analyze meaning from context, and then to reproduce new vocabulary in real-life oral expression. Additional verb tenses and idiomatic expressions are also introduced. As in Spanish I, students learn grammar through supplemental texts that supply traditional charts, tables, and explanations. Cultural information addresses Spanish as it is used around the globe. All-new graphics, videos, and games keep students engaged, and make learning languages exciting.

Course length: Two semesters
Materials: *Vox Everyday Spanish and English Dictionary*
Prerequisites: WLG100: Spanish I, middle school Spanish 1 and 2, or equivalent

WLG300: Spanish III

Intermediate Spanish students who have a strong base of vocabulary, speaking, and listening skills reach a new level of mastery and fluency in this course. Through games and compelling stories, students learn advanced grammar and vocabulary, with an emphasis on correct accents and comprehension of real-world native speech. Error-recognition technology helps students eliminate common mistakes from their speaking and writing. All-new graphics, videos, and games keep students engaged, and make learning languages exciting.

Course length: Two semesters
Materials: *Vox Everyday Spanish and English Dictionary*
Prerequisites: WLG200: Spanish II, or equivalent

WLG500: AP® Spanish Language

In AP® Spanish Language, students perfect their Spanish speaking, listening, reading, and writing skills. They study vocabulary, grammar, and cultural aspects of the language, and apply what they've learned in extensive written and spoken exercises. By the end of the course, students will have an expansive vocabulary and a solid working knowledge of all Spanish verb forms and tenses. The equivalent of a college-level language course, AP® Spanish Language prepares students for the AP® exam and for further study of Spanish language, culture, and literature.

Course length: Two semesters
Materials: *Vox Everyday Spanish and English Dictionary*
Prerequisites: WLG300: Spanish III (or equivalent) and a teacher/school counselor recommendation

WLG110: French I

Students begin their introduction to French with fundamental building blocks in four key areas of foreign-language study: listening comprehension, speaking, reading, and writing. Students are initially trained to recognize key sounds and basic vocabulary, not only in written form but also through ear training

that leads quickly to oral production. An ongoing adventure story introduces vocabulary and grammar topics, and prompts students to use skills from the four language-learning areas. Students learn fundamental grammar as embedded in authentic spoken language. All- new graphics, videos, and games keep students engaged, and make learning languages exciting.

Course length: Two semesters
Materials: *Larousse Student French-English/English-French Dictionary*
Prerequisites: None
Note: Students who have already succeeded in middle school French 2 should enroll in French II rather than in French I.

WLG210: French II

In this continuing introduction to French, students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. A continuing storyline introduces and reinforces new vocabulary, while activities prompt students to analyze meaning from context, and then to reproduce new vocabulary items in functional real-life oral expression. Additional verb tenses and idiomatic expressions are also introduced. As in French I, students learn grammar through supplemental texts that supply traditional charts, tables, and explanations. All-new graphics, videos, and games keep students engaged, and make learning languages exciting.

Course length: Two semesters
Materials: *Larousse Student French-English/English-French Dictionary*
Prerequisites: WLG110: French I, middle school French 1 and 2, or equivalent

WLG310: French III

Intermediate French students who have a strong base of vocabulary, speaking, and listening skills reach a new level of mastery and fluency in this course. Through games and compelling stories, students learn advanced grammar and vocabulary, with an emphasis on correct accents and comprehension of real-world native speech. Error-recognition technology helps students eliminate common mistakes from their speaking and writing. All-new graphics, videos, and games keep students engaged, and make learning languages exciting.

Course length: Two semesters
Materials: *Larousse Student French-English/English-French Dictionary*
Prerequisites: WLG210: French II, or equivalent

WLG510: AP® French Language

In AP® French Language, students apply their French grammar and vocabulary knowledge and their listening, reading, speaking, and writing skills to a wide variety of real-world contexts. Students learn to speak fluently and accurately, write sophisticated compositions, and comprehend native speakers. The equivalent of a college-level language course, AP® French Language prepares students for the AP® exam and for further study of French language, culture, and literature.

Course length: Two semesters
Materials: *Larousse Student French-English/English-French Dictionary*
Prerequisites: WLG310: French III (or equivalent) and teacher/ school counselor recommendation

WLG120: German I

Students begin their introduction to German with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Students are initially trained to recognize key sounds and basic vocabulary, not only in written form but also through ear training that leads quickly to oral production. An ongoing adventure story introduces vocabulary and grammar topics, and prompts students to use skills from the four language-learning areas. Students learn fundamental grammar as embedded in authentic spoken language. All-new graphics, videos, and games keep students engaged, and make learning languages exciting.

Course length: Two semesters
Materials: *Langenscheidt's Standard German Dictionary*
Prerequisites: None

Note: Students who have already succeeded in middle school German 2 should enroll in German II rather than in German I.

WLG220: German II

In this continuing introduction to German, students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. A continuing storyline introduces and reinforces new vocabulary, while activities prompt students to analyze meaning from context, and then to reproduce new vocabulary items in functional real-life oral expression. Additional verb tenses and idiomatic expressions are also introduced. As in German I, students learn grammar through supplemental texts supplying traditional charts, tables, and explanations. All-new graphics, videos, and games keep students engaged, and make learning languages exciting.

Course length: Two semesters
Materials: *Langenscheidt's Standard German Dictionary*
Prerequisites: WLG120: German I, middle school German 1 and 2, or equivalent

WLG130: Latin I

This introduction to Latin clarifies the traditionally difficult aspects of the language through vocabulary that follows all standard Latin rules but allows students to tell modern stories connected to a contemporary adventure. Students study familiar vocabulary so they can bring into focus the special characteristics of Latin, notably noun cases and declensions. They receive ongoing practice in vocabulary and grammar, which leads to the study of post-Classical Latin, both ecclesiastical and secular, as embodied in the Vulgate Bible and medieval Latin texts. All- new graphics, videos, and games keep students engaged, and make learning languages exciting.

Course length: Two semesters
Materials: *Bantam New College Latin & English Dictionary*
Prerequisites: None

WLG230: Latin II

Students with a foundation in Latin refine their skills through compelling language lessons, as well as historical and cultural studies. They go from the basics of Latin to a higher level of sophistication through a learning methodology that uses games and stories. Students concentrate on fostering their ability to read and understand (without using a dictionary) classical Latin from a variety of authentic sources. All- new graphics, videos, and games keep students engaged, and make learning languages exciting.

Course length: Two semesters
Materials: *Bantam New College Latin & English Dictionary*
Prerequisites: WLG130: Latin I or equivalent

WLG140: Chinese I

Students use compelling stories, games, videos, and multimedia experiences in this introduction to Mandarin Chinese. They learn the elegant simplicity of Chinese grammar and the subtleties of Chinese pronunciation through entertaining lessons that give a base of conversational ability and listening comprehension. Students build a foundation for reading and writing in the Chinese language through an adaptive technology that lets them choose an approach that works best for them. All- new graphics, videos, and games keep students engaged, and make learning languages exciting.

Course length: Two semesters
Materials: *Oxford Beginner's Chinese Dictionary*
Prerequisites: None

Note: Students who have already succeeded in middle school Chinese 2 should enroll in Chinese II rather than in Chinese I.

WLG240: Chinese II

Students continue with engaging stories, games, videos, and multimedia experiences in this second level of Mandarin Chinese. Students further their understanding of Chinese grammar and pronunciation through lessons refining previous practice of conversational ability and listening comprehension. Innovative cultural videos and lessons build awareness of the rich legacy of Chinese culture. Students expand their foundation for reading and writing in Chinese through adaptive technology, providing opportunities to generate fun narratives, a range of well-formed sentences reflecting a solid grasp of grammar structures, and a wide vocabulary. All- new graphics, videos, and games keep students engaged, and make learning languages exciting.

Course length: Two semesters
Materials: *Oxford Beginner's Chinese Dictionary*
Prerequisites: WLG140: Chinese I, middle school Chinese 1 and 2, or equivalent

Electives and Additional Courses

ART010: Fine Art (Elective)

This course combines art history, appreciation, and analysis, while engaging students in hands-on creative projects. Lessons introduce major periods and movements in art history while focusing on masterworks and the intellectual, technical, and creative processes behind those works. Studio lessons provide opportunities for drawing, painting, sculpting, and other creative endeavors.

Course length: Two semesters
Materials: One package of white clay; one set of acrylic paint; one set of round paintbrushes ; no other materials provided. It is recommended, but not required, that students have some means of capturing an image of their studio art projects with a digital camera, webcam, or other imaging device.
Prerequisites: A survey course in World History is recommended as a prerequisite or co-requisite, but not required

ART020: Music Appreciation (Elective)

This course introduces students to the history, theory, and genres of music. The course explores the history of music, from the surviving examples of rudimentary musical forms through to contemporary pieces from around the world. The first semester covers early musical forms, classical music, and American jazz. The second semester presents modern traditions, including gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip hop. The course explores the relationship between music and social movements and reveals how the emergent global society and the prominence of the Internet are making musical forms more accessible worldwide.

To comply with certain state standards for the arts, a student "performance practicum" is required for full credit each semester. The performance practicum requirement can be met through participation in supervised instrumental or vocal lessons, church or community choirs, community musical performances, or any other structured program that meets at regular intervals and provides opportunities for students to build vocal and/or instrumental skills. Parents or guardians will be required to present their proposed practicum to the students' teachers for approval, and validate their children's regular participation in the chosen performance practicum.

Course length: Two semesters
Materials: Finale Notepad music notation software
Prerequisites: None

BUS010: Business Communication and Career Exploration (Elective)

In this course, students explore the ways people communicate in today's business environment. They examine technological advances of the contemporary office and consider future developments. Topics include: reviewing communication fundamentals; developing business letters; researching andreporting; and getting a job. Students perfect their written and oral communication skills, evaluate career interests and aptitudes, and learn how to apply for jobs and conduct interviews.

Course length: One semester
Materials: None
Prerequisites: None

BUS020: Business and Personal Relationships (Elective)

Students receive valuable information and guidelines necessary to navigate business and personal relationships in today's global and multiethnic environment. Through a focus on cultural awareness, positive self-concept, leadership, and communication, students examine how public, business, and personal behaviors intersect.

Course length: One semester
Materials: None
Prerequisites: None

BUS030: Personal Finance (Elective)

Students learn about different aspects of personal economics and finance in a virtual neighborhood setting. Topics include spending plans and borrowing decisions; career planning; and investing, insurance, and other financial services. Students complete activities and projects that apply the knowledge they gain to their own lives. This course may meet the needs of most students requiring financial skills or economics credit.

Course length: One semester
Materials: None
Prerequisites: MTH112 or MTH113: Pre-Algebra (or equivalent) recommended, but not required

BUS040: Introduction to Entrepreneurship (Elective)

In this introductory business course, students will learn the basics of planning and launching their own successful business. Whether they want to start their own money-making business or create a non-profit to help others, this course will help students develop the core skills they will need to be successful. They will learn how to come up with new business ideas, attract investors, market their business, and manage expenses. Students will get inspired by stories of teen entrepreneurs who have turned their ideas into reality, and then they will plan and execute their own business.

Course length: One semester
Materials: TBD
Prerequisites: None
Available Winter 2010

ENG010: Journalism (Elective)

Students examine the development of journalism, from print to the multimedia environment, while learning how to publish an online newspaper. Students write newspaper-style articles and opinion pieces, and examine careers in multimedia communication. They also consider the historical effects of "yellow" journalism, freedom of the press, and journalism's contributions to today's world, with an emphasis on the mutual influence of media and policy.

Course length: Two semesters
Materials: *Associated Press Stylebook*
Prerequisites: Success in previous English/language arts course and a teacher/school counselor recommendation

HST010: Anthropology (Elective)

Anthropology is the study of human beings and their social, environmental, and cultural relations over time. In this course, students familiarize themselves with their own culture as they explore cultures from around the world and from different periods in history. Students examine each culture through the lenses of family, land, death, identity, and power, allowing them to explore the similarities and differences in cultural roles in various times and places.

Course length: One semester
Materials: None
Prerequisites: HST102 or HST103: World History (or equivalent) recommended as a prerequisite or co-requisite, but not required

HST020: Psychology (Elective)

Students explore scientific methods of research as well as the major schools of psychology as they relate to issues of aggression, addictive behavior, memory, interpersonal relations, and self-care. Topics include the importance of ethics in scientific study, psychology's application to daily life, the influence of cultural background on perception, and more.

Course length: One semester
Materials: None
Prerequisites: SCI202: Biology or equivalent

HST030: Macroeconomics (Elective)

Students analyze economic data through a variety of learning activities. They learn how macroeconomics differs from microeconomics. They study the measurement of aggregate economic activity and how it relates to employment and inflation. They explore fiscal and monetary policies designed to promote economic stability. Throughout the course, students use Internet resources to access and analyze current economic data.

Course length: One semester
Materials: None
Prerequisites: Success in previous math/social studies course and a teacher/school counselor recommendation

SCI010: Environmental Science (Elective)

This course provides an overview of the nature of ecosystems, energy flow, and the inter-relationships of biology, geology, and chemical cycles. Students explore issues in population studies, environmental pollution, and the organization and dynamics of ecological communities. Specific topics include: scientific habits of the mind; the application of scientific knowledge, methodology, and historical context to solve problems; the use of laboratory technologies; earth dynamics; the influence of technology on environmental quality; conservation practices; biodiversity; environmental planning and waste management; environmental monitoring and policy; sustainable use of public land; characteristics of populations; biotic and abiotic environmental factors; and energy production technologies.

Course length: Two semesters
Materials: Common household materials for labs
Prerequisites: Success in previous high school science course and a teacher/school counselor recommendation

SCI020: Life Science: Oceanography (Elective)

In this introductory course, students construct an applied knowledge of the characteristics of aquatic systems. Students study ocean structure and marine ecology through hands-on exploration of coastal waters, open ocean waters, deep ocean waters, coral reefs, kelp forests, deep ocean vents, and tide pools. Through guided practice of the scientific model, using common household materials, students conduct field studies of local aquatic structures for the final project.

Course length: One semester
Materials: Common household materials for labs
Prerequisites: SCI202: Biology and SCI102: Physical Science, or equivalents

OTH010: Skills for Health

This course focuses on important skills and knowledge in nutrition; physical activity; the dangers of substance use and abuse; injury prevention and safety; growth and development; and personal health, environmental conservation, and community health resources. The curriculum is designed around topics and situations that engage student discussion and motivate students to analyze internal and external influences on their health-related decisions. The course helps students build the skills they need to protect, enhance, and promote their own health and the health of others.

Course length: One semester
Materials: None
Prerequisites: None

OTH020: Physical Education

This pass/fail course combines online instructional guidance with student participation in weekly cardiovascular, aerobic, muscle-toning, and other activities. Students fulfill course requirements by keeping weekly logs of their physical activity. The course promotes the value of lifetime physical activity and includes instruction in injury prevention, nutrition and diet, and stress management. Students may enroll in the course for either one or two semesters, and repeat for further semesters as needed to fulfill state requirements.

Course length: One semester (or more)
Materials: None
Prerequisites: None

OTH030: Career Planning (Elective)

Students plan for a successful career by analyzing their own goals and decision-making processes. Students use various resources to investigate career options, master job-seeking techniques, and learn how to make the transition from school to work.

Course length: One semester
Materials: *Career Assessment*; *You and Your Career*; *Occupation Finder* guides
Prerequisites: None

OTH040: Study Skills and Learning Strategies (Elective)

Students discover their learning style—the way they process information and apply it—and develop study skills to improve academic and work performance. Topics include time management, oral communications, critical thinking, note-taking, test-taking, and researching.

Course length: One semester
Materials: *Flying Your True Colors for True Success*
Prerequisites: None

Technology and Computer Science

TCH010: Computer Literacy I (Elective)

Today's students must be able to effectively use technology to research, organize, create, and evaluate information. This course provides a foundation in the skills and concepts that define computer literacy in the twenty-first century. From the basics of keyboarding to Internet research techniques, document creation, and digital citizenship, students practice essential skills through individual and team projects.

Course length: One semester
Materials: Microsoft Office 2003 and GIMP (free download)
Prerequisites: None

TCH020: Computer Literacy II (Elective)

This course builds on Computer Literacy I to develop the skills and concepts essential for computer literacy in the 21st century. From the basics of keyboarding to Internet research techniques, document creation, and digital citizenship, students practice essential skills through individual and team projects. When taken with Computer Literacy I, this course maps to the National Educational Technology Standards (NETS).

Course length: One semester
Materials: Microsoft Office 2003 and GIMP (free download)
Prerequisites: TCH010: Computer Literacy I

TCH030: Digital Photography and Graphics (Elective)

This course is for anyone who wants to create compelling, professional-looking graphic designs and photos. Students will learn the basics of composition, color, and layout before moving on to technical topics such as working with layers and masks, adding special effects, and effectively using typefaces

to create visual impact. At the end of this course, students will have created a variety of original projects for their graphic design portfolios.

Course length: One semester
Materials: GIMP (free download)
Prerequisites: None

TCH040: Web Design (Elective)

This course provides a comprehensive introduction to the essentials of Web design, from planning page layouts to publishing a complete site to the Web. Through real-world design scenarios and hands-on projects, students create compelling, usable websites using the latest suite of free tools from Microsoft.
Course length: One semester
Materials: : KompoZer (free download) and GIMP (free download)
Prerequisites: None

TCH050: Digital Video Production (Elective)

This course introduces students to all aspects of digital video, from story-boarding scenes and creating shot lists to editing a finished, professional-quality product. Throughout this project-based course, students demonstrate mastery of the key learning objectives by recording, capturing, and editing their own videos. This is a hands-on course that provides a solid foundation for further study in this exciting field, and progresses from the importing of raw footage through editing basics to transitions, text use, and special effects.

Course length: One semester
Materials: Microsoft Windows Movie Maker; student must supply a video camcorder capable of connecting to a computer, either through USB or FireWire
Prerequisites: None

TCH060: C++ Programming (Elective)

In this introductory course, students learn basic programming concepts through a series of hands-on projects. They also learn about software development careers, the software development process, and industry best practices. Using Microsoft Visual C++ 2008, students master the building blocks of programming: functions, variables, loops, arrays, and classes.

Course length: One semester
Materials: Microsoft Visual C++ 2008 Express (free download)
Prerequisites: None

TCH070: Game Design I (Elective)

This course is for anyone who loves gaming and wants to design and build original games from scratch. Students learn how to use popular game-development software to create engaging, interactive games in a variety of styles. After learning about game genres, students learn about all aspects of the game-design process. From there, it's on to a series of increasingly challenging hands-on projects that teach all the elements of successful game development. This course provides a solid foundation in the essentials of game design.

Course length: One semester
Materials: Multimedia Fusion 2.0
Prerequisites: None

TCH080: Game Design II (Elective)

Students expand their knowledge of the game design industry while mastering event-driven game development through a series of interactive projects. By the end of this course, students will have a variety of polished games for their game-development portfolios.

Course length: One semester
Materials: Multimedia Fusion 2.0
Prerequisites: TCH070: Game Design I

TCH090: Online Game Design (Elective)

This course introduces students to the design of online Flash games. They will learn how to develop a variety of games for the Web, using some basic programming concepts and ActionScript—the native scripting language of Flash—to develop games and publish them online. Professional-quality art is included in each project for students' use, or they can make their own. By the end of this course, students will have a fully-functioning multi-level online game.

Course length: One semester
Materials: Flash CS4
Prerequisites: None

TCH016: Flash Animation (Elective)

This course teaches students how to create interactive movies and engaging games with Flash CS4 animation software. Students master the basics of drawing and animating short movies before moving on to more complex challenges such as adding interactivity and script-driven events. By the end of the course, students will have an interactive portfolio to showcase their finished projects.

Course length: One semester
Materials: Flash CS4
Prerequisites: Permission of a teacher/school counselor

TCH017: 3D Art I—Modeling (Elective)

This course introduces students to 3D modeling tools and concepts. Using Blender, the popular open-source 3D modeling package, students will learn the basics of creating shapes, adding textures and lighting, and rendering. By the end of the course, students will have produced a series of increasingly sophisticated projects for their 3D portfolios. This course is suitable for students with no prior experience with 3D game design or digital media authoring tools.

Course length: One semester
Materials: Blender (free download)
Prerequisites: None

TCH018: 3D Art II—Animation (Elective)

In this advanced course, students will build on the skills they developed in 3D Art I to learn 3D animation techniques. Using Blender, a powerful open-source modeling tool, they will master the basics of animation—rigging, bones, and movement—while learning how to apply traditional animation techniques to their 3D models. They will also learn about jobs in the industry.

Course length: One semester
Materials: TBD
Prerequisites: TCH017: 3D Art I—Modeling
Available winter 2010

TCH019: Computer-Aided Design (CAD) (Elective)

Computer-aided design systems are used by designers and manufacturers in virtually every industry. In this course, students will master the basics of CAD software—creating points, lines, and other geometric forms, isometric drawings, and 3D models. They will learn how to translate initial concepts into functional designs and 3D walkthroughs. They will also explore career options for CAD designers in this hands-on introductory level course.

Course length: One semester
Materials: TBD
Prerequisites: None
Available winter 2010

Orientation

ORN010: Online Learning 09-10

The Online Learning course (required for all new and returning $K^{12}9^{12}$ students) explains to students how the program works, and provides tips on successful online learning. Students are introduced to the online tools they will use during their high school experience, including the Learning Management System that delivers course assignments. Students take part in online discussions and practice submitting computer-scored assessments and other assignments to teachers. Lifelong learning skills such as time management and study habits are also covered. By the end of the course, students will be fully prepared to begin their K^{12} high school courses.

Course length: 6-8 hours
Materials: None
Prerequisites: None

ORN020: Finding Your Path – Planning for Career and College

This course is unique for each student. $K^{12}9^{12}$ school counselors, advisors, and other staff guide students through an in-depth exploration of their interests, abilities, and skills. Students explore their education and career interests, define goals, and create a path through high school that will get them there. In addition, this course serves as a "home base" where students and school counselors can address topics that are critical in their success in high school and beyond. Use of the K^{12} online career and college counseling tools are featured in this course. (Students may re-enroll in this course yearly. Many course activities are related to specific grade levels and proximity to graduation.)

Course length: 30-40 hours
Materials: None
Prerequisites: None

2300 Corporate Park Drive
Herndon, VA 20171
Toll Free: 866.512.2273

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4063

Louie Flora

Subject: FW: AK school district online course offering information and discussion request

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From: Kathy Hughes [mailto:khughes@northstar.k12.ak.us]
Sent: Friday, January 08, 2010 3:36 PM
To: Louie Flora
Cc: Nancy Wagner
Subject: AK school district online course offering information and discussion request

Hi,
Dr. Wagner (FNSBSD Superintendent) asked me to respond to your query.

The Fairbanks district's correspondence school (B.E.S.T. - Building Educational Success Together) contracts with an outside vendor (Advanced Academics) to purchase online courses for students. We use the courses already developed by Advanced Academics (we do not develop our own). These courses are only available to students enrolled in B.E.S.T. (we have one exception this semester, we are piloting the online AP Government class with students from one of our smaller high schools b/c their school does not offer the AP course. We are hopeful that this will work well and will use the information to determine if there are other online courses we can offer to students at schools where they don't have that opportunity). The online portion of the B.E.S.T. program is open only to secondary students (our elementary students are homeschooled). We negotiate a contract with Advanced Academics annually. Any unused courses can be carried over to the following year.

Another possible online option offered by our district is Outside Credit. Students across the district can apply for outside credit if they wish to take a course from an online vendor (or any other educational institution) for high school credit. They choose the vendor, course, etc . . . and are responsible for any costs. These vary a great deal and are approved on an individual basis.

After reading the Arizona article, I'm not sure that B.E.S.T. or our outside credit process are the types of programs that you are asking about -- but wanted to provide the information in case it is helpful. Please let me know if you have any questions.

Respectfully,
Kathy

Kathy Hughes, Executive Director of Alternative Instruction & Accountability
Fairbanks North Star Borough School District
(907) 452-2000 x356
email: khughes@northstar.k12.ak.us

Louie Flora

Subject: FW: AK school district online course offering information and discussion request

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From: Kathy Hughes [mailto:khughes@northstar.k12.ak.us]
Sent: Friday, January 08, 2010 3:47 PM
To: Louie Flora
Cc: Nancy Wagner
Subject: Re: AK school district online course offering information and discussion request

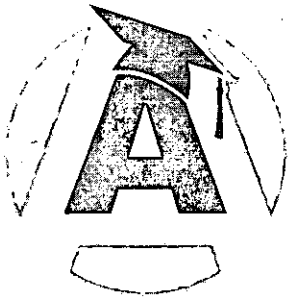
Hi Louie,
The online courses we can use are from Advanced Academics and can be found in their catalog at the following website:
https://home.advancedacademics.com/uploads/september%20aai%20master%20course%20catalog.pdf

Our cost is $300/class (no charge to students b/c they are full-time students in our program) and that cost is negotiated b/c of the number of courses we contract to purchase each year (someone purchasing fewer, may have a higher per course charge).

Have a good weekend,
Kathy

Louie Flora wrote:
Thank you for the information. Can you provide a list of the courses that are available and the cost?

Louie



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2009/2010 Online Course Catalog

Advanced & College Preparatory

AP® Biology – Semester 1
AP Biology A is a one-semester, introductory college-level course. The topics for this course match the rigors of a college biology classroom. The course emphasizes understanding concepts rather than memorizing facts; with this in mind, students will practice scientific inquiry, recognize common themes across several topics of biology, and apply critical thinking to environmental and social concerns.

This semester covers topics relating to molecules and cells, heredity and evolution, and organisms and populations. While studying these topics, students will understand the basic themes of biology; these include science as a process, evolution, energy transfer, continuity and change, relationship of structure to function, regulation, interdependence on nature, and the impacts of science and technology on society. Chapter assignments allow students to practice what they have learned through lab activities and to write question responses in the style of the AP College Board Exam.

Prior to taking this course, students should have successfully completed a first-year high school biology course and one high school chemistry course.
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AP® Biology – Semester 2
AP Biology B is a one-semester, introductory college-level course. The topics for this course match the rigors of a college biology classroom. Upon successful completion of this course, students should be prepared to pass the AP Biology B Exam. The course emphasizes understanding concepts rather than memorizing facts; with this in mind, students will practice scientific inquiry, recognize common themes across several topics of biology, and apply critical thinking to environmental and social concerns.

This semester covers topics relating to molecules and cells, heredity and evolution, and organisms and populations. While studying these topics, students will understand the basic themes of biology; these include science as a process, evolution, energy transfer, continuity and change, relationship of structure to function, regulation, interdependence on nature, and the impacts of science and technology on society. Chapter assignments allow students to practice what they have learned through lab activities and to write question responses in the style of the AP College Board Exam.
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AP® Calculus BC - Semester 1
This course offers one semester of study that aims to develop students' understanding of calculus concepts and to provide experience with methods and applications of calculus. Students work with functions in a variety of ways, including graphical, numerical, and analytical. Students use derivatives to solve a variety of problems. Students use technology to help solve problems and interpret results, and also learn to rely on paper-and-pencil techniques of calculus. Students also learn to determine how reasonable their solutions are.

Before studying calculus, students should have completed four years of college-preparatory math classes, including algebra, geometry, trigonometry, analytic geometry, and elementary functions.
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AP® Calculus BC – Semester 2
This course offers one semester of study that aims to develop students' understanding of calculus concepts and to provide experience with methods and applications of calculus. The topics will extend from the first semester course to include functions, graphs, and limits; derivatives; integrals; and polynomial approximation and series.
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Course offerings may vary by state and/or school district For more information on courses and their pre-requisites please contact Advanced Academics.

AP® ENGLISH LITERATURE A
In AP® ENGLISH LITERATURE students develop research skills as well as reading and critical thinking skills necessary for understanding challenging new material, analyzing that material to deduce meaning, and applying what they have learned to their world. They receive practice in composition skills needed to communicate their understanding effectively to a variety of audiences. Students will read and analyze classic works of literature as well as modern and contemporary works. They examine all genres: plays, short stories, poetry, essays, and novels. The academic objectives of this course adhere to those outlined by the College Board in preparation for the Advanced Placement Exam in English Literature.
Prerequisite: English III
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AP® ENGLISH LITERATURE B
In AP® ENGLISH LITERATURE students develop research skills as well as reading and critical thinking skills necessary for understanding challenging new material, analyzing that material to deduce meaning, and applying what they have learned to their world. They receive practice in composition skills needed to communicate their understanding effectively to a variety of audiences. Students will read and analyze classic works of literature as well as modern and contemporary works. They examine all genres: plays, short stories, poetry, essays, and novels. The academic objectives of this course adhere to those outlined by the College Board in preparation for the Advanced Placement Exam in English Literature.
Prerequisite: English III
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AP® Environmental Science
The unifying themes in this course include understanding science as a process, energy conversions as the basis for all ecological processes, the earth as an interconnected system made up of natural systems which humans change, and environmental problems and how human survival depends on sustainable systems. This course involves a strong laboratory and field investigation component to reinforce fundamental concepts and principles. Students will have opportunities to develop skills such as critical observation, interpretation and analysis of data, applying solutions to problems, and evaluating the quality and validity of conclusions.

Before taking this course, students should have completed one year of physical science, one year of life science, and a year of algebra. A course in earth science is advantageous but not necessary.
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AP® French Language
In AP® French Language, students apply their French grammar and vocabulary knowledge as well as their listening, reading, speaking, and writing skills to a wide variety of real-world contexts. Students learn to speak fluently and accurately, write sophisticated compositions, and comprehend native speakers. The equivalent of a college-level language course, AP® French Language prepares students for the AP® exam and for further study of French language, culture, and literature. An integrated, game-based reward system keeps learners motivated and eager to progress. Content provided by powerspeaK12
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AP® Government and Politics
This course teaches students to analyze U.S. government and politics by providing a background of general concepts along with specific examples to study in depth. Students will explore several theoretical perspectives and explanations for outcomes in the U.S. government. Topics include constitutional underpinnings of the U.S. government, political beliefs and behaviors, political parties, interest groups and mass media, institutions of national government, public policy, and civil rights and civil liberties.
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AP® LANGUAGE AND COMPOSITION A

AP® LANGUAGE AND COMPOSITION explores the relationship between an author's ideas and how those ideas are expressed. The literary component of the course provides a range of genres, including nonfiction, fiction, drama, and poetry. Students will analyze style, specifically focusing on how elements of language—such as tone, diction, and syntax—influence an author's meaning. Students will also analyze the use of rhetoric in writing, examining various appeals, aspects of writer's credibility, irony, and the overall use of logic to explore how effectively an author presents his or her position. In written assignments, students will evaluate the expository and argumentative aspects of writing. In addition to the exploration of American and global themes of literature, students will discern how composition and rhetoric has developed over the last several centuries. The academic objectives of this course adhere to those outlined by the College Board in preparation for the Advanced Placement Exam in Language and Composition.

Prerequisite: English II

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AP® LANGUAGE AND COMPOSITION B

AP® LANGUAGE AND COMPOSITION explores the relationship between an author's ideas and how those ideas are expressed. The literary component of the course provides a range of genres, including nonfiction, fiction, drama, and poetry. Students will analyze style, specifically focusing on how elements of language—such as tone, diction, and syntax—influence an author's meaning. Students will also analyze the use of rhetoric in writing, examining various appeals, aspects of writer's credibility, irony, and the overall use of logic to explore how effectively an author presents his or her position. In written assignments, students will evaluate the expository and argumentative aspects of writing. In addition to the exploration of American and global themes of literature, students will discern how composition and rhetoric has developed over the last several centuries. The academic objectives of this course adhere to those outlined by the College Board in preparation for the Advanced Placement Exam in Language and Composition.

Prerequisite: English II

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AP® Physics B – Semester 1

This one-semester course focuses on the basic principles of physics and their applications with an emphasis on problem solving and a deep understanding of physics concepts. Category B physics builds on conceptual understanding learned in a first physics course. Before taking this course, students should be familiar with algebra, trigonometry, and basic concepts of calculus. Laboratory experience will provide students with opportunities to design, observe, measure, critically analyze, draw inferences, and communicate results. This experience is central to students' understanding of topics, which include Newtonian mechanics, fluid mechanics and thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics.

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AP® Physics B – Semester 2

This one-semester course extends the topics, basic principles of physics and their applications, problem solving, and in-depth discussion of physics concepts which students started learning in AP Physics B – Semester 1.

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AP® Spanish Language

In AP® Spanish Language, students perfect their Spanish speaking, listening, reading, and writing skills. Students study vocabulary, grammar, and cultural aspects of the language, and apply what they've learned in extensive written and spoken exercises. By the end of the course, students will have an expansive vocabulary and a solid working knowledge of all Spanish verb forms and tenses. The equivalent of a college-level language course, AP® Spanish Language prepares students for the AP® exam and for further study of Spanish language, culture, and literature. An integrated, game-based reward system keeps learners motivated and eager to progress. Content provided by powerspeaK12, Inc.

Prerequisite: Spanish III (or equivalent) and a teacher/counselor recommendation.

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Course offerings may vary by state and/or school district For more information on courses and their pre-requisites please contact Advanced Academics.

AP® United States History - Semester 1
This one-semester course provides students with a pool of factual knowledge and the skills to interpret, analyze, and critically treat the problems of U.S. history. Students will learn to assess the relevance, reliability, and importance of historical material. The course emphasizes the ability to effectively use reasoned judgment and detailed evidence to construct a persuasive essay. Themes include American diversity and identity, economic transformation, globalization, religion, war, and diplomacy. Students explore several topics within these themes, including pre-Columbian societies, transatlantic encounters, colonial beginnings, colonial North America, the early Republic, antebellum America, the Civil War, and Reconstruction.
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AP® United States History – Semester 2
This one-semester course provides students with a pool of factual knowledge and the skills to interpret, analyze, and critically treat the problems of U.S. history. Students will learn to assess the relevance, reliability, and importance of historical material. The course emphasizes the ability to effectively use reasoned judgment and detailed evidence to construct a persuasive essay. Themes build from the first semester to include culture, demographic changes, environment, politics, and citizenship. The course explores several topics within these themes, including development of the West in the late 19th century, populism and progressivism, the Great Depression, the Second World War, the cold war, politics, and economics at the end of the 20th century.
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Electives

Career and Technology Skills A (HS)
Career and Technology A is the first part of a two-semester course that covers skills to prepare students for workplace success. Students will explore their interests, aptitudes, and skills plus their individual learning styles in order to find possible career matches. Students will also consider their values and expectations as they learn and practice the skill of goal setting. Students will apply their knowledge of learning styles and memory techniques to enhance their study skills. The course also presents an overview of basic technology skills, including the use of word processing, spreadsheet, presentation, and database software, that are so vital to success in the workplace. Practice opportunities help students master the use of such software. The course provides open source software programs to the students. Students will explore a variety of career options plus use the steps in the decision-making process to develop their own career plan. To help achieve career goals, students research a variety of post-high school opportunities. Students will create and evaluate job application materials, learn to search for job opportunities, and conduct a successful job interview. Finally, the course presents the role of government in business; global, national, and local economic trends; and how these factors affect working people.

Career and Technology Skills B (HS)
Career and Technology B is the second part of a two-semester course that covers problem-solving, decision-making, and communication skills necessary to succeed in the workplace. Students will learn about workplace policies and procedures, growth and promotion opportunities, and the social and technological systems of any business. They will also understand legal and ethical issues related to their personal rights as workers. Students will prepare presentations and communications scenarios for different purposes and audiences, employing a variety of technology skills. The course explains effective leadership skills and provides examples of critical assessment, evaluation, and negotiation. Students will learn the steps of the problem-solving process to identify causes and seek effective resolutions. Students will also learn to plan a project and respond to problems and risks. Finally, students will learn skills for time management, financial responsibility, and methods to deal with stress.

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Computer Literacy A (HS/MS)
This one-semester course develops students' overall understanding of computers and enhances technical skills in both basic computer functions and in the use of various types of software. By providing technical instruction and several practice opportunities, this course offers a strong foundation in basic computer literacy. After completing this course, students will be able to recognize computer hardware and use Windows XP and Mac OS operating systems. Students also will learn to use various software applications (word processing, spreadsheet, and presentation software), which are based on OpenOffice.org unless otherwise noted.

Computer Literacy B (HS)
This one-semester course builds on basic computer skills to teach students real-world problem solving methods. The course content includes a review unit from the introductory course before covering advanced features of spreadsheets and databases. The course further develops students' understanding of key issues in computing technology, including additional information about the use of spreadsheets and databases as well as an introduction to HTML. It ends with a unit covering careers in technology.

Current Events (HS)
Current Events is a one-semester, elective course structured to increase students' understanding of current issues in areas of politics, society, and economics. The course emphasizes student research; the topics chosen are broad in nature to allow for fluctuation in media coverage on common topics. Upon completing this course, students will have a greater understanding of some of the political, social, and economic issues that have dominated the news in recent years. Students will be able to find Web sites and other sources that cover these issues, and students will learn to make educated decisions as to whether the Web sites or sources present biased or unbiased coverage. For each content unit, students will write essays that demonstrate their research efforts. Students will complete a research-based essay at the end of the course.

Fundamentals of Art Appreciation (HS)
Fundamentals of Art Appreciation is a one-semester course that explores various aspects of art in an effort to intrigue students and encourage them to develop an understanding of fine art. As students begin to examine the elements and principles of art, they will study important works selected from various types of media, including painting, sculpture, architecture, and photography. Students will explore various types of art media and techniques as they investigate the question of what compels artists to create works of art. This course will provide students with a working knowledge of concepts and an enriched vocabulary so that they can become more critical observers of art.

Fundamentals of Art History (HS)
This one-semester course is designed to develop students' understanding and appreciation for the visual arts. This course explores the arts, artists, and their cultures from prehistoric times through the present. Students will begin to explore important works of art, selected from various types of media, including painting, sculpture, architecture, and photography. As the course presents works of different periods, students will receive the historical and geographic context necessary for gaining a deeper appreciation of the pieces. This course will provide students with a working knowledge of concepts and an enriched vocabulary so that they can become more critical observers of art.

Fundamentals of English Composition (HS)
Fundamentals of English Composition is a one-semester course designed to give beginning writers the tools to write effectively for school and life. Course lessons and activities will engage students in practical and accessible discussions of how to write and why. Throughout the course, emphasis is placed on the principle that effective writing achieves its purpose. Students will identify characteristics of effective writing. Students will identify different purposes for writing and learn strategies to achieve those purposes. The course further addresses the writing process through in-depth instruction on prewriting and revision. Along with this, the course explains writing context and issues of audience and intended audience. Students will learn how to achieve purpose through style, form, and rhetorical mode. In the last part of the course, students will evaluate their own work through the lenses of reader expectations and constructive criticism. Upon completion of this course,

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students will have demonstrated success at various prewriting activities, outlined their work extensively, and written an analytical essay, a persuasive cover letter, and a personal narrative. Students will also have been exposed to peer review practices as well as guidelines for accepting and offering constructive criticism.

Fundamentals of Web Development (HS)
There's more to creating a Web site than writing HTML code and uploading files. A good Web site must be designed before it's created. This one-semester course introduces students to both Web site design and development. The course introduces students to the basic Web site design principles, which can be used to both design and evaluate their own sites and to evaluate other sites. Students will learn development languages such HTML and CSS. In addition, students will be introduced to two software programs: GIMP, an image-editing program, and Nvu, a Web development program.

Recommended Prerequisites: Computer Literacy A, Computer Literacy B

Introduction to Anthropology (HS)
Anthropology aims to use a broad approach to gain an understanding of our past, present, and future to address the problems humans face in biological, social, and cultural life. This course will explore the evolution, similarities, and diversity of humankind through time. The course will look at how we have evolved from a biologically and culturally weak species to one that has the ability to cause catastrophic change. Exciting, online videos lead students through journeys to different areas of the world throughout the course.

Introduction to Graphic Design (HS)
This one-semester course is designed to develop students' understanding and appreciation for design. By raising students' awareness of design, this course will serve as a strong foundation in the basic principles of graphic design. Students will learn to communicate visually; they will present their own ideas and information graphically by applying graphic design principles in their own work as well as interpret visual representations presented to them. The course will introduce students to problem-solving scenarios that can be solved graphically. Students will apply creativity techniques to create innovative and effective design solutions. Students will also learn about the history of design, how various design movements have contributed to the field of design today, what role design plays in society, and how the field of design relates to other facets of society. Though the course is structured around computer-assisted graphic design, other types of design are discussed as well. Students will learn to use Inkscape, an image-editing program that will be provided for them and will be required to create several design compositions using this program.

Introduction to Online Learning (HS/MS)
Becoming familiar with an online learning environment is essential to your success as a student who takes classes online. Introduction to Online Learning provides information that will ensure your success for navigating the Advanced Academics platform, including how to access your classes, take assessments, submit written assignments, and view your grades. This course will also cover the various ways to communicate with your teachers and the guidelines for effective communication. You will learn how to set up the technical requirements so that you can get the most out of your Advanced Academics learning experience. The course concludes with an overview of test and homework retake policies, ways to cite sources, and avoiding plagiarism. This orientation course introduces students to the online environment, and is not intended to be a full semester course.

Introduction to Sociology (HS)
The world is becoming more complex. How do your beliefs, values, and behavior affect the people around you and the world we live in? In this increasingly connected world, students will examine problems in our society and learn how human relationships can influence the life of the student. This course presents exciting, online video journeys to different areas of the world.

Journalism A (HS)
Journalism A is the first of a two-part series that introduces secondary school students to the world of journalism. They will see how their strengths and interests compare with those associated with careers in journalism.

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In this course, students will gain a basic knowledge of journalism, its early history, and its importance in our culture. Students will be introduced to different types of news stories and learn about the reporting and writing skills involved with each.

Journalism B (HS)
Journalism B is the second of a two-part series that introduces secondary school students to the world of journalism. Students will explore the changing role of journalism in today's society. They will gain a basic knowledge of radio, television, newspaper, and Internet journalism. This knowledge will include how each medium is relevant today, how it may adapt to economic changes and audience preferences, and how writing for each medium has its own characteristics.

Life Skills (HS/MS)
Life Skills, a one-semester course, presents high school students with helpful information in the form of entertaining and interactive games, activities, and quizzes in order to assist them in preparation to exit high school. Whether their choice is college, technical school, the military, or a full-time career, this course teaches basic skills needed in every avenue. In addition to providing strategies for taking the ACT and SAT tests, this course provides an informative timeline to help students stay on schedule with required tasks for graduating from high school and entering the outside world. Consumer protection, establishing credit, managing money, buying a car, and renting an apartment for the first time are a few of the topics covered throughout this course.

Music Theory A (HS) – coming soon
Music provides a way for students to express themselves artistically, but music also enhances intelligence and creativity. Music Theory A is a semester-long, elective course designed to develop students' visual and aural understanding of the structure of music. In this course, students will study the language and symbols of music. Not only will students learn to read various musical elements, such as scales, chords, pitch notations, and time signatures, they will also learn to construct these elements themselves. The course also teaches students to understand basic forms in music compositions, including the skill of notation. As students learn these various aspects of music theory, they will undergo ear training to teach them to recognize these elements aurally as well.

Personal Psychology (HS)
Psychology is the study of human and animal behavior. More than 800,000 high school students take psychology classes each year. Self-discovery is frequently cited among the different reasons for studying psychology. Learning about psychology helps you gain a better understanding of your own behavior. Enrich the quality of your life by learning to understand the actions of others. This course presents interactive personal psychology experiments.

Health Education

Fitness Fundamentals I A (MS/HS)
This one-semester course will teach students how to assess their fitness levels and establish goals for improvement in the five fitness areas: muscular strength, endurance, cardiovascular fitness, flexibility, and body composition. The course provides information so that students establish and maintain good fitness practices well after finishing the course. Students will also learn proper posture and technique, the benefits of fitness, and the prevention of injury. This course covers a minimum of 120 days worth of activities.

Fitness Fundamentals I B (MS/HS) – coming soon
This one-semester course will teach students what makes a person fit plus the basics of figuring heart rate and intensity. Students will also learn ways to use nutrition to manage weight along with information about

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drug use and its impact on fitness. Coupled with a minimum requirement of physical activity, which includes cardio, strength training, and flexibility, the course provides opportunities for students to complete written assignments, journal entries, and discussions. This course covers a minimum of 120 days worth of activities.

Personal Health and Safety (MS/HS)
Personal Health and Safety is a one-semester course which examines the mental, physical, and social aspects of health for living a healthy, informed, and balanced life. Mental health topics including enhancing self esteem, practicing stress reduction, and identifying depression will be examined. The course covers effective conflict management and communication skills. Students will learn the basics of first aid and how to manage minor medical emergencies. Topics of wellness, exercise, and healthy habits will be introduced. Students will also learn ways to resist peer pressure to engage in unhealthy and destructive behaviors including smoking, drinking alcohol, and drug abuse.

Personal Health and Safety with Sex Education (MS/HS)
Personal Health and Safety is a one-semester course which examines the mental, physical, and social aspects of health for living a healthy, informed, and balanced life. Mental health topics including enhancing self esteem, practicing stress reduction, and identifying depression will be examined. The course covers effective conflict management and communication skills. Students will learn the basics of first aid and how to manage minor medical emergencies. Topics of wellness, exercise, and healthy habits will be introduced. Students will also learn ways to resist peer pressure to engage in unhealthy and destructive behaviors including smoking, drinking alcohol, and drug abuse. In addition, this course conveys the risks of sexual activity, such as unplanned pregnancy and sexually transmitted diseases, and options for eliminating these risks will be presented. Students will also be presented with an overview of infectious and non-infectious diseases, how they affect the body, and how they can be prevented.

Running (MS/HS)
This one-semester course is suitable for beginning, intermediate, and advanced runners and offers a variety of training schedules for each. In addition to reviewing the fundamental principles of fitness, students will learn about goals and motivation, levels of training, running mechanics, safety and injury prevention, appropriate attire, running in the elements, good nutrition and hydration, and effective cross-training. While this course focuses mainly on running for fun and fitness, it also briefly explores the realm of competitive racing. Throughout this course, students will participate in a weekly fitness program involving running. Students will also be expected to record their weekly activities and heart rate. Coupled with a minimum requirement of physical activity which includes cardio, strength training, and flexibility, the course provides opportunities for students to complete written assignments, journal entries, and discussions. This course provides activities to cover a minimum of 120 days.

MS Language Arts

MS Language Arts 6 A
MS Language Arts 6 A is the first in a two-course series. In this course, students will become active participants in analyzing different forms of text. They will gain an understanding of the different types of literature. This course focuses on the narrative and expository forms of writing. Students will gain a better understanding of appropriate grammar, spelling, and vocabulary through instruction in the writing process, responses to literature, and direct instruction. Students will be required to read the novel Hatchet, by Gary Paulson, in addition to several short stories.

MS Language Arts 6 B
MS Language Arts 6 B, the second in a two-course series, emphasizes reading persuasive texts, expository texts, narratives, and poetry. Students will explain the effects of common literary devices in fictional and nonfictional texts. Students will identify and utilize organizational patterns when writing. Students will also improve

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their abilities to identify main ideas in writing and to achieve consistency of ideas between paragraphs when creating multi-paragraph expository and persuasive compositions. Students will gain a better understanding of appropriate grammar, spelling, and vocabulary through instruction in the writing process, responses to literature, and direct instruction.

MS Language Arts 7 A
MS Language Arts 7 A is the first of a two-course series. In this course, students continue to build on prior knowledge and skills to strengthen reading, writing, speaking, and listening. The student will read literary and informational texts. Students are active participants in comprehending, analyzing, and evaluating different forms of text. For writing, the student will utilize the writing process to compose essays, reports, summaries, a speech, a drama, and responses to literature. Students will practice listening and speaking skills. Students are required to independently read two novels, two magazine articles, and two newspaper articles and complete related assignments.

MS Language Arts 7 B
MS Language Arts 7 B is the second of a two-course series. In this course, students continue to build on prior knowledge and skills to strengthen reading, writing, speaking, and listening. Students are active participants in comprehending, analyzing, and evaluating different forms of text. For writing, the student will utilize the writing process to compose essays, reports, summaries, poetry, and responses to literature. Students conduct research to organize, synthesize, and present information. They will read the novel The Outsiders by S.E. Hinton. Students are required to read independently and to complete assignments related to the independent readings.

MS Language Arts 8 A
The focus in the first part of this two-part course is grammar and reading. Areas of emphasis include sentence structure, word analysis, and review and practice of the eight parts of speech. Students read short stories and myths and practice grammar in context. Students will read the novel The Giver by Lois Lowry. For independent reading, students are required to choose two novels, two magazine articles, and two newspaper articles to read and complete related assignments.

MS Language Arts 8 B
The focus in the second part of this two-part course is writing and reading. Areas of emphasis include clarity of sentences, the writing process, editing, and punctuation. For independent reading, students are required to read Anne Frank: Diary of a Young Girl by Anne Frank and a novel of choice. In addition, students are required to independently read two magazine and two newspaper articles and complete related assignments. The final unit of this course compares and contrasts Anne Frank's diary and the play The Diary of Anne Frank by Frances Goodrich and Albert Hackett. The students research the Holocaust and discuss historical and cultural issues. Students demonstrate their understanding of researched information through written assignments and a slide-show presentation.

MS Mathematics

MS Fundamentals of Math 6 A
MS Fundamentals of Math 6 A, the first course of a two-course series, begins with a review of the four arithmetic operations with whole numbers and introduces students to algebraic concepts such as variables and expressions. Students will understand and apply the order of operations when simplifying expressions. Students will be able to accurately solve problems using decimals, fractions, and integers as well as be able to compare and order positive and negative numbers, fractions, decimals, and mixed numbers. Students will identify variables and begin solving one and two step equations. The course offers students illustrations, examples, and practice exercises before formative assessments.

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MS Fundamentals of Math 6 B
The second course in the MS Fundamentals of Math 6 series builds upon foundational math skills. Students will develop math skills that are applicable to real life situations including how to calculate tips and discounts, find a test average, and calculate unit cost to determine which product is the better buy. Students will be expanding their geometry and measurement skills by exploring lessons that include learning to classify triangles; finding the sum of the interior angles of a polygon, perimeter, circumference, area, surface area, and volume; as well as converting both customary and metric units of measurement. Next, students will explore the best methods for collecting and displaying data and begin to recognize bias in data samples. The course ends with students solving and graphing inequalities, investigating functions, and learning how to graph functions on the coordinate plane. The course offers students illustrations, examples, and practice exercises before formative assessments.

MS Fundamentals of Math 7 A
MS Fundamentals of Math 7 A is the first course of a two-course series that prepares the student for success in higher level math classes through the study of integers, exponents and factors, operations with fractions, ratios and proportions, and expressions and equations.

MS Fundamentals of Math 7 B
MS Fundamentals of Math 7 B is the second course of a two-course series designed to prepare the student for higher level math classes. Areas of emphasis include functions and inequalities, data, statistics and probability, the basics of geometry, and two- and three-dimensional geometry. Students solve and graph inequalities, linear equations, and linear functions. Students also plot, describe, and find data using several methods to figure outcomes and probabilities. Using basic geometry techniques, students classify and find shapes and angles. Students also find area, understand the Pythagorean Theorem, and find volume and surface area for different shapes. The course offers students illustrations, examples, and practice exercises before formative assessments.

MS Pre-Algebra A
MS Pre-Algebra A is the first of two courses designed to prepare the student for more advanced work in Algebra I. Students learn the basic concepts of arithmetic and the practical applications of mathematics in order to focus on integers, equations and inequalities, factors and exponents, fractions, decimals, ratios, proportions, and percents. The course offers graphics, explanations, and practice exercises before formative assessments.

MS Pre-Algebra B
MS Pre-Algebra B is the second half of a series of two courses that are designed to prepare the student for more advanced work in Algebra I. The course emphasizes concepts in solving linear equations, graphing linear equations, angles, two- and three-dimensional geometry, integrating algebra with geometry, and data, statistics, and probabilities. The course offers graphics, explanations, and practice exercises before formative assessments.

MS Sciences

MS Earth Science A
MS Earth Science A, the first course of a two-semester series, introduces students to scientific investigation and experimentation and describes the methods and tools scientists use to study the earth. Students learn to read geologic maps, topographic maps, and various types of graphs for information. Concepts of density, heat, heat transfer, and types of energy are explored, and students examine the role of these concepts in earth processes. The course concludes by examining earth's layered structure and the transfer of heat from earth's interior through its layers.

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MS Earth Science B
MS Earth Science B, the second course of a two-semester series, examines how scientists use direct and indirect evidence to learn about earth's structure and function. Students learn the evidence for plate tectonics and relate plate movement to geological events such as earthquakes, mountain building, and volcanic eruptions. The rock cycle is described, and students learn how weathering and erosion shape the earth's surface. Students explore non-renewable and renewable resources and investigate the resources in their state. The geologic time scale is use to describe earth's history. Basic ecological concepts are introduced, including interactions in ecosystems, matter and energy flow, and populations. Earth's biomes are surveyed. The course concludes with an introduction to space science. Students explore the origin and structure of the universe, characteristics of the solar system, and motions of the planets and other celestial objects.

MS Life Science A
MS Life Science A, the first course of a two semester series, introduces students to basic biological concepts and the use of the scientific method in the study of life. Specific topics include characteristics of life; classification of living organisms; characteristics of bacteria, protists, fungi, plants, and animals; evolutionary theory; ecology; and effects of resource use and pollution on ecosystems.

MS Life Science B
MS Life Science B, the second course in a two-semester series, begins by exploring cell structure and function and organization of tissues, organs, and systems. Students then examine the following body systems: muscular, skeletal, digestive, excretory, reproductive, circulatory, respiratory, immune, nervous, and endocrine. For each body system, students explore structure, function, related diseases, and disease prevention factors. The course also includes an introduction to DNA structure, principles of inheritance, and genetic engineering.

MS Physical Science A
MS Physical Science A (Integrated Physics and Chemistry A), the first course of a two-semester series, includes topics focusing on scientific process skills, motion, forces, energy, behavior of matter, waves, machines and work, and electricity and magnetism. Students will also learn the mathematical relationships between physical measurements.

MS Physical Science B
MS Physical Science B (Integrated Physics and Chemistry B), the second of a two-semester series, includes topics focusing on properties of matter, properties of elements, chemical reactions, properties of compounds, nuclear energy, and careers in the physical sciences.

MS Social Studies/Sciences

MS Ancient Civilizations A
MS Ancient Civilizations A examines the significance of geography in the development of ancient civilizations. Students will study the archeological evidence of early human societies then move on to the development of ancient cultures. The course provides a context for the understanding of history through a survey of the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt and Kush, Ancient Hebrews, and Ancient Greece. Students will analyze the contributions of these early civilizations to the modern world.

MS Ancient Civilizations B
MS Ancient Civilizations B examines the significance of geography in the development of ancient civilizations. The course provides a context for the understanding of history through a survey of the geographic, political, economic, religious, and social structures of the early civilizations of India, the early civilizations of China, and through the development of Rome. Students will analyze the contributions of these early civilizations to the modern world.

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MS Social Studies A
MS Social Studies A is the first part of a two-semester course. This course provides students with the knowledge and tools essential to understanding a variety of social studies topics. Students will use visual aids such as charts, graphs, pyramids, and diagrams to understand information-gathering techniques and how to predict future population trends. Students will also apply latitude and longitude concepts to a map to find locations. After reading timelines properly, students will identify causes and effects of historic events. By examining relative and absolute locations on maps, students will examine the different map uses and apply a compass rose and cardinal directions on a map. Students will conclude their work in this course by learning computer- and text-based research techniques that demonstrate evaluation of trustworthy sources; the ability to use all information from a dictionary; and the knowledge of when to use an atlas, gazetteer, index, and almanac.

MS Social Studies B
MS Social Studies B is a general survey course encompassing five different units. These units will hit highlights within the subjects, with an emphasis on holistic education rather than an in-depth examination. This course is an application of the social studies skills that students learn in Middle School Social Studies A.

MS American History A
MS American History A, the first course of a two-semester series, examines American history from its pre-Columbian beginnings to the development of the United States Constitution. This course explores the decline and fall of native cultures, the gradual decline of influence on America by European monarchies, the American rebellion against England, and the formation of a new American government.

MS American History B
MS American History B, the second course of a two-semester series, examines American history from the Federalist era to the American Civil War. This course explores the development of political parties, the Louisiana Purchase and westward expansion, and the issues that divided the country and ultimately led to the Civil War.

MS World Languages

MS French I A
Students begin their introduction to French with fundamental building blocks in four key areas of world language study: listening comprehension, speaking, reading, and writing. Students are initially trained to recognize key sounds and basic vocabulary, not only in written form but also through ear training that leads quickly to oral production. An ongoing adventure story introduces vocabulary and grammar topics, prompting students to use skills from the four language-learning areas. Students learn fundamental grammar as embedded in authentic spoken language. All new graphics, videos, and games keep students engaged and make learning French exciting. An integrated, game-based reward system keeps learners motivated and eager to progress. Content provided by powerspeaK12, Inc.

MS French I B
Students continue their introduction to French with fundamental building blocks in four key areas of world language study: listening comprehension, speaking, reading, and writing. Students are trained to recognize key sounds and basic vocabulary, not only in written form but also through ear training that leads quickly to oral production. An ongoing adventure story introduces vocabulary and grammar topics, prompting students to use skills from the four language-learning areas. Students learn fundamental grammar as embedded in authentic spoken language. All new graphics, videos, and games keep students engaged and make learning French exciting. An integrated, game-based reward system keeps learners motivated and eager to progress. Content provided by powerspeaK12, Inc.

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MS French II A
In this continuing introduction to French, students deepen their focus on four key skills in world language acquisition: listening comprehension, speaking, reading, and writing. A continuing storyline introduces and reinforces new vocabulary, while activities prompt students to analyze meaning from context and then reproduce new vocabulary items in real-life oral expression. Additional verb tenses and idiomatic expressions are also introduced. As in French I, students learn grammar through supplemental texts supplying traditional charts, tables, and explanations. All new graphics, videos, and games keep students engaged and make learning French exciting. An integrated, game-based reward system keeps learners motivated and eager to progress. Content provided by powerspeaK12, Inc.

MS French II B
MS French II B continues the instruction of the first semester course. In this continuing introduction to French, students deepen their focus on four key skills in world language acquisition: listening comprehension, speaking, reading, and writing. A continuing storyline introduces and reinforces new vocabulary, while activities prompt students to analyze meaning from context and then reproduce new vocabulary items in real-life oral expression. Additional verb tenses and idiomatic expressions are also introduced. As in French I, students learn grammar through supplemental texts supplying traditional charts, tables, and explanations. All new graphics, video, and games keep students engaged and make learning French exciting. An integrated, game-based reward system keeps learners motivated and eager to progress. Content provided by powerspeaK12, Inc.

MS German I A
Students begin their introduction to German with fundamental building blocks in four key areas of world language study: listening comprehension, speaking, reading, and writing. Students are initially trained to recognize key sounds and basic vocabulary, not only in written form but also through ear training that leads quickly to oral production. An ongoing adventure story introduces vocabulary and grammar topics, prompting students to use skills from the four language-learning areas. Students learn fundamental grammar as embedded in authentic spoken language. All new graphics, videos, and games keep students engaged and make learning German exciting. An integrated, game-based reward system keeps learners motivated and eager to progress. Content provided by powerspeaK12, Inc.

MS German I B
Students continue their introduction to German in this second semester course with fundamental building blocks in four key areas of world language study: listening comprehension, speaking, reading, and writing. Students are trained to recognize key sounds and basic vocabulary, not only in written form but also through ear training that leads quickly to oral production. An ongoing adventure story introduces vocabulary and grammar topics, prompting students to use skills from the four language-learning areas. Students learn fundamental grammar as embedded in authentic spoken language. All new graphics, video, and games keep students engaged and make learning German exciting. An integrated, game-based reward system keeps learners motivated and eager to progress. Content provided by powerspeaK12, Inc.

MS German II A
In this continuing introduction to German, students deepen their focus on four key skills in world language acquisition: listening comprehension, speaking, reading, and writing. A continuing storyline introduces and reinforces new vocabulary, while activities prompt students to analyze meaning from context and then reproduce new vocabulary items in real-life oral expression. Additional verb tenses and idiomatic expressions are also introduced. As in German I, students learn grammar through supplemental texts supplying traditional charts, tables, and explanations. All new graphics, video, and games keep students engaged and make learning German exciting. An integrated, game-based reward system keeps learners motivated and eager to progress. Content provided by powerspeaK12, Inc.

MS German II B
In this second semester continuing introduction to German, students deepen their focus on four key skills in world language acquisition: listening comprehension, speaking, reading, and writing. A continuing storyline introduces and reinforces new vocabulary, while activities prompt students to analyze meaning from context and

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then reproduce new vocabulary items in real-life oral expression. Additional verb tenses and idiomatic expressions are also introduced. Students learn grammar through supplemental texts supplying traditional charts, tables, and explanations. All new graphics, video, and games keep students engaged and make learning German exciting. An integrated, game-based reward system keeps learners motivated and eager to progress. Content provided by powerspeaK12, Inc.

MS Mandarin I A
Students use compelling stories, games, videos, and multimedia experiences in this introduction to Chinese. Students learn the elegant simplicity of Chinese grammar and the subtleties of Chinese pronunciation through entertaining lessons that provide a base for conversational ability and listening comprehension. Students build a foundation for reading and writing in the Chinese language through an adaptive technology that lets students choose an approach that works best for them. All new graphics, video, and games keep students engaged and make learning Chinese exciting. An integrated, game-based reward system keeps learners motivated and eager to progress. Content provided by powerspeaK12, Inc.

MS Mandarin I B
Students use compelling stories, games, videos, and multimedia experiences in this continuing introduction to Chinese. Students learn the elegant simplicity of Chinese grammar and the subtleties of Chinese pronunciation through entertaining lessons that provide a base for conversational ability and listening comprehension. Students build a foundation for reading and writing in the Chinese language through an adaptive technology that lets students choose an approach that works best for them. All new graphics, video, and games keep students engaged and make learning Chinese exciting. An integrated, game-based reward system keeps learners motivated and eager to progress. Content provided by powerspeaK12, Inc.

MS Mandarin II A
Students continue with engaging stories, games, videos, and multimedia experiences in this second level of Chinese. Students further their understanding of Chinese grammar and pronunciation through lessons that build on previous conversational ability and listening comprehension. Innovative cultural videos and lessons build awareness of the rich legacy of Chinese culture. Students expand their foundation for reading and writing in Chinese through adaptive technology. This practice provides students with opportunities to generate fun narratives, a range of well-formed sentences that reflect a solid grasp of grammar structures, and a wide vocabulary. All new graphics, video, and games keep students engaged, making learning languages exciting. An integrated, game-based reward system keeps learners motivated and eager to progress. Content provided by powerspeaK12, Inc.

MS Mandarin II B
Building on skills from MS Mandarin II A, students continue with engaging stories, games, videos, and multimedia experiences in this second level of Chinese. Students further their understanding of Chinese grammar and pronunciation through lessons that build on previous conversational ability and listening comprehension. Innovative cultural videos and lessons build awareness of the rich legacy of Chinese culture. Students expand their foundation for reading and writing in Chinese through adaptive technology. This practice provides students with opportunities to generate fun narratives, create well-formed sentences that reflect a solid grasp of grammar structures, and develop a wide vocabulary. All new graphics, videos, and games keep students engaged and make learning Chinese exciting. An integrated, game-based reward system keeps learners motivated and eager to progress. Content provided by powerspeaK12, Inc.

MS Spanish I A
Students begin their introduction to Spanish with fundamental building blocks in four key areas of world language study: listening comprehension, speaking, reading, and writing. Students are initially trained to recognize key sounds and basic vocabulary, not only in written form but also through ear training that leads quickly to oral production. Vocabulary and grammar topics are introduced in an ongoing adventure story that prompts students to use skills from all four language-learning areas. Students learn fundamental grammar as embedded in authentic spoken language. Cultural information covers major Spanish-speaking areas in Europe and

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the Americas. All new graphics, videos, and games keep students engaged and make learning Spanish exciting. An integrated, game-based reward system keeps learners motivated and eager to progress. Content provided by powerspeaK12, Inc.

MS Spanish I B
Students continue their introduction to Spanish with fundamental building blocks in four key areas of world language study: listening comprehension, speaking, reading, and writing. Students are trained to recognize key sounds and basic vocabulary, not only in written form but also through ear training that leads quickly to oral production. Vocabulary and grammar topics are introduced in an ongoing adventure story that prompts students to use skills from all four language-learning areas. Students learn fundamental grammar as embedded in authentic spoken language. Cultural information covers major Spanish-speaking areas in Europe and the Americas. All new graphics, videos, and games keep students engaged and make learning Spanish exciting. An integrated, game-based reward system keeps learners motivated and eager to progress. Content provided by powerspeaK12, Inc.

MS Spanish II A
In this continuing introduction to Spanish, students deepen their focus on four key skills in world language acquisition: listening comprehension, speaking, reading, and writing. A continuing storyline introduces and reinforces new vocabulary, while activities prompt students to analyze meaning from context and then reproduce new vocabulary in real-life oral expression. Additional verb tenses and idiomatic expressions are also introduced. As in Spanish I, students learn grammar through supplemental texts supplying traditional charts, tables, and explanations. Cultural information addresses Spanish as it is used around the globe. All new graphics, videos, and games keep students engaged and make learning Spanish exciting. An integrated, game-based reward system keeps learners motivated and eager to progress. Content provided by powerspeaK12, Inc.

MS Spanish II B
Building on abilities developed in MS Spanish II A, this continuing introduction to Spanish helps students deepen their focus on four key skills in world language acquisition: listening comprehension, speaking, reading, and writing. A continuing storyline introduces and reinforces new vocabulary, while activities prompt students to analyze meaning from context and then reproduce new vocabulary in real-life oral expression. Additional verb tenses and idiomatic expressions are also introduced. As in Spanish I, students learn grammar through supplemental texts supplying traditional charts, tables, and explanations. Cultural information addresses Spanish as it is used around the globe. All new graphics, videos, and games keep students engaged and make learning Spanish exciting. An integrated, game-based reward system keeps learners motivated and eager to progress. Content provided by powerspeaK12, Inc.

HS English

ENGLISH I A
ENGLISH I A is the first semester of an introductory English course that combines the study of literary genre with a focus on composition skills. Students will learn effective communication skills by focusing on the first four of the 6 + 1 Traits of writing developed by the Northwest Regional Education Laboratories: Ideas, Organization, Sentence Fluency, and Conventions. Students will select from a choice of novels in the first semester.

ENGLISH I B
ENGLISH I B is the second semester of an introductory English course that combines the study of literary genre with a focus on composition skills. Students will learn effective communication skills by focusing on the final three of the 6 + 1 Traits of writing developed by the Northwest Regional Education Laboratories: Voice, Word Choice, and Presentation. Students will read The Night Thoreau Spent in Jail. Students will also practice oral communication and learn an introduction to research.

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ENGLISH II A
ENGLISH II A, the first course of a two-semester series, is an intermediate English course that combines the study of world literature along with a continued focus on composition skills. The course begins with an overview of thinking skills and literary terms. Students will read, reflect, synthesize, and respond to several different types of world literature, including mythology, Antigone, and House on Mango Street.

ENGLISH II B
ENGLISH II B, the second course of a two-semester series, is an intermediate English course that combines the study of world literature along with a continued focus on composition skills. The course begins with a short story unit. Students will read, reflect, synthesize, and respond to several different types of world literature, including Metamorphosis, poetry, and An Enemy of the People. A research paper is a requirement of the course.

ENGLISH III A
ENGLISH III A, the first course in a two-semester series, is a course that explores American literature and the classic American themes and ideals presented in a wide range of both nonfiction and fiction selections. Students will connect their lives to the texts, analyze these texts, and write clearly about them using the writing process. In addition to poetry, short stories, speeches, sermons, and dramas, students will read and analyze John Steinbeck's Of Mice and Men.

ENGLISH III B
ENGLISH III B, the second course in a two-semester series, focuses on the art of communication in a number of situations. Students will practice both written and verbal workplace communication and will study the art of persuasion. Students will evaluate media and its impact on history in addition to contemporary issues in American communication. This study will include independent media projects and an independent research project requiring the use of the writing process.

ENGLISH IV A
ENGLISH IV A is the first of a two-semester course in which students will acquire the reading and critical thinking skills necessary for understanding challenging new material. Students will explore analysis of literature and tools for literary research. The course concentrates on analyzing literature with a focus on Oedipus the King and writing a research paper.

ENGLISH IV B
ENGLISH IV B is the second of a two-semester course with a concentration on literature from medieval, romantic, and realistic time periods. Students will read and analyze classic works of literature, including Hamlet, which contain literary qualities that promote study and analysis.

HS Mathematics

ALGEBRA I A
ALGEBRA I A, the first course in a two-semester series, guides students through units of study that allow them to gain practical mastery in reading, writing, and evaluating mathematical expressions. Students will study topics including numbers, expressions, and equations. In the final first semester unit, students learn to solve functions and linear equations.

ALGEBRA I B
ALGEBRA I B, the second course in a two-semester series, continues to build on students' knowledge as they learn to solve systems of linear equations and inequalities. Assessments include self-check quizzes, audio

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tutorials, and interactive games. Students will study units that allow them to gain practical mastery in reading, writing, and evaluating mathematical expressions. Students will study topics including polynomials, factoring, quadratic functions, and radicals. The course concludes with a study of rational expressions.

GEOMETRY A
GEOMETRY A, the first course in a two-semester series, provides students with the logic and basic elements of geometry to solve geometry problems. The course introduces students to inductive and deductive reasoning and proofs. Students study parallel lines and the coordinate plane plus an exploration of rays, angles, and lines. Students will identify and apply the properties of triangles and study the properties of quadrilaterals and polygons.
Prerequisite: ALGEBRA I

GEOMETRY B
GEOMETRY B, the second course in a two-semester series, builds on the logic and basic elements of geometry to examine ratios and proportions. The course includes studies of circles, geometric formulas, solid geometric figures, coordinate geometry, and transformational geometry. Students will be prepared to advance to special topics like Algebra II and trigonometry.
Prerequisite: ALGEBRA I

ALGEBRA II A
ALGEBRA II A, the first in a two-semester course, begins with a review of algebraic properties. Students will study properties and applications of linear and quadratic functions, radical functions, and rational functions. Students will identify how the major topics in algebra relate to real-world applications. Students will also explore exponential and logarithmic functions and trigonometric functions.
Prerequisite: ALGEBRA I

ALGEBRA II B
ALGEBRA II B, the second in a two-semester course, includes the study of systems of equations and inequalities. Students will apply topics in geometry, conic sections, probability and statistics, and patterns of logic and reasoning to real-world applications. The course provides students the opportunity to synthesize all information learned in previous studies of algebra. After successful completion of ALGEBRA II B, students will have the necessary skills to study topics in advanced algebra and trigonometry.
Prerequisite: ALGEBRA I

Consumer Math (Mathematics of Finance) A
Consumer Math (Mathematics of Finance) A focuses on basic math skills used in everyday life with the goal of developing intelligent consumers. Students study the practical applications of math using real-world situations. The course emphasizes personal finances through the study of personal earnings, which includes the practical knowledge and application of pay rates and other elements. Students also identify and calculate benefits, taxes, and deductions from paychecks. Students manage all components of checking and savings accounts as well as explain the concepts of saving money and setting financial goals. Students have the opportunity to analyze and graph business functions and learn about credit and life insurance. Prerequisites: Algebra I, Geometry

Consumer Math (Mathematics of Finance) B
Consumer Math (Mathematics of Finance) B is an extension of Consumer Math (Mathematics of Finance) A and continues the focus on basic math skills used in everyday life with the goal of developing intelligent consumers. The practical applications of math are studied using real-world situations. The course emphasizes personal finances through the study of personal earnings and the elements of business, credit, and life insurance. Prerequisites: Algebra I, Geometry, Consumer Math (Mathematics of Finance) A

Trigonometry
Trigonometry, a one-semester course, prepares students for further studies of mathematical topics in Calculus and Physics. The course begins by teaching students to measure angles in degrees and radians, arc lengths,

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and chords. Students then study the basic trigonometric functions, sine, cosine, and tangent, and their inverses as well as the relationships of these functions to chords and right triangles. In addition, students apply their study of trigonometric functions and identities to find angles of elevation and depression and solve right triangles. Prerequisites: Algebra I, Geometry, Algebra II

Pre-Calculus
Pre-Calculus, a one-semester course, covers a variety of topics to prepare students for more advanced calculus courses. The course starts with functions and graphs and moves on to polynomial and rational functions. The course also examines exponential and logarithmic functions, along with trigonometric functions and applications. Students receive introduction to analytic geometry and discrete algebra. The course ends with an introduction to calculus, including lessons on limits, derivatives and integrals. Prerequisites: Algebra I, Geometry, Algebra II, Trigonometry

Calculus A
Calculus A, the first of a two-semester course, centers on limits, differentiation, and applications of differentiation. Topics in this course apply to many problems studied in physics and engineering. Students review algebra concepts and learn fundamental calculus concepts along with working problems for limits and derivatives. Students apply rules for finding different derivatives as well as learn the applications of the derivative. After finding the area under a curve using several different methods, students will complete an essay assignment that applies this to a real-world problem. Students conclude the course by applying theorems and demonstrating knowledge of basic rules for anti-derivatives. After successful completion of this course, students will have a fundamental understanding of the principles of calculus. Prerequisites: Algebra I, Geometry, Algebra II, Trigonometry

Calculus B
Calculus B, the second of a two-semester course, focuses on how to calculate and graph anti-derivatives and integrals as well as how to apply these techniques to real-world problems. In addition, students also study topics in sequences and series. Students find the derivatives of several different functions and apply these derivatives in application problems. They also calculate volume, surface area, and arc length by working with applications of the integral. Finally, students differentiate and integrate multidimensional functions. Prerequisites: Algebra I, Geometry, Algebra II, Trigonometry, Calculus A

HS Sciences

BIOLOGY A
BIOLOGY A, the first course of a two-semester series, introduces students to general biology and the processes of scientific inquiry and thinking. Students will examine the characteristics and organization of life along with the chemical context of living things, basic atomic structure, and the properties of water. An in-depth study of the structure and function of cells and cellular processes leads to an understanding of the fundamentals of genetics, human heredity, and biotechnology.

BIOLOGY B
BIOLOGY B, the second course of a two-semester series, begins with a study of the origins of life and the classification of living things. Students explore microorganisms, including bacteria, viruses, protists, and fungi. An overview of the plant kingdom with a study of plant structure, function, and reproduction is followed by an examination of the animal kingdom. Students will study the major groups of vertebrates and invertebrates. The course concludes with a study of human biology and populations.

PHYSICAL SCIENCE A
PHYSICAL SCIENCE A is first in a series of two courses designed to introduce students to the study of the nature of things. The course introduces students to the scientific method and inquiry processes. The course

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explains lab and field safety along with methods for conducting scientific experiments and communicating results of experimentation. The course leads students to an understanding of the atomic nature of matter, the elements, and the Periodic Table. Students will examine the properties of matter and explore the composition and the behavior of acids and bases. The course concludes with a description of energy and the properties of matter.

PHYSICAL SCIENCE B
PHYSICAL SCIENCE B, the second course in a two-semester series, continues with a study of energy in motion. Students will describe and calculate force, velocity, acceleration, work, and power. The course leads students to understand Newton's laws of motion and guides them in designing simple machines based on the basic principles of physics. The course continues with a study of the generation of electricity and magnetism. The course goes on to cover the forms and properties of waves and the electromagnetic spectrum. Students will study nuclear reactions and the composition and structure of the universe. The course concludes with an examination of the life cycle of a star plus past achievements and future goals for space exploration.

EARTH SCIENCE A
EARTH SCIENCE A, the first course in a two-semester series, is an intense study of geology as a problem-solving science. The course presents an overview of planet earth with an exploration of the solid as a series of interrelated systems. Students will explore minerals plus rocks and the rock cycle. Students will also examine the driving forces behind plate tectonics, the deformation of earth's crust, earthquakes, and volcanoes. The course presents opportunities to examine forces of weathering, including erosion, deposition, glaciers, and deserts. Students will study geologic time, relative age dating, and isotopic dating.

EARTH SCIENCE B
EARTH SCIENCE B, the second course in a two-semester series, begins with an examination of the major principles of hydrology and oceanography. Students will study earth's water systems, including rivers, streams, groundwater, oceans, and coastal processes. The course continues with a study of meteorology, including an examination of earth's atmosphere, weather, and climate. The course leads students to understand the earth, moon, and sun system. The course concludes with a study of the solar system, stars, galaxies, and the universe.

Environmental Science A
Environmental Science A, the first course of a two-semester series, explores the nature of science and the natural world. Students examine environmental issues and learn to make informed decisions using scientific problem solving. Specific topics include ecological interactions, matter and energy flow in ecosystems, biodiversity, characteristics and growth of populations, evolution, succession, biogeochemical cycles, soil and land resources, agriculture, waste management, and characteristics of terrestrial biomes. Recommend Prerequisites: Biology A, Biology B

Environmental Science B
Environmental Science B, the second course of a two-semester series, continues the study of the natural world. Students explore environmental issues and make informed decisions using scientific problem solving. Specific topics include characteristics of aquatic biomes, management of water resources, use of mineral resources and effects of mining, renewable and non-renewable energy resources, atmospheric cycles, climate change, and sustainability. Recommended Prerequisites: Biology A, Biology B

Chemistry A
Chemistry A, the first of a two-semester course, introduces students to the basic concepts of observation, the history of chemistry, and how to reason and use the scientific method. The course also emphasizes the study of matter and energy with focus on identifying differences between states of matter and physical and chemical properties. Fundamental properties of measurement in chemistry along with how to use scientific notation will be introduced early in the course, and these concepts will be reinforced throughout the remaining units. The relation between atomic models and the Periodic Table will be explained along with ways to use

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these concepts as tools in the study of chemistry. The remaining units of the course will focus on ions and ionic compounds, molecular compounds, acids and bases, the mole concept, chemical masses, and chemical equations.

Chemistry B
Chemistry B (2007 - 2008) - Chemistry B, the second of a two-semester course, focuses on chemical bonding, molecular geometry and symmetry, Lewis structures, valence shell electron pair repulsion (VSEPR) theory, and resonance structures. In addition, this course introduces thermochemistry, chemical kinetics, and electrochemistry. Along with concepts and definitions, calculation methodology for pH, pOH, and buffering are provided. Key concepts of organic chemistry, nuclear and environmental chemistry, biochemistry, and analytical chemistry are explained. The course ends with a discussion of industrial processes, energy, and careers related to chemistry.

Physics A
The topics covered in this one-semester course include mechanics; oscillatory motion and waves; and electricity, magnetism, and light. Within these topics, students will learn to analyze situations, apply expressions and principles, and understand various concepts and principles.

Physics B
The topics covered in this one-semester course include continued discussion of electricity, magnetism, and light; sound, fluids, gases, and heat; and modern physics, including quantum theory and the Bohr model of the atom. Within these topics, students will learn to analyze situations; write and apply equations; apply situations, principles, and laws; and understand various concepts and principles.

HS Social Studies/Sciences

AMERICAN HISTORY A
AMERICAN HISTORY A is the first course in a two-semester series that surveys the settlement of the continent through the First World War. Students will identify the origins of the United States, analyze significant documents that have impacted the development of the nation, and identify key events and people in the nation's development.

AMERICAN HISTORY B
AMERICAN HISTORY B is the second course in a two-semester series that surveys the history of the United States from the 1920s to the present day. Students will examine issues that have and still affect the nation, both at home and abroad. They will describe the causes and effects of the wars in which the United States has been involved and discuss the United States as a world power.

ALASKA HISTORY
Alaska History is a one-semester survey on Alaska's history and its people. In this course, students will explore geographic, cultural, political, economic, and social influences on Alaska and the impact these have on Alaska's development from pre-European settlement through the beginning of the twenty-first century.

OKLAHOMA HISTORY
Oklahoma History, a one-semester course, provides a rich study of Oklahoma's history. From Oklahoma's prehistory and the time Coronado etched a record on a rock to more recent national tragedies and accomplishments of notable Oklahomans, students will gain a deep understanding of the history of the 46th state.

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WASHINGTON HISTORY
Washington State History, a one-semester course, provides a rich study of Washington's history. From Washington's prehistory and the time Plateau and Northwest Coast tribes ruled the area to the more recent effects of big companies like Boeing and Microsoft have on the state, students will gain a deep understanding of the history of the 42nd state.

WORLD GEOGRAPHY A
WORLD GEOGRAPHY A is the first course in a two-semester series which examines a broad range of geographical perspectives. Students will study each region using a similar structure in order to analyze the similarities and differences between each region. Students will understand the meaning of geography through in-depth exploration of North America, Central America, South America, and Western Europe. The themes of geography will guide the exploration of each region (location, place, human-environmental interaction, movement, and region).

WORLD GEOGRAPHY B
WORLD GEOGRAPHY B is the second course in a two-semester series which examines a broad range of geographical perspectives. Students will study each region using a similar structure in order to analyze the similarities and differences between each region. Students will understand the meaning of geography through in-depth exploration of Eastern Europe and Russia, East Asia, Southeast Asia and the Pacific Cultures, Africa, and India and the Middle East. The themes of geography will guide the exploration of each region (location, place, human-environmental interaction, movement, and region).

WORLD HISTORY A
WORLD HISTORY A, the first course of a two-semester series, surveys world history from prehistoric times through medieval civilizations. Students will examine the beginnings of civilization in the ancient East and Nile civilizations; Greek and Roman societies; the Americas; Muslim, African, and Asian cultures; and the European Middle Ages from socio-economic, political, and ideological perspectives. Students will identify how and why people, goods, and ideas migrated throughout global history. They will be able to explain how the geography of a region affected the cultures that arose from it. Students will identify social, political, economic, and ideological conditions of major eras in world history along with the structure of society and family in historical cultures. Students will interpret and analyze statistics and dates from maps, charts, and graphs. They will identify the scientific, technological, and artistic achievements of civilizations. Students will compare and contrast the development of religious and philosophical beliefs and traditions and how they spread, along with early political systems and their effects on modern-day governments.

WORLD HISTORY B
WORLD HISTORY B is the second course in a two-semester series that examines the European Renaissance, New Asian Empires, absolutism, Enlightenment, nationalism, Reform, both World Wars, and the Contemporary period. Students will discuss the impact of European imperialism and colonization, and they will recognize the connection between revolution and reform. Students will identify the effect of industrialization and urbanization on the global economy. They will be able to articulate the relationship between historical occurrences and contemporary situations, and they will predict how contemporary issues will affect future generations.

U.S. GOVERNMENT
U.S. GOVERNMENT is the study of the historical backgrounds, governing principles, and institutions of the government of the United States. Students will study the roots of our Constitution and the principles of our government, such as popular sovereignty, separation of powers, and checks and balances. Individual rights, civil liberties, and the importance and responsibility of participating in a democracy will be examined. Students will compare the U.S. system of government with other modern systems and assess the strengths and problems associated with the U.S. system.

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ECONOMICS
ECONOMICS is the study of how societies use limited resources to satisfy unlimited demand. In this one-semester course, students will explore the relationship between suppliers, consumers, governments, and multinational organizations in an effort to better understand how money affects the daily lives of people throughout the world. The course provides students with a clear understanding of how an economy functions at the macro- and micro-levels. A thorough knowledge in these areas will further offer students the tools required to understand how all of this can and will affect their own pocket books. Instrumental to students' understanding will be examination of these key topics: law of supply and demand, saving, borrowing and spending, the Federal Reserve System and money supply, and the role of the government in an open market economy.

HS World Languages

French I A
Students begin their introduction to French with fundamental building blocks in four key areas of world language study: listening comprehension, speaking, reading, and writing. Students are initially trained to recognize key sounds and basic vocabulary, not only in written form but also through ear training that leads quickly to oral production. An ongoing adventure story introduces vocabulary and grammar topics, prompting students to use skills from the four language-learning areas. Students learn fundamental grammar as embedded in authentic spoken language. All new graphics, video, and games keep students engaged and make learning French exciting. An integrated, game-based reward system keeps learners motivated and eager to progress. Content provided by powerspeaK12, Inc.
Note: Students who have already succeeded in Middle School French II should enroll in French II rather than French I.

French I B
Students continue their introduction to French in the second part of this course with fundamental building blocks in four key areas of world language study: listening comprehension, speaking, reading, and writing. Students are trained to recognize key sounds and basic vocabulary, not only in written form but also through ear training that leads quickly to oral production. An ongoing adventure story introduces vocabulary and grammar topics, prompting students to use skills from the four language-learning areas. Students learn fundamental grammar as embedded in authentic spoken language. All new graphics, video, and games keep students engaged and make learning French exciting. An integrated, game-based reward system keeps learners motivated and eager to progress. Content provided by powerspeaK12, Inc.
Note: Students who have already succeeded in Middle School French II should enroll in French II rather than French I.

French II A
In this continuing introduction to French, students deepen their focus on four key skills in world language acquisition: listening comprehension, speaking, reading, and writing. A continuing storyline introduces and reinforces new vocabulary, while activities prompt students to analyze meaning from context and then reproduce new vocabulary items in real-life oral expression. Additional verb tenses and idiomatic expressions are also introduced. As in French I, students learn grammar through supplemental texts supplying traditional charts, tables, and explanations. All new graphics, video, and games keep students engaged and make learning French exciting. An integrated, game-based reward system keeps learners motivated and eager to progress. Content provided by powerspeaK12, Inc.
Prerequisite: French I, or equivalent

French II B
French II B continues the instruction of the first semester course. In this continuing introduction to French, students deepen their focus on four key skills in world language acquisition: listening comprehension, speaking,

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reading, and writing. A continuing storyline introduces and reinforces new vocabulary, while activities prompt students to analyze meaning from context and then reproduce new vocabulary items in real-life oral expression. Additional verb tenses and idiomatic expressions are also introduced. As in French I, students learn grammar through supplemental texts supplying traditional charts, tables, and explanations. All new graphics, video, and games keep students engaged and make learning French exciting. An integrated, game-based reward system keeps learners motivated and eager to progress. Content provided by powerspeaK12, Inc.
Prerequisite: French I, or equivalent

French III A
Intermediate French students who have a strong base in vocabulary, speaking, and listening skills reach a new level of mastery and fluency in this course. Through games and compelling stories, students learn advanced grammar and vocabulary with an emphasis on correct accents and comprehension of real-world native speech. Error-recognition technology helps students eliminate common mistakes from their speaking and writing. All new graphics, video, and games keep students engaged and make learning French exciting. An integrated, game-based reward system keeps learners motivated and eager to progress. Content provided by powerspeaK12, Inc.
Prerequisite: French II, or equivalent

French III B
Intermediate French students who have a strong base in vocabulary, speaking, and listening skills reach a new level of mastery and fluency in this course, which is a continuation of French III A. Through games and compelling stories, students learn advanced grammar and vocabulary with an emphasis on correct accents and comprehension of real-world native speech. Error-recognition technology helps students eliminate common mistakes from their speaking and writing. All new graphics, video, and games keep students engaged and make learning French exciting. An integrated, game-based reward system keeps learners motivated and eager to progress. Content provided by powerspeaK12, Inc.
Prerequisite: French II, or equivalent

German I A
Students begin their introduction to German with fundamental building blocks in four key areas of world language study: listening comprehension, speaking, reading, and writing. Students are initially trained to recognize key sounds and basic vocabulary, not only in written form but also through ear training that leads quickly to oral production. An ongoing adventure story introduces vocabulary and grammar topics, prompting students to use skills from the four language-learning areas. Students learn fundamental grammar as embedded in authentic spoken language. All new graphics, video, and games keep students engaged and make learning German exciting. An integrated, game-based reward system keeps learners motivated and eager to progress. Content provided by powerspeaK12, Inc.
Note: Students who have already succeeded in Middle School German II should enroll in German II rather than in German I.

German I B
Students continue their introduction to German with fundamental building blocks in four key areas of world language study: listening comprehension, speaking, reading, and writing. Students are trained to recognize key sounds and basic vocabulary, not only in written form but also through ear training that leads quickly to oral production. An ongoing adventure story introduces vocabulary and grammar topics, prompting students to use skills from the four language-learning areas. Students learn fundamental grammar as embedded in authentic spoken language. All new graphics, video, and games keep students engaged and make learning German exciting. An integrated, game-based reward system keeps learners motivated and eager to progress. Content provided by powerspeaK12, Inc.
Note: Students who have already succeeded in Middle School German II should enroll in German II rather than in German I.

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German II A
In this continuing introduction to German, students deepen their focus on four key skills in world language acquisition: listening comprehension, speaking, reading, and writing. A continuing storyline introduces and reinforces new vocabulary, while activities prompt students to analyze meaning from context and then reproduce new vocabulary items in real-life oral expression. Additional verb tenses and idiomatic expressions are also introduced. As in German I, students learn grammar through supplemental texts supplying traditional charts, tables, and explanations. All new graphics, video, and games keep students engaged and make learning German exciting. An integrated, game-based reward system keeps learners motivated and eager to progress. Content provided by powerspeaK12, Inc.
Prerequisite: German I, or equivalent

German II B
In this second semester continuing introduction to German, students deepen their focus on four key skills in world language acquisition: listening comprehension, speaking, reading, and writing. A continuing storyline introduces and reinforces new vocabulary, while activities prompt students to analyze meaning from context and then reproduce new vocabulary items in real-life oral expression. Additional verb tenses and idiomatic expressions are also introduced. As in German I, students learn grammar through supplemental texts supplying traditional charts, tables, and explanations. All new graphics, video, and games keep students engaged and make learning German exciting. An integrated, game-based reward system keeps learners motivated and eager to progress. Content provided by powerspeaK12, Inc.
Prerequisite: German I, or equivalent

Latin I A
This introduction to Latin clarifies the traditionally difficult aspects of the language through vocabulary that follows all standard Latin rules but allows students to tell modern stories connected to a contemporary adventure. Students study familiar vocabulary so they can bring into focus the special characteristics of Latin, notably noun cases and declensions. Students receive ongoing practice in vocabulary and grammar, which leads to the study of both ecclesiastical and secular post-Classical Latin as embodied in the Vulgate Bible and Medieval Latin texts. All new graphics, videos, and games keep students engaged and make learning Latin exciting. An integrated, game-based reward system keeps learners motivated and eager to progress. Content provided by powerspeaK12, Inc.

Latin I B
This continuing introduction to Latin clarifies the traditionally difficult aspects of the language through vocabulary that follows all standard Latin rules but allows students to tell modern stories connected to a contemporary adventure. Students study familiar vocabulary so they can bring into focus the special characteristics of Latin, notably noun cases and declensions. Students receive ongoing practice in vocabulary and grammar, which leads to the study of both ecclesiastical and secular post-Classical Latin as embodied in the Vulgate Bible and Medieval Latin texts. All new graphics, videos, and games keep students engaged and make learning Latin exciting. An integrated, game-based reward system keeps learners motivated and eager to progress. Content provided by powerspeaK12, Inc.

Latin II A
Students with a foundation in Latin refine their skills through compelling language lessons and historical and cultural studies. Students go from the basics of Latin to a higher level of sophistication through a learning methodology that uses games and stories. Students foster their abilities to read and understand classical Latin (without using a dictionary) from a variety of authentic sources. All new graphics, videos, and games keep students engaged and make learning Latin exciting. An integrated, game-based reward system keeps learners motivated and eager to progress. Content provided by powerspeaK12, Inc.
Prerequisite: Latin I, or equivalent

Latin II B
Building on skills from Latin II A, students with a foundation in Latin refine their skills through compelling language lessons and historical and cultural studies. Students go from the basics of Latin to a higher level of so-

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phistication through a learning methodology that uses games and stories. Students foster their abilities to read and understand classical Latin (without using a dictionary) from a variety of authentic sources. All new graphics, videos, and games keep students engaged and make learning Latin exciting. An integrated, game-based reward system keeps learners motivated and eager to progress. Content provided by powerspeaK12, Inc.
Prerequisite: Latin I, or equivalent

Mandarin I A
Students use compelling stories, games, videos, and multimedia experiences in this introduction to Chinese. Students learn the elegant simplicity of Chinese grammar and the subtleties of Chinese pronunciation through entertaining lessons that provide a base for conversational ability and listening comprehension. Students build a foundation for reading and writing in the Chinese language through an adaptive technology that lets students choose an approach that works best for them. All new graphics, videos, and games keep students engaged and make learning Chinese exciting. An integrated, game-based reward system keeps learners motivated and eager to progress. Content provided by powerspeaK12, Inc.
Note: Students who have already succeeded in Middle School Mandarin II should enroll in Mandarin II rather than in Mandarin I.

Mandarin I B
Students use compelling stories, games, videos, and multimedia experiences in this continuing introduction to Chinese. Students learn the elegant simplicity of Chinese grammar and the subtleties of Chinese pronunciation through entertaining lessons that provide a base for conversational ability and listening comprehension. Students build a foundation for reading and writing in the Chinese language through an adaptive technology that lets students choose an approach that works best for them. All new graphics, videos, and games keep students engaged and make learning Chinese exciting. An integrated, game-based reward system keeps learners motivated and eager to progress. Content provided by powerspeaK12, Inc.
Note: Students who have already succeeded in Middle School Mandarin II should enroll in Mandarin II rather than in Mandarin I.

Mandarin II A
Students continue with engaging stories, games, videos, and multimedia experiences in this second level of Chinese. Students further their understanding of Chinese grammar and pronunciation through lessons that build on previous conversational ability and listening comprehension. Innovative cultural videos and lessons build awareness of the rich legacy of Chinese culture. Students expand their foundation for reading and writing in Chinese through adaptive technology. This practice provides students with opportunities to generate fun narratives, create well-formed sentences that reflect a solid grasp of grammar structures, and develop a wide vocabulary. All new graphics, videos, and games keep students engaged and make learning Chinese exciting. An integrated, game-based reward system keeps learners motivated and eager to progress. Content provided by powerspeaK12, Inc.
Prerequisite: Mandarin I, or equivalent

Mandarin II B
Building on skills from Mandarin II A, students continue with engaging stories, games, videos, and multimedia experiences in this second level of Chinese. Students further their understanding of Chinese grammar and pronunciation through lessons that build on previous conversational ability and listening comprehension. Innovative cultural videos and lessons build awareness of the rich legacy of Chinese culture. Students expand their foundation for reading and writing in Chinese through adaptive technology. This practice provides students with opportunities to generate fun narratives, create well-formed sentences that reflect a solid grasp of grammar structures, and develop a wide vocabulary. All new graphics, videos, and games keep students engaged and make learning Chinese exciting. An integrated, game-based reward system keeps learners motivated and eager to progress. Content provided by powerspeaK12, Inc.
Prerequisite: Mandarin I, or equivalent

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Spanish I A
Students begin their introduction to Spanish with fundamental building blocks in four key areas of world language study: listening comprehension, speaking, reading, and writing. Students are initially trained to recognize key sounds and basic vocabulary, not only in written form but also through ear training that leads quickly to oral production. Vocabulary and grammar topics are introduced in an ongoing adventure story that prompts students to use skills from all four language-learning areas. Students learn fundamental grammar as embedded in authentic spoken language. Cultural information covers major Spanish-speaking areas in Europe and the Americas. All new graphics, video, and games keep students engaged, making learning languages exciting. An integrated, game-based reward system keeps learners motivated and eager to progress. Content provided by powerspeaK12, Inc.
Note: Students who have already succeeded in Middle School Spanish II should enroll in Spanish II rather than in Spanish I.

Spanish I B
Students continue their introduction to Spanish with fundamental building blocks in four key areas of world language study: listening comprehension, speaking, reading, and writing. Students are trained to recognize key sounds and basic vocabulary, not only in written form but also through ear training that leads quickly to oral production. Vocabulary and grammar topics are introduced in an ongoing adventure story that prompts students to use skills from all four language-learning areas. Students learn fundamental grammar as embedded in authentic spoken language. Cultural information covers major Spanish-speaking areas in Europe and the Americas. All new graphics, video, and games keep students engaged, making learning languages exciting. An integrated, game-based reward system keeps learners motivated and eager to progress. Content provided by powerspeaK12, Inc.
Note: Students who have already succeeded in Middle School Spanish II should enroll in Spanish II rather than in Spanish I.

Spanish II A
In this continuing introduction to Spanish, students deepen their focus on four key skills in world language acquisition: listening comprehension, speaking, reading, and writing. A continuing storyline introduces and reinforces new vocabulary, while activities prompt students to analyze meaning from context, and then to reproduce new vocabulary in real-life oral expression. Additional verb tenses and idiomatic expressions are also introduced. As in Spanish I, students learn grammar through supplemental texts supplying traditional charts, tables, and explanations. Cultural information addresses Spanish as it is used around the globe. All new graphics, video, and games keep students engaged, making learning languages exciting. An integrated, game-based reward system keeps learners motivated and eager to progress. Content provided by powerspeaK12, Inc.
Prerequisite: Spanish I, or equivalent

Spanish II B
Building on abilities developed in Spanish II A, this continuing introduction to Spanish helps students deepen their focus on four key skills in world language acquisition: listening comprehension, speaking, reading, and writing. A continuing storyline introduces and reinforces new vocabulary, while activities prompt students to analyze meaning from context and then to reproduce new vocabulary in real-life oral expression. Additional verb tenses and idiomatic expressions are also introduced. As in Spanish I, students learn grammar through supplemental texts supplying traditional charts, tables, and explanations. Cultural information addresses Spanish as it is used around the globe. All new graphics, video, and games keep students engaged and make learning Spanish exciting. An integrated, game-based reward system keeps learners motivated and eager to progress. Content provided by powerspeaK12, Inc.
Prerequisite: Spanish I, or equivalent

Spanish III A
Intermediate Spanish students who have a strong base in vocabulary, speaking, and listening skills reach a new level of mastery and fluency in this course. Through games and compelling stories, students learn advanced grammar and vocabulary, with an emphasis on correct accents and comprehension of real-world na-

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tive speech. Error-recognition technology helps students eliminate common mistakes from their speaking and writing. All new graphics, video, and games keep students engaged and make learning Spanish exciting. An integrated, game-based reward system keeps learners motivated and eager to progress. Content provided by powerspeaK12, Inc.
Prerequisite: Spanish II, or equivalent

Spanish III B
Intermediate Spanish students who have a strong base in vocabulary, speaking, and listening skills reach a new level of mastery and fluency in this course, which is a continuation of Spanish III A. Through games and compelling stories, students learn advanced grammar and vocabulary, with an emphasis on correct accents and comprehension of real-world native speech. Error-recognition technology helps students eliminate common mistakes from their speaking and writing. All new graphics, video, and games keep students engaged and make learning Spanish exciting. An integrated, game-based reward system keeps learners motivated and eager to progress. Content provided by powerspeaK12, Inc.
Prerequisite: Spanish II, or equivalent

Diagnostic & Intervention

TuneUp Reading ® (MS/HS)
TuneUp Reading ® is a one-semester, customizable program designed to meet the needs of individual students over the full reading spectrum. Each student begins the program by taking a diagnostic prescriptive that places the student at an appropriate starting point in the program. Within the program, each student gains comprehension, vocabulary, and fluency skills by reading age-appropriate stories and performing vocabulary exercises. The design of TuneUp Reading ® specifically helps native Spanish speakers learn to read in English using the program's optional Spanish audio instructions. TuneUp Reading ® not only helps the low-literacy student, it enhances the reading skills of the traditional student and prepares college bound students to succeed on entrance exams.
Content provided by Failure Free Reading®

Mathematics Intervention
Advanced Academics' Mathematics Intervention program for grades 4 through 7 is designed for students in need of an intensive review of critical standards necessary to be proficient at grade level. The AAMI is available online in a customizable format that can be tailored to individual students' needs. The AAMI includes six units of study which address the major mathematical themes found in the elementary grades.

Algebra Readiness
Advanced Academics' Algebra Readiness program is designed for students in need of an intensive review of critical standards necessary to be prepared to enter Algebra I. The AAAR is available online in a customizable format that can be tailored to individual students' needs. The AAAR includes core pre-algebra and algebra topics, as well as topics addressing fundamental mathematical skills.

Test Prep

English Proficiency Exam – OverPass (HS)
The English/Language Arts portion of the OverPass series addresses academic content standards through early high school. Students initially complete a diagnostic test of both multiple-choice questions and a writing task to identify weaknesses. Students are then provided with individual lesson plans to help improve their English/Language Arts skills. Upon completion of the lesson plan, several mastery examinations are available to

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reassess and restructure a student's lesson plan for more studying. The reading topics that are covered within this course include word analysis and fluency, vocabulary development, informational reading, and literary response and analysis. The writing portion covers writing strategies, applications, and conventions. Within the writing portion, students must generate a response to literature, an informational passage, or writing prompt. Each of the English/Language Arts exams covers 27 objectives and includes 72 multiple choice items and 1 written response item.

Math Proficiency Exam – OverPass (MS)
The Middle School Mathematics portion of the OverPass series addresses the academic content standards from middle school and basic geometry. Students initially complete a diagnostic test of multiple-choice questions to identify weaknesses. Students are then provided with individual lesson plans to help improve their math skills. Upon completion of the lesson plan, several mastery examinations are available to reassess and restructure a student's lesson plan for more studying.

Math Proficiency Exam – OverPass (HS)
The Mathematics portion of the OverPass series addresses the academic content standards from middle school mathematics through Algebra I and basic geometry. Students initially complete a diagnostic test of multiple-choice questions to identify weaknesses. Students are then provided with individual lesson plans to help improve their math skills. Upon completion of the lesson plan, several mastery examinations are available to reassess and restructure a student's lesson plan for more studying. Some basic topics included within this course are number sense, computational skills with decimals, fractions, percents, basic statistics, data analysis and probability, measurement, mathematical reasoning, and many algebra and geometry applications. The Math exam covers 53 objectives and includes 80 multiple-choice items.

Mastery & Placement

Mastery and Placement
Advanced Academics offers additional flexibility for its core curriculum content through opportunities for Mastery and Placement examinations. Our Mastery Exam program, also known as Credit By Exam, uses the final semester exams from our core content courses to assess students on their mastery of the required content objectives for each semester course. Depending on your local district and/or state policies, students who score high enough on the exams may be granted credits. Our Placement Exam program provides the opportunity to assess a student's readiness or already mastered content prior to taking an online course. The Placement Exam program uses a set of prescriptive diagnostic exams to assess and then provide a prioritized Lesson Plan for each student. The Placement Exam program is available for a number of our core high school courses. For more information about the Mastery and Placement Exam programs, please contact Advanced Academics.

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Louie Flora

From: Sue Hardin [Sue_Hardin@breadnet.middlebury.edu]
Sent: Monday, January 18, 2010 7:17 AM
To: Louie Flora

Dear Louie,
Our superintendent asked me to write to you about our online course offerings. Our school is associated with Virtual High School which is based in Massachusetts. We have several students who take online classes through this program. As part of our association, I am an online teacher of AP English lit and comp. I have 25 students who are located all over the world.

VHS classes are very structured and quite rigorous. My students have weekly writing assignments and online discussions about a wide variety of college-level reading. I have one period per work day that is allotted to me for VHS work.

I am not sure what other information you require, but I'm happy to answer any questions you may have.
Yours,
Sue Hardin
Petersburg High School

INTERIOR DISTANCE EDUCATION OF ALASKA
Galena City School District – Anchorage Field Office – 670 W. Fireweed – Anchorage, AK 99503
907-562-4332 – Fax 907-562-4662

Louie Flora
House Education Committee Aide

January 18, 2010

Dear Mr. Flora,

Superintendent Jim Smith asked that I write to you explaining how the Galena City School District addresses online course offerings.

Even though Galena operates the largest correspondence program in the state, we have found that it is not cost effective to develop online classes internally for use within our programs. Presently we have only one class being operated through the UAF Rural Campus that we offer to our students. This is a Private Pilot Ground School class being offered by our aviation instructor on the GILA campus.

Our IDEA program utilizes various commercial and University offered online classes to meet the needs of our students through grades offered by transcript.

By the nature of our operations, we are very interested in your research and findings concerning online class offerings. We are more than happy to offer our experience in any way if we can be of help in your research.

Sincerely,

Steven D. Musser
Assistant Superintendent/GCSD

Louie Flora

From: PJ Ford Slack [pjford@dgsd.k12.ak.us]
Sent: Friday, January 08, 2010 12:31 PM
To: Louie Flora
Cc: Duncan Ware; Bill Burr; Michael McCowan
Subject: RE: [BULK] AK school district online course offering information and discussion request

Dear Mr. Flora,
Delta/Greely Cyber school is one of the oldest cyber schools in the state. We teach Alaska curriculum using Alaska Certified teachers. We would like to be a part of this conversation.

Best wishes,

PJ Ford Slack Superintendent
Duncan Ware Principal
Bill Burr Technology Director

From: Louie Flora [mailto:Louie_Flora@legis.state.ak.us]
Sent: Friday, 8 January 2010 11:05 AM
To: lhsclaf+akschooldistricts@legis.state.ak.us
Cc: Marcy Herman
Subject: [BULK] AK school district online course offering information and discussion request
Importance: Low

Hello,

The House Education Committee will be holding an overview to discuss the current online course offerings in Alaska School Districts on either January 25th, 27th, or 29th depending on the information we receive back from DEED and the districts. We would like to discuss the different non-correspondence online course offerings in the districts and the costs to the districts of these courses.

Again, this is not an overview on correspondence courses, but online courses as described in the article on Arizona schools below.

Please e-mail me with the online course information for your district and I will be in touch with a date for the discussion asap.

Thank you.

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

Arizona expands K-12 online course offerings

43 commentsby **Pat Kossan** - Jan. 2, 2010 09:15 PM
The Arizona Republic

4097

Louie Flora

Subject: FW: online courses for students

From: Linda Saito [mailto:lsaito@nwarctic.org]
Sent: Sunday, January 10, 2010 9:28 AM
To: Louie Flora
Subject: online courses for students

Louie,
First, let me introduce myself. I am the Curriculum Director at Northwest Arctic Borough School District. Your message to the Superintendent was passed on to me about online courses for students.

Secondly- I am the mother of Anahma. I know that you have also been in touch with my husband Lincoln Saito in the past year.

On the subject of online courses for our students- I believe it is vital that we establish some sort of Virtual School for the rural sites. At this time we are talking about providing Virtual classes to several of our sites due to the fact that we must have Highly Qualified teachers for all of the core subjects. As you know, this is a difficult task to undertake, but it is necessary. If it is at all possible, I would love to be involved in your conversations regarding this because it is the direction we must go.

As you gather information from others and go forward with this, please keep me in the loop as much as possible. We can continue on as a single district doing our "own thing", but it would be so much more standardized for us to work together to develop courses of study for the rural districts.

Thank you very much,
Linda Saito

Linda Saito, Director of Curriculum & Instruction
NWABSD
P.O. Box 51
Kotzebue, Ak. 99752
907-442-3472 ext. 268

Louie Flora

Subject: FW: AK school district online course offering information and discussion request

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From: Richard Carlson [mailto:richard.carlson@klawockschool.com]
Sent: Saturday, January 09, 2010 11:40 AM
To: Louie Flora
Subject: RE: AK school district online course offering information and discussion request

The Klawock City School District uses Compass Learning as our primary source of on-line course

Richard E. Carlson
Superintendent
Klawock City School District

Louie Flora

From: Jim Smith [jim.smith@galenanet.com]
Sent: Monday, January 18, 2010 8:50 AM
To: Louie Flora
Subject: to Share
Attachments: virtual.pdf

Dear Mr. Flora,

I've attached an article from the National School Boards Association Newsletter that I think presents "virtual schools" discussion nationally at this time. Maybe you folks have seen this and other attention that seems to grow across the country in this regard. Rural states of course are challenged by the potential of lost child count and funding as well as generally high cost for on-line credits. At $300 to $500 a credit it doesn't take many credits to pay for a teacher. We are still trying to sort out a definition for "virtual schools" wondering how our correspondence schools don't fit that bill? Hope you have good discussions.

Sincerely,
Jim Smith

National Affiliate
NSBA
National School Boards Association
1680 Duke Street
Alexandria, VA 22314

Winter 2010
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Number 1
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School Bo
New

A Service for NSBA National

States and schools grapple with online learning

Growth of virtual schools outpaces policy in many areas of the nation

By Naomi Dillon

The world of online learning represents a new era in education, where instruction can be delivered to students no matter where they are, physically or cognitively.

At least that's the idea.

The phenomenal growth and variety of virtual schools, a catch-all term that encompasses many models and is sometimes used interchangeably with online learning, has not only led to confusion, but also to false starts in some areas, reticence in others, and resistance in still other parts.

What started with just a few fledgling start-up programs offering advanced and supplemental courses in the late 1990s has evolved into a wide-ranging slate of state-led, district-launched, or privately managed public entities offering everything from credit recovery to full-time options.

No one denies, however, that virtual schools are here to stay.

The most recent data estimated that roughly a million public school students used some form of online learning in 2007-08, a 47 percent increase from just two years earlier. What's more, 44 states offer substantial supplemental and full-time online learning opportunities. Two states, Alabama and Michigan, now require an online learning component to graduate.

"We're seeing [steady] growth of online learning because it works and it's effective," says Susan Patrick, the president of the International Association for K12 Online Learning (iNACOL). "It keeps students learning, learning better, more productively and graduating on time. With time, you will see more and more districts focusing on what works."

But first, what is it?

"I think most policy discussions around online learning have to do with

See Online Learning on page 6

4101

Full-time virtual learning

Florida allows students to take all their classes online

By Naomi Dillon.

Florida has led the way in K-12 virtual education, building a franchise model of supplemental high school courses for both advanced and struggling students, modernizing the funding formula, and introducing new practices like blended learning, which marries online learning with traditional classroom time.

But this school year, Florida educators undertook their biggest venture yet: offering full-time virtual learning to any eligible student.

After a decade of increasing its catalog of courses—the inventory includes more than 90 classes covering core subjects, electives, and advanced material—Florida legislators voted last year to require school districts this year to provide a full-time online learning option to any K-12 student previously enrolled in a virtual or traditional school or who is part of a relocated military family.

"The [logic] behind the expansion was Florida Virtual School offers lots of programs but they don't offer everything that everyone needs, and [districts] would say they don't offer a dropout prevention program, or they don't offer this," says Wayne Blanton, executive director of the Florida School Boards Association.

"The mandate just passed last year in legislation, so it was a very short time and intense thing to get this thing off the ground," says Jamie Sachs, associate director of the Southern Regional Education Board's (SREB) Educational Technology Cooperative, a coalition of higher education and K-12 virtual leaders from the 16 states SREB represents, including Florida. "We were all amazed they got it up and going."

But whether it works is another question that won't be answered until more time has passed.

"Call me in a few months," says Donna Nicolodi, principal of Polk Virtual School in Polk County Public Schools. "Right now the program is new and exciting."

And many find it confusing.

Until now, Florida Virtual School (FLVS)—state-led and state-funded—had been the main provider of online high school curriculum to school districts in the state. But the recently passed mandate pushed FLVS to partner with Baltimore-based Connections Academy in order to serve the K-8 students. And if school districts don't like those options, they can choose another state-approved vendor or create their own full-time virtual program.

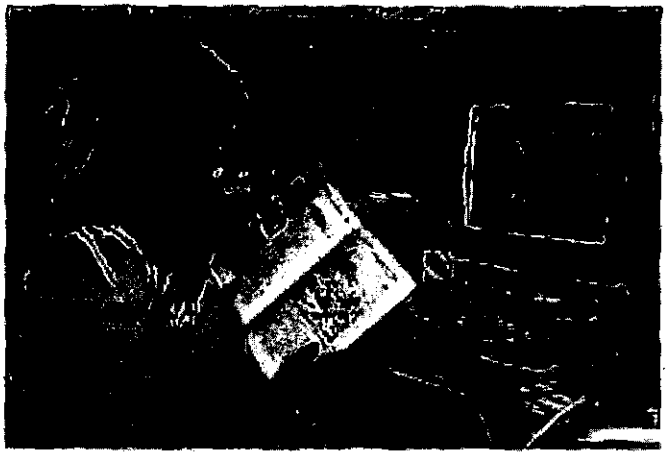
Complicating matters further, the full-time online learning option, as the legislation is interpreted, is not to be confused with the classic supplemental program.

"It's a challenge explaining the difference between the franchise and full-time virtual model because when people think of virtual education they have the concept of anytime, anywhere, any place," Nicolodi says, paraphrasing FLVS's slogan and business model.

In stark contrast, however, students who enroll in the full-time option are required to take a block of six courses, register in person, furnish enrollment criteria such as vaccination records and proof of residence, and follow state mandates like daily attendance.

"In the virtual franchise, if students wanted to do all of their homework on Monday, turn it in and be done, they could do that," Nicolodi says. "But as the legislation [for the full-time online school] is written, there is an attendance component and expectation of regular log-ins and submissions."

Whether enrolled full-time or part-time, Florida public school students and families pay nothing for the online courses. Florida school districts pay nearly $4,000 per student to the provider, though districts only pay if the full-time online student advances to the next grade or completes the required credits. It's a funding model based on FLVS' own pay-for-performance methodology.



Courtesy of K-12 Inc.

Jacqueline Higgins, a ninth-grader at the Idaho Virtual Academy, uses a workbook to complete an online assignment. The charter school's goal is to create a multimedia experience for students using both print and online materials.

"While a traditional school district is funded on student population, FLVS is funded on *successful student completion*," explains Jodie Poco-Olano, FLVS spokeswoman.

As FLVS' popularity grew and the waiting list for courses grew even longer, Poco-Olano said the state moved from treating the unofficial school district as a line item and more as a business opportunity, agreeing to provide FLVS a weighted FTE allocation—to account for reduced costs like facility maintenance and transportation—for every student that achieved a D or better.

FLVS teachers are salaried and operate on annual contracts, though they are part of the state's teacher retirement system. Teachers are designated course quotas, based on the complexity of the course material and the intensity of teacher grading.

In a franchise model, like the one at Polk County, districts provide their own teachers. For the full-time option, at least for now, most districts, including Polk County, are contracting with private companies like Kaplan and K-12 Inc., the latter of which has a network of more than 2,000 accredited teachers to draw from.

Options, the underlying theme and goal of the recent Florida legislation, are certainly not lacking in the state's virtual education landscape, which so far this year has enrolled 250 high school and 1,000 primary grade students into the full-time program. But will too many options only serve to confuse and complicate?

"It's going to stay all over the board, not just with us, but any district that does online learning because there are so many offerings and they are coming online so fast," says Blanton. "Quality assurance is the thing we're wrestling with right now." ■

Number of Core Content Courses Offered by Alaska Correspondence Programs

	Language Arts	Social Studies	Mathematics	Science	Potential Capacity
Chugach Extension School	10	12	9	6	Additional 2,000
CyberLynx	8	6	9	8	Target 800
Southeast Island Correspondence	6	4	6	4	
YKSD - Raven Correspondence	4	4	3	3	Additional 2,800
Copper River - Upstream Learning	3	2	2	2	
Craig - PACE **	39	22	20	29	
Delta Cyber School	8	4	10	4	
Denali - PEAK Correspondence**	6 and 20	6 and 22	6 and 15	5 and 5	Additional 2,000
Galena - (IDEA)	3	6	4	6	No Limit
Iditarod**	By request				
Wrangell - (AKVA)**	15	25	17	17	
Ketchikan Fast-Track**	7	6	10	6	

*** Indicates courses provided by commercial vendor*

NOTE: Wrangell and Ketchikan data is based on website information pending response from Districts.

An Overview of Existing Alaska Distance Education Models

Alaska School Districts currently offer a variety of distance education options. No one school district utilizes all options, but moving toward a networked Virtual School program would capture efficiencies, promote best educational practices, and expand opportunities for all Alaskan students.

Course delivery methods vary widely. Some courses offer a blended approach of more than one method, such as video conference with an online component for additional interaction. Some courses are offered entirely online. In many districts, distance tools are further used to enhance and support regular classroom activities. Finally, districts often use distance delivery methods to provide instructional support and enrichment activities for their students. Utilizing a networked Virtual School structure would help to simplify the options for students and parents.

The proposed Virtual School Project includes taking advantage of empty seats in course offerings in schools, common scheduling, maximizing the reach of highly qualified instructors, and partnering with post-secondary providers for developmental courses, occupational training, dual credit, advanced placement, credit recovery, and other educational services important to Alaskan students and parents.

Aleutians East School District is working with getting highly qualified teachers in the 6 sites. Video-Conferencing (VTC) is used for classes, virtual field trips, in-service training for staff and using technology to broaden the curricular offerings of the school district and to bring remote students and staff opportunities that would not be cost-effective under different circumstances. Teaching AP English, Geometry, and Physical Science sharing teaching resources in-district.

Anchorage School District MyHigh Program currently delivers online classes primarily for students in grades 10-12 and plans to expand to other grade levels soon. A wide range of courses are available, many of which were purchased or licensed from Florida Virtual or Apex. In addition, Alaska Studies was developed exclusively by district staff. In many cases, ASD is working to customize course content to be more culturally responsive and aligned to the district's content and performance standards. All core curriculum areas as well as several electives are currently available, and all courses can be completed entirely online (24/7 access). Currently, courses follow our existing school calendar, but the district's goal is to pursue open entry/open exit as soon as feasible. Enrollment has been growing steadily since a pilot project began in the 2004/2005 academic year and is expected to continue to climb at a rapid rate. All teachers who deliver online courses are highly qualified in their subject areas and have completed a credit course in best practices of online teaching strategies.

Bering Strait School District uses a master classroom teacher as a Distance Learning Facilitator to match student and school site needs with the many existing distance learning programs, courses and opportunities. Some of the courses for the current semester include high school and dual-credit courses from University of Alaska Fairbanks, Northwest Campus, and other universities. AVTEC has offered BSSD courses tailored to their needs, and the district has "swapped" courses with other districts in rural Alaska. This has allowed BSSD students to take

specific courses the district is unable to offer in its rural schools, as well as dual-credit offerings for high achieving students, and pre-vocational offerings for specific trades. Content this year has included such diverse examples as Physics from UAF, Anthropology from Harvard, and Academic Writing from Northwest Campus, and Korean from Yonsei University.

Cordova is in the beginning stages of utilizing online digital learning environments. Currently, a science instructor is scheduled to participate in a virtual autopsy for Human Anatomy class. CSD is attempting to deliver as much curricular online as possible. CSD supports credit recovery courses utilizing PLATO, a commercial courseware program, and other online resources, and encourages teachers to participate in additional online learning environments.

Craig City School District and PACE statewide correspondence, students are currently using purchased curriculum (Odysseyware) courses which are taught by district teachers for all content areas. BYU and North Dakota online curriculum is offered as well. District created courses such as Alaska Native cultural courses, digital photography, technology and graduation requirement specifics such as Alaska History.

Delta Greely School District uses a variety of technology aspects including the Delta Cyber School which runs a mixed program of complete turnkey coursework through BlackBoard as well as advanced Elluminate use for class instruction. Delta Greely has also used VTC to communicate blended classes using "face to face" video instruction to add value to the regular education program in other districts. A majority of coursework has been teacher created by DCS staff but the school also uses third party programs and curriculum (Florida Virtual, APEX, Aventa, Giany Campus, and a number of others at different times) that are adjusted to meet the needs of students. The Cyber School has given the option for students in district to expand out the available course offerings through credit recovery and advanced classes along with students from around the state.

Galena City School District developed two multimedia courses in mathematics and language arts through a $1 million dollar federal grant. Aviation ground school is offered from Galena for dual credit (high school and college) through a distance delivery platform to high school students throughout Alaska using a variety of synchronous and asynchronous platforms. The Interior Distance Education of Alaska (IDEA) program provides a variety of distance delivery courses to over 1,800 home school families in Alaska.

Kenai Peninsula Borough School District offers core classes and some electives which have been purchased from a third party (Apex Learning). Additionally the district offers courses that have been developed in house. All online courses are taught by highly qualified KPBSD employees. Courses are offered to students in brick-and-mortar schools as well as KPBSD home school students. The online program is supplemental and does not issue diplomas. VTC classes are offered on a limited basis.

Ketchikan School District uses third party courses as well as the standards-based curriculum from E2020 and Compass Learning, delivered from their servers. They will be developing courses that will be integrated with their regular student's schedules in an online as well as a blended environment (online learning facilitated by face-to-face teachers) on their course

management system. These courses will be offered to all students (brick and mortar and correspondence students) in various formats depending on student need.

Kodiak Island Borough School District uses the highly-qualified teachers in their town schools to provide classes in the rural schools. Additionally, they are offering enrichment classes in guitar and native language with plans to expand to music appreciation and technical math in the upcoming year. Offering Biology and Math (blended: Moodle, VTC) taught by a Kodiak HS teacher(s) to each of our rural sites. That model is being extended to Music and Journalism with the intention to grow it to other classes as needed.

Kuspuk School District provides live video-conference courses taught by highly qualified teachers to provide more choices for students. Each video-conference course is supported by online resources such as e-mail and Moodle. In the last four years, they have offered Cultural Awareness and Arts, Publications, Service Learning, Advanced English, Algebra 2, Biology, Geometry, Algebra and Pre-Algebra to over fifty students each year. Aviation (ground school) has been taken by twelve students through videoconferencing.

Lower Kuskokwim School District provides live videoconference classes to 26 school sites. This model depends on trained, highly qualified "video conference" teachers as well as on-site teachers trained to help facilitate instruction at each remote site. Each video-conference course is supported by online resources such as email and Moodle. Over 300 students a year are getting instruction in Biology, Earth Science and Ecology and five periods of mathematics including Algebra II. Twelve schools have applied mathematics geared towards career and technical education in their schedule. Two robotics and a visual art courses been added in 2009.

Matanuska Susitna Borough School District is offering rural schools one career technical education class, Customer Service, which is a required course for all their career pathways. Mat-Su uses third party software, Plato and Compass Learning for credit recovery, correspondence, and gifted and talented. Finally, the district uses Moodle for regular classrooms to extend learning beyond the school day.

Petersburg School District has been participating as a member of the Virtual High School consortium (www.govhs.org). This collaborative sharing model allows offers courses for enrollment to students throughout the nation. These online courses use an on-site facilitator and students can take these courses during school hours. Currently, one Petersburg teacher offers an additional Advanced Placement English course during her prep period to students in the consortium. As a result, thirty Petersburg high school and middle school students have access to courses that are not locally available to them. Also all classes are supported by a course management system allowing students while traveling for activities to continue their learning.

Southwest Region School District students have talked live with the astronauts on the International Space Station and received a wide range of other enrichment learning activities via two-way videoconferencing. The district has offered Social Studies district-wide to high school students to provide a highly qualified instructor to small high schools. The district also has a cooperative agreement with the University of Alaska to deliver dual-credit courses in Mathematics and several other academic disciplines to higher level students. Several schools are

also using content from out-of-state providers who are teaming to Alaska certified, highly qualified teachers. In addition to the use of two-way video conferencing to deliver instruction, the district also uses an online content management system to support and enhance face to face instruction in regular classrooms.

Wrangell School District is using a comprehensive turn-key solution, K12 curriculum, to offer a K-8 virtual program available to any student statewide. Additionally, in the fall of 2010 Wrangell Public Schools plans to offer a statewide comprehensive high school program. In the fall of 2010 Wrangell Public Schools, Craig School District, Petersburg City Schools, Haines Borough School District, and Bristol Bay Borough School District will also offer selective virtual classes exclusively between their districts.

Yukon-Koyukuk School District has developed online courses targeting students at-risk. Courses utilize a blend of online and textbook components with online teacher support. Additionally, the district uses video conferencing courses in a variety of academic areas including Science, Mathematics, Native Language, and art instruction. Virtual tours and enrichment opportunities are available K-12th grade. Complete academic schedules are available using curriculum such as OdysseyWare and Success Maker K-12th grade. These programs can be used for individualized instruction, class enrichment and/or remediation. YKSD also utilizes courses through Raven Correspondence School, the districts statewide correspondence program, to provide all district students opportunity for advanced courses, additional course options and credit recovery in all academic and elective areas to meet high school graduation requirements and to assist in passing the HSGQE.

Alaska Vocational Technical Center (AVTEC) teaches a wide range of courses that have previously targeted post-secondary students and teachers. AVTEC provides professional development for teachers on Moodle Course development; Elluminate; VTC; etc. AVTEC plans to offer some CTE courses directly to 9-12 starting in the Fall of 2010. This will begin with a "Math for the Trades/Applied Math" course that will be taught via VTC/Moodle during the school day. In the future AVTEC also would like to offer MS Office Specialist Certification courses as well and students would be able to take the MS Certiport Certification tests online, without having to travel to a testing site.

US News and World Report

Military to Debut Virtual School

A new online curriculum is in the works to ease school transitions for itinerant members' children

By Zach Miners
Posted November 5, 2009

When new assignments force members of the armed forces to move, it often means children need to switch schools. In some military families, children change schools multiple times during the course of their academic lives. The Department of Defense says that the disruptions can produce setbacks in students' schooling, but department officials are working to fix that: They're developing the military's first online virtual high school, to be open in time for the 2010-2011 school year.

The online curriculum is being developed in collaboration with experts at the University of Nevada-Las Vegas under a $6.2 million contract from the Department of Defense Education Activity program. The coursework is meant not to replace or compete with face-to-face schools but to supplement them.

DoDEA, which is responsible for the education of military members' children, has offered distance-learning programs since the early 1980s. Until now, the majority of distance-learning courses offered by the agency have been classes to supplement the core curriculum, such as Advanced Placement courses. The new virtual school is a bit different: It's meant to offer a complete curriculum of courses necessary to graduate from high school.

If a student switches schools midsemester and a certain course is not available at the new school, the student could pick up where he or she left off through a virtual class that is fully compatible with the regular class's subject material. Agency officials also say that

the virtual high school will provide additional resources to fill gaps when face-to-face courses are not offered at a traditional school and increase flexibility in scheduling.

"It can be frustrating when students move from one place to another, and if the class requirements change, that can push a student back in terms of high school graduation timelines," says Patricia Riley, chief of the new school and of DoDEA's distance-learning initiatives.

The online school will be available worldwide, but not all high school-aged children in military families will be allowed to enroll in its courses. Only students who meet certain requirements to attend DoDEA schools—such as being dependent children of service members on overseas orders or of Defense Department contractors—will be eligible. There are currently 1.2 million school-age children in military families, and approximately 85,000 of them attend DoDEA schools, which are funded by the Defense Department and are mostly located overseas.

Most eligible students will be expected to obtain their high school diplomas from a brick-and-mortar campus, but officials say the virtual school can serve students in remote locations in other countries who do not have access to a regular school. If parents don't have Internet access at home, they will be able to work with their local military unit to find access at another location, officials say.

The online curriculum is based on U.S. state learning standards and aligned with the coursework of a typical American high school. Courses will be taught by DoDEA teachers, and many instructors will have either an orientation toward or experience with distance-learning technologies, Riley says. The agency will run training sessions on teaching online, and UNLV also will provide professional development.

"One of the requirements is that these should be very rigorous courses," says Greg Levitt, the subject-matter expert at UNLV who is heading the project to develop 33 new online courses in core subjects. "This should be the equivalent of, or better than, a face-to-face class."

To achieve that equivalency, synchronous communications tools such as Web conferencing will be used. That will allow a teacher to do such things as bring students together to share lab data for a science class or hold a peer review workshop for an English class.

"The classes will be written in a way that's a little different than a textbook," says Levitt, with "more active involvement from the student" and elements such as video and animation.

Those involved in the project hope to create online middle school courses and elementary coursework in the years ahead. However, the program's underlying goal is not just to offer more classes, they say, but to help students learn to use the new technologies so they can keep using them for the rest of their lives.

Says Riley, "What we're teaching is not only academic coursework to meet students' immediate needs but developing lifelong learning skills for the 21st century so they can meet the demands of the future."

Virtual School Initiative

Designed to emulate new learning technologies, the Virtual School Initiative proposes a user-owned consortium that delivers learning 24 hours a day, 7 days a week, 365 days a year as an alternative for all Alaskan students. Through the Virtual School Initiative, students anywhere in Alaska will be able to individualize their educations with flexible scheduling and access to additional virtual courses and learning opportunities. The Virtual School Initiative breaks the affective barrier by providing students peer-to-peer connections both as social beings and learners.

The Virtual School Initiative proposes to offer courses developed by Alaskans as well as access to courses developed by nationally recognized providers of course content. Courses offered through the Virtual School Initiative will taught by highly qualified, effective teachers. Additionally, the Virtual School Initiative would help small schools meet the curricular needs of the Governor's Performance Scholarship and provide rural students with advanced and other specialized courses. The Virtual School Initiative would provide Alaskan students access to college courses as well as technical education courses.

Students will not be the only beneficiaries of the Virtual School Initiative. Teachers will benefit through the expansion of professional development and other learning opportunities delivered through a just-in-time platform. Additionally the Virtual School Initiative expands choice for Alaskan families by providing access to a network of virtual educational options.

Funding for the Virtual School Initiative is through the state's federal Title II-D allocation.

Virtual School Working Group

In December, 2009, Commissioner LeDoux convened Virtual School Working group with the dual purpose of providing recommendations on: 1) standards for the Virtual School Program, and 2) ideas for the design of an Alaska Virtual School program. The working group consists of distance education teachers and practitioners, district distance education and technology coordinators, superintendents, post secondary education institutions as well as consultants from virtual school programs in the nation.

Following are links to the background readings that were provided to the Virtual School working group prior to their meeting in December:

Keeping Pace report – National Snapshot & Key Issues

- www.kpk12.com/downloads/KeepingPace09-fullreport.pdf

Learning in the 21st Century: 2009 Trends Update

- www.blackboard.com/resources/k12/Bb_K12_09_TrendsUpdate.pdf

Online Learning Policy Survey: A Survey of the States

- www.convergemag.com/paper/Online-Learning-2009.html

The working group also examined the following states' virtual school programs:

Maryland Virtual Learning Opportunities Program

http://mdk12online.org/

The Maryland Virtual Learning Opportunities Program (MVLO), an educational service managed by the Maryland State Department of Education, is designed to expand the access of Maryland public school students to challenging curricula aligned to the Maryland Content Standards as well as to other appropriate standards through the delivery of high quality online courses.

MVLO offers online courses for high school credit in collaboration with the local school systems through the Maryland Virtual School (MVS). The teaching is conducted online with the teacher physically separated from the student.

MVS is not a school and does not offer a complete high school diploma program online. The credit earned by taking a MVS course is entered into the student's record by the local public high school or school system. Students may take a course through MVS only with the permission of the local system and the school principal. Credit can only be awarded for MSDE-approved online courses.

Florida Virtual School

http://www.flvs.net/Pages/default.aspx

Florida Virtual School (FLVS) is an established leader in developing and providing virtual K-12 education solutions to students all over Florida, the U.S. and the world. A nationally recognized e-Learning model and recipient of numerous awards, FLVS was founded in 1997 and was the country's first, state-wide Internet-based public high school. Today, FLVS serves students in grades K-12 and provides a variety of custom solutions for schools and districts to meet student needs.

Florida residents take courses for free while non-Florida residents take courses based on tuition rates.

Students in Florida have the right to choose Florida Virtual School as an educational option.

Florida districts have options for setting up FLVS Franchise schools and administrators outside Florida can take advantage of solutions for course licensing to professional development assistance.

Alabama Connecting Classrooms, Educators, Educators & Students Statewide

http://accessdl.state.al.us/

ACCESS Distance Learning (Alabama Connecting Classrooms, Educators, and Student Statewide) is an education initiative of the Alabama Department of Education. It provides opportunities and options for Alabama public high school students to engage in Advanced Placement (AP), elective, and other courses to which they may not otherwise have access.

ACCESS Distance Learning courses are available to students enrolled in Grades 9-12 in an Alabama public high school, or those identified as a special education student in a state correctional facility and registered with an Alabama public high school.

Courses are provided at no cost to students. All courses are offered at school during the regular school day under state rules established to govern the program.

It is the responsibility of local schools/school systems to provide computers, Internet connections, software, and textbooks required for specific courses.

Schools must also develop local policies and provide onsite classroom facilitators to assist students during regular class periods.

Virtual Virginia

http://www.virtualvirginia.org/

Virtual Virginia offers online Advanced Placement, world language, elective, and core academic courses to students across that state, the nation, and throughout the world.

The courses utilize course management software to maximize the interactivity of each class. Each course contains video segments, audio clips, whiteboard interaction, multimedia activities, and online discussions, as well as text. Instructors are available for telephone and online communication with students throughout the day.

Full-time instructors are available from 8:00 am until 4:00 pm three days a week, and from 12:00 pm until 8:00 pm two days a week. Virtual Virginia courses offer a rich, multimedia, learning environment that appeals to a variety of learning styles.

Virtual Virginia courses can be scheduled flexibly throughout the day, as courses do not have to be taken in 'real' time.

Virtual High School (Massachusetts)

http://www.govhs.org/Pages/Welcome-Home

The Virtual High School, a non-profit consortium that offers content-rich, credit-bearing high school courses.

VHS offers full-year and semester-length courses, Gifted & Talented courses for middle school students, Advanced Placement (AP) and Pre-AP courses, is piloting International

Baccalaureate (IB) Diploma Programme courses.

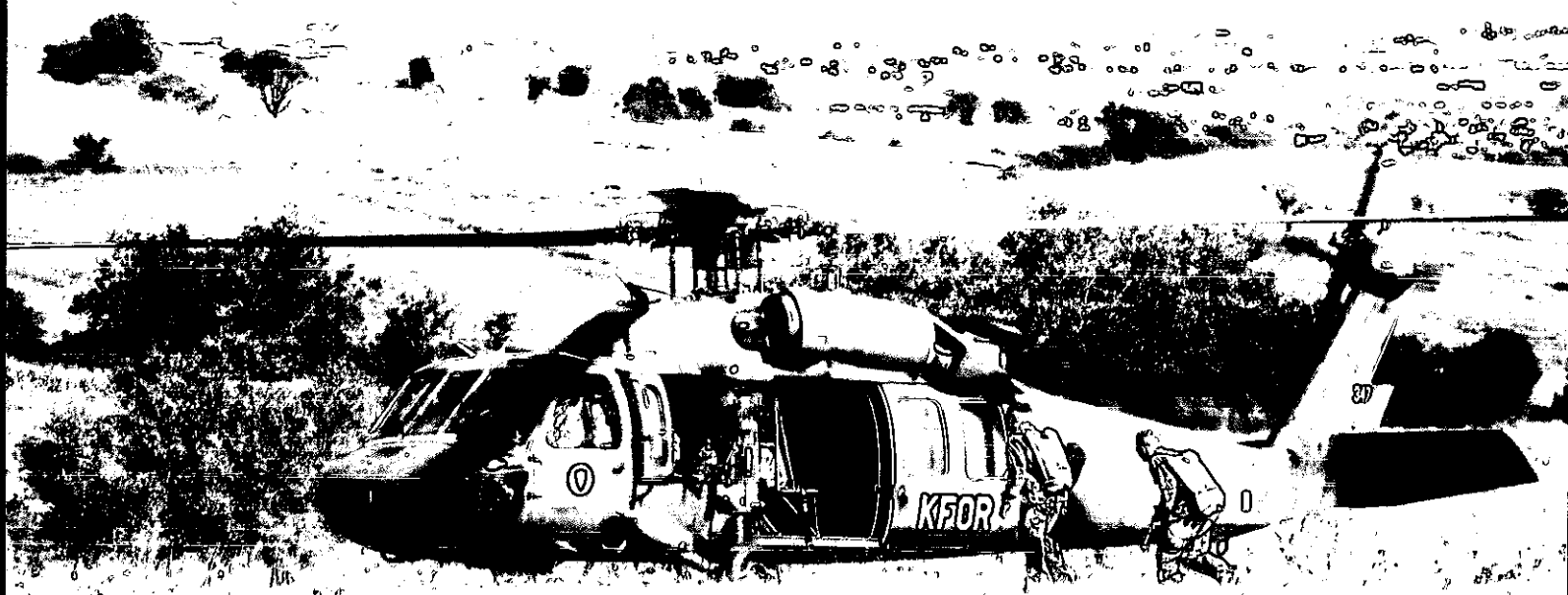
VHS is nationally accredited by the Middle States Commission on Secondary Education.

Schools can join VHS as Individual School Members or Student-Only schools. Individual School Members participate in VHS by freeing a high school teacher one period a day to teach a VHS course online. Student-Only schools do not have a teacher teaching a VHS course, but only have students taking VHS courses. VHS also accepts individual students.

Students are able to attend their classes 24 hours a day, seven days a week, and work cooperatively online with others from a wide variety of ethnicities, backgrounds and geographic locations. Member schools range from 6 students to 4,286, and enrollment for the current year is 11,902. Over 340 courses are offered to 644 schools in 31 states, and 61 international schools in over a dozen foreign countries.

2/17/10 OVERVIEW: ALASKA MILITARY YOUTH ACADEMY

ALASKA DEPARTMENT OF MILITARY & VETERANS AFFAIRS



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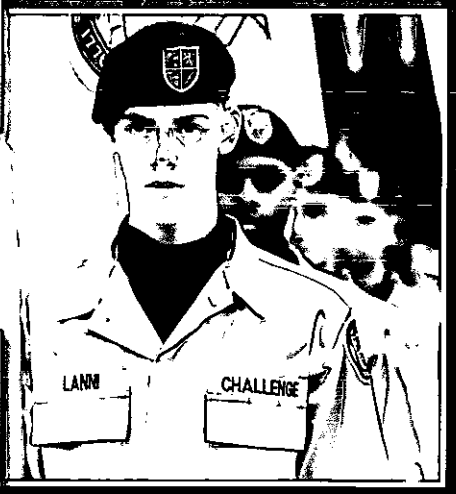

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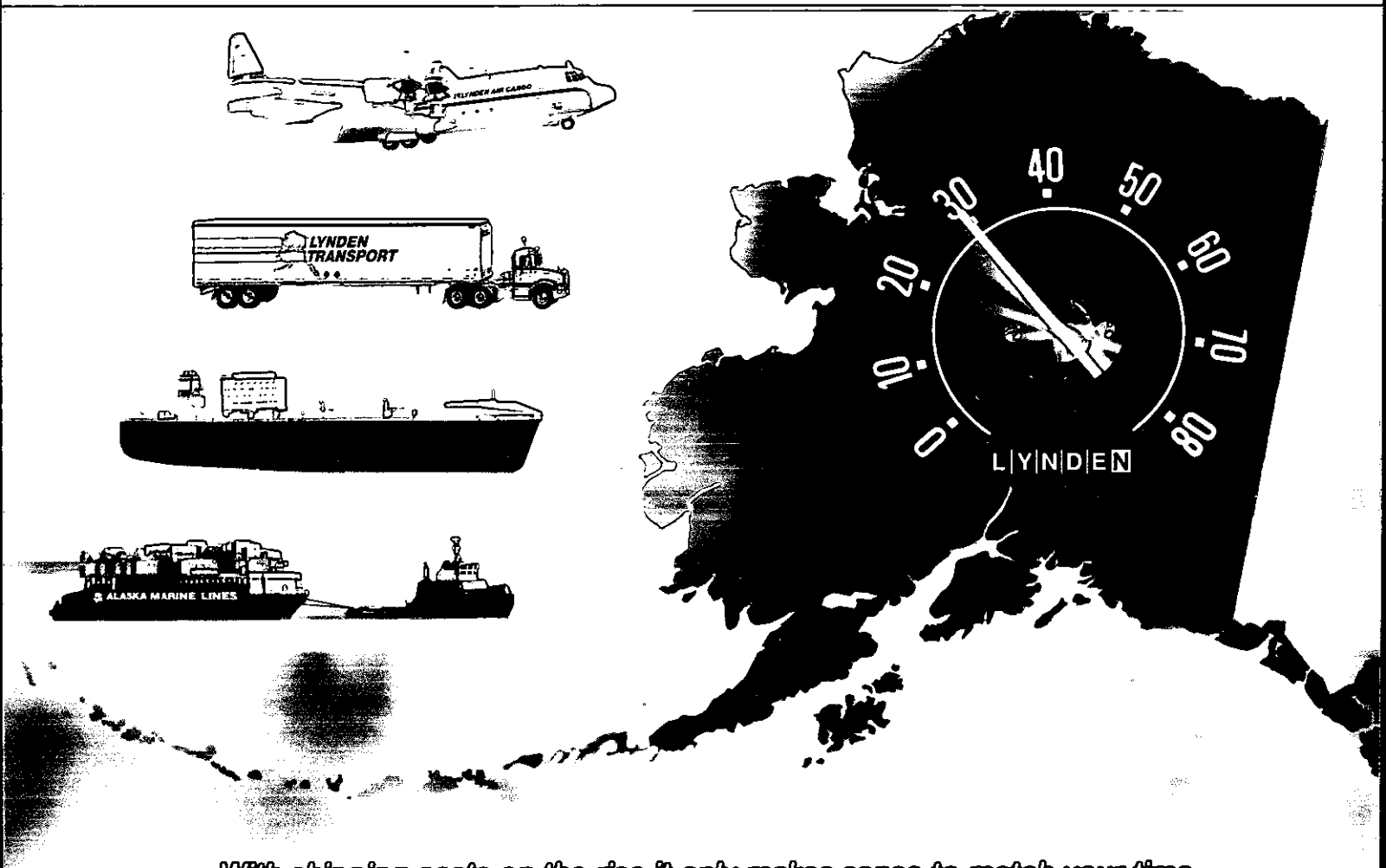

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DMVA 2009 ANNUAL REPORT

Main photo: Sergeant First Class Seth Gordon and Sergeant Zach Carbaugh, of 1/207th Aviation, Alaska Army National Guard, board a UH-60 with firefighting backpacks to stop a blaze downrange on Camp Bondsteel, Kosovo. Photo: Sergeant Ann Hayden, 1/207th Aviation

Inset photos (clockwise from top): Staff Sergeant Paul Deguzman, 176th Maintenance Squadron, Alaska Air National Guard, stands before a C-130 Hercules on the flight line at Kulis Air National Guard Base. Photo: Master Sergeant Rob Trubia, Air National Guard Creative Team

Cadet Logan Douglas Lanni prepares to march with fellow Alaska Military Youth Academy cadets during the Chugiak-Eagle River Bear Paw Parade.
Photo: Courtesy of Alaska Military Youth Academy

U.S. Navy Admiral Mike Mullen, right, chairman of the Joint Chiefs of Staff, pins the Combat Action Badge on Master Sergeant Fenumiai Ilalio, of the Alaska Army National Guard, at Forward Operating Base Walton in Kandahar, Afghanistan, in April. Ilalio earned the Combat Action Badge along with fellow Alaska Army National Guard Sergeant First Class Jody Barnes during a cordon and search operation in which they and an Afghan National Army company came under small-arms fire from Anti-Coalition Forces. Photo: Petty Officer First Class Chad J. McNeeley, U.S. Navy

Many homes along Eagle's river front were damaged, ripped from their foundations and/or completely destroyed by the relentless surge of water and ice during the spring 2009 flood season. Photo: Courtesy Department of Public Safety

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Successful Program, Successful Cadets. **Alaska Military Youth Academy cadets from 1st Platoon, class 2009-2, take part in the Drill and Ceremony competition. This class produced 136 graduates during the 15th year anniversary of the program.** Photo: Courtesy Alaska Military Youth Academy

HOW TO REACH US:

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Ready to Serve

This document was printed at no cost to the State of Alaska.

For the People

Governor Sean Parnell
Commander in Chief

Making a Difference at Home and Abroad

This has been another extraordinary year for the Department of Military & Veterans Affairs. Alaska's Soldiers and Airmen, whether deployed overseas or currently at home, have performed remarkably in defending our nation and serving Alaskans in need.

We restructured the Alaska Army and Air National Guard this year in an effort to modernize, expand and reorganize to equip our Soldiers for 21st century missions. These critical improvements sustain our Alaska Guard members with the facility and personnel infrastructure necessary to fulfill state and national requirements. I am extremely proud of the Alaska National Guard's accomplishments in 2009.

Alaska's military is a vital asset to our state, and they are making a difference around the world. Our Guard members have proved their skills on the battlefield and have honed their abilities in the often harsh conditions of our great state. We are profoundly grateful for their assistance in rescue missions, their response to natural disasters, and their efforts in the fight for freedom and democracy. Missions are accomplished and excellence achieved! These feats bear witness to the abilities of the extraordinary men and women who serve in our National Guard.

This year, Alaska faced numerous catastrophes – experiencing extreme flooding along the Yukon and Kuskokwim rivers, in the city of Pelican and in Southeast Alaska. Because of the outstanding preparation of the Division of Homeland Security & Emergency Management, the initial response and recovery efforts for each community was timely and efficient. Emergency managers continue to prove their ability to work collaboratively and effectively to respond and accurately assess the needs of Alaskans. I join all Alaskans in expressing our gratitude for their work.

As 2009 draws to a close, I am extremely thankful for the service provided by Alaska's Soldiers, Airmen and civilian personnel who dedicate their lives to the protection of our homeland. Their dedication in building Alaska's economy, providing local and national defense and delivering humanitarian relief around the world is invaluable. It is an honor to serve as your commander in chief, and I thank each of you for your service to all Alaskans.

Checking on Progress. On the ground in Eagle, Governor Sean Parnell ensures that the community's needs are being met during the rebuilding and cleanup process. From left: Brigadier General Thomas H. Katkus, adjutant general of the Alaska National Guard; John Madden, director of the Division of Homeland Security & Emergency Management; Governor Sean Parnell; and Andy Bassich, Eagle rebuilding and construction team leader. Photo: Jack Heesch, FEMA

The Adjutant General

Brigadier General Thomas H. Katkus
Adjutant General, Alaska National Guard
& Commissioner, Alaska Department of Military & Veterans Affairs

A Year of Change and Exceptional Success

2009 was an extraordinary year for the Department of Military & Veterans Affairs. Alaska had unprecedented natural disasters that included wildfires, volcanic eruptions, floods and coastal erosion. We continued to support a multitude of deployments for the Air and Army Guard to Iraq, Afghanistan, Kosovo and even Mongolia. We graduated the largest class in the history of the Alaska Military Youth Academy, investigated and recovered one of our Black Hawk helicopters damaged in a major non-injury accident in the mountains of Colorado, transformed and reorganized our entire Army maneuver element and awarded a $20-million contract for construction of a new armory in Bethel.

The Alaska Air National Guard's 176th Wing continued its movement plans to Elmendorf Air Force Base, while the 168th Air Refueling Wing provided extraordinary support to the active-duty Air Force as Guard members responded to the relentless Russian military activity along our western border.

All the while, the Alaska Army National Guard's 49th Missile Defense Battalion stood ready to defend our nation in response to North Korean activity, and the Alaska Army National Guard had its first Soldier cross the Iditarod finish line in Nome. As always, Guardsmen kept our families and loved ones at the forefront in all we accomplished.

As if all this wasn't enough, we experienced a complete change in senior leadership with the resignation of Governor Sarah Palin in July. We conducted all this activity without pause or distraction to our focus. This truly is a tribute to the tremendous professionalism of every member of this organization.

You – the employee, the Soldier, the Airman, the veteran – stepped up to the challenge of completing the mission and did so in an outstanding manner. You confronted multiple tasks and took the time to address the needs of our Alaskan residents. You met their expectations in their time of need. You often risked your lives to save others and sacrificed much of your personal time for the safety and security of our great state. There is no greater sacrifice in life and no greater success.

In the Veterans Affairs lane, we fought a tough fight with the federal government and won for our Alaska Territorial Guard veterans. The governor took the lead and worked with our congressional delegation to make sure the Department of Defense recognized the retirement benefits the ATG earned through their active military service time. Through this legislative victory, 23 elders received their full military benefits and 19 spouses received their federal benefits from their husbands' full service in the U.S. military.

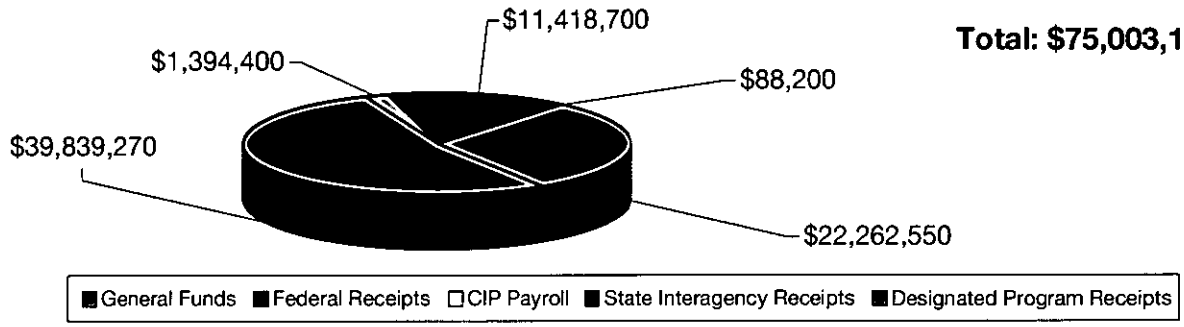
We continued the Operation Santa Claus mission, now in its 53rd year. The Alaska National Guard will sponsor the 2010 Iron Dog snow machine race as part of the National Guard Bureau's effort to raise awareness of our community participation. This provides our Soldiers the opportunity to hone their military skills and exercise their communications, logistics and transportation capabilities, along with their adaptation abilities in the isolated, frigid check points along the trail.

We will long remember 2009 as the culmination of the astonishing effort by an extraordinary group of great men and women that constitute Alaska's Department of Military & Veterans Affairs. I have never been more proud to be a member of such an exceptional organization as we continue to secure the state and defend the nation!

Honoring Those Who Have Served. Brigadier General Thomas H. Katkus, adjutant general of the Alaska National Guard, helps pin an Alaska Territorial Guard service pin on the jacket of Alaska Territorial Guard member Paul Beebe with the help of Beebe's wife, Pauline, during an ATG ceremony in Quinhagak. Sixty-seven Alaska Territorial Guard members from Quinhagak were honored during the ceremony. Photo: Jerry Walton, DMVA

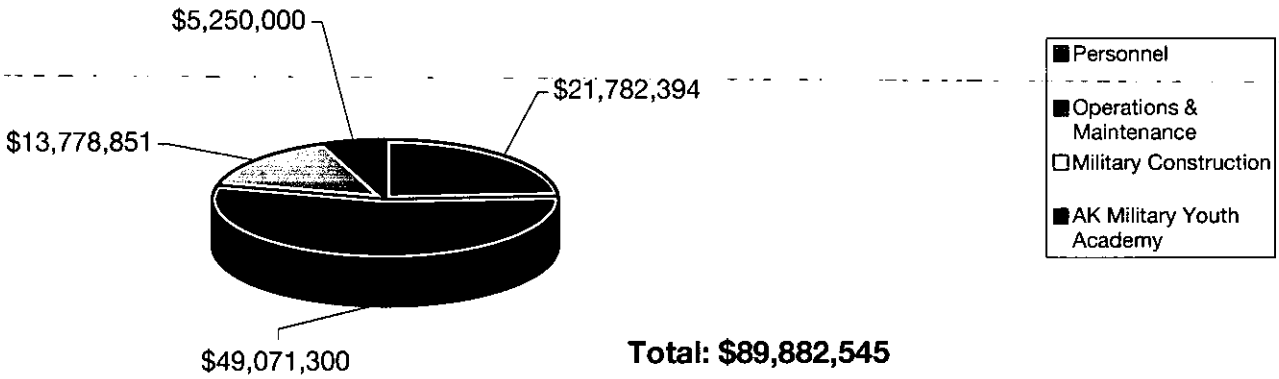
DMVA...By the Numbers

DMVA SFY2009 State Operating & Capital Actual Expenditures



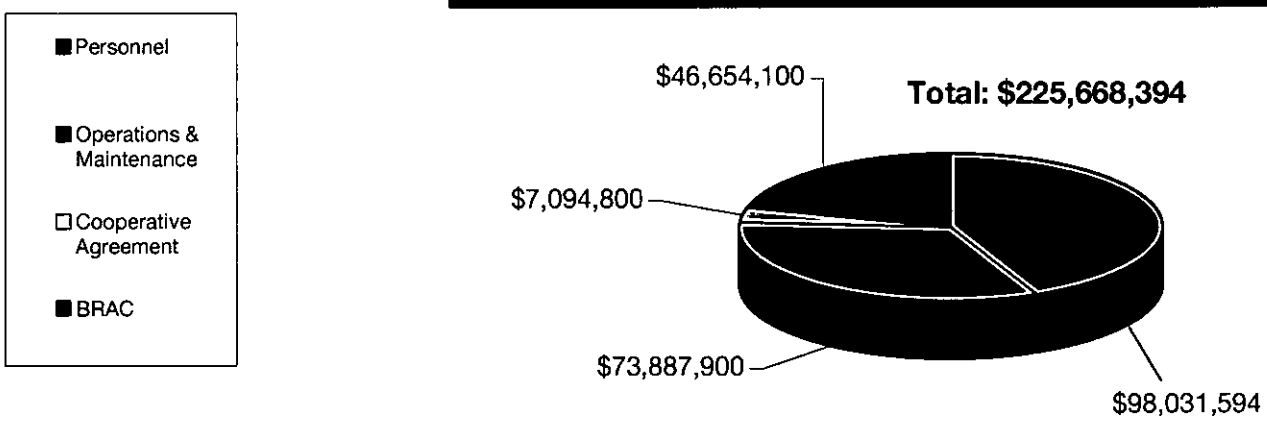
Total: $75,003,120

Army Guard Funding in Alaska – FFY09



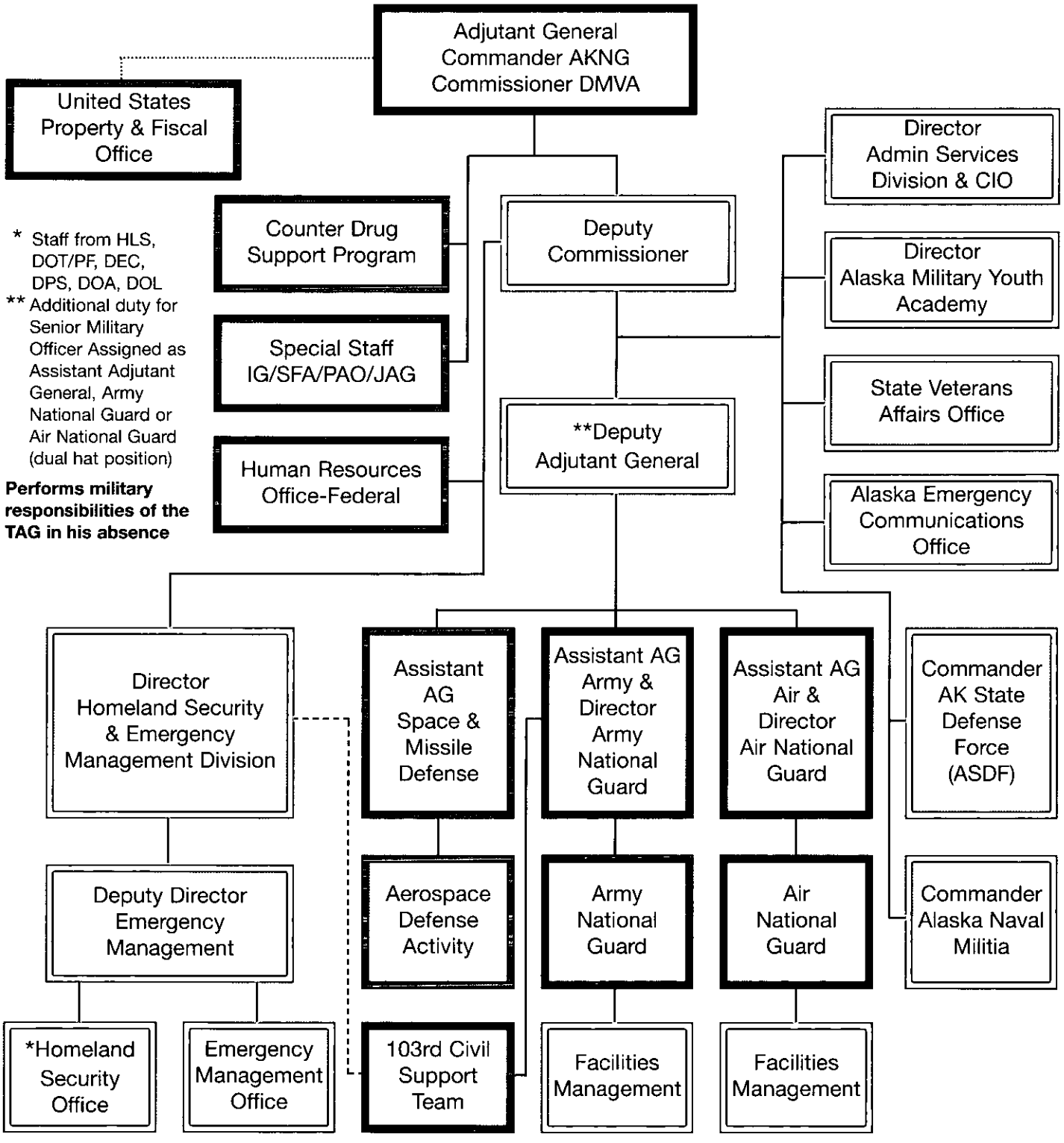
Total: $89,882,545

Air Guard Funding in Alaska – FFY09



Total: $225,668,394

Department of Military & Veterans Affairs



.....Coordination --------Supervisory Control ***(When Designated)***

State

Federal

Combination State & Federal
Depending on status:
Normally State during M-F work week.
Paid Federally when in military status, unless called to State Active Duty.

Federally paid but may be called to State Active Duty

Veterans

Serving Those Who Have Served

This was an exciting year for the Office of Veterans Affairs. Along with our new Governor Sean Parnell and Adjutant General Brigadier General Thomas H. Katkus, a new administrator was selected: Verdie Bowen. He was able to help the department meet and exceed all the 2009 goals while providing stellar support to the state's 77,000 veterans and their families.

Recognizing Service. General Gene Renuart, left, commander of the North American Aerospace Defense Command and U.S. Northern Command, congratulates Alaska Territorial Guard member Warren Matumeak in Barrow during an ATG recognition ceremony. Matumeak was given his official U.S. Army discharge certificate in recognition of his service in the ATG. Photo: Captain Uriah Orland, Alaskan Command Public Affairs

Alaska Territorial Guard

The Alaska Territorial Guard Recognition Program is alive and well, and the top priority of the Office of Veterans Affairs. In order to find all 6,600 ATG members and provide them with the recognition they deserve, it takes a community effort.

Not long after World War II was over, these veterans were soon forgotten. But in 2000, Congress passed a law reflecting the true status of our ATG veterans and granted them full military active service for their time. This helped 26 of our retired National Guard members with ATG service to receive additional retirement funds. But like all good intentions, someone looked at the law, thought this was incorrect and froze the payments of these additional retirement funds. Then-Governor Sarah Palin and the state stepped in to fund the removed amounts until this could be corrected by Congress. Our two senators took this to action and corrected the oversight in the 2010 Defense Appropriations Bill.

We currently have two researchers assigned to the ATG project who spend most of their days researching records for information on our 6,600 ATG members. They have performed an outstanding job. To date, more than 900 U.S. Army discharges have been presented to members or their families, and we have 23 ATG members who receive additional entitlements.

The Office of Veterans Affairs has supported several ATG awards presentation programs and has covered numerous locations from Anchorage to Barrow. The record this year for the most ATG members presented with their U.S. Army honorable discharges and who received the Alaska Territorial Guard Service Medal went to Barrow. The highlight of this presentation was the presenter: General Gene Renuart, commander of the North American Aerospace Defense Command and U.S. Northern Command. Since the ATG recognition program started, Renuart is the highest ranking officer to present certificates to our ATG veterans.

We continue to make this program a top priority and have worked closely with several tribal communities and councils to find the remaining members.

Veteran Service Officer Grant Management

This is another success story for the Office of Veterans Affairs. In order to receive the best service for our veterans, we have 12 veteran service officers located across the state. They provide free services to veterans, such as representation of veterans and their families while processing claims to the government for benefits earned while on active duty or in the Guard. They are well trained in these programs and certified through the U.S. Department of Veterans Affairs.

We received the best bang for our buck through this grant process, and this year alone, we were able to add a new agency: The Military Order of the Purple Heart. This brings our veterans service organizations to four certified agencies. The other VSOs are affiliated with the Veterans of Foreign Wars, American Legion and Disabled American Veterans.

These organizations were very successful this year in assisting our veterans. They returned more than $31 million in past payments, while filing more than 10,000 claims for new earned entitlements. The continued success of this program is also measured through state veterans receiving annual compensation and pension payments. This year, the U.S. Department of Veterans Affairs sent $142 million to veterans and their families and provided more than $109 million in medical coverage.

The Alaska State Approving Agency

This year has been a challenging year for our sole Alaska State Approving Agency Officer, Mercedes Angerman. With the introduction of the new Post-9/11 GI Bill, a slowdown in services and payments to our state veterans by the U.S. Department of Veterans Affairs is at an all-time high. To date she has traveled to Oklahoma, met with all the universities located in Alaska and helped our congressional delegation understand the best way to construct a plan to ensure that all veterans were able to attain their educational goals.

This new GI Bill is the largest change to the veteran educational process since the first GI Bill was introduced after World War II. With this in mind, we are looking forward to all Post-9/11 GI Bill-eligible Alaskan veterans to be able to use their benefits under this new program. We currently have more than 800 approved programs of study at more than 60 education and training facilities across Alaska. The overall program has increased more than 5 percent, and we are projecting an increase of 12 percent before the end of FY 2010. Throughout the past year, the U.S. Department of Veterans Affairs provided more than $8 million in education funds to Alaska education programs. We know more growth is projected, and this is wonderful for Alaska and our veterans who live here.

Other Significant Accomplishments

This year we added a new license plate to our veterans plate choices. We added the Gold Star Plate that allows the families of our fallen military members the opportunity to display their family's sacrifice.

The Military Order of the Purple Heart dedicated the new Purple Heart Trail in May. The highway trail runs from the Canadian border to Fairbanks and is marked with a distinctive Purple Heart Medal placard.

This year the Office of Veterans Affairs has introduced the Alaska Warrior Coin. This award is presented by the adjutant general to members of our armed forces who prove to be of warrior quality and are nominated by the Office of Veterans Affairs. We look forward to rewarding several deserving Alaskans this year.

Stand Down this year was outstanding. We were able to meet and speak to more than 700 underprivileged veterans located in Anchorage and Fairbanks. Our veterans were provided with medical and job placement assistance and were introduced to several social program entitlements. Also provided to the veterans were food and clothing.

We helped TriWest Healthcare Alliance, which administers the TRICARE program, understand Alaska's unique circumstances by facilitating a town hall meeting in the Mat-Su Borough. Changes were made to TRICARE allowing beneficiaries to keep their TRICARE prime status in the retiree insurance program regardless of drive time and distance.

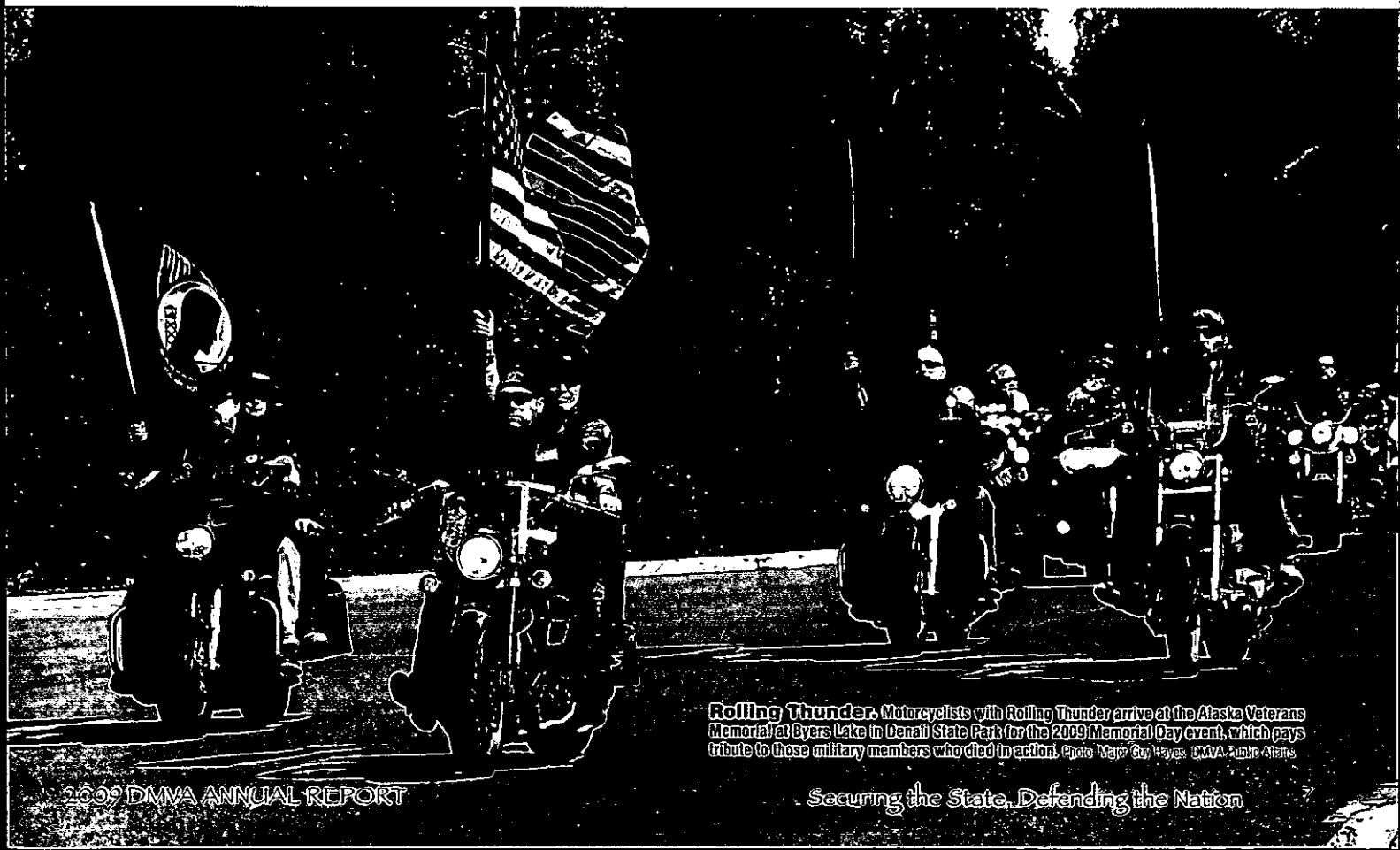
In July, the first statewide veterans summit was held. This was supported by the Alaska Veterans Advisory Council and the newly formed Veterans Caucus. The AVAC held a series of town hall meetings across Alaska, collecting information from veterans on issues they experience in the state. It was attended by more than 200 members of the community and several members of the state Legislature. This summit was so well received that it will become an annual event.

The Blue Star Banner program was a big hit this year, and we provided more than 1,000 Blue Star Banners to families who have members in the military. Key events at which we provided Blue Star Banners were the governor's picnics, veterans summit and the Mat-Su Potato Bowl.

This year, we assisted the U.S. Department of Veterans Affairs in supporting the Rural Health Pilot Project. This program offers medical and mental health services through a contract with the rural Native Health Care through purchased care. This program will continue in the following areas: Bethel Census Area, Dillingham Census Area, Northwest Arctic Borough, City of Cordova, Bristol Bay Borough, Nome Census Area and Wade Hampton Census Area.

Stand Down. U.S. Air Force Technical Sergeant Aisha Abell performs a dental examination on a veteran during Stand Down 2009. Stand Down is a veterans outreach program designed to give a helping hand to veterans in need. Photo: Courtesy of DMVA Public Affairs

Lastly, the Office of Veterans Affairs assisted a team under a charter by the Alaska Legislature to study programs offered to families of our deployed military members stationed here in Alaska. We traveled to Fairbanks, Kodiak and Anchorage to understand all the programs. The programs under study were the Yellow Ribbon program, Family Services and the OneSource program. A report will be presented to the state Legislature in January with a recommendation to continue this study with town hall meetings next year.



Rolling Thunder. Motorcyclists with Rolling Thunder arrive at the Alaska Veterans Memorial at Byers Lake in Denali State Park for the 2009 Memorial Day event, which pays tribute to those military members who died in action. Photo: Major Guy Hayes, DMVA Public Affairs

Alaska Army National Guard

Operation Iraqi Freedom. Alaska Army National Guard members from F Company, 1/207th Aviation proudly display their unit guidon during a nine-month deployment to Balad, Iraq, in support of Operation Iraqi Freedom. They provided logistics support transporting high-priority equipment, supplies and personnel using C-23 Sherpas across Iraq and Kuwait. Photo: Courtesy of F Company, 1/207th Aviation

F Company, 1/207th Aviation

In April, F Company, 1/207th Aviation, mobilized and deployed to Iraq to provide fixed-wing air-movement support to the Multi-National Corps Iraq headquarters. The unit flew eight C-23 Sherpas throughout Iraq and Kuwait. This deployment marked the third time F Company had taken its flag into the combat theater to conduct the "last-tactical-mile" mission, the critical transportation of personnel and equipment on the battlefield. It was also the fourth deployment for several of the unit's Soldiers, who also deployed on earlier Black Hawk missions.

Operation Arctic Care. Pilots with the Alaska Army National Guard's 1/207th Aviation steady a load of supplies headed to one of 11 remote villages in the Yukon-Kuskokwim Delta as a part of Operation Arctic Care 2009. To ensure the success of Operation Arctic Care 2009, pilots, crew chiefs and mechanics put in long hours flying health care professionals and supplies to villages and provided routine maintenance and repairs to the five Black Hawks stationed in Bethel for the exercise. Photo: Courtesy DMVA Public Affairs

Overseas Visitor. Captain Michele Edwards, commander, A Company, 1/207th Aviation, Alaska Army National Guard, is happy to meet Vice President Joe Biden in May 2009 after his address to the troops at Camp Bondsteel, Kosovo. Edwards is from Bethel and deployed with the Alaska Army National Guard's Black Hawk unit. Photo: Courtesy of 1/207th Aviation

Embedded Transition Team

The Alaska Army National Guard sent 15 Soldiers on a year-long deployment to Afghanistan to mentor leaders from both the Afghan National Army and Afghan National Police. During this third deployment of an Alaska Embedded Transition Team, the team trained Afghan leaders on both military and governance skills that promoted both security and peace in the southern regions of Kandahar and Zabul. Furthermore, many humanitarian missions were executed with the assistance of the ETT and its Afghan counterpart that

promoted the government's presence. These Alaska Army National Guard Soldiers often risked their lives traveling in remote parts of Afghanistan to bring comfort and aid to Afghan nationals on the edge of survival.

1st Battalion, 207th Aviation Regiment

The 1st Battalion, 207th Aviation Regiment, left Alaska in November 2008 for a deployment to Kosovo as the aviation element of the Multi-National Task Force-East that worked to maintain peace in that region. This deployment, the first for the battalion headquarters, included 149 Aviation Soldiers who conducted a variety of missions in Kosovo to include air movement operations, aero-medical evacuation and reconnaissance flights. The unit was equipped with eight UH-60L Black Hawk helicopters and was augmented with three UH-60A Black Hawk MEDEVAC helicopters from the Maryland Army National Guard. Together, the Aviation organizations provided "topcover" for the maneuver units working in the fledgling country.

49th Missile Defense Battalion

The 49th Missile Defense Battalion, manned by more than 220 full-time Alaska Army National Guard Soldiers, remained ready, reliable and essential in 2009 in its mission to defend the United States and designated areas from the threat of a rogue nation's intercontinental ballistic missile attack. The Soldiers of the 49th operate the system and secure the Missile Defense Complex, located on Fort Greely, 24 hours a day, seven days a week.

Ballistic Missile Defense remains a topic of national and international interest. A number of media, senior U.S. government officials and military leaders visited the MDC in 2009. In June, Secretary of Defense Robert Gates met with Soldiers of the 49th and got a first-hand look at the Ground-Based Mid-Course Defense capability and facilities.

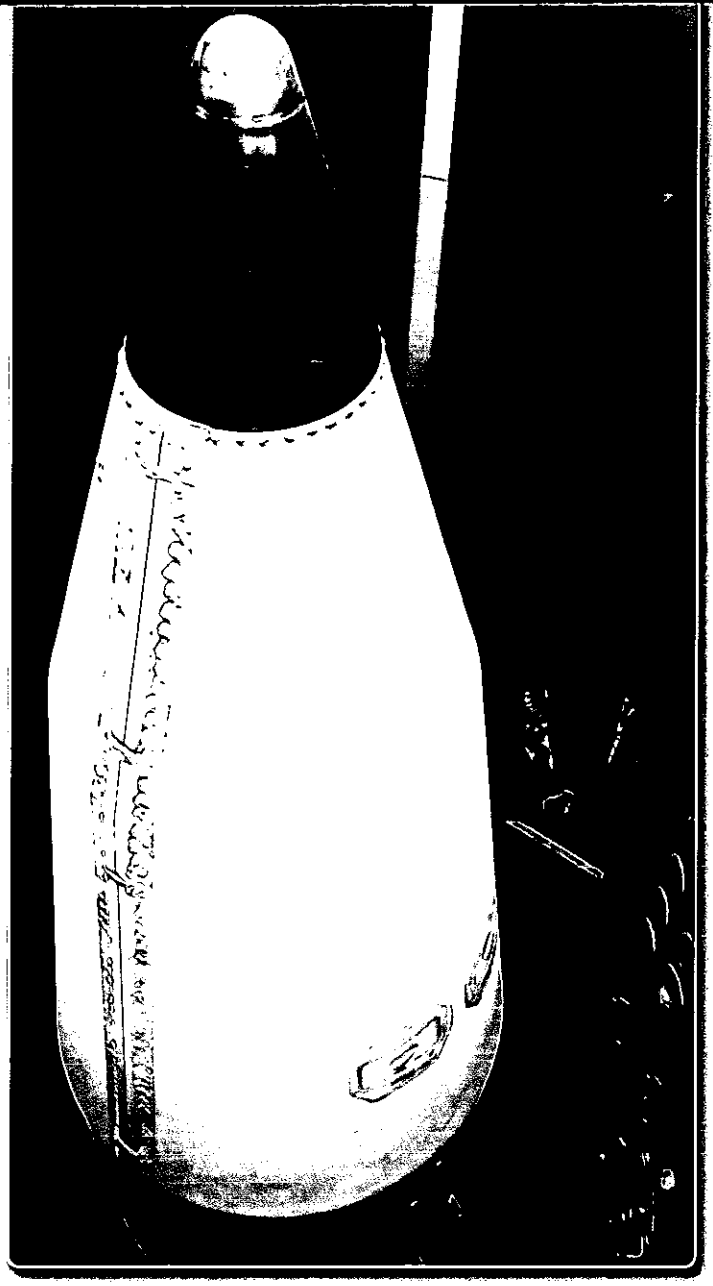
Alaska Army National Guard Soldiers from 41 states continue to make up a majority of the 49th Missile Defense Battalion. Troops and their families from as far away as Puerto Rico and Guam live and work at Fort Greely, where the U.S. Army garrison continues to enhance the quality of life at this far north military installation.

103rd Civil Support Team

This year, members of the 103rd Civil Support Team-Weapons of Mass Destruction provided assessment and advice to first responders and industry members in response to suspicious packages arriving at state government offices, potentially hazardous material releases and disaster relief in American Samoa. Information provided by the 103rd helped prevent costly delays in the function of Alaska's vital infrastructure and industry. Additionally, the team provided subject matter experts for liaison and work with the National Emergency Management Agency of Mongolia in training its first responders.

State Support

The Joint Director of Military Support/J3 Operations supported the Department of Military & Veterans Affairs, Division of Homeland Security & Emergency Management, in response to multiple emergencies this year. They responded to a request for Black Hawk helicopter water bucket drops to contain a dangerous wildfire at Shanta Creek on the Kenai Peninsula. During the Fairbanks-region wildfires, a security element of 100 percent traditional Guardsmen on state active duty orders was dispatched to conduct gate security and provide traffic control at the Division of Forestry's Incident Command Post. During Operation Flood Watch, potable drinking water was provided to the citizens of Eagle when massive ice-jams caused floods along the Yukon River. All the while, the effects of Mount Redoubt's occasional volcanic eruptions had to be monitored.



Missile Defense Up Close. Secretary of Defense Robert Gates peers out of a Silo Interface Vault to view an operational ground-based interceptor during a visit to the Missile Defense Complex on Fort Greely in June 2009. Gates saw the nation's operational arm of its strategic missile defense capability and the Soldiers of the 49th Missile Defense Battalion who are charged with defending the nation.
Photo: Sergeant Jack W. Carlson III, 49th Missile Defense Battalion

Counterdrug Support Program

Throughout FY09, the Counterdrug Support Program's Drug Demand Reduction program continued to provide high-quality drug, alcohol and tobacco awareness presentations and "Stay on Track" academic programs to more than 18,000 participants.

During the summer of 2009, DDR continued to provide experiential education with the use of their high-ropes course that served more than 350 participants, representing 10 community-based organizations. This no-cost summer camp offered a savings of more than $80,000.

Alaskans Finish Strong. Private First Class Justin Sekerak, 1/297th Cavalry Scouts, negotiates the obstacle course during the 2009 Northwest Regional Soldier of the Year competition held in May at Camp Murray and Fort Lewis, Wash. Sekerak and fellow Alaska Army National Guardsman Staff Sergeant Duane Ostrowski, 49th Missile Defense Battalion, who competed in the Noncommissioned Officer of the Year category, made a strong showing in the competition, finishing in second place.
Photo: Sergeant First Class Randall Wong, U.S. Army

In 2009, the DDR Rural Education Program continued to provide drug education programs to students in the village of Metlakatla, as well as all schools in Petersburg. The Mentor on the Trail was expanded with one DDR member escorting the Teacher on the Trail to several communities along the Iditarod Trail during the Iditarod sled-dog race.

During FY09, CDSP continued exceptional support to law enforcement in Alaska. They assisted with the training of more than 300 law enforcement officers with use of military ranges and several training classes. CDSP assisted law enforcement with more than 200 operations across the state resulting in the seizure of drugs, drug proceeds, vehicles and property valued in excess of $9 million.

297th Battlefield Surveillance Brigade

The 297th Battlefield Surveillance Brigade is preparing for mobilization in the summer of 2012. In 2009, these outstanding Soldiers worked both job-skill training and equipment fielding with active-duty Army units. The unit will be working with the 67th BFSB from Nebraska as it conducts its final pre-mobilization exercises, honing its troop-leading skills and equipment lay down procedures at Camp Guernsey, Wyo. The 297th BFSB will also be involved in a state training mission to support civilian authorities in Exercise Vigilant Guard 2010.

38th Troop Command (Provisional)

The 38th Troop Command provides command and control for 14 separate units spanning all areas of Alaska. Units encompass aviation, missile defense, contracting support, administration, training, military police, public affairs, airborne infantry, and chemical, biological, radiological, nuclear and explosive events response. They continue to provide a trained and ready force for the state and nation. In the past year, the unit deployed elements to Mongolia in support of Khaan Quest and aviation assets for Operations Iraqi Freedom and Enduring Freedom.

Alaska-Mongolia State Partnership Program

The Alaska-Mongolia State Partnership Program continues to grow and is recognized as a vital component in U.S. Pacific Command's policy in Northeast Asia. With a focus toward improving Mongolia's disaster-response ability, the State of Alaska and Alaska National Guard provided expert advice in the annual Gobi Wolf Exercise, a hazardous-material, first-responder exchange, medical exercise and health-care-systems model review. The Alaska Army National Guard broadened its international experience during Khaan Quest 2009 and a Soldier-family deployment seminar. Alaska continues to assist with Mongolia's efforts to bring stability to the world, by partnering with their army in Afghanistan. This deployment is the sixth iteration of Alaska Army National Guard Soldiers deploying with Mongolian forces.

Exercise Khaan Quest 2009

The 761st Military Police Battalion participated in Exercise Khaan Quest 2009, a multi-national, peace-supporting operations exercise, at the Five Hills Training Center, Mongolia.
It included several days of professional military education and culminated in a three-day exercise designed to train the Mongolian Armed Forces in U.S. military procedures. The Alaska Medical Detachment provided a team of doctors, nurses and medical support personnel who joined medical professionals from the Mongolian Armed Forces to provide care to more than 4,000 underserved medical and dental patients and conducted more than 5,000 animal examinations.

207th Regional Training Institute

The 207th Regional Training Institute instructed and graduated more than 300 active-duty, Army Reserve and National Guard students from various noncommissioned officer education system courses. Highlights from the past year include hosting visiting Mongolian officers and introducing them to U.S. military training, providing validation support for mobilization and deployment, as well as supporting the reorganization of the Alaska Army National Guard's brigades.

Alaska Army National Guard Aviation

Aviation operational tempo continued at a swift pace for the stay-behind forces as aviators conducted a variety of missions in Alaska. The helicopter crews participated in three innovative readiness training exercises: Arctic Care-Bethel, Chignik Road Survey and Newtok Village Relocation. They also conducted 27 rescue missions, had 26 saves and eight assists and responded to fires on the Kenai Peninsula.

Personnel

The Personnel Office supported the transformation of Alaska Army National Guard units, executing more than 1,900 Soldier moves and loading 11 new unit formations into personnel databases. They ensured that Alaska Guard Soldiers received their pay in their new positions without delay or issue. The promotion of Sergeant Major Lillian Aukongak as the G-1 sergeant major marked the first time that a female Alaska Native has reached the highest noncommissioned officer rank in the Alaska Army National Guard.

The Recruiting & Retention Command brought more than 320 new Soldiers into the Alaska Army National Guard. This success was supported by the new Wasilla recruiting office. Recruiting efforts were boosted by Staff Sergeant Harry Alexie's outstanding 2009 dog sled racing season which culminated in his completion of the Iditarod Trail Sled Dog Race.

Medically, more than 900 physicals and health assessments were conducted for Alaska Guard Soldiers. More than 200 Soldiers were screened for world-wide exercises and deployments.

Finally, $384,000 in state-issued educational benefits were disbursed to the Soldiers and Airmen of the Alaska National Guard. Process improvements now provide online tuition reimbursement application, thereby reducing request and payment times and making it easier for Guard members to continue their higher education.

Chaplain

The Alaska Army National Guard's chaplains had a productive year serving deployed Soldiers, as well as reaching out to service members and families here at home. Strong Bonds is an Army-wide chaplain-led program that focuses on relationship and life skills with the goal of enriching marriages and relationships by providing weekend retreats for couples, families and singles. This past year they increased their offerings having provided Strong Bonds activities for nearly 200 couples and approximately 40 families and 30 singles.

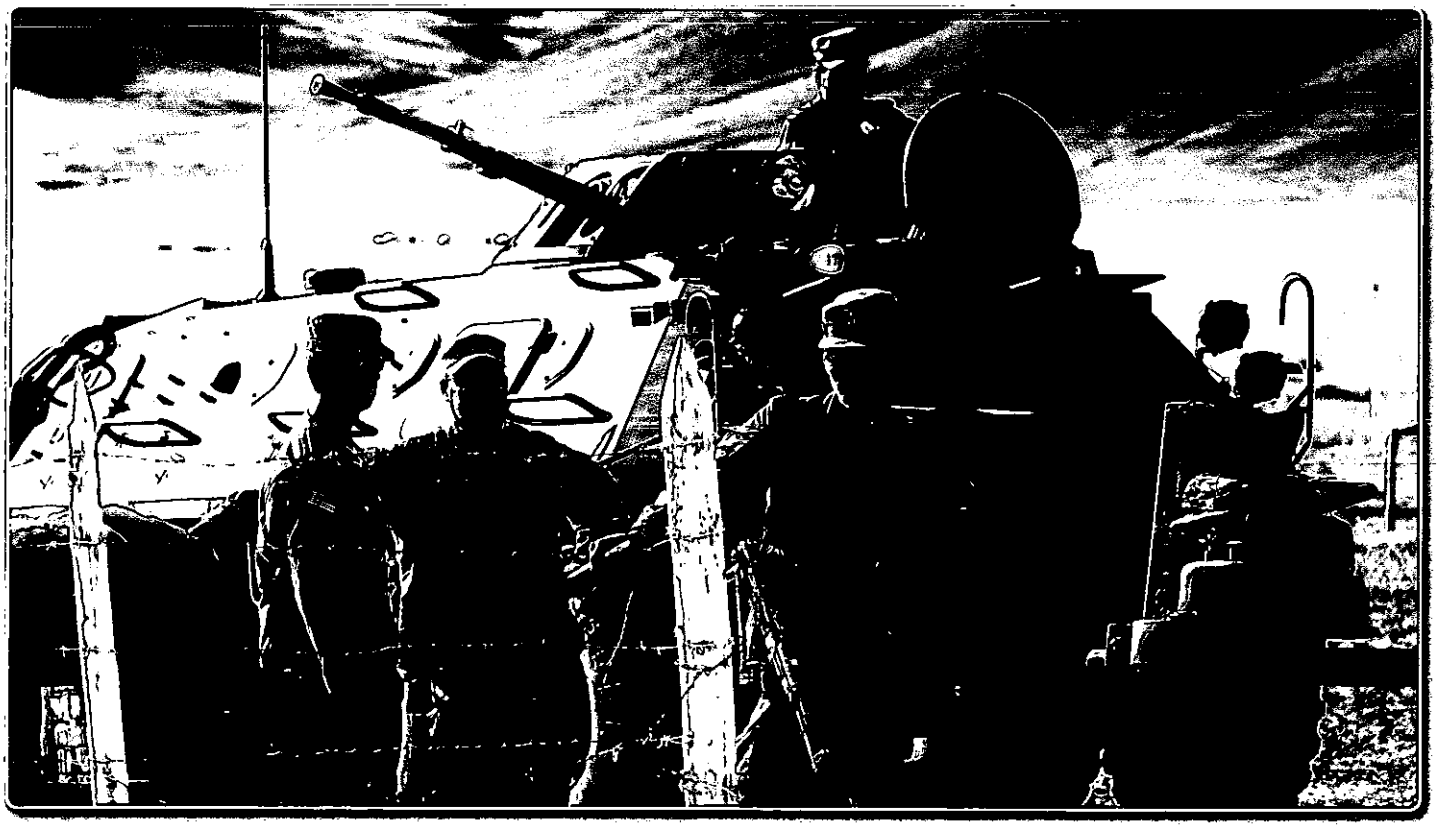
Facilities

A design and construction contract for a new Readiness Center in Bethel was awarded for approximately $20 million, with the intent to begin construction in spring 2010 in order to support the Alaska Army National Guard's airborne infantry, aviation and military police units assigned to the area. In addition, $3.2 million from the American Recovery and Reinvestment Act is being applied to nine energy-saving projects to help conserve natural resources.

Honor Pole. **Members of the Alaska Army National Guard raise the Honor Pole outside Alaska National Guard headquarters at Camp Denali. The Honor Pole was designed by George Bennett Sr. of Sitka and carved by his son James Bennett. The Honor Pole honors the Alaska National Guard's past and present military members for their service to the country and state.** Photo: Major Guy Hayes, DMVA Public Affairs

Other major accomplishments by the Construction and Facilities Office are $1.5 million water/sewer line to the Nome Army Aviation Operations Facility, numerous Bryant Army Airfield life-safety projects completed, and additions completed at both the Kodiak and Kenai Readiness Centers increasing indoor training space.

Our Environmental section received first place nationwide for its Environmental Restoration Program, closed 11 contaminated sites in rural Alaska, acquired Defense Environmental Restoration Program funding for an additional five sites in 2009 and secured a place-holder with Army Environmental Command for 20 remaining sites that are scheduled to be remediated for closure between 2010-2014.



Khaan Quest. **Alaska Army National Guard Master Sergeant Eric Schlemme, left, and Major Wayne Don, center, join Mongolian Armed Forces Senior Sergeant Battulga Baatar to observe the tactics and techniques used by the Mongolian Expeditionary Force at Five Hills Training Area near Ulaanbaatar, Mongolia, during Khaan Quest 2009. Schlemme and Don deployed in September as embedded U.S. liaisons with the Mongolian Expeditionary Force to Afghanistan.** Photo: Captain Amy Slinker, 134th Public Affairs Detachment

Alaska Air National Guard

Security Forces. Providing base security, Staff Sergeant Daniel Brion, 213th Space Warning Squadron, stands guard at Clear Air Force Station.
Photo: Master Sergeant Rob Trubia, Air National Guard Creative Team

Supporting Alaska on the Home Front

The mission of the Alaska Air National Guard is to recruit, train, equip and maintain America's finest Airmen. Tasked with this vital mission, we support worldwide contingency operations, State of Alaska emergency operations, and daily homeland security and defense missions. We also provide rescue forces on continual alert to protect life and property for the citizens of Alaska.

In 2009, Alaska Air National Guardsmen serving throughout Alaska met that mission by executing an extremely high operational tempo and deployment pace for yet another year.

Nearly 100 full-time Guardsmen assigned to the 213th Space Warning Squadron performed daily missile warning and space surveillance at Clear Air Force Station, ensuring the safety of our state and nation. The unit tracked more than 1.5 million space objects and maintained a watchful eye over numerous ballistic missile events around the world.

Located on Elmendorf Air Force Base, approximately 150 Alaska Air National Guardsmen assigned to the 176th Air Control Squadron performed a daily air sovereignty mission in support of the Alaskan Regional Air Operations Center. Created to defend against potential bomber attacks from now-former Cold War foes, the Air Control Squadron today keeps tabs not only on continued probing by the Russians, but it also identifies and directs response to incursions of other unknown aircraft into Alaska airspace. In 2009, the Air Control Squadron was credited with 20 Russian Bear intercepts and during a NORAD alert force evaluation, they were given the highest rating achievable: *"NORAD Mission Ready."*

The highest profile of all Alaska Air National Guard missions remains search-and-rescue. The 176th Wing's rescue components consist of three squadrons. The 210th Rescue Squadron flies six HH-60G Pave Hawk helicopters, highly modified search-and-rescue variants of the well-known Black Hawk. The 211th Rescue Squadron flies four HC-130s, a version of the C-130 "Hercules" specially equipped for aerial refueling and search-and-rescue missions. The 212th Rescue Squadron comprises the famed

Search and Rescue. Members of the 210th Rescue Squadron fly an HH-60 Pave Hawk helicopter near Spencer Glacier during a taping of the Discovery Channel show *Man vs. Wild*. The Alaska Air National Guard partnered with the show to highlight the Guard's search and rescue mission.
Photo: Kalei Brooks, DMVA Public Affairs

pararescuemen or "PJs" – elite rescuers trained in combat medicine, marksmanship, SCUBA diving and wilderness survival.

The search-and-rescue missions are coordinated through the 11th Rescue Coordination Center, a high-tech Air Guard facility located on Elmendorf Air Force Base. Together, the rescue package was credited with saving 34 lives from January to November 2009, with another 10 people assisted to safety.

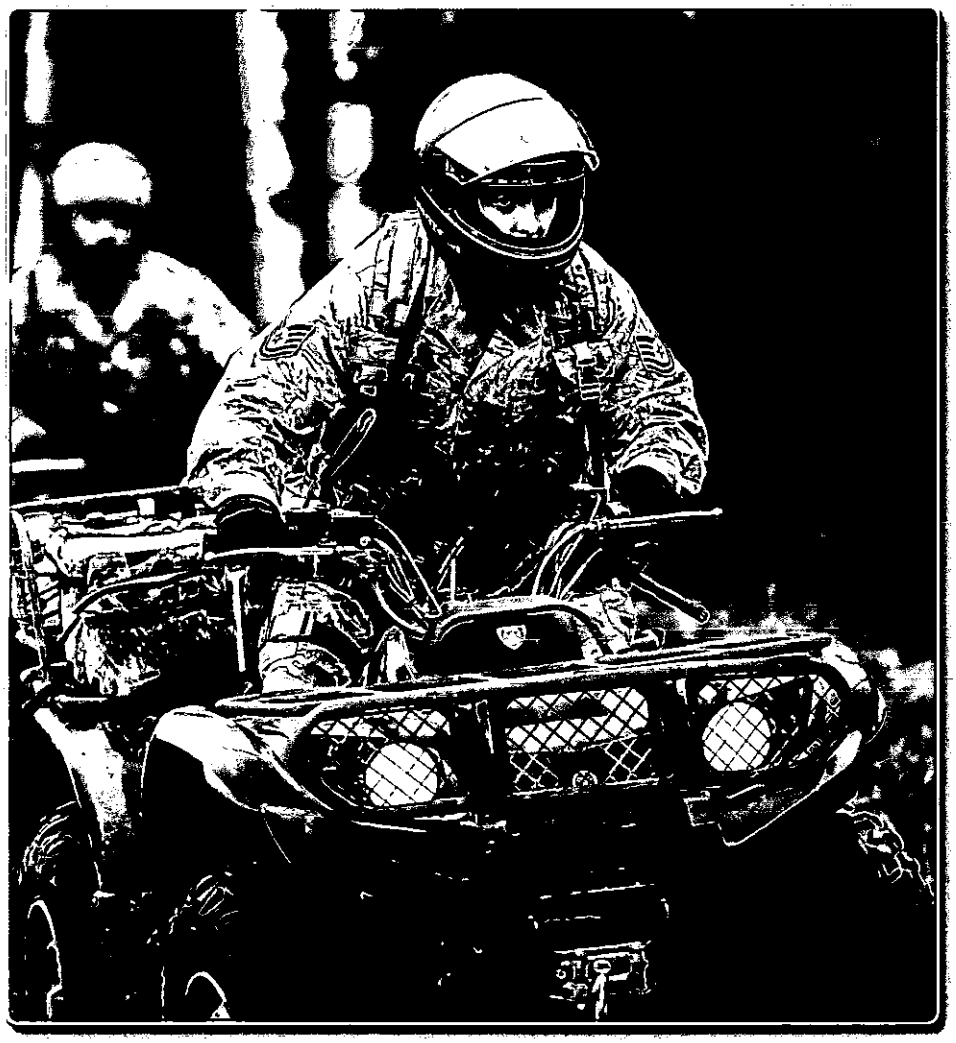
The Alaska Air National Guard also partnered with the Discovery Channel's number one show in the United States – *Man vs. Wild* with Bear Grylls. The show, which promotes survival and search-and-rescue, filmed the opening sequence of its Alaska episode near Spencer Glacier in June with the help of the 210th and 212th Rescue Squadrons.

National and worldwide coverage through shows like *Man vs. Wild* provides the Alaska Air National Guard exceptional coverage and bolsters recruiting efforts. In fact, recruiting efforts throughout the last 18 months have resulted in an overall end-strength growth from 80.2 percent to 91.5 percent. New recruiting campaigns have included the opening of an office in Wasilla, extensive emphasis on unit referrals and individual involvement, additional recruiters, and new partnerships with public and non-public entities to increase rural Alaska recruiting opportunities.

The implementation of the 2005 Base Realignment and Closure law, which dictated the Kulis Air National Guard Base closure and the relocation of the 176th Wing to Elmendorf Air Force Base no later than September 2011, is progressing smoothly. The Air Guard has received and obligated 100 percent of the $135.05 million in federal funding for the BRAC directed facilities projects and will be in the process of moving its units, equipment and aircraft across town to Elmendorf Air Force Base by January 2011. In addition, the Air National Guard's Jewel Lake Armory will be transferred back to the state by March 2010.

In the interior region of the state, the 168th Air Refueling Wing was once again at the tip of the spear in providing support to homeland defense. In 2009, Guardsmen at Eielson Air Force Base performed 49 NORAD Homeland Defense-Air Sovereignty missions and transferred 3.3 million pounds of fuel. They continue their close working relationship with the active duty – nearly all of their "customers" are active-duty aircraft, many of which are on operational missions, and the wing's eight KC-135 Stratotankers transfer more fuel than those of any other Air National Guard tanker wing.

Commando Warrior. Senior Airman Wyatt Derner, 176th Security Forces, takes a knee as members of his team check a house for potential "enemies" during Commando Warrior Urban Operations exercise 2009 at Andersen Air Force Base in Guam. Photo: Airman First Class Courtney Witt, U.S. Air Force



Four-Wheeler Focus. Technical Sergeant John Stolz, front, and Staff Sergeant Shane Potwin, both security forces members from the 213th Space Warning Squadron, patrol wooded areas at Clear Air Force Station on all-terrain vehicles. Photo: Master Sergeant Rob Trubia, Air National Guard Creative Team

Defending America and Strengthening Relations

Alaska Air National Guardsmen answered the call to defend not only Alaska but the United States in the Global War on Terrorism, while supporting humanitarian and good-will missions around the world.

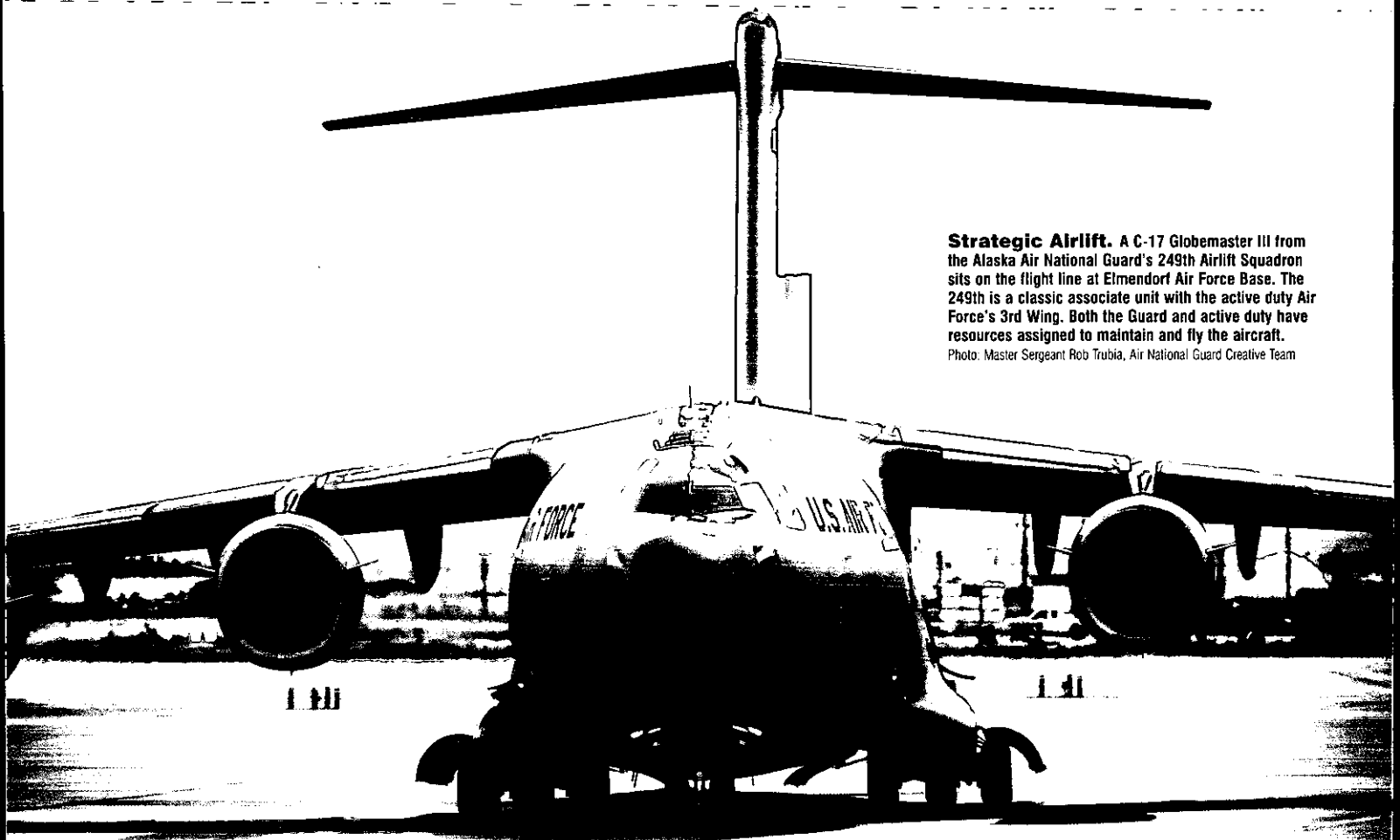
In 2009, approximately 180 members of the Alaska Air National Guard's 144th Airlift Squadron and 176th Maintenance Group deployed to Bagram Air Base, Afghanistan, in support of Operation Enduring Freedom. Aircrews flew air-land and air-drop missions in support of coalition ground forces across the entire nation of Afghanistan. The Airmen rotated through Bagram Air Base serving approximately 45- to 120-day tours.

Approximately 200 members of the 168th Air Refueling Wing and 176th Wing fulfilled the Air National Guard Air Expeditionary Force commitment to Middle Eastern countries to provide various support in KC-135 air refueling operations, aircraft maintenance, base security, medical care, personnel, and chaplain services to the coalition forces in support of Operation Enduring and Iraqi Freedom.

About 130 members of the Alaska Air National Guard's 176th Wing deployed to Ramstein Air Force Base, Germany, to support military operations throughout Europe. Aircrews flew passengers and cargo on missions in support of Operation Enduring Freedom, U.S. Air Forces in Europe, U.S. Southern Command and U.S. Africa Command.

Members from the 176th Wing took part in Khaan Quest, a multinational peacekeeping operations training exercise held in Ulaanbaatar, Mongolia, each year and driven by the National

Afghanistan Air Drop. Senior Master Sergeant Glen Tillman, center, and Senior Airman Nathan Grilliot perform a combat airdrop mission in Afghanistan with the 176th Wing's 144th Airlift Squadron while deployed in support of Operation Enduring Freedom.
Photo: Retired Colonel Tim Grams, 176th Wing



Strategic Airlift. A C-17 Globemaster III from the Alaska Air National Guard's 249th Airlift Squadron sits on the flight line at Elmendorf Air Force Base. The 249th is a classic associate unit with the active duty Air Force's 3rd Wing. Both the Guard and active duty have resources assigned to maintain and fly the aircraft.
Photo: Master Sergeant Rob Trubia, Air National Guard Creative Team

Guard Bureau's State Partnership Program, which pairs the Alaska Guard with Mongolian forces. The 176th Wing deployed medical providers, technicians, and equipment representing optometry, dental, orthopedics, veterinary medicine and nursing services as part of joint/multinational medical teams. The team provided medical care to several underserved villages in central Mongolia, and many residents saw a doctor for the first time in their lives.

Guardsmen from the 176th Wing and 168th Air Refueling Wing assisted multiple Indonesian communities during Operation Pacific Angel 2009. Pacific Angel, a humanitarian assistance mission sponsored by U.S. Pacific Command, is designed to support areas in need in the Pacific region. It is conducted in locations throughout the Pacific theater to support the U.S. military charter of capacity building in partner nations.

Alaska Air National Guardsmen provided air refueling, transportation, engineering and medical support to those in need, while building important civil-military relationships and regional awareness of the personnel involved.

Tanker Maintenance. **Senior Airman Cody Smith, an aircraft mechanic, is one of the proud members of the 168th Maintenance Squadron from the 168th Air Refueling Wing, which specializes in KC-135 refueling tanker missions, based at Eielson Air Force Base. More than 600 members of the Alaska Air National Guard call the 168th Air Refueling Wing home.** Photo: Master Sergeant Rob Trubia, Air National Guard Creative Team

Training Mission. **144th Airlift Squadron members Captain Robert Stratton, right, pilot, and Staff Sergeant Darryl Wilson, flight engineer, fly an airdrop training mission in a C-130 Hercules.** Photo: Master Sergeant Rob Trubia, Air National Guard Creative Team

Homeland Security & Emergency Management

River Watch

Each spring the Division of Homeland Security & Emergency Management partners with the National Weather Service River Forecast Center to conduct aerial observations of ice-jam, flood-prone river systems across Alaska. The River Watch teams consist of a DHS&EM emergency manager and a National Weather Service hydrologist. The River Watch teams are able to fly over the rivers, observe river conditions, compare the information to River Forecast Center data and then issue flood warnings to the communities or assist with flood response efforts.

The River Forecast Center had predicted an above-average flood potential for the 2009 spring breakup. In the weeks before spring breakup, DHS&EM emergency managers coordinated with other state and federal agencies to raise situational awareness and open lines of communication. The updated Spring Flood Guide was distributed to Alaska riverside communities, and vulnerable communities were contacted to see if they needed assistance.

Spring Flooding Response & Recovery

This spring, ice-jam flooding of historic levels affected communities along many Alaska rivers with communities on the Yukon and Kuskokwim most affected. Emergency response activities included providing housing for disaster victims; providing for emergency needs such as food, water, health care, and power needs identified by communities; and supporting local evacuation efforts.

After a complete damage assessment, the most significantly affected areas of the state were declared eligible for federal individual and public assistance. Individual assistance provides grants to individuals and households who sustained damages to their real property, personal property or transportation. Public assistance programs are available for local and tribal governments and certain nonprofit entities with damages to critical public infrastructure. DHS&EM worked as an advocate for individuals, household and local/tribal governments to ensure that federal assistance programs were fully utilized.

Massive Flooding. During the 2009 spring flood season, many communities along the Yukon, Kuskokwim and other river systems were affected by ice-jam flooding. Eagle was the hardest hit when ice jumped the banks and crushed homes, businesses, vehicles and anything else within its reach. Photo: Courtesy of Department of Transportation & Public Facilities

The flood recovery effort was complicated by the wide geographic distance between affected communities; the short summer season and FEMA staff not familiar with Alaska's unique operational challenges. More than 760 Alaska households and renters applied for and were granted more than $6.8 million in disaster-related individual assistance. More than 250 public assistance scope-of-work project worksheets were written with the majority obligated for funding. The State of Alaska activated Public Assistance and Individual Family Grant programs for affected areas not designated for assistance in the federal declaration allowing those communities to receive assistance from the state only.

Rebuilding Mission. Mennonite volunteers finish the final cabin in Eagle 106 days after the housing mission began. The Disaster Housing Task Force played a major role in organizing and supporting more than 500 volunteers who contributed to the rebuilding effort. Photo: Courtesy of Roy Williams

Disaster Housing Task Force

Shortly after the 2009 spring flood response effort was finished, DHS&EM held the first Alaska Disaster Housing Task Force meeting. The task force brought together state, federal, local, nonprofit and tribal organizations with a role in housing in Alaska. Each member organization identified programs that could be used by flood-affected communities. The DHTF provided communities with an interactive forum to articulate their needs to potential sources of assistance.

Skilled volunteer labor was one of the greatest needs identified by the communities. FEMA and Alaska Disaster Housing Task Force member Alaska Voluntary Organization Active in Disasters filled that need by calling upon voluntary organizations such as Samaritan's Purse, Mennonite Disaster Services and Christian Reform World Relief Committee to meet the communities' requests. The Alaska Disaster Housing Task Force supported the transportation, lodging and feeding of the volunteers working in remote communities.

In all, more than 500 volunteers donated more than 17,000 hours of labor with an approximate value of $2 million. The DHTF organized the procurement and delivery of cabin kits and building materials in Eagle, Stevens Village, Tanana and Akiak.

Preparedness

The Biannual Preparedness Conferences brought emergency managers and other responders together to train and discuss current threats. Evacuation workshops were held to help communities prepare for evacuations in their regions. DHS&EM and the National Weather Service certified Yakutat as Alaska's sixth Tsunami-Ready Community. Tsunami sirens were installed in Sand Point, Yakutat, Cordova, Sitka, Valdez, Whittier and the Kenai Peninsula Borough. On March 25, DHS&EM and other partners conducted a successful statewide test of the Tsunami Alert System.

Training

In 2009, Incident Command courses 100, 200, 300, 400, 700 and 800 were given by DHS&EM training staff or a community training partner. During the 2009 spring flooding response, several flooded communities that had just undergone incident command system training utilized that training during the response. This year DHS&EM sponsored the first Alaskan All-Hazards Type III Communications class and offered a Basic Public Information Officer course to statewide participants. DHS&EM also sponsored the first statewide Public Safety Explorer Youth Summit held in Fairbanks, where 40 students and mentors participated.

Planning

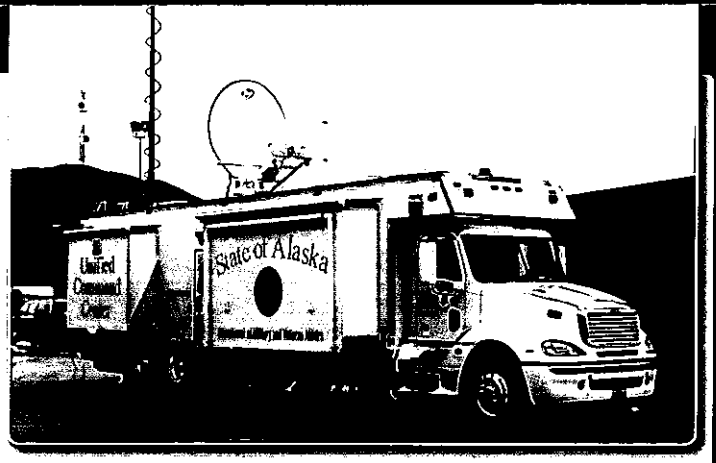
The DHS&EM Planning Section completed the Division's Continuity of Operations plan, which identifies techniques that the state and community emergency response partners can use to deliver critical goods and services during and after a disaster. In addition, DHS&EM updated the State Emergency Operations Plan and is in the process of updating the State Hazard Mitigation Plan.

Mount Redoubt

Beginning in March, Mount Redoubt, located on the west side of Cook Inlet, began a series of eruptions that lasted until early May. Ash fall was reported in Kodiak, Valdez, the Mat-Su Borough and other areas of southcentral Alaska. The State Emergency Coordination Center held daily meetings during the most active time period and other meetings as needed with the Alaska Volcano Observatory, National Weather Service, state agencies and local jurisdictions. The ash fall affected air, ground, and sea transportation options, which threatened the supply of goods and services across the state. DHS&EM coordinated with private sector organizations through the Alaska Partnership for Infrastructure Protection to ensure that critical services like food, water, power and transportation would not be interrupted. A public information campaign was launched to give people volcanic ash safety tips.

H1N1 Influenza Pandemic

In May, DHS&EM established a unified command with the Department of Health and Social Services to monitor the emerging H1N1 emergency and to distribute anti-viral medications and personal protection equipment. The flu fighting supplies were distributed to 39 hub locations as an influenza outbreak precautionary measure. In October, the first H1N1 vaccine doses became available, and DHS&EM supported DHSS distribution of the vaccine and related influenza prevention information.



Communications on Wheels. **The Alaska Mobile Emergency Operation Center can be set up and ready for operation in a matter of minutes. The MEOC is equipped with a full range of communication technologies and can be deployed anywhere along Alaska's road system.** Photo: Jeremy Zidek, DHS&EM Public Affairs

Mobile Emergency Operations Center

In September, DHS&EM took delivery of the Mobile Emergency Operations Center. The MEOC is a 45-foot motor coach equipped with Alaska Land Mobile Radio, disaster response work stations, satellite television, wireless internet, radio dispatch consoles, and satellite enabled phone and internet communication equipment. The MEOC brings robust phone, satellite and radio communication capabilities and can be deployed anywhere along Alaska's main road system. Phone and internet communication lines can be deployed from the vehicle to provide or supplement communication capabilities to any permanent or temporary emergency structure. The MEOC was purchased by the state with funding from the Buffer Zone Protection Grant.

Pelican

In a 48-hour period in August, the city of Pelican received approximately 10 inches of rainfall that destroyed a large section of flume that fed the community's water supply and hydroelectric plant. In response to a city of Pelican request for a disaster declaration, DHS&EM worked with the city, the Department of Environmental Conservation and other organizations to address the situation. Temporary repairs to the flume restored the water supply. DEC and the Alaska Energy Authority are working with a contractor in the city of Pelican to upgrade the water delivery infrastructure and provide a permanent solution to the water supply issue. In September, Governor Sean Parnell issued Administrative Order 251 authorizing up to $100,000 to be dispersed from the State Disaster Relief Fund to pay for the city of Pelican's emergency response cost.

Grants

In 2009, the Homeland Security Grant Program brought $7.3 million to the state under the State Homeland Security Program, Citizen Corps Program and Metropolitan Medical Response System. The HSGP enables the state and local communities to prepare for and mitigate against natural and man-made disasters. An Emergency Management Performance Grant fund of $2.7 million will go to enhance state and local emergency management capabilities for all hazards mitigation, preparedness, response and recovery. An additional $885,162 in grant program awards were received for Buffer Zone Protection Program, Earthquake Hazards Reduction State Program, Emergency Management Performance Grant and Interoperable Emergency Communications Grant. DHS&EM submits grants for federal funding on behalf of Alaska communities and ensures that grant requirements are met.

Alaska Military Youth Academy

The Alaska Military Youth Academy is part of the National Guard's Youth Challe*NG*e Program, which helps high school dropout, at-risk youth focus and get back on track with their lives, and produces program graduates with the values, skills, education and self-discipline necessary to succeed as adults. The Youth Challe*NG*e Program is a 17.5-month program that consists of a 22-week residential phase based on the traditional military training model followed by a year-long post-residential phase. The Alaska Military Youth Academy serves the needs of 16- to 18-year-old Alaskans and is located at Camp Carroll on Fort Richardson.

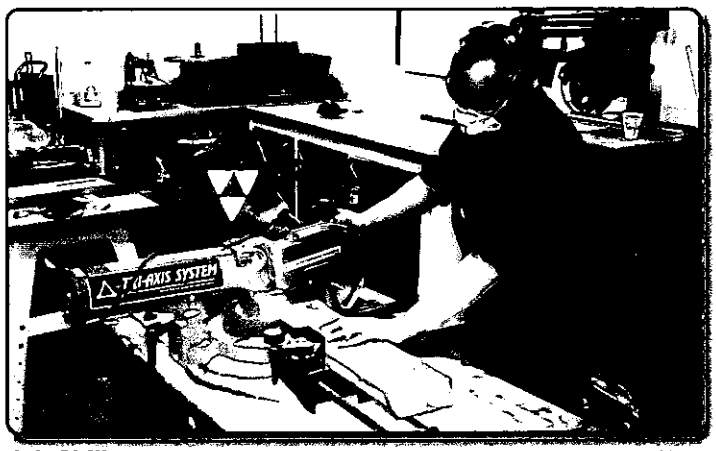
Serving Alaskans and Changing Lives

This year has been another progressive year of change, yielding outstanding results within the Alaska Military Youth Academy.

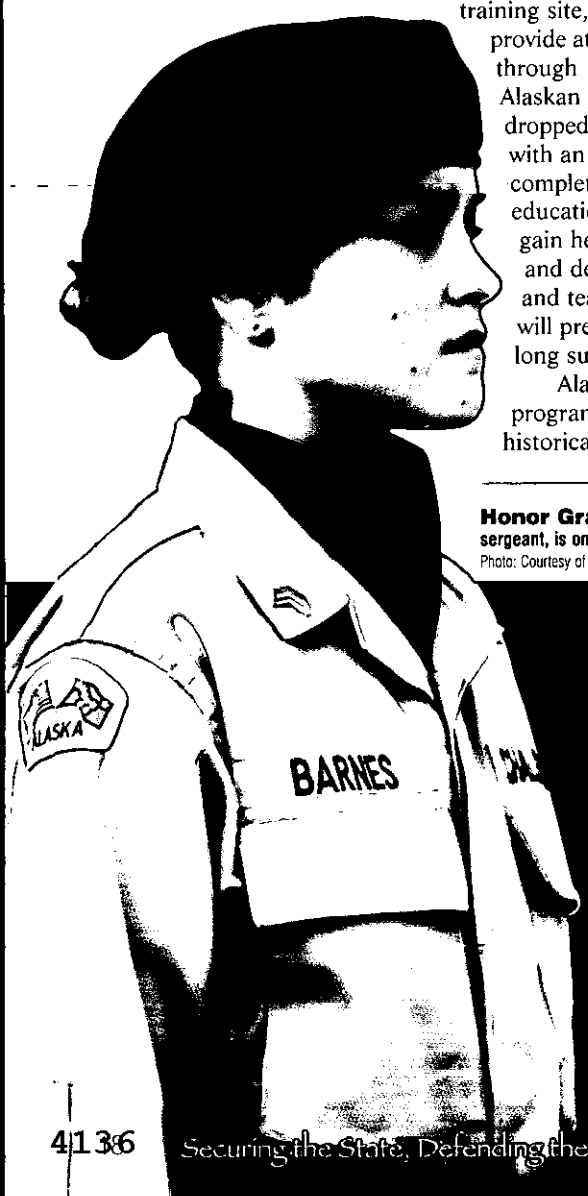
Cumulatively, the Academy exceeded 2,926 graduates who are demonstrating exceptional success in their lives and futures. Without exception, the Academy has a proven track record of success and demonstrates unlimited potential to serve Alaska and Alaska's high school at-risk youth in the future.

The Alaska Military Youth Academy's tuition-free Challe*NG*e program, located on Fort Richardson within the Camp Carroll training site, is designed to provide at-risk 16-year-old through 18-year-old Alaskan youth who have dropped out of high school with an opportunity to complete a high school education or earn a GED, gain healthy life skills, and develop leadership and teamwork skills that will prepare them for life-long success.

Alaska's Challe*NG*e program is based on historically tried and proven U.S. military training methods and structure. The structure and discipline allow cadets to focus on goals and to fully participate and perform during the mentally and physically demanding 22-week residential phase. The Academy is not a military "boot camp." The mission of the Challe*NG*e program is to intervene in and reclaim the lives of at-risk youth.



Job Skills. During an industrial arts woodshop training session, a cadet uses a table saw to start a construction project. Cadets receive hands-on training in many different areas as part of the Challe*NG*e Program before graduation.
Photo: Courtesy of Alaska Military Youth Academy



Honor Graduate. Alaska Military Youth Academy cadet Nichole Barnes, honor graduate for graduating class 2009-2 and corps first sergeant, is one of the Alaska Military Youth Academy's more than 2,926 graduates in its 15-year history.
Photo: Courtesy of Alaska Military Youth Academy

- The Academy ranks #1 in the nation per capita with regard to contacting and recruiting high school dropouts into the program.
- The Academy ranks in the top three academies nationally with regard to the number of cadets graduated above the published target graduation population.
- In January 2009, the Alaska Military Youth Academy received the national USO Challe*NG*e Award for the "Most Progressive Program" in the nation.
- Nationally, the Alaska Military Youth Academy is one of only five Challe*NG*e programs nationally accredited to issue high school diplomas.
- The Academy is producing 118 percent more than its target graduation population per year. The Academy ranks in the top three Challe*NG*e programs nationally in this area.
- In 2009, the Academy celebrated 15 successful years of producing graduates who are leading productive lives.
- Class 2009-01, which graduated 161 cadets in February 2009, was the largest graduating class in the Academy's 15-year history.

To graduate from the residential phase, cadets are required to pass eight core components, which include academic excellence, physical fitness, job skills, service to the community, health and hygiene, responsible citizenship, leadership/followership and life coping skills. The residential phase further prepares cadets to successfully continue in the program's year-long post-residential phase where students pursue their documented future plans.

To provide Alaskan youth and families easier access to Academy information and facilitate the application process, the school maintains two satellite offices – one in the Dimond Center in South Anchorage and another in the National Guard Armory in Fairbanks. Since the opening of the admissions office in Fairbanks, applications from interior and rural Alaska have increased and continue to remain high. The classes that were conducted in 2009 reflect some of the best applicant-to-candidate show rates ever experienced by the Academy.

During the spring and fall of 2009, the Academy achieved maximum use of the Academy's capabilities by seeking the maximum number of applicants per class and ensuring that all candidates capable of participating in each class were invited to attend. The last four classes represent the highest average number of applicants and graduates in the 15-year existence of the Academy. The Alaska Military Youth Academy is ranked #1 in the nation with regard to contacting and recruiting high school dropouts. In 2009, the Academy celebrated its 15th year and was awarded the national USO Challe*NG*e Award as the "Most Progressive Program" in the nation.

Graduation metrics for the spring class of 2009, Class 2009-01, show that the class graduated 161 cadets. This is the largest graduating class in the 15-year history of the Academy. The fall class, Class 2009-02, graduated 136 cadets. These graduation statistics demonstrate that the Academy is producing 118 percent more than its target graduation population. In this area, the Academy ranks in the top three programs among all Challe*NG*e programs.

As of Oct. 1, 2009, the Academy has graduated more than 2,926 Challe*NG*e cadets. The Academy is proud that 100 percent of the cadets graduating from the spring class of 2009-01 were placed for success after completion of the residential phase.

Confidence Builder. Cadet Breanne Tiedeman, Alaska Military Youth Academy class 2010-1, rappels during a confidence training exercise held at Camp Carroll, Fort Richardson. The goal of the training is to instill cadets with confidence and team-building skills to succeed in future events. Photo: Courtesy of Alaska Military Youth Academy

The Academy's main campus located at Camp Carroll provides living facilities, food services, academic classes, vocational training, counseling, medical services and administrative support 24 hours a day, seven days a week for Challe*NG*e cadets. The Alaska Military Youth Academy is accredited by the Northwest Association of Accredited Schools. The Academy is also an Alaska Department of Labor and Workforce Development GED testing site.

Community Participation. Cadets from the Alaska Military Youth Academy's class 2009-2 participate in the Chugiak-Eagle River Bear Paw Parade. This graduating class stood out in the area of community service and learned early on about giving back and self-sacrifice. Photo: Courtesy of Alaska Military Youth Academy

DoD STARBASE Alaska

Nurturing the Next Generation in Math and Science

Department of Defense STARBASE is a partnership between the military, local school systems and communities.

STARBASE is a premier educational program, sponsored by the Office of the Assistant Secretary of Defense for Reserve Affairs. At STARBASE, students participate in challenging "hands-on, mind-on" activities in aviation, science, technology, engineering, math and space exploration. They interact with military personnel to explore careers and make connections with the "real world." Students also learn teamwork, goal setting and the importance of staying off drugs.

STARBASE Alaska's goal is to motivate students to explore science, technology, engineering and math, or STEM, as they continue their education. The program serves students who are historically underrepresented in STEM.

STARBASE is a world leader in introducing the latest STEM curriculum to elementary students. The inquiry-based curriculum, developed on 13 core concepts, engages students in exciting experiments and technology activities. The program is rigorous, relevant and has a "wow" factor to achieve maximum learning.

STARBASE core curriculum concepts are Newton's Laws of Motion, four forces of flight, Bernoulli's Principle, model rocketry, properties of air, development and use of technology, properties and states of matter, flight simulation, space exploration, goal setting, teamwork and substance abuse avoidance.

Each year STARBASE Alaska has grown in size and scope of its original mission. During the 2009 school year and summer sessions, STARBASE Alaska at Fort Richardson reached more than 1,500 students in the Anchorage and Matanuska-Susitna areas. This diverse group of young people came from more than 20 different schools.

In the summer months, we were able to reach out to special groups such as the families of the Department of Military & Veterans Affairs and students from Education Talent Search – UAA. In addition, we offered Level II summer classes in the areas of aviation, technology and space exploration to students who attended STARBASE during the school year.

We also continued Teacher Kits to reach more classrooms and support the Matanuska-Susitna School District. STARBASE Alaska continues to expand its reach into the community through participation in local school science nights, Girl Scouts Technology Day and Department of Military & Veterans Affairs Annual Picnic.

By becoming "Partners in Education" with local school districts, STARBASE Alaska continues the mission of educating and developing responsible, productive, life-long learners and critical thinkers capable of assisting and leading America successfully in the 21st century. Together with the help of parents and teachers – 1,570 chaperone hours and 1,035 teacher hours in 2009 – STARBASE Alaska is making a difference in the lives of its students.

2009 Highlights:

- Held three week-long summer camps with an emphasis on aviation, technology and space exploration
- Hosted an event for 26 Foreign Defense Attaches in October
- Held three off-site STARBASE classes for schools that couldn't raise the transportation funds to get to the STARBASE campus

Reaction Experiment. Sixth graders from Orion Elementary School experiment with mixing baking soda with cola, water, lemon juice and vinegar to determine which ingredients would be best to launch a rocket based on the reaction. Photo: Courtesy of STARBASE

Robot Demonstration. During STARBASE's Technology Summer Camp, Officer Jeff Morton, Anchorage Police Department, gives students a demonstration of the robots the department currently uses. Photo: Courtesy of STARBASE

Molecule Toss. Sixth graders from Orion Elementary School demonstrate the different states of matter: solid – little movement; liquid – more movement; gas – lots of movement, using balls to represent molecules. Photo: Courtesy of STARBASE

Ethnicity of Student Population

Multiracial	78
Hispanic	78
American or Alaska Native	154
African American	104
Asian/Pacific Islander	130
Caucasian	1,066
Other	21

Number of Students Registering: 1,631	Male ..... 847 Female 784

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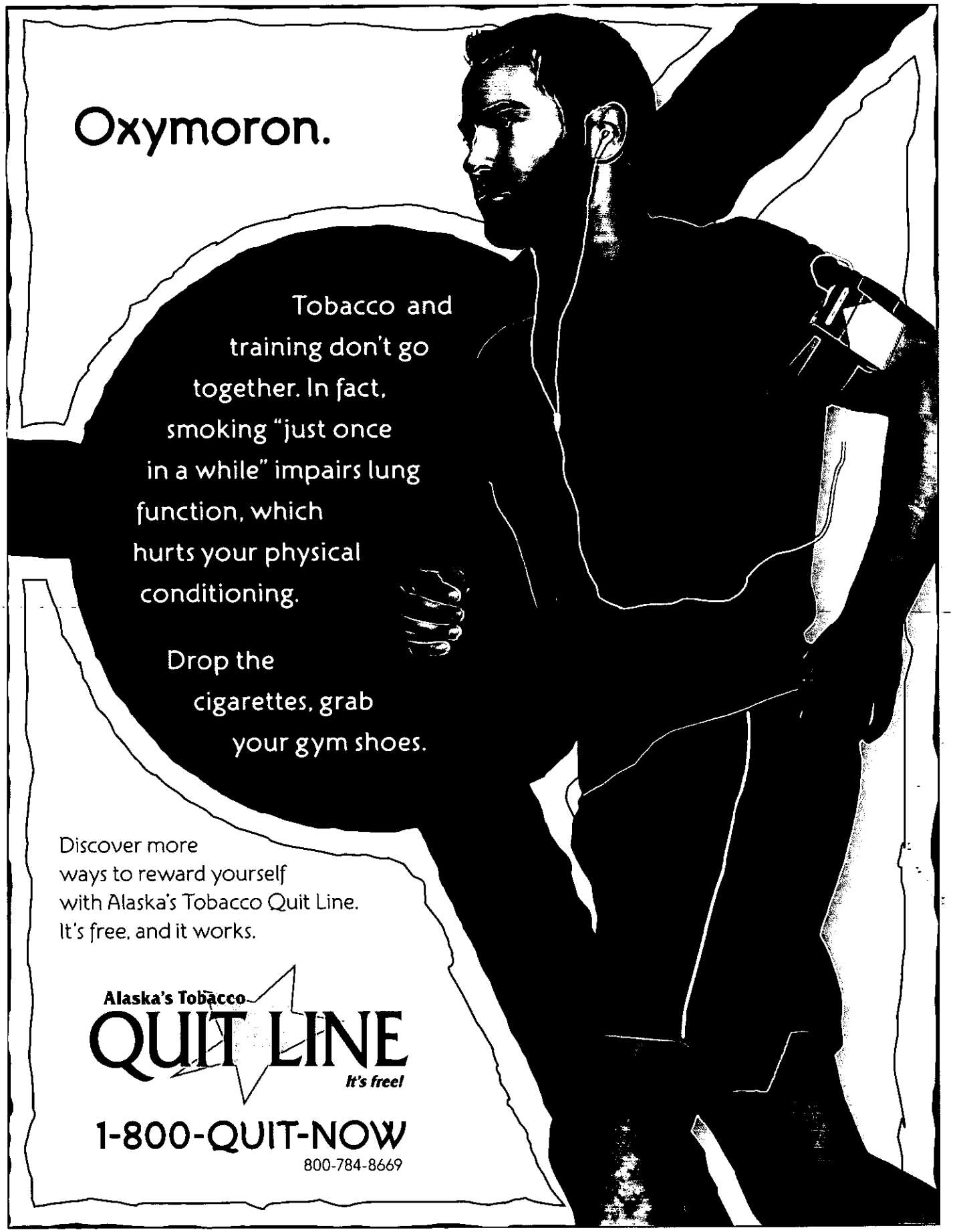
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Alaska Military Youth Academy Overview

Training schedules:

2 classes offered each year, consisting of:

- 2 week pre-challenge phase
- 20 week residential course
- 12 month non-residential tracking period

Education options:

A cadet may receive a GED or a high school diploma from the AMYA. The AMYA is an accredited high school, through the Northwest Association of Accredited Schools and offers a maximum of 7 credits during the residential phase of the program.

There are also work place certificate programs offered as well as internship opportunities for the cadets during the residential course to include:

- National Center for Construction Education and Research certificate, foundation training for any student going into vocational trades
- Carpentry proficiency certificate
- UPS store customer service certified training
- Culinary ServeSafe certification (required by the cabaret association that at least one employee on shift must have this certification)
- Emergency Trauma Tech certification
- Emergency Medical Tech certification
- Win and Work Keys, career readiness certificate (national program administered through the Department of Labor that shows baseline employee skill level)
- First aid and CPR certification

Success:
Success is determined by the ChalleNGe program national office located in Washington DC under the control of National Guard Bureau, which oversees all 33 ChalleNGe programs nationwide. A cadet is considered a successful graduate of the ChalleNGe program if at the end of the 12-month non-residential period he or she is:

- Working at least 30 hours per week
- Enrolled in college taking at least 12 semester hour credits
- Enrolled in a vocational training/ apprentice program
- A member of the United State's military

Alaska Military Youth Academy Budget details

Q: Do we expend funds on the mentorship program? If so what are they used for?
A: No funds are given to the mentors or the cadets for being mentored. Funds are used to pay staff to coordinate the mentor program. One staff member is dedicated full-time to running the mentor program and two other staff members spend about half of their time supporting the mentor program.

Q: How will doing away with the stipend affect the mentorship program?
A: There is an indication the stipends were an incentive for cadets to be more responsible in self-reporting. AMYA staff has invested twice as much time to contact Cadets for post-residential information than with previous classes that received the benefit.

Q: How do we plan to use the stipend money if it remains in the budget?
A: The funds will be used to replace educational equipment and material for the cadets. This includes outdated classroom resources, replacing 25% of computers yearly, adding software licenses with the Microsoft programs, replacing barracks furnishings, increasing the enrollment of additional students, and office supplies.

There has **not** been any DEED funding in the past three years that has gone towards capital projects. The only situation where this was possible was with the infrastructure money we received. However, we did not use any DEED funding as match against the infrastructure projects.

In the past three years there **has** been DEED funding that was used to pay for maintenance to the AMYA facilities. The info. is as follows:

SY08 – spent $441.72 in "repair parts & supplies". It was coded against FFY09 DEED allowable.
SY09 – spent $399.00 in "repair guardrail supplies". It was coded to FFY08 DEED allowable.
SY10 – nothing has been spent on maintenance so far.

60/40 maintenance dollars
SY08 - $118,959.25
SY09 - $93,199.28
SY10 - $15,137.88 so far this year

As for the stipends, they weren't clear on whether they were talking about graduation stipends or aftercare stipends so I provided both just in case. It was not possible to break stipends down by class without going through a labor intensive exercise. I summarized the total graduation and aftercare stipends by fund source for each SY, and

also broke out each fund source by FFY (if applicable) and what type of stipend it was. In the past three years we have paid the following in stipends:

SY08 – $79,000 Total graduation stipends paid ($47,400 FED/$31,600 GFM)
$168,600 Total aftercare stipends paid (DEED I/A)
$247,600 Total graduation & aftercare stipends paid in SY08

60/40
FFY07 Graduation Stipend $42,000
FFY08 Graduation Stipend $37,000
Total graduation stipends paid in SY08 $79,000 ($47,400 FED/$31,600 GFM)

I/A (DEED)
Aftercare Stipend $168,600

SY09 – $91,200 Total graduation stipends paid ($54,720 FED/$36,480 GFM)
$120,700 Total aftercare stipends paid (DEED I/A)
$211,900 Total graduation & aftercare stipends paid in SY09

60/40
FFY08 Graduation Stipend $42,900
FFY09 Graduation Stipend $48,300
Total graduation stipends paid in SY09 $91,200 ($54,720 FED/$36,480 GFM)

I/A (DEED)
Aftercare Stipend $120,700

SY10 – $81,600 Total graduation stipends paid ($48,960 FED/$32,640 GFM)
$58,900 Total aftercare stipends paid (DEED I/A)
$140,500 Total graduation & aftercare stipends paid so far in SY10

60/40
FFY09 Graduation Stipend $40,800
FFY10 Graduation Stipend (estimated) $40,800
Total graduation stipends paid so far in SY10 $81,600 ($48,960 FED/$32,640 GFM)

I/A (DEED)
Aftercare Stipend (there should be no more) $58,900

Department of Education & Early Development
Updated 11/5/09

Prepared by School Finance

ALASKA MILITARY YOUTH ACADEMY

FY2010	
209 x $5580 x 7 =	8,163,540
266 x $5580 x 60% =	890,568
less $2,625,000	(2,625,000)
TOTAL $	**6,429,108**

FY11 Projection	
189 x $5680 x 7 =	7,514,640
297 x $5680 x 60% =	1,012,176
less $2,700,000	(2,700,000)
TOTAL $	**5,826,816**

FY11 Change over FY10	**$**	**(602,292)**

NOTES:

HB273 increases BSA from $5580 to $5680 in FY11

G:\DistSup\$11Foundation\FY11 Budget\[FY11MilitaryYthAcademy_10-1-09.xls]AMYA Estimated FY11

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AS 14.30.740. Funding For Alaska Challenge Youth Academy Program.

(a) Each fiscal year, the department shall allocate funding for the Alaska Challenge Youth Academy program in an amount equal to the base student allocation multiplied by seven for each residential student and the base student allocation multiplied by 6/10 for each nonresidential student, minus the amount received by the program in federal matching grant funds. The determination of the number of residential and nonresidential students shall be made by the department on October 1 of the prior year.

(b) In this section,

(1) "base student allocation" means the amount established under AS 14.17.470;

(2) "nonresidential student" means a student who receives services but does not reside at the program site;

(3) "program" means the Alaska Challenge Youth Academy program;

(4) "residential student" means a student who resides at the program site.

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Note to HTML Version:

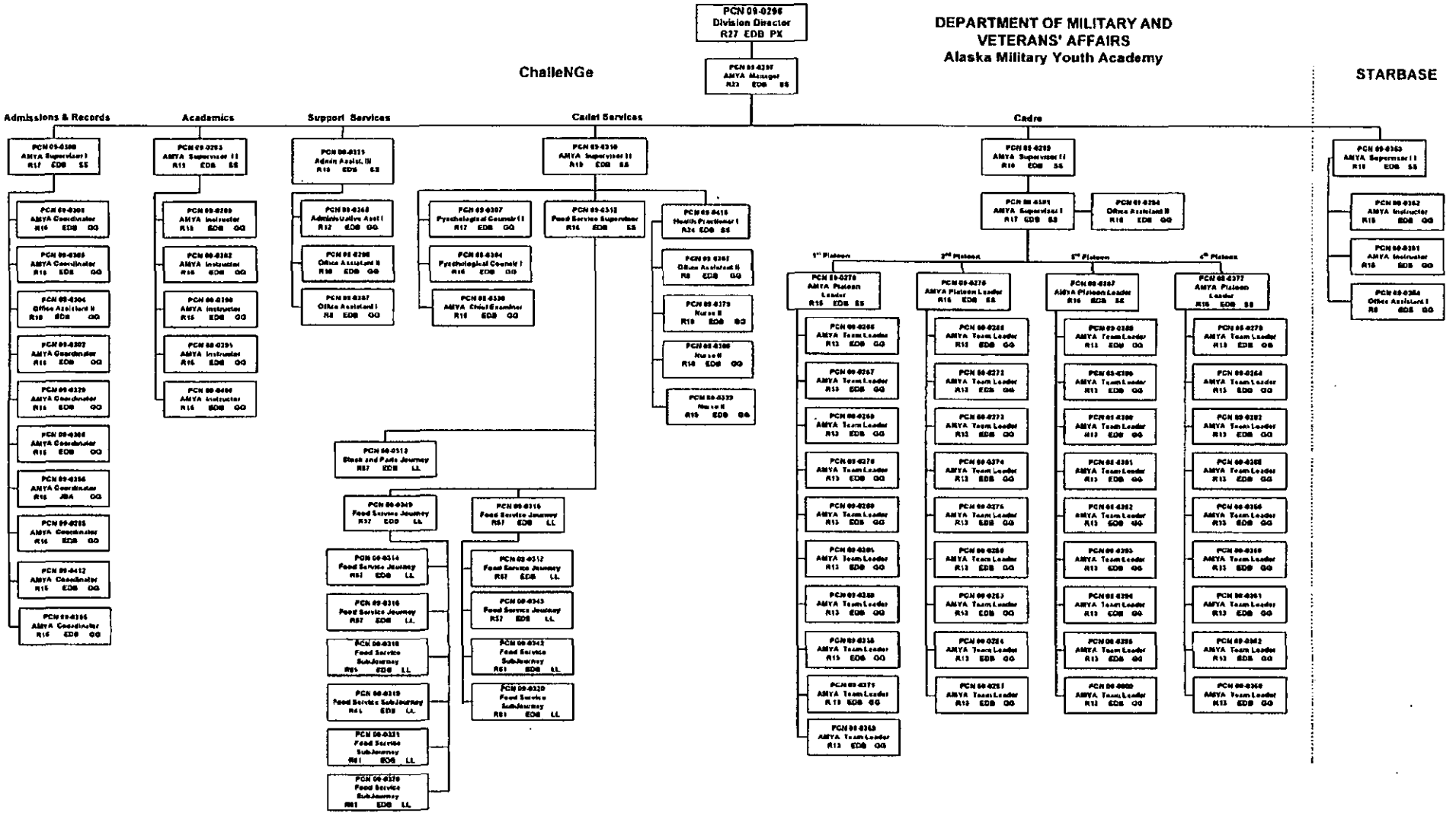
This version of the Alaska Statutes is current through December, 2007. The Alaska Statutes were automatically converted to HTML from a plain text format. Every effort has been made to ensure their accuracy, but this can not be guaranteed. *If it is critical that the precise terms of the Alaska Statutes be known, it is recommended that more formal sources be consulted.* For statutes adopted after the effective date of these statutes, see, Alaska State Legislature If any errors are found, please e-mail Touch N' Go systems at E-mail. We hope you find this information useful.

This page has been updated: 01/05/2009 15:56:11

Alaska Military and Youth Academy

Class	Start Date	Residential Grad Date	# Registered (Intake Day)	# Enrolled (After 1st Two Wks)	Graduated (end of 22 Wks)	Post Residential Compl Date	Number Receiving Stipends
2006/2007							
2006-1	4/3/2006	9/1/2006	162	140	109	10/1/2007	92
2006-2	10/1/2006	3/2/2007	257	194	154	4/1/2008	116
2007/2008							
2007-1	4/2/2007	8/31/2007	210	177	140	9/1/2008	108
2008-1	10/1/2007	3/1/2008	206	154	123	4/1/2009	91
2008/2009							
2008-2	4/1/2008	8/29/2008	206	160	143	9/1/2009	106
2009-1	10/1/2008	2/27/2009	209	184	161	4/1/2010	This is the last class to receive Post-Residential stipends
2009/2010							
2009-2	4/1/2009	8/29/2009	197	176	136	9/1/2010	Not eligible
2010-1	10/1/2009	2/27/2010	192	155	TBD	4/1/2011	Not eligible

Provided by the Department of Military and Veterans Affairs


DEPARTMENT OF MILITARY AND VETERANS' AFFAIRS
Alaska Military Youth Academy
ChalleNGe
STARBASE
PCN 09-0296
Division Director
R27 EDB PX
PCN 09-0297
AMYA Manager
R23 EDB SS
Admissions & Records
Academics
Support Services
Cadet Services
Cadre
PCN 09-0300
AMYA Supervisor I
R17 EDB SS
PCN 09-0293
AMYA Supervisor II
R19 EDB SS
PCN 09-0315
Admin Assist. III
R16 EDB GS
PCN 09-0310
AMYA Supervisor II
R19 EDB SS
PCN 09-0299
AMYA Supervisor II
R19 EDB SS
PCN 09-0353
AMYA Supervisor I
R19 EDB SS
PCN 09-0301
AMYA Coordinator
R16 EDB GG
PCN 09-0305
AMYA Coordinator
R16 EDB GG
PCN 09-0304
Office Assistant II
R10 EDB GG
PCN 09-0302
AMYA Coordinator
R16 EDB GG
PCN 09-0329
AMYA Coordinator
R16 EDB GG
PCN 09-0306
AMYA Coordinator
R16 EDB GG
PCN 09-0356
AMYA Coordinator
R16 JBA GG
PCN 09-0295
AMYA Coordinator
R16 EDB GG
PCN 09-0412
AMYA Coordinator
R16 EDB GG
PCN 09-0355
AMYA Coordinator
R16 EDB GG
PCN 09-0292
AMYA Instructor
R13 EDB GG
PCN 09-0282
AMYA Instructor
R13 EDB GG
PCN 09-0290
AMYA Instructor
R15 EDB GG
PCN 09-0291
AMYA Instructor
R15 EDB GG
PCN 09-0404
AMYA Instructor
R15 EDB GG
PCN 09-0268
Admin/Logistics Asst I
R12 EDB GG
PCN 09-0298
Office Assistant II
R10 EDB GG
PCN 09-0287
Office Assistant I
R8 EDB GG
PCN 09-0307
Psychologist/Counselor II
R17 EDB GG
PCN 09-0304
Psychological Counselor I
R16 EDB GG
PCN 09-0320
AMYA Chief Examiner
R19 EDB GG
PCN 09-0312
Food Service Supervisor
R16 EDB SS
PCN 09-0415
Health Practioner I
R24 EDB SS
PCN 09-0265
Office Assistant II
R8 EDB GG
PCN 09-0279
Nurse II
R19 EDB GG
PCN 09-0280
Nurse II
R19 EDB GG
PCN 09-0339
Nurse II
R19 EDB GG
PCN 09-0513
Stock and Parts Journey
R07 EDB LL
PCN 09-0349
Food Service Journey
R07 EDB LL
PCN 09-0316
Food Service Journey
R07 EDB LL
PCN 09-0314
Food Service Journey
R07 EDB LL
PCN 09-0316
Food Service Journey
R07 EDB LL
PCN 09-0318
Food Service SubJourney
R05 EDB LL
PCN 09-0319
Food Service SubJourney
R05 EDB LL
PCN 09-0321
Food Service SubJourney
R05 EDB LL
PCN 09-0320
Food Service SubJourney
R05 EDB LL
PCN 09-0312
Food Service Journey
R07 EDB LL
PCN 09-0313
Food Service Journey
R07 EDB LL
PCN 09-0342
Food Service SubJourney
R05 EDB LL
PCN 09-0320
Food Service SubJourney
R05 EDB LL
PCN 09-0299
AMYA Supervisor I
R19 EDB SS
PCN 09-0294
Office Assistant II
R10 EDB GG
1st Platoon
2nd Platoon
3rd Platoon
4th Platoon
PCN 09-0270
AMYA Platoon Leader
R15 EDB SS
PCN 09-0275
AMYA Platoon Leader
R15 EDB SS
PCN 09-0267
AMYA Platoon Leader
R15 EDB SS
PCN 09-0277
AMYA Platoon Leader
R15 EDB SS
PCN 09-0266
AMYA Team Leader
R13 EDB GG
PCN 09-0267
AMYA Team Leader
R13 EDB GG
PCN 09-0269
AMYA Team Leader
R13 EDB GG
PCN 09-0278
AMYA Team Leader
R13 EDB GG
PCN 09-0209
AMYA Team Leader
R13 EDB GG
PCN 09-0281
AMYA Team Leader
R13 EDB GG
PCN 09-0288
AMYA Team Leader
R13 EDB GG
PCN 09-0316
AMYA Team Leader
R13 EDB GG
PCN 09-0279
AMYA Team Leader
R13 EDB GG
PCN 09-0269
AMYA Team Leader
R13 EDB GG
PCN 09-0265
AMYA Team Leader
R13 EDB GG
PCN 09-0272
AMYA Team Leader
R13 EDB GG
PCN 09-0273
AMYA Team Leader
R13 EDB GG
PCN 09-0274
AMYA Team Leader
R13 EDB GG
PCN 09-0276
AMYA Team Leader
R13 EDB GG
PCN 09-0280
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R13 EDB GG
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R13 EDB GG
PCN 09-0285
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R13 EDB GG
PCN 09-0286
AMYA Team Leader
R13 EDB GG
PCN 09-0287
AMYA Platoon Leader
R15 EDB SS
PCN 09-0277
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R15 EDB SS
PCN 09-0288
AMYA Team Leader
R13 EDB GG
PCN 09-0289
AMYA Team Leader
R13 EDB GG
PCN 09-0290
AMYA Team Leader
R13 EDB GG
PCN 09-0291
AMYA Team Leader
R13 EDB GG
PCN 09-0292
AMYA Team Leader
R13 EDB GG
PCN 09-0293
AMYA Team Leader
R13 EDB GG
PCN 09-0294
AMYA Team Leader
R13 EDB GG
PCN 09-0295
AMYA Team Leader
R13 EDB GG
PCN 09-0278
AMYA Platoon Leader
R15 EDB SS
PCN 09-0279
AMYA Team Leader
R13 EDB GG
PCN 09-0264
AMYA Team Leader
R13 EDB GG
PCN 09-0282
AMYA Team Leader
R13 EDB GG
PCN 09-0283
AMYA Team Leader
R13 EDB GG
PCN 09-0356
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R13 EDB GG
PCN 09-0360
AMYA Team Leader
R13 EDB GG
PCN 09-0361
AMYA Team Leader
R13 EDB GG
PCN 09-0362
AMYA Team Leader
R13 EDB GG
PCN 09-0360
AMYA Instructor
R15 EDB GG
PCN 09-0361
AMYA Instructor
R15 EDB GG
PCN 09-0362
AMYA Instructor
R15 EDB GG
PCN 09-0364
Office Assistant I
R8 EDB GG

Department of Education & Early Development
Prepared 1/27/2010

Prepared by School Finance

ALASKA MILITARY YOUTH ACADEMY

FY2011 Projection	
189 x $5680 x 7 =	7,514,640
297 x $5680 x 60% =	1,012,176
less $2,700,000	(2,700,000)
TOTAL $	**5,826,816**

FY12 Projection	
189 x $5805 x 7 =	7,680,015
297 x $5805 x 60% =	1,034,451
less $2,700,000	(2,700,000)
TOTAL $	**6,014,466**

FY12 Change over FY11	**$**	**187,650**

NOTES:

HB317 increases BSA from $5680 to $5805 in FY12

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Department of Education & Early Development
Prepared 1/27/2010

Prepared by School Finance

ALASKA MILITARY YOUTH ACADEMY

FY2012 Projection	
189 x $5805 x 7 =	7,680,015
297 x $5805 x 60% =	1,034,451
less $2,700,000	(2,700,000)
TOTAL $	**6,014,466**

FY13 Projection	
189 x $5930 x 7 =	7,845,390
297 x $5930 x 60% =	1,056,726
less $2,700,000	(2,700,000)
TOTAL $	**6,202,116**

FY12 Change over FY11	**$**	**187,650**

NOTES:

HB317 increases BSA from $5805 to $5930 in FY13

G:\DistSup\$11Foundation\FiscalNotes\HB317\[HB317_SF_AMYA_BSAincreases.xlsx]

FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

Fiscal Note Number:
Bill Version: **HB317**
() Publish Date:

Identifier (file name): HB317-EED-AMYA-2-5-10
Dept. Affected: Education & Early Development
Title "An Act increasing the special needs funding and base student Allocation for public schools, and extending the adjustment for student...."
RDU K-12 Support
Component AK Challenge Youth Academy
Sponsor House Education Committee
Requester House Education Committee
Component Number 2837

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2011**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**
Personal Services							
Travel							
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims	0.0	0.0	187.7	187.7	0.0	0.0	0.0
Miscellaneous							
TOTAL OPERATING	**0.0**	**0.0**	**187.7**	**187.7**	**0.0**	**0.0**	**0.0**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES ( )							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	0.0	0.0	187.7	187.7	0.0	0.0	0.0
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**0.0**	**0.0**	**187.7**	**187.7**	**0.0**	**0.0**	**0.0**

Estimate of any current year (FY2010) cost:

POSITIONS

Full-time							
Part-time							
Temporary							

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

HB 317 beginning in FY 2012 the following increases will affect the Alaska Challenge Youth Academy:
FY2012 BSA increase of $125 to $5,805.
FY2013 BSA increases of $125 to $5,930.

Prepared by: Eddy Jeans, Director
Phone 465-8679
Division School Finance
Date/Time 2/5/10 12:00 AM
Approved by: Larry LeDoux, Commissioner
Date 2/5/2010

(Revised 10/13/2009 OMB)

4150

2/19/10
ALASKA VIRTUAL ACADEMY

Alaska Virtual Academy

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What is AKVA?

- A fully managed K12 school program offered through the Wrangell Public School District
- A public school program delivered in the home
- Open to students statewide
- Comprehensive, all encompassing school
- Fully staffed with Certified teachers
- Large school community

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What Enrollment Includes

- The K12 curriculum
- Books, materials, and manipulatives
- Supplies
- Access to experienced teachers and administration
- **All of this is provided tuition free!**

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Enrollment Information

AKVA currently serves:

- Students in Kindergarten through grade 8
- Alaska resident students
- Full time enrollment

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Enrollment Information Cont.

Document Requirements

- Birth Certificate
- Proof of residency
- School Entrance Health Form
- Immunization record
- Statement of Expulsion

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What is K12?

- The **largest provider** of online curriculum for public virtual schools. More than 70,000 students are using the K12 academic program in 26 statewide online public schools and other e-learning programs internationally
- **Created by some of the finest minds in education**, including cognitive scientists, reading specialists, biologists, mathematicians, artists and more
- **Designed and developed for online delivery** from the outset
- Committed to providing a **self-paced learning environment** that will help each child reach his/her true, individual potential
- Offers assistance through a **customer care** and technology support line

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What does AKVA provide to students & families?

- Leadership, support, and guidance from teachers and AKVA staff
- Books, workbooks, hands-on materials, maps, art and science supplies as well as other supplies necessary to complete each lesson
- Interactive and engaging lessons with comprehensive assessments
- Planning and progress tools
- Online community features and events
- Special education services

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The K12 Curriculum

- **Integrated and planned** out for you and your student to follow. There is no need for you to plan lessons, our tools do that for you and our **assessments** direct you to the next lessons once the prior lessons is mastered.
- Meets or exceeds state standards (including Virginia's Standards of Learning)
- **AdvancED-accredited** (formerly called CITA)
- **97% satisfaction** rating by our users
- Is used by **over 70,000 students** nationwide
- Is **shipped to your door** (books, materials, manipulatives, rocks!) **tuition free with virtual academy enrollment**

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K12 Curriculum

Six Subjects at all grade levels:

Language Arts
Builds important reading and writing skills while inspiring a love of literature.

Math
Mastery of fundamental skills with critical thinking and problem-solving.

Science
Hands-on experience with systematic study of scientific terms and concepts.

History
Emphasizes the story in history by opening young minds and imaginations to far-off lands, distant times, and diverse people.

Art
Following the timeline of history students are introduced to great works of art from different cultures and eras.

Music
Students are instructed in both music theory and music appreciation.

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K-8 Program: Overview

- Mastery-based program
- Rich, research based content and "big ideas"
- We encourage families to spend more instructional time on important, difficult objectives
- We recognize that every child is different
- Finding the correct level and pace may vary by child
- To ensure mastery, every objective is assessed

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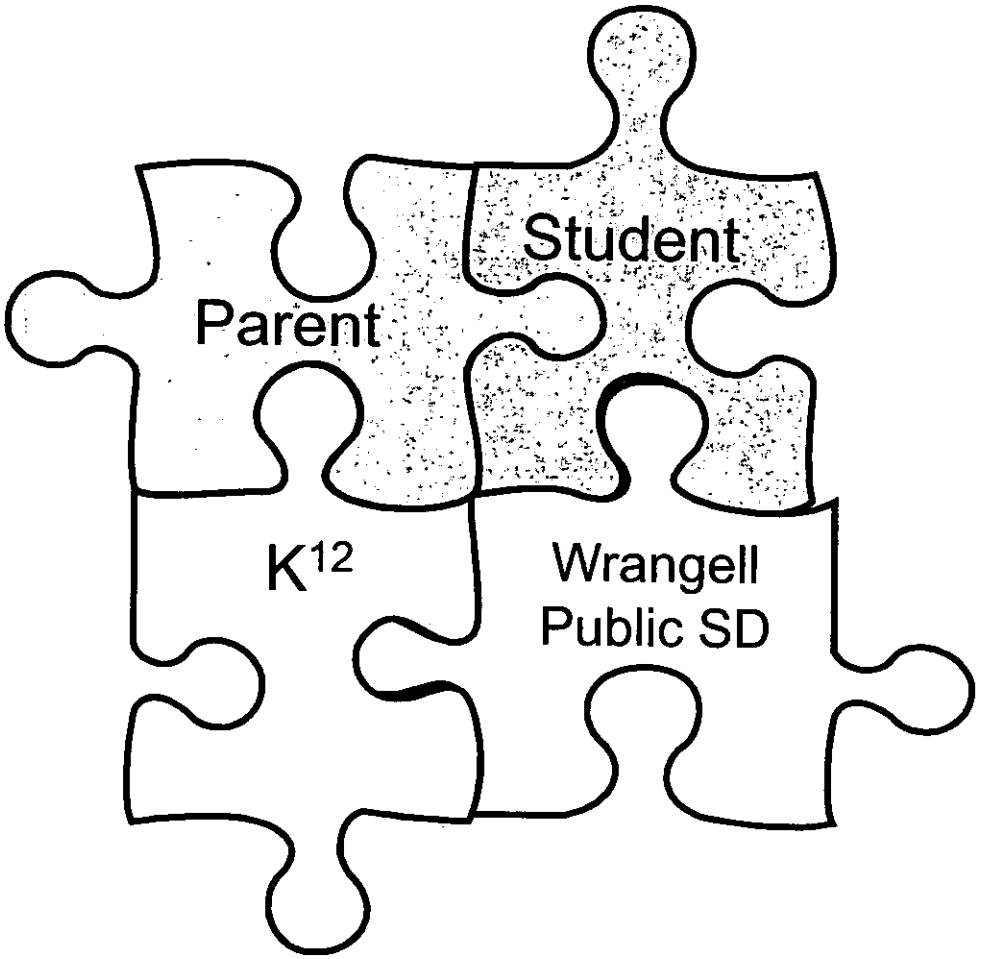
The AKVA K-8 Partnership



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K12 Community Chest

Welcome to the new K12 Community Chest—a treasure trove of information for everyone in the K12 family. It's a place to share your thoughts, learn from others and connect with each other and with the minds at K12. This is your site. Come visit often.

Bror's Blog

I appear to be the worst math problem solver in America, if you ask kids in K12.
What is a Blog?

Speaker Series

Summer Fun (and Learning Too!)
Date: June 7, 2007
Time: 4:00 pm
Need some expert advice? We've got the experts! Check out our speaker series to see who's talking about what, and when.

Discussion Boards

Chat. Ruminate. Converse. Shoot the breeze. Discuss.

Coming Soon

Clubs, events, more games, and other cool stuff!

Feedback

It's your turn to talk-and you don't even need to raise your hand! Use this space to help make the K12 Community Chest better for everyone.

Art Competition

Attention all K12 kids! Draw, paint, or collage your way to national K12 fame.

Ballot Box

If you could be a famous king from history, which one would you be?

- Richard the Lionheart
- Ferdinand of Spain
- Etc.

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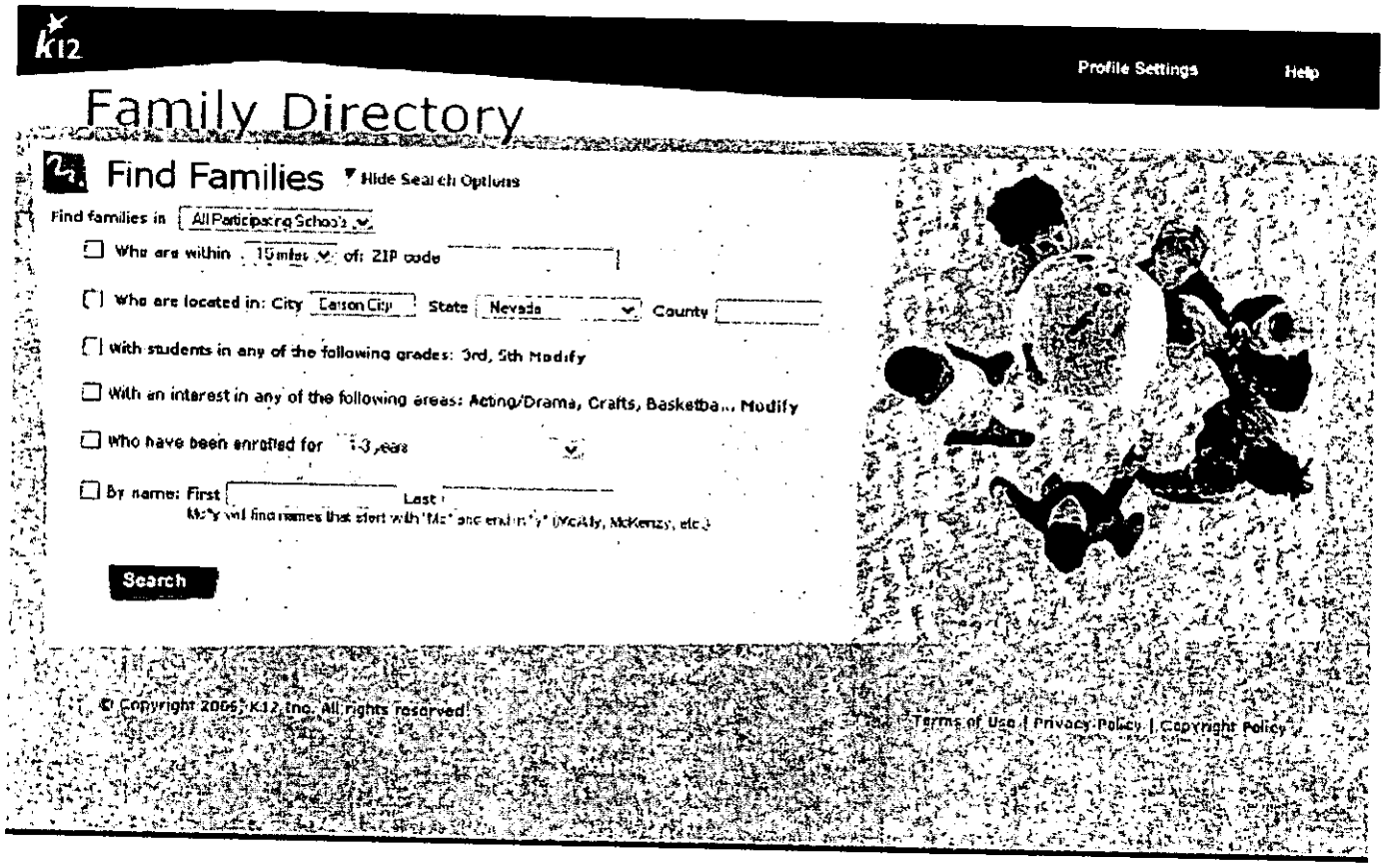
K12 Family Directory



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Art Competition

Finalists and winners of K12's Fall Art Competition — 2006 National Winners

2006 National Winners

Lindsey H.
1-2
Agora Cyber Charter School
The desert
collage

Deven D.
3-4
Agora Cyber Charter School
Eye on Survival
tempera paint

Miranda L.
3-4
Arkansas Virtual School
Yellow finch
crayon and watercolor

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Our Teachers…

- Are **Alaska certified.**
- Are **highly-qualified**
- Are **assigned to students** and **communicate** through e-mail, telephone, online web meetings, and even face-to-face as needed
- Come from a **variety of teaching backgrounds**; public, private, tutoring
- Assist the learning coach in providing an **individualized education** experience to the K-8 student

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Role of the AKVA Teacher

- Certified and experienced partners in education
- First point of contact
- Responsible for checking student progress and attendance
- Leads Elluminate instructional and tutoring sessions
- Resource for curriculum issues, coaching tips, and questions about school policies
- Conducts phone conferences every two weeks
- Provides feedback on submitted work samples

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Role of the Parent

- Fulfill attendance requirements
- Report attendance on a daily basis
- Work with student towards continuous progress with the K12 curriculum
- Prepare for student's school day
- Participate in regular teacher conference calls
- Submit regular work samples as required by the school
- Ensure student participation in state testing program

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Attendance

- Students are expected to login every school day to complete school work
- Parents must notify the teacher when students are absent from school (i.e., the student does not log into the OLS and complete lessons)
- When needed, teachers and parents work together to create flexibility in student schedules
- Students can generally be expected to complete an average of 4-6 hours per day of instructional time

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Academic Accountability

- Meet and maintain adequate progress
- Students must participate in the state's testing program
- Students must participate in pre- and post- testing
- 100% completion of all course work is encouraged

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State Testing & Assessments

- Students in grades K-1 will participate in the Alaska Kindergarten/First Grade development profile
- Students in grades 3-8 will participate in the Alaska Standards Based Assessments
- Students in grades 5, 7 will participate in Terra Nova Norm-Referenced Assessments
- Students in grades 4, 8 will participate in Science Standards-Based Assessments

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Scantron Diagnostic Assessments

- Students in grades 3-8 will take the Performance Series Adaptive Assessment in the first week of school and then again in the spring.
- A computer-adaptive assessment which allows teachers and parents to pinpoint the proficiency level of a student.
- Will guide your teacher in developing an individualized learning plan for you child that addresses specific strengths and weaknesses.

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The K12 Online School (OLS)

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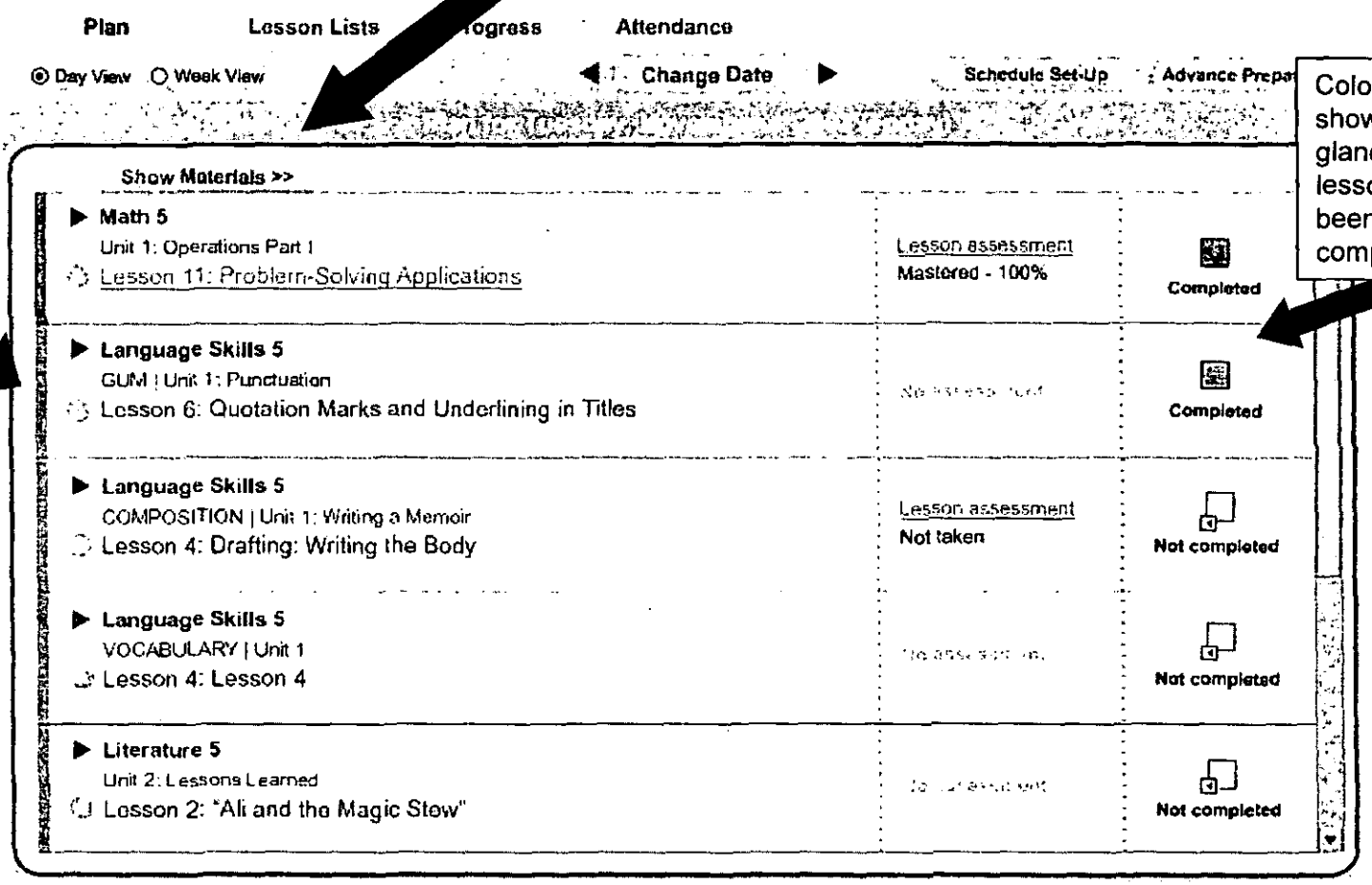
OLS: Daily Plan

Click on "Show Materials" for a quick view of all materials needed for that day.

Under the Daily Plan, you are able to see all of the lessons that are scheduled for any given day.

Colored boxes show at a glance which lessons have been completed.



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OLS: Plan Week View

Plan | Lesson Lists | Progress | Attendance

○ Day View ◉ Week View ◀◀ ◀ Change Date ▶ ▶▶ Schedule Set-Up | Advance Preparation

Show Materials

Mon 02/19/07	Tue 02/20/07	Wed 02/21/07	Thu 02/22/07	Fri 02/23/07
☐ **Math 5** 1.2 Thousandths	☐ **Math 5** 1.3 (Optional) Addition Properties/Subtraction Rules	☐ **Math 5** 1.4 Roman Numerals	☐ **Math 5** 1.5 Properties of Multiplication	☐ **Math 5** 1.6 Zeros in the Multiplicand
☐ **Literature 5** 2 "Ali and the Magic Stew" **Literature 5** Set aside time to read Ali and the Magic Stew and write about	☐ **Literature 5** 3 "The Fire on the Mountain" **Literature 5** Set aside time to read alone and with an adult	☐ **Literature 5** 4 Summarizing a Story **Literature 5** Set aside time to read alone and with an adult	☐ **Literature 5** 5 "The Sword of Damocles" **Literature 5** Set aside time to read alone and with an adult	☐ **Literature 5** 6 "As Rich as Croesus" **Literature 5** Set aside time to read alone and with an adult
☐ **Spelling 5** 2 Lesson 2	☐ **Spelling 5** 3 Lesson 3	☐ **Spelling 5** 4 Lesson 4	☐ **Spelling 5** 5 Lesson 5	☐ **Spelling 5** 1 Lesson 1
☐ **Language Skills 5 (2006)** VOCABULARY | 1 Lesson 1	☐ **Language Skills 5 (2006)** COMPOSITION | 1.2 Prewriting: The Elements of a Memoir	☐ **Language Skills 5 (2006)** GUM | 1.2 Using Commas in Series, Letters, Dates, & Geographical Names **Language Skills 5 (2006)** VOCABULARY | 2 Lesson 2	☐ **Language Skills 5 (2006)** GUM | 1.3 Using Punctuation in Direct Quotations **Language Skills 5 (2006)** COMPOSITION | 1.3 Prewriting: Organizing a Memoir	☐ **Language Skills 5 (2006)** GUM | 1.4 Using Commas with Conjunctions **Language Skills 5 (2006)** VOCABULARY | 3 Lesson 3
☐ **American History Before 1865 (2006)** 1.2 Maps and Directions	☐ **American History Before 1865 (2006)** 1.3 (Optional) Grids			☐ **American History Before 1865 (2006)**
☐ **Intermediate Art: American A** 1.1 Many Kinds of Art				

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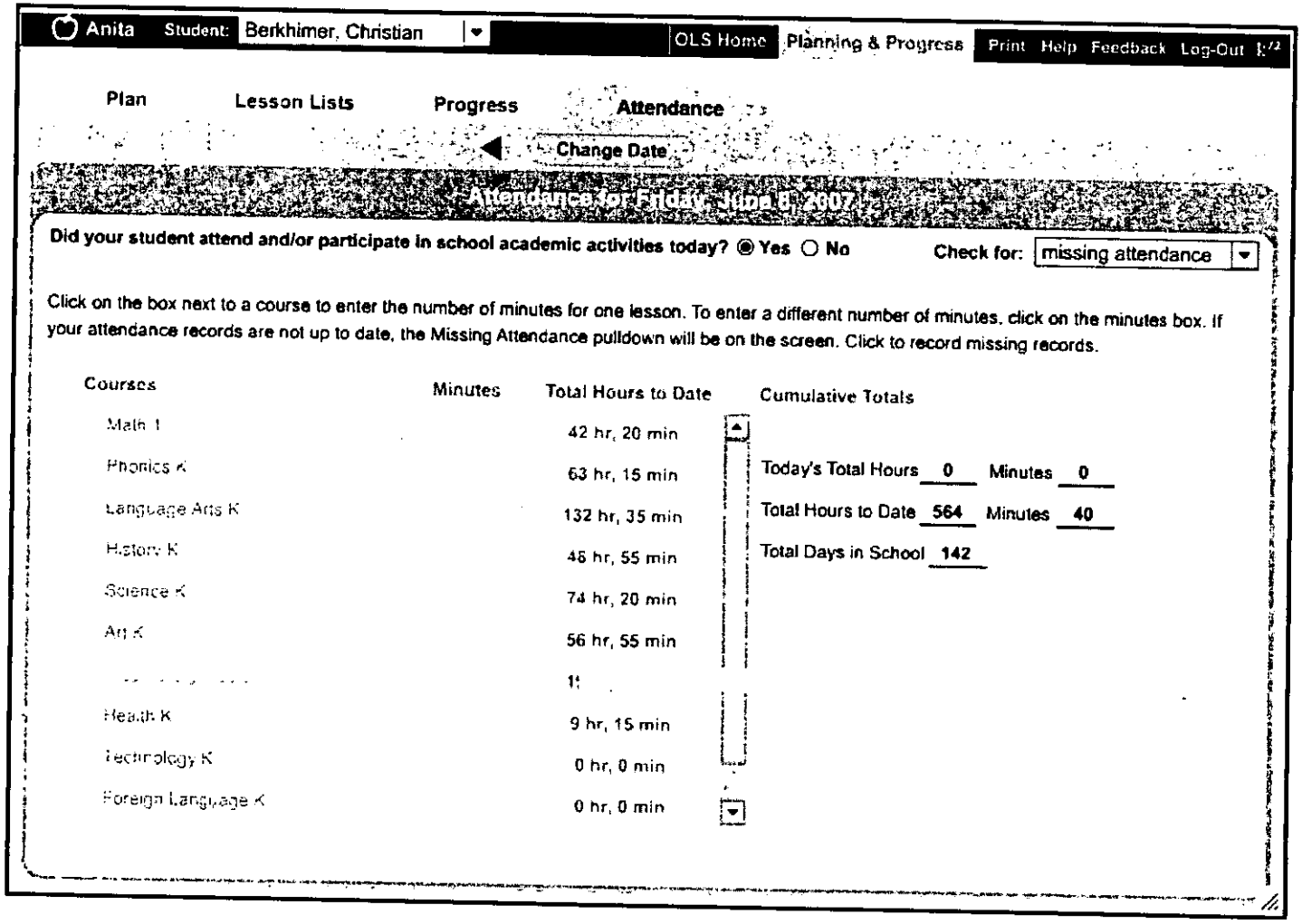
OLS: Tracking Your Success



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OLS: Progress Overview

Plan | Lesson Lists | **Progress** | Attendance

Courses | Record Grades

○ View all lessons ◉ View core lessons only

○ Number of Lessons ◉ Percentage of Lessons Key: Finished | Started | Not Started

ID Pre-Algebra A	63%	37%	100%	06/06/07
Intermediate Language Skills A	58%	42%	100%	05/28/07
Intermediate Literature A	39%	61%	100%	08/06/07
American History Before 1865 (2006)	56%	44%	100%	07/03/07
Earth Science (2006)	60% 1%	39%	100%	05/14/07
Intermediate Art: American A	61%	39%	100%	06/11/07
Music Concepts A	65%	35%	100%	05/25/07
Strategies For Success: Grade 6	10%	90%	100%	05/01/07

*To account for recently completed lessons and schedule changes, click the "Calculate End Dates" button.

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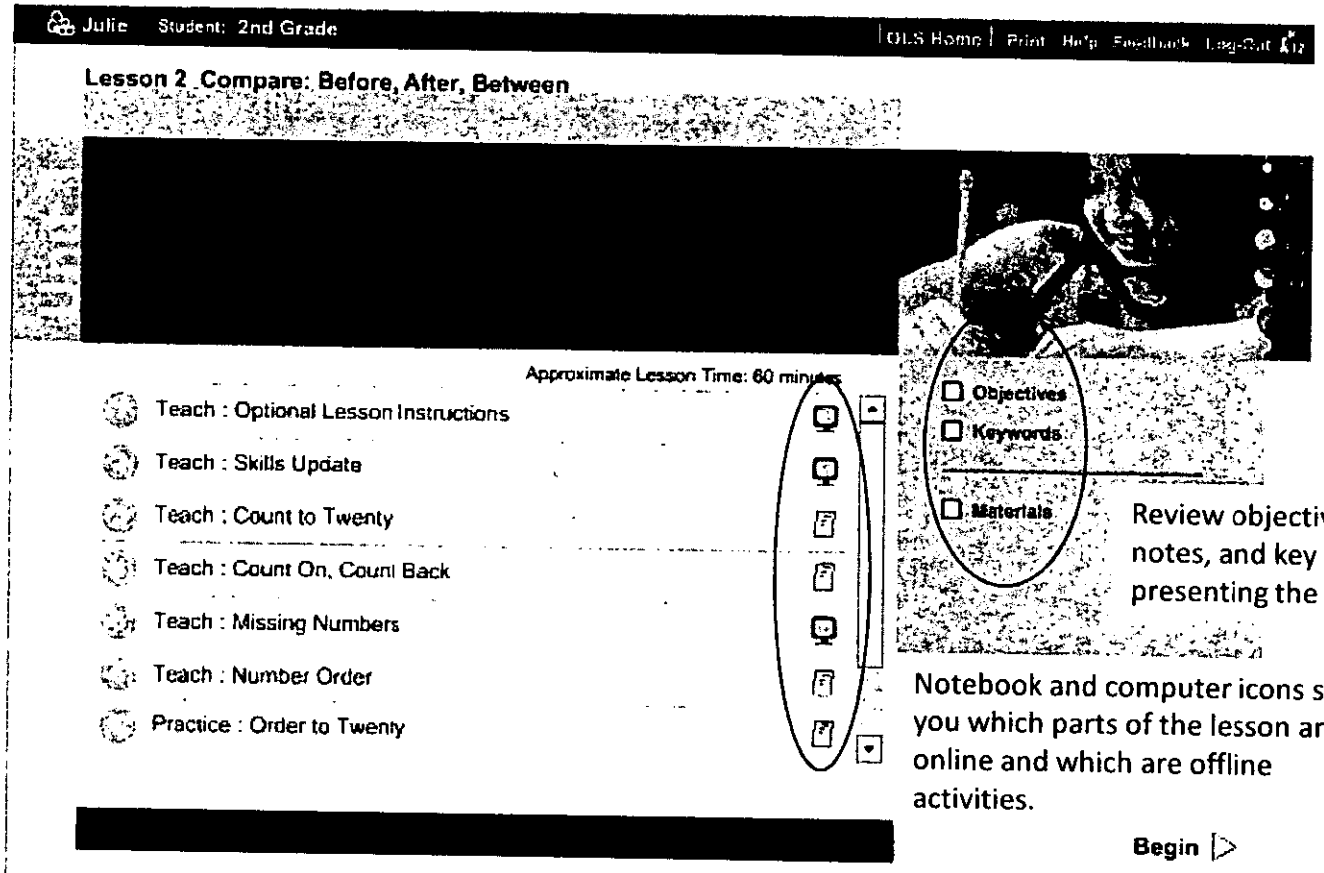
OLS Lessons: Grades K—3



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OLS Lessons: Grades 4 and 5

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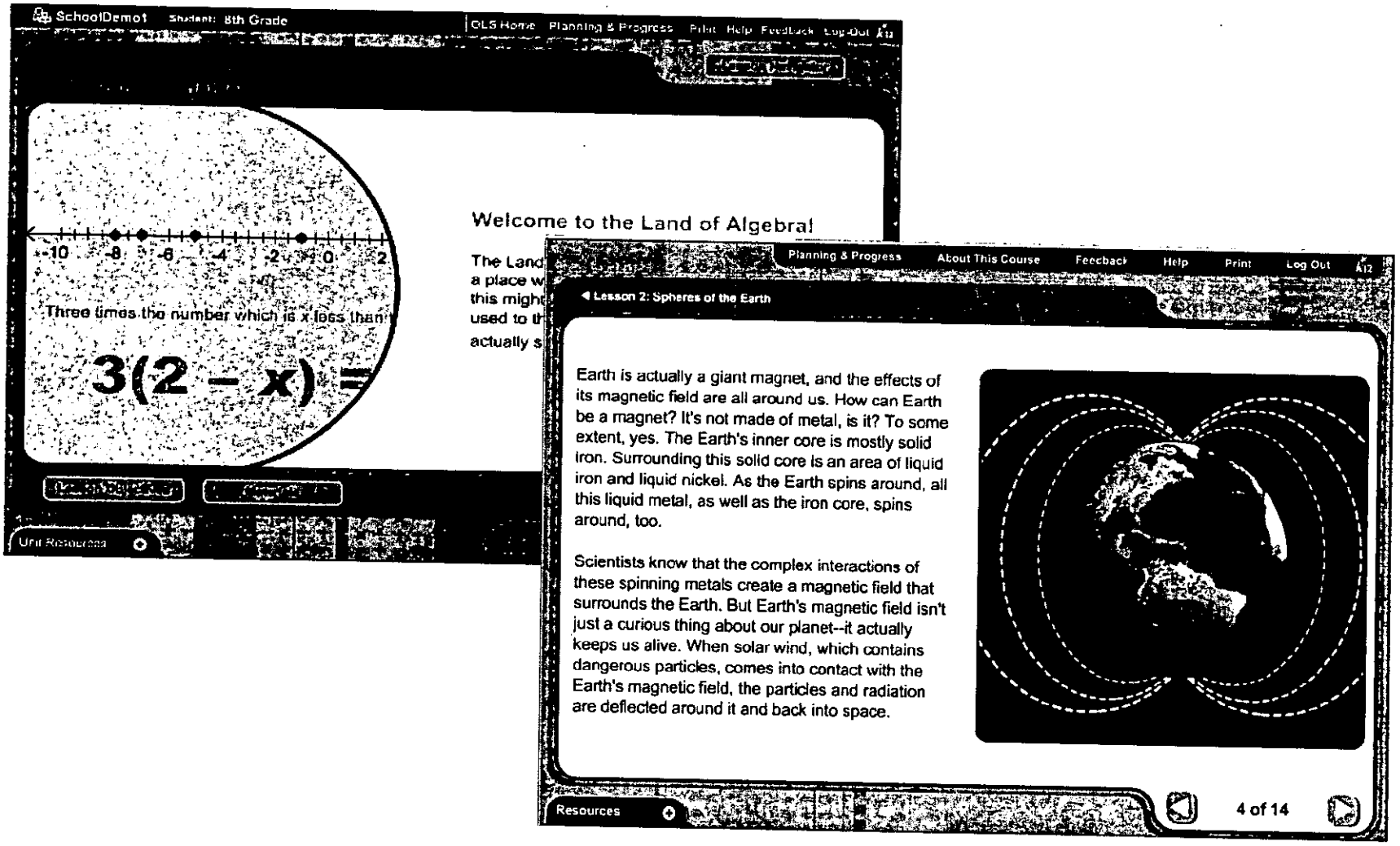
OLS Lessons: Middle School



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Ready to Enroll?

Enrollment Process Steps

- Submit online application
- Submit compliancy documents*
- Approval

Course selection before school starts*

Once School Starts

- Take initial Scantron test; grades 3-8 only
- Conference w/teacher and Individualized Learning Plan for your student

**Based on grade level or transcript review. If your student is significantly above or below grade level, exceptions can be made.*

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Questions?

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Home
Bror's Blog
Discussion Board
Games
Speaker Series
Art Competition
Resources

Speaker Series

Join K12 experts online to discover the science behind the K12 curriculum and learn strategies to improve children's success in the program. Click the session title to log in to an upcoming session or to view an archived session.

Upcoming | Archives

Title	Description	Date	Speaker	Speaker Bio
Summer Fun (and Learning Too!): Log in to session.	Description	6/7/2007 4:00 pm EST	Beth Zemble and Kristen Kinney	Bio
Best Start Ideas: The Home-Learning Family: It's a Lifestyle!: Log in to session.	Description	7/11/2007 4:00 pm EST	Dr. Bror Saxberg, Heidi Higgins, and Lori Beverage	Bio
Best Start Ideas: Organizing Your Home Learning Space: A Place For Everything, Really: Log in to session.	Description	7/25/2007 4:00 pm EST	Dr. Bror Saxberg, Heidi Higgins, and Kristin Paul	Bio
Focus on K12 Courses: Science and Math: Log in to session.	Description	8/8/2007 4:00 pm EST	Dr. Dan Franck and Ann Lewis	Bio
Are Your Kids Safe Online?: Log in to session.	Description	9/17/2007 4:00 pm EST	Rob Letcher	Bio

Elluminate

System Requirements

Each K12 Speaker Series talk uses Elluminate! Live online meeting software.

Dates and times are subject to change.

If you are having problems with the software, please use the following contacts:

K12 Technical Support
1-866-626-6413 (choose option 2)
Monday-Friday
8:00AM-8:00PM EST

For more details, visit http://help.k12.com/messages/1411/1230.html

Elluminate Technical Support
1-866-388-8674 (choose option 2), or visit http://www.elluminate.com/support

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The Online Community

- Online Clubs
- Community Gatherings
- Academic & Social Outings
- Online Parent Directory
- K12 Community Chest
- Parent Workshops

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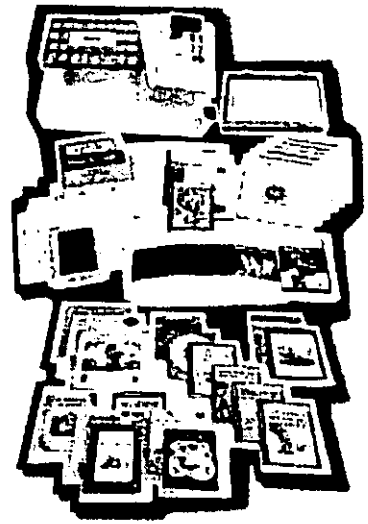
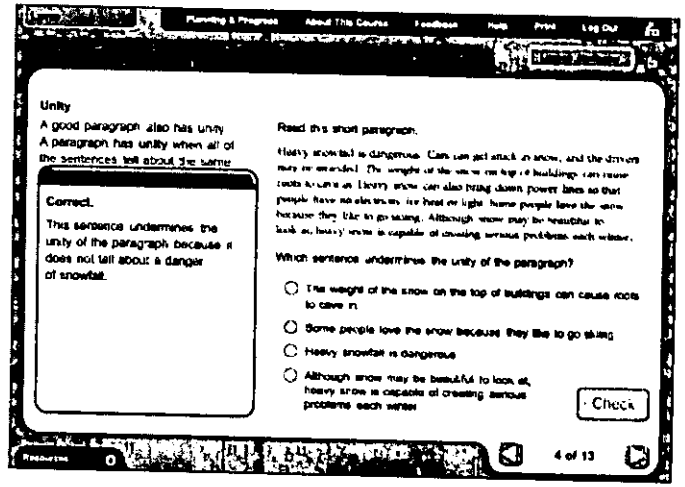
K12 Language Arts/English

- **Phonics (K-1)**
  Multisensory lessons, phonemic awareness, and decoding skills
- **Spelling (2-5)**
  Sounds, symbols, and spellings
- **Literature (K-8)**
  Cultural literacy with well-known stories and poems
- **Vocabulary (2-8)**
  Classical roots to determine definitions
- **Composition (1-8)**
  Students construct a well-written essay, from brainstorming to final draft.
- **Novels (3-8)**
- **Comprehension and Writing Skills (K-8)**





ALASKA VIRTUAL ACADEMY℠

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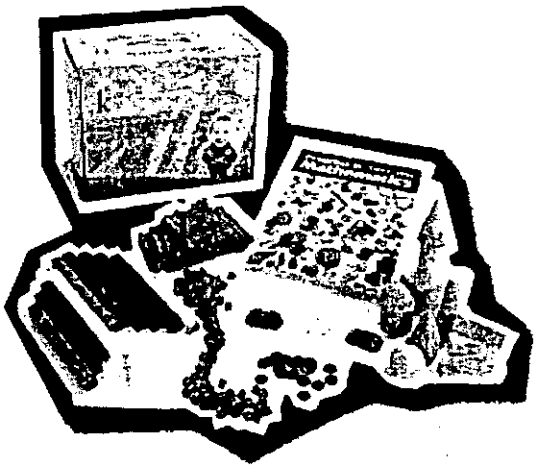
K12 Math

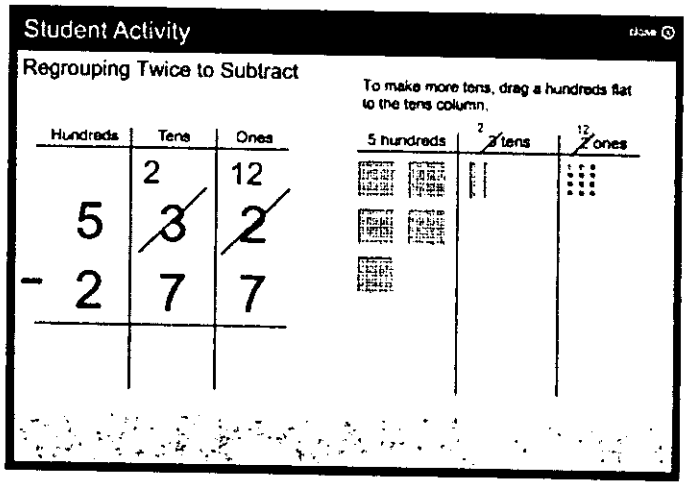
Grades K–5

- Based on Sadlier-Oxford text.
- Uses manipulatives.
- Teach core computational skills.
- Problem-solving skills and geometric reasoning.



Middle School

- Based on *Mathematics, Structure and Method.*
- Covers Pre-Algebra and Algebra.
- Uses distributed (spiral) review.



ALASKA VIRTUAL ACADEMY℠

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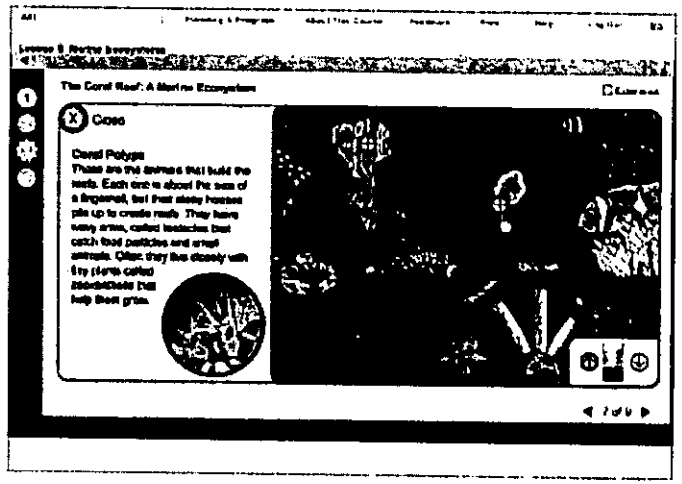
K12 Science

- Emphasis on the scientific method.
- Hands-on activities and classic experiments.
- Life science, physical science, Earth science, and the human body.
- Chemistry, geology, meteorology, oceanography, and astronomy.
- Digital interactive content.

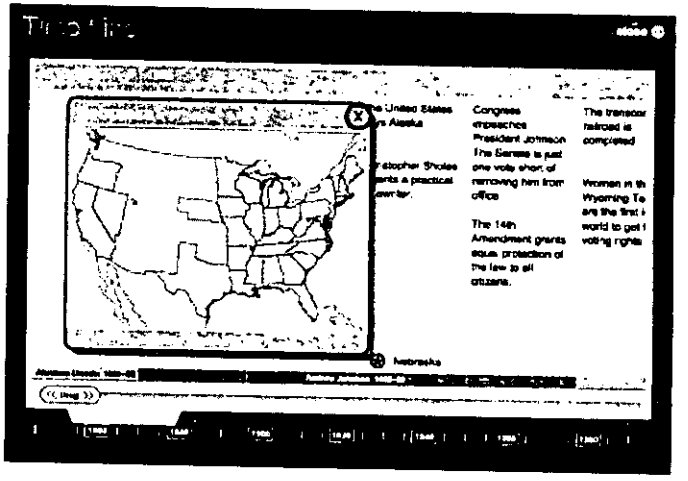


ALASKA VIRTUAL ACADEMY℠

powered by K12™

K12 History

- Uses a chronological approach:
  - Ancient civilizations up to the present
- Emphasizes the "story" of history.
- Provides a global perspective.
- Teaches with maps and globes:
  - Students learn where they live in relation to other countries
- Educates student on cultures, world religions, and enduring ideas from other countries.



ALASKA VIRTUAL ACADEMY℠

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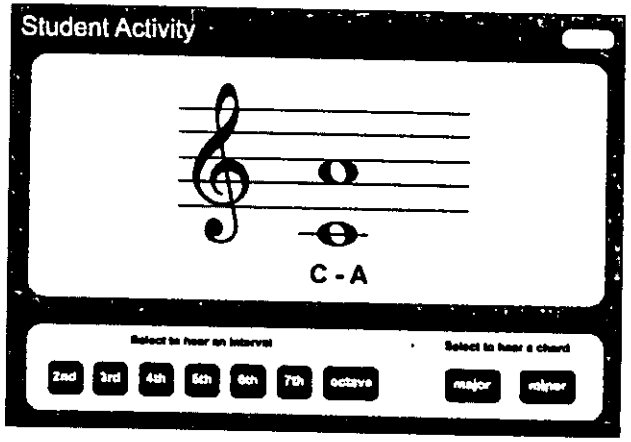
K12 Music

- Teaches student to read and write musical notation.
- Based on the solfege system.
- Introduces famous composers and their compositions.
- Covers beat, rhythm, pitch, melody, and other basic principles of music.
- Uses a tambourine as a teaching aide and student also plays simple music on the recorder and slide whistle.
- Develops a lifelong love and appreciation of music by students.



ALASKA VIRTUAL ACADEMY℠

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Foreign Language Offerings – Substitute for Music

Elementary

- Spanish I and II
- French I and II
- German I and II
- Latin I

Middle School

- Spanish I and II
- French I and II
- German I and II
- Latin I and II

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Do you have a specific question? Try finding the answer in K12 Customer Support Solutions

MATERIALS FOR HIGH SCHOOL AND 9th GRADE
- Materials supplied by K12 to Virtual Academies students
- Materials supplied by K12 to Virtual School students

ABOUT KINDERGARTEN THROUGH 8TH GRADE

ABOUT COURSES
- Course Introductions

ABOUT THE OLS
- Overview
- Planning & Progress Tools
- Lessons

ABOUT STUDENTS
- Teaching Your Student
- Teaching More Than One Child

Materials Lists
- Grades K-8
- Virtual Academy-High School
- Virtual School Program-High School

Other Links
- Grolier's Encyclopedia
- Pronunciation Guide
- Computer Requirements

K12 Online School Help

About High School and 9th Grade

- Materials supplied by K12 to Virtual Academies students
- Materials supplied by K12 to Virtual School students

About Kindergarten through 8th Grade

Getting Help Quickly

- You can find the answers to more than 200 questions in the K12 Customer Support Solutions area.
- You can ask the K12 Customer Support staff a question using the Customer Support contact form.
- You can also call us toll-free at 1-866-K12-CARE (1-866-512-2273).

About Courses

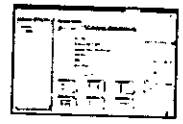
- Course Introductions: Details about course philosophies, lessons, materials, and assessments.

About the Online School (OLS)

Overview

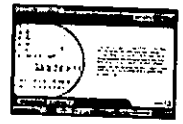
An animated description of how to use the OLS.

Planning & Progress Tools



How to set up schedules, generate lesson plans, and track student

Lessons



How K12 lessons are structured and why

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Overview
K-mail
My Account

Online School
K12 College & Career Source
Family Directory
Community Chest
Tutorials (Coming Soon)

My Students
Austin [redacted]
Jill [redacted]
Scott [redacted]

Austin

Colorado Virtual Academy - 7th Grade

School | Courses and Classrooms | Hardware | Shipments | Student Account

Colorado Virtual Academy

Address: 11990 Grant Street Suite 402
Northglenn, Colorado 80233
Phone: (303) 255-4650
Community Website: http://community.covcs.org
School Start Date: 08/18/2008
School End Date: 06/05/2009

Austin

Registration Status: Registering
Enrollment Status: Active
Enrollment Approved: 10/04/2002
Student ID:
Family ID:

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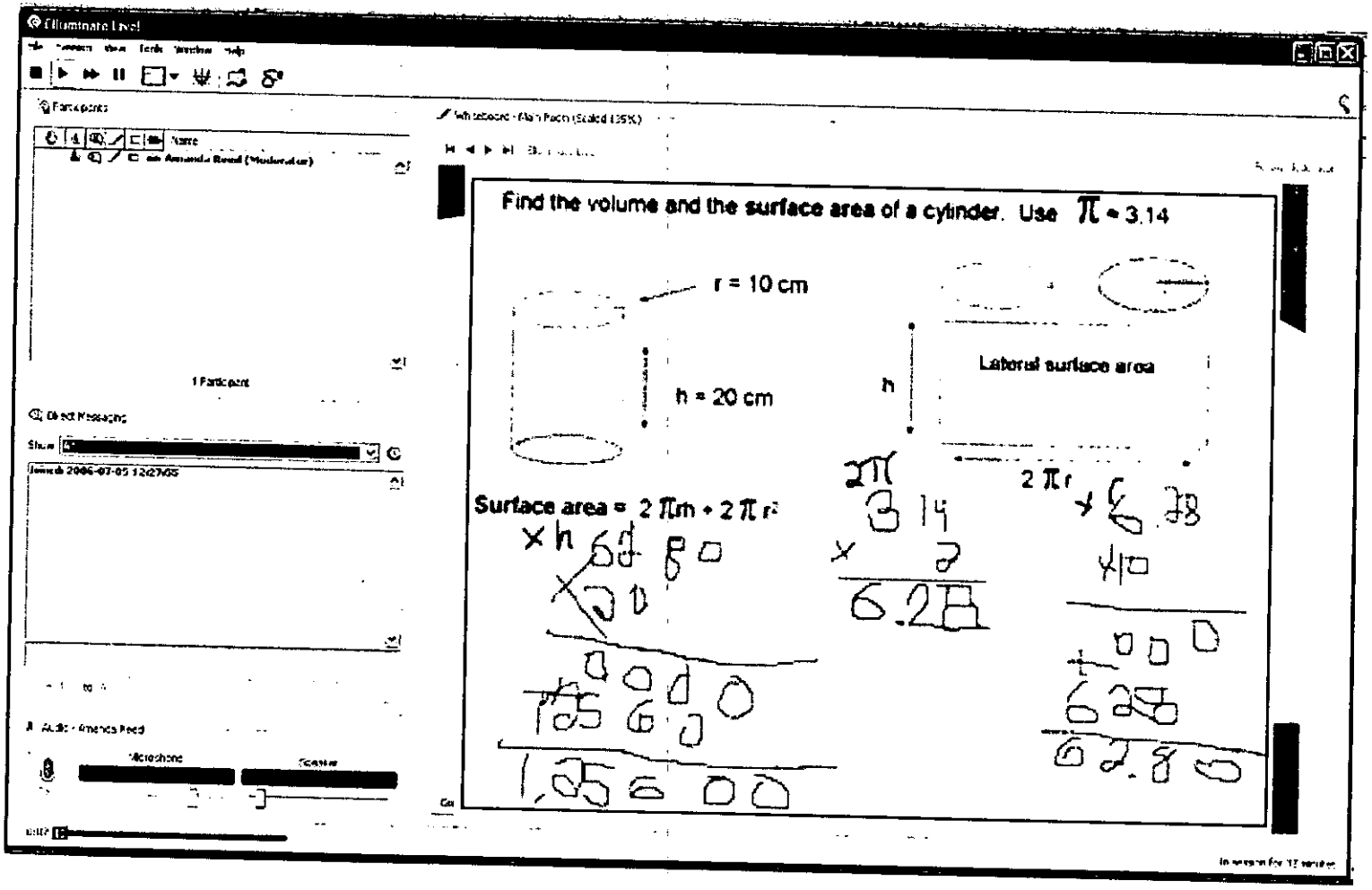
Elluminate Sessions are Fun!



Louie Flora

From: Tim Scott [frontier.ceo@gmail.com]
Sent: Thursday, February 18, 2010 3:41 PM
To: Rep. Berta Gardner; Rep. Bob Buch; Rep. Bryce Edgmon; Rep. Cathy Munoz; Rep. Paul Seaton; Rep. Peggy Wilson; Rep. Wes Keller
Subject: Alaska Virtual Academy

Dear Chair Seaton and House Education Committee members,

My name is Tim Scott. I am the principal at Frontier Charter School, a publicly funded homeschool program in the Anchorage School District. I am writing in regard to the overview you will be listening to tomorrow from the Wrangell School District and the Alaska Virtual Academy (K12). I come at this with no small amount of experience. I have been a teacher, coach, and adminstrator in school districts large and small from Kotzebue to Metlakatla for over 25 years. I served five years on the State Board of Education and I have spent time serving on both the Alaska Workforce Investment Board and the Alaska Post Secondary Commission.

This week all of the families on my list serve received the e-mail below encouraging them to join "happier" ground by enrolling in the Alaska Virtual Academy (ref. Subject Line).

Every year I fight the direct and in-direct negative marketing attacks from statewide correspondence schools. Once again there appears to be a district program starting a statewide correspondence school to boost local enrollment by crossing boundaries to enroll students. Financial incentive for certain for the local district. Money not spent enrolling in the Alaska Virtual School no doubt will be deposited in the general operating budget of the district. In this particular case I am very aware of the dollar amounts involved as many of my students have used K12 since it's inception.

It appears that with the testimony overview tomorrow morning, coupled with this timely email from K12, that the Wrangell School District/Alaska Virtual Academy/K12 is getting not only a hearing but an outstanding commercial to encourage students to leave a school where they already have this and many other choices available to them. As a small in-district program it is difficult to compete. The overview in front of you tomorrow duplicates what is currently already available. It is not new.

I have heard it argued that a program such as K12 will help alleviate some curricular holes that might exist in the Governor's proposed scholarship program. I have appreciated this committee's due diligence in discussing the Governor's proposed scholarship program and the advantage that a virtual consortium might bring to the table in helping carry out a fair and equitable plan. The Commissioner of Education's passion to create success opportunities for students through leveraging and connecting virtual programs and resources throughout the state is to be commended. I do not think that it is necessary for students to enroll outside of their own districts to take advantage of such a plan. In fact, I believe that leaving the choice option up to the locally elected and empowered schools boards potentially will create strong relationships between districts that take part in creating a virtual consortium. A virtual consortium consisting of offerings created by and for Alaskans, particularly online synchronous courses, is a brilliant idea! Currently, many of the nationally marketed programs are cost prohibitive and/or not specifically designed by and for Alaskans.

Thank you for considering my remarks as you listen, discuss, and deliberate on this topic.

Your work is appreciated.

Tim Scott
440-6045

---------- Forwarded message ----------
From: **Alaska Virtual Academy** <info@k12-email.com>
Date: Wed, Feb 17, 2010 at 2:02 PM
Subject: Margie, is your child happy in school?
To: margie@frontierk12.org

Join us

Looking to make a change in your children's education? Find out more about the tuition-free Alaska Virtual Academy at an upcoming event. Enrollment for the 2010-2011 school year opens in mid-March, so come get the information you need.

Information Sessions
Come out to meet AKVA and K12 representatives and get answers to all of your questions.

Meet-and-Greet Socials
Join AKVA and K12 representatives and other interested families in a casual setting to find out more about this school choice.

Get behind the scenes—see how the K12 curriculum is created.

View it online if you can't read this email.

Give your kids the chance to think big. Join us to find out more!

The Alaska Virtual Academy is a full-time, tuition-free online public school option for students in grades K-8 across the state. With individualized programs that bring learning alive, one child at a time, AKVA gives kids the chance to think big with:

- The exceptional K12 curriculum
- Support from state-certified teachers
- An active, supportive school community
- A nationwide network of other K12 virtual school students
- The accountability of a nationally recognized curriculum provider

Now is the perfect time to think about making a change in your child's education. Enrollment for the 2010-2011 school year opens in mid-March, so join us at an upcoming event to get all the information you need.

In addition to tuition-free public schools, K12 offers these other education options:

- An accredited online private school available worldwide, full- and part-time
- Over 185 courses including foreign languages, AP, and electives available for direct purchase*

For complete information about K12, please visit K12.com

**30-day money back satisfaction guarantee. Visit our online store for full details.*

Join other K12 fans on Facebook! Join other K12 fans on Twitter!

Call us at: (866) 989-0632 **Visit us online at www.K12.com/akva**

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Senior Director
Business Development

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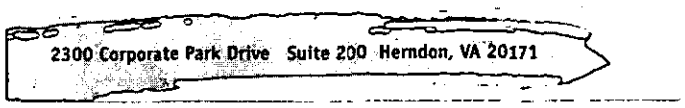

Cody Claver
Vice President
Business Development

P 208.407.8532
E cclaver@k12.com
W www.k12.com

What's in them?

ALASKA
VIRTUAL ACADEMY

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WORLD CLASS ONLINE LEARNING OPTIONS FOR MILITARY FAMILIES

K12™

MILITARY LIFE REQUIRES SACRIFICES.

With K12—America's #1 online education provider for grades K-12—your child's education doesn't have to be one of them.

K12 is a favorite among military families for many reasons. We provide a variety of public and private schooling options across the country (and around the world) that families like yours love, because they can finally give a consistent, world-class schooling to their children, no matter where they are or how often they move.

- Depending on where you live, your family can enroll in a free, public virtual school using K12's curriculum —now in over 25 states and D.C., and adding new states each year
- Or, you can enroll in the private, diploma-granting, online K12 International Academy at a significant military discount of 15%
- If you homeschool, you can purchase one or more of our award-winning courses and enjoy the same great savings, as well as our outstanding service and support

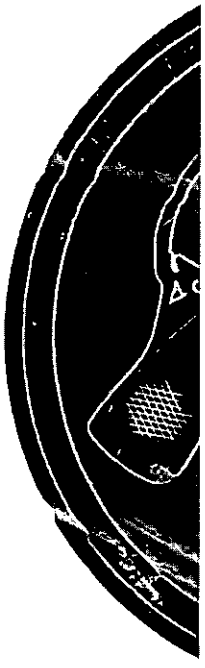
Imagine: your children will never again have to deal with an interruption in their education when they move from one state—or one country—to another.

AS TAMMY AT FORT GILLEM SAYS, "...NOTHING COMPARES TO K12."

Tammy is a military mom of two who "used other curriculums" before she found K12. She's far from alone in her high opinion. The K12 curriculum is widely regarded as the best-in-class online curriculum and a world-class education option. Founded in 2000, we have based our efforts on decades of education research. We employ many renowned educators, mathematicians, linguists, musicians, cognitive scientists, interactive designers, and others who build and continually improve our courses.

Every child with K12 receives a fully individualized, flexible program, custom tailored to his or her level and paced in a way to help that child succeed. A talented corps of certified teachers direct and support each student. By focusing so intensely on bringing out the highest potential for each child, K12 has grown to be the leading provider of full-time and part-time online schooling options with over 56,000 full-time students last year alone. Plus, we regularly earn a 95% parent satisfaction rating.

VISIT WWW.K12.COM/MILITARY OR CALL 866.667.1262 TO LEARN ABOUT MILITARY DISCOUNTS AND TUITION-FREE OPTIONS.



A K-8 EDUCATION THAT GETS KIDS THINKING BIG

K^{12}'s best-in-its-class lessons are delivered via an online school and come with a rich mix of print and hands-on materials delivered right to your family's doorstep, anywhere in the world.

K-8 students work at a pace and learning style that meets their unique needs. Those who are ready to move on to the next lesson or unit can, while those who need just a little more time can take it.

Unlike most other online learning programs that cobble together curriculum from multiple, disconnected outside providers, the K^{12} patented methodology for online learning includes proprietary courses that are integrated across each subject within a grade and across grades.

K-8 students and families enjoy:

- More than 700 lessons per grade in six core subjects, plus foreign language courses
- Hands-on materials, from books to CDs, microscopes, seeds, and magnets
- Engaged, certified teachers
- An active, supportive school community

Think about what your children could do if they had a personalized learning program that allowed them to explore their interests and learn in their own way. Discover K^{12}, and watch them begin to think for themselves—that's thinking big!

HIGH SCHOOL BECOMES MY SCHOOL

Today's traditional high school experience works for many kids, but is problematic for many others. For military families, it may be the challenge of frequent moves. Whatever the issue, the K^{12}9^{12} high school program has helped thousands of kids succeed.

The K^{12}9^{12} program offers over 105 online courses to meet the needs of diverse learners, enabling each student to follow his or her specific path to personal success.

- Up to four levels of core courses, including Honors and Advanced Placement®
- Award-winning foreign language courses (in Spanish, French, German, Latin, and Chinese)
- Electives such as journalism, Web design, personal finance, and anthropology
- The "xTeam," of dedicated education experts—teachers, advisors, guidance counselors—who are there to give students the support they need

The K^{12}9^{12} program was designed to help students find their own path and follow it to post-high school success —whether that's in a top-tier university, a vocational program, or straight to a career. This past spring, K^{12} graduates were accepted at over 150 post-secondary institutes, from Cornell to Middlebury to UC/Berkeley.

HIGH SCHOOL COURSE LIST

English

Core
ENG102: Literary Analysis and Composition I
ENG202: Literary Analysis and Composition II
ENG302: American Literature
ENG402: British and World Literature

Comprehensive
ENG103: Literary Analysis and Composition I
ENG203: Literary Analysis and Composition II
ENG303: American Literature
ENG403: British and World Literature

Honors/AP®
ENG104: Honors Literary Analysis and Composition I
ENG204: Honors Literary Analysis and Composition II
ENG304: Honors American Literature
ENG404: Honors British and World Literature
ENG500: AP® English Language and Composition
ENG510: AP® English Literature and Composition

Electives
ENG010: Journalism

History and Social Sciences

Core
HST102: World History
HST202: Modern World Studies
HST212: Geography and World Cultures*
HST302: U.S. History
HST312: Modern U.S. History
HST402: U.S. Government and Politics*
HST412: U.S. and Global Economics*

Comprehensive
HST103: World History
HST203: Modern World Studies
HST213: Geography and World Cultures*
HST303: U.S. History
HST313: Modern U.S. History
HST403: U.S. Government and Politics*
HST413: U.S. and Global Economics*

Honors/AP®
HST204: Honors Modern World Studies
HST304: Honors U.S. History
HST314: Honors Modern U.S. History
HST500: AP® U.S. History
HST510: AP® U.S. Government and Politics*
HST520: AP® Macroeconomics*
HST530: AP® Microeconomics*
HST540: AP® Psychology*

Electives
HST010: Anthropology*
HST020: Psychology*
HST030: Macroeconomics*

Mathematics

Core
MTH102: Math Foundations
MTH112: Pre-Algebra
MTH122: Algebra I
MTH202: Geometry
MTH302: Algebra II
MTH312: Business and Consumer Math*

Comprehensive
MTH113: Pre-Algebra
MTH123: Algebra I
MTH203: Geometry
MTH303: Algebra II
MTH403: Pre-Calculus/Trigonometry

Honors/AP®
MTH124: Honors Algebra I
MTH204: Honors Geometry
MTH304: Honors Algebra II
MTH500: AP® Calculus AB
MTH510: AP® Statistics

Electives
BUS030: Personal Finance*

Science

Core
SCI102: Physical Science
SCI112: Earth Science
SCI202: Biology
SCI302: Chemistry

Comprehensive
SCI113: Earth Science
SCI203: Biology
SCI303: Chemistry
SCI403: Physics

Honors/AP®
SCI114: Honors Earth Science
SCI204: Honors Biology
SCI304: Honors Chemistry
SCI404: Honors Physics
SCI500: AP® Biology
SCI510: AP® Chemistry
SCI520: AP® Physics B

Electives
SCI010: Environmental Science
SCI020: Life Science: Oceanography*

Orientation

ORN010: Online Learning 09-10
ORN100: Finding Your Path I
ORN200: Finding Your Path II
ORN300: Finding Your Path III
ORN400: Finding Your Path IV

World Languages

Comprehensive
WLG100: Spanish I
WLG200: Spanish II
WLG300: Spanish III
WLG110: French I
WLG210: French II
WLG310: French III
WLG120: German I
WLG220: German II
WLG130: Latin I
WLG230: Latin II
WLG140: Chinese I
WLG240: Chinese II

Honors/AP®
WLG500: AP® Spanish Language
WLG510: AP® French Language

Electives

ART010: Fine Art
ART020: Music Appreciation
BUS010: Business Communication and Career Exploration *
BUS020: Business and Personal Relationships*
BUS030: Personal Finance*
BUS040: Introduction to Entrepreneurship*
(Available winter 2010)
ENG010: Journalism
HST010: Anthropology*
HST020: Psychology*
HST030: Macroeconomics*
SCI010: Environmental Science
SCI020: Life Science: Oceanography*
OTH010: Skills for Health*
OTH020: Physical Education*
OTH030: Career Planning*
OTH040: Reaching Your Academic Potential*
OTH050: Achieving Your Career and College Goals*
(Available winter 2010)

Technology and Computer Science
TCH010: Computer Literacy I*
TCH020: Computer Literacy II*
TCH030: Digital Photography and Graphics*
TCH040: Web Design*
TCH050: Digital Video Production*
TCH060: C++ Programming*
TCH070: Game Design I*
TCH080: Game Design II*
TCH090: Online Game Design*
TCH016: Flash Animation*
TCH017: 3D Art I—Modeling*
TCH018: 3D Art II—Animation*
(Available winter 2010)
TCH019: Computer-Aided Design (CAD)*
(Available winter 2010)

*This is a one-semester course.

WITH K12, RECEIVE A HIGH QUALITY, AMERICAN EDUCATION ANYWHERE IN THE WORLD YOUR FAMILY GOES.

The full-time program includes:

- Individual learning plans, so each child can progress at the pace and level right for him or her in each subject
- Engaged, certified teachers
- Innovative curriculum with over 100,000 pieces of animation, audio and video, including many titles from Discovery Education
- A rich mix of online and offline content—from great books to microscopes
- An active, supportive, global school community—both online and offline
- A patented methodology for online learning
- A robust Advanced Learner Program that challenges talented children with unique enrichment opportunities

Available options for military families:

Public: High quality, free public education in many states and D.C.

Private: K12 International Academy—our accredited, diploma-granting private school option, with an exclusive **15% military discount**

Homeschool: Over 160 award-winning K-12 courses, each available for direct purchase with the same **15% military discount**

Visit www.K12.com/military or call 866.667.1262 to learn about military discounts and tuition-free options.

DISCOVER K12. BECAUSE MILITARY FAMILIES, WHO GIVE SO MUCH, DESERVE NOTHING LESS THAN THE BEST.

K-8 COURSE LIST

English/Language Arts

Language Arts K
Language Arts 1
Language Arts 2
Language Arts 3
Language Arts 4
Language Arts 5
Intermediate English A
Intermediate English B
Literary Analysis and Composition

History

History K
History 1
History 2
History 3
History 4
American History Before 1865
American History Since 1865
Intermediate World History A: From Prehistory Through the Middle Ages
Intermediate World History B: Our Modern World, 1400 to 1917

Math

Math K
Math 1
Math 2
Math 3
Math 4
Math 5
Pre-Algebra A
Pre-Algebra B
Algebra 1

Science

Science K
Science 1
Science 2
Science 3
Science 4
Science 5
Earth Science
Life Science
Physical Science
Advanced Earth Science
Advanced Life Science
Advanced Physical Science

World Languages

Elementary
Spanish 1
Spanish 2
French 1
French 2
German 1
German 2
Latin 1

Middle School
Spanish 1
Spanish 2
French 1
French 2
German 1
German 2
Chinese 1
Chinese 2

Electives

Music
Preparatory Music
Beginning 1 Music
Beginning 2 Music
Introduction to Music
Intermediate 1 Music
Intermediate 2 Music
Intermediate 3 Music
Exploring Music
Music Concepts A
Music Concepts B
Music Appreciation

Art
Art K
Art 1
Art 2
Art 3
Art 4
Intermediate Art: American A
Intermediate Art: American B
Intermediate Art: World A
Intermediate Art: World B

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WHAT WE OFFER

- The **exceptional**, engaging **K[12] curriculum**, with more than 700 lessons per grade level
- A high-quality, **public school education**
- Passionate, **experienced teachers**
- An **individualized approach** to learning
- An **active**, supportive **school community**

The K[12] curriculum

We use the award-winning curriculum from K[12], the nation's leading online learning provider for grades K-12. The K[12] curriculum and patented methodology are based on decades of education research about how young minds really work. With courses in six core subjects, it was designed to let K-8 kids find the learning style that works best for them.

Bringing lessons to life

K[12] lessons come to life with a rich mixture of online and offline teaching tools, including interactive animations, award-winning printed books, original CDs and videos, and materials for hands-on experiments. Lessons are followed by assessments so you can be sure your child has mastered a particular area before moving on.

Support from passionate, experienced teachers

Support and guidance from engaged, qualified teachers travels with students as easily as the books and lessons. Whether students are stumped on how to solve a math problem, are worried about the results of their latest unit assessment, or just want to ask a question, assistance from their teacher is a mouse click or a phone call away.

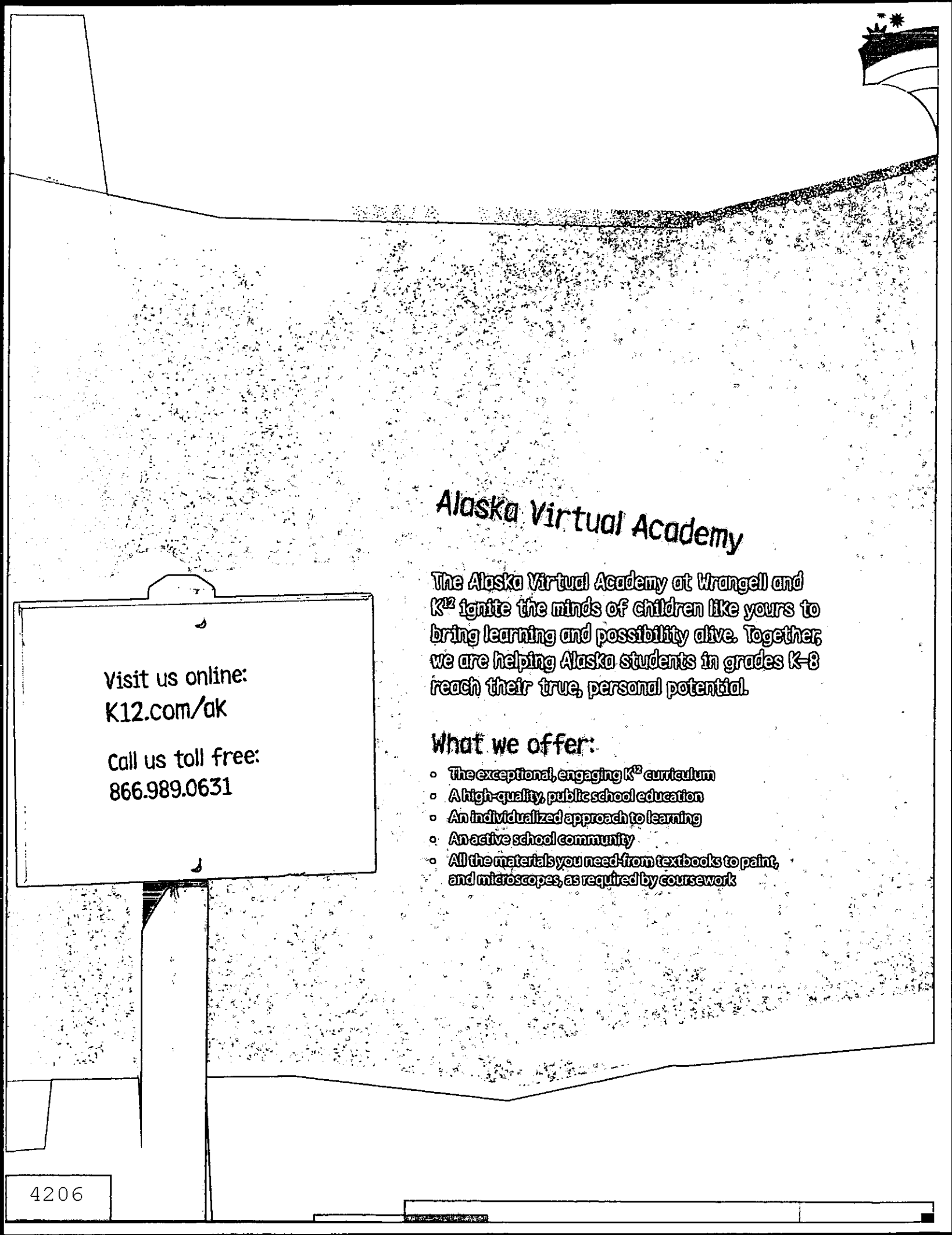
The K[12] Online School (OLS)

The K[12] Online School helps families to manage the array of lessons that make up the K[12] curriculum. Through the OLS, parents and students can access lessons, customize their schedule, track student progress, and record attendance. The OLS provides direct access to lessons and tools for each student, as well as announcements from K[12].

The K[12] Online Social Community Site

K[12]'s private, safe online community area is a treasure trove of information for everyone in the K[12] family. It's a place for students and parents to share their thoughts, learn from others, and connect with each other and with the minds at K[12]. You'll find discussion boards, games for students, competitions, and lots more.

powered by
K-8 PROGRAM
OVERVIEW
ALASKA
VIRTUAL ACADEMY


Alaska Virtual Academy
The Alaska Virtual Academy at Wrangell and K12 ignite the minds of children like yours to bring learning and possibility alive. Together, we are helping Alaska students in grades K–8 reach their true, personal potential.
What we offer:
The exceptional, engaging K12 curriculum
A high-quality, public school education
An individualized approach to learning
An active school community
All the materials you need-from textbooks to paint, and microscopes, as required by coursework
Visit us online:
K12.com/ak
Call us toll free:
866.989.0631

K-8 Courses*

The K[12] curriculum for grades K-8 includes six core courses: Math, Science, English/Language Arts, History, Art, and Music. In addition, we offer multiple levels of foreign languages. The curriculum is mastery-based, with assessments built into every lesson to guide and tailor the pace of progress to each child's needs.

> Math

Balancing mastery of fundamental skills with critical thinking and problem-solving, K[12] Math emphasizes an active, multi-sensory approach that ensures students understand the concrete realities that underlie mathematical concepts. Regular practice and review ensures mastery of basic skills.

> Science

K[12] Science balances hands-on experience with systematic study of scientific terms and concepts. Students perform many experiments to help them understand scientific principles through firsthand discovery, as well as receiving guided instruction in important scientific concepts.

> Language Arts/English

K[12] Language Arts/English helps students develop important reading and writing skills, while also inspiring a love of literature. Combining Phonics, Literature, Language Skills, and Spelling lessons, the Language Arts/English program emphasizes classic works, teaches writing as a process, and prepares students for standardized tests in the areas of language skills and reading comprehension.

> History

K[12] History, with integrated topics in Geography and Civics, opens young minds and imaginations to far off-lands, distant times, and diverse peoples. K[12] History emphasizes the *story* in history—beginning with an overview of American history, continuing through the story of civilization—from the Stone Age through Modern World Studies.

> Art

Following the timelines in the History lessons, K[12] Art lessons introduce students to great works of art from different cultures and eras while engaging them in creative activity—painting, drawing, molding with clay, etc. Students are introduced to the elements of art and identify different types of art as they learn about important paintings, sculpture, and architecture.

> Music

K[12] Music teaches basic music concepts at different, age-appropriate levels, so that all students have a consistent understanding of the essential concepts governing Western music. Assuming no prior musical training, the lessons help students learn about and appreciate music, from singing and dancing to rhythm and playing the recorder.

> Foreign Languages

The **powerspeaK[12]** award-winning suite of online foreign language courses offers multiple levels of Spanish, French, Latin, German, and Chinese. Students can begin learning a new language as early as kindergarten. All **powerspeaK[12]** courses are designed just for kids and use a proven, natural-language-learning approach.

*For specific information on the courses our school offers, visit our website.

2/24/10
ALASKA EARLY CARE & EDUCATION

Louie Flora

From: Louie Flora
Sent: Wednesday, January 20, 2010 5:19 PM
To: 'lhsclaf+houseeducationcommittee@legis.state.ak.us'
Subject: Article on Head Start
Attachments: image001.gif

Published Online: January 14, 2010

Head Start Study Finds Brief Learning Gains

By Mary Ann Zehr

Premium article access courtesy of Edweek.org.

Participation in Head Start has positive effects on children's learning while they are in the program, but most of the advantage they gain disappears by the end of 1st grade, a federal impact study of Head Start programs says.

A large-scale randomized control study of nearly 5,000 children released by the U.S. Department of Health and Human Services this week shows that a group of children who entered Head Start at age 4 benefited from a year in the program, particularly in learning language and literacy. Benefits included learning vocabulary, letter-word recognition, spelling, color identification, and letter naming, compared with children of the same age in a control group who didn't attend Head Start.

Benefits for children who entered Head Start at age 3 were even stronger. By the end of Head Start, the group that had entered at age 3 showed gains in most of the language and learning areas that the 4-year-old group had, but also showed benefits in learning math, pre-writing skills, and perceptual motor skills.

But by the end of the 1st grade, the study found, children who had attended Head Start had an edge in only one aspect of learning in comparison with control groups. Children in the Head Start 4-year-old group did significantly better on vocabulary than children in the control group. And Head Start participants in the 3-year-old group performed better in oral comprehension than children in the study's control group.

In other words, most of the advantages in learning that children gained because of Head Start disappeared by the time they finished 1st grade.

Kathleen Sebelius, the U.S. secretary of health and human services, which oversees the federal preschool program, said in a statement about the study that "for Head Start to achieve its full potential, we must improve its quality and promote high standards across all early-childhood programs."

U.S. Secretary of Education Arne Duncan seconded the need for improvement in the program. "These results make it clear that we need to build a more coordinated system of early care and education, and to focus on key improvements to teaching and learning in the early grades," he said in a statement.

Quality Concerns

The authors of the impact study write that "although the quality is high on average, Head Start programs vary in terms of instruction in the key areas measured as part of this study." They also stressed that children in the control group participated in a mixture of alternative child-care settings, including care by their parents. So the study is reporting only how Head Start children benefited above and beyond children in other kinds of early-childhood settings.

Craig T. Ramey, a professor of health studies and psychiatry at Georgetown University in Washington, said in an interview that researchers in the field of early-childhood education see Head Start as a "great idea," but added that "Head Start must hold its feet to the quality fire."

The Department of Health and Human Services has a working group that should take on the task of establishing national standards for all child-care programs, including Head Start, he said.

Mr. Ramey questioned the quality not only of some Head Start programs, but of the impact study as well. He characterized it as an example of "poor scholarship and reporting of data."

He said, for example, the study reports only effect sizes and doesn't provide information about the performance of children on average. The federal government was supposed to have released data two years ago to scientists so they could analyze the information, he noted, but such data have not been released as part of the impact study. It is not possible to tell by the study whether Head Start students are "humming along at the national average" in terms of their cognitive learning, or if they are "at the 10th percentile" on standardized measures of cognitive learning, he said.

Mr. Ramey and his wife, Sharon Landesman Ramey, a professor of child and family studies at Georgetown University, have written a paper that they expect to present on a panel hosted by the Washington-based Brookings Institution on Jan. 19. They characterize Head Start programs as "unacceptably uneven in their quality."

Exemplary programs should be identified and serve as models, they write, but the Head Start programs that are failing should be "improved or terminated quickly to prevent serious harm to children."

Deborah Lowe Vandell, the chairwoman of the education department at the University of California, Irvine, said in an e-mail that the study's analysis of some subgroups of preschoolers participating in Head Start showed the program was more effective in improving the cognitive and academic performance of children

most at risk of failing academically, those with the lowest academic performance when they entered Head Start and children with limited proficiency in English.

"At the same time," she wrote, "I wish that stronger positive effects had been demonstrated for a broader range of children. A possible explanation for these differential effects is that Head Start was not sufficiently challenging for children with stronger cognitive and language skills."

Investing in Alaska's Young Children

Alaska Early Care and Education: Public Policy Priorities for 2010

A Collaborative Effort

- Abbe Hensley, Executive Director, Best Beginnings
- Melissa Pickle, Director, RurAL CAP Parents as Teachers
- Candace Winkler, CEO, thread
- Joy Lyon, Alaska Association for the Education of Young Children (AK AEYC)
- Other Partners: Alaska Head Start Association (AHSA), Alaska Infant Learning Programs Association (AILPA)

Alaska Facts

- 49,670 children under 5
- 1 out of 5 living below the federal poverty level
- Most likely to be poor – youngest children

Alaska's Early Childhood Legislative Priorities 2010

- Denali Kid Care
- Head Start
- Home Visiting
- Early Childhood Partnerships
- Imagination Library
- Access to Quality Child Care
- Quality Rating and Improvement System
- Professional Development and Retention of Early Educators

Early Childhood System

- Comprehensive early childhood system, not just separate, individual programs
  - Early learning
  - Health, mental health, and nutrition
  - Family support
  - Special needs/early intervention

Legislative Priority

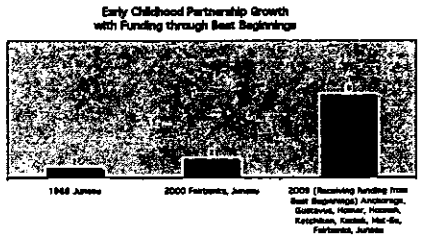
- Early childhood partnerships
  - Move decisions closer to those being served
  - Bring people together to solve problems
  - Pinpoint actual needs
  - Respond to cultural considerations
  - Focus on solutions, not turf
  - Ensure the best outcomes in each community for young children
  - A network of effective community and regional organizations that support comprehensive early childhood services called for by ECCS, Ready to Read, Ready to Learn, and Governor's Summit on Early Learning

Legislative Priority

- Early childhood partnerships 2009-10
  - Nine communities, with about 78% of Alaska children 0-5
  - Conducted needs and assets assessments
  - Identified priorities
  - Developing strategic plans
  - Taking action!

7

Legislative Priority



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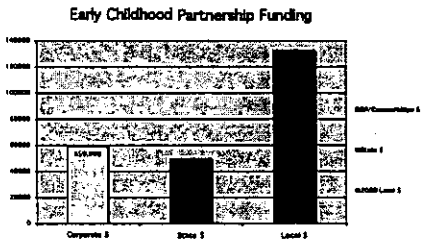
Legislative Priority



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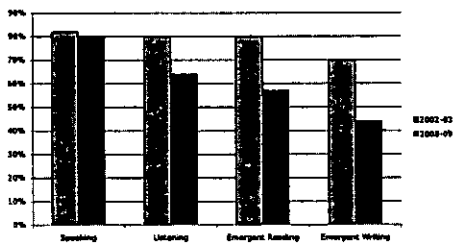
Alaska Kindergarten Developmental Profile Results



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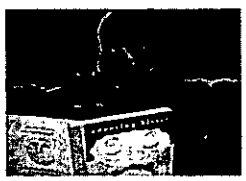
Legislative Priority

- Dolly Parton's Imagination Library in Alaska



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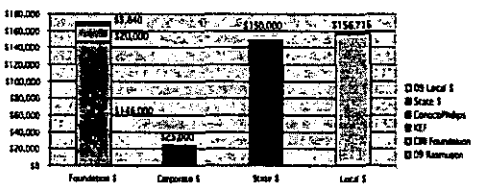
Legislative Priority

- Imagination Library 2009-10
  - 32 communities participating
  - **7,594** children enrolled March 2010
  - Funds allocated for 10,192 children
  - 1,500 children have already "graduated"
  - Kuskokwim Educational Foundation funding books in all 10 villages
  - Funding from Rasmuson Foundation, Dept. of Education & Early Development, ConocoPhillips, The CIRI Foundation, multitude of individuals and local businesses
  - 49,670 Alaska children under 5

12

Legislative Priority

Sources of Imagination Library Funds



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Legislative Priority

- Early Childhood Home Visitation Programs
  - Increase parent knowledge of early childhood development beginning at birth
  - Promote early literacy experiences
  - Improve parenting practices
  - Prevent child abuse and neglect
  - Provide early detection of developmental delays and health issues
  - Increase children's readiness to succeed in school
  - Increased parent involvement in school

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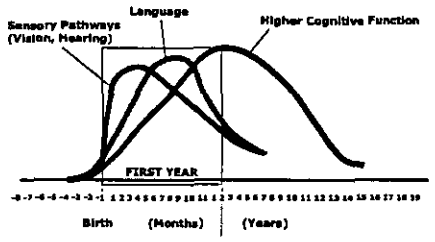
Neural Connections in the Brain



Source: C.A. Nelson (2000)

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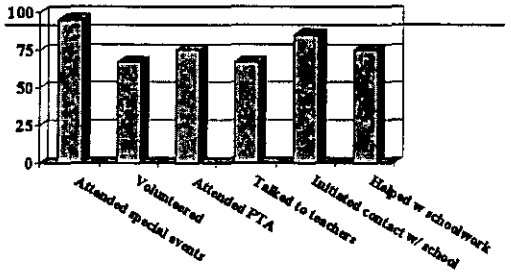
PAT Parent Involvement at School



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Legislative Priority

- Alaska Parents as Teachers 2008-09
  - 11 programs funded through federal grants
  - 47 communities served
  - 910 families served
  - 1,112 children served
  - 74 prenatal women served
  - 14 homeless families served
  - 762 children received developmental screenings with 162 found to need further evaluation
  - 336 families linked to other services

17

Head Start/Early Head Start

- Comprehensive school readiness program providing educational, health , nutritional social and other support services
- Eligibility criteria based on income level and poverty of access designation
- Models of service include classroom and home visitation
- Parents as partners in program design, implementation and evaluation

Alaska Head Start Association (AHSA)

- An Overview of Head Start in Alaska
  - 16 Head Start Grantees across the state
  - Providing services in over 100 communities
  - Serving over 3,500 children and employing over 950 staff members
  - Funded by Federal and State grants

Support Brings Success!

2008-2009 Alaska Head Start Summary Report

- 276 children identified as needing medical treatment
- 515 children identified as needing dental treatment
- 77 children identified as needing mental health services
- 379 children identified as having special needs
- 781 parents referred for emergency/crisis intervention services
- 1119 parents requested parenting information
- $27,744 – Average pay for a BA degreed Head Start Teacher in Alaska

Alaska Head Start Association (AHSA)
Legislative Priorities: Head Start & DKC

- AHSA Critical Issues 2010
  - Inflation proof current state investment in Head Start to prevent reduction of children served
  - Increase state investment in Head Start to expand services and address critical infrastructure needs such as facilities
  - Develop a comprehensive statewide plan to enhance service delivery and minimize duplication
  - Dedicate workforce development funds
  - Increase income eligibility guidelines for Denali Kid Care

thread, AK early care & ed connection

"the common thread" that ties together statewide support for families, early educators and Alaska communities

- Linked 7,600 families with referrals
- Educated 2,500 professionals
- Guided 200 programs to best practice
- Served 58 communities throughout AK

thread

Alaskan Children With Working Parents

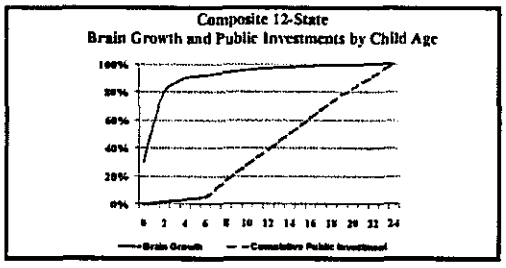
- In AK 60,000 children under age 6
- Of those 40,000 children have all of their parents in the workforce
- In AK less than 24,000 licensed or approved spaces in child care, head start, preschools

Challenges for many families…

- The average rate for Infant and Toddler care between $500- $1000 per month
- Most programs spend 70-80% of their budgets on Personnel Expenses
- Early Educators make an average of $9/hour and turnover is 46%

36% of households with children under age 6 reported work restrictions due to child care issues

Public Investment in Early Education



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Legislative Priority: Access to Quality Child Care:

- Goal: Provide lower income children the opportunity to access higher quality child care services through Child Care Assistance
  - Increase the reimbursement rate to the 75th percentile
  - Increase family eligibility to 85% of the state median income.

Family eligibility hasn't been changed since 2002

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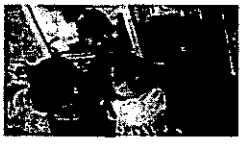
Legislative Priority: Quality Rating and Improvement System (QRIS)

- Helps parents make the best choices for their families
- Moves programs towards quality
- Provides outcome information for policy makers to assess different funding strategies



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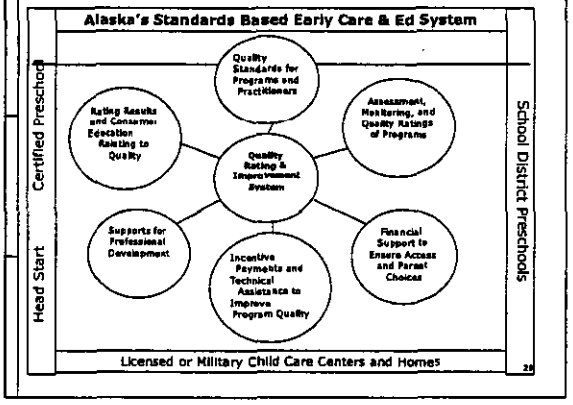

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Legislative Priority: Professional Development & Retention of Workforce

Purpose of Priority:

- Decrease financial barriers to professional development opportunities
- Increase recruitment and retention in the early care and education field

Research indicates the biggest factor in the quality of a program and in improving child outcomes is the teacher education level

29

Alaska's Child Care Workforce

- Less than 10% of the child care workforce has a college degree
- National Accreditation standards and Head Start standards are moving towards a BA teacher in each classroom
- In Child Care with the average wage of $9/hr and a 45% turnover rate additional support is needed to increase the qualifications of teachers

30

Alaska's Early Childhood Legislative Priorities 2010

- Denali Kid Care
- Head Start
- Home Visiting
- Early Childhood Partnerships
- Imagination Library
- Access to Quality Child Care
- Quality Rating and Improvement System
- Professional Development and Retention of Early Educators

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- Joy Lyon, jlyon@aeyc-sea.org
- Aeyc-sea.org
- Akheadstart.org
- BestBeginningsAlaska.org
- Ruralcap.com
- Threadalaska.org

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Alaska Association for the Education of Young Children (AK AEYC)

- AK AEYC mission is to lead, facilitate, and support the efforts of those working in the early care and education profession throughout Alaska.
- Membership of almost 1,000 professionals in the field of early care and education

Alaska AEYC

33

Alaska Head Start Association (AHSA)

- The Alaska Head Start Association
  - A membership organization comprised of
    - Parents
    - Staff members
    - Friends in the community
  - Purpose
    - To collectively advocate on issues affecting Alaska's Head Start children and families
  - Legislative Committee
    - Legislative Tracker
    - Develop position statements

Best Beginnings: Alaska's Early Childhood Investment

- A public-private partnership mobilizing people and resources to ensure all Alaska children begin school ready to succeed
  - Parents as a child's first and most important teacher
  - Quality, affordable, accessible early care and education programs for families who want them, wherever they live
  - Early learning a top priority for all Alaskans

35

thread, Alaska's CCR&R Network

Southcentral Office (formerly Child Care Connection)
- Provides statewide leadership and management of Network
  - Offices in Anchorage and Wasilla
  - Outreach staff in Kenai, Valdez, and Kodiak

Southeast Office (services provided by AEYC-SEA)
- Office in Juneau
- Outreach staff in Sitka, Petersburg, Ketchikan, Wrangell

Interior/Northern Office (formerly C.A.R.E.S.)
- Office in Fairbanks

thread

PO Box 22870 · Juneau, AK 99802
907.789.1235 · www.akaeyc.org

To lead, facilitate, and support the efforts of those working in the Early Care and Education profession throughout Alaska.

Child Care Assistance Position Paper
January 2010
Alaska Association for the Education of Young Children

What is it and why is it important?

Affordability of quality child care is a major issue for many Alaskan working families. The average monthly cost of full-time child care ranges from $400-$900 per month, depending on the age of the child and location of the care. 39,400 children under the age of six live in households where all available parents are in the workforce. Yet only 3,800 children received child care assistance in 2009.

- In Alaska, funds from the Child Care & Development Fund (CCDF) are used to subsidize the cost of child care for low income families to enable them to work.
- Under federal rules, the Child Care Assistance Program can provide financial assistance to help cover child care costs to families whose income is less than 85% of the state's median monthly income.
- Thanks to support from the legislature, child care assistance reimbursement rates were raised to the 50th percentile in 2008. In 2010 the rates will increase for infants and toddlers to the 75th percentile. This will increase options for low income families that can not pay the difference between what programs charge and the state reimburses. The recommendation from the U.S. Health and Social Services is the 75th percentile.
- The family eligibility has not been adjusted since 2002. There are an increasing number of families that do not qualify for assistance, but still can't afford to enroll their child in a legal child care program.
- Economic cost-benefit studies consistently show significant long range benefits when children from low income families receive high quality child care. Due to the financial burden of paying a required co-payment amount, in addition to the difference in what the state will reimburse for child care, families are choosing from lower priced and usually lower quality child care.

Recommendations:

- Complete the child care assistance rate adjustment to include preschool and school age children at the 75% percentile. This will allow low income children the opportunity to access higher quality programs that will lead to outcomes such as increased school readiness, and fewer children left home alone after school.

- Increase family eligibility to 85% of the state median income. This will enable more families to access child care in order to work.

System for Early Education Development

Professional Development and Retention of Early Educators (Public Policy Priority for 2010)

THE ISSUE

- The turnover rate for early care and education teachers in Alaska is approximately 46% (2003, Market Rate Survey). Teacher retention promotes attachment and quality relationships between young children and those who care for them which are crucial to optimal brain development and learning.
- Low wages and lack of financial resources for teacher's professional development impacts recruitment and retention of a qualified and stable workforce.
- Positive child outcomes are increased with higher levels of teacher preparation and formal education.

PROFESSIONAL DEVELOPMENT AND RETENTION OF EARLY EDUCATORS

- Three factors are positively associated with teacher quality: compensation, participation in professional development, and stability. Compensation appears to be the strongest predicator of classroom quality in child care centers (Kagan, et al., 2006). thread, Alaska's Child Care Resource and Referral Network, has the infrastructure to incentivize teachers with current credentials through the ROOTS (Retaining Our Outstanding Teacher) Awards. To impact retention, these awards must be calculated and distributed at significant levels that follow the SEED Professional Framework. Formal evaluation has shown that compensation programs have demonstrated considerable increased retention rates in states where initiatives exist.
- Scholarship type programs can reduce financial barriers to further education and training for teachers. thread provides up to $500 per year for qualified education expenses for early educators working in licensed programs. Increasing these annual awards an additional $500 would facilitate the completion of additional professional development and improve the quality of early care and education for Alaska's children.
- Research has consistently shown that higher levels of provider education and training are associated with more positive and stimulating teacher behavior resulting in more positive child outcomes. Education and training that increase positive interactions between adults and children impacts multiple areas of development (Pianta, 2006; Ramey et al., 2008).

ACTION NEEDED

- $1.5 million to increase professional development opportunities for early educators and to provide financial incentives to increase retention in the early education field

Connected with thread.

Rationale for Alaska SEED ROOTS Awards

The Alaska 2009 Child Care Market Rate Survey with 395 respondents provides data that supports the need for wage increases tied to increased professional development. The majority (81%) of responding programs report needing to hire new staff from once every month to 2-3 times per year and 61% of all providers report hiring and retaining qualified staff as "very difficult." Responses to questions about challenges with staff retention include lack of qualifications/education as the number one factor with lack of ability to offer benefits as second. Center/group home providers reported to hire and retain qualified caregivers requires on average $12.50 per hour.

Other national programs such as WAGE$ has produced the following recent outcomes:

- The annual turnover rate was 15% for WAGE$® Project participants, far less than the pre-program statewide turnover rate of 31% per year and less than the current statewide turnover rate of 24%.
- Sixty percent (64%) of WAGE$® Project participants indicated that they had taken college level coursework since applying to the Child Care WAGE$® Project and 86% plan to do so in the future.
- Eighteen percent (19%) of WAGE$® Project participants moved up a level on the supplement scale due to continued education.

To increase early educators' wages from the statewide average of $ 11 per hour (2008, wage survey, Alaska Department of Labor) to the desired $12 per hour would require the following increases. Each tier is tied to incremental educational attainment with a 60% increase for each one. Calculations are based on the current professional development of the early childhood field to include child care and Head Start.

TIER I: Child Development Associate Level (used SEED level 6& 7) includes CDA and unrelated AA with credits or Occupational Endorsement	223	223 x $2080= $463,840
TIER II: AA/AAS Level (used SEED levels 8 &9) includes related AA and ECE AA and unrelated BA	119	119 x $3328=$396,032
TIER III: BA/BS/MA Level (used SEED levels 9, 10, &11) related BA, unrelated BA with ECE credits, BA in ECE, & MA	129	129x $5324=$686,796

TOTAL: $1,546,668

Investing in Alaska's Young Children

Alaska Early Care and Education: Public Policy Priorities for 2010

Denali Kid Care: Increase the income eligibility guidelines for Denali Kid Care (DKC) from 175% to a minimum of 200% of Alaska's federal poverty level (FPL). This change would restore eligibility to 1,300 children and 225 pregnant women. Children with access to preventative health care and developmental screenings have better outcomes for health and learning abilities throughout their lives.

Head Start: Increase State investment in Head Start to: expand services, address critical infrastructure needs, and keep existing slots from being reduced to due to rising costs. Provide workforce development funds to enable Alaskan Head Start staff to meet federal teacher qualification requirements.

Home Visiting: Establish research-based voluntary early childhood home visiting programs in Alaska, such as *Parents as Teachers*, with universal access for families with children prenatal up to kindergarten entry. Such programs increase parent knowledge of child development, improve parenting practices, promote early literacy experiences, provide early detection of developmental delays and health issues, and increase children's school readiness and school success. Through these preventative programs, future costs such as special education and remedial education have been shown to be reduced.

Best Beginnings: Support community-based **Early Childhood Partnerships** and **Imagination Library**. This leverages funding from the private sector and helps support the public-private partnership working to create and sustain a comprehensive statewide early childhood system. **Early Childhood Partnerships** provide a statewide coordinated network and structure necessary to move decisions closer to those being served, pinpoint actual needs, respond to cultural considerations, and ensure the best outcomes for young children in every community. **Imagination Library** mails a book per month to Alaska children from birth to age 5. Research shows that children who have not developed some basic literacy skills by the time they enter school are three to four times more likely to drop out in later years. Too many Alaska children, about 40%, are entering kindergarten without those skills. This program makes a difference by bringing quality books into the home, engaging young children and their families in early literacy activities.

Access to Quality Child Care: Increase child care reimbursement rates to the 75th percentile. This allows low-income children the opportunity to access higher quality programs, resulting in outcomes such as increased school readiness. Increase family eligibility to 85% of the state median income. This will enable the state to quantify and respond to support for families to enter or remain in the workforce.

Quality Rating and Improvement System (QRIS): Implement phase one of QRIS in Alaska. A QRIS is an organized method to assess, improve, and communicate the level of quality in early care and education settings outside the home. The system would provide a roadmap for individual early learning programs to improve their quality of care, thereby increasing parent access to a larger supply of quality options. The system would provide greater accountability for policy makers who govern public investments in Alaska's early care and education system and would ensure that publicly funded Pre-K services can be delivered through a variety of delivery systems that meet the needs of parents.

Professional Development and Retention of Early Educators: Provide funding to thread, **Alaska's Child Care Resource and Referral Network**, to increase the current Individual Reimbursement Awards (IRF's) for college child development courses, and reinstate the ROOTS (Retaining Our Outstanding Teacher) Awards to recognize and incentivize teachers with credentials in early education. There is a direct relationship between teacher preparation and quality of early care and education for children. It is difficult for individuals working full-time and earning low wages to afford the cost of education. In addition, due to low wages and lack of recognition, the teacher turnover rate in Alaska in early care and education programs is approximately 46%. By providing these incentives, the early care and education field would be able to recruit and retain a more qualified and stable workforce.

These priorities are recommendations articulated in no particular order. The recommendations are meant to assist public policy leaders in developing a system of early learning to promote school readiness, strong families, and a strong workforce. These are advanced by a coalition of early childhood advocates working together to support young children.

thread connecting early care & education to alaska

The Alaska Child Care Resource and Referral Network, thread, has a mission to advance the quality of early education and child development by empowering parents, educating child care professionals and collaborating with our communities.

www.threadalaska.com

BEST BEGINNINGS
Alaska's Early Childhood Investment

Best Beginnings is a public-private partnership that mobilizes people and resources to ensure all Alaska children begin school ready to succeed through support from businesses, foundations, nonprofits, government, and individuals.

www.bestbeginningsalaska.org

Alaska AEYC

The Alaska Association for the Education of Young Children's mission is to lead, facilitate, and support the effort of those working in the Early Care and Education profession throughout Alaska.

www.akaeyc.org

Alaska Head Start Association
Parents · Staff · Directors · Friends
Support Brings Success!

The Alaska Head Start Association is a membership organization providing a united voice of advocacy and leadership on issues affecting Alaska's Head Start children and families.

www.akheadstart.org

AILPA

The Alaska Infant Learning Professional Association-AILPA is a member organization to advocate for and support high quality early interventions services for infants and toddlers with special needs and their families.

BEST BEGINNINGS

Alaska's Early Childhood Investment

Early Childhood Partnerships

Request

- $1 million FY11 to support early childhood partnerships
- Funds would pay for grants to partnerships established in FY10, enabling them to begin work on locally identified priorities and their two-year strategic plans. Funding would also support technical assistance and start up of three to four new partnerships.

Rationale

- Current services and programs are like a jigsaw puzzle with mismatched pieces. There are gaps, overlap, and lack of coordination. People at the local level are in the best position to identify problems, design solutions, and improve coordination to meet local needs.
- Effective local organizations have been recognized in state and national studies as essential to building effective statewide systems.

Accomplished to date

- In July 2009, Best Beginnings awarded one-year grants to nine communities to form early childhood partnerships or support partnerships already established.
- Communities represented in the partnerships are home to 39,000 children under age 5. That's about 78% of all children birth to age 5 in Alaska.
- Partnerships create opportunities for local people from varied interests and backgrounds to improve services and resources for young children.
- Core funding from the state and private sector has been leveraged in local communities, resulting in $133,000 in cash and in-kind contributions.
- Partnerships are assessing needs and assets in their communities, developing priorities, and building strategic plans. The results will be improved coordination of services, better access for families, and communities that are very engaged in meeting the needs of young children.

Longer term goals

- Organize and mobilize early childhood partnerships all over Alaska.
- Develop a coordinated system of early childhood programs and services.
- "Delegate" to people in communities responsibility for identifying programs and systems that work well, where gaps exist, and how best to respond to local needs.
- Form a network of effective community and regional organizations that support comprehensive early childhood services. Such networks and a comprehensive systems-wide approach have been strongly recommended by state and national studies as key to meeting the needs of babies and young children.
- Children begin school prepared to succeed.

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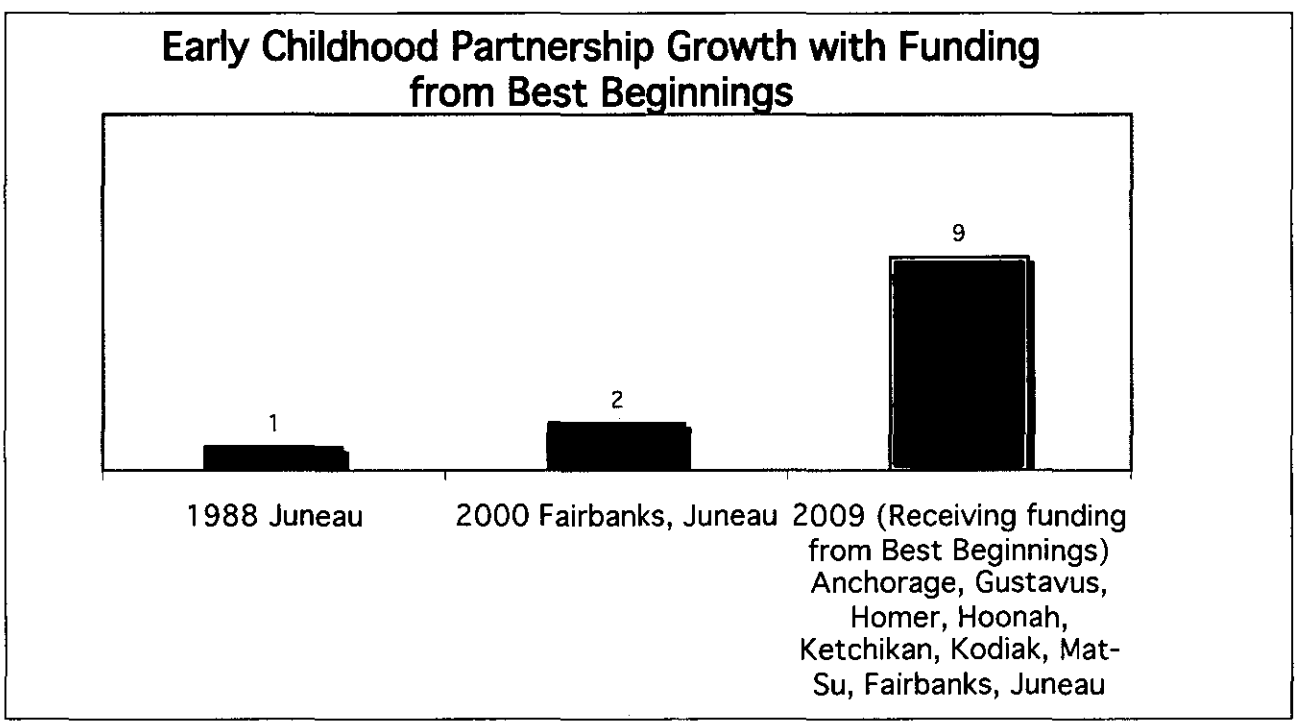
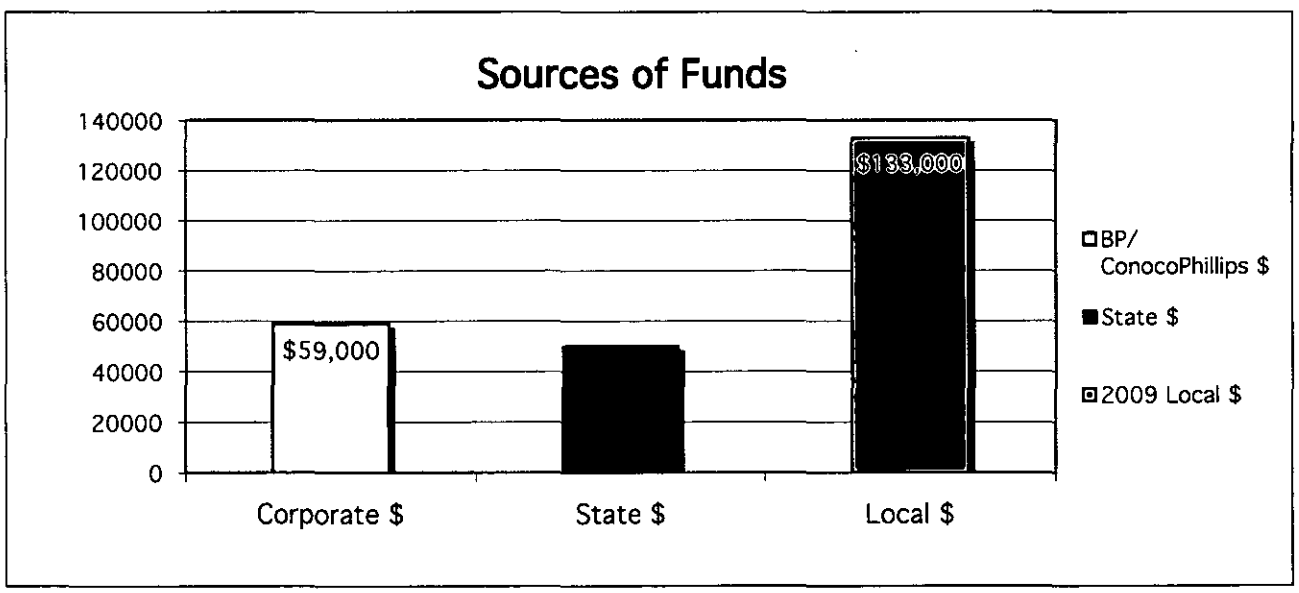
t. 907.297.3300 • f. 907.297.3304 • BestBeginningsAlaska.org

BEST BEGINNINGS

Alaska's Early Childhood Investment

BEST BEGINNINGS EARLY CHILDHOOD PARTNERSHIPS





BEST BEGINNINGS

Alaska's Early Childhood Investment

Imagination Library

Request

- $400,000 for FY11 to expand Imagination Library, which mails a free book every month to enrolled children, birth to age 5.
- Requested funds would expand the program to cover at least 14,000 Alaska children, about 28% of all children under 5. Leveraged local and private funding would increase the number of children served.

Rationale

- About 40% of Alaska children begin school unprepared to succeed. Alaska's dropout rate is among the highest in the nation.
- Early literacy is a key indicator of how a child will fare in school and in life. Children who have not developed some basic literacy skills *by the time they enter school* are three to four times more likely to drop out in later years.
- Imagination Library helps children develop the literacy skills they'll need to succeed … in their own homes, with their families.
- Imagination Library in Alaska has grown by leaps and bounds since Best Beginnings became involved. Best Beginnings provides technical assistance and funds to launch Imagination Library in new communities and to continue and expand the program in communities already participating.

Accomplished to date

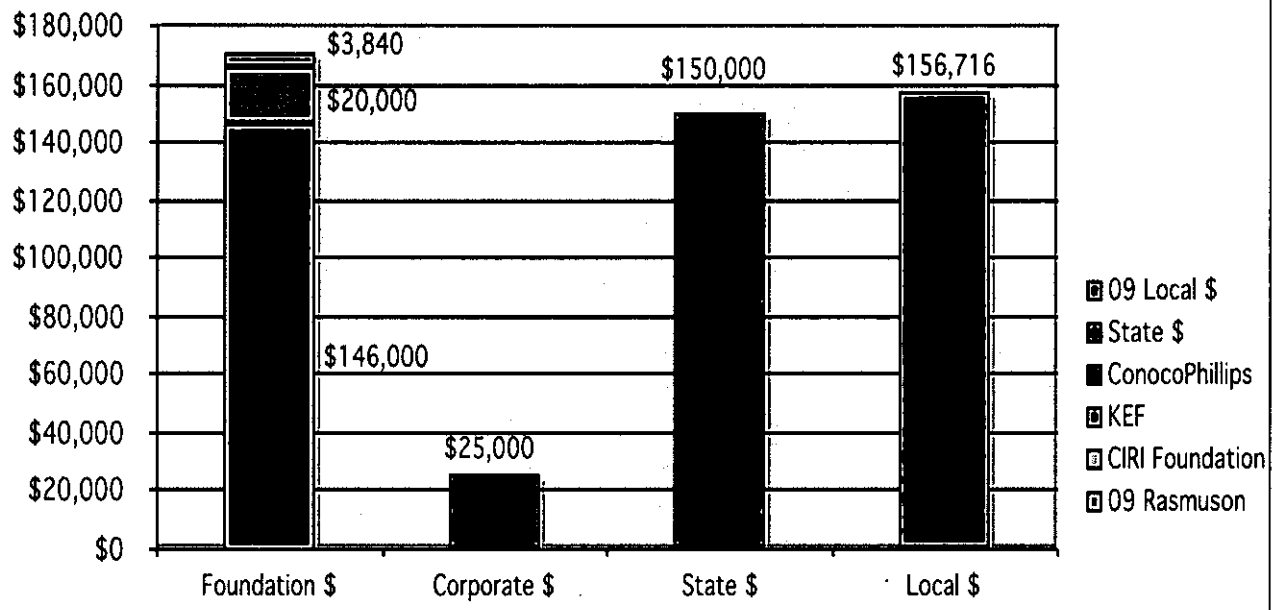
- Children impacted: Through the efforts of Best Beginnings and its partners, funds have been allocated to enroll 10,192 children in 32 communities. More than 1,500 additional children have graduated from the program when they turned 5.
- Private and local support: In most communities, volunteers raise funds locally to match grants from Best Beginnings. Best Beginnings has received major grants for Imagination Library from the private sector, foundations, and the Alaska Department of Education & Early Development. To date, $471,130 has been contributed in private and local support. The total will rise further later this year when local contributions begin matching a second Rasmuson Foundation grant (for 2010 and 2011) of $150,000.

Longer term goals

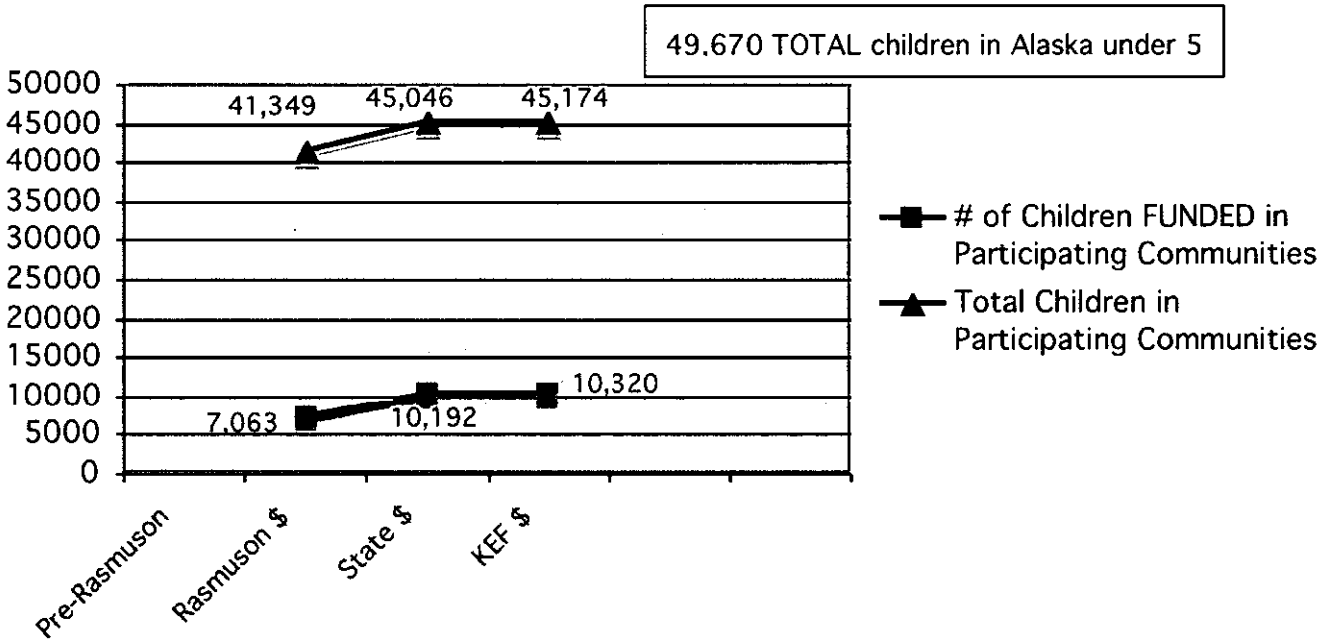
- Fully subsidize Imagination Library in communities with very limited resources.
- Enroll at least 80% of the children under age 5 in the current Imagination Library communities.
- Expand to additional communities so that every Alaska child, birth to age 5, would be eligible for Imagination Library.

3350 Commercial Drive, Suite 104A • Anchorage, Alaska 99501
t. 907.297.3300 • f. 907.297.3304 • BestBeginningsAlaska.org

SOURCES OF FUNDS & DOLLARS LEVERAGED

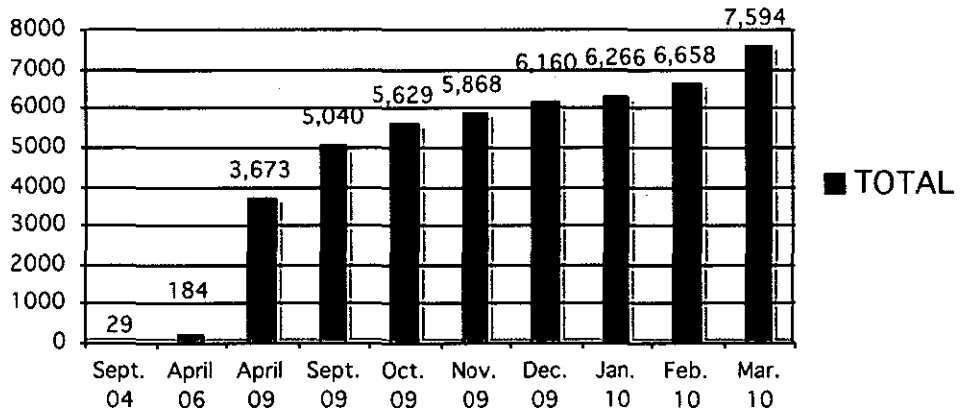


NUMBERS OF CHILDREN FUNDED vs TOTAL CHILDREN

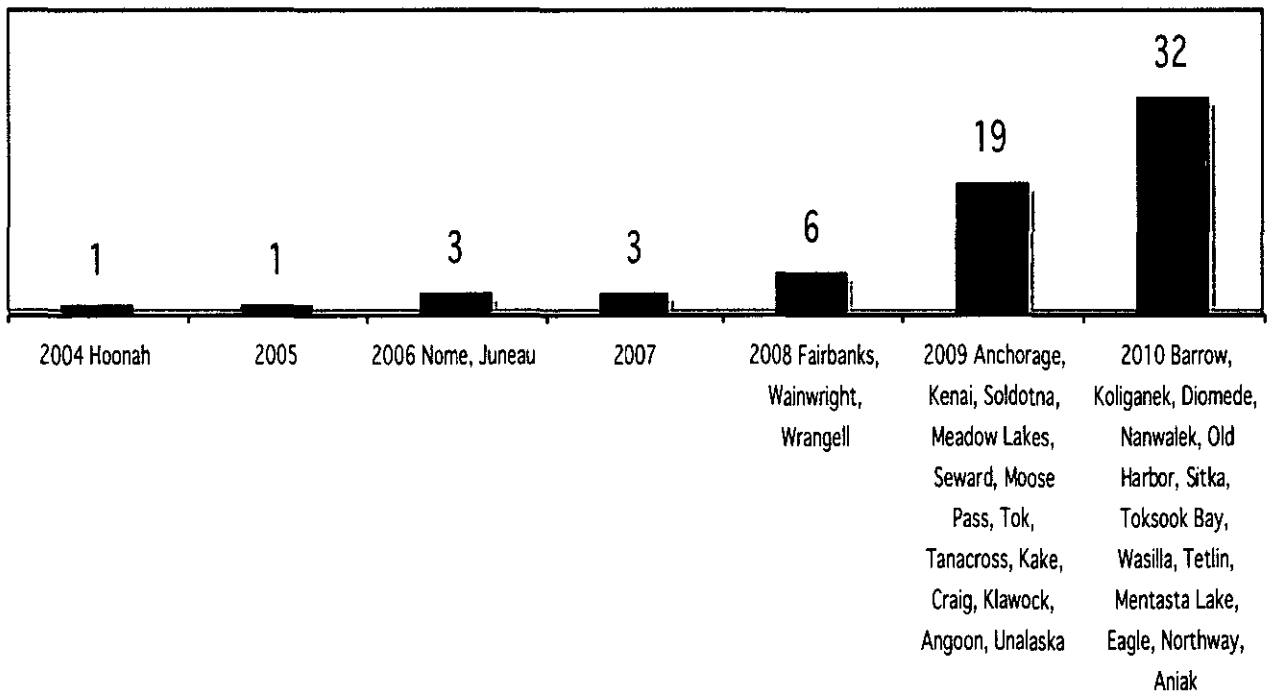


Imagination Library Enrollments (# of Children)

Affiliate	Apr 09	Sept 09	Oct 09	Nov 09	Dec 09	Jan 10	Feb 10	Mar 10
Anchorage		834	1,105	1,304	1,514	1,600	1,818	2,340
Fairbanks	2,738	2,824	2,951	2,962	2,986	2,974	2,957	2,942
Juneau	800	977	1,003	1,000	1,024	1,029	1,038	1,056
Kenai		--	106	105	104	120	213	198
Koliganek								17
Kuskokwim								31
Mat-Su		44	70	82	88	88	166	502
Nome	135	160	160	158	171	174	171	184
Old Harbor							15	15
Seward		112	145	165	175	175	176	181
Tok		54	51	55	61	65	65	92
Unalaska		35	38	37	37	41	39	36
Total	**3,673**	**5,040**	**5,629**	**5,868**	**6,160**	**6,266**	**6,658**	**7,594**



Communities Adding Imagination Libraries



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Early Childhood Home Visitation Programs

Parents are their children's first and most influential teachers. Voluntary home visiting programs serving families with children prenatal up to kindergarten entry provide the information, support, and encouragement parents need to help their children develop optimally during the crucial early years of life. Such programs increase parent knowledge of early childhood development, improve parenting practices, promote early literacy experiences, provide early detection of developmental delays and health issues, and increase children's school readiness and school success. Through these preventative programs, future costs such as special education and remedial education, have been shown to be reduced.

- In Alaska, many children entering kindergarten are underprepared for school. Children who begin school behind rarely catch up later on and are less likely to graduate from high school, attend college, or acquire the skills necessary to obtain a job that pays a living wage.
- Alaska's graduation rate according to the Alaska Department of Education and Early Development is around 65%. The lack of school readiness at kindergarten has been linked with low graduation rates.
- Research has shown that children experience the best outcomes when quality pre-kindergarten experiences include research based home visiting programs that involve parents. Often cited research concerning the High/Scope Perry Preschool Project and the Chicago Child Parent Centers preschools both included strong home visitation components. A recent study of Parents as Teachers, a voluntary research based home visiting program for families with children prenatal up to kindergarten entry, showed when preschool programs are coupled with Parents as Teachers participation, children are more prepared for kindergarten with those gains sustained at third grade. Furthermore, the achievement gap between children from low income families and those from middle class families was eliminated.
- Research has also indicated families involved with home visitation programs such as Parents as Teachers are more involved in their children's later school experiences, leading to more positive outcomes for their children's education.

Recommendations:

Establish research based voluntary early childhood home visiting programs in Alaska, such as Parents as Teachers, open to interested families with young children prenatal up to kindergarten entry. Establishment of such programs is an investment in the young children of Alaska and their families, with a wide range of positive outcomes for years to come.

For more information on Parents as Teachers, contact Lisa Danielson, Parents as Teachers Alaska State Coordinator at ldanielson@ruralcap.com or 907-865-7334.

What is Parents as Teachers?

Parents as Teachers is:

- A parent education and family support program serving families through out pregnancy until their child enters kindergarten. Services to families include personal visits, group socialization opportunities with other families, developmental screenings to ensure a child's development is on track, and referrals to other services as appropriate.
- Designed to enhance child development and school achievement through parent education.
- A free voluntary program for families.

Why Parents as Teachers?

- Research has clearly shown that the early years are critical in a child's development and lay the foundation for success in school and in life.
- Parents are the most influential people in their children's lives; they are their children's first teachers. If we want to make a positive difference in the lives of children, we must make an impact with their parents.
- Extensive analysis by economists has shown that investing in effective early childhood programs, such as Parents as Teachers, produces great returns. These returns benefit the community through reduced crime, welfare and educational remediation.

Why Focus on the Years Before School Starts?

- Brain development that takes place before age 1 is rapid and extensive; the influence of the early environment on brain development is long lasting.
- Developmental "windows of opportunity" are periods of time when children are especially adept at learning specific skills including:
    - Motor skills such as turning over, walking, drawing;
    - Sensory skills such as seeing and hearing;
    - Communication skills including language; and
    - Social skills such as playing and interacting with other children.
- During these windows of opportunity, it is important to provide positive experiences for young children at the appropriate times to ensure optimal development.

Why Focus on the Parent?

- Parent education helps parents to understand what to expect during each stage of development and how to promote the best development in their child.
- Research shows that parental involvement in their child's learning is linked to the development of the child's academic skills, including reading and writing.

How is Parents as Teachers Adapted for Alaska?

- The majority of Parents as Teachers programs in Alaska hire people from within the communities being served to be trained as Parent Educators. This helps to ensure the people presenting the curriculum have a solid understanding of the community and the local culture.
- Alaska has its own Nationally Certified Parents as Teachers Curriculum Training Team. These trainers reside in Alaska and are experienced in providing Parents as Teachers services to families from a wide range of cultural backgrounds.
- Parent Educators are trained to adapt activities from the Parents as Teachers Curriculum to reflect the local community and culture of the family.
- Visits are provided in the family's home language.

What Outcomes has Parents as Teachers Achieved?

- At age 3, children who have been enrolled in Parents as Teachers are more advanced in language, social development, problem solving and other cognitive abilities.
- Children enrolled in Parents as Teachers score higher on kindergarten readiness tests.
- Children who participate in Parents as Teachers score higher standardized measures of reading, math and language in grades first through fourth.
- Parents who participate in Parents as Teachers are more confident about their parenting skills.
- Parents who participate in Parents as Teachers are involved in their child's education beginning at birth and they maintain this involvement in their child's schooling. Parent involvement has been shown to be a key component of a child's success in school.

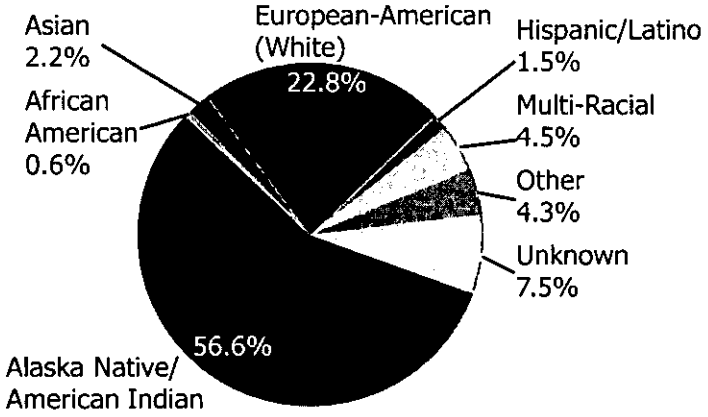
For more information on Parents as Teachers, contact Lisa Danielson, Parents as Teachers Alaska State Coordinator at ldanielson@ruralcap.com or 907-865-7334.

PARENTS AS TEACHERS ALASKA

2009 FACT SHEET

Parents as Teachers (PAT) is an evidence based international home visitation program dedicated to providing parent education services to families with children prenatal to five years of age through home visits and group meetings.

ETHNICITY OF CHILDREN SERVED



2009 HIGHLIGHTS

Services for Children and Families 2008-2009:

- 47 communities served
- 910 families served
- 1,112 children served
- 74 prenatal women served
- 14 homeless families were served
- 629 Alaska Native/American Indian children served
- 762 children received developmental screenings with 162 found to need further evaluation
- 336 families linked to other services

Percentages of Enrolled Children by Agency/Organization:

- 21% school districts
- 71% non-profit organizations
- 7% military programs

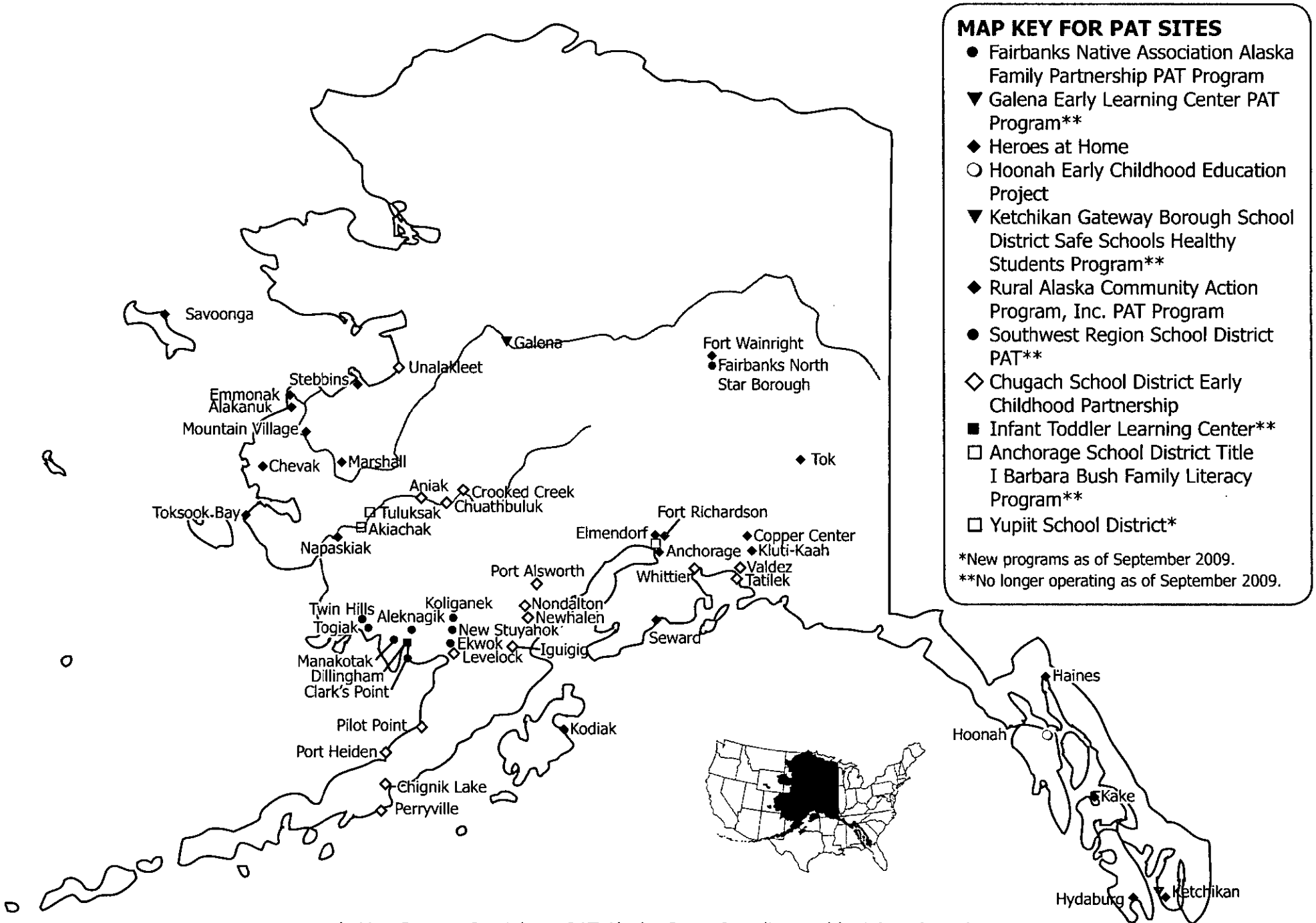
Professional Development:

- Trained and certified 43 Parent Educators and 9 supervisors in the Prenatal to 3 Years Curriculum
- Certified and trained 37 Parent Educators in the 3 Years to Kindergarten Curriculum
- 419 participants from 60 Communities attended PAT workshops/training institutes

Parents as Teachers State Office:
Lisa Goneau-Danielson, c/o RurAL CAP
PO Box 200908
Anchorage, AK 99520-0908
Phone (907) 865-7334
ldanielson@ruralcap.com

This information is provided by the PAT Alaska State Office. The PAT Alaska State Office is located within the Child Development Division of the Rural Alaska Community Action Program, Inc. and funded through the Alaska Parent Information and Resource Center. The role of the State Office is to plan and coordinate curriculum training institutes, conduct annual recertification, collate data for statewide reports and provide on-going communication and technical assistance for affiliated programs.

2009 PARENTS AS TEACHERS COMMUNITIES IN ALASKA



Parents as Teachers State Office | Lisa Goneau-Danielson, PAT Alaska State Coordinator, ldanielson@ruralcap.com, c/o RurAL CAP; PO Box 200908; Anchorage, AK 99520-0908; Phone (907) 865-7334

ALASKA HEAD START ASSOCIATION
Critical Issues
2010

- **INCREASE STATE OF ALASKA INVESTMENT IN HEAD START BY $3,500,000**

During the summer of 2008 the Alaska Head Start Association worked to put together a comprehensive two-year Head Start expansion plan to present to the Department of Education and Early Development. This plan called for $2.5 million in new funding from the state of Alaska in FY 2010 and FY 2011 to enroll approximately 275 new children. Another $1.6 million was included for deferred maintenance and to assist grantees to maintain existing slots that would otherwise be eliminated due to increased operating costs. While AHSA appreciates the Legislature's appropriation of $600,000 for Head Start expansion in FY 2010, this amount allowed grantees to enroll only 59 new children in three communities. In addition, programs across the state have struggled to maintain the same quality and quantity of services because appropriations have failed to keep pace with rising costs. Increased energy costs continue to be a serious concern for programs.

ACTION NEEDED: ***Increase Head Start funding by a total of $3,500,000. This amount allows approximately 220 additional children to receive Head Start services, addresses critical infrastructure needs and prevents any reduction in the number of Head Start slots available in Alaska.***

- **SUPPORT A COMPREHENSIVE STATE-WIDE PLAN TO ENSURE THAT ALL EARLY CHILDHOOD EDUCATIONAL SYSTEMS AND SERVICES ARE COORDINATED AND COMPLEMENTARY**

The Alaska Head Start Association supports continuation and expansion of a Pilot Preschool Program. AHSA believes that the need for Early Childhood Education in our state far exceeds what our existing systems can provide. However, the association also believes that the state has a responsibility to ensure that all publicly funded systems, existing and new, are working together to provide services in a coordinated and complementary manner. Written agreements addressing eligibility, enrollment, and recruitment need to be in place between all early childhood systems that are providing services in a common area.

ACTION NEEDED: ***Ensure that a comprehensive state-wide plan addressing how early childhood services will be delivered is developed and implemented. Any new legislation should require written coordination agreements between early childhood systems to eliminate duplication or competition in early childhood service delivery.***

• DEDICATE WORKFORCE DEVELOPMENT FUNDS TO SUPPORT HEAD START TEACHER QUALIFICATIONS

The "Improving Head Start for School Readiness Act of 2007" has established the following professional development requirements for Head Start:

- By September 30, 2011 100% of Head Start teachers must have an associates degree in early childhood education
- By September 30, 2013 50% of Head Start teachers nationwide must have a bachelor's degree in early childhood or a bachelor's degree and course work equivalent to major in early childhood education.
- By September 30, 2013 100% of Head Start Education Coordinators and Curriculum Specialists must have a bachelor's degree.
- By September 30, 2013 100% of Head Start teaching assistants must have a CDA and be enrolled in a degree program.

Alaskan Head Start grantees have made significant progress over the past five years to try and meet the existing professional development requirements. However to meet these new requirements by the timeframes outlined we will need to have a coordinated statewide response. Obtaining degrees takes time, especially when staff are taking classes via distance delivery and working full time jobs. Often this means that early childhood educators are only able to take classes in the evenings and during the summer.

ACTION NEEDED: ***The Department of Labor and Workforce Development should designate workforce development funds for early childhood education because it is an under-developed profession.***

• SUPPORT INCREASED HEALTH CARE ACCESS FOR ALASKAN FAMILIES WITH YOUNG CHILDREN

The Alaska Head Start Association strongly supports an increase in funding for the Denali KidCare Program. By taking this action our state will restore and expand eligibility criteria for health care coverage for the children of Alaska's working families. The primary goal of Head Start is to make sure children are prepared for success as they enter their school years. A vital piece of this preparation is insuring that families have affordable, adequate health insurance coverage for their children, which Denali KidCare provides.

ACTION NEEDED: ***Increase the income eligibility guidelines for Denali KidCare to at least 200% of Alaska's federal poverty level.***

ALASKA HEAD START PROGRAMS

Head Start Grantees and the Communities They Serve 2009-2010

Aleutian/Pribolof Island Association
50 children
King Cove- Y
Sand Point-N
Unalaska-Y
St. Paul-Y

Association of Village Council Presidents
221 children
Akiachak-Y
Bethel-N
Cherfornak-Y
Kalskag-Y
Kotlik-Y
Nightmute-Y
Quinhagak-Y
Russian Mission-Y
Scammon Bay-Y
Tuluksak-Y

Bristol Bay Native Association
97 children
Dillingham-N
Manokotak—Y
Naknek-Y
New Stuyahok-Y
Togiak-N

Central Council of Tlingit & Haida Indian Tribes of Alaska
262 children
Angoon-N
Craig-N
Douglas-N
Hoonah-N
Juneau-N
Klawock-Y
Petersburg-N
Saxman-Y
Sitka-N
Wrangell-N
Yakutat-N

CCS Early Learning
260 children
Chugiak-N
Eagle River-N
Meadow Lakes-N
Palmer-N
Wasilla-N

Chugachmiut
22 children
Nanwalek-N
Port Graham-Y
Seldovia-Y

Council of Athabaskan Tribes
30 children
Arctic Village-N
Chalkyitsik-N
Circle-N
Fort Yukon-N
Venetie-N

Fairbanks Native Association
263 children
Fairbanks-N

Kawerak
225 children
Brevig Mission-Y
Little Diomede-Y
Elim-Y
Gambell-Y
Golovin-Y
Koyuk-Y
Nome-N
Shishmaref-Y
St. Michael-Y
Shaktoolik-Y
Teller-Y
Wales-Y
White Mountain-Y

Kenaitze Indian Tribe IRA
57 children
Kalifornisky Beach-N
Kenai-N
Soldotna-N
Nikiski-N

Kids' Corps, Inc.
352 children
Anchorage-N

Metlakatla Indian Community
31 children
Metlakatla-N

Play 'N Learn Community HS
126 children
Fairbanks-N
North Pole-N

RurAL CAP
823 children
Akiak-Y
Alakanuk-Y
Chevak-N
Emmonak-Y
Haines-Y
Homer-Y
Hooper Bay-N
Kake-Y
Ketchikan-Y
Kluti-Kaah-N
Kodiak-N
Kwethluk-Y
Marshall-Y
Mt. Village-Y
Napaskiak-Y
Nunapitchuk
Pilot Station-Y
St. Mary's-Y
Savoonga-Y
Selawik-Y
Stebbins-Y
Sterling-Y
Tanacross-Y
Toksook Bay-Y
Tok-Y

CDI Head Start
247 children
Anchorage –N

Tanana Chiefs Conference
99 children
Fort Yukon-Y
Holy Cross-Y
Huslia-Y
Kaltag-Y
McGrath-Y
Minto-Y
Nenana-Y
Nulato-Y
Tetlin-Y
Tanana-Y

Y=Serving the majority of eligible children

N=Not serving the majority of eligible children

Revised September, 2009

Alaska Head Start Association
Parents · Staff · Directors · Friends

Support Brings Success!

Alaska Head Start Association

Why Head Start Matters

Alaska's Head Start programs prepare young children for success in school and life.

1. **Head Start children are healthier than their peers from similar socio-economic backgrounds who are not enrolled in Head Start. Healthy children learn better.**

FACTS*
(The following figures refer to Head Start only. Early Head Start is not included.)

- 78% of Alaska's Head Start children received health screenings that meet Early Periodic Screening, Diagnosis and Treatment (EPSDT) standards. (EPSDT is Medicaid's well child check up program.) This compares to a 50% EPSDT medical screening rate for eligible 2-5 year olds statewide**.

- Of the 2,152 Head Start children who received health screenings, 356 were diagnosed as needing treatment for a variety of potentially serious conditions, including hearing & vision problems, anemia and asthma.

CONCLUSION
Without Head Start, we estimate that 100 or more children would enter kindergarten by 2009 with significant undiagnosed and untreated health problems.

**Based on federal 2007 Program Information Reports (PIR) for Alaska grantees.*
***For 2003, reported in the National Health Policy Forum issue brief #819, 11/20/2006.*

FACTS*
(The following figures refer to Head Start only. Early Head Start children are not included.)

- 88% of Alaska's Head Start children received dental exams. This compares to a 25% EPSDT dental screening rate for eligible 3-5 year olds statewide**.

- Of the 2,425 Head Start children who received dental exams, 586 were diagnosed as needing dental treatment. 376 of these children (64%) received treatment.

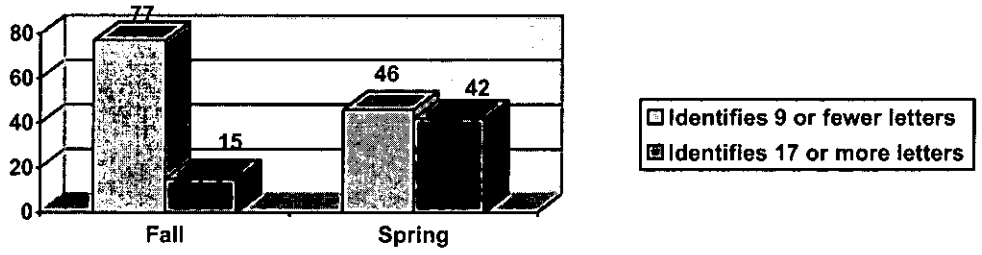
CONCLUSION
Without Head Start, we estimate that 270 or more children every year would live with untreated oral health needs. These conditions place a child's speech development, nutritional well-being, overall health and future oral health at risk.

**Based on federal 2007 Program Information Reports (PIR) for Alaska grantees.*
***For 2003, reported in the National Health Policy Forum issue brief #819, 11/20/2006.*

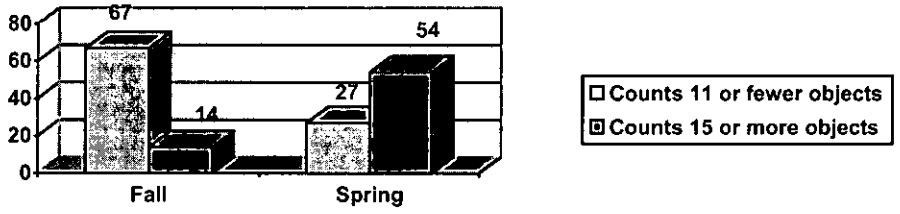
2. **Participation in Head Start improves literacy and math skills for many children who are at risk of starting kindergarten behind their better off peers in these areas.**

The following graphs are based on information taken from the National Head Start Reporting System (NRS) results of 11 Alaska grantees during the 2006-2007 program year. The NRS assesses only children who were going to kindergarten in 2007. The graphs include only those children assessed in both fall and spring— a total of 352 children in Region X programs and 329 children in AIAN programs.

Letter Recognition
(Percentages)



Early Math Skills
(Percentages)



Alaska's Head Start programs achieved results that approach national norms even though program characteristics differ from national averages in several significant ways.

- Alaska has fewer full day programs
- Alaska has fewer teachers with a Bachelor's degree

Program Characteristic	Alaska Program Averages	National Head Start Averages
Percentage of teachers with Bachelor's degree or higher	20%	44%
Percentage of children enrolled in full day programs	10%	53%

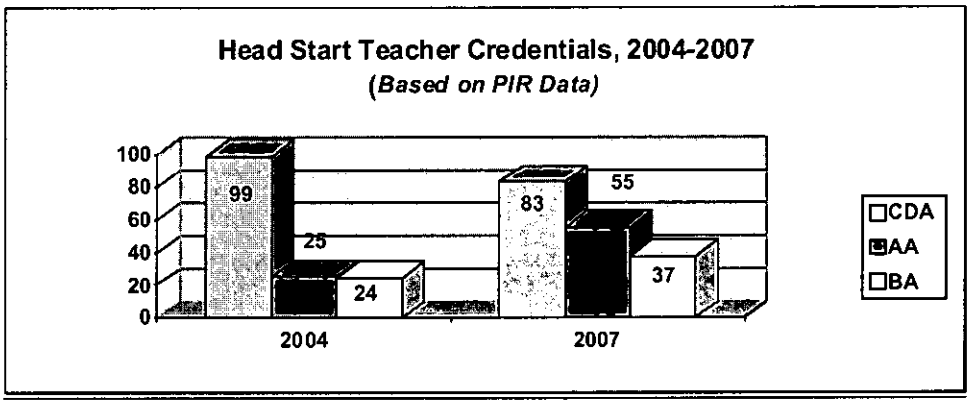
3. **Participation in Head Start increases the likelihood that children with previously undiagnosed disabilities will receive diagnosis and therapy for their disability before they enter kindergarten.**

FACTS*
(The following figures from the federal 2007 Program Information Report for Alaska grantees refer to Head Start only. Early Head Start children are not included.)

- 95% of Alaska's Head Start children received developmental screenings exams.
- Of the 2,600 Head Start children who received developmental screenings, 276 were eventually diagnosed with a disability.

CONCLUSION
Without Head Start, hundreds of Alaska's children would enter kindergarten every year with undiagnosed disabilities.

4. **The quality of Head Start teachers continues to improve in spite of funding and distance learning challenges.**



5. **Head Start provides economic benefits for all of Alaska.**

Federal Head Start grants injected over 27 million dollars into Alaska's economy in FY 2007. This sum does not include the many other sources of federal revenue, such as Child and Adult Care Food Program (CACFP) reimbursements, which Head Start programs attract. This investment provides an important source of economic activity and employment in many of the rural communities listed on page one. For example, Head Start programs employed 927 people in 2006.

The Future of Head Start in Alaska

Many studies link high quality early child development programs to large and long term economic savings. We believe that the early intervention, health, and school readiness results described above testify to the high quality of Alaska's Head Start programs.

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2/24/10 REPORT: U OF AK BOARD OF REGENTS

Alaska's University for Alaska's Schools

UNIVERSITY
of ALASKA

Many Traditions One Alaska

Alaska's University for Alaska's Schools

Prepared for the State of Alaska

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

AN ACT
A report to the legislature on teacher preparation, retention, and recruitment by the Board of Regents of the University of Alaska

Prepared by:
Melissa Hill, Director of Operation for K-12 Outreach, Office for Academic Affairs, UA
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Gwen White, Assoc. Vice President Planning and Institutional Research, UA

In collaboration with:
John Pugh, Chancellor of UAS
Larry Harris, Dean of the School of Education UAS
Eric Madsen, Dean of the School of Education UAF
Mary Snyder, Dean of College of Education UAA

Under the direction of:
Daniel J. Julius, Vice President Office of Academic Affairs

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

On February 24, 2010

Alaska's University for Alaska's Schools

PURPOSE STATEMENT

In 2008, the 25th Alaska State Legislature passed Senate Bill 241. This legislation required the University of Alaska Board of Regents to deliver a report titled "Alaska's University for Alaska's Schools" no later than the 30th legislative day of the session of each legislature, which for the 27th Legislature is on or before February 17, 2010.

OVERVIEW

The report describes the efforts the university has made to attract, prepare, and retain qualified public school teachers for Alaska's schools. This report includes information on teacher graduation and enrollment data; a gap analysis that documents the shortage areas in the teaching workforce; and recommendation for the State of Alaska as it seeks to improve educational opportunities for all students.

ADDENDA

- University of Alaska Teacher Education Plan
- Graduate Data Report by Major Academic Units
- University of Alaska FY11 Budget Priorities for Teacher Education

TABLE OF CONTENTS

TEACHER EDUCATION GRADUATION DATA **p. 2**
This section of the report includes aggregate data on University of Alaska graduates eligible to enter the K-12 education workforce as licensed educators. The data reflects four-year trends in graduate rates reported by Academic Year (AY) starting in 2006 and ending in 2009.

SHORTAGES IN THE TEACHING WORKFORCE **p. 6**
The content areas for the gap analysis on the teacher workforce are based on survey data collected from K-12 school administrators. These data have not changed from last year. The report also analyzes hiring data for the K-12 education system made available through collaboration between the University of Alaska Anchorage Institute of Social and Economic Research (ISER), the Alaska Department of Labor (DOL), the Alaska Department of Education & Early Development (EED), and Alaska Teacher Placement (ATP). The hiring data have been updated to include AY09. This section provides a general overview of the K-12 education workforce and highlights turnover data in specific shortage areas.

EFFORTS TO ATTRACT, TRAIN, AND RETAIN QUALIFIED TEACHERS **p. 11**
This section includes selected programs and activities that directly serve K-12 educators employed in Alaska. Examples include partnerships with the Alaska Department of Education and Early Development, professional development, curriculum and resources, and research efforts sponsored through the University of Alaska system.

THREE TO FIVE YEAR PLAN FOR TEACHER PREPARATION **p. 14**
This three-year plan builds on the efforts of the University of Alaska education units (UAS School of Education, UAF School of Education, UAA College of Education) to place more Alaskans into education positions.

RECOMMENDATIONS AND FISCAL NOTE REQUEST **p. 15**
In accordance with SB241, "*The information reported under this subsection may also include short-term and five-year strategies with accompanying fiscal notes and outcome measures.*"[1]

ADDENDA

- University Of Alaska Teacher Education Plan
- Graduate Data Report By Major Academic Units
- University Of Alaska FY11 Budget Priorities For Teacher Education

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

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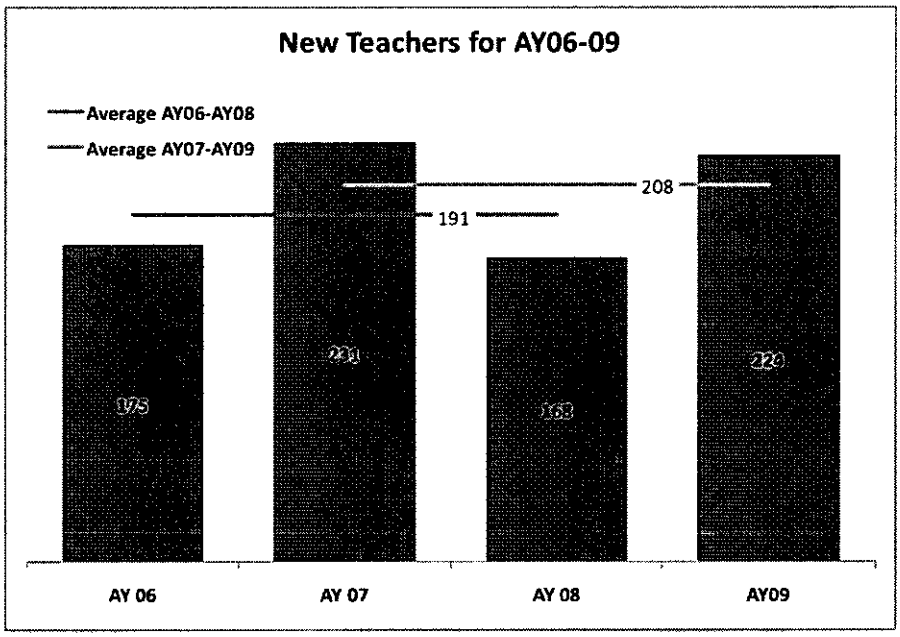
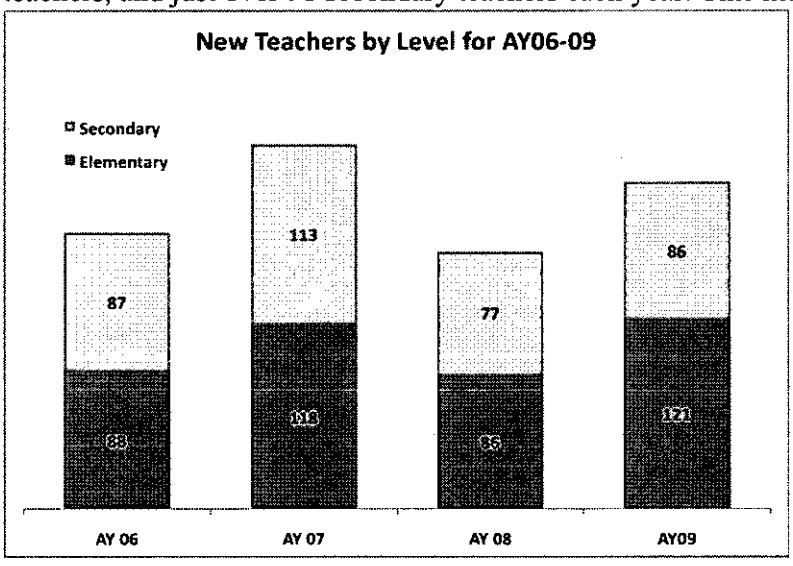
TEACHER EDUCATION GRADUATION DATA

New Teachers for Alaska

The University of Alaska graduated 175 new teachers in Academic Year (AY) 2006, 231 in AY07, 168 in AY08 and 224 in AY09. These numbers reflect bachelor degrees, master degrees, and licensure degrees awarded in elementary and secondary education for the three universities: University of Alaska Anchorage, University of Alaska Fairbanks, and University of Alaska Southeast. The three-year moving average increases from 191 graduates per year (AY2006 to 2008) to 208 graduates (AY2007 to 2009).



The University of Alaska graduates slightly more elementary teachers than secondary teachers each year. When averaged over four years, the university produces just over 100 elementary teachers, and just over 91 secondary teachers each year. This may be the result of several factors, such as, students can earn a bachelor degree in elementary education in four years, while secondary teachers must earn a subject-matter bachelor degree and then complete either a master or post-baccalaureate program. Students with degrees in mathematics and science in Alaska have more employment opportunities in the state when compared with students who graduate with a degree in elementary education.



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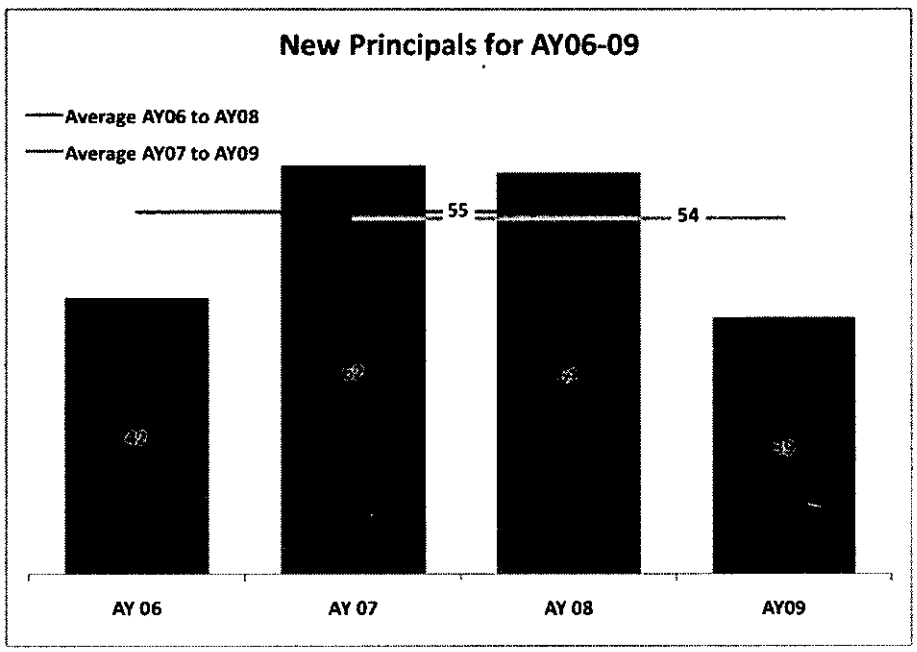
New Principals for Alaska

The University of Alaska graduated 42 new principals in Academic Year (AY) 2006, 62 in AY07, 61 in AY08, and 39 in AY09. The average number of graduates that complete a licensure program for administration is roughly 55. However, not all graduates seek an administrative position following graduation; some continue as classroom teachers, mentors, or pursue district office positions.



The University of Alaska Southeast in Juneau launched a new principal endorsement program in 2009. The summer cohort has 20 new applicants, some of whom are former and current teachers in the Alaska Statewide Mentor Project. The University of Alaska Anchorage offers a principal endorsement program and continues to produce school administrators for Alaska schools.

Other Endorsements & Degree Programs

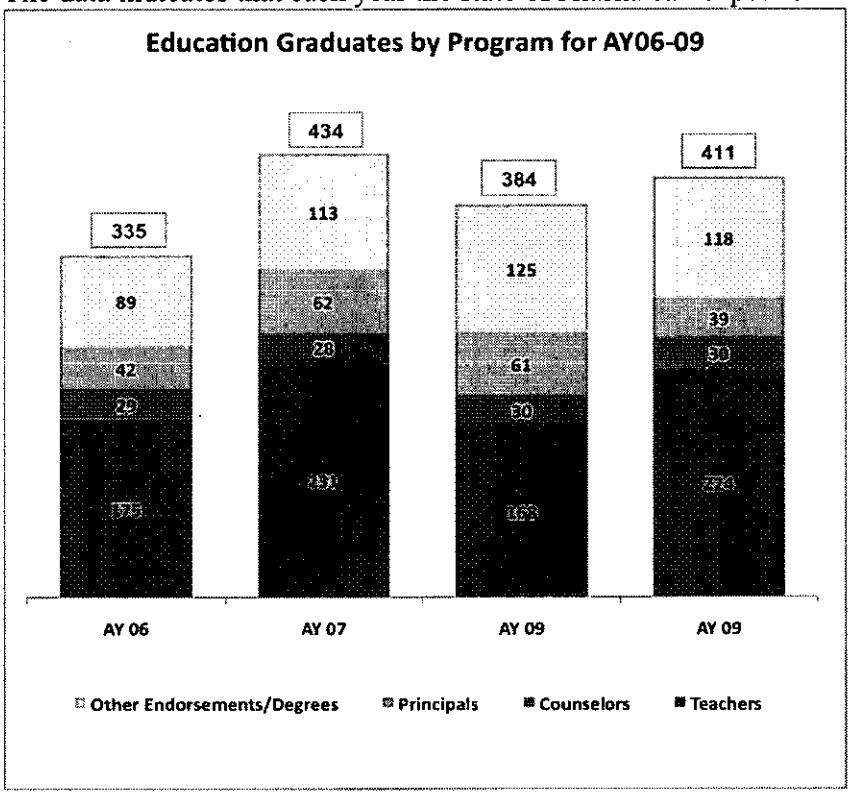
Each campus offers a variety of endorsement programs that lead to an advanced degree or, in some cases, a certificate of completion. Some of these programs are designed for current teachers who seek to add an endorsement and/or complete a master degree while also fulfilling requirements for state certification.

The University of Alaska Anchorage offers degree programs in special education, reading, and the state's only superintendent degree program. UAA also has an affiliated speech and language pathology program with East Carolina University (ECU). UAA provides the preparatory coursework via distance delivery along with in-state internships to candidates who apply to the ECU graduate program to become speech and language pathologists.

The University of Alaska Southeast Master of Arts in Teaching prepares teachers statewide, and enrollment in that program has increased to 36% from 2006 to 2009. UAS offers a total of six M.Ed. programs that can be accessed via distance and face-to-face; it is not uncommon for UAS to serve students throughout rural Alaska who seek to pursue a degree in education. UAS provides the necessary faculty supervision and support to students so they do not have to leave their communities to earn an education degree. UAS also successfully launched a school administrator program last year and has retained all 20 students enrolled in the program.

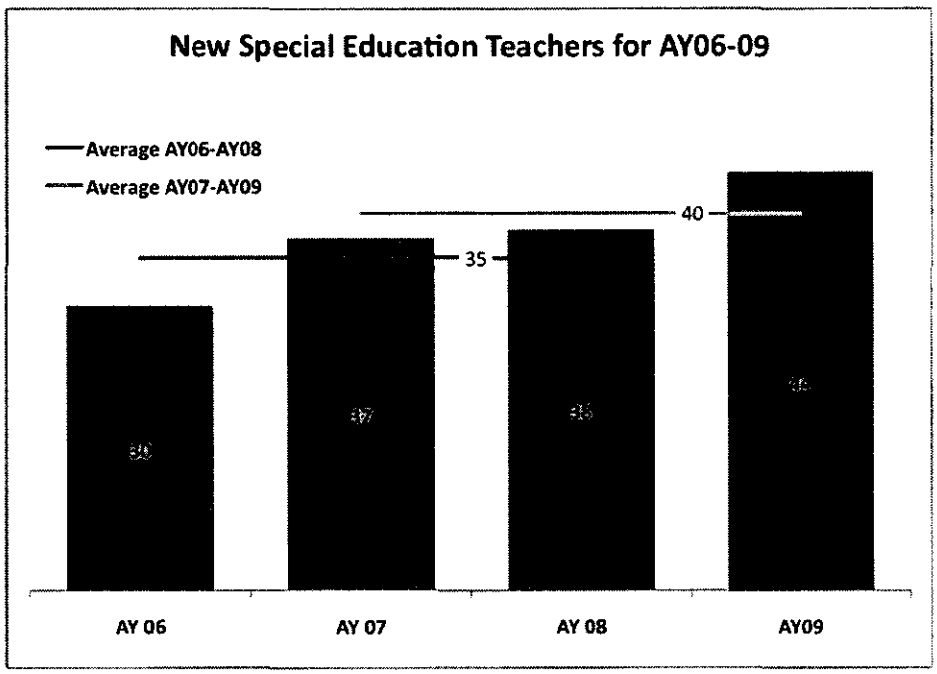
The University of Alaska Fairbanks offers the only terminal degree for educators through the Interdisciplinary Studies Ph.D. program. The UAF Elementary Department offers initial licensure programs at the baccalaureate and post-baccalaureate levels. The program leading to secondary licensure is post-baccalaureate. Both elementary and secondary licensure programs lead directly into optional M.Ed. degree programs if students so choose. UAF also offers Master of Education degrees in curriculum and instruction, cross-cultural education, language and literacy, and counseling. In the Fall of 2009, UAF enrolled its first students in the newly approved special education certificate and master degree programs.

The data indicates that each year the state of Alaska can expect on average 200 new teachers prepared to enter the K-12 education teacher workforce. However, not all students who enroll in education select high demand teacher certification areas, nor do all graduates go on to teach after they graduate with a degree in education. Further, graduates from the University of Alaska (like graduates elsewhere) are most likely to teach in the districts where they completed their internship, and much less likely to teach in the rural regions where they are needed most.



New Special Education Teachers

The University of Alaska produced 44 special education teachers in AY09. Of those prepared, 22 graduated from UAA and 22 from UAS. The UAF program has 19 special education students enrolled as of Fall 2009, this data includes four BAE students who will complete the special education certificate program along with their elementary degree program. UAF expects 10 students to complete special education certificates or master degrees by 2011.



Special education teachers have a higher rate of turnover compared to other teaching positions; thus, administrators must both replace teachers who leave a district or the teaching profession and replace vacant positions in special education when teachers move from a special education position to a regular classroom position within their district. As a result, special education teachers are in high demand each year. The Alaska Department of Education and Early Development reports that special education is also a federally designated teacher shortage area. Additional information is provided in the next section on special education teacher turnover rates in Alaska. UA is proud to report increases in enrollment, growth at UAA is up 27%, and at UAS up 36% from AY06 to AY09.

New Math, Science, and Special Education Teachers

Secondary teaching degrees awarded by the University of Alaska in math and science over the three-year period averages out to 12 mathematics certificates and 23 science certificates per year. For special education the average is 40 between AY07-AY09.

Number of UA Graduates in Mathematics and Science
UA AY2006-09

	AY06	AY07	AY08	AY09	3 Year (AY07-09) Average
Mathematics	9	14	9	14	12
Science (includes all sciences)	23	35	13	21	23
Special Education	30	37	38	44	40

SHORTAGES IN THE TEACHING WORKFORCE

Alaska Teaching Workforce

- 9,047 public school classroom teachers currently work in Alaska.
- Teacher shortage areas in Alaska include special education, mathematics, and science.
- Teacher recruitment and retention is more of a challenge for rural school districts in Alaska.
- Alaska school districts hire roughly 900 to 1,100 teachers annually.
- Roughly 800 to 900 vacant positions annually are attributed to teachers who exit the system.
- The average teacher salary in Alaska is $58,395, up from $56,757 in 2007-08.
- This year roughly thirty-four percent (34%) of current teachers are eligible for retirement.
- Sixty-five percent (65%) of Alaska's teachers are currently over the age of 40.
- Alaska Native teachers make up less than five percent (5%) of the teaching workforce, less than three (3%) of the principals, and less than two (2%) of the superintendents.

Gap Analysis for Special Education, Mathematics, and Science

Special education vacancies are unquestionably the hardest positions to fill. This challenge is equally common on a national level. While the need for special education teachers is not unique to Alaska, teaching in Alaska, especially rural Alaska is unique compared to the rest of the United States. Alaska districts, rural districts in particular, have the hardest time when it comes to the recruitment of special education teachers. Special education teachers have higher rates of turnover and this could be attributed to the work related demands required to teach special education. In a recent survey conducted by Alaska Teacher Placement (M. Hill, 2008) school administrators reported the hardest K-12 education positions to fill include special education and related services at forty-two percent (42%) of the total responses, followed by mathematics (22%) and science (15%). Additional studies need to be conducted to better understand the complexities of these trends.

Special Education Teacher Assignments in Alaska

	FY07	FY08	FY09
Total FTE of Special Education Assignments*	**1,087**	**1,040**	**1,111**
Stayers: Already in district and teaching	**920**	**906**	**1,007**
New hires: Assignments districts need to fill	**168**	**134**	**104**
% of total assignments that districts need to fill	15%	13%	9%
% of total assignments filled by someone new to Alaska, special education, or both	9%	7%	6%
Number of UA Special Education graduates	**37**	**38**	**44**

Numbers may not add due to rounding for all above tables
Stayers are teachers already employed by the district, although not necessarily in the content area above

Math Teacher Assignments in Alaska	FY07	FY08	FY09
Total FTE of Mathematics Assignments*	**595**	**588**	**598**
Stayers: Already in district and teaching	**524**	**533**	**540**
New hires: Assignments districts need to fill	**71**	**74**	**58**
% of total assignments that districts need to fill	12%	13%	10%
% of total assignments filled by someone new to Alaska, teaching, or both	7%	8%	7%
Number of UA Math Endorsement graduates	14	9	14

Numbers may not add due to rounding for all above tables
Stayers are teachers already employed by the district, although not necessarily in the content area above

Science Teacher Assignments in Alaska	FY07	FY08	FY09
Total FTE of Science Assignments*	**508**	**487**	**495**
Stayers: Already in district and teaching	**448**	**424**	**451**
New hires: Assignments districts need to fill	**60**	**63**	**44**
% of total assignments that districts need to fill	12%	13%	9%
% of total assignments filled by someone new to Alaska, teaching, or both	7%	10%	6%
Number of UA Science Endorsement graduates	35	13	21

Numbers may not add due to rounding for all above tables
Stayers are teachers already employed by the district, although not necessarily in the content area above

Between 2007 and 2009 the number of teachers needed to fill vacancies across special education, science and math declined. This indicates that retention rates may have increased. Still, the supply of teachers from the university, while slightly higher, does not close the demand gap. Additional research is needed on teacher turnover trends to help policymakers and school districts target resources and shape policy to promote retention, and in turn decrease the need to hire more teachers. The state, in collaboration with school districts, should look for strategies to reduce teacher turnover, especially in rural school districts.

Special Education Trends

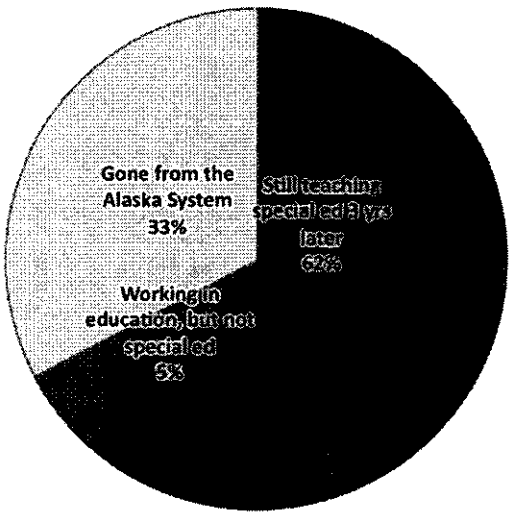
A recent report by the Institute of Social and Economic Research at UAA, (A. Hill & Hirshberg, 2008) found special education teacher turnover is higher compared to statewide turnover. Four years after a teacher enters into a teaching position, forty-nine percent (49%) of special education teachers were no longer teaching special education, and of those, only eight percent (8%) remained in the Alaska system, but teaching outside of special education. However, to simply produce more teachers in these areas may not address the issue of retention. In 2008, the Alaska Statewide Mentor Project (ASMP) reported, "*Through grant funding, ASMP has been able to*

increase focus on mentoring special education teachers by pairing mentors with special education certifications to work with early career special education teachers. Working with a sub-sample of about a third of all new special education teachers, ASMP has retained over 80% each year."[2]

Still, recent analyses of experienced special education teachers recruited from outside found that 52% leave the system within three years. Such high turnover of teachers is disruptive to student learning and is undoubtedly a drain on school resources.

In contrast, new special education teachers already employed in Alaska, plus those prepared in Alaska by the university system to teach special education, appear to stay longer over a three-year period. While the number in this group is small (n=55) the data is positive in that it does demonstrate higher retention rates for those teachers already living in Alaska who enroll in a special education program.

New Special Education Teachers Already in Alaska from AY06 to AY09



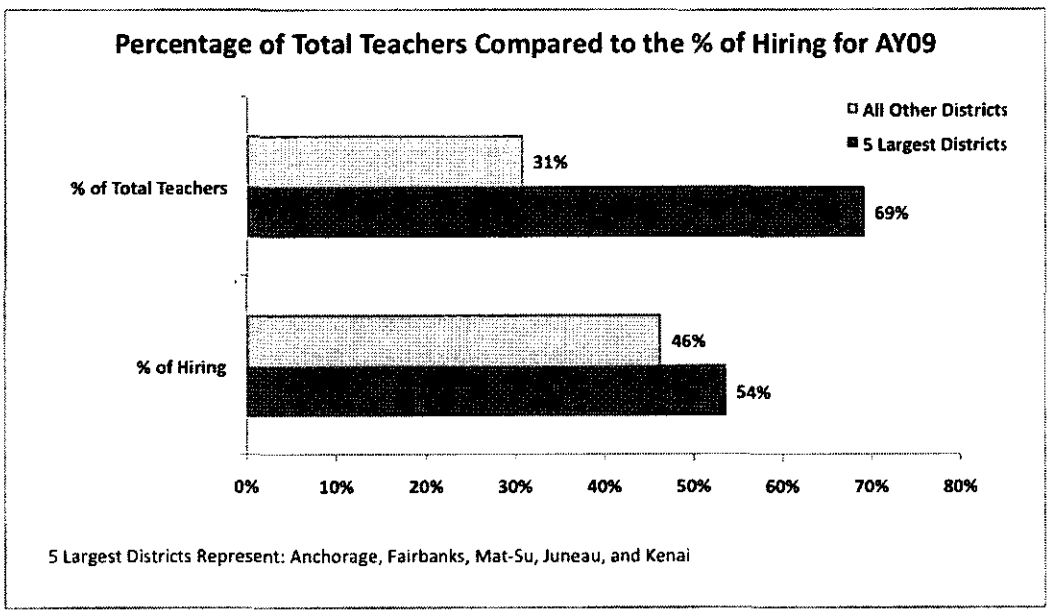
Experienced Special Education Teachers New to Alaska from AY06 to AY09

Source: Alaska EED Certified Staff Accounting Database

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

Hiring of Teachers Throughout Alaska

Annually, Alaska districts hire roughly 900 to 1,100 teachers for vacant positions in every teaching subject. However, special education and secondary content areas are in disproportionately high-demand. Of the estimated 1,000 new positions, roughly 150-200 are *movers*, defined as teachers who leave one school district for another, rather than exit the system. Movers are common in Alaska as teachers migrate from district to district. While the majority of teachers (69%) are employed in one of the five largest school districts in Alaska, only 54% of the teachers hired can be attributed to them. All other school districts made up 46% of the new teachers hired in AY09. More than likely the majority of the 46% represents small rural schools located off the road system and serve predominantly Alaska Native communities. This attests to the challenges rural schools face in recruitment and retention of qualified teachers. A large percent of those hired to work in rural Alaska are often from the Lower 48.



Elementary Teacher Assignments in Alaska

Even for elementary-level teachers, which are not considered a 'shortage' area, there are too few Alaska program graduates to fill the positions, and especially in rural areas where the majority of new hires are from outside the state. The table shows how Alaskan districts, especially rural districts need to import teachers from outside the state even for elementary classrooms. One in ten elementary teachers in rural Alaska were new to the state.

Elementary Teacher Assignments in Alaska – AY09	Total	Urban**	Rural
Total FTE of Elementary Assignments*	**3,160**	**2,221**	**938**
Stayers: Already in district and teaching	**2,938**	**2,154**	**785**
New hires: Assignments districts need to fill	**222**	**68**	**154**
% of total assignments that districts need to fill	7%	3%	16%
% of total assignments filled by:			
an experienced teacher from within Alaska***	95%	98%	89%
a new teacher from within Alaska	1%	1%	1%
a teacher new to Alaska	4%	2%	10%
Number of UA Elementary program graduates, AY09 = 85			

*Elementary assignments are non-special education assignments where the highest grade taught is 6th or lower
**Urban districts are Anchorage, Mat-Su, Kenai, Fairbanks and Juneau
***Alaska teachers who stay in their assignments and those who change districts
Numbers may not add due to rounding for all above tables
Stayers are teachers already employed by the district, although not necessarily in the content area above.
Source: Alaska EED Certified Staff Accounting database

The Economics of Education in Alaska

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

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

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

EFFORTS TO ATTRACT, TRAIN, AND RETAIN QUALIFIED SCHOOL TEACHERS

To increase the number of teachers prepared in Alaska, more Alaska students will need to enroll and complete degree programs in education. The University of Alaska has an array of programs and activities designed to support teacher recruitment and retention of K-12 educators. In addition, the university continues to make K-12 outreach and bridging programs a priority in the operating budget and for federal grant requests.

Programs Designed to Support the Education Workforce Needs & Prepare More Teachers for Alaska

Future Educators of Alaska: Growing Our Own – Statewide

The Future Educators of Alaska program is a federally funded program made possible through the U.S. Department of Education. FEA is a statewide collaborative effort to inspire and support Alaska Native K-12 students to go into the education profession. The fostering of prospective Alaska Native teachers and administrators involves a partnership among teachers, communities, school districts, University of Alaska campuses and Alaskan Native leaders.

Preparing Indigenous Teachers and Administrators for Alaska Schools – UAS

PITAAS is a teacher preparation program for Alaska Natives at the University of Alaska Southeast. PITAAS is funded by a grant from the U.S. Department of Education. PITAAS scholarship award levels vary from year to year based on availability of funds.

Alaska Native Teacher Preparation Project: Growing Native Teachers – UAF

ANTPP seeks to graduate 27 Alaska Native or American Indian teachers by May 2011. They recruit college students in their junior or senior year or post-baccalaureate students to apply to one of the many education majors offered at UAF. ANTPP is funded through the U.S. Department of Education and is a partnership with the Alaska Native Education Association, Association of Interior Native Educators and the UAF College of Rural and Community Development.

Rural Alaska Principal Preparation and Support (RAPPS) Project – UAA

RAPPS at UAA receives federal pass through funding to recruit and train new principals for Alaska from Alaska. The program aims to prepare new principals to lead rural, high-poverty, and academically struggling schools.

Alaska Teacher Placement: Workforce Partnerships in Education – Statewide

The University of Alaska, in collaboration with the Alaska Association of School Administrators and partner school districts, established the Alaska Teacher Placement program in 1978. Funding from the University of Alaska and partner school districts allow ATP to support school districts with the recruitment of educators.

Alaska Statewide Mentor Project – Statewide

In 2005, the Alaska Department of Education and Early Development, in collaboration with the University of Alaska launched the Alaska Statewide Mentorship Project. ASMP is designed to provide individualized support to first- and second-year teachers thereby developing an effective teaching force that is responsive to the diverse academic needs and cultural backgrounds of all students. The project goals are to improved teacher retention and increase student achievement.

Programs Designed to Develop Curriculum and Resource in Collaboration with K-12

Math in a Cultural Context – UAF

MCC is a supplemental elementary school math series curriculum. The math modules that compose MCC are the result of a rather extraordinary collaboration of educators, Yup'ik elders, teachers, mathematicians, math educators, and Alaska school districts. This collaboration spans nearly two decades of work, which has formed meaningful relationships between the parties of this work to produce culturally relevant materials that connect local knowledge to school knowledge. Research studies found MCC to be effective based on rigorous experimental and quasi-experimental designs.

University of Alaska Geography for K-12 Programs – UAF (works Statewide)

UAGP for K-12 provides programs and resources for students and teachers in Alaska. The MapTEACH program is a hands-on education program for middle and high school students in Alaska focused on helping students understand the local landscape from multiple perspectives. The Stories of Culture and Place component helps teachers and students blend oral, written, and digital storytelling in a unique approach to art, literacy and content exploration. UAGP for K-12 is responsible for the organization of the National Geographic traveling map to schools across Alaska. This event was coordinated with Geography Awareness week.

The Alaska Arts Education Consortium – UAS

AAEC is an affiliation of school districts, organizations and individuals committed to prepare and support educators so that they can teach the arts across the curriculum. The purpose of AAEC is to promote high achievement for all Alaskan students in and through the arts to create and sustain communication networks, initiate and strengthen community partnerships, and prepare and support educators through professional development.

Alaska Educational Innovations Network – UAA

AEIN at the University of Alaska Anchorage is supported through a Title II grant from the U.S. Department of Education to support school-university collaborations. AEIN uses the expertise of the partners to enhance teacher quality and student learning. AEIN is responsive to the needs of partner districts, seeks to make teacher education a university-wide mission, and promotes effective, inclusive, and responsive governance. AEIN works with both rural and urban school districts across Alaska

Early Childhood Education "Continuing Our Growth" - UAF

The Continuing Our Growth project provides training and support for Head Start programs throughout Alaska. The program uses distance learning to assist a cadre of 10 staff in the use of Early Childhood Environment, as well as provides mentoring services through a partnership with the Alaska Statewide Mentor Project to the students while serving in their home rural Head Start locations. At least 20 classroom teaching staff are the recipients of scholarships to complete their AAS and BA degrees within the area of Early Childhood Education and Development.

Alaska Tech Prep Consortium – UAA and Statewide

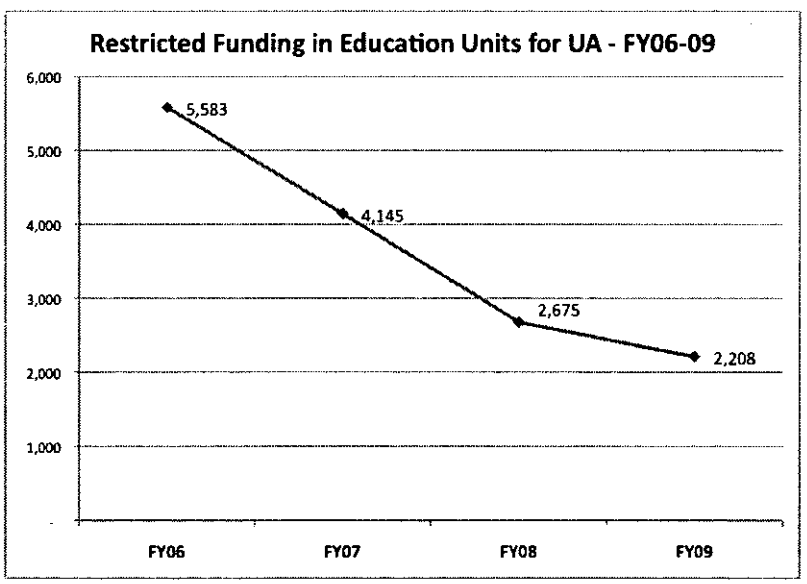
Alaska Tech Prep links secondary and postsecondary career and technical education, CTE programs into an integrated program. In a Tech Prep program, the student begins courses of study in high school and continues in postsecondary, apprenticeship or workforce training

programs. Students can earn college credit for courses they take in high school, enabling students to transition smoothly, avoid duplication, and successfully attain an industry recognized certificate or degree. Alaska Tech Prep is designed to prepare students to enter and succeed in postsecondary institutions or careers.

The programs and initiatives listed above are those most directly focused on initial preparation and professional learning for teachers. Other programs may not have education as their main emphasis, but still provide opportunities for teachers to expand their content knowledge; and in still other cases, the university contributes to programs led by other institutions by providing professional learning opportunities for teachers. Thus, this only represents a fraction of what the university offers under the efforts to "attract, train, and retain qualified school teachers" per SB241.

Alaska Department of Education and Early Development Education Plan for Alaska
Staff members at the University of Alaska are actively engaged in planning meetings to look at teacher quality, increasing graduation rates, career and technical education, teacher certification, and development of a virtual school as part of the development of the Alaska Education Plan initiated by Commissioner LeDoux. In addition, University of Alaska staff work closely with EED to administer the Alaska Statewide Mentor project. The Vice President for Academic Affairs has set up regular meetings with the Commissioner of Education to work on other items of interest under a P-20 agenda.

Federal Funding
Over the past four years restricted funds have decreased, challenging the education units' ability to grow in response to demand. Even with decreases in funding of up to 40%, University of Alaska has been able to provide services and support, mostly through sponsored programs and activities. Sustaining these programs, however, has become increasingly difficult.



THREE TO FIVE YEAR PLAN FOR TEACHER PREPARATION

Senate Bill 241 (2008) reads, "*The report must include an outline of the university's current and future plans to close the gap between known teacher employment vacancies in the state and the number of state residents who complete teacher training. The information reported under this subsection may also include short-term and five-year strategies with accompanying fiscal notes and outcome measures.*"[4]

The Teacher Education Planning Group of the University of Alaska has developed a three-year plan to address the workforce gap in K-12 education. The plan, attached to this report as an addendum, builds on the efforts of the University of Alaska Education Units (UAS School of Education, UAF School of Education, UAA College of Education) to place more Alaskans into education positions. To effectively address this challenge, we must continue to engage Alaskans in the process. This includes policymakers, the current administration, state leaders, teachers, school boards, superintendents, university faculty, parents, community members, and our students. The Teacher Education Planning Group will expand its collaboration with K-12 education leaders to develop a workforce that accurately reflects the diverse student populations they serve. In developing of this plan, we have been guided by a statement of shared commitment adopted in spring 2008 when the University of Alaska Education deans became part of the statewide Educator Preparation Planning Group established by President Hamilton:

The University of Alaska is committed to meeting the workforce needs of Alaska public schools. Producing quality teachers and administrators for Alaska who are likely to remain teaching in Alaska is the primary concern for the Teacher Education Planning Group. Additionally, the Teacher Education Planning Group is tasked with development and implementation of a three-year plan to address the workforce gap in Alaska. Attached as an addendum to the report is the Teacher Education Planning Document outlining strategies to address Alaska's education workforce challenges.

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

RECOMMENDATIONS AND FISCAL NOTE REQUEST

In accordance with SB241, "*The information reported under this subsection may also include short-term and five-year strategies with accompanying fiscal notes and outcome measures.*"[5] The invitational language is an opportunity to encourage the State of Alaska Joint Committee on Education to fully support the University of Alaska FY11 Budget Request.

The Board of Regents has taken great care in the development of the budget priorities for the University of Alaska since the passage of SB241. The priorities outlined in the University of Alaska Red Book demonstrate a commitment to address the educational needs of the state.

Requests for Additional Information

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

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

ADDENDUM

to

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

Graduate Data Report by Major Academic Units

February 17, 2010

This addendum to the Alaska's University for Alaska's Schools report provides detailed graduate data for each of the Major Academic Units within the University of Alaska system. Table 1. Education Degrees and Endorsements by MAU AY06 to AY09 include the data used to generate the subsequent graphs. University of Alaska Anchorage, University of Alaska Fairbanks, and University of Alaska Southeast are all separately accredited colleges/schools.

Table 1. Education Degrees and Endorsements by MAU AY06 to AY09

University of Alaska Anchorage	**AY06**	**AY07**	**AY08**	**AY09**
Initial – Elementary	30	56	48	61
Initial - Secondary & K12	29	67	24	40
Special Education (Initial & Endorsement)	16	17	26	22
Principal	42	62	61	39
Counselor	20	20	18	16
Other	4	31	22	13
Total	**141**	**253**	**199**	**191**

University of Alaska Fairbanks	**AY06**	**AY07**	**AY08**	**AY09**
Initial – Elementary	27	34	18	32
Initial - Secondary & K12	34	26	20	21
Counselor	9	8	12	14
Other	22	23	15	16
Total	**92**	**91**	**65**	**83**

University of Alaska Southeast	**AY06**	**AY07**	**AY08**	**AY09**
Initial – Elementary	31	28	20	28
Initial - Secondary & K12	24	20	38	42
Special Education (Initial & Endorsement)	14	20	12	22
Other	33	22	50	45
Total	**102**	**90**	**120**	**137**

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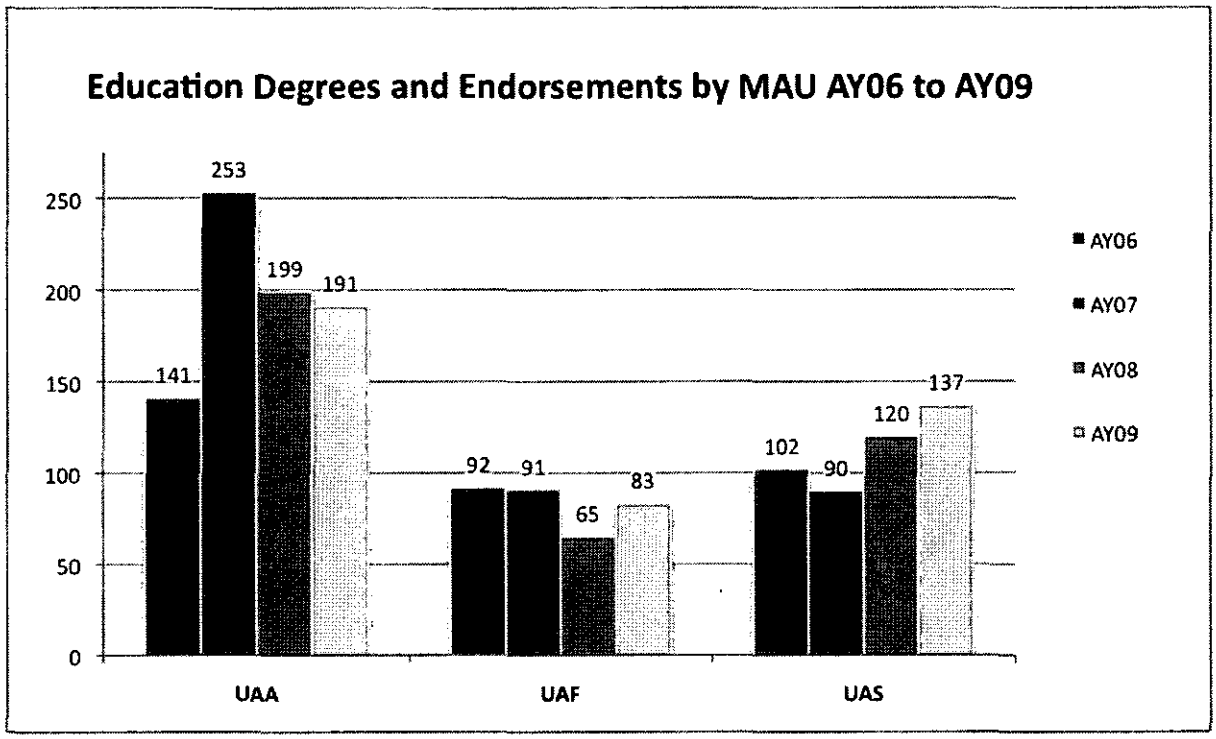
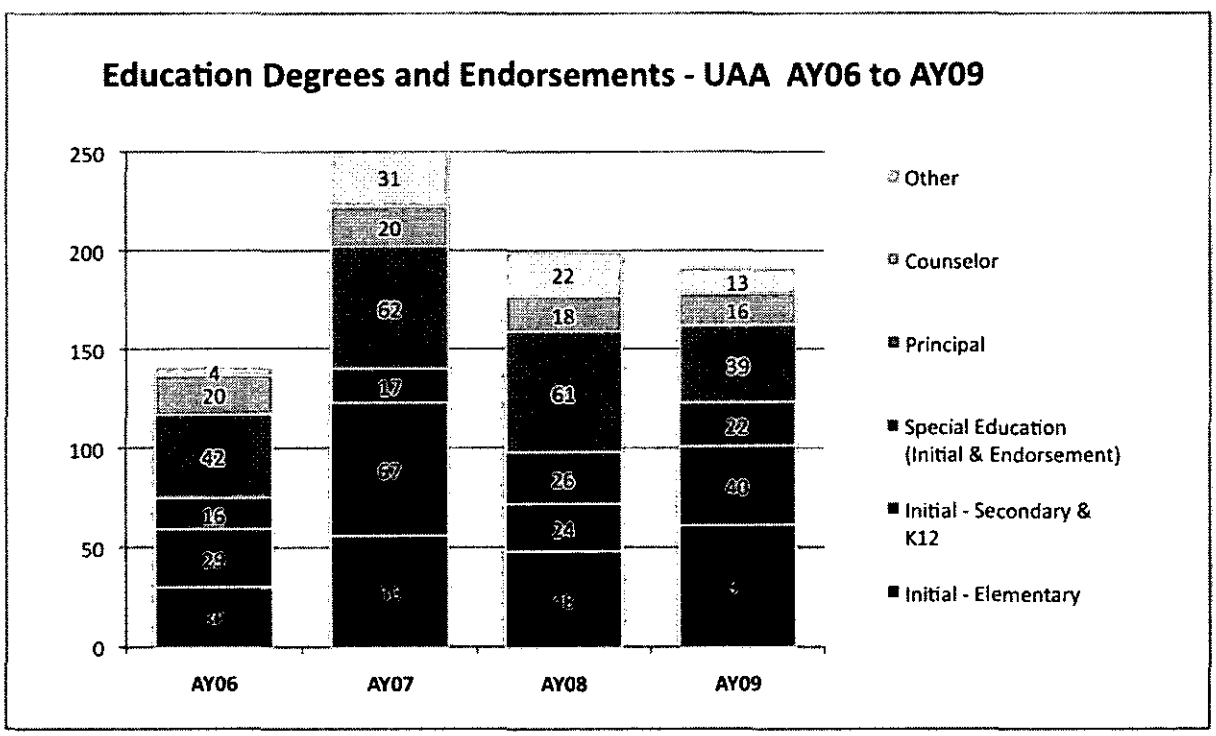
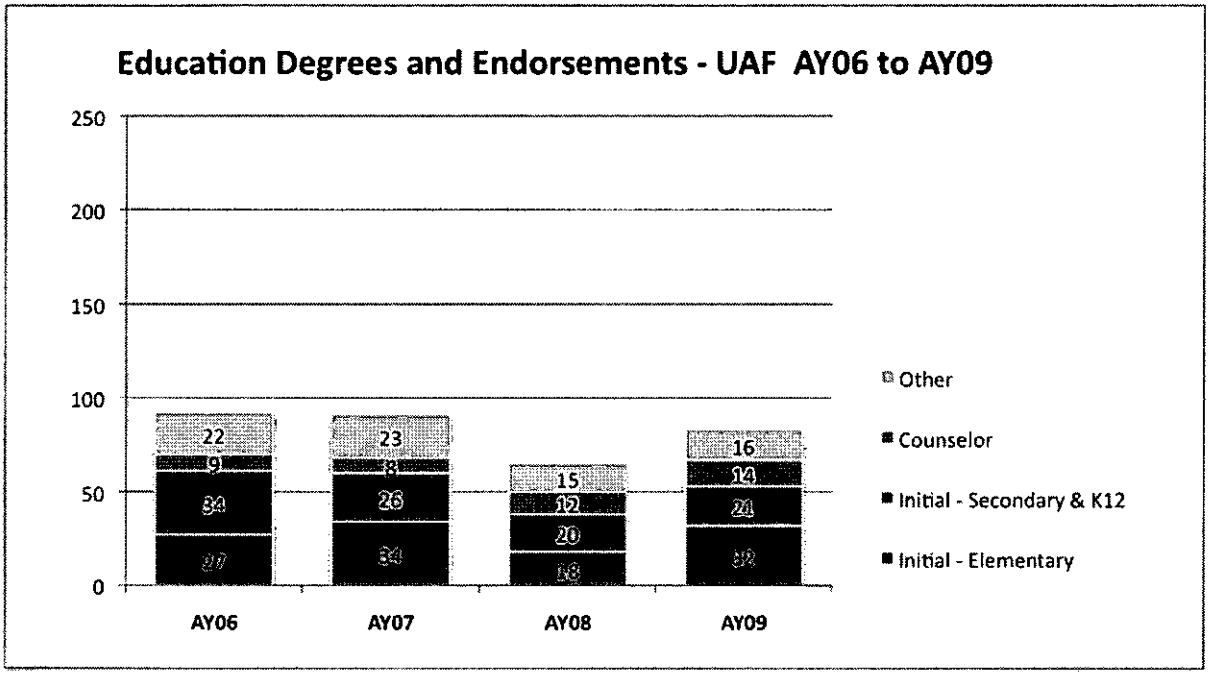
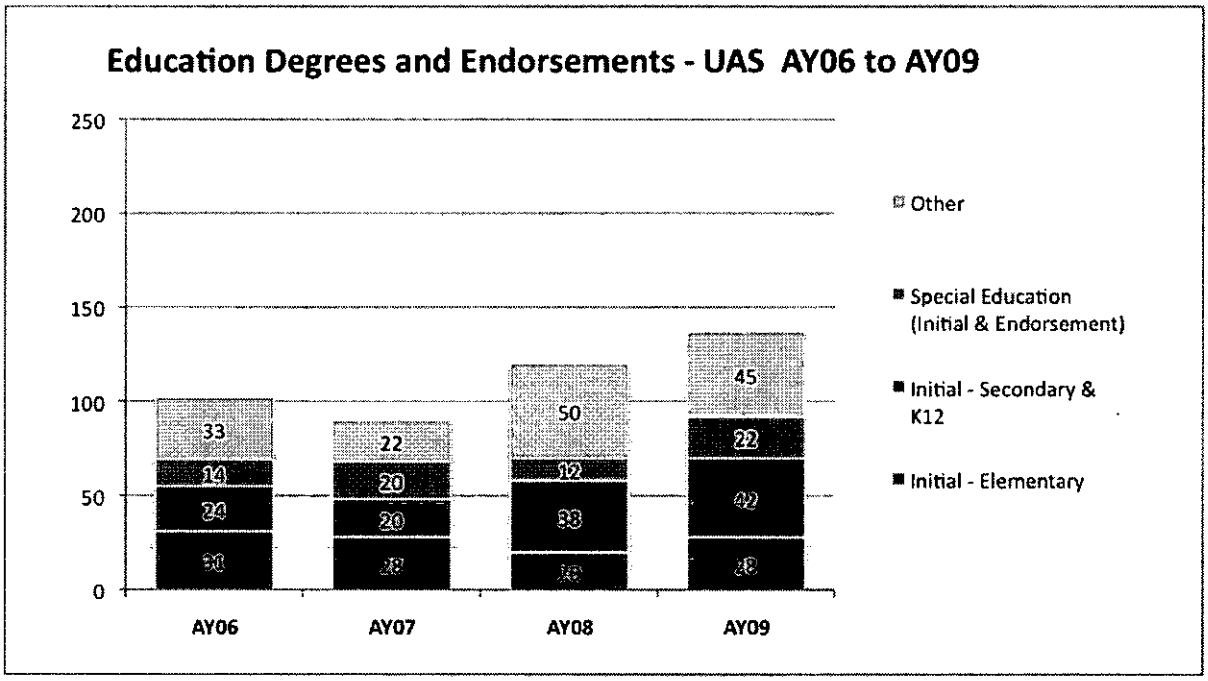
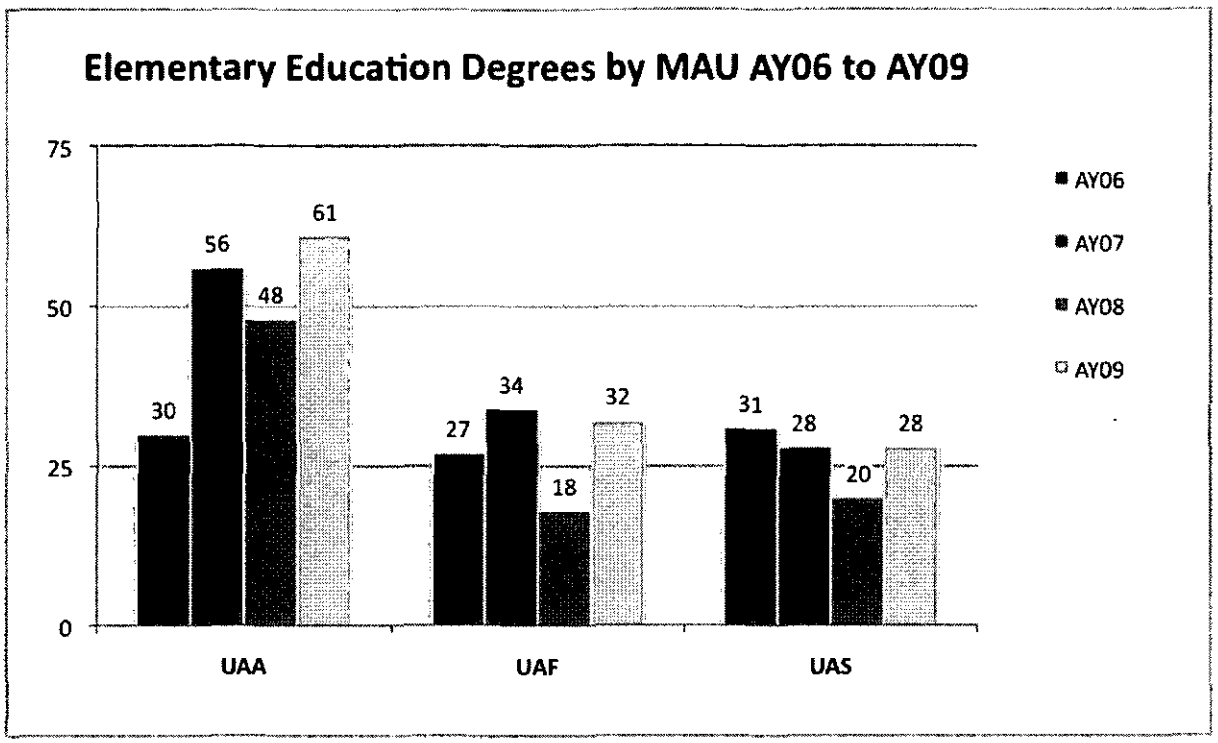
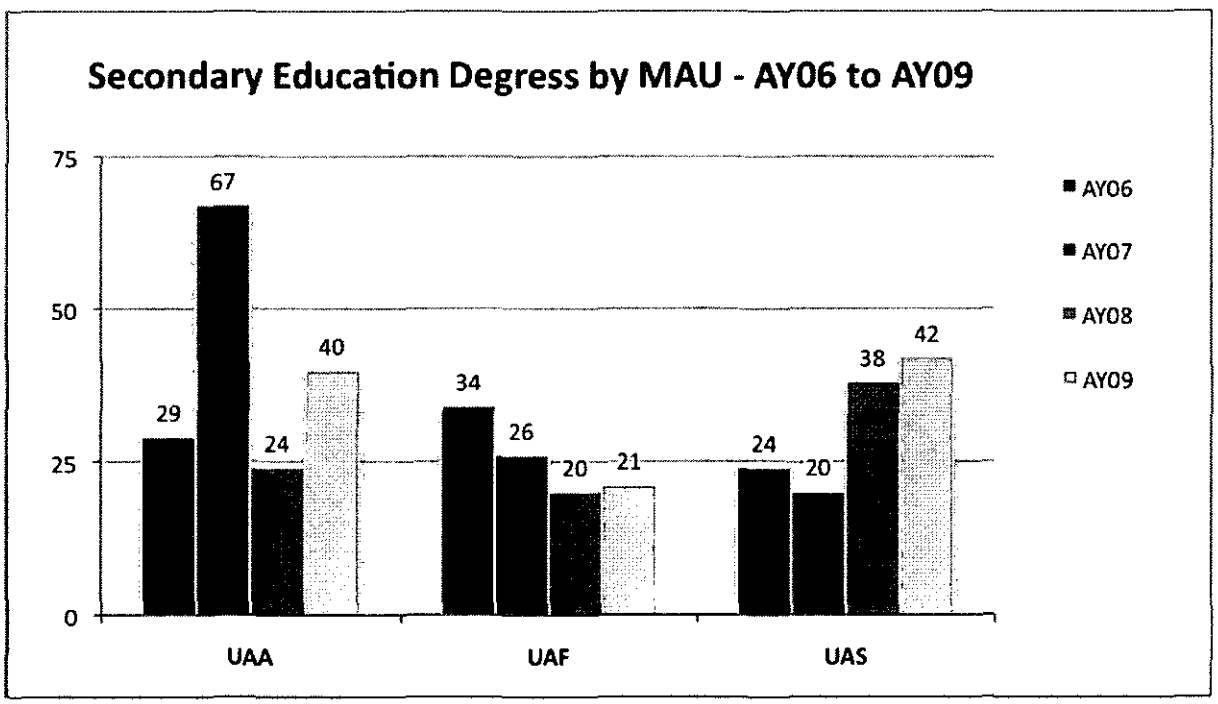

Education Degrees and Endorsements by MAU AY06 to AY09
250
200
150
100
50
0
253
199
191
141
92
91
65
83
102
90
120
137
UAA
UAF
UAS
AY06
AY07
AY08
AY09

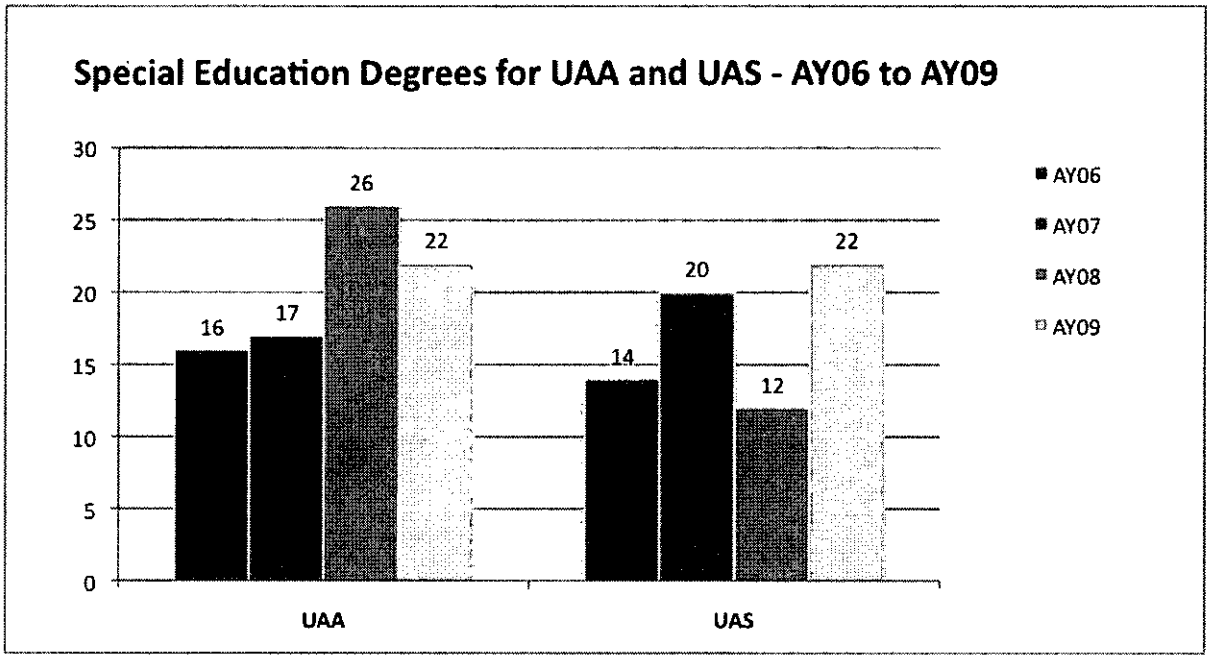

Education Degrees and Endorsements - UAA AY06 to AY09
250
200
150
100
50
0
AY06
AY07
AY08
AY09
Other
Counselor
Principal
Special Education (Initial & Endorsement)
Initial - Secondary & K12
Initial - Elementary


Education Degrees and Endorsements - UAF AY06 to AY09
250
200
150
100
50
0
AY06
AY07
AY08
AY09
Other
Counselor
Initial - Secondary & K12
Initial - Elementary


Education Degrees and Endorsements - UAS AY06 to AY09
250
200
150
100
50
0
AY06
AY07
AY08
AY09
Other
Special Education (Initial & Endorsement)
Initial - Secondary & K12
Initial - Elementary


Elementary Education Degrees by MAU AY06 to AY09
75
50
25
0
30
56
48
61
27
34
18
32
31
28
20
28
UAA
UAF
UAS
AY06
AY07
AY08
AY09


Secondary Education Degress by MAU - AY06 to AY09
75
50
25
0
29
67
24
40
34
26
20
21
24
20
38
42
UAA
UAF
UAS
AY06
AY07
AY08
AY09


Special Education Degrees for UAA and UAS - AY06 to AY09
30
25
20
15
10
5
0
16
17
26
22
14
20
12
22
UAA
UAS
AY06
AY07
AY08
AY09

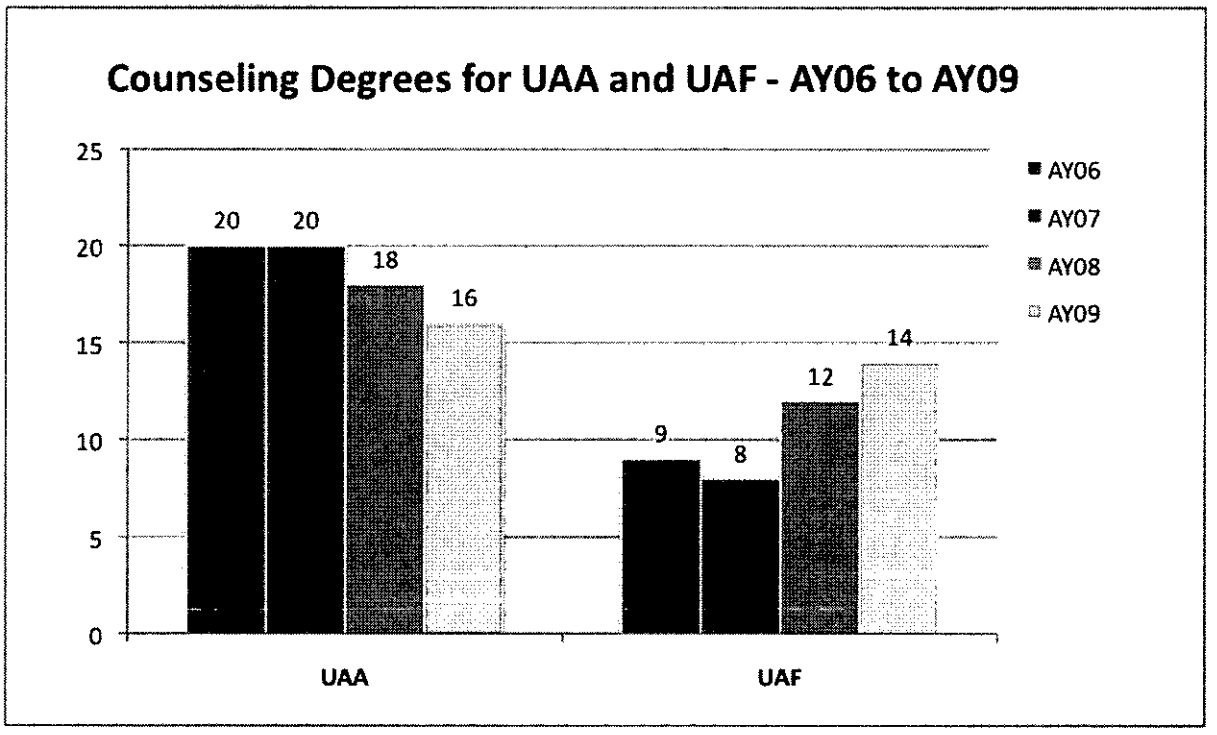

Counseling Degrees for UAA and UAF - AY06 to AY09
25
20
15
10
5
0
20
20
18
16
9
8
12
14
UAA
UAF
AY06
AY07
AY08
AY09

Table 2: Education Degrees Compiled in the Alaska's University for Alaska's Schools

UAA	Initial - Elementary	Bachelor of Arts - Early Childhood
		Bachelor of Arts - Elementary Education
		Post Baccalaureate Cert - Early Childhood
		Post Baccalaureate Cert - Elementary Ed (K-6)
	Initial - Secondary & K12	Master of Arts in Teaching – Education*
	Special Education	Graduate Certificate, Special Education*
		Master of Education, Early Childhood Special Education*
		Master of Education, Special Education*
	Principal	Master of Education - Educational Leadership*
		Post Graduate Certificate – Principal*
	Counselor	Master of Education - Counselor Education
	Other	Post Graduate Certificate – Superintendent*
		Master of Education, Master Teacher
UAF	Initial - Elementary	Bachelor of Arts in Elementary Education*
		Post-baccalaureate certificate in Elementary Education
		Master of Education in Elementary Education*
	Initial - Secondary & K12	Post-baccalaureate certificate in Secondary Education
		Post-baccalaureate certificate in Secondary Education: K-12 Art
		Master of Education in Secondary Education
	Counselor	Master of Education in Counseling*
		Graduate certificate in Counseling*
	Other	Master of Education, Curriculum & Instruction*
		Master of Education, Language & Literacy*
		Master of Education, Cross-Cultural*
		Master of Education, Interdisciplinary Studies
		PhD, Interdisciplinary Studies
UAS	Initial - Elementary	Bachelor of Arts, Elementary Education*
		Master of Arts in Teaching, Elementary Education*
	Initial - Secondary	Master of Arts in Teaching, Education
	Special Education	Graduate Certificate, Special Education*
		Master of Education, Special Education*
	Other	Graduate Certificate, Education Technology*
		Graduate Certificate, Mathematics K-8
		Graduate Certificate, Reading K-8
		Graduate Certificate, Elementary Education
		Graduate Certificate, Early Childhood Education
		Master of Education, Reading
		Master of Education, Mathematics K-8
		Master of Education, Education Technology*
		Master of Education, Early Childhood Education

*Program can be completed by distance education (requires no on campus visits)

The data in Table 2 only reflect degree programs compiled for the report. The list does not include all degree programs offered by the education units. For example, associates, early childhood, and paraprofessional certificate programs are not listed. New programs that have not resulted in graduates for AY09, such as: UAF Special Education and UAS Education Leadership are also not listed.

Good morning,

I am Pat Jacobson, chair of the Academic and Student Affairs Committee of the University Board of Regents. I would like to introduce Cynthia Henry, Chair of the Regents; Melissa Hill, Director of Operations for K-12 Outreach,; John Pugh, chancellor of UAS and Dan Julius, VP of Academic Affairs for the UA system. I would also like to acknowledge the efforts of the 3 education deans, along with Chancellor Pugh in collaborating on the Teacher Education Plan and would like to thank Melissa Hill, Alex Hill (who is in the Audience), Diane Hirschberg and Gwen White for the preparation of the UA report before you.

Late last night and early this morning I cut my 20 minute narrative of the report in 1/2, so as to allow more time for questions/comments. With the permission of the chair, I'd like to deliver the report and then revisit and answer questions, but, will, of course, abide by your desires.

PURPOSE STATEMENT

This is our second annual report, regarding Senate Bill 241, which passed 2 years ago, requiring regents to deliver a report titled "Alaska's University for Alaska's Schools". We've always supported this bill. It was emailed and you should also have hard copies before you.

Much of this year's report is similar to last year's – there are some improvements, albeit slight ones, and there are some signs of encouragement with things to come. The gaps between need and actual graduates remain significant, no question and the University continues to work on them. However, as we all recognize, it is a multi-faceted issue and some areas are simply beyond the control of the University.

The report describes the efforts the university has made in the areas of attracting, preparing and retaining qualified public school teachers for Alaska's schools. Information on teacher graduation and enrollment data are included, as well as a gap analysis documenting the shortage areas in the teaching workforce. The report also includes a recommendation for the State of Alaska as it seeks to improve educational opportunities for all students.

In addition, this year's report has the:

- University of Alaska Teacher Education Plan
- Graduate Data Report by Major Academic Units
- University of Alaska FY11 Proposed/Approved Budget Priorities for Teacher Education

Page 2-3: There IS a small increase in the # of NEW teachers graduated from UA in 2009 including BAs, MAs and licensure degrees. There is a slight **decrease** in New Principal graduates, with an average of roughly 55 per year. Administration graduates, as well as secondary math and science graduates often have many more options for careers

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in the state, thus a teaching career has stiff competition in the recruitment of those graduates.

UAA was joined by UAS in 09 in offering a principal endorsement program and UAS had a summer cohort of 20 new applicants, some coming from the Statewide Mentor Project.

Endorsement programs for advanced degrees or certificates of completion or recertification courses are offered at each campus. UAA offers Special Ed, Reading and the only Superintendent degree program in the state, as well as a speech/language pathologist program partnered with East Carolina U. UAS offers a Masters of Arts in Teaching. UAS has 6 M.ED programs that can be accessed via distance statewide or, of course, in person on campus.

Page 4: The only terminal degree for educators is offered at UAF, through the Interdisciplinary Studies Ph.D. program. UAF's elementary department offers initial licensure programs at bachelor's and post-bac levels. They also offer Masters of Ed degrees. 44 new Special ed teachers were graduated in 09, half from UAS and half from UAA and UAF began offering Spec. Ed certificate and master's programs last fall, expecting 10 to earn their certificates or masters by 2011. (The three campuses worked together to develop a single program that is offered at all three campuses. The increases are a direct result of this collaboration. This model, hopefully, can be utilized to attack the math/'science shortage.)

Roughly 200 new teachers are graduated from UA each year (there is high demand for these graduates and some don't end up teaching or, if so, don't go to rural areas, but, tend to stay where they have done their internships.)

Page 5-8: Teaching in Alaska is unique, particularly, in rural sites and the rural sites have the most difficulty in recruiting special education teachers. 4 years after entering a teaching position, 49% of special ed teachers are no longer teaching special ed. Simply producing more teachers in these areas doesn't address the issue of retention. An Alaska Statewide Mentor Project report indicates that, through grants special ed mentoring partnerships have had great success at **80% retention**, working with a sample of about 1/3 new sped teachers. **52%** of **experienced** special education teachers recruited from **outside**, leave the system within three years. New special education teachers, already employed in Alaska, AND those from UA's system seem to be **staying longer** over a three- year period. There was a small increase (101) in Sped teachers who stayed in 09; there were fewer assignments filled by new hires and a slight increase of 6 UA Special Education graduates. **(Page 7):** There were also fewer new math teacher hires and Math Endorsement graduates. We see similar percentages with Science teachers. These figures are a possible indication that retention rates **may** have increased. Nonetheless, a slightly higher production of UA trained teachers does not mean that the gap in demand is closed. More **research is needed** regarding teacher turnover trends in order to assist policymakers and school districts target resources and shape policy to promote retention and, in turn, decrease the need to hire more teachers. The state and school districts,

collaboratively need to look for strategies to reduce teacher turnover, especially in rural school districts.

(Page 6:)Along with shortages of math, science and special ed teachers are recruitments for teachers in general for rural districts in the state. Roughly 900-1100 teachers are hired each year in Ak, with 800-900 vacancies resulting from teachers leaving the system. 65% of Alaska's teacher workforce is over age 40. This year about 34% of current teachers **could** retire. Alaska Native teachers comprise less than 5% of the workforce, less than 3% of the principal positions and less than 2% of all superintendents in the state.

Page 10: The 1998 Alaska DOL Economic Trends indicated that there were over 20,000 jobs with schools K-12, which was nearly 7% of all wage and salary jobs in the state. Quote: "*No other industry in Alaska is more ubiquitous than education. Often local education is* ***the single largest employer in a community.*****" End quote**

Page 11-13: The University has a number of programs and activities for supporting teacher recruitment and retention of K-12 educators. Also, K-12 Outreach and Bridging Programs continue to be a priority in the University's operating budget and for federal grant requests. And there are numerous other programs which may not have direct relevancy, but, certainly do provide opportunities in the area of attraction and training of qualified school teachers. The University has a primary role of teacher attraction and training and the K-12 arena has a role, retention. (There **are** ways that the UA can help with retention, such as offering continuing ed courses and the Mentorship Program.) It is most heartening to see collaboration between EED and UA and others, as I've never seen prior to the past few years. I commend Commissioner LeDoux, President Hamilton, VP Julius, Chancellor Pugh and others for these efforts and successes.

Page 13: Over the past 4 years restricted funds have decreased, making the education units' ability to grow in response to demand more difficult. Still, UA has continued to provide services and support, primarily through sponsored programs and activities. Sustaining these programs, however, has become increasingly problematic.

Still on Page 13: EED
UA Staff are actively engaged in planning meetings to look at teacher quality, increasing graduation rates, career and technical education, teacher certification, and development of a virtual school as part of the development of the Alaska Education Plan initiated by Commissioner LeDoux. Moreover, UA and EED partner in administering the Alaska Statewide Mentor project. The VP for Academic Affairs is involved in regular meetings with the Commissioner of Education to work on other items of interest under a P-20 agenda.

Page 14: At this time I would like us to focus on the Teacher Ed Planning Group. I will turn to Chancellor Pugh to speak with you about this, since he has been the head of the committee and then I will wrap up, if I might, after his report. Chancellor Pugh -

Thank you, Chancellor Pugh.

The Board of Regents annually spends months on the budget and support **this** budget and encourage the State of Alaska Joint Committee on Education to fully support it, as well. The Board of Regents has also taken care in the development of the budget priorities for the University of Alaska as it relates to SB241. The priorities outlined in the University of Alaska budget Book demonstrate a commitment to address the educational needs of the state.

Summary:

We know that some things are working and progress is being shown, as this report has indicated, backed up by facts and figures.

Nursing and engineering graduation numbers are real success stories. We would like to see the same happen with teacher education, but, there are VERY significant dissimilaritie between them and teachers. I won't take the time to elaborate on that right now, but, will include it in my written narrative. There are other issues, such as teacher Housing conditions in some locations about which the University cannot do anything to help. If all Alaska-educated graduates were also teaching in the state, would there be a shortage? This question definitely needs more study. I truly believe that an Alaska Education Policy Research Center is needed badly to help address the innumerable problems and potential solutions in the realm of education. Information resulting from such a center could go a long way in assisting the University, DEED, DOL and other agencies and entities in coming to grips with and working on solutions to the many obstacles and problems associated with teacher attraction, education and retention in this state.

I want to assure you that the Board of Regents is paying attention to what campuses are doing in education as well as focusing on what the roles of the University and of K12 are and on working together. We are seeing slight increases, but, they are not nearly enough, at this point.

With that we'd be happy to discuss the report further or answer questions you might have. And, thank you very much for this opportunity this morning.

University of Alaska
Teacher Education Plan:
Internal Working Document

UNIVERSITY
of ALASKA
Many Traditions One Alaska

University of Alaska Members and Staff

Teacher Education Planning Group Members

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

Support Staff

Melissa Hill, Director of Alaska Teacher Placement & K-12 Operations
Lexi Hill, Research Analysis Institute of Social and Economic Research
Gwen White, Director of Institutional Research and Planning

I. OVERVIEW

Commitment and Purpose

This three-year plan builds on the ongoing efforts of the UA Education Units (UAS School of Education, UAF School of Education, UAA College of Education) to place more Alaskans into education positions. To effectively address this challenge, we must continue to engage Alaskans in the process. This includes policymakers, the current administration, state leaders, teachers, school boards, superintendents, university faculty, parents, community members, and our students. The Teacher Education Planning Group will expand its collaboration with K-12 education leaders to develop a workforce that accurately reflects the diverse student populations they serve. In developing this plan, we have been guided by a statement of shared commitment adopted in spring 2008 when the UA Education deans became part of the SW Educator Preparation Planning Group established by President Hamilton:

> ***Teacher Education and Commitment to the State of Alaska***
> *The University of Alaska is committed to meeting the workforce needs of Alaska; producing the best teachers and administrators for Alaska is the primary concern for the Teacher Education Planning Group. Meeting the needs of both rural and urban school districts is complex and lends itself to examination of the status of the teaching profession. The current situation is ominous and complicates the recruitment and retention of high quality teachers; low salaries, the high cost of living, schools in corrective action, new policies related to teacher certification, the retirement system, and more lucrative career opportunities elsewhere are all variables outside of the immediate control of teacher preparation. Yet these variables have profound impacts on recruitment of students into the profession of education. We are committed to continuing to meet the needs of Alaska's schools and communities, while at the same time ensuring quality is not compromised by the quest for quantity. Innovative approaches and flexible programming will increase the supply of quality teachers for Alaska. These efforts will require alternative and additional resources, and ongoing collaboration.*

The Need: More Alaska Prepared Teachers

Public education is the foundation of all other workforce concerns. In an effort to address them, the University has prioritized teacher preparation, educational research, and K-12 partnerships. However, with the boom of other industry sectors that offer higher salaries and enticing benefits, recruiting students to teach in areas they are needed most, both in terms of region and content area, has become increasingly difficult. In order to increase the supply of teachers, particularly in schools that require the most attention, Alaska will need to invest in educational research that informs policy; examine the working conditions of educators, including compensation, housing and regulations; and work collaboratively to elevate the status of the profession. The Teacher Education Planning Group commits to increasing recruitment and retention efforts, maintaining a high level of quality, and

exploring more effective ways to provide broadly accessible, high quality educator preparation programs via flexible delivery methods.

The Context

The UA Education deans have been meeting several times each year for the past half dozen years to coordinate the planning and implementation of UA educator preparation programs. In the spring of 2008, this informal workgroup was formalized as the Teacher Education Planning Group in connection with the University of Alaska system-wide budget and planning process. Because teacher education was identified as a top priority for state leaders both within and outside the University system, this group, from its inception, embraced the following guiding principles:

- Continue to improve our understanding of the needs in and around the P-12 education system by systematically collecting and analyzing data.
- Through analysis of data and development of the plan, understand and address the concerns of state and local policymakers, including the Board of Regents, the State Legislature through SB241, "Alaska's University for Alaska's Schools",[1] and the State Department of Education & Early Development
- Work collaboratively UA system-wide and with external groups to implement strategies that address workforce needs in K-12 education for Alaska's schools.

Over the past eighteen months, group members have invited colleagues to a series of meetings and have themselves participated in other groups' professional meetings, such as the Alaska Association of School Administrators, to gather input for this plan.

Intent

The University of Alaska Teacher Education Plan will produce more Alaska-prepared educators through increased awareness of the profession; expanded access to educator preparation programs; and academic and professional support to retain students as they move toward successful program completion. We must also increase the diversity of the teaching workforce by making teacher education more attractive to underrepresented populations. The Planning Group identified four goals, along with appropriate objectives and actions, to guide this work over the next several years.

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II. Goals

The Education Planning Group has set four goals for the University of Alaska System:

1. Recruit and Retain more students in Education, particularly Alaska residents.
2. Increase program access through multiple delivery methods.
3. Enhance educator preparation programs in Special Education and in math and science teaching.
4. Conduct research to identify causes and propose solutions for education challenges in Alaska.[2]

For each of these goals, the Group has identified a series of actions and assessments.

1. Recruit and Retain more students in Education, particularly Alaska residents.

Rationale

The future of Alaska requires that every child has access to quality educators dedicated to individual student success. The education profession offers rewarding career opportunities, however the general public, policy makers, parents and students are not always fully aware of these opportunities and the rewards of the profession. Recruiting top students into the teaching profession is paramount to improving the Alaska education system.

Actions

1. Establish a formal Teacher Education Consortium that includes representatives from the Department of Education & Early Development, school districts, and industry that meets on a regular basis to improve the recruitment & retention of educators.

2. Conduct a multi-faceted public awareness campaign to market the education profession as a rewarding career.

3. Work with existing enrollment services staff to develop more effective strategies to recruit qualified candidates for Alaska teacher preparation programs, particularly rural and Alaska Native students and students from underrepresented populations.

4. Hire outreach and retention coordinators at each of the Education Units to work with school district and communities to recruit future teachers and support students during university transition points (program application, Praxis preparation, etc.) to increase student success and retention.

5. Coordinate with Future Educators of Alaska and other support clubs in the schools to develop a strong pipeline into Alaska teacher preparation programs.

Assessment

1. Meet with appropriate stakeholder groups at least twice annually.

2. Implement a statewide public awareness campaign that engages appropriate partners and includes specific steps to recruit educators from underrepresented populations.

3. Increase enrollment in UA system educator preparation programs by 5% in each of the next three years.

4. Increase number of certificates and degrees in Education awarded by UA. Because of the time required to earn Education degrees, most of the increase in awards will occur four or more years after increased enrollments are achieved.

5. Employ outreach and retention coordinators at each UA Education Unit to implement effective recruitment strategies and coordinate with partners. (See University of Alaska FY11 Budget Priorities for Teacher Education).

6. Each year, enroll at least 15% of high school students who participated in Future Educators of Alaska college readiness activities.

2. Improve Program Access Through Multiple Delivery Methods

Rationale

In an effort to create additional access to education programs, the Education Units will seek to meet the needs of traditional and non-traditional students, and students in rural areas with distance and online learning options. Partnerships with school districts need to be expanded to offer cohort-specific training as another form of program delivery that allows for more customized, service-oriented approaches to education.

Actions

1. Work with UA Distance Education committees to inventory current and emerging mediated teaching and learning strategies and to understand potential and limitations of each in Alaskan communities.

2. Improve program access for students in Alaska's diverse settings by:
   - further developing existing successful access methods such as distance delivery, intensives, summer programs, cohort models, and site-based faculty; and

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- further developing existing faculty expertise to support expanded program access.

3. Expand partnerships with school districts to offer training to cohorts to allow customized, service-oriented approaches to education.

Assessment

1. Number of education programs offered using modified delivery methods with the capacity to reach students in rural areas.

2. Number of cohort programs, intensives, and other appropriate delivery methods expanded or implemented over three years.

3. Offer professional development opportunities relevant to expanding program access to 100% of UA Education faculty.

4. Increase enrollment in UA distanced delivered education programs by 5% in each of the next three years.

3. Enhance educator preparation programs in Special Education and in math and science.

The number of applicants for Alaska's teaching and counseling positions has steadily declined over the past decade, even as business and industry have called for more highly skilled high school graduates. At the same time, districts have sought larger pools of teacher applicants with the necessary professional expertise to produce such graduates. Many educator preparation programs--private, public, for-profit, non-profit, campus-based, distance-delivered, and virtual—are answering the call to prepare these educators; some have a demonstrated history of academic quality, some do not. UA educator preparation programs strive to maintain high program quality while responding to Alaska's workforce needs and the changing context of public education and teacher preparation.

A. Special Education

Rationale

According to data collected through statewide Supply and Demand studies and from partner districts directly, school administrators rank special education positions as their hardest to fill[3]. The Teacher Education Planning Group has worked collaboratively to implement a system-wide, cross-MAU endorsement and degree program in special education.

Actions

1. Fill a tenure-track special education faculty position at UAF. (See University of Alaska FY11 Budget Priorities for Teacher Education.)

2. Collaborate across the three UA Education Units to offer the widest array of faculty expertise and special education emphasis areas consistent with State needs and current resources.

3. Develop a coordinated statewide campaign to recruit, prepare, and graduate special educators for Alaska's schools.

4. Increase the number of educators who complete programs at UA Education units and earn degrees and/or Alaska endorsements in special education.

B. Math and Science

Rationale

Science and mathematics are core areas under No Child Left Behind (NCLB). In Alaska, math and science positions are the second "hardest to fill" positions identified by school districts[4] Meeting the needs in these endorsement areas will require innovative recruitment strategies and engagement with colleagues in industry and Schools and Colleges of Math, Engineering, and Arts and Sciences to produce more science and math teachers.

Actions

1. Work with Arts and Sciences and Engineering colleagues to recruit undergraduates in math and science content areas into teacher preparation programs.

2. Establish innovative University faculty and business and industry partnerships to create teacher preparation pathways that will attract career changers and others with math and science expertise.

3. Assess, and if necessary strengthen, science and math preparation in elementary education programs to ensure program completers have the necessary content and pedagogical skills to meet district needs.

4. Increase the number of educators who complete programs at UA Education Units and earn degrees and/or Alaska endorsements in math and in science.

C. Ongoing educator program enhancement.

Rationale

As specific areas of educator shortages in Alaska change, as the education knowledge base grows, and as technological developments permit new modes of effective teaching and learning, UA education programs need to continue to adapt and grow to meet these demands. UAA education staff and faculty are skilled and dedicated, but most programs operate at or near capacity.

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SB241 and the University of Alaska's commitment to emphasizing educator preparation over the next few years provides UA Education Units with an opportunity to demonstrate that academic rigor and program quality can—and do—go hand-in-hand with creativity, innovation, and responsiveness to change at UA.

Actions

1. Continue and strengthen ongoing UA long-range planning process for Teacher Education with and across UA Education units, based on the priorities identified above.

2. Support UA Education faculty in their research on effective teaching practice and current and emerging innovations in education as applied to the Alaskan context.

3. Increase awareness of and access to career opportunities in education.

Assessment

1. Increase in number of educators who complete programs at UA Education Units and earn degrees and/or Alaska endorsements in special education.

2. Increase in number of educators who complete programs at UA Education Units and earn degrees and/or Alaska endorsements in math and in science.

3. Number of creative partnerships to enhance educator preparation programs between UA Education Units and UA schools/colleges that prepare math and science students, Alaska school districts, and private sector entities

4. Math and science competency of Elementary Education graduates.

4. Conduct research to identify causes and propose solutions for education challenges in Alaska.

Rationale

By establishing the Senate and House Education Committees, Alaska has taken an important step toward better understanding the the issues that impact both K-12 and Higher Education. However, Alaska has a significant need for more policy research, focused both on policy making and on the links between policy and practice. In particular, research will help Alaska address the numerous challenges related to teacher recruitment, retention, high dropout rates, finance, and access to education in rural areas. An increased emphasis on education research will provide valuable information to guide policymakers and will also serve internal university

departments and programs, the Alaska Department of Education & Early Development, the K-12 community, and the general public.

Actions

1. Create an Alaska Education Policy Research Center at the University of Alaska Institute of Social and Economic Research (See University of Alaska FY11 Budget Priorities for Teacher Education).

2. Increase UA Education faculty research on topics related to public education policy and practice in Alaska.

Assessment

1. Number and quality (as evaluated by peer and end user review) of data reports and publications addressing Alaska education challenges, policymaking, and the links between policy and practice.

III. Partners and Potential Partners

- Alaska Association of School Boards
- Alaska businesses and industries
- Alaska Commission on Postsecondary Education
- Alaska Department of Education & Early Development
- Alaska Department of Labor
- Alaska School Districts
- Alaska Teacher Placement
- Education Northwest
- Foundations and Grant Agencies
- Future Educators of Alaska
- NEA Alaska
- University of Alaska Schools and Colleges of Arts & Sciences, Math, Engineering
- University of Alaska Public Relations
- University of Alaska Office of Information Technology
- Western Interstate Commission for Higher Education

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Notes

[1] An Act relating to a report to the legislature on teacher preparation, retention, and recruitment by the Board of Regents of the University of Alaska; and providing for an effective date., State of Alaska, 25th Sess., LAWS OF ALASKA Cong. Rec. 4 (2008) SB241.

[2] The proposal to create the Policy Center within ISER was a majority, but not unanimous, opinion among the Teacher Preparation Planning Group. Madsen favored a model that would identify the policy research needs and fund current UA Education faculty members to conduct that research. All members agreed to wholeheartedly support all action items that are ultimately adopted.

[3] According the Alaska Teacher Supply and Demand Study (Hill & Hirshberg, 2005)

[4] Hill, M. (2008). When There Aren't Enough Teachers: A survey of Alaska school district administrators. Unpublished Descriptive, University of Alaska Anchorage, Anchorage.

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4/2/10

PHYLLIS CARLSON

DIRECTOR OF RURAL ED.

Louie Flora

From: Louie Flora
Sent: Thursday, April 01, 2010 12:21 PM
To: 'phyllis.carlson@alaska.gov'; 'john.moller@alaska.gov'
Cc: 'Herman, Marcy J (EED)'
Subject: FW: Update on Education in Rural Alaska tomorrow - Any questions from members?

One member of House Education has expressed that they are particularly interested in your take on the applicability of GPS (HB 297/SB 224) for rural Alaskan students.

From: Louie Flora
Sent: Thursday, April 01, 2010 11:17 AM
To: lhsclaf+houseeducationcommittee@legis.state.ak.us
Subject: Update on Education in Rural Alaska tomorrow - Any questions from members?

I have spoken to Phyllis Carlson, the Director of Rural Education in the Dept. of Education and Early Development and she told me that it would be beneficial to her presentation tomorrow if she could receive questions from the committee in advance of the hearing. Please e-mail me if you have any questions on the subject of Education in Rural Alaska or the position of Director of Rural Education so that I can forward these along to the Director.

Thanks!

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

Focus of Office for the Rural Education is to:

- Work with the State System of Support Teams,
- Work with EED and school districts to implement the State Cultural Standard,
- Identify organizations and individuals to make up a Rural Education Advisory Board/Commission,
- Serve on the Suicide Prevention Council on behalf of EED.

Visited the following rural school districts to date:

- **Yukon Flats**: Ft Yukon in conjunction with regional school board meeting;
- **Yupiit District**: Akiachak, Akiak, and Tuluksak, with SSOS;
- **Lower Kuskokwim**: Qipnuk, Napaskiak; **Lower Yukon**: Alakanuk with Governor and Legislative facility visit;
- **Yukon/Kuskokwim**: In-Service at Fairbanks with all their schools;
- **North Slope**: Barrow to attend community meeting (Tumitchiat) exploring ideas for preparing locals to meet the workforce needs of the region.

Attended the:

- Alaska Federation of Natives Convention Oct. 2009; Announcement of Hiring
- State Board of Education meetings Dec. 2009, March 2010
- Suicide Prevention Summit held in Anchorage in January, 2010.
- Suicide Prevention Council meetings in Dillingham/Nov.'09; Anchorage/Jan.'10
- EED Winter Conference where I facilitated a Round Table discussion regarding the Cultural Standands: how schools are using them, barriers to using them.
- EED Principal Coaching Project in Anchorage
- Avant Garde Reception in Anchorage on behalf of EED
- Meeting with Alaska Educational Innovations Network/UAA
- Meeting with the Legislative Rural Caucus
- UAA showing of "For the Rights of All: Ending of Jim Crow in Alaska"
- Rural Sub-Cabinet meetings with the Commissioner
- Teleconference with the Superintendents and EED leadership
- Middle School Partnership Meeting in Anchorage, March 2010

Coming Events:

- Suicide Prevention Council in Tooksok on May 3-5 -7th for community meetings
- Meeting with the Commissioner after the session for Advisory Board
- Attending BMEEC in April 20-24th in Anchorage/meeting with ANEA re: cultural standards
- Continued work with SSOS teams and other EED divisions
- Working with AASB and Norm Wooton re: community leadership in the schools
- Working with DJJ in Health and Social Services, Ak Mental Health Trust Authority, Community, Family and Integrated Service, and Office of Children Services to form a team that will build around the work of one community;

IN THE SUPERIOR COURT FOR THE STATE OF ALASKA

THIRD JUDICIAL DISTRICT AT ANCHORAGE

KRISTINE MOORE, et al.,

Plaintiffs,

vs.

STATE OF ALASKA,

Defendant.

Case No. 3AN-04-9756 CI

JDO

MAR 31 2010

ORDER ON REVIEW OF 2009 SUBMISSIONS

The Education Clause of the Alaska Constitution provides that "the legislature shall by general law establish and maintain a system of public schools open to all children of the State."[1] On June 21, 2007 – nearly three years ago – this Court issued a Decision and Order that concluded that while the State may delegate its responsibility to maintain public schools to local school districts, as it had done, it had failed to exercise adequate supervision and oversight of chronically underperforming schools within the state. Specifically, this Court held in June 2007 that the State "has failed to identify those schools within the state that are not according to children a meaningful opportunity to acquire proficiency in the subject areas tested by the State and meaningful exposure to the other content areas in the State's education standards. And as to those schools that are deficient in that regard, the State has failed to provide

[1] Alaska Constitution, Article VII, Section 1.

adequate supervision and oversight in a concerted effort to remedy that situation."[2] This Court also held in June 2007 that the due process rights of children in underperforming school districts is violated when the State conditions the receipt of a high school diploma on the successful passage of the High School Graduation Qualifying Exam, when the students in such districts "have not been accorded a meaningful opportunity to learn the material on the exam – an opportunity that the State is constitutionally obligated to provide to them."[3]

Thereafter, evidentiary hearings were held before this Court in 2008 to assess the adequacy of the State's efforts to remedy the deficiencies this Court had identified in the June 2007 Order. On February 4, 2009, this Court issued its Findings of Fact, Conclusion of Law and Order. This Court concluded then as follows:

> Based upon all the evidence presented, this Court finds that the Department [of Education and Early Development], through delegation from the Legislature, is not currently meeting the State's constitutional responsibility to "maintain a system of public schools open to all children of the State." The schools in the chronically underperforming school districts are not constitutionally adequate; the Education Clause requires considerably more from the State in the way of oversight and assistance to those districts.[4]

The February 2009 Order directed the State to file with the Court each of the following: (1) a draft of standards that address the State's constitutional responsibility to insure that chronically underperforming school districts are providing students in those districts with meaningful exposure to the State's content standards; (2) a plan of action that demonstrated adequate remediation plans for students in the intervention districts

[2] Decision and Order of June 21, 2007 at 194.

[3] *Id.* at 195.

[4] February 4, 2009 Findings at 56-57.

for the High School Graduation Qualifying Exam; and (3) revised district intervention plans that address and incorporate as appropriate remedial measures that relate to each of the problem areas that the Court had identified in the Findings. The areas that the Decision identified as problematic included the lack of curriculum alignment, a lack of attention to content areas not covered by the State's standardized testing, a lack of attention to each of the specific strengths and weaknesses of each chronically underperforming district, a lack of consideration of pre-Kindergarten and other intensive early learning initiatives, a lack of attention to addressing teaching capacity deficiencies, and the Department's own capacity deficiencies to assist the chronically underperforming school districts.

Both parties have since filed considerable documentation with the Court. In 2009, the State was intervening in five school districts that the State had identified as chronically underperforming: Yupiit, Lower Yukon, Yukon Flats, Yukon-Koyukuk, and Northwest Arctic Borough School District. The parties' 2009 submissions to this Court, consistent with this Court's prior orders, were focused on the State's efforts in those five school districts. The Plaintiffs are not asserting that the State should be intervening in fewer or other school districts, or that the State's method for identifying those districts and schools in which it will intervene is constitutionally infirm.

The State asserts that "[s]ince 2005, the school improvement process in Alaska has been moving forward by leaps and bounds."[5] It maintains that it has demonstrated that it has fully complied with this Court's February 2009 Order, and now has in place a

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[5] State's Memo. in Support of Filings Required by the February 4, 2009 Decision at 1.

system of accountability and oversight that meets its constitutional obligations. Accordingly, it asks this Court "to find the State in compliance with Section 1 of Article VII of the Alaska Constitution, and dismiss this case."[6] The Plaintiffs disagree. They "urge the Court to find the State in continued noncompliance" with the Education Clause. And the Plaintiffs urge this Court "to appoint a Special Master to determine the specific, targeted educational resources necessary to bring the State into compliance with its constitutional obligations."[7] In response, the State asserts that continuing this litigation is unnecessary because "the State has more than met this Court's specifications for state oversight of education."[8] And it asserts that "if further proceedings are necessary, they should be in front of this Court," and not before a special master.[9]

Discussion

This Court has carefully reviewed all of the parties' submissions from 2009. Based upon that review, this Court finds that the State has not demonstrated to this Court that the State is in full compliance with its constitutional obligations under the Education Clause. This Court finds that the State has not demonstrated that children in chronically underperforming school districts in this state are being accorded a

[6] *Id.* at 40.

[7] Plaintiffs' Response to State's Memorandum in Support of Filings Required by the February 4, 2009 Decision at 39.

[8] *Id.* at 53.

[9] *Id.* at 49.

"meaningful opportunity to acquire proficiency in the subject areas tested by the State and meaningful exposure to other content areas in the State's education standards."[10]

The lack of an aligned curriculum persists in the intervention districts.

The State has been administering statewide assessments of student achievement for over 20 years. Five years ago – in 2005 – the State began administering Standards-Based Assessments (SBAs) in grades three through ten. The SBAs are a comprehensive testing system to assess student proficiency in reading, writing and math, and most recently, in science. The SBAs are fully aligned with the State's instructional content standards in each of those subject areas. The parties in this case have agreed that the State has adopted constitutionally sound instructional content standards and testing criteria.[11]

This Court's June 2007 Decision held that the State must accord to each child a meaningful opportunity to achieve proficiency in the subject areas tested by the State, and that it had failed to do so in certain chronically underperforming school districts. One critical component that this Court found was lacking at that time was an alignment between the curriculum being taught to the students in certain districts and the State's instructional content standards. This Court first made clear the State's constitutional obligation in this regard nearly three years ago:

> If generations of children within a school district are failing to achieve proficiency, if a school or a district has not adopted an appropriate curriculum to teach language arts and math that is aligned to the State's performance standards, if basic learning is not taking place for a

[10] Decision and Order of June 21, 2007 at 194.

[11] *Id.* at 27.

> substantial majority of school's children, then the Constitution places the obligation upon the Legislature to insure that the State is directing its best efforts to remedy the situation.[12]

To date, the State has not demonstrated that the students in the chronically underperforming school districts in which the State has intervened are being given instruction on the material that is being tested on the State's SBAs. Indeed, in its 2009 filings with this Court, the State acknowledges "at this time, we cannot say that each intervention district has a curriculum fully aligned with the content standards."[13]

The State has elected to place the responsibility for curriculum selection and alignment on each of the underperforming school districts in which it has intervened. The State has concluded that "having each district be responsible for its own alignment is a good thing for education and this is the direction that the Department has chosen to go."[14] The State asserts that having each district develop its own aligned curriculum "is at the heart of the creative, 'brainstorming' process that excites and energizes a teacher" and that if the State were to provide an aligned curriculum to a district it would lead "to a sterile, bureaucratized education program that would increase teacher dissatisfaction and accelerate turnover."[15]

The State's delegation of curriculum alignment to chronically underperforming school districts is not constitutionally precluded, so long as the State is making its best efforts to insure that each such district is receiving the support and oversight it needs to

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[12] June 2007 Decision and Order at 188.

[13] State's Memorandum in Support of Filings Required by the February 4, 2009 Decision at 13.

[14] State's Reply in Support of Filings Required by the February 4, 2009 Decision at 41.

[15] *Id.* at 43. *But cf.* June 2007 Decision and Order at 118.

promptly complete this task. But the SBAs have now been administered since 2005, and yet the State has indicated that the curriculum alignment process in the intervention districts is far from complete and that it intends to allow the intervention districts an unspecified amount of additional time "to complete the alignment task in increments and on an expanded timeline."[16]

The State's continued delay in achieving curriculum alignment in the chronically underperforming school districts is not constitutionally acceptable. The Plaintiffs have persuasively argued that if each small school district is expected to select its own curriculum and align that curriculum to the State's standards, then there needs to be considerably greater technical support provided to each district to enable that district to promptly complete this task. Further, this Court finds that unless and until a chronically underperforming school district can fully complete those tasks, during the interim the State must immediately provide that district with access to a fully aligned curriculum together with adequate professional training so that that curriculum can effectively be used in the district's classrooms.[17] The materials submitted to this Court in 2009 demonstrate that the intervention districts have been requesting considerably more help from the State in order to fully align their curriculum, but for whatever reason, that additional assistance has not been provided to them. For example, the Lower Yukon School District's draft District Improvement Plan (DIP) for 2009-2010 repeatedly states in bold, "LYSD requests that EED make available to districts a clearinghouse of

[16] *Id.* at 41, n.121.

[17] *See* June 2007 Decision and Order at 16, ¶22.

resources and instructional practices that are not only research-based but aligned to Grade Level Expectations, as well."[18]

In light of the foregoing, this Court finds that the State is failing to meet its constitutional obligation to maintain schools in the chronically underperforming school districts because the State has failed to date to insure that those districts have teachers that are trained to teach a curriculum that is aligned to the State's standards in math, reading, writing and science. As this Court stated in June 2007, the State "must insure that its educational standards are being implemented at the local level so that all children within this state receive their constitutional entitlement to the opportunity for an adequate education."[19] To date, nearly three years later, this has not yet been achieved.

The State's efforts to insure meaningful exposure to the other content standards in the intervention districts has been inadequate.

Each of the many educators who have testified in this case have acknowledged that a student that receives instruction solely in math, reading, writing and science is not receiving an adequate education. To this end, the State developed content standards in several other subject areas apart from those tested on the SBAs, which include geography, government and citizenship, history, skills for a healthy life, arts, technology, employability, library/information literacy and world languages.[20] In the June 2007 decision, this Court recognized that to be constitutionally adequate, a public school

[18] Ex. 2609 at 63691, 63693, 63695.

[19] June 2007 Decision and Order at 186.

[20] *Id.* at 13.

education should address these other subjects, and held that "the State must insure that each school district has a demonstrated plan to provide children ... meaningful exposure on the remaining content standards."[21]

The State asserts that it has taken appropriate action to address this portion of the June 2007 Decision because it has adopted a draft of standards concerning meaningful exposure to the other content standards and it has informed the intervention districts that they needed to address these other content standards in their DIPs.[22]

Although the State has taken some action with respect to this issue, the State has not yet demonstrated adequate compliance with this portion of the Court's June 2007 decision. The State's 2009 submissions to this Court do not demonstrate that each of the intervention school districts has a demonstrated plan to provide children with meaningful exposure to the remaining content standards. With the exception of the draft DIP from Northwest Arctic Borough School District, each of the other plans submitted from the intervention districts falls far short of demonstrating a plan to provide the children within the district with meaningful exposure to the remaining content standards. The draft DIP for Yupiit was left completely blank in the space for the district to describe the means by which it will ensure students receive meaningful exposure to content areas not tested by the State.[23] And the Yukon Flats School District's draft plan

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[21] *Id.* at 189.

[22] State's Reply in Support of Filings Required by the February 4, 2009 Decision at 39.

[23] Ex. 2608 at 63757.

simply states that the district action to address the other content standards consists of a "district-wide curriculum cycle" with "instruction and collaborative meetings."[24]

The State's 2009 briefing asserts that "in the future, the Department will monitor intervention districts regarding meaningful exposure for these content areas."[25] To date, the State has drafted standards that define meaningful exposure and it has sent a directive to the intervention districts to include meaningful exposure to the additional content areas in their DIPs. This Court's February 2009 decision required that the State draft standards that "address the State's constitutional responsibility to insure that chronically underperforming school districts are providing students in those districts with meaningful exposure to the State's content standards."[26] The State's submissions on this issue since that date are inadequate to demonstrate compliance with this component of that decision. This Court's February 2009 decision can not reasonably be interpreted to require only the drafting of an operational definition of meaningful exposure, together with the provision of a list of resources to school districts for content areas that are not tested by the State.[27] Rather, this Court intended by that order that the State direct its best efforts to insure that students in chronically underperforming school districts are actually being accorded meaningful exposure to the State's other instructional content areas.

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[24] Ex. 2610 at 63419.

[25] State's Memorandum at 37.

[26] February 2009 Decision at 57-58.

[27] *See* Ex. 2637.

The State's submissions regarding the HSGQE Remediation Plans are inadequate.

The February 2009 Decision directed the State to "file with this Court a plan of action that addresses the concerns identified in these Findings with respect to the adequacy of the remediation plans in the intervention districts for the High School Graduation Qualifying Exam."[28] The State's 2009 submissions demonstrate that the State made some effort to address this topic with the intervention districts. *See* Exhibit 2641 at 63820-63821. But the Department has not demonstrated that it is providing adequate oversight and support to each of the intervention districts on this issue.

The Court does find that the draft DIP submitted from Northwest Arctic Borough School District demonstrates appropriate attention to this issue by that school district. *See* Ex. 2612 at 63620-63645. But even with that district, the record is silent as to the support and oversight, if any, that the Department is according to that district to insure that the plans the district submitted are being effectively implemented and that the State is providing that district with appropriate technical assistance to that end. In the other four intervention districts, the State has not adequately demonstrated that individual remediation plans are in place for each of the district's students who are not proficient in one or more of the subjects tested on the HSGQE. Indeed, the State's submissions indicate that while each district is expected to develop an individual remediation plan for each student, "details of each plan must be complete, and submitted to EED upon request, before December 15 each year for all students not proficient in all three sections of the fall exam." It is unclear from this language – in which only some of the

[28] February 2009 Decision at 58.

plans will be sent to the Department, and then only at the Department's request -- whether the Department has made any effort to actually review the HSGQE remediation plans of the intervention districts. In short, the State has failed to demonstrate that individual remediation plans have been developed for each student who has not achieved proficiency in each of the intervention districts and that those plans are actually being effectively implemented. Given that these districts are in intervention status due to chronic underperformance, the Department must provide considerably more in the way of technical support and guidance to each such district so as to insure that this component of the Court's February 2009 order is fully effectuated. For example, this might include the designation of one or more individuals at EED with the responsibility of overseeing all of the remediation plans in the intervention districts, who would also be available to provide technical assistance and guidance to each of the designated professionals for the students with respect to those remediation plans.

The State has failed to adequately address teacher retention and capacity.

It is undisputed that teacher turnover and teacher capacity are significant problems in the chronically underperforming school districts. Clearly, the constitutional requirement to "maintain a system of public schools" requires that there be a capable teaching staff in those schools. The State's 2009 submissions do not demonstrate that it has adequately addressed this concern.

In this Court's view, it could be very helpful to the intervention districts and the State if the State were to provide the resources to interview each of the teachers in the intervention districts at the end of each school year as to that teacher's reasons for

staying or leaving the district, and also asked each teacher to identify any specific additional resources or support that he or she seeks – be it in the classroom, with housing, with the district office, with EED, or in the community. To be most useful, the intervention districts would be closely involved in both the development of the interview questions and the analysis of the interview results. With this information in hand each year, the State would be in a better position to more effectively assist each of the intervention districts in addressing teacher turnover and teacher capacity in that district.

Further, as noted above, the State needs to insure not only that curriculum materials aligned with the State's standards are available to the teaching staff at each intervention districts, but also that the teachers are provided adequate instructional support and technical assistance so as to insure that that curriculum will actually be effectively taught in the classrooms. The State's 2009 filings indicate that the State has been making efforts to address teacher capacity, through Leadership Institutes as well as with technical assistance coaches, content support specialists, and teacher mentors in the intervention districts. And yet until the State insures that an aligned curriculum is available for all of the teaching staff in the intervention districts to effectively use, it would seem that these other efforts would be considerably less likely to significantly impact student achievement.

The Draft DIPs that were submitted do not comply with this Court's February 2009 Order.

In May 2009, the Department submitted draft DIPs prepared by each of the five intervention districts. As the Department itself acknowledged, "several districts' plans

required considerable additional work."[29] With the exception of the Northwest Arctic Borough School District's draft DIP, the draft DIPs do not adequately address the concerns identified by this Court in the February 2009 Decision. In short, four of the draft DIPs filed by the Department are not "revised district intervention plans that address and incorporate as appropriate remedial measures related to each of the problem areas identified in these Findings."[30] Considerably more work is needed for these plans to demonstrate compliance with this Court's February 2009 Order than what was submitted to the Court. Perhaps this work has now been completed, and the Court-ordered plans can be promptly filed. In its May 2009 filing with this Court, the Department indicated that it would be working with the intervention districts "over the next several weeks regarding the content of the final I-DIP's." Given that the State has elected to delegate the drafting of the DIPs to each intervention district, it would appear that the intervention districts could each benefit from considerably more technical assistance from the State in completing those plans. As of yet, the State has not demonstrated that the intervention districts each have appropriate DIPs actually in place that address the constitutional deficiencies set forth in this Court's February 2009 decision.

Conclusion

Based on the current record before this Court, the State has failed to demonstrate that it has complied in full with its constitutional obligation to "maintain a

[29] State's Memorandum in Support of Filings at 7.

[30] February 2009 Decision at 58. *See supra* pps. 2-3.

system of public schools open to all children of the State."[31] The State has not demonstrated that children in the chronically underperforming districts in this state are being according a meaningful opportunity to learn the material that is being tested on the State's assessments for reading, writing, math and science. Nor has the State demonstrated that children in those districts are being according meaningful exposure to the State's other content standards. And the State has not demonstrated that individual remediation plans are in place in each of the intervention districts to assist each of those students who have not achieved proficiency on the HSGQE. Dismissal of this action at this time is not warranted.

This Court rejects the Plaintiffs' proposal to appoint a special master at this time. The Court remains hopeful that the inadequacies identified in this decision can be promptly remedied by the State without extensive further hearings. However, in the event that these continuing constitutional violations cannot be promptly remedied after this Order, then the Plaintiffs may renew their request for a special master.

In evaluating the State's responses at this time, this Court returns once again to the language of the Alaska Constitution, which places the responsibility "to maintain a system of public schools open to all children of the State" squarely upon the Legislature – not upon the Department of Education and Early Development and not upon local school districts. To date, the State has not demonstrated that the delegation of this responsibility to school districts that have been identified as chronically underperforming, but which do not appear to have been accorded adequate assistance and oversight, will result in compliance with this constitutional responsibility.

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[31] Alaska Constitution, Article VII, Section 1.

In light of the foregoing, IT IS ORDERED as follows:

Within 60 days of the date of this Order's distribution, the State shall file and serve each of the following:

1. A detailed plan as to how an aligned curriculum in each of the SBA-tested subject areas – math, writing, reading, and science – shall be taught in each of the intervention districts beginning in the fall of 2010. This plan will include a provision for adequate professional development to each of the teaching staff with respect to that curriculum.

2. A comprehensive review of the meaningful exposure to each of the other content areas that is currently offered to school children in each of the intervention districts, an identification of any deficiencies in that regard, and a detailed plan for each district as to how to address those deficiencies.

3. Detailed individual remediation plans for each junior and senior high school student in each of the intervention districts who has not yet achieved proficiency on one or more sections of the HSGQE. These plans shall be filed in a manner that protects student confidentiality.

4. District Improvement Plans for each of the intervention districts that adequately address the problem areas identified in this Court's February 2009 decision: curriculum alignment, content areas not covered by the State's standardized testing, ascertainment of the specific strengths and weaknesses of each chronically underperforming district, attention to pre-Kindergarten and other intensive early learning initiatives, and attention to teaching capacity deficiencies.

5. An update on the status of any specific efforts at the Yupiit School District. In its September 2009 filing, the Department indicated its intent to take additional steps to strengthen and expand its intervention in Yupiit.[32]

The Plaintiffs are accorded 30 days from the date of the State's submissions within which to file their response.

DATED this 31st day of March, 2010.

Sharon Gleason
SHARON GLEASON
Judge of the Superior Court

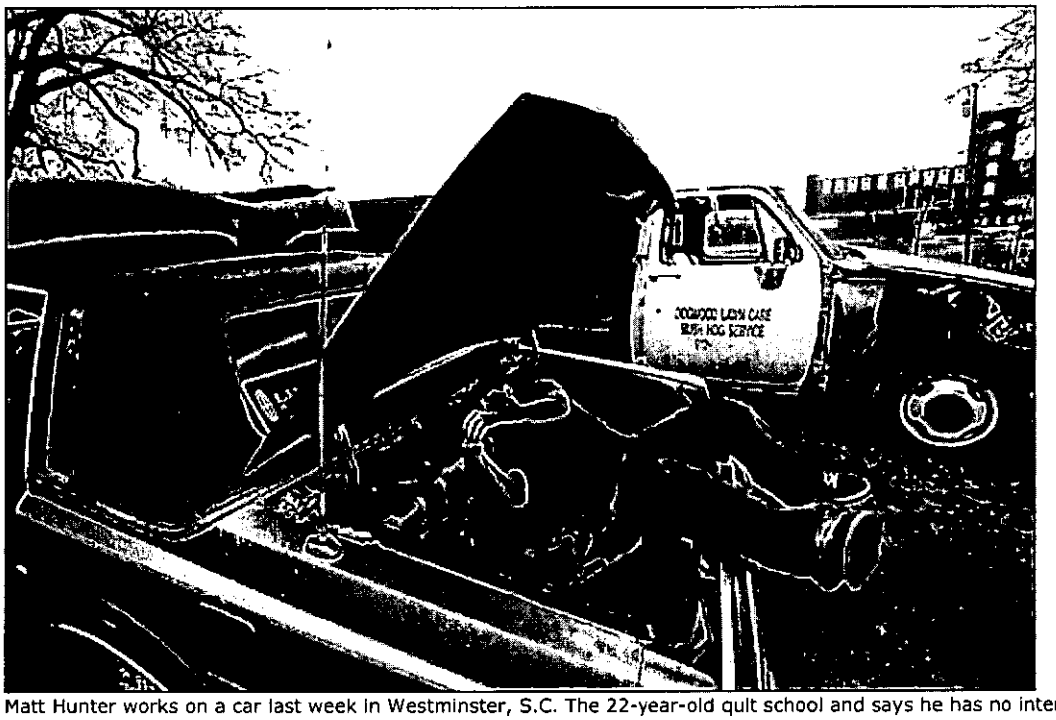
I certify that on 3.31.10 a copy of the above was mailed to each of the following at their address of record (list name if not an agency)
☐ CSED ☐ AG ☐ PD ☐ DA
Deputy Clerk / Secretary

✓ Bryner
✓ Slotnick
✓ Tricker

[32] *See* State's Supplemental Reply to Plaintiffs' Addendum at 9-10, together with Ex. 2655, a draft Memorandum of Understanding.

EDUCATION WEEK
Published Online: March 30, 2010
Published in Print: March 31, 2010, as **Rural 'Dropout Factories' Often Overshadowed**

Rural 'Dropout Factories' Often Overshadowed



Matt Hunter works on a car last week in Westminster, S.C. The 22-year-old quit school and says he has no intention of returning.
—Christopher Powers/Education Week

Some high schools are fighting the odds by employing research-based strategies.

By Mary Ann Zehr

Back to Story

Salem, S.C.

In the foothills of the Appalachian Mountains here in the northwest corner of South Carolina, high schools' attempts to curb student dropouts may not match what many people picture when they hear talk of the nation's "dropout factories." Yet one-fifth of the 2,000 high schools nationwide categorized that way by researchers at Johns Hopkins University are in rural areas, some of them small schools where students get a lot of personal attention.

With 50 such schools, South Carolina tops all other states in the number of rural schools on the dropout-factory list, with Georgia and North Carolina not far behind. Nearly half of those South Carolina schools have fewer than 500 students.

Tamassee-Salem Middle and High School here in Oconee County is among them. It has 154 students in grades 9-12 and is located in a town with fewer than 150 people whose commercial area consists of a convenience store, a dollar store, three churches, and a gas station. The school's challenge of graduating students illustrates that it's no simple endeavor to help them see the relevance of an education.

"We have generational poverty, a lack of aspirations," said Michael Lucas, the superintendent of the 10,400-student Oconee County school district.

Besides Tamassee-Salem, the county's West-Oak Senior High School, which enrolls about 1,000 students, is also on the rural dropout-factory list. The district's two other high schools are rural but didn't make the cutoff point for the list. The lion's share of students in all four schools are white, many of them poor. Mr. Lucas said the parents and grandparents of some children in Oconee County didn't finish high school so many of the current crop of students think, "Why should I?"

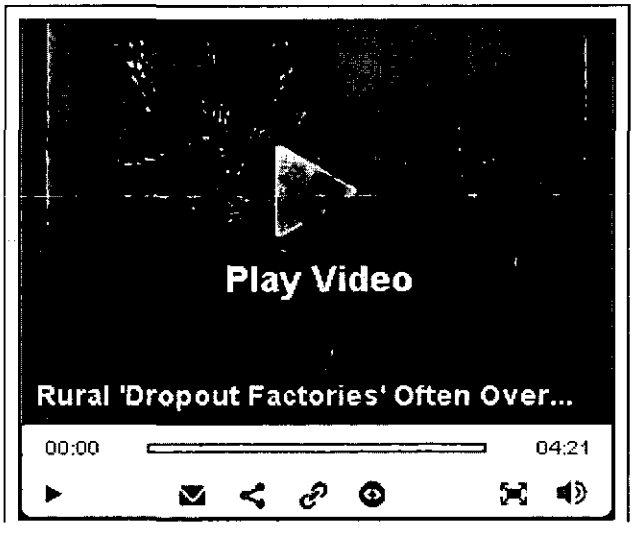
Despite such sentiments, the district is working to ensure that children read by 3rd grade to help them be successful over the long term, he said. The district also spent federal economic-stimulus aid this school year on hiring "adequate-yearly-progress coaches" who monitor struggling students and track them down if they miss school. If students fail a class, they can make it up online as part of a credit-recovery program.

In an area with a lot of youths who prefer to work with their hands rather than read books, the county has strong career and technical institutions. The district also runs an alternative school, charged with helping students at risk of dropping out get back on track.

The 2004 report **"Locating the Dropout Crisis"** first drew attention to a list of about 2,000 high schools that researchers considered to be dropout factories—"an institution that does a good job of systematically producing dropouts," said Thomas C. West, a University of Chicago researcher who is affiliated with the Everyone Graduates Center at Johns Hopkins University, which put out the report.

Since the inception of the list, most of the attention to the nation's dropout problem has been on urban schools, where the average graduation rate for the class of 2006 was 58.7 percent, compared with 73.1 percent in rural schools, according to ***Diplomas Count 2009***.

Mr. West says the high number of rural dropout factories in South Carolina, likely results from the lack of jobs and persistent poverty. Still, he sees an advantage to working on the dropout crisis in rural vs. urban areas: Schools have fewer students, and "you can put more emphasis on what's going on in their lives."



While most of the attention is on urban high schools with low graduation rates, rural schools also struggle to retain at-risk students.

Different Measures

Historically, the inhabitants of Tamassee and Salem could drop out of high school and get jobs in textile mills. But those mills have closed, and the region's manufacturers of electronic components, fiberglass insulation, and the like want students to earn at least a high school diploma or General Educational Development—GED—certificate, educators here say.

Steve M.R. Moore, the principal of Tamassee-Salem, is not happy with his school's rate for students graduating in four years, which was 75 percent in 2009. But he implores people to understand what is behind the statistic and to acknowledge steps he and his staff members are taking to increase the rate. They've seen some success: In 2007, the rate was 66.7 percent.

"The key is about building relationships and making sure the students can see they can be successful," Mr. Moore said.

While the Johns Hopkins researchers have highlighted a problem at Tamassee-Salem, others have lauded the school's accomplishments. In 2007, *U.S. News & World Report* gave it a bronze award for being one of South Carolina's best high schools. In 2008, the school was one of 25 in the South to receive a Pacesetter award from the High Schools That Work initiative of the Southern Regional Education Board.

"Unfortunately, people take the dropout-factory label as a stigmatizing term rather than a helpful term," said Mr. West, noting that the point of the label is to get policymakers to focus on the problem.

"Some schools need total reform; some may just need a lot of help. Some are doing well, but a couple of kids [in them] need extra help," he said.

The opportunity to learn welding at Hamilton Career Center helps motivate Tyler Galloway to stay in school. The junior considered dropping out because he finds school boring. —Christopher Powers/Education Week

Actually, the dropout-factory classification isn't based on schools' official dropout rates. At both Tamassee-Salem and West-Oak, the rate reported to the state in 2008 was 5.4 percent.

Mr. West and Robert Balfanz, the co-director of the Everyone Graduates Center, put a school on the dropout-factory list when, on average over three school years, the number of seniors is 60 percent or less than the number of freshmen at that school three years earlier.

By contrast, the graduation rate that schools report to South Carolina officials according to federal guidelines is the percentage of 9th graders at a school who earn regular high school diplomas and graduate in four years or less. It also includes students who enrolled in 9th grade for the first time elsewhere and then transferred to that school. Special education students who get certificates rather than high school diplomas count against the graduation rate. So do students who left school and then got a GED certificate, or who took more than four years to earn a diploma.

The dropout rate reported to the state applies to a single school year. It refers to students who leave school during that year and don't transfer to another school.

Future Paths

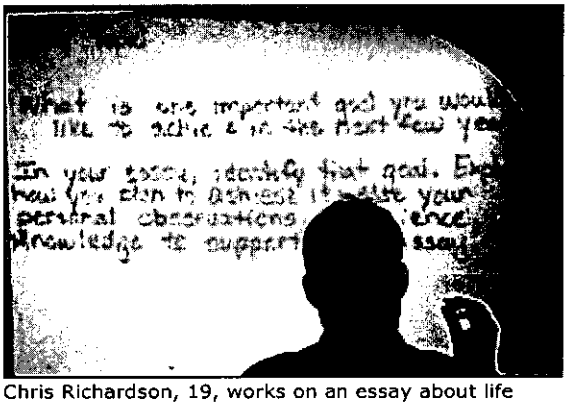
It's possible to find dropouts in the district's adult education program in Seneca trying to get a GED.

One of them is Allen R. Ellis, 17, who attended both West-Oak and Tamassee-Salem high schools. He was expelled from West-Oak Senior High. Later, he attended Tamassee-Salem High but dropped out after a couple of weeks because, he said, the school didn't recognize how smart he was and told him he'd be able to get only a certificate, not a regular diploma. Because of his lack of high school credits, Mr. Ellis said, it would have taken him until he was 21 to get a diploma, which he found discouraging.

He said he had often moved from school to school because his father was in the military and had failed classes because he didn't do his homework.

With a GED, he said, "I can join the military or go to college a whole lot sooner." He now works part time in construction.

Another young adult working on a GED, Holly Galbreath, 19, says she doesn't think administrators and teachers at West-Oak, where she dropped out halfway through her junior year, could have done much to keep her in school.



Chris Richardson, 19, works on an essay about life goals in a class to earn his GED. He says he left school in part because of poor relationships with teachers. —Christopher Powers/Education Week

"I got in with the wrong crowd," she said. "I started caring more about myself and my having a good time than my education."

In middle school, she said, she was motivated to keep at least a C average, in order to participate in extracurricular activities, such as cheerleading. But in 10th grade, she said, she dropped extracurricular activities, skipped school, and did drugs. "I was so far behind that it was going to be impossible to catch up," she said.

But Ms. Galbreath said she now wants to go to college so she can work in a field she enjoys, such as photography. She doesn't want to work in a factory.

Right now, the adult education program has 59 students who are ages 17 to 19. Steve Willis, its director, said the program serves about 130 students in that age bracket and gives out about 75 GED certificates and 10 high school diplomas to that group each year.

Matt Hunter is not among them. A dropout from West-Oak, he's not working on a GED and doesn't expect to return to the classroom. The 22-year-old lives with his girlfriend at his grandparents' house in Westminster. He's worked in landscaping before, and from time to time his neighbor pays him cash for helping him repair cars.

His girlfriend, Hali Cannon, 18, graduated from Seneca High School, also in Oconee County, and recently brought in some money working at a doughnut shop.

"I've been happy lately," Mr. Hunter said. "Every time we need money, it pops up."

Mr. Hunter said he liked math and Junior Reserve Officers' Training Corps because the teachers of that class had a sense of humor. But he disliked English class. Back in 5th grade, he had been diagnosed with dyslexia and repeated that grade. While he can read if he has to, he avoids it. As a 10th grader, he was badly injured when a car hit him while he rode a bike. He had to get around West-Oak in a wheelchair, which was difficult.

"Mom said if I wanted to quit, I could," he said, and he did.

'Whatever It Takes'

Tamassee-Salem High has a slogan this year of "whatever it takes," which Candice Brucke, the assistant principal, said means the school's educators aim to do whatever it takes to ensure each student gets a diploma.

Tamassee-Salem, she noted, is already implementing the six dropout-prevention strategies recommended in a **practice guide** published by the U.S. Department of Education's Institute of Education Sciences.

One of those strategies is assigning advocates to at-risk students.

The school is in its third year of running a program in which well-educated retirees from an affluent community nearby mentor students one on one.

Jane Brosnan, a retired software engineer who designed the program with the principal, said she believes that by providing a listening ear and encouragement, the mentors have helped some students pass their classes.

Tamassee-Salem High is deemed a dropout factory.
—Christopher Powers/Education Week

Tyler Galloway, a student at Tamassee-Salem, thought about leaving school because "I just get bored." Principal Moore talked with him about sticking it out, he said, and he thinks he will "because I'm so close now." A junior, Mr. Galloway has passed the state's high school exit exam and is on track with his classes. He said he's had some unexcused absences and plans to make them up, a state requirement.

The 17-year-old said the chance to take welding courses at Hamilton Career Center, the district's career and technical school, has also helped him stay in school. His goal is to get a welding job at Duke Energy, which runs a nuclear-power plant close to Salem.

Mr. Moore said that in his eight years as principal, he's tried to improve the quality of education at his school. Though the school is too small to offer Advanced Placement classes, he said, students can take such courses at other high schools in the county. Last year, he said, one student took advantage of that option. This year, no one has.

He's pushed for 8th graders to take algebra, and the school is now offering calculus for the first time in a decade.

An audit last year by a High Schools That Work team found many promising practices at the school. For instance, it had implemented up-to-date technology and ensured that all teachers are certified. The team, however, said it saw a lack of consistency in the use of innovative teaching strategies to engage students.

Maureese Robinson, the director of academic assistance at Tamassee-Salem for middle and high schoolers, works from lists of students who have failed classes or haven't passed the state's exit exam to identify those who need extra help. He runs an after-school homework center and Saturday school and stays in touch by phone with parents of struggling students.

"Whether they dropped out or not [themselves], I don't think any parent wants their kid to drop out of school," Mr. Robinson said. "I can't see that in any town. Some have more control over their kids than others."

Coverage of efforts to promote new routes to college and career success is supported by a grant from the Carnegie Corporation of New York.

Vol. 29, Issue 27, Pages 1,16-17

Louie Flora

From: Louie Flora
Sent: Thursday, April 01, 2010 2:18 PM
To: 'Carlson, Phyllis A (EED)'; 'john.moller@alaska.gov'
Cc: 'Herman, Marcy J (EED)'
Subject: Additional Questions for tomorrow's meeting

Additional Questions for tomorrow's hearing in House Education

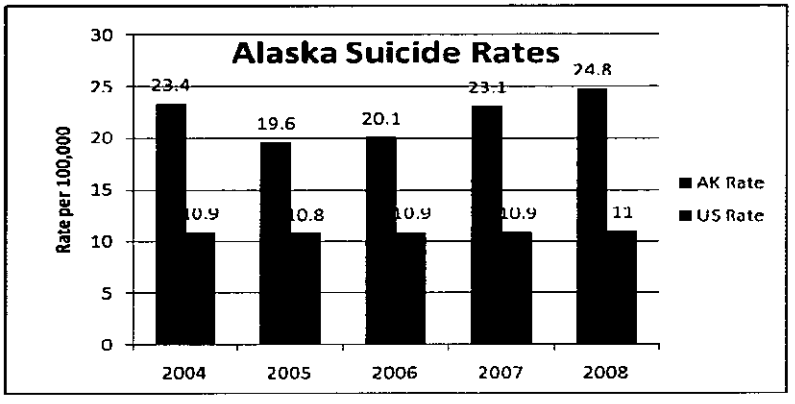
1. The Parents as Teachers program: What is happening with this program? Is there a high demand for it coming from parents and/or school districts? Are there federal funds for this? Federal stimulus funds?
2. Rural Hubs for education. Do you support this idea? And will we be moving in this direction, do you think?
3. What do you think about the feasibility of having traveling teachers for rural areas

Louie

Alaska Suicide Prevention FY 2010

Statewide Suicide Prevention Council

According to a 2006 national study of suicides in the United States, Alaska ranks second among states with the highest suicide rate in the country. Alaska had approximately 167 suicides in 2008. Suicide is the second leading cause of death among Alaskans under age 50. According to the 2009 Youth Risk Behavior Survey, approximately 9 percent of high school students had attempted suicide in the past 12 months. Historically, the majority of suicides are occurring among our young people ages 20-29 years and are equally represented among both rural and urban communities. During 2008, there were also a high number of suicides among veterans, accounting for 27 deaths.



The Alaska Bureau of Vital Statistics, Last updated Nov. 17th, 2009 *2008 rates are preliminary.

Since 2005, Alaska has seen an increase in suicides.

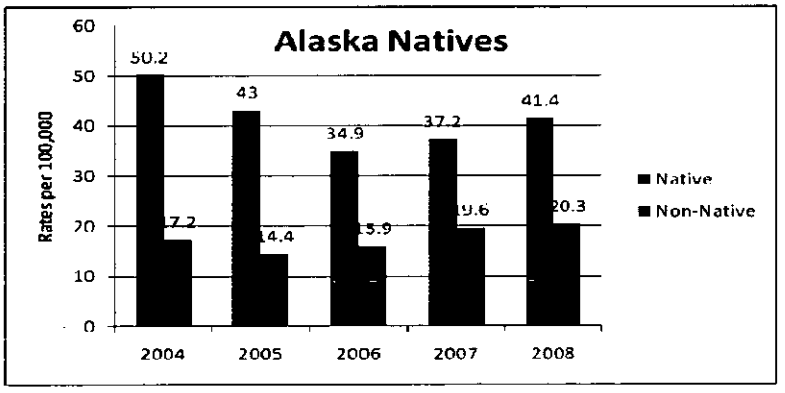
In 2008, there were 167 reported suicides in Alaska

Alaska
Bureau of Vital Statistics

The distribution of suicide by ethnicity shows Alaska Natives comprise 16% of the population, however they account for 39% of the suicides. The highest rate of suicide in Alaska is among Alaska Native male teens and young adults between 15 – 29 years of age. Older adults and gay, lesbian and transgender youth are also at an increased risk as well as those with chronic medical illness, trauma, past sexual abuse, substance abuse and mental illness most commonly, depression.

Alaska Natives have rates more than double that of non-Natives in Alaska. Non-Natives have a rate of 1 ½ - 2 times the U.S. rate.

Alaska Bureau
of Vital Statistics



Alaska Bureau of Vital Statistics, Last updated Nov. 17th, 2009 *2008 rates are preliminary.

Recent Accomplishments

Statewide Suicide Prevention Summit, "Mending the Net" January 11-13, 2010
Approximately 70 people from all over Alaska gathered in Anchorage in order to network and align resources to build and strengthen local, regional and statewide capacity for suicide prevention. Future meeting are planned for further integration between State and Tribal health systems including leveraging of partnerships and resources to support communities.

DHSS, Div. of Behavioral Health, Prevention & Early Intervention Services, Diane Casto, Manager, (907) 465-3370, James Gallanos, Program Coordinator (907) 465-8536

On May 16th, 2009, hundreds of people gathered for the "Walk For Life" to end Inupiat suicide in Kotzebue and Bering Straits Region

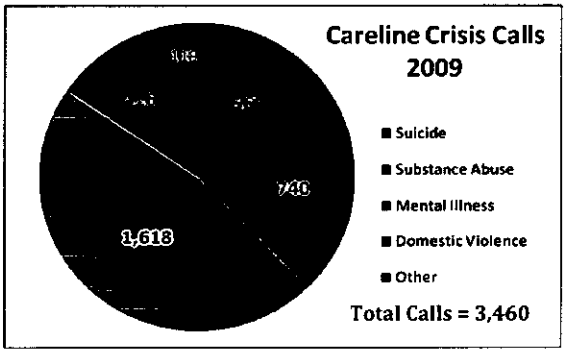
The Rural Suicide Prevention Planning Grant Project and the **Alaska Youth Suicide Prevention Project** are two projects coordinated by the Division of Behavioral Health, Prevention and Early Intervention Services section. The State awarded $550,000 for the development of Regional Suicide Prevention Teams that will create and develop strategic plans including the **Alaska Gatekeeper Suicide Prevention Training Program** which trains instructors in the delivery of suicide prevention awareness, education and intervention approaches to a wide variety of both professional and community based health providers. Regions awarded include Nome, Kotzebue, Dillingham and Akiachak and surrounding Bethel area villages, Southeast Alaska, Fairbanks and surrounding communities. These regions are continuing to plan and implement key strategies including use of evidence-based and other best practices to address suicide in their villages, communities and regions.

Comprehensive Behavioral Health Prevention and Early Intervention Services Grant. The Division of Behavioral Health, Prevention and Early Intervention Services section also is coordinating the program which includes **Alaska Careline**, www.carelinealaska.com, 24/7 crisis hotline and community-based suicide prevention projects and grant programs throughout the state in both urban rural/remote communities throughout the state.

Over 500 people were trained as Gatekeepers in 2009

Recent Challenges:

- Socio-Economic Impact in Alaska causing financial stress, unemployment and loss of productivity.
- Alaska Military Veterans and their families have an even greater risk due to depression, PTSD and other suicide risk factors.
- Need for accurate surveillance and suicide data collection for state, regional and local communities continues to be a key challenge (Alaska Follow Back Study Report 2007)



Local and community data help us understand community based processes may rely on informal supports or services that often bridge the gap between medical models based on disease prevention and community public health models. We must also recognize the value Alaska Native traditional healing and meaningful alternative strategies which increase protective factors and promote health, wellness, connectedness and resiliency among all Alaskans.

Next Steps:

Alaska Division of Behavioral Health is working to strengthen partnerships with the Statewide Suicide Prevention Council, the Alaska Mental Health Trust and partner boards, Alaska schools, Alaska Native groups and organizations, as well Alaska's Veterans organizations. Doing a better job of monitoring higher risk populations and developing proper and adequate early identification, screening and referral resources including gatekeeper training are necessary to avert suicide crises. These initiatives and strategies are aimed at balancing identified needs and resources with the understanding that:

1.) *Suicide prevention requires a multi-faceted approach, integrated into Alaska's continuum of care*
2.) *Efforts must be targeted simultaneously at the community, family and individual level*
3.) *For any of these efforts to be successful, there must be community involvement. That may require an assessment of readiness to address suicide prevention at the community level.*

Through capacity development at both the community and regional level, we can expect suicide prevention strategies that utilize effective practices that will be both culturally responsive and sustainable in the long-term thereby reducing suicide in Alaska

DHSS, Div. of Behavioral Health, Prevention & Early Intervention Services, Diane Casto, Manager, (907) 465-3370, James Gallanos, Program Coordinator (907) 465-8536

Focus of Office for the Rural Education is to:

- Work with the State System of Support Teams,
- Work with EED and school districts to implement the State Cultural Standard,
- Identify organizations and individuals to make up a Rural Education Advisory Board/Commission,
- Serve on the Suicide Prevention Council on behalf of EED.

Visited the following rural school districts to date:

- **Yukon Flats**: Ft Yukon in conjunction with regional school board meeting;
- **Yupiit District**: Akiachak, Akiak, and Tuluksak, with SSOS;
- **Lower Kuskokwim**: Qipnuk, Napaskiak; **Lower Yukon**: Alakanuk with Governor and Legislative facility visit;
- **Yukon/Kuskokwim**: In-Service at Fairbanks with all their schools;
- **North Slope**: Barrow to attend community meeting (Tumitchiat) exploring ideas for preparing locals to meet the workforce needs of the region.

Attended the:

- Alaska Federation of Natives Convention Oct. 2009; Announcement of Hiring
- State Board of Education meetings Dec. 2009, March 2010
- Suicide Prevention Summit held in Anchorage in January, 2010.
- Suicide Prevention Council meetings in Dillingham/Nov.'09; Anchorage/Jan.'10
- EED Winter Conference where I facilitated a Round Table discussion regarding the Cultural Standands: how schools are using them, barriers to using them.
- EED Principal Coaching Project in Anchorage
- Avant Garde Reception in Anchorage on behalf of EED
- Meeting with Alaska Educational Innovations Network/UAA
- Meeting with the Legislative Rural Caucus
- UAA showing of "For the Rights of All: Ending of Jim Crow in Alaska"
- Rural Sub-Cabinet meetings with the Commissioner
- Teleconference with the Superintendents and EED leadership
- Middle School Partnership Meeting in Anchorage, March 2010

STATE OF ALASKA

Department of Education & Early Development

Office of the Commissioner

SEAN PARNELL, GOVERNOR

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Juneau, Alaska 99811-0500
(907) 465-2800
(907) 465-4156 Fax

March 29, 2010

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

Dear Chair Seaton,

As required by Sec 14.33.210 **Reporting of incidents of harassment, intimidation, or bullying,** The Department of Education and Early Development (EED) has compiled the following data on all incidents of school-based harassment, intimidation, or bullying for annual legislative review.

The enclosed data reflects all incidents of harassment, intimidation, or bullying severe enough in nature to result in student suspension or expulsion in the 2008-2009 school year as reported to EED by Alaska school districts. This data reflects all school districts as 100% of Alaska's school districts did submit suspensions and expulsions data to the EED for the 2008-2009 school year.

If you have any questions or would like additional information related to this report, please contact me at 465-2803 or at marcy.herman@alaska.gov.

Sincerely,

Marcy Herman

Marcy Herman
Legislative Liaison

Enclosure

printed on recycled paper

2008-2009 Report Harassment, Intimidation, or Bullying	
District Name	**Total**
Alaska Gateway	5
Aleutian Region	0
Aleutians East	0
Anchorage	497
Annette Island	11
Bering Strait	30
Bristol Bay	4
Chatham	0
Chugach	0
Copper River	0
Cordova	2
Craig	9
Delta/Greely	25
Denali	6
Dillingham	4
Fairbanks	234
Galena	0
Haines	9
Hoonah	0
Hydaburg	2
Iditarod	4
Juneau	105
Kake	0
Kashunamiut	54
Kenai	111
Ketchikan	41
Klawock	1
Kodiak	49
Kuspuk	6
Lake and Peninsula	0
Lower Kuskokwim	33
Lower Yukon	83
Mat-Su	275
Nenana	3
Nome City	56
North Slope	34
Northwest Arctic	25
Pelican	0
Petersburg	3
Pribilof	0

2008-2009 Report Harassment, Intimidation, or Bullying	
District Name	**Total**
Saint Mary's	6
Sitka	73
Skagway	0
Southeast Island	4
Southwest Region	23
Tanana	0
Unalaska	3
Valdez	8
Wrangell	4
Yakutat	1
Yukon Flats	0
Yukon Koyukuk	0
Yupiit	136
Mount Edgecumbe	0
Grand Total:	1721

Alaska Department of Education and Early Development
Assessment and Accountability

District Enrollment as of October 1, 2008
FY2009

District	Pre-Elem.	KG	1	2	3	4	5	6	7	8	9	10	11	12	Total KG-12	Total PE-12
Alaska Gateway Schools	3	40	42	41	27	38	43	37	35	40	30	33	28	26	460	463
Aleutian Region Schools	0	3	3	2	4	2	4	4	4	2	2	1	3	5	39	39
Aleutians East Borough Schools	28	24	23	14	26	20	18	13	22	22	18	15	17	15	247	275
Anchorage Schools	553	3747	3688	3716	3706	3807	3566	3559	3606	3669	3797	3737	3771	3915	48284	48837
Annette Island Schools	4	13	21	23	29	15	23	20	19	19	23	18	24	22	269	273
Bering Strait Schools	10	152	143	147	119	109	132	116	116	117	96	125	121	168	1661	1671
Bristol Bay Borough Schools	0	6	8	11	13	14	10	9	22	13	14	10	8	7	145	145
Chatham Schools	0	7	13	15	13	10	11	14	8	10	14	12	19	11	157	157
Chugach Schools	15	16	20	24	15	24	21	16	19	14	12	13	18	19	231	246
Copper River Schools	4	38	36	35	33	44	26	39	46	36	44	35	43	52	507	511
Cordova City Schools	7	17	31	28	22	18	43	21	29	32	25	37	34	29	366	373
Craig City Schools	6	53	55	64	76	57	65	73	53	51	49	48	48	38	730	736
Delta-Greely Schools	18	69	82	71	77	86	64	73	91	107	81	101	178	71	1151	1169
Denali Borough Schools	1	32	29	33	35	20	34	41	32	34	27	40	36	31	424	425
Dillingham City Schools	5	33	31	41	46	40	29	33	37	38	49	41	37	47	502	507
Fairbanks North Star Borough Schools	199	1141	1145	1111	1143	1055	1037	1025	1028	1061	1059	1068	1263	993	14129	14328
Galena City Schools	0	273	300	293	314	303	300	289	282	265	266	286	323	227	3721	3721
Haines Borough Schools	3	22	31	19	18	19	24	21	23	31	26	28	20	27	309	312
Hoonah City Schools	2	7	9	7	10	5	11	10	11	9	13	11	9	12	124	126
Hydaburg City Schools	2	5	3	8	5	4	8	0	6	5	9	6	3	5	67	69
Iditarod Area Schools	1	16	16	20	16	27	18	23	11	29	28	29	24	24	281	282
Juneau Borough Schools	106	355	341	354	348	359	343	361	376	355	407	480	488	363	4930	5036
Kake City Schools	4	4	10	8	4	5	12	5	5	9	0	11	13	6	92	96
Kashunamiut Schools	3	30	30	23	19	23	28	16	26	20	43	16	20	20	314	317
Kenai Peninsula Borough Schools	115	652	650	663	645	690	684	721	683	738	849	863	798	736	9372	9487
Ketchikan Gateway Borough Schools	49	167	140	141	154	163	138	159	165	147	191	163	198	189	2115	2164
Klawock City Schools	0	8	12	7	8	7	7	10	15	7	9	9	14	12	125	125
Kodiak Island Borough Schools	23	172	193	184	198	202	196	195	205	186	223	199	215	227	2595	2618
Kuspuk Schools	2	22	25	27	34	22	32	22	22	19	25	22	34	33	339	341
Lake and Peninsula Borough Schools	50	27	20	19	25	25	32	25	29	35	27	31	32	44	371	421

District	Pre-Elem.	KG	1	2	3	4	5	6	7	8	9	10	11	12	Total KG-12	Total PE-12
Lower Kuskokwim Schools	26	360	323	465	361	300	311	277	333	273	393	272	169	140	3977	4003
Lower Yukon Schools	13	192	148	170	182	178	169	178	139	144	115	135	136	177	2063	2076
Mat-Su Borough Schools	186	1181	1183	1243	1259	1195	1205	1212	1248	1313	1341	1254	1536	1134	16304	16490
Mount Edgecumbe High School	0	0	0	0	0	0	0	0	0	0	102	107	113	104	426	426
Nenana City Schools	11	54	58	52	55	56	47	45	57	53	64	106	359	93	1099	1110
Nome Public Schools	5	58	50	59	58	57	45	42	61	44	64	51	52	37	678	683
North Slope Borough Schools	240	132	137	115	133	107	113	99	103	110	172	105	120	134	1580	1820
Northwest Arctic Borough Schools	149	141	142	154	150	162	151	133	138	115	202	151	109	114	1862	2011
Pelican City Schools	0	0	1	3	0	0	0	1	1	2	3	2	1	1	15	15
Petersburg City Schools	6	34	39	33	42	35	36	38	43	42	28	61	43	46	520	526
Pribilof Schools	1	4	13	11	8	9	9	14	5	12	7	5	8	8	113	114
Saint Marys Schools	1	13	9	14	12	12	16	16	18	8	20	16	14	9	177	178
Sitka Borough Schools	24	97	109	108	111	106	93	73	109	97	118	114	80	96	1311	1335
Skagway City Schools	2	5	7	11	5	8	3	6	6	9	9	11	14	4	98	100
Southeast Island Schools	4	10	9	9	12	13	14	15	18	21	16	8	14	10	169	173
Southwest Region Schools	5	51	49	47	52	43	42	62	53	46	64	44	38	35	626	631
Tanana Schools	0	5	2	3	3	6	3	0	2	2	1	2	4	5	38	38
Unalaska City Schools	1	26	41	38	27	27	32	37	33	32	43	26	29	13	404	405
Valdez City Schools	11	45	54	51	42	48	58	55	54	51	59	47	69	54	687	698
Wrangell City Schools	4	16	20	21	19	23	19	27	26	33	29	30	24	34	321	325
Yakutat City Schools	3	6	7	8	6	11	7	9	11	7	15	14	11	9	121	124
Yukon Flats Schools	2	25	29	14	27	18	26	20	19	19	16	16	25	18	272	274
Yukon-Koyukuk Schools	15	93	114	108	127	115	118	102	104	91	104	96	111	115	1398	1413
Yupiit Schools	1	46	41	64	39	15	32	31	34	29	34	39	19	23	446	447
Grand Total	1923	9745	9735	9950	9912	9757	9508	9442	9641	9673	10475	10200	10937	9787	128762	130685

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MOORE
V.
STATE

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Draft Blueprint for Constitutional Compliance:
Moore v. State

Introduction

Judge Gleason's three detailed orders have made clear that children in some of Alaska's schools are not being provided with a constitutionally adequate education. The Court has also made clear that the Alaska Constitution requires the State to provide districts and schools with the assistance and support necessary to provide each child with access to an adequate education.

In its February 2009 Order, the Court found "strong and persuasive evidence" that DEED's response to the crisis in Alaska's chronically low performing schools and districts has ignored both known causes of poor educational performance and known educational solutions to these problems. A full year later, the Court found that DEED is still failing to provide struggling schools and districts with a constitutionally adequate level of support and assistance.

The Court's latest order calls for the State to "promptly" remedy the inadequacies identified and detailed in the February 2009 and March 2010 Orders. The Court also emphasizes that, fundamentally, the constitutional obligation here is an obligation that rests with the Legislature itself. Accordingly, and given the Department's repeated failure to respond to the Court's concerns, the Legislature must take action to remedy the State's significant and ongoing constitutional violations.

Consistent with the testimony and evidence presented to the Court, the Court's findings to date, and widely-accepted research on educational reform and successful interventions for at-risk students, such a response should, at a minimum, address the following:

- Providing targeted educational resources to low performing schools and districts;
- Addressing teacher quality – including recruitment, retention and professional development – in low performing schools and districts;
- Access to high quality pre-kindergarten with parental involvement;
- Ensuring curriculum alignment – including adequate materials, research-based instructional strategies and professional development;
- Building DEED'S capacity to adequately assist and support struggling schools and districts;
- Ensuring community participation and engagement in education reform efforts; and
- Providing meaningful remediation efforts for students in intervention districts and chronically low performing schools who have been unable to pass the HSGQE.

Components for Constitutional Compliance

1) Provision of Targeted Educational Resources to Schools/Districts

Among the "array of promising, research-backed remedial measures to address the educational needs of students in these districts," the Court's February 2009 Order identified the provision of "targeted educational resources" to intervention districts. [2/09 Order, pp. 53-54]

Considerable evidence has been presented to the Court on specific, targeted resources necessary for chronically low performing schools and districts to meet the unique needs of students in those districts. These could include access to resources for specialized professional development, specialized curriculum for particular high-needs students (for example, students whose first language is not English), access to experienced and knowledgeable teaching mentors, content specialists, language development specialists, or social services. Additionally, the availability of targeted educational resources could assist intervention districts and low performing schools in ensuring that students in those districts receive the constitutionally required "meaningful exposure" to the areas covered by the State's content standards.

The State's efforts at constitutional compliance should include a mechanism to make targeted educational resources available to intervention districts and low performing schools. Because **instructional methodology**, **community engagement** and **adequate social services** have all been repeatedly identified as key to improving student achievement of at-risk students, plaintiffs recommend and support a formula-based program to provide schools and/or districts with targeted resources in these areas.

2) Addressing Teacher Quality – Including Recruitment, Professional Development, and Retention – in Struggling Schools and Districts

In order to meet its constitutional obligation, the State needs to provide sustained, high quality, relevant professional development to teachers in high needs schools and districts. Current teacher training programs do not adequately prepare teachers for the instructional challenges of teaching in remote areas of Alaska or in chronically low performing schools. Nor are today's teachers sufficiently prepared to implement intensive intervention strategies without significant additional training. If instructionally-focused interventions are to be successful in these districts, the State must provide teachers with the intensive training and ongoing professional development necessary to participate meaningfully in those interventions.

The importance of strong teachers is particularly vital in chronically struggling schools and districts, and for at-risk students. During the 2008 remedy phase hearing, education reform expert Dr. Linda Darling-Hammond described research showing that the combined effect of teacher characteristics, such as their qualifications, certifications and training, "more than offset the effects of race and socioeconomic status on students' achievement at the school level." This research shows that teacher qualifications and training "can compensate for" these other factors outside of schools' control and can "provide the instructional supports that can help schools be much more powerful in their effects on student achievement." [10/9/08 hearing testimony, p. 71]

In its February 2009 Order, the Court noted that DEED's interventions to-date had failed to "address teaching capacity due to high turnover, teacher inexperience and unique educational challenges in Alaska's chronically underperforming schools." [2/09 Order, p. 35] The Court described extensive evidence presented on the need to address these issues. [2/09 Order, pp. 35-36] Among other issues, the Court described high rates of teacher turnover in intervention districts, as well as a lack of an existing knowledge base amongst most teachers as to how to address the specific educational needs to students in these districts. [2/09 Order, pp. 35-39] The Court also explained the ongoing problem of attempting to build teacher capacity when such a large portion of a district's teaching staff turns over each year. [2/09 Order, p. 49-40]

In its March 2010 Order, the Court repeatedly notes the need for the State's interventions to include professional development to enable the teaching staff in intervention districts to effectively incorporate and implement the interventions. [*See* 3/10 Order, p. 7 (State must provide districts "with adequate professional training so that that curriculum can effectively be used in the district's classrooms.")]

As the Court described in the February 2009 Order, witnesses from multiple districts and the State testified about the need for "experienced master teachers and specialists" to provide ongoing, in depth training to teachers in struggling schools. [2/09 Order, pp. 37-40] And the Court quoted both former Commissioner Roger Sampson and current Commissioner Larry LeDoux describing the critical importance of "intensive, well-targeted professional development for teachers." [2/09 Order, pp. 37-38]

Accordingly, **the State's plan for constitutional compliance must include a plan to work with intervention districts to provide significant, in-depth professional development, including intensive hands-on support from experienced master teachers, to teachers in those districts.**

Also critical to addressing the teacher quality issues raised by the Court is the issue of recruitment and retention of high quality teachers. The Court addressed these issues in depth in its February 2009 Order, finding that DEED had "made no effort to address turnover problems in the intervention districts or to address the need for the considerable additional professional development necessitated by those turnover problems." [2/09 Order, pp. 39, 58] Despite having expressly ordered the State to address these issues, the Court in March 2010 found that "the State has failed to adequately address teacher retention and capacity." [3/10 Order, pp. 12-13]

Given the unquestioned effect of instructional quality on student success, and the significant and pervasive achievement gaps, particularly in remote areas of the State, the State needs to create "meaningful incentives" to allow rural schools to recruit and retain the highest quality teachers. [*See* 2/09 Order, p. 54] Such incentives could include a loan forgiveness program, or a grants-based program to assist individual districts in addressing specific turnover-related concerns in their district. [3/10 Order, p. 13]

The State's plan for constitutional compliance must include the direction of support and resources to issues of teacher retention. The State should collaborate with intervention districts in an individualized study of recruitment and retention needs, and should develop a plan to address those needs on an effective, individualized basis.

3) Access to High Quality Pre-Kindergarten with Parent Involvement

The Court has repeatedly criticized DEED for its refusal to consider and address "intensive early learning initiatives" as part of its interventions in chronically underperforming schools and districts. [2/09 Order, p. 33; 3/10 Order, p. 16] DEED's refusal to address these issues – and, in particular, the issue of access to high quality pre-kindergarten – is puzzling given the wealth of knowledge regarding the long term academic and socioeconomic benefits of access to high quality pre-kindergarten for at-risk students.

As explained by Professor Linda Darling-Hammond, access to quality early childhood education is critically important to academic success:

> Particularly for low-income kids or students who are coming into school non-Native English speakers, students who are coming from a different cultural context without the elements of language development that schools expect, preschool education has a large, well-documented effects on later success. [Dr. Darling-Hammond's Expert Report, pp. 9-10]

Indeed, during the 2008 remedy phase hearing in the *Moore* case, one issue on which the State's witnesses and plaintiffs' witnesses consistently agreed was the importance of early childhood education. According to John Holst, the State's very first witness, many students in remote and underperforming Alaska schools arrive to kindergarten several years behind their same-age peers in academic readiness. As a result, struggling schools are asked not only to provide these students with access to the skills and experiences covered in a kindergarten curriculum, but also to help them make years of academic progress during a single school year. Far more often than not, the result is that the students are unable to ever catch up.

In her testimony, Dr. Darling-Hammond explained that high-quality early childhood education is particularly important to meeting the needs of students in chronically struggling schools and districts:

> High quality early childhood education can expand the amount of influence that schools have on student achievement. Because by closing the achievement gap substantially before students start school, they put the students who would normally be lower achieving on a more successful school trajectory. [10/29/08 hearing testimony, p. 72]

Witness after witness in the *Moore* case has testified that if one thing could improve education for at-risk Alaskan students, it would be access to high-quality pre-kindergarten. The reason for this is simple. Across settings – rural schools, urban schools, small schools, large

schools – access to high-quality pre-kindergarten improves short-term and long-term academic success, and pays great economic returns.

Given this evidence, the Court criticized the State for failing to "address the significant language development gap known to exist in the intervention districts, despite its well-documented connection to student achievement." [2/09 Order, p. 35] The Court found that DEED's interventions in chronically underperforming schools had "accord[ed] inadequate consideration of pre-kindergarten and other intensive early learning initiatives designed to address the unique educational challenges faced by students in Alaska's chronically underperforming school districts." [2/09 Order, p. 33] Likewise, the Court's March 2010 Order directed the State to adequately address "attention to pre-kindergarten and other intensive early learning initiatives." [3/10 Order, p. 16]

In light of the importance of intensive early learning opportunities, the State should make high quality early childhood education available to all students in at least the intervention districts and chronically low performing schools, if not to a wider selection of districts with at-risk students.

While DEED recently implemented a pre-k "pilot program" in a few locations, much more is needed. Given the extent of the available research showing the significant academic benefits of pre-kindergarten, the State should not limit access to high quality pre-K to only a few schools being served by a "pilot." Likewise, the narrow choice of a "pilot," which does not even serve all of the schools currently under DEED's "intervention," is questionable given that Judge Gleason has now twice found that the State is violating its constitutional obligation to provide meaningful support, assistance and educational resources to chronically underperforming schools and districts.

As a matter of constitutional compliance, the State must consider and address the early learning needs of students in struggling school districts. As a matter of education policy, the achievement gap in Alaska will continue to persist as long as the State continues to ignore the need for high quality pre-kindergarten education with a strong parental involvement component.

4) Ensuring Curriculum Alignment – Including Adequate Materials, Research-Based Instructional Strategies, Support and Professional Development

Judge Gleason has repeatedly criticized the Department for failing to ensure that an aligned curriculum is in place in chronically low performing districts. [6/07 Order, p. 15; 2/09 Order, pp. 28-30; 3/10 Order, pp. 5-8]

After the Court's 2009 Order expressly criticized the State's failure to make "any concerted effort to insure that curriculum in each intervention district is aligned with the [GLEs] for the State's performance standards" (2/09 Order, p. 29), DEED responded by telling the Districts to each undertake the complex and time-consuming task of curriculum alignment. In her most recent order, the Court found DEED's response "not constitutionally acceptable," and

specifically instructed that DEED must insure that an aligned curriculum is available for use in each district by Fall 2010. [3/10 Order, p. 7]

Judge Gleason has made it clear that the State is constitutionally required to take whatever steps are necessary to enable chronically low performing districts and schools to offer a fully-aligned curriculum in each of the state performance standards. Further, Judge Gleason has agreed with the intervention districts that fully aligning the curriculum to the standards is a task well beyond the means of most small districts. State assistance and support to districts must include making available a standardized curriculum and related assessment materials from which districts and schools could draw.

Under the terms of the March 2010 Order, **the State must provide districts with access to an aligned curriculum for each grade level for each subject tested on the SBAs.** This curriculum should include sample lesson plans, research-based instructional strategies and formative assessments to support each subject tested on the SBAs for all grade levels. Plaintiffs further believe the State should likewise provide aligned curricula designed to provide meaningful exposure to each of the State content standards. And, as emphasized throughout Judge Gleason's March 2010 Order, **the State must provide sufficiently detailed professional development to ensure that teachers in the intervention districts are able to utilize the curriculum provided by the State.**

5) Technical Assistance and Enhancement of Educational Resources Within DEED

In order for the State's interventions to be effective and in order to bring the State into constitutional compliance, **the Legislature must take steps to enhance DEED's ability to effectively support and assist Districts.** These steps should include both the creation and funding of additional content specialist positions within the Department, and an organizational audit to determine how best to enhance DEED's ability to meaningfully support districts.

If DEED is going to provide meaningful technical assistance and support to Districts, **the Legislature must create and fund significant additional content specialist positions within DEED**. DEED currently lacks sufficient subject-matter expertise to offer in-depth technical support to districts and schools. DEED cannot meet its mandate to provide such technical support until it increases its staff to add that expertise. Significant additional content specialists in math, reading, language development, early childhood education, instructional interventions and other areas are necessary to enable DEED to provide much-needed technical support to chronically low performing schools and districts.

In addition, **the Legislature should authorize an organizational audit** to identify and address the systemic barriers to District-Department collaboration and the ways in which DEED can more effectively support the Districts and schools it oversees. The evidence presented in the *Moore* case indicates that the Department's capacity to effectively support Districts is hampered by a lack of staff within DEED to provide effective technical assistance. An organizational audit would assist to identify the specific areas in which the Department's capacity is lacking, and the remedies to those deficiencies.

6) Ensuring Community Participation and Engagement in Education Reform Efforts

The State's plan for constitutional compliance must include measures reasonably calculated to ensure community participation and engagement in education reform efforts. The February 2009 Order notes the Department's failure to consider or attempt measures "directed at improving student attendance and the school's interface with the local community." [2/09 Order, p. 54]

The State's efforts to comply with the Court's Order must include meaningful efforts to gain community buy-in and engagement in intervention districts and chronically low performing schools.

7) Providing Meaningful Remediation Efforts for Students in Intervention Districts and Chronically Low Performing Schools Who Have Been Unable to Pass the HSGQE

In 2007, the Court held that, where students have not been accorded a meaningful opportunity to achieve academic proficiency, it violated students' due process rights to condition receipt of a high school diploma on passage of the HSGQE. [6/07 Order, pp. 191-195] In its 2009 Order, the Court Ordered the State to develop "a plan of action" addressing whether adequate individualized HSGQE remediation plans were in place and being implemented for intervention district students who had not been able to pass the HSGQE. [2/09 Order, pp. 56, 58] The Court explained that such remediation plans should be individualized to focus on each student's particular areas of deficiency, and should include for each student an assigned professional to monitor the student's progress towards proficiency. [2/09 Order, p. 12]

The Court's 2010 Order finds that the State has still not demonstrated that such plans are in place or that the Department is providing adequate support to intervention districts on this issue. [3/10 Order, pp. 11, 16] The Court stated that "the Department must provide considerably more in the way of technical support and guidance to each such district." [3/10 Order, p. 12]

The State's HSGQE remediation efforts must include **working with intervention districts and other chronically underperforming schools to develop and implement individualized remediation plans** to insure that each student is being provided with a meaningful opportunity to learn the material covered by the test. The State's efforts must include **sufficient assistance, support, educational resources and professional development to insure that such plans are able to be effectively implemented.**

Implementation

Judge Gleason's February 2009 and March 2010 Orders state that time is of the essence in curing the State's ongoing constitutional violations. Additionally, it is the Legislature which is ultimately responsible for curing these violations.

Pre-Kindergarten

In its February 2009 Conclusions of Law, the Court held that the evidence presented "establishes that there is an array of promising, research-backed remedial measures to address the educational needs of students," including implementation of high-quality pre-kindergarten. [2/09 Order, p. 54] Indeed, a wealth of research establishes the link between early literacy and long-term educational achievement, and establishes that access to high-quality pre-kindergarten services is a proven way of improving long-term educational achievement for at-risk students. Accordingly, Plaintiffs have prepared draft legislation intended to provide access to high quality pre-kindergarten to students in chronically underperforming schools and districts. The draft legislation is based on the available research identifying what components are necessary to constitute "high quality" pre-k known to achieve long term benefits. The draft legislation also includes assistance to districts to address barriers to establishing a pre-k program, such as teacher housing and classroom facilities.

Immediate Assistance through Targeted Educational Resources

Plaintiffs have also prepared draft legislation intended to provide immediate assistance to districts in order to provide meaningful educational opportunities for at-risk students, including students in poverty, students who are English Language Learners, students attending schools in which the Department has intervened, and students attending schools in which a significant percentage of students score Far Below Proficient on the Standards Based Assessment.

The bill provides a mechanism to address the various causes of low academic performance in chronically underperforming schools and school districts. These causes include students' difficulties in English language development; districts' difficulties in recruiting and retaining high quality teachers; and the lack of access to in-depth professional development related to instructional methodology and intensive interventions for struggling students in these districts.

The bill also provides for loan forgiveness and other incentives for teacher recruitment to struggling remote schools. Some remote districts faced teacher turnover of more than fifty percent at the end of the last school year. Losing half the teaching staff each year makes it virtually impossible for districts to provide staff with in-depth training and professional development, and creates turmoil and uncertainty within the school setting. The bill provides research-based recruitment and retention efforts focusing on financial incentives, as well as access to high quality professional development.

Because of the Departmental capacity issues addressed in the Court's February 2009 Order, the draft bill also provides for an organizational audit of DEED, to assess and improve its ability to assist districts and chronically underperforming schools through meaningful educational content and assistance.

Other Immediate Relief Required by the Court's Order

In addition to the two pieces of legislation already in draft form, the State will need to address as to each intervention district the following specific issues identified in the March 2010 Order:

- Curriculum alignment, including research-based instructional strategies and adequate professional development;
- Meaningful access to the content standards, including individualized assessment of such access in each intervention district, and a plan for ensuring meaningful exposure;
- Individualized inquiry into teacher capacity needs; and
- HSGQE remediation, including technical support and assistance to effectively design and implement intensive individualized remediation plans.

Long-Term Analysis and Strategic Planning

In addition to the foregoing immediate remedial measures necessary to bring the State into basic constitutional compliance, the plaintiffs believe that the long term interests of the state educational system will be best served by the creation of a task force to study and recommend long-term solutions addressing, but not limited to, the following:

- Involvement of the university system to address teacher training and capacity issues;
- Design of long-term strategies for professional development statewide;
- Design of long-term strategies for teacher retention;
- Building and maintaining capacity within DEED;
- Development of professional standards boards and review of teacher certification requirements; and
- State development of research center/clearinghouse on curriculum and instructional strategies for use in Alaska's schools.

Testimony to the House Education Committee

April 9, 2010

Respectfully Submitted by Norman Eck, Ph.D.

Thank you for allowing me the opportunity to testify this morning. For the record, I am Dr. Norman Eck, Superintendent of Northwest Arctic Borough School District. I have been employed as an administrator in this District for 12 years and this is my 5th year as superintendent. Last year I was the Alaska State Superintendent of the Year.

On a personal note, I have 2 adopted children, both born in Calcutta, India. My son is 16 and my daughter is 14. Both have had their entire school experience in the Northwest Arctic Borough Schools. Both have scored highly on the State's required tests. My wife is a teacher in Kotzebue High School and she dearly loves her students.

At this time it will do us little good to review the difficult history of intervention that the Department of Education has put upon these five Districts. We have learned from the mistakes made, and we can move forward in a collaborative manner with solid solutions to the problems that we have to address. I think that this can all be done in discussions over the next couple months.

While it is true that our system of public education has it shortcomings, it will do us no good to lament about what is wrong. Doing so will weaken and divide us. What we need to do now is join in our efforts and our actions to provide strength to our classroom teachers and power to the lessons they teach to our students.

Some blame the poor test scores of past years on poverty. Some blame it on teachers, administrators, the school boards, parents, the local community, and even the ability of our children.

I do not buy any of that. The truth is blame accomplishes nothing.

When I take an honest look at my own school district I see many things that we do quite well and some things that leave substantial room for improvement. Over the years many educational programs have been implemented and perpetrated upon our students. Many educational experiments have been done in the name of educational improvement. These programs were, perhaps, well-intended but all too often poorly executed. Let us agree that there are no silver bullets.

Producing better results requires informed decision-making, appropriate training, levels of commitment, support, persistence, and accountability that, until now, have been difficult to achieve or sustain. We know that students living in poverty can achieve at high levels and be successful in school. There is ample research to document not only that it happens, but there are successful strategies we can employ. We have seen this in Northwest Arctic in the past few years where several schools that were poor performers have had increased test scores that we are very proud of.

In order to move us forward, I would like to comment on 4 issues of importance. These are issues that you, as legislators, can address and your actions in the legislature will bring the educational futures of our students to the higher level of success that is needed.

First, I would like to say that the single most important element in improving educational scores in Northwest Arctic is not anything in the school: It is to provide Public Safety to the families and, especially, the children in our villages. I commend the Governor's initiative to increase the ranks of Village Police Safety Officers. This needs to be complimented with an equal number of additional State Troopers. No one in Juneau or Anchorage would feel safe if the streets were patrolled by unarmed VPSO's. We expect to have State Troopers and City Police on duty to keep us safe. This factor cannot be overlooked in improving children's educations in rural Alaska.

Secondly, Early Childhood Education must be in place to insure the success of our students by the third grade. For we know, that if a child is not reading at grade level by the third grade, he or she has a 50% likelihood of dropping out of school. We need at minimum, a two year Kindergarten program, where 4 year olds can come to school and be counted at full FTE's. That would fund the additional teachers required for the program. Parental involvement has to be a major element included in the program, as well. Early Childhood programs must be intentional learning environments, academically based, taught by certified teachers, and they must adopt the 9 standards that are nationally recognized as components of quality early childhood programs.

Let me illustrate, our Kindergarten children come to school and take a test called the Kindergarten Developmental Profile. In the areas of Socialization and Kinesthetic abilities, our children are on par with the average students across Alaska. However, in the areas of pre-cognitive abilities and pre-reading they are, on average, 2 to 3 years behind. That is for students who are five years old. How can you expect students to not only gain a year's growth in a year's span of time, but by 3rd grade, just within 4 years, expect them to make up an additional 2 to 3 years of development?

These children do not come to school impaired but they simply have lacked the language and cognitive developmental experiences that most children across America have received. They need language and numerical cognitive experience to be built into the Early Learning and Kindergarten programs. Much research, evidence, and documentation is available to substantiate this.

Third, let me address teaching capacity. The department this past year has done a lot to improve its ability to provide support to teachers. However, it is not sufficient to the need of the teachers that this is directed at. For teachers new to rural Alaska there should be a two-week to a four-week pre-service program that would provide orientation to the cultural setting the teacher is going to, the curriculum to be taught, and the lifeways of the people the teacher is going to serve. Districts cannot afford this out of their regular operating budget.

Another needed program is for teaching certification programs to be offered by our universities in the State that provide an emphasis and specialty in teaching in rural Alaska.

A much overlooked answer in this area is the development of specific teacher training programs to be offered to rural Alaskan students where they can have a direct pathway from high school graduation to a BA degree and certification as a teacher. Magnet-type school opportunities should exist. Smaller regional boarding facilities in rural hub cities can provide the specialization for our students who have high level of abilities but cannot go to Mt. Edgecombe. We have 70 high schools in rural Alaska with 10 or fewer high school students. Strategically placed smaller Mt. Edgecombe-type boarding facilities is an idea whose time has come.

Fourth, targeted assistance programs for rural schools need to be in place. A model for this is one that the Anchorage School District has provided. Examine the history of Mountain View Elementary School. Eight years ago it was considered a school that was failing its students. With specific targeted assistance programs and personnel, it was restructured into being a beacon of success for its community and the children who go there. This school has consistently, over the past 5 years, had high levels of academic achievement by its students. It has made Adequate Yearly Progress as measured by NCLB.

The targeted assistance at Mountain View included additional staffing comprised of a school psychologist, community liaison, English as a Second Language Specialist, a reading specialist, and a speech pathologist, all for this 300 to 400 student school.

In summation, we can do much to bring our students in rural Alaska to high academic achievement. This effort will require our determination and commitment but the pathway is clear. Research has shown that to adopt and fund, and properly implement the four issues I have discussed here this morning will bring success to our students. Thank you.

PERFORMANCE INCENTIVE PROGRAM

THREE YEAR SUMMARY (2007 – 2009)

PROGRAM INCEPTION AND RESULTS

In January 2006, former Governor Frank Murkowski submitted to the legislature a bill to authorize incentive payments to certified and non-certified personnel in schools where individual student achievement showed significant growth from the prior school year. This differed from other accountability programs including No Child Left Behind which created comparisons of dissimilar groups of students (e.g., comparing the current year's 6th grade class to the previous year's 6th grade class).

The legislation was designed to create an environment in Alaska's schools where all staff would have a vested interest in the performance of each student and the school as a whole, and to tie the incentive awards to annual individual student growth so all schools – regardless of past performance – would have an opportunity to achieve the goal. The bill proposed the creation of a three-year pilot program called the Alaska School Performance Incentive Program (PIP) to be administered by the Alaska Department of Education & Early Development (EED).

House Bill 13 was passed during the 2006 legislative session and signed into law as AS 14.03.126 with initial funding of $5.8 million for the 2006-2007 school year. A methodology was created which analyzed individual student assessment results to the same student's previous year performance and assigned a point value to each of three subject areas (reading, writing, and math) based on what degree the student's scores had increased or decreased compared to the prior year. Student scores were aggregated and averaged to create a school-wide "index score." The index score provided a relative measure of academic growth across the student body.

In August 2007, EED issued the first incentive payments under PIP, distributing $1,888,187 across 42 schools and 15 school districts. After year one, changes were made to the values table and student score calculations in response to criticism that demographic factors were favoring schools with a smaller percentage of low income and minority students. After these changes were implemented, the average school PIP index value increased in 2008 and 2009; however, fewer schools attained an index score of 107, the minimum cut for PIP awards (Figure 1). In 2008, incentive payments totaling $1,061,944 were distributed to staff across 32 schools and 14 school districts. In 2009, incentive payments totaling $305,875 were distributed to staff across 11 schools and 9 school districts.

Figure 1. - Index Scores vs. Incentive Awards

Year	Average Index Score	Number of Schools Awarded	Amount Awarded
2007	91.7	42	$1,888,187
2008	94.6	32	$1,061,944
2009	92.9	11	$305,875

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ALASKA DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT

JANUARY 2010

AWARD RECIPIENT FEEDBACK

In 2007 and 2009, all PIP award recipients were mailed a survey requesting feedback on PIP. A similar ratio of award recipients responded to the 2007 survey (49%) as to the 2009 survey (47%).

A far higher percentage of 2009 survey respondents (78%) were aware of PIP prior to receiving the incentive payment than 2007 survey respondents (53%). Most respondents (85% in 2009, 79% in 2007) stated the award appropriately rewarded the school in which he or she worked. The amount of the award was also viewed by most respondents (88% in 2009, 75% in 2007) as appropriate in size.

Two-thirds (69%) of 2009 respondents felt PIP had an effect on test scores and encouraged staff collaboration. Only half (52%) of 2007 respondents believed PIP had this effect.

Three-quarters of 2009 respondents had a positive perception of PIP (78%) and supported its continuance (74%). 2007 respondents were not as supportive, as only 62% of respondents had a positive perception of PIP and supported its continuance.

DRAFT

Forty-four percent of all 2007 respondents and 58% of 2009 respondents stated a reason for having a positive perception of PIP. The most cited benefits included monetary rewards (15% of all respondents in 2007 and 2009), positive recognition and reinforcement (11% in 2007, 19% in 2009), and staff motivation (6% in 2007, 7% in 2009). Interestingly, 12% of respondents in the 2009 survey cited improved collaboration, compared to 1% of 2007 respondents.

Thirty-one percent of all 2007 respondents and 19% of 2009 respondents provided a reason for having a negative perception of PIP. The primary criticisms included the program's inability to address demographic and other non-academic factors (9% in 2007, 8% in 2009), the belief that incentive pay was unnecessary or insulting (8% in 2007, 6% in 2009), and that PIP created a divisive atmosphere (4% in 2007, 2% in 2009). In the 2007 survey, 4% of respondents indicated staff at non-recipient schools also deserved awards; however, this criticism was not cited by any respondents in 2009.

Notably, survey respondents in 2009 indicated more support for PIP and were more likely to list non-monetary benefits of the program when stating the reasons for their support. While EED made significant efforts to correct perceived demographic imbalances following the results of the 2007 survey, 2009 respondents were almost as likely to state that the annual list of PIP award winners was strongly influenced by non-academic factors.

ANALYSIS

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DIVISION OF TEACHING & LEARNING SUPPORT (TLS)
ALASKA DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT

JANUARY 2010

The Performance Incentive Program (PIP), signed into law in 2006 and executed as a three-year pilot program from 2007 to 2009, was created to provide a means to reward teachers and support staff for growth in student achievement. During its three-year existence, PIP awarded $3,271,300 in direct payments to teachers, school staff, and district support staff.

By the end of the pilot, PIP was credited by nearly two of five award recipients as recognizing and reinforcing a positive learning environment, helping foster collaborations, and motivating staff to perform at a higher level. Although PIP has not been renewed, this feedback indicates a need for EED to continue finding ways to recognize schools, teachers, and support staff for exceptional performance.

A broader knowledge of the program and its goals may have garnered support for program goals, motivated a greater number of teachers and staff to create unique means to improve student performance, generated collaborative and cooperative environments at additional schools, and provided a greater sense of recognition and professional pride for those who received awards.

EED gained valuable information about individual schools by piloting this program. PIP's methodology for comparing students' performance from one year to the next has provided more useful information than previous accountability systems. PIP has provided clear information about the academic growth of students on an individual and school-wide basis by comparing student performance from one year to the next, creating a more accurate picture of a school's effectiveness than comparing one year's student body with the previous year's student body. This information will continue to help EED evaluate whether schools are chronically underperforming and need assistance in improving student achievement.

DRAFT

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Moore v. State, Core Rulings
June 2007 Order

Held that the Education Clause of the Alaska Constitution requires the State to:
(1) **Adopt standards** to define what children should be expected to learn;
(2) **Establish methods** to **assess** children's progress in learning;
(3) **Provide adequate funding** to enable schools to meet the performance standards; and
(4) **Maintain adequate accountability and oversight** to ensure that local schools comply with the standards set by the State and the Constitution. [p. 174]

Defined a **constitutionally adequate education** as including
(1) "A meaningful opportunity to become proficient" in the areas covered by the SBAs, and
(2) "Meaningful access" to areas covered by the State's content standards. [p. 176]

Held that, "the Plaintiffs have failed to demonstrate that the State is constitutionally obligated to appropriate more money to local school districts at this time." [p. 183]
However, this "conclusion does not imply that spending more money at this time would not have an effect on specific educational outcomes, or for specific schools, classrooms, or students. There may be, in particular, a benefit in **specifically-targeted spending** for incentives for education that **could be beneficial.**" [p. 183]
Also, "**it may be that the Legislature will need to accord to EED additional funding to insure that school districts are meeting the State's duty to provide a constitutionally adequate education to Alaska's school children.**" [fn. 42]

Held that the State was failing to provide sufficient support and assistance to chronically underperforming schools and school districts. [p. 184-190]
"There are schools in which children are not being accorded an adequate opportunity to learn the very basic fundamentals as tested by the State." [p. 142]

The State must, at a minimum "... provide considerably more assistance and direction to those schools that are identified as failing to meet the State's constitutional obligation, in a concerted effort to remedy the situation." [p. 189]
"The State must insure that each school District has a demonstrated plan to provide children a meaningful opportunity to achieve proficiency in the State's performance standards, and meaningful exposure on the remaining content standards," and "that the District's plan is fully implemented and actually in use in the District classrooms." [p. 189]

"Given the state's constitutional shortcomings in addressing the educational needs of children at all schools in the state ... it is fundamentally unfair to those children to condition the receipt of a high school diploma on the [HSGQE] at this time." [p. 193]

The Court stayed its Order for one year to allow the State the first opportunity to remedy these constitutional deficiencies. [p. 191]

February 2009 Order

Overview: "The Department was ordered to take concerted remedial action because it had violated its constitutional oversight duty by failing to meaningfully intervene before the problems became chronic." [p. 53] The June 2007 Order "required the State to provide 'considerably more' 'oversight,' 'assistance' and direction' in 'a concerted effort to remedy the situation." [p. 50 (quoting 6/07 Order, p. 189)] DEED's "**incremental, minimalist initial approach ... is constitutionally inadequate.**" [p. 52]

Court found: "**strong and persuasive evidence**" that DEED's interventions "have fallen far short of complying" with the State's oversight requirement (1) because they were "**not effectively implemented** and have not adequately met the needs they were meant to serve" and (2) "because the interventions **target an unjustifiably narrow set of problems**, while ignoring many other educational problems that these local districts have not adequately addressed on their own." [pp. 50-51]

As to the **design and implementation** of the interventions – the Court found that DEED had:

- "Underestimated the complexity" of the intervention components [pp. 14-28];
- Failed to provide sufficient training, technical support, follow-up and on-site assistance to make these components work [p. 14-28];
- Failed to tailor interventions to specific districts' individual strengths and weaknesses [pp. 31-33]; and
- Failed to include "any attention to those content areas not covered by the State's standardized testing." [pp. 30-31]

As to the actual content of the interventions, DEED's interventions were inadequate because of their failure to address multiple known causes of underachievement, including:

- Failing to ensure **curriculum alignment.** [pp. 28-30]
  - "All public schools in this state should be teaching a curriculum that includes (yet certainly should not be limited to) materials aligned with the State's performance standards." [p. 52]
  - "The State's interventions to date have not included any concerted effort to insure that the curriculum in each intervention district is aligned with the [GLEs] for the State's performance standards." [p. 29]

- Failing to adequately consider "**intensive early learning initiatives designed to address the unique education challenges faced by students in Alaska's chronically underperforming schools.**" [pp. 33-35]
  - "The State's interventions do not address the significant language development gap known to exist in the intervention districts, despite its well-documented connection to student achievement." [p. 35]
  - Multiple witnesses "testified about the link between early literacy and later academic achievement." [p. 34]
  - The State's own expert views preschool as "a highly cost effective way to increase student achievement." [p. 34]

- Failing to address teacher inexperience, teacher turnover and "the need for the considerable additional professional development necessitated by those turnover problems" as well as by "the unique educational challenges in Alaska's chronically underperforming schools." [pp. 35-40]
    - "The State's intervention plans assume that the existing staff in chronically underperforming districts already possess adequate instructional experience and knowledge to determine appropriate instruction strategies for all students. But [DEED's own] instructional audits of these districts demonstrate that is clearly not the case." [p. 37]

Court: DEED's interventions ignored **"promising, research-backed remedial measures"** known to address root causes of chronic educational underachievement:

> *"Such measures could include efforts: to build in-house expertise, to increase the level of available teaching capacity, to create meaningful incentives to promote the recruitment and retention of high quality teachers, to provide content specialists, on-site coaches and mentors, targeted educational resources, and more extensive professional development focused on the particularized needs of the intervention districts. They could also include pre-k, curriculum development and alignment, and resources directed at improving student attendance and the school's interface with the local community." [p. 54]*

"Conditions within a community do not diminish the State's constitutional duty to maintain a system of public schools open to all children of the State."

Additionally: "**Many of the problems encountered** by the Department in attempting to design and implement effective and adequate interventions **appear to stem from limitations in the Department's own capacity to implement successful reforms.**" [p. 44]

ORDER: The State was given 60 days to "review, reconsider, and – after consulting with the districts and giving due consideration to their views" – file new district intervention plans addressing and incorporating as appropriate remedial measures related to the interventions'

- Failure to address curriculum alignment [pp. 28-30, 58];
- Failure to address lack of meaningful exposure to content areas not tested on SBAs [pp. 30-31, 58];
- Failure to address the specific strengths and weaknesses of each intervention district [pp. 31-33, 58];
- Failure to address pre-k and other early learning initiatives [pp. 33-35, 58];
- Failure to "address teaching capacity issues caused by high turnover, teacher inexperience and intervention districts' unique education challenges" [pp. 35-40, 58]; and
- Failure to assess DEED's own capacity to assist districts [pp. 44-46, 58].

March 2010 Order

> *"The State has failed to demonstrate that it has complied in full with its constitutional obligation to 'maintain a system of public schools open to all children of the State.' ... Dismissal of this action at this time is not warranted." [pp. 14-15]*

"The lack of an aligned curriculum persists in the intervention districts." [pp. 5-8]

- "The plaintiffs have persuasively argued that if each small school district is expected to select its own curriculum and align that curriculum to the state standards, then **there needs to be considerably greater technical support provided to each district** to enable that district to promptly complete this task." [p. 7]

- "Further[,] unless and until a chronically underperforming district can fully complete those tasks, during the interim **the State must immediately provide that district with access to a fully aligned curriculum** together with **adequate professional training** so that that curriculum can effectively be used in the district's classrooms." [p. 7]

"The State's effort to insure meaningful exposure to the other content standards in the intervention districts has been inadequate." [pp. 8-10]

- DEED has failed to sufficiently address the June 2007 holding that an adequate education must include "meaningful exposure" to the areas of the State's content standards.
- The Court's February 2009 order "**cannot reasonably be interpreted to mean**" that all DEED needed to do was provide an operational definition of "meaningful exposure" and a list of resources. [p. 10]
- "Rather, this Court intended by that order that the State **direct its best efforts** to insure that students in chronically underperforming school districts are actually being accorded meaningful exposure to the State's other instructional content areas." [p. 10]

"The State's submissions regarding the HSGQE Remediation Plans are inadequate." [pp. 11-12]

- "The Department has failed to demonstrate that individual plans are being developed for each student and that those plans are being effectively implemented." [p. 12]
- "The record is silent as to the support and oversight, if any, that the Department is according" to districts to insure that plans are in place and "are being effectively implemented." [p. 11]
- "The record is silent" as to whether the Department is providing "appropriate technical assistance." [p. 11]
- "Given that these districts are in intervention status due to chronic underperformance, **the Department must provide considerably more in the way of technical assistance and guidance to each such district**...." [p. 12]

"The State has failed to adequately address teacher retention and capacity." [pp. 12-13]

- "Clearly, the constitutional requirement to 'maintain a system of public schools' requires that there be a capable teaching staff in those schools." [p. 12]

- The State should "provide the resources" to interview all intervention district teachers at the end of the year as to why they are staying or leaving, "and also asked each teacher to identify any specific or additional resources or support that he or she seeks." [pp. 12-13]

"The Draft [District Improvement Plans] that were submitted do not comply with this Court's February 2009 Order." [pp. 13-14]

- "Given that the State has elected to delegate the drafting of the [improvement plans] to each intervention district, it would appear that the intervention districts could each benefit from considerably more technical assistance from the State in completing those plans." [p. 14]

"The State has not demonstrated that children in the chronically underperforming districts in this state are being accorded a meaningful opportunity to learn the material that is being tested on the State's assessments for reading, writing, math and science. Nor has the State demonstrated that children in those districts are being accorded meaningful exposure to the State's other content standards. ... In the event that these continuing constitutional violations cannot be promptly remedied after this Order, then the Plaintiffs may renew their request for a special master." [p. 15]

*"[T]he Alaska Constitution ... **places the responsibility** 'to maintain a system of public schools open to all children of the State' **squarely upon the Legislature** – not upon the Department of Education and Early Development and not upon local school districts."*

ORDER: Within **60 days** the State must prepare, file and serve:

1. A "**detailed plan**" as to how an aligned curriculum in each of the SBA-tested areas shall be taught in each of the intervention districts beginning in fall 2010, including "a provision for **adequate professional development** to each of the teaching staff with respect to that curriculum."

2. A **comprehensive review** of the meaningful exposure to each of the other content areas that is currently in place in each of the districts, identifying any deficiencies and providing "**a detailed plan for each district** as to how to address those deficiencies."

3. "Detailed **individual remediation plans** for each junior and senior high school student in each of the intervention districts who has not yet achieved proficiency on one or more sections of the HSGQE."

4. **District improvement plans** for each intervention district that adequately address the following problem areas identified in the February 2009 order:

"Curriculum alignment, content areas not covered by the State's standardized testing, ascertainment of the specific strengths and weaknesses of each chronically underperforming district, attention to pre-Kindergarten and other intensive learning initiatives, and attention to teaching capacity deficiencies."

5. An update on the status of any specific efforts in the Yupiit School District.

Neil Slotnick
Attorney General's Office

Excerpts from the Moore Decision, June 2007

1. "Alaska's Constitution makes the Legislature – not the local school districts – ultimately responsible for maintaining Alaska's schools."[1]

2. "Here, the evidence has persuasively demonstrated that more funding is not the answer."[2]

3. "There are at least some schools in the Plaintiff school districts in which the available resources have not been adequately or effectively directed to the classroom."[3]

4. "If a school, despite adequate funding, is failing to accord a child with a constitutionally adequate education – such as failing to give that child a meaningful opportunity to acquire proficiency in the State's own performance standards – then the concept of local control must give way because that school is not being maintained as required by the Education Clause."[4]

5. "[T]he State has failed to take meaningful action to maximize the likelihood that children at these troubled schools are accorded an adequate opportunity to acquire proficiency in the State's standards when a school has demonstrated an unwillingness or inability to correct this situation on its own."[5]

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1 *Moore* Decision, June 2007 at 185.
2 *Id.* at 188.
3 *Id.* at 142.
4 *Id.* at 185-86.
5 *Id.* at 142.

Prepared by
the office of Senator Thomas.

Moore vs. State

Brief Synopsis

Three Rulings

- June 2007
- February 2009
- March 2010

June 2007

The plaintiffs' claims of inadequate funding were dismissed, but the State was found to be delinquent in the constitutional duty of maintaining a system of education for all children in the State. The court ruled that the due process of the students in underperforming districts in the State was denied in respect to the High School Graduation Qualifying Exams (HSGQE).

February 2009

Conclusions

1) In 2007 the department was ordered to take measures to bring the schools into compliance. The State argued those measures had been taken. The plaintiffs argued that the efforts failed to comply with the requirements of the 2007 order.

2) The question the court chooses to ask the question, "Is the State fulfilling its constitution responsibility to 'maintain a system of public schools'?"

3) The first "prong": The court required the State to set "clear standards" for the local districts, so they can know what would have to happen for them to maintain local control.
    a) The Department has set standards
    b) But the Department has not provided "clear guidance" as to how those standards will insure that students receive an adequate education.
    c) The State has not met the responsibility to "maintain a system of public schools" with respect to this.

4) The second "prong" was oversight of chronically underperforming districts. The court ruled that the State has fallen "considerably short" of complying with the oversight requirement in two areas.

a. Remedial measures were not effectively implemented, nor did they meet the needs they were intended to serve.
b. The interventions targeted "an unjustifiably narrow range of problems" while ignoring other problems the local districts have not addressed.

5) The State provided tools, however those tools were not supported vigorously, nor were the districts able to utilize the tools effectively.

6) The State did not tailor the tools to the specific needs of the districts, nor did they adjust the use of the tools when specific conditions seemed to warrant changes.

7) The State set up intervention components which could take up to seven years to reach fruition, which the court held to be insufficient.

8) The state is not actively pursuing an aligned curriculum, which standardizes required learning for the state.
   a. The State has chosen to focus the intervention on "changing the delivery of instruction" and then dealing with curriculum issues.
   b. The court held that all schools should teach a curriculum aligned with the State's standards. "...[A]n incremental, minimalist initial approach that is only now beginning to address the curriculum is constitutionally inadequate."

9) The court acknowledged that geographic, cultural, environment and cultural influences were a factor in the interventions, however the court also held that:
   a. "a array of promising, researched back remedial measures" were not successfully implemented, including a pre-K program, and
   b. "Conditions within a community do not diminish the State's constitutional duty to 'maintain a system of public schools open to all children in the state.'"

10) It was noted that especially the department has "categorically declined" to consider a Pre-K program as an intervention.

11) As to the High School Graduate Qualifying Exam, the court ruled that:
   a. Due process is denied if children in underperforming areas are not given diplomas because they have not passed the exam; and
   b. The interventions designed to help children in the underperforming areas have not been implemented.

Essentially the court found that, "the Department, through delegation from the Legislature, is not currently meeting the State's constitutional responsibility to 'maintain a system of public schools open to all children of the State.'"

The court concluded that the Department has acted in good faith, and the deficiencies may stem from "uncertainty about the extent of the requirements." The dedication of the Department to presenting meaningful change was also noted, and the Department was accorded additional opportunities to comply.

The Department was ordered to:

1) Prepare and file with the court a draft of standards that address the State's responsibility to insure that chronically performing school districts have "meaningful exposure to the State's content standards."
2) Review and reconsider district intervention plans that address the particularities of the various districts.
3) File with the court a plan of action that addresses the concerns identified with respect to the adequacy of the remediation plans in the intervention districts for the HSGQE.

The State was given sixty days to comply with the above three items.

March 2010

1) Five districts were identified as underperforming: Yupiit, Lower Yukon, Yukon Flats, Yukon Koyukuk, and Northwest Arctic Borough School District. The court noted that the interventions were all performed in the proper districts.
2) The State asserted that significant progress had taken place, and it had fully complied with the 2009 order. The plaintiffs urged the court to find the state in "continued noncompliance" and requested a Special Master to bring the State into compliance.
3) The court ruled that:
    a. The State has not demonstrated it is in full compliance; and
    b. A Special Master was not appointed in the hopes that the inadequacies can be addressed by the State.
4) The court noted the continued lack of an aligned curriculum
    a. The State has adopted Standards-Based Assessments, which are noted to be constitutionally sound.
    b. In 2007 the court found that the State's instructional standards were not in alignment with the curriculums in the underperforming areas.
    c. The court noted that currently the students in the underperforming areas are not being given instructional material that is fully aligned with the Standards-Based Assessments.

d. The State has elected to place the responsibility for curriculum selection on the underperforming districts. The State indicated, according to the court, that the alignment is far from complete, and has not specified a deadline for completion.
e. The court ruled that the State's "continued delay" in achieving curriculum alignment is "not constitutionally acceptable."
f. The State is ordered to provide the districts with "access to a fully aligned curriculum together with adequate professional training." The lack of teachers trained to teach curriculum that meets State standards is a failure to meet the constitutional obligation to maintain schools.

5) The court was also concerned with content in areas apart from the Standards-Based Assessment areas, such as geography, government and citizenship, history, healthy life skills, technology or world languages.
   a. In 2007 the court ruled that the districts must address these areas for the schools to be "constitutionally adequate."
   b. The court ruled that the recent submissions of the State do not demonstrate a workable plan for the districts to meet this standard of performance.
6) The 2009 decision required the State to file a plan to deal with the remediation issues surrounding students who fail the High School Graduation Qualifying Exam.
   a. The court ruled that the plan submitted for the Northwest Arctic Borough School District was adequate, but did not provide plans for support and oversight, to assure the plan is being carried out.
   b. In the other four districts the court ruled that an appropriate remediation plan was not in place.
   c. The Department is ordered to provide "considerably more in the way of technical support and guidance" to the districts.
7) Teacher turnover was identified as a major issue by the court.
   a. The court found the State has not adequately met this concern
   b. The court suggests that the State provide resources to conduct exit interviews of teachers to determine why they are leaving.
   c. The districts should be involved in designing the exit interviews.
   d. The court found that the State has been active in addressing teacher capacity.
8) District Improvement Plans submitted by the districts were inadequate, and that the districts might benefit from technical assistance by the State.

Conclusions

According the court, the State has failed to demonstrate that it is in compliance with the constitutional obligation to provide and maintain an education for all children of the State.

"In evaluating the State's response at this time, this court returns once again to the language of the Alaska Constitution which places the responsibility 'to maintain a system

of public schools open to all children of the state' squarely upon the Legislature—not upon the Department of Education and Early Development and not upon local school districts."

The court ordered that five areas be addressed:

1) A detailed plan to have a curriculum aligned with the Standards-Based Assessments subject areas—math, writing, reading and science, to be taught beginning Fall, 2010.
2) A review of "meaningful exposure" to other content areas that fall outside of the SBAs, but which are important to the education of the child, and a detailed plan as to how to address the deficiencies.
3) Detailed remediation plans for junior and senior high students who have not achieved proficiency as measured by the HSGQE.
4) District Improvement Plans for each of the intervention districts which address the problems identified in the 2009 decision, that address curriculum alignment, content areas not covered by the State's standardized testing, ascertainment of specific strengths and weaknesses of the underperforming districts, attention to Pre-Kindergarten or other intensive early learning initiatives, and attention to teaching capacity deficiencies.
5) The current status of the Yupiit District.

Louie Flora

From: Murray Richmond
Sent: Monday, April 05, 2010 5:06 PM
To: Senate Education
Cc: Louie Flora
Subject: Moore hearings
Attachments: Moore vs State 2010.pdf; Moore vs State 2009.pdf; Moore vs State 2007.pdf

Attached you will find the recent documents from the Moore case, which is the subject of Wednesday's joint meeting. The most recent and relevant document is the document labeled *Moore vs. State 2010*, which is also the shortest. *Moore vs State 2009*, weighing in 58 pages is the second most recent. The first ruling by the judge is *Moore vs State 2007*, which is by far the longest. Because of the length of these documents we are sending them by email.

The intent of Wednesday's hearing is to ask how the legislation should respond to the third ruling. In that ruling the judge states, "...this court returns once again to the language of the Alaska Constitution which places the responsibility 'to maintain a system of public schools open to all children of the state' squarely upon the Legislature—not upon the Department of Education and Early Development and not upon local school districts."

The intent of this hearing is NOT to reargue the case. We have invited the State's attorney, Neil Slotnick to be with us, as well as Howard Trickey, the attorney for the plaintiffs. The question before them is "What does this ruling require from the Legislature?"

A memo detailing the rulings is forthcoming.

Murray Richmond
Legislative Aide
Senator Joe Thomas
465-6443

IN THE SUPERIOR COURT FOR THE STATE OF ALASKA

THIRD JUDICIAL DISTRICT AT ANCHORAGE

KRISTINE MOORE, et al.,

Plaintiffs,

vs.

STATE OF ALASKA,

Defendant.

Case No. 3AN-04-9756 CI

JDO

MAR 3 1 2010

ORDER ON REVIEW OF 2009 SUBMISSIONS

The Education Clause of the Alaska Constitution provides that "the legislature shall by general law establish and maintain a system of public schools open to all children of the State."[1] On June 21, 2007 – nearly three years ago – this Court issued a Decision and Order that concluded that while the State may delegate its responsibility to maintain public schools to local school districts, as it had done, it had failed to exercise adequate supervision and oversight of chronically underperforming schools within the state. Specifically, this Court held in June 2007 that the State "has failed to identify those schools within the state that are not according to children a meaningful opportunity to acquire proficiency in the subject areas tested by the State and meaningful exposure to the other content areas in the State's education standards. And as to those schools that are deficient in that regard, the State has failed to provide

[1] Alaska Constitution, Article VII, Section 1.

adequate supervision and oversight in a concerted effort to remedy that situation."[2] This Court also held in June 2007 that the due process rights of children in underperforming school districts is violated when the State conditions the receipt of a high school diploma on the successful passage of the High School Graduation Qualifying Exam, when the students in such districts "have not been accorded a meaningful opportunity to learn the material on the exam – an opportunity that the State is constitutionally obligated to provide to them."[3]

Thereafter, evidentiary hearings were held before this Court in 2008 to assess the adequacy of the State's efforts to remedy the deficiencies this Court had identified in the June 2007 Order. On February 4, 2009, this Court issued its Findings of Fact, Conclusion of Law and Order. This Court concluded then as follows:

> Based upon all the evidence presented, this Court finds that the Department [of Education and Early Development], through delegation from the Legislature, is not currently meeting the State's constitutional responsibility to "maintain a system of public schools open to all children of the State." The schools in the chronically underperforming school districts are not constitutionally adequate; the Education Clause requires considerably more from the State in the way of oversight and assistance to those districts.[4]

The February 2009 Order directed the State to file with the Court each of the following: (1) a draft of standards that address the State's constitutional responsibility to insure that chronically underperforming school districts are providing students in those districts with meaningful exposure to the State's content standards; (2) a plan of action that demonstrated adequate remediation plans for students in the intervention districts

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[2] Decision and Order of June 21, 2007 at 194.

[3] *Id.* at 195.

[4] February 4, 2009 Findings at 56-57.

for the High School Graduation Qualifying Exam; and (3) revised district intervention plans that address and incorporate as appropriate remedial measures that relate to each of the problem areas that the Court had identified in the Findings. The areas that the Decision identified as problematic included the lack of curriculum alignment, a lack of attention to content areas not covered by the State's standardized testing, a lack of attention to each of the specific strengths and weaknesses of each chronically underperforming district, a lack of consideration of pre-Kindergarten and other intensive early learning initiatives, a lack of attention to addressing teaching capacity deficiencies, and the Department's own capacity deficiencies to assist the chronically underperforming school districts.

Both parties have since filed considerable documentation with the Court. In 2009, the State was intervening in five school districts that the State had identified as chronically underperforming: Yupiit, Lower Yukon, Yukon Flats, Yukon-Koyukuk, and Northwest Arctic Borough School District. The parties' 2009 submissions to this Court, consistent with this Court's prior orders, were focused on the State's efforts in those five school districts. The Plaintiffs are not asserting that the State should be intervening in fewer or other school districts, or that the State's method for identifying those districts and schools in which it will intervene is constitutionally infirm.

The State asserts that "[s]ince 2005, the school improvement process in Alaska has been moving forward by leaps and bounds."[5] It maintains that it has demonstrated that it has fully complied with this Court's February 2009 Order, and now has in place a

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[5] State's Memo. in Support of Filings Required by the February 4, 2009 Decision at 1.

system of accountability and oversight that meets its constitutional obligations. Accordingly, it asks this Court "to find the State in compliance with Section 1 of Article VII of the Alaska Constitution, and dismiss this case."[6] The Plaintiffs disagree. They "urge the Court to find the State in continued noncompliance" with the Education Clause. And the Plaintiffs urge this Court "to appoint a Special Master to determine the specific, targeted educational resources necessary to bring the State into compliance with its constitutional obligations."[7] In response, the State asserts that continuing this litigation is unnecessary because "the State has more than met this Court's specifications for state oversight of education."[8] And it asserts that "if further proceedings are necessary, they should be in front of this Court," and not before a special master.[9]

Discussion

This Court has carefully reviewed all of the parties' submissions from 2009. Based upon that review, this Court finds that the State has not demonstrated to this Court that the State is in full compliance with its constitutional obligations under the Education Clause. This Court finds that the State has not demonstrated that children in chronically underperforming school districts in this state are being accorded a

[6] *Id.* at 40.

[7] Plaintiffs' Response to State's Memorandum in Support of Filings Required by the February 4, 2009 Decision at 39.

[8] *Id.* at 53.

[9] *Id.* at 49.

"meaningful opportunity to acquire proficiency in the subject areas tested by the State and meaningful exposure to other content areas in the State's education standards."[10]

The lack of an aligned curriculum persists in the intervention districts.

The State has been administering statewide assessments of student achievement for over 20 years. Five years ago – in 2005 – the State began administering Standards-Based Assessments (SBAs) in grades three through ten. The SBAs are a comprehensive testing system to assess student proficiency in reading, writing and math, and most recently, in science. The SBAs are fully aligned with the State's instructional content standards in each of those subject areas. The parties in this case have agreed that the State has adopted constitutionally sound instructional content standards and testing criteria.[11]

This Court's June 2007 Decision held that the State must accord to each child a meaningful opportunity to achieve proficiency in the subject areas tested by the State, and that it had failed to do so in certain chronically underperforming school districts. One critical component that this Court found was lacking at that time was an alignment between the curriculum being taught to the students in certain districts and the State's instructional content standards. This Court first made clear the State's constitutional obligation in this regard nearly three years ago:

> If generations of children within a school district are failing to achieve proficiency, if a school or a district has not adopted an appropriate curriculum to teach language arts and math that is aligned to the State's performance standards, if basic learning is not taking place for a

[10] Decision and Order of June 21, 2007 at 194.

[11] *Id.* at 27.

> substantial majority of school's children, then the Constitution places the obligation upon the Legislature to insure that the State is directing its best efforts to remedy the situation.[12]

To date, the State has not demonstrated that the students in the chronically underperforming school districts in which the State has intervened are being given instruction on the material that is being tested on the State's SBAs. Indeed, in its 2009 filings with this Court, the State acknowledges "at this time, we cannot say that each intervention district has a curriculum fully aligned with the content standards."[13]

The State has elected to place the responsibility for curriculum selection and alignment on each of the underperforming school districts in which it has intervened. The State has concluded that "having each district be responsible for its own alignment is a good thing for education and this is the direction that the Department has chosen to go."[14] The State asserts that having each district develop its own aligned curriculum "is at the heart of the creative, 'brainstorming' process that excites and energizes a teacher" and that if the State were to provide an aligned curriculum to a district it would lead "to a sterile, bureaucratized education program that would increase teacher dissatisfaction and accelerate turnover."[15]

The State's delegation of curriculum alignment to chronically underperforming school districts is not constitutionally precluded, so long as the State is making its best efforts to insure that each such district is receiving the support and oversight it needs to

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[12] June 2007 Decision and Order at 188.

[13] State's Memorandum in Support of Filings Required by the February 4, 2009 Decision at 13.

[14] State's Reply in Support of Filings Required by the February 4, 2009 Decision at 41.

[15] *Id.* at 43. *But cf.* June 2007 Decision and Order at 118.

promptly complete this task. But the SBAs have now been administered since 2005, and yet the State has indicated that the curriculum alignment process in the intervention districts is far from complete and that it intends to allow the intervention districts an unspecified amount of additional time "to complete the alignment task in increments and on an expanded timeline."[16]

The State's continued delay in achieving curriculum alignment in the chronically underperforming school districts is not constitutionally acceptable. The Plaintiffs have persuasively argued that if each small school district is expected to select its own curriculum and align that curriculum to the State's standards, then there needs to be considerably greater technical support provided to each district to enable that district to promptly complete this task. Further, this Court finds that unless and until a chronically underperforming school district can fully complete those tasks, during the interim the State must immediately provide that district with access to a fully aligned curriculum together with adequate professional training so that that curriculum can effectively be used in the district's classrooms.[17] The materials submitted to this Court in 2009 demonstrate that the intervention districts have been requesting considerably more help from the State in order to fully align their curriculum, but for whatever reason, that additional assistance has not been provided to them. For example, the Lower Yukon School District's draft District Improvement Plan (DIP) for 2009-2010 repeatedly states in bold, "LYSD requests that EED make available to districts a clearinghouse of

[16] *Id.* at 41, n.121.

[17] *See* June 2007 Decision and Order at 16, ¶22.

resources and instructional practices that are not only research-based but aligned to Grade Level Expectations, as well."[18]

In light of the foregoing, this Court finds that the State is failing to meet its constitutional obligation to maintain schools in the chronically underperforming school districts because the State has failed to date to insure that those districts have teachers that are trained to teach a curriculum that is aligned to the State's standards in math, reading, writing and science. As this Court stated in June 2007, the State "must insure that its educational standards are being implemented at the local level so that all children within this state receive their constitutional entitlement to the opportunity for an adequate education."[19] To date, nearly three years later, this has not yet been achieved.

The State's efforts to insure meaningful exposure to the other content standards in the intervention districts has been inadequate.

Each of the many educators who have testified in this case have acknowledged that a student that receives instruction solely in math, reading, writing and science is not receiving an adequate education. To this end, the State developed content standards in several other subject areas apart from those tested on the SBAs, which include geography, government and citizenship, history, skills for a healthy life, arts, technology, employability, library/information literacy and world languages.[20] In the June 2007 decision, this Court recognized that to be constitutionally adequate, a public school

[18] Ex. 2609 at 63691, 63693, 63695.

[19] June 2007 Decision and Order at 186.

[20] *Id.* at 13.

education should address these other subjects, and held that "the State must insure that each school district has a demonstrated plan to provide children ... meaningful exposure on the remaining content standards."[21]

The State asserts that it has taken appropriate action to address this portion of the June 2007 Decision because it has adopted a draft of standards concerning meaningful exposure to the other content standards and it has informed the intervention districts that they needed to address these other content standards in their DIPs.[22]

Although the State has taken some action with respect to this issue, the State has not yet demonstrated adequate compliance with this portion of the Court's June 2007 decision. The State's 2009 submissions to this Court do not demonstrate that each of the intervention school districts has a demonstrated plan to provide children with meaningful exposure to the remaining content standards. With the exception of the draft DIP from Northwest Arctic Borough School District, each of the other plans submitted from the intervention districts falls far short of demonstrating a plan to provide the children within the district with meaningful exposure to the remaining content standards. The draft DIP for Yupiit was left completely blank in the space for the district to describe the means by which it will ensure students receive meaningful exposure to content areas not tested by the State.[23] And the Yukon Flats School District's draft plan

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[21] *Id.* at 189.

[22] State's Reply in Support of Filings Required by the February 4, 2009 Decision at 39.

[23] Ex. 2608 at 63757.

simply states that the district action to address the other content standards consists of a "district-wide curriculum cycle" with "instruction and collaborative meetings."[24]

The State's 2009 briefing asserts that "in the future, the Department will monitor intervention districts regarding meaningful exposure for these content areas."[25] To date, the State has drafted standards that define meaningful exposure and it has sent a directive to the intervention districts to include meaningful exposure to the additional content areas in their DIPs. This Court's February 2009 decision required that the State draft standards that "address the State's constitutional responsibility to insure that chronically underperforming school districts are providing students in those districts with meaningful exposure to the State's content standards."[26] The State's submissions on this issue since that date are inadequate to demonstrate compliance with this component of that decision. This Court's February 2009 decision can not reasonably be interpreted to require only the drafting of an operational definition of meaningful exposure, together with the provision of a list of resources to school districts for content areas that are not tested by the State.[27] Rather, this Court intended by that order that the State direct its best efforts to insure that students in chronically underperforming school districts are actually being accorded meaningful exposure to the State's other instructional content areas.

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[24] Ex. 2610 at 63419.

[25] State's Memorandum at 37.

[26] February 2009 Decision at 57-58.

[27] See Ex. 2637.

The State's submissions regarding the HSGQE Remediation Plans are inadequate.

The February 2009 Decision directed the State to "file with this Court a plan of action that addresses the concerns identified in these Findings with respect to the adequacy of the remediation plans in the intervention districts for the High School Graduation Qualifying Exam."[28] The State's 2009 submissions demonstrate that the State made some effort to address this topic with the intervention districts. *See* Exhibit 2641 at 63820-63821. But the Department has not demonstrated that it is providing adequate oversight and support to each of the intervention districts on this issue.

The Court does find that the draft DIP submitted from Northwest Arctic Borough School District demonstrates appropriate attention to this issue by that school district. *See* Ex. 2612 at 63620-63645. But even with that district, the record is silent as to the support and oversight, if any, that the Department is according to that district to insure that the plans the district submitted are being effectively implemented and that the State is providing that district with appropriate technical assistance to that end. In the other four intervention districts, the State has not adequately demonstrated that individual remediation plans are in place for each of the district's students who are not proficient in one or more of the subjects tested on the HSGQE. Indeed, the State's submissions indicate that while each district is expected to develop an individual remediation plan for each student, "details of each plan must be complete, and submitted to EED upon request, before December 15 each year for all students not proficient in all three sections of the fall exam." It is unclear from this language – in which only some of the

[28] February 2009 Decision at 58.

plans will be sent to the Department, and then only at the Department's request -- whether the Department has made any effort to actually review the HSGQE remediation plans of the intervention districts. In short, the State has failed to demonstrate that individual remediation plans have been developed for each student who has not achieved proficiency in each of the intervention districts and that those plans are actually being effectively implemented. Given that these districts are in intervention status due to chronic underperformance, the Department must provide considerably more in the way of technical support and guidance to each such district so as to insure that this component of the Court's February 2009 order is fully effectuated. For example, this might include the designation of one or more individuals at EED with the responsibility of overseeing all of the remediation plans in the intervention districts, who would also be available to provide technical assistance and guidance to each of the designated professionals for the students with respect to those remediation plans.

The State has failed to adequately address teacher retention and capacity.

It is undisputed that teacher turnover and teacher capacity are significant problems in the chronically underperforming school districts. Clearly, the constitutional requirement to "maintain a system of public schools" requires that there be a capable teaching staff in those schools. The State's 2009 submissions do not demonstrate that it has adequately addressed this concern.

In this Court's view, it could be very helpful to the intervention districts and the State if the State were to provide the resources to interview each of the teachers in the intervention districts at the end of each school year as to that teacher's reasons for

staying or leaving the district, and also asked each teacher to identify any specific additional resources or support that he or she seeks – be it in the classroom, with housing, with the district office, with EED, or in the community. To be most useful, the intervention districts would be closely involved in both the development of the interview questions and the analysis of the interview results. With this information in hand each year, the State would be in a better position to more effectively assist each of the intervention districts in addressing teacher turnover and teacher capacity in that district.

Further, as noted above, the State needs to insure not only that curriculum materials aligned with the State's standards are available to the teaching staff at each intervention districts, but also that the teachers are provided adequate instructional support and technical assistance so as to insure that that curriculum will actually be effectively taught in the classrooms. The State's 2009 filings indicate that the State has been making efforts to address teacher capacity, through Leadership Institutes as well as with technical assistance coaches, content support specialists, and teacher mentors in the intervention districts. And yet until the State insures that an aligned curriculum is available for all of the teaching staff in the intervention districts to effectively use, it would seem that these other efforts would be considerably less likely to significantly impact student achievement.

The Draft DIPs that were submitted do not comply with this Court's February 2009 Order.

In May 2009, the Department submitted draft DIPs prepared by each of the five intervention districts. As the Department itself acknowledged, "several districts' plans

required considerable additional work."[29] With the exception of the Northwest Arctic Borough School District's draft DIP, the draft DIPs do not adequately address the concerns identified by this Court in the February 2009 Decision. In short, four of the draft DIPs filed by the Department are not "revised district intervention plans that address and incorporate as appropriate remedial measures related to each of the problem areas identified in these Findings."[30] Considerably more work is needed for these plans to demonstrate compliance with this Court's February 2009 Order than what was submitted to the Court. Perhaps this work has now been completed, and the Court-ordered plans can be promptly filed. In its May 2009 filing with this Court, the Department indicated that it would be working with the intervention districts "over the next several weeks regarding the content of the final I-DIP's." Given that the State has elected to delegate the drafting of the DIPs to each intervention district, it would appear that the intervention districts could each benefit from considerably more technical assistance from the State in completing those plans. As of yet, the State has not demonstrated that the intervention districts each have appropriate DIPs actually in place that address the constitutional deficiencies set forth in this Court's February 2009 decision.

Conclusion

Based on the current record before this Court, the State has failed to demonstrate that it has complied in full with its constitutional obligation to "maintain a

[29] State's Memorandum in Support of Filings at 7.

[30] February 2009 Decision at 58. *See supra* pps. 2-3.

system of public schools open to all children of the State."[31] The State has not demonstrated that children in the chronically underperforming districts in this state are being according a meaningful opportunity to learn the material that is being tested on the State's assessments for reading, writing, math and science. Nor has the State demonstrated that children in those districts are being according meaningful exposure to the State's other content standards. And the State has not demonstrated that individual remediation plans are in place in each of the intervention districts to assist each of those students who have not achieved proficiency on the HSGQE. Dismissal of this action at this time is not warranted.

This Court rejects the Plaintiffs' proposal to appoint a special master at this time. The Court remains hopeful that the inadequacies identified in this decision can be promptly remedied by the State without extensive further hearings. However, in the event that these continuing constitutional violations cannot be promptly remedied after this Order, then the Plaintiffs may renew their request for a special master.

In evaluating the State's responses at this time, this Court returns once again to the language of the Alaska Constitution, which places the responsibility "to maintain a system of public schools open to all children of the State" squarely upon the Legislature – not upon the Department of Education and Early Development and not upon local school districts. To date, the State has not demonstrated that the delegation of this responsibility to school districts that have been identified as chronically underperforming, but which do not appear to have been accorded adequate assistance and oversight, will result in compliance with this constitutional responsibility.

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[31] Alaska Constitution, Article VII, Section 1.

In light of the foregoing, IT IS ORDERED as follows:

Within 60 days of the date of this Order's distribution, the State shall file and serve each of the following:

1. A detailed plan as to how an aligned curriculum in each of the SBA-tested subject areas – math, writing, reading, and science – shall be taught in each of the intervention districts beginning in the fall of 2010. This plan will include a provision for adequate professional development to each of the teaching staff with respect to that curriculum.

2. A comprehensive review of the meaningful exposure to each of the other content areas that is currently offered to school children in each of the intervention districts, an identification of any deficiencies in that regard, and a detailed plan for each district as to how to address those deficiencies.

3. Detailed individual remediation plans for each junior and senior high school student in each of the intervention districts who has not yet achieved proficiency on one or more sections of the HSGQE. These plans shall be filed in a manner that protects student confidentiality.

4. District Improvement Plans for each of the intervention districts that adequately address the problem areas identified in this Court's February 2009 decision: curriculum alignment, content areas not covered by the State's standardized testing, ascertainment of the specific strengths and weaknesses of each chronically underperforming district, attention to pre-Kindergarten and other intensive early learning initiatives, and attention to teaching capacity deficiencies.

5. An update on the status of any specific efforts at the Yupiit School District.

In its September 2009 filing, the Department indicated its intent to take additional steps to strengthen and expand its intervention in Yupiit.[32]

The Plaintiffs are accorded 30 days from the date of the State's submissions within which to file their response.

DATED this 31st day of March, 2010.

Sharon Gleason
SHARON GLEASON
Judge of the Superior Court

I certify that on 3.31.10 a copy of the above was mailed to each of the following at their address of record (list name if not an agency)
☐ CSED ☐ AG ☐ PD ☐ DA
Deputy Clerk / Secretary

✓ Bryner
✓ Slotnick
✓ Trickey

[32] *See* State's Supplemental Reply to Plaintiffs' Addendum at 9-10, together with Ex. 2655, a draft Memorandum of Understanding.

4/14/10 OVERVIEW: STUDENT ADVISORY PROGRAM

Louie Flora

Subject: FW: student/teacher advisory programs

From: Louie Flora
Sent: Wednesday, June 10, 2009 10:29 AM
To: Rep. Paul Seaton;
Subject: student/teacher advisory programs in KPBSD

Hi,

I left a phone message with this information this morning. Spoke to the School District and they provided the following regarding your question to Steve Atwater:

Schools in Kenai Peninsula Borough School District with advisory programs:

Homer High School
Skyview High School
Soldotna High School
Kenai Central High School
Nikiski High School
Seward High School

Three of these schools have adopted a student driven advisory program where students meet with a faculty member a few times per week and the students discuss their interests with the teacher, both in school and career related and work on goals pertinent to the student's interests. Students are surveyed at the beginning of the year to determine their interests

Student Driven Advisory schools:

Homer High School
Skyview High School
Nikiski High School

Three of the schools have adopted a more formal curriculum driven program where a student and teacher get together for 15 minutes per day and do various activities focusing on postsecondary planning, and meeting high school curriculum goals.

Curriculum Driven Advisory schools:

Soldotna High School
Kenai Central High School
Seward High School

For the smaller schools in the district the thought is that the teachers are able to have relationships and do outreach with individual students more easily, and do not need the advisory program setting.

In some of the advisory program schools the faculty generates a list of all students to determine which are known and which are not known by teachers. Then a second list of students that are not well known by any of the teachers is formed and individual faculty members will do outreach with these individual students. This is known as the "Adopt a Star" program and the teachers hold themselves accountable for the success of the "adopted" not well known student.

These Advisory programs have been in place for the past five years. Before the implementation of the program KPBSD was sitting at about 65% graduation rate and has increased its graduation rate since then to about 73%.

This year KPBSD will be engaged in a focus group on why kids drop out and attempting to get some profiles of drop-outs by interviewing the former students.

-Louie

Louie Flora

Subject: FW: EHS-student/teacher advisory program

From: Henry_Mike [mailto:Henry_Mike@asdk12.org]
Sent: Friday, January 22, 2010 11:26 AM
To: Louie Flora
Cc: Graff_Ed; Olson_Robin; Comeau_Carol; McNaughton_Kelly
Subject: EHS-student/teacher advisory program

Louie,
Sorry this is a little late.
Mike Henry

This is the 5th year of the Advisory program at East. The mission is to personalize education by fostering a one-to-one relationship between every
student and advisor. It is our feeling that the advisory program helps to
build community and encourage a sense of belonging and respect as well as promote academic growth and success. Our students meet for a minimum of 30
minutes weekly with their advisor to discuss academics as well as social issues and planning for their educational future. Advisory classes are kept
at approximately 15 students to allow for more individual contact with the advisor. The Advisory program is an integral part of the community and culture at East High School.

4360

Louie Flora

Subject: FW: House Education Committee meeting reminder - Wednesday, January 20th 8:00 to 10:00 a.m.

From: PJ Ford Slack [mailto:pjford@dgsd.k12.ak.us]
Sent: Tuesday, January 19, 2010 2:40 PM
To: Louie Flora
Subject: RE: House Education Committee meeting reminder - Wednesday, January 20th 8:00 to 10:00 a.m.

Dear Mr. Flora,
I am part of Cynthia Curran's Graduation rate group as well as the Virtual School Group. Just a friendly reminder that all advisory programs are not created equal, as the students on the committee pointed out to us. Kodiak High School seemed to have one of the best working models as well as well as Mrs. Huggins school in the Mat-Su.

Thank you for this update. PJ Superintendent of Delta/Greely School District

CONFIR-MATIONS 2009

Alaska State Legislature

House of Representatives

Office of the Chief Clerk

Official Business

State Capitol, Room 216
Juneau, AK 99801-1182
Phone: (907) 465-3725
Fax: (907) 465-5334

MEMORANDUM

Date: February 4, 2009

To: Representative Seaton, Chair
Education Committee

From: Suzi Lowell
Chief Clerk

Subject: Governor's Appointment(s)

The Speaker referred the following Governor's appointment(s) to the Education Committee:

Board of Education and Early Development

Janel Keplinger – Kodiak
Appointed: 3/1/2009 Term Expires: 3/1/2014

Carol "Bunny" Schaeffer – Kotzebue
Appointed: 3/24/2004
Reappointed: 3/1/2009 Term Expires: 3/1/2014

Professional Teaching Practices Commission

Cindy Lou Aillaud – Delta Junction
Appointed: 10/26/2006
Reappointed: 3/1/2008 Term Expires: 3/1/2011

Linda L. Black – Anchorage
Appointed: 3/1/2006
Reappointed: 3/1/2009 Term Expires: 3/1/2012

Jill Exe – Barrow
Appointed: 3/1/2009 Term Expires: 3/1/2012

Louis Pondolfino – Anchorage
Appointed: 3/1/2009 Term Expires: 3/1/2012

The Referral for Confirmation page(s), resume(s), and a signature page are attached for your use.

Attachments as noted

Alaska State Legislature

House of Representatives

Office of the Chief Clerk

Official Business

State Capitol, Room 216
Juneau, AK 99801-1182
Phone: (907) 465-3725
Fax: (907) 465-5334

MEMORANDUM

Date: 2009

To: All Committees

From: Suzi Lowell
Chief Clerk

Subject: Confirmation Committee Report (Signature Page) for Governor's Appointments

The attached Confirmation Committee Report (signature page) should be used in conjunction with the Referral for Confirmation form for the Governor's appointments to boards and commissions requiring legislative confirmation. After a committee has reviewed the qualifications of the appointee(s), the Referral for Confirmation form(s) should be dated and attached to a signature page. Have members sign the signature page and return the confirmation packet to the Chief Clerk's office.

Please use a single signature page for multiple appointees if the names of all members signing the report are the same for each attached referral. This change allows members to sign once for multiple appointments.

Attached are several signature pages for your use. We used colored paper to make them easier to identify. If you anticipate needing more forms or need assistance, please call Nancy McMullen at 6809.

Note: A separate report, including the signatures, will be used for department commissioners.

Attachments

Pondolfino Teaching

LOUIS PONDOLFINO
PO Box 112942
Anchorage, AK 99511
(907) 742-8123

Degrees:
Master of Arts in Teaching, University of Alaska, Anchorage 1991
Bachelor of Arts, English Literary Studies, Davis and Elkins College 1982

Certificate/License:
Type B Administrative K-12, State of Alaska

Work Experience:
July 2004 to present: Principal, Robert Service High School
Anchorage School District
July 2001 to June 2004: Assistant Principal, East Anchorage High School
Anchorage School District
August 1997 to June 2001: Language Arts Teacher, Goldenview Middle School
Anchorage School District
August 1994 to June 1997: English and History Teacher, Polaris K-12 School
Anchorage School District
August 1991 to June 1994: Language Arts Teacher, Gruening Middle School
Anchorage School District
May 1982 to August 1991: Carpenter, Carpenter's Apprentice, Laborer
Nome, Anchorage, Seward, Alaska

Active Professional Memberships:
Anchorage Principals Association
Vice President, 2007 to present
Legislative Action Committee Member 2005 to present
National Association of Secondary School Principals
Alaska Association of Secondary School Principals

Recognitions:
Region IV High School Principal of the Year, 2006-07
Patriotic Employer, 2008 (Alaska National Guard and Reserve Force)
Anchorage Daily News Best of Alaska Principal Category: Platinum Award 2007 and 2008

References:
Carol Comeau, Superintendent of Schools, Anchorage School District
(comeau_carol@asdk12.org)
Carol Kane, Executive Director, Alaska Association of Secondary School Principals
(aassp@alaskaprincipal.org)
Michael Graham, East High School Principal, Past Alaska State Principal of the Year
(graham_michael@asdk12.org)

Black Teaching

NPT/Teaching/085

ENTERED 1.4.06 dc

Linda Lee Gillam Black

Educational Preparation

1982 Doctor of Education, Administration and Curriculum, University of Southern California, Los Angeles, CA

1971 Master of Arts, Early Childhood Education Washington State University, Pullman, Washington

1969 Bachelor of Science, Psychology Lewis and Clark College Portland, Oregon

1965 Honors Graduate East Anchorage High School, Anchorage, Alaska

Certification	Expires November 13, 2006
Type A	Elementary Teacher # 4002181
Type B	Administrative K-12 Principal, Superintendent # 4002182

Educational Experience

2004 – Present **Assistant Professor of Education** Alaska Pacific University

1992 – 2004 **Principal College Gate Elementary School** Anchorage School District

Revitalize Resolving Conflict Creatively	1992-2004
Resolving Conflict Creatively Instructor	1995-2004
School-wide Writing Initiative	1995-2004
Data Driven Instruction Initiative	1996-2004
School-wide Reading Initiative	1998-2004
School-wide Cooperative Learning Initiative	1998-2004
Cooperative Learning Instructor	1998-2004
Cooperative Learning Strategies	
Cooperative Learning in Writing	

1987 - 1992 **Principal Mountain View Elementary School** Anchorage School District

Community Collaboration to Develop Student	
Code of Conduct	1987
School Climate	1988
Instructional Strategies Initiative	1989
Skillstreaming Instructor, 1 credit	
Curriculum Alignment Instructor, 1 credit	
School-wide Home Visits	1990-1992
Peer Coaching Cooperative	1990
Project APU/UAA	
Multicultural Gifted Pilot	1991

1984 -1987 **Principal Williwaw Elementary School** Anchorage School District

At Risk Underachieving Student Initiative	1986-1987
Reading and Math Initiative	1987

1983-1984 **Administrative Intern, Homestead Elem** Anchorage School District

1981-1983 **Director, Instructional Support Programs** Anchorage School District

Conducted Community Policy Planning Seminars

Transportation	1981
Effective Schooling	1982
Attendance and Discipline	1983
Senior High School Reform	1984

Instructor Effective Schooling 2 credit Seminar

1976-1981	**Coordinator, Federal and State Programs** Anchorage School District Developed new Multicultural Education Department Initiated Title I Long Term Follow-up Study Initiated First Bilingual Education Grant	
1974-1976	Coordinator, ESEA Title I	Anchorage School District
1973-1974	Director, ESEA Title I	Alaska State Operated Schools, Anchorage, AK
1972-1973	Teacher, Title I Program	Alaska State Operated Schools, Anchorage, AK
1971-1972	Teacher, Early Childhood Program	Alaska State Operated Schools, Anchorage, AK
1969-1971	Teacher Early Childhood Lab School	Washington State University, Pullman, WA

Professional Honors and Community Contributions

Alaska Elementary Principal of the Year	1993
National Distinguished Elementary Principal	1994
Anchorage School District Administrator of the Month	November 1991
Alaska School Librarians Award: Outstanding Administrator Supporting School Libraries	1995
Alaska Parent Teacher Association Education Advocate Outstanding Support of Parent volunteers	1995
Friend of the Library Principal's Award	1998
National Energy Education Development Project Youth Award for Excellence Recipient	1991
Phi Kappa Phi Honor Society, Washington State University	1970
Faculty Senate Student Representative, Washington State University	1970
Phi Delta Kappa	1977 - Present
Kappa Research Representative	1981 - 1983
Phi Delta Kappa President	1983 - 1984
Phi Delta Kappa Membership Representative	1984 – 1986
Anchorage Council of Education President	1979 –1980
Negotiations Team Spokesperson	1981
Alaska Associations of Elementary and Secondary School Principals State Conference Co-Chair Effective Principals, Effective Schools	1987
Alaska Chapter I Advisory Committee	1989-1991
Council for Exceptional Children Conference Speaker: Training "At-Risk" Teachers	1990
University of Alaska School of Education Adjunct Staff ED 612 Human Relations	1990
Anchorage Police Department/Anchorage School District Youth Violence Conference and Task Force	1991
Founder Mt. View Coalition for Nonviolence	1991
Anchorage School District New Teacher Interviewer and	

Steering Committee	1991-1998
Anchorage Principals' Association	1983-2004
Executive Committee	1992 – 1994, 2002-2004
President	1993
Negotiations Table Team	2000-2001
Treasurer	2002-2004
Resolving Conflict Creatively Trainer	1995 – Present
Municipality of Anchorage-Anchorage School District	
Safe Schools Task Force Member	1995
Municipality of Anchorage-Anchorage School District	
Committee on Truancy and Absenteeism	1995-1996
Cooperative Learning Trainer Providing School Based Classes	1998 – Present
Structural Approach to Cooperative Learning, 2 credits	
Cooperative Learning for Principals Instructor	Spring 2002
Anchorage Council of PTAs Principal of the Year Runner-Up	1999
Anchorage School District	
Chairman, Community Planning on Absenteeism	1982
Chairman, Effective Schooling Community Planning	1982-83
Chairman, Transportation Community Planning	1982
Superintendent Interview Committee Staff Representative	1993
Superintendent Leadership Team	1993
Mentor for New Principals	1996-2004
Research Review Committee	2002-2004
Library Advisory Committee	2001-2004
Teacher Evaluation Process Review Committee	2002
East Area Principal's Instructional Committee Representatie	2001-2004
Data Driven Instruction for Principals Trainer	August 2002
Alaska Principal Team Lobby State Legislature for Educational Funding	April 2003
Anchorage City Wide Executive Exchange	2002-2003
Blood Donor	2001-Present

Training and Workshop Participant

Larson Math Computer Assisted Instruction Training	January 2004
Developmental Reading Assessment Principal Training	October 2003
New Teacher Induction Team Training	April 2003
Transforming Classroom Grading Principal Book Group Leader	Spring 2003
Second Language Learners Workshop	March 2003
Handling Disruptive Behavior Workshop	January 2003
Reading Training for Principals	January 2003
Data Driven Instruction using Excel	January 2003
Taking Assets from Awareness to Action Conference	November 2002
Leadership Institute	October 2002

Promoting Success for Bilingual Students, Team Training	May 2002
Kid Clinic Special Education Training	April 2002
Creating an Asset Rich School Workshop	April 2002
Safe and Drug Free Schools Conference	April 2002
Mission to Mars Training	March 2002
Cooperative Learning for Administrators	Summer 2002
Multiple Intelligences through Cooperative Learning	Summer 2000
Multiple Intelligences Through Cooperative Learning Institute	Summer 1999
First Steps Principal Training	August 1998
Cooperative Learning Trainer's Institute	Summer 1998

Publications

Black, L. February, 1982. Transportation policy planning seminar: a decision-making process, Anchorage School District.

Black, L. May, 1983. Effective schooling policy planning seminar: review of research, practice, and community expectations, Anchorage School District.

Black, L. , November, 1983. Attendance and discipline policy planning seminar: review of research, practice, and community expectations, Anchorage School District.

Black, L. , March, 1984. Senior high school reform policy planning seminar: review of research, practice, and community expectations, Anchorage School District.

Professional References

Current Reference List

Carol Comeau, Superintendent of Schools
Anchorage School District
P.O. Box 196614, Anchorage, Alaska 99519-6614
(907) 742-4312 Fax (907) 742-4318

Patricia McRae, Executive Director of Elementary Education
Anchorage School District
P.O. Box 196614, Anchorage, Alaska 99519-6614
(907) 742-4254 Fax (907) 742-4251

Eunice Long, Elementary Supervisor
Anchorage School District
P.O. Box 196614, Anchorage, Alaska 99519-6614
(907) 742-4242 Fax (907) 742-4251

1994 National Distinguished Principal Supporting Documents Available upon request

Personal Position Statements: Linda L. Black

Recommendations

Carol Comeau, Executive Director of Elementary Education
Carol Stolpe, Anchorage School Board
Susan Moore, Principal Denali Elementary School
Roger McCommon, Teacher
Sylvia Brown, Mountain View Elementary School PTA President
George Lyle, College Gate PTA President and Executive Board

CONFIRMATION COMMITTEE REPORT

Action date: 4/1/2008

- LINDA BLACK, LOUIS PONDOLFINO

The **Education Committee** has reviewed the qualifications of the following Governor's appointee(s) as shown on the attached Referral for Confirmation forms(s) and recommends that the name(s) be forwarded to a joint session for consideration:

This does not reflect intent by any of the members to vote for or against this individual during any further sessions for the purposes of confirmation.

Signature:	Printed Last Name
Peggy Wilson	WILSON
Berta Gardner	GARDNER
Wes Keller	Keller
R. L. Buck	Buck
Catherine Muñoz	Muñoz
Bea Edgmon	Edgmon
Co-Chair: Paul Sexton	SEXTON
Co-Chair:	

Please attach appointee Referral for Confirmation form(s) and return to the Chief Clerk's office.

Alaska State Legislature

House of Representatives

Office of the Chief Clerk

State Capitol, Room 216
Juneau, AK 99801-1182
Phone: (907) 465-3725
Fax: (907) 465-5334

Official Business

REFERRAL FOR CONFIRMATION

Date Referred: February 4, 2009

Committee: **Education**

Professional Teaching Practices Commission
Linda L. Black – Anchorage
Appointed: 3/1/2006
Reappointed: 3/1/2009 Term Expires: 3/1/2012

Action Date: 4/1/2009
(Same date as on the accompanying signature page)

Note: Attach to a signature page and return to the Chief Clerk's office.

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House of Representatives

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Official Business

REFERRAL FOR CONFIRMATION

Date Referred: February 4, 2009

Committee: **Education**

Professional Teaching Practices Commission
Louis Pondolfino – Anchorage
Appointed: 3/1/2009 Term Expires: 3/1/2012

Action Date: 4/1/2009
(Same date as on the accompdnying signature page)

Note: Attach to a signature page and return to the Chief Clerk's office.

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MEMORANDUM

Date: April 2, 2009

To: Representative Seaton, Chair
Education Committee

From: Suzi Lowell
Chief Clerk

Subject: Governor's Appointment(s)

The Speaker referred the following Governor's appointment(s) to the Education Committee:

University of Alaska Board of Regents
Ashton M. Compton – Fairbanks
Student Representative
Appointed: 6/1/2009 Term Expires: 5/31/2011

The Referral for Confirmation page(s), resume(s), and a signature page are attached for your use.

Attachments as noted

Compton Regents

ASHTON COMPTON

PO Box 58003
Fairbanks, AK 99711-0003
907-723-2213
ashtoncompton@hotmail.com

EXPERIENCE

University of Alaska Fairbanks, Leadership Program 2008-present, Fairbanks, AK

Student Organizations Program Asst.

- Managed Student Organizations database
- Planned, organized, and facilitated training, networking, and leadership development events
- Coordinated the recognition process
- Created advertising and marketing plans
- Provided administrative support
- Mentored student organization leaders
- Trained new Student Organizations Coordinator
- Founder and president of the UAF Chapter of the American Red Cross date

State of Alaska Legislature 2005-2007 Session, Juneau, AK

Asst. Sergeant-at-Arms

- Performed administrative assistant duties for Representatives as needed
- Trained and managed a staff team of five House pages
- Organized public speeches and special appearances for state officials including Governor Frank Murkowski, and Senators Ted Stevens and Lisa Murkowski
- Tracked voting records and daily business logs of each House floor session for the State Legislative Library
- Scheduled travel arrangements for Representatives
- Manned phones and reception area for high-traffic offices
- Managed a database of each Representative's information
- Entrusted with confidential legal and political data
- Maintained a high standard of decorum and formality

House Page

- Prepared House Chambers daily
- Arranged and stocked rooms for committees and press conferences
- Collated and distributed daily House floor packets and mail
- Provided timely transportation services for Representatives
- Stocked House floor desks for Representatives
- Carried private messages between legislators during session

EDUCATION

University of Alaska

Political Science Major 2005-2009

COMPUTER SKILLS

Experience with Microsoft Word, Excel, Outlook

Schaetter
EED

March 2004

Bunny

Carol J. Schaeffer

P.O. Box 1187 • Kotzebue, AK 99752 • (907) 442-3472 ext. 242 • bschaeffer@nwarctic.org

Education

1978 Kotzebue High School Kotzebue, Alaska

High School Diploma

- Continuing courses in computers, personnel law, Business English.
- Proficient in Microsoft Office, Microsoft Excel, Microsoft Publisher, Microsoft Windows, word processing, use both Gateway and Macintosh computers.

Awards received

Northwest Arctic Education Association Friend of Education, 1992

Northwest Arctic Borough School District Employee of the Month, 1997

Interests and activities

Enjoy reading, crocheting, softball, bowling, volunteering for different organizations.

Work experience

2000 - Present Northwest Arctic Borough School District
Kotzebue, Alaska

Director of Personnel

Plan, coordinate and supervise the operation of the personnel affairs in such a way as to enhance the morale of school district personnel and to promote the overall efficiency of the school system.

1987 - 2000 Northwest Arctic Borough School District
Kotzebue, Alaska

Secretary to the Superintendent / School Board

Assisted and relieved administrative supervisor of paperwork and impediments so that he may devote maximum attention to the central problems of education and educational administration.

Achievement Gap between Ak Native Students & Caucasion
Needs to Educ ~~Students~~ Teachers — Activities

1982 - 1987 Northwest Arctic Borough School District
Kotzebue, Alaska

Print Shop Technician

Assisted in production of all printed materials.

Volunteer experience

NWABSD Pre-K Curriculum Committee member 1987 – 1989
Goals 2000 Selection Committee – 1997
Chukchi Regional Council Member 1989 – 1995
Kikiktagruk Lioness Club Member and Officer 1986 – 1990
Kotzebue Parent Teacher Association Officer 1987 – 1999
Alaska Parent Teacher Association Board of Directors 1991 – 1999
Battle of the Books Coach 1996 – 1997
Battle of the Books District Coordinator 1999 – 2000

Continue to volunteer with school and community activities. Have served on numerous local, district and statewide committees.

References

Mr. Jerry Covey
2070 Courage Circle
Anchorage, AK 99507
(907) 522-4558

Mr. Michael Dunleavy
P.O. Box 51
Kotzebue, AK 99752
(907) 442-3472 ext. 233

Ms. Doni Newell
P.O. Box 51
Kotzebue, AK 99752
(907) 442-3472 ext. 451

Mr. Richard Blair
7901 Linda Lane
Anchorage, AK 99518
(907) 748-6527

Ms. Paula Pawlowski
3300 Balchen Dr.
Anchorage, AK 99517
(907) 245-1301

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Fax: (907) 465-5334

REFERRAL FOR CONFIRMATION

Date Referred: April 2, 2009

Committee: **Education**

University of Alaska Board of Regents
Ashton M. Compton – Fairbanks
Student Representative
Appointed: 6/1/2009 Term Expires: 5/31/2011

Action Date: 4/10/09
(Same date as on the accompanying signature page)

Note: Attach to a signature page and return to the Chief Clerk's office.

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Alaska State Legislature

House of Representatives

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REFERRAL FOR CONFIRMATION

Date Referred: February 4, 2009

Committee: **Education**

Board of Education and Early Development
Carol "Bunny" Schaeffer – Kotzebue
Appointed: 3/24/2004
Reappointed: 3/1/2009 Term Expires: 3/1/2014

Action Date: 4/10/09
(Same date as on the accompanying signature page)

Note: Attach to a signature page and return to the Chief Clerk's office.

CONFIRMATION COMMITTEE REPORT

Action date: 4/10/09

ASHTON COMPTON

The **Education Committee** has reviewed the qualifications of the following Governor's appointee(s) as shown on the attached Referral for Confirmation forms(s) and recommends that the name(s) be forwarded to a joint session for consideration:

This does not reflect intent by any of the members to vote for or against this individual during any further sessions for the purposes of confirmation.

Signature:	Printed Last Name
Wes Keller	Keller
Catherine Muñoz	Muñoz
Peggy Wilson	WILSON
Berta Gardner	GARDNER
R. L. Buck	Buck
Chair: Paul R. Seaton	SEATON

Please attach appointee Referral for Confirmation form(s) and return to the Chief Clerk's office.

CONFIRMATION COMMITTEE REPORT

Action date: 4/10/09

CAROL "BUNNY" SHaeffer

The **Education Committee** has reviewed the qualifications of the following Governor's appointee(s) as shown on the attached Referral for Confirmation forms(s) and recommends that the name(s) be forwarded to a joint session for consideration:

This does not reflect intent by any of the members to vote for or against this individual during any further sessions for the purposes of confirmation.

Signature:	Printed Last Name
Wes Keller	Keller
Carmine Muñoz	Muñoz
Peggy Wilson	WILSON
Berta Gardner	GARDNER
A. L. Bunch	Bunch
Chair: Paul R Seaton	SEATON

Please attach appointee Referral for Confirmation form(s) and return to the Chief Clerk's office.

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REFERRAL FOR CONFIRMATION

Date Referred: January

Committee: **Education**

University of Alaska Board of Regents
Mary K. Hughes of Anchorage
Appointed: 7/9/2002 Reappointed: 1/23/2009
Term Expires: 2/1/2017

Action Date: 2/9/2009
(Same date as on the accompanying signature page)

Note: Attach to a signature page and return to the Chief Clerk's office.

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CONFIRMATION COMMITTEE REPORT

Action date: 2/9/2009

The **Education Committee** has reviewed the qualifications of the following Governor's appointee(s) as shown on the attached Referral for Confirmation forms(s) and recommends that the name(s) be forwarded to a joint session for consideration:

This does not reflect intent by any of the members to vote for or against this individual during any further sessions for the purposes of confirmation.

Signature:	Printed Last Name
Wes Keller	Wes Keller
Tatiana Muñoz	Muñoz
Peggy Wilson	Wilson
Berta Gardner	Gardner
R. L. Buck	Buck
Co-Chair:	
Co-Chair:	

Please attach appointee Referral for Confirmation form(s) and return to the Chief Clerk's office.

Alaska State Legislature

House of Representatives

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Fax: (907) 465-5334

Official Business

REFERRAL FOR CONFIRMATION

Date Referred: January

Committee: **Education**

University of Alaska Board of Regents
Kenneth J. Fisher of Juneau
Appointed: 1/23/2009 Term Expires: 2/1/2017

Action Date: 2/9/2009
(Same date as on the accompanying signature page)

Note: Attach to a signature page and return to the Chief Clerk's office.

4384

CONFIRMATION COMMITTEE REPORT

Action date: 2/9/2009

The **Education Committee** has reviewed the qualifications of the following Governor's appointee(s) as shown on the attached Referral for Confirmation forms(s) and recommends that the name(s) be forwarded to a joint session for consideration:

This does not reflect intent by any of the members to vote for or against this individual during any further sessions for the purposes of confirmation.

Signature:	Printed Last Name
Wes Keller	Keller
Catherine Muñoz	Muñoz
Peggy Wilson	Wilson
Berta Gardner	Gardner
Lois Bach	Bach
Co-Chair:	
Co-Chair:	

Please attach appointee Referral for Confirmation form(s) and return to the Chief Clerk's office.

HUGHES
UA Regents

BOARDS & COMMISSIONS
JUN 2 2002

MARY K. HUGHES
1592 Coffey Lane
Anchorage, Alaska 99501
mkhughes@acsalaska.net
(907) 274-6290 (voice and fax)

Ms. Hughes served as the Municipal Attorney for the Municipality of Anchorage from January 3, 1995 to June 30, 2000. Prior to her appointment, Ms. Hughes was a partner in the Alaska firm of Hughes, Thorsness, Gantz, Powell & Brundin. Ms. Hughes joined the firm in 1974. She served one term on the firm's Management Committee and was the Hiring Partner for ten years. Her practice included a wide variety of commercial transactional and litigation matters. She had particular strengths in administrative law, public utility law (telecommunications), eminent domain and employment law. She was also experienced in the acquisitions and mergers of Alaska businesses as well as purchases of Alaskan real estate. Drawing on her experience as a lawyer and public policy maker, Ms. Hughes is now advising businesses in Alaska on organizational and management issues as well as government relations.

Ms. Hughes served as a hearing officer for the State of Alaska, Department of Education; the Alaska Public Utilities Commission; the State of Alaska, Department of Law; and the Alaska Bar Association. She has also mediated many disputes.

Ms. Hughes was born in Kodiak and grew up in Anchorage.

EDUCATION

J.D., Willamette University College of Law, 1974
- Member, Moot Court Board
- Dean's List

Postgraduate Studies, Labor Economics,
- Heriot-Watt University, Edinburgh, Scotland, 1971

B.B.A., Management, University of Alaska, 1971
- cum laude

PROFESSIONAL AFFILIATIONS

International Municipal Lawyers Association
- State Chair, 1995-1997
- Regional Vice President, 1997-2000
- Conference Speaker, 1997,1999, 2002
- Conference Moderator, 1998
- Strategic Planning Committee, 1999-2000

Alaska Bar Association
- Administrative Law Committee
  - Chairman, 1979-1981
- Administrative Law Section
  - Executive Committee, 1984-1987
- Board of Governors, 1981-1984
  - Treasurer, 1981-1982
  - President-elect, 1982-1983
  - President, 1983-1984

Alaska Bar Foundation
- Trustee and President, 1984-1998
- Trustee, 2001-present

The Fellows of The American Bar Foundation, 1990-present

Alaska Code Revision Commission
- Commissioner, 1987-1994

Anchorage Association of Women Lawyers
- Founding Member, 1975-present
- President, 1976-1977

Ninth Circuit Judicial Conference
- District of Alaska Lawyer Representative, 1995-2000

Who's Who in the West, 1987-present
Who's Who of American Women, 1984-present
Who's Who in American Law, 1985-present
Who's Who in America, 1996-present

COMMUNITY INVOLVEMENT

Anchorage Economic Development Corporation
- Board of Directors, 1989-1994
- Chairman, 1994
- Ex Officio, 1995-present

Alaska Repertory Theatre
- Board of Directors, 1986-1988
- Secretary, 1986-1987
- President, 1987-1988

Soroptimist International of Cook Inlet
- Charter Member, 1980-present
- Vice President, 1981-1983
- Corresponding Secretary, 1984-1985
- President-elect, 1985-1986
- President, 1986-1987

University of Alaska Foundation
- College of Fellows, 1986-present
- Board of Trustees, 1990-present

University of Alaska Fairbanks
- Board of Visitors, 1994-present

Willamette University
- Board of Trustees, 1997-present

Willamette University College of Law
- Board of Visitors, 1978-2001

Providence Anchorage Advisory Council, 1993-present

Providence Alaska Foundation
- Board of Directors, 1998-present
- Vice Chair, 2000-2002
- Chair, 2002-present

Admitted to practice before Alaska State and Federal Courts

FISHER
UA REGENTS

KENNETH J. FISHER, P.E.

Captain, U.S. Public Health Service
Engineer Officer

10718 Horizon Drive, Juneau, Alaska 99801
Work: 907-586-7658
Email home: oldfarmers@msn.com
Email work: fisher.kenneth@epa.gov

SENIOR GOVERNMENT MANAGEMENT

Summary - Broad federal, state, tribal, and international background with 25 years of professional engineering, national program management, and senior legislative experience.

Key Management Strengths

- National Leadership and Management Capabilities
- National Intergovernmental Cooperation
- National and State legislative experience
- Scientific Background

Career Progression

2003 *Senior Representative to the State of Alaska,* **Environmental Protection Agency**
present **USEPA Region 10, Alaska Operations Office, Juneau, Alaska**

Coordinate program implementation for all EPA issues with the State of Alaska and other Juneau based state and federal agencies, including the Alaska State Legislature and the State of Alaska's Governor's Office. As acting Office Director, July 2008, provided leadership of the Alaska Operations Office. Agency representative on several regional and national workgroups. Provided agency leadership for the Alaska/ EPA strategic planning process that focused resources on agreed upon priorities and took advantage of unique capacities of each partner.

2003 *Professional Staff Member,* **Oversight and Investigations**
Transportation and Infrastructure Committee, U.S. House of Representatives, Washington, D.C.
Responsibilities included all aspects of oversight and legislative development, including engaging in a wide array of studies and investigations of activities bearing upon the formulation of national policy and legislation for the matters within the Committee's jurisdiction. Performed at the highest levels of professional government interaction with contacts, briefings, and meeting attended by Members of Congress, Congressional Committee Chairmen, and senior staff. Work with the Committee required the analysis of complex information and the ability to balance and sort through competing requirements and make cogent and workable suggestions. Analyzed programs under the Committee's jurisdiction to meet the 2003 Budget Resolution and provided recommendations on ways the Congress could reduce the waste, fraud and abuse problems in Federal Agencies.

2001 *Professional Staff Member,* **Water Resources and Environment Subcommittee**
2003 **Transportation and Infrastructure Committee, U.S. House of Representatives, Washington, D.C.**
Legislation and Executive oversight. Responsible for all aspects of legislative development, as well as review of scientific and engineering studies and investigations, reviewing and analyzing studies on water and environmental issues within the Committee's jurisdiction. Advise the Chairman and staff on legislative matters within the Committee's jurisdiction. Develop national legislative and policy alternatives and analyzing agency budgets. The jurisdiction of the Subcommittee deals with water resource development including: conservation, pollution control, national infrastructure security, infrastructure construction, and hazardous waste cleanup.

2001 *Environmental Protection Specialist,* **Environmental Protection Agency,**
1999 **Office of Solid Waste and Emergency Response, Superfund, Washington, D.C.**
Government Performance and Results Act program expert. Provided program budget, planning, and analysis functions. Developed the Superfund Strategic and Annual Performance Plans and Performance Report.
Workplanning. Led national program headquarters workplanning efforts assigning resources (FTEs and extramural dollars) based on requirements in law and priorities provided by elected officials.
National Response Team Planning and Performance Measurement Ad Hoc Committee. The NRT consists of 16 federal agencies responsible for various aspects of emergency response to pollution incidents. I managed and implemented activities enabling the Committee to improve their long-range planning process.

Career Progression - continued

1998 *Brookings Institution Legislative Fellow,* **Water and Power Subcommittee, Resources Committee, U.S. House of Representatives, Washington, D.C.**

Legislation. Responsible for all aspects of legislative development. Represented the Committee with Majority and Minority Members and staff within the House, in Senate conferences, with the Administration, with State governments and political subdivisions, and with a wide variety of constituent parties. Responsible for Subcommittee legislative hearing and markup preparations, as well as full Committee markup preparations. Responsible for House Floor preparations, including Rules Committee activities and writing Committee Reports. Mediated and procured a strategic constitutional law decision from CRS. Successfully negotiated the referral process in part by writing for the Parliamentarian. Served as the Subcommittee staff representative at the counsel table during Full Committee markups. Developed and advanced major long-term policy positions.

1997 *Environmental Engineer,* **Environmental Protection Agency,**
1994 **Office of Solid Waste and Emergency Response, SUPERFUND, Washington, D.C.**

Legislation. Coordinated analysis of proposed legislation. Provided assessment and proposal development for one of the major titles - the State Involvement Title. All issues relating to State qualifications, delegation of Federal authority, funding and cost-share, Federal oversight and corrective actions were within my purview.

State/Federal government relations. Provided national leadership of intergovernmental workgroups (Federal and State government Superfund managers) to improve State and Tribal involvement in Superfund.

Design, construction, and contracting. Provided national technical oversight of design, construction, and contracting activities for the USEPA's Superfund program cleaning our nation's worst hazardous waste sites.

1994 *Senior Environmental Engineer*, **Phoenix Area Indian Health Service,**
1990 **Office of Environmental Health & Engineering, Kingman, Arizona**

Provided environmental engineering direction and guidance required to implement the Indian Health Service's Sanitation Facilities Construction Program on four Indian reservations. Managed and administered environmental health field office, supervised technical and clerical staff, provided environmental engineering analysis and design, administered and inspected contracts, prepared contract specifications, and engineering reports, drafted legal agreements.

1990 *Design Engineer,* **Alaska Area Indian Health Service**
1988 **Environmental Health and Engineering Branch, Anchorage, Alaska**

Provided the engineering services for planning and design of Indian Health Service constructed facilities throughout the State of Alaska. Designed water supply and treatment systems, designed wastewater and sewer systems, designed central water facilities, including complex mechanical and control systems, and prepared comprehensive public works feasibility reports. Conducted public meetings in order to develop cooperative sanitation projects between native villages and the IHS. Rated superior in ability to work with Native Leaders.

1988 *Operation and Maintenance Consultant,* **Alaska Area Indian Health Service**
1985 **Environmental Health and Engineering Branch, Anchorage, Alaska**

Developed operation and maintenance programs for facilities located in isolated native villages and cities throughout Alaska. Inspected and evaluated facilities, identified existing or potential facility deficiencies and made recommendations for modernization, alteration, and repair, provided recommendations regarding the feasibility and economy of design, adequacy of type, size, and capacity of components, prepared detailed operation and maintenance manuals, developed and provided management and administrative training for community officials, provided local operator training.

1985 *Water Engineer,* **U.S. Peace Corps, Government of Kenya**
1983 **Ministry of Water Development (MOWD), Kitui District, Kenya**

Developed and managed rural water projects from conception to completion. Supervised MOWD technical and construction staff responsible for producing engineering studies, designs, cost estimates, and construction inspection, as well as directly supervising large groups of construction personnel. Provided technical assistance to a USAID-financed water development program, as well as to several NGOs.

Educational Achievement, Professional Credentials, Professional and Civic Associations

- Professional Engineer, State of Alaska - CE7658
- Legislative Fellowship, The Brookings Institution, 1998
- Bachelors of Science, Engineering, 1982 Michigan Technological University, Houghton, Michigan
- USPHS Engineers Appointment Board, 1997
- Legislation and Benefits Committee, Commissioned Officers Association of the USPHS'96,'97
- Awards Committee, Commissioned Officers Association of the USPHS, 1996, 1997
- USPHS Engineer Professional Advisory Committee Information Sub-Committee, 1995, 1996
- USPHS Engineer Professional Advisory Committee Alternate , 1996 - 2001
- USPHS Regular Corps Assimilation, 1992
- Associate Recruiter, U.S. Public Health Service
- Commissioned Officers Association of the USPHS
- Anchor and Caduceus Society
- Home School Legal Defense Association Congressional Action Program, NCHE Leader, 1998 - 2002
- Fredericksburg, Virginia home educators association, Director, 1997

Professional Awards and Commendations

USPHS Citation Nominated October 2008, for exemplary service with the EPA Alaska Operations Office in Region 10.
USPHS Commendation Medal August 2005, for meritorious service with the Environmental Protection Agency, Alaska Operations Office.
USPHS Commendation Medal June 2003, for meritorious service for the Water Resources and Environment SubCommittee, Transportation and Infrastructure Committee, U.S. House of Representatives.
USPHS Commendation Medal January 2002, for excellence in leading the Office of Emergency and Remedial Response's workplanning effort, cultivating a high degree of understanding of mission and resource allocation for the Senior Management Team, and facilitating successful resource allocation.
USPHS Special Assignment Award November 2001, for detail to the U.S. House of Representatives Transportation and Infrastructure Committee pursuant to Personnel Orders and MOU.
USPHS Commendation Medal February 2000, for professional dedication managing and implementing the Planning and Performance Ad Hoc Committee activities, resulting in the Committee's successful accomplishment of its mission.
USPHS Commendation Medal, December 1998, for sustained high quality work performance for the Water and Power Subcommittee, Resources Committee, US House of Representatives, the 2nd Session of the 105th Congress.
Letter of Appreciation, July 1998, Majority Whip Tom DeLay, U.S. House of Representatives
Congressional Record, July 1998, Appreciation, Congresswoman Mary Bono (CA)
Letter of Appreciation, July 1998, Congressman John Shadegg (AZ), Colorado River Water Rights Amendment
USPHS Commendation Medal, October 1997, for sustained high quality work providing exceptional national leadership of the Agency's Administrative Block Funding Reform.
USPHS Unit Commendation, October 1996, for exceptional service and performance of duties while serving on the Superfund Reauthorization Team analyzing and developing legislation to reauthorize the national Superfund law.
USPHS Achievement Medal, February 1996, for superior professional performance toward the accomplishment of achieving the nationally significant Agency goal of attaining Superfund Construction Completion Targets.
USPHS Unit Commendation, November 1995, for outstanding performance and professional achievement in the development, management, and delivery of the EPA national SUPERFUND contract training conference.
Phoenix Area IHS Fluoridation Team Award, 1995, for continuous excellence in community water fluoridation.
Phoenix Area IHS Director's Award for Excellence, September 1991, for outstanding emergency service support of the Havasupai Tribe during a flash flood.
USPHS Citation December 1989, for professionalism, dedication and technical contributions to the Alaska Area Environmental Health and Engineering Branch.
USPHS Hazardous Duty Award, January 1987, for regularly undertaking the hazards of travel in rural Alaska in unscheduled fixed wing aircraft to remote locations with marginal uncontrolled airstrips.

Presentations and Publications

- Industrial College of the Armed Forces Environment Industry Study Seminar Presentation, 2005, 2006
- Government Performance and Results Act presentation, Superfund Focus Forum, 1999
- US House of Representatives, Majority Whip's legislative staff briefing, July 1998; briefed 200 congressional Legislative Assistants on HR3267 the Salton Sea Reclamation Act of 1998, Public Law 105-372, Washington DC
- National Enhanced State Role, Winter 1997, USEPA Region V All States Meeting
- Superfund Block Funding, Summer 1997, USEPA Region V All States Meeting
- Environmental Protection Issues in the U.S., African Delegation, USIA, 1996, Washington D.C.
- State Superfund Block Funding, 1996 National Site Assessment Conference, USEPA
- IHS Engineer Recruitment: The Applicability of Returned U.S. Peace Corps Volunteers, Environmental Health and Engineering Proceedings, 27th Annual Meeting of the U.S. Public Health Service Professional Association
- IHS Engineers' Response to the Havasupai 1990 Labor Day Flood, Environmental Health and Engineering Proceedings from the 26th Annual Meeting of the U.S. Public Health Service

Continuing Education

Federal Green Challenge Symposium, EPA video teleconference University of Washington, October 2008
National Environmental Policy Act Training, NEPA Compliance Division, USEPA. Anchorage Alaska, September 2007
Environmental Information Seminar, Supporting Decisions to Achieve Environmental Results, November 2005
Southeast Conference Annual Meeting, Wrangell, Alaska October 2005
Clean Water Act Section 106 USEPA National Meeting, Washington, D.C. June 2004
Public Health Professional Conference, Anchorage, Alaska May 2004
Alaska Forum on the Environment, Anchorage, Alaska, February, 2004
Environmental Summit, The National Environmental Policy Institute, Democratizing Environmental Policy: Moving State and Local Priorities into Washington, March 2001, Washington D.C.
The Performance Conference, June 2000, National Academy of Public Administration, Washington D.C.
Public Speaking School, September 1999, The Leadership Institute, Washington D.C.
Strategies for Achieving World-Class Government Performance, September 1999, George Mason University
Government Performance and Results Act, April 1999, Federal Data Corporation, Arlington, VA
Parliamentary Process, 1998, U.S. House of Representatives Rules Committee, Washington, D.C.
Advanced Legislative Process, April 1997, The Brookings Institution, Washington, D.C.
Congressional Operations Seminar, June 1996, The Brookings Institution, Washington, D.C.
Hazardous Ranking System Training, December 1995, Environmental Protection Agency, Crystal City, VA
International Health Seminar, October 1995, Office of the Surgeon General, USPHS, Rockville, MD
Regulation Development in EPA, June 1995, Environmental Protection Agency, Washington, D.C.
Contract Administration, September 1994, Environmental Protection Agency, Washington, D.C.
Risk Assessment for SUPERFUND, August 1994, Environmental Protection Agency, Crystal City, VA
Submersible Motor Seminar, January 1994, Franklin Electric, Phoenix, AZ
Construction Contracting, April 1993, Phoenix Area Indian Health Service, Phoenix, AZ
Public Works Construction Inspection, December 1991, University of Wisconsin, Las Vegas, NV
Safe Drinking Water Act Regulations, December 1990, Arizona Small Utilities Association, Kingman, AZ
Cultural Awareness, July 1989, Alaska Area Indian Health Service, Anchorage, AK
Well Design and Construction, February 1989, Edmonds Community College, Lynwood, WA
Personnel Supervision, November 1986, National Seminars, Anchorage, AK
Water Fluoridation, June 1986, Alaska Area Indian Health Service, Anchorage, AK
Public Law 86-121, U.S. Indian Health Service Environmental Health Orientation, January 1986, Albuquerque, NM
Rural Development, Water and Sanitation Development, June 1983, U.S. Peace Corps, Antlers, OK
Intensive KiSwahili Language and Cross-Cultural, August 1983, U.S. Peace Corps, Lugari, Kenya

Respectfully submitted,

Kenneth J. Fisher, P.E. **January 21, 2009**

FISHER

Biographical Sketch
Kenneth J. Fisher, P.E.

Kenneth Fisher is an Engineer Officer with the U.S. Public Health Service; he currently is assigned to the U.S. Environmental Protection Agency Region 10 office in Juneau, Alaska, where he serves as the Senior Representative to the State of Alaska. His responsibilities include coordination of program implementation for all EPA issues with the State of Alaska and other Juneau based federal agencies.

Prior to his current assignment Mr. Fisher served as a Professional Staff Member on the U.S. House of Representatives Transportation and Infrastructure Committee working on Oversight and Investigations and on the Water Resources and Environment Subcommittee. Mr. Fisher served with the U.S. Environmental Protection Agency=s Superfund headquarters program office. While at EPA headquarters he provided budget and work planning functions and served as the Government Performance and Result Act program expert. He coordinated legislation analysis and assessment of the State Involvement title, advanced state/federal relations leading intergovernmental state/federal workgroups to improve state and tribal involvement, and provided national oversight of program design, construction and contracting activities.

In 1998 Mr. Fisher was competitively selected for the Brookings Institution=s Legis Fellows executive development program. As part of this program Mr. Fisher served as a Professional Staff Member for the Water and Power Subcommittee with the U.S. House of Representatives Resources Committee. Water and Power Subcommittee issues include: federal Power Marketing Administration management; proper maintenance of the underlying power generating facilities; water management and facility maintenance issues in the Bureau of Reclamation; and research and management in the USGS Water Resources Division.

Mr. Fisher has 25 years of professional engineering, program management, and legislative experience with a broad federal, state, tribal, and international background. His diverse work experiences have taken him from Michigan to Africa, throughout Alaska, Arizona, California, Nevada, Washington DC, and now back to Alaska. He has worked within both the legislative and executive branches of the government.

Mr. Fisher graduated from Michigan Technological University in 1982. He lives in Juneau, Alaska, with his wife and four children. He is active in local and community activities, supporting children and family activities. His hobbies include skiing, boating, fishing, hunting, reading with his family and studying American History.

Alaska State Legislature

House of Representatives

Office of the Chief Clerk

Official Business

State Capitol, Room 216
Juneau, AK 99801-1182
Phone: (907) 465-3725
Fax: (907) 465-5334

MEMORANDUM

Date: 2009

To: All Committees

From: Suzi Lowell
Chief Clerk

Subject: Confirmation Committee Report (Signature Page) for Governor's Appointments

The attached Confirmation Committee Report (signature page) should be used in conjunction with the Referral for Confirmation form for the Governor's appointments to boards and commissions requiring legislative confirmation. After a committee has reviewed the qualifications of the appointee(s), the Referral for Confirmation form(s) should be dated and attached to a signature page. Have members sign the signature page and return the confirmation packet to the Chief Clerk's office.

Please use a single signature page for multiple appointees if the names of all members signing the report are the same for each attached referral. This change allows members to sign once for multiple appointments.

Attached are several signature pages for your use. We used colored paper to make them easier to identify. If you anticipate needing more forms or need assistance, please call Nancy McMullen at 6809.

Note: A separate report, including the signatures, will be used for department commissioners.

Attachments

CONFIRMATION COMMITTEE REPORT

Action date: 3/18/09

The **Education Committee** has reviewed the qualifications of the following Governor's appointee(s) as shown on the attached Referral for Confirmation forms(s) and recommends that the name(s) be forwarded to a joint session for consideration:

This does not reflect intent by any of the members to vote for or against this individual during any further sessions for the purposes of confirmation.

Signature:	Printed Last Name
Wes Keller	Keller
Berta Gardner	GARDNER
R. Lee Buch	Buch
Bee Edgmon	Edgmon
Co-Chair: Paul R. Seaton	SEATON
Co-Chair:	

Please attach appointee Referral for Confirmation form(s) and return to the Chief Clerk's office.

Exe
Keplinger
Hilland

Alaska State Legislature

House of Representatives

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Juneau, AK 99801-1182
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Fax: (907) 465-5334

REFERRAL FOR CONFIRMATION

Date Referred: February 4, 2009

Committee: **Education**

Professional Teaching Practices Commission
Jill Exe – Barrow
Appointed: 3/1/2009 Term Expires: 3/1/2012

Action Date: 3/18/09
(Same date as on the accompanying signature page)

Note: Attach to a signature page and return to the Chief Clerk's office.

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REFERRAL FOR CONFIRMATION

Date Referred: February 4, 2009

Committee: **Education**

Board of Education and Early Development
Janel Keplinger – Kodiak
Appointed: 3/1/2009 Term Expires: 3/1/2014

Action Date: 3/18/09
(Same date as on the accompanying signature page)

Note: Attach to a signature page and return to the Chief Clerk's office.

4396

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House of Representatives

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REFERRAL FOR CONFIRMATION

Date Referred: February 4, 2009

Committee: **Education**

Professional Teaching Practices Commission
Cindy Lou Aillaud – Delta Junction
Appointed: 10/26/2006
Reappointed: 3/1/2008 Term Expires: 3/1/2011

Action Date: 3/18/09
(Same date as on the accompanying signature page)

Note: Attach to a signature page and return to the Chief Clerk's office.

EXE
Teachin

JILL M. EXE

P.O. Box 33 ◆ Kaktovik, Alaska 99747 ◆ jill.exe@nsbsd.org

EDUCATION & CERTIFICATION

Bachelor of Science (1986), Major Elementary Education
Montana State University – Bozeman, Montana

Option in Reading K-12 (1986)
Montana State University – Bozeman, Montana

ESL Endorsement (1990)
University of St. Thomas – Houston, Texas

Alaska Teaching Certificate – K8 Elementary Education
Highly Qualified – Elementary Education
Highly Qualified – Middle School Language Arts

PROFESSIONAL TEACHING EXPERIENCE

Harold Kaveolook School – Kaktovik, Alaska **Teacher** (Grades 3, 4, and 5)	August 2007 – May 2008
North Slope Borough School District – Barrow, Alaska **Reading Coach** (District-wide)	August 2007 – May 2008
Hopson Middle School – Barrow, Alaska	
Language Arts Teacher (8th Grade)	August 2004 – May 2007
Language Arts Teacher (7th Grade)	August 2003 – May 2004
Ipalook Elementary School – Barrow, Alaska	
Teacher (2nd Grade)	August 1998 – May 2003
Teacher (Kindergarten)	August 1993 – May 1998
Emerson Elementary School – Houston, Texas **Teacher** (1st Grade)	September 1989 – June 1992
Pleasants Elementary School – Houston, Texas **Teacher** (1st and 2nd Grade)	September 1986 – June 1989

PROFESSIONAL DEVELOPMENT

SIOP Training – Denver, Colorado 2007
NEA-Alaska Fall Event – Anchorage, Alaska 2005
Effective Instructional Strategies – Barrow, Alaska 2003
NEA-Alaska April Leadership – Anchorage, Alaska 2003 & 2008
NEA-Alaska Delegate Assembly – Anchorage, Alaska 2003, 2004, 2006, & 2007
Linking Curriculum to Standards Saxon Math and More – Barrow, Alaska 2002
Reading Recovery Training – Ohio State University, Columbus, Ohio 1998
ECE/Kindergarten Curriculum Development – Barrow, Alaska 1996
Imaginarium's Arctic Ecology Training – Anchorage, Alaska 1994

Aillaud
Teaching

Cindy Lou Aillaud

P.O. Box1245
Delta Jct., AK 99737
smiles99737@yahoo.com
907-895-4286

Education

Bachelor of Arts in Education, Washington State University, Pullman, WA (1977)
K-12 Special Education Endorsement, Central Washington University, Ellensburg, WA (1989)

Teaching Experience

1977-1978 6th grade - North Auburn Elem., Auburn,WA
1978-1979 grades K-5 - Arctic Village School, Arctic Village, AK
1979-1982 grades 5 and 6 - Delta Elem., Delta Jct., AK
1989-1990 4/5th grade - Ft. Greely School, Ft. Greely, AK
1990-1993 K-6 Special Education - Ft. Greely School, Ft. Greely, AK
1993-1995 3rd grade - Delta Elem., Delta Jct., AK
1995-1997 K-6 Special Education - Delta Jct., AK
1997-1998 Kindergarten - Ft. Greely School, Ft. Greely, AK
1998-2001 K-3 SPED/PE - Delta Elem., Delta Jct., AK
2001-present Elem. Physical Education - Delta Elem., Delta Jct., AK

Professional Activities

* High School Cheerleader Coach (1979-1980)
* Organized Safety Patrol for Ft. Greely School (1990-1993)
* Served on committee to develop district wide wellness program (1992-1999)
* Delta/Greely Education Association Representative to NEA-AK Delegate Assembly (1993-1998)
* Steering and Rules Committee at NEA-AK Delegate Assembly (1999-2002)
* Chair of Steering and Rules Committee at NEA-AK Delegate Assembly (2003-present)
* Co-President Delta/Greely Education Association (1999-2002 and 2004-2005)
* Organized field trips to Fairbanks (100 miles away) for Special Education students to attend the Very Special Arts Festival (1990-1993 and 1995-1997)
* Presented at teacher inservices for Alaska Geographic Alliance, District Wellness and Fulbright Memorial Fund program
* NEA Read Across America School Coordinator (1998-present)
* Jump Rope for Heart (American Heart Association) Coordinator (1993-present)
* Curriculum Management Committee (2001-present)
* PE/Health Curriculum Committee (2003-present)
* 5th grade Photography Club Sponsor (2003-present)
* Studied photography with nationally recognized photographers
* Coordinator of monthly Elementary Family P.E. Nights, 2003-present
* Provided Best Practices in Collaboration and Teacher Learning to Elem. staff, 2004-present
* Involved in Healthy Futures program, a collaboration with AKAHPERD & Conoco-Phillips, 2005-present
* President-elect AKAHPERD, 2005-2006

PROFESSIONAL ORGANIZATIONS

North Slope Borough Education Association, Current President
Top of the World Literacy Council
International Reading Association
Alaska Science, Math, and Writing Consortium Fellow

NSBSD COMMITTEES

NSBSD District Social Studies Adoption, 2009
Facilitator of the NSBEA/NSBSD Interest Based Bargaining, 2008
Harold Kaveolook School Improvement Plan, 2008
NSBSD Literacy, 2007-2008
NSBSD Improvement Plan, 2006-2009
Pay for Performance Plan, 2006-2007
Hopson Middle School Improvement Plan, 2003-2007
Apple Computer Tech Camp at HMS, 2007
HMS Reading Adoption, 2007
Reading/Writing Adoption Meetings at BHS, 2007
Apple 1:1, 2006
District Curriculum, 1999-2003, 2007-2008
Grievance, 1999-2009

COMMUNITY INVOLVEMENT

Kaktovik Community Events, **Participating Teacher** 2008 - 2009

Barrow Arctic Science Consortium, **Saturday Schoolyard Coordinator** 2003 - 2006

Nuvuk Archaeological Excavation, **Student Supervisor** Summer 2006

"Culture Camp 2005," **Participating Teacher** August 13, 2005

"Scientists and Alaska Science Teachers Team Up:
Barrow Fieldwork for Better Classroom Teaching," **Presenter** September 18, 2004

Alaska Science Consortium, **Arctic Ecology Advanced Institute Host** Summer 2004

Read Across the Slope, **Coordinator/Committee Chair** March of Year 1997 – 2003

Pingusugruk/Point Franklin Archaeological Excavation, **Volunteer Laborer** June 1998

WEB LINKS

Below are some links that refer to my support and involvement in my North Slope community.

http://tea.armadaproject.org/conner/4.3.1999.html
http://www.polartrec.com/node/1789
http://www.nsbecho.org/docs/ReportupdateECHOJan06.pdf
http://ecosystems.mbl.edu/ARC/schoolyard/presentations.html
http://www.alaskanewspapers.com/content/pdf/AS_12-21-06.pdf page 2
http://www.north-slope.org/NSB/MayorsNews/Dec2005_no1.pdf

Keplinger
EED

Janel Keplinger
Box 4024 Kodiak, AK 99615
[redacted]
Work (907)-481-2009

Throughout my life I have been an educator; being the oldest of five children in a Coast Guard family, a mother of 3 children who found learning a challenge and a teacher of 26 years. The methods may change but the core of my abilities is seeking knowledge, problem-solving and helping others to see their potential.

Areas of Proficiency

- Assessment Tools
- Literature Circles
- Interdisciplinary Reading
- Data Analysis
- Leadership and Team Building
- Behavior Modification
- Technology Integration
- Multidisciplinary Lesson Plans
- Guided Reading
- Student Motivation
- Individual Education Plans
- Collaboration with Staff
- Mission Statement and School Vision
- Curriculum Development
- Student-Led conferences

Professional Experience

Main Elementary -- Kodiak, Alaska 1982-1987

Resource Teacher

I developed and implemented Individual Educations programs for each of the students in my program. There was a variety of student needs and abilities but my goal and purpose was to work collaboratively with teachers on staff to provide a program that assisted them in being successful in the least restrictive environment. I consulted with teachers regarding modifications and accommodations for instructional materials and behavior management. My time was spent in small group instruction in the resource room or team teaching within the class setting.

East Elementary-- Kodiak, Alaska 1988-1994

Kindergarten and 1st grade teacher

I created lesson plans and instruction for primary students; their academic, social and behavioral needs. Assessed student performance through, tests, observations, anecdotal records, and student portfolios which were presented at student-led conferences three times a year.

(North Star School was being built and I was asked to transfer so I could teach one of the three K-1-2 multi-age classes. It was a great opportunity to be part of a team that would be creating new curriculum, school policy and student expectation in academics and behavior.)

Professional Experience Continued

North Star Elementary-- Kodiak, Alaska 1995- present

Parents, staff and students worked very hard to establish a community that would embrace academic success and establish an environment of respect responsibility, and cooperation. Our team developed lesson plans to help students recognize the desired behaviors. Programs and materials needed to be modified for multiple ages. I implemented a reading intervention program for the building, which included teaching at-risk students and training staff in the areas of evaluations, interventions, and accommodations.

Achievements:

- Developed thematic units to facilitate interest and motivation in the areas of reading, writing, math, social studies and science.
- Integrated technology into daily lessons for computer literacy skills and adaptive activities.
- Enhanced student achievement through the use of cooperative learning, whole group, small group and individual instruction.
- Evaluated academic and behavioral growth through the use of authentic assessment that guided daily instruction.
- Researched assessments and programs that could be utilized to assist at-risk readers in the improvement of decoding, fluency, comprehension, and vocabulary.
- Implemented DIBELS, READWELL, Read Naturally, and Treasures programs within our building as a Reading Specialist.
- Trained staff and parents to use intervention programs and assessments in the area of reading.
- Reviewed and evaluated reading programs nationwide as part of the curriculum development committee.
- Disseminated consequences, behavioral expectations and interventions of students when our building principal was not in the building.
- Maintained building schedules, staff meetings, and staff development as directed by principal.

Additional Employment

My husband and I owned and operated a commercial salmon seiner from 1980 through 2005. I have worked as a crewman during those summers, some years full-time and others on a temporary basis.

Education and Training

Bachelor of Science in Elementary Education Oregon College of Education	1981 Monmouth, OR
Master of Arts in Special Education University of Northern Colorado	1989-1990 Greeley, CO
Continued Education in Reading University of Alaska	1990-present Kodiak, AK

Professional Associations and Committees

Language Arts Curriculum Committee	1992 to present
Math Curriculum Committee	1995
Staff Development	2005-present
Assessment Committee	2000-present

Kodiak Reading Association	1995-present
International Reading Association	Current
PTA member	1995-present
Kodiak High School Booster Club Secretary/ Membership	2000-present

* Will present at the Alaska Alliance for Health, Physical Education, Recreation and Dance Conference, September 2006

Community Activities

* Community Schools Gymnastic Coach (1979-1981)
* Member and Officer of Delta/Greely Arts Council (1979-1982)
* Elections Board Officer (1981-1995)
* Director of Miss Deltana Pageant (1993)
* Member of Delta/Greely Community Choir (1989-2001)
* Cub Scout Master Pack 76 (1992-1995)
* Instructor for Local Cub Scouts Summer Day Camp (1998-2002)
* Member of Tuesday Tappers Dance Club - performed at many community events (1998-2001)
* Sister Maria in Fairbanks Light Opera Theater's production of "Tony and Tina's Wedding" (1997)
* Deltana Fair Exhibit Judge
* Participant of Annual Project Christmas program
* Participant of Annual Community Cleanup Day
* Participant in Ski-a-thon for Challenge Alaska (1996-1998)
* Delta/Greely Representative for Annual Cancer Walk
* Official Deltana Fair Photographer (2003)
* Relay for Life Cancer Walk Kid's Activities Chair, 2006

Honors/Awards

* Who's Who Among America's Teachers
* Delta/Greely Education Association Teacher of the Year (1993)
* Fulbright Memorial Fund Scholar (2000)
* Photographs have been accepted and exhibited in state juried shows (1999-present)
* Photographs on the cover of NEA-AK calendar (2000, 2002, 2004 and 2005)
* 2004 DisneyHand Teacher Honoree
* November 2005, Local Fitness Champion, Conoco-Phillips
* Author/Photographer of first children's book, *Recess at 20 Below*
* Jump Rope for Heart Grant Recipient, 2006

Member of:

* National Education Association/ NEA-AK
* Delta/Greely Education Association
* Alaska State Science Consortium
* Alaska State Writing Consortium
* AKAHPERD (Alaska Alliance for Health, Physical Education, Recreation and Dance)
* AAHPERD (American Alliance for Health, Physical Education, Recreation and Dance)
* Fairbanks Arts Association
* Alaska Photography Center
* Society of Children's Books Writers and Illustrators

Black Teaching

NFT/Teaching/085

ENTERED 1-4-06 AC

Linda Lee Gillam Black

Educational Preparation

1982 Doctor of Education, Administration and Curriculum, University of Southern California, Los Angeles, CA

1971 Master of Arts, Early Childhood Education Washington State University, Pullman, Washington

1969 Bachelor of Science, Psychology Lewis and Clark College Portland, Oregon

1965 Honors Graduate East Anchorage High School, Anchorage, Alaska

Certification	Expires November 13, 2006
Type A	Elementary Teacher # 4002181
Type B	Administrative K-12 Principal, Superintendent # 4002182

Educational Experience

2004 – Present **Assistant Professor of Education** Alaska Pacific University

1992 – 2004 **Principal College Gate Elementary School** Anchorage School District

Revitalize Resolving Conflict Creatively	1992-2004
Resolving Conflict Creatively Instructor	1995-2004
School-wide Writing Initiative	1995-2004
Data Driven Instruction Initiative	1996-2004
School-wide Reading Initiative	1998-2004
School-wide Cooperative Learning Initiative	1998-2004
Cooperative Learning Instructor	1998-2004
Cooperative Learning Strategies	
Cooperative Learning in Writing	

1987 - 1992 **Principal Mountain View Elementary School** Anchorage School District

Community Collaboration to Develop Student	
Code of Conduct	1987
School Climate	1988
Instructional Strategies Initiative	1989
Skillstreaming Instructor, 1 credit	
Curriculum Alignment Instructor, 1 credit	
School-wide Home Visits	1990-1992
Peer Coaching Cooperative	1990
Project APU/UAA	
Multicultural Gifted Pilot	1991

1984 -1987 **Principal Williwaw Elementary School** Anchorage School District

At Risk Underachieving Student Initiative	1986-1987
Reading and Math Initiative	1987

1983-1984 **Administrative Intern, Homestead Elem** Anchorage School District

1981-1983 **Director, Instructional Support Programs** Anchorage School District

Conducted Community Policy Planning Seminars

Transportation	1981
Effective Schooling	1982
Attendance and Discipline	1983
Senior High School Reform	1984

Instructor Effective Schooling 2 credit Seminar

1976-1981	**Coordinator, Federal and State Programs** Anchorage School District Developed new Multicultural Education Department Initiated Title I Long Term Follow-up Study Initiated First Bilingual Education Grant	
1974-1976	Coordinator, ESEA Title I	Anchorage School District
1973-1974	Director, ESEA Title I	Alaska State Operated Schools, Anchorage, AK
1972-1973	Teacher, Title I Program	Alaska State Operated Schools, Anchorage, AK
1971-1972	Teacher, Early Childhood Program	Alaska State Operated Schools, Anchorage, AK
1969-1971	Teacher Early Childhood Lab School	Washington State University, Pullman, WA

Professional Honors and Community Contributions

Alaska Elementary Principal of the Year	1993
National Distinguished Elementary Principal	1994
Anchorage School District Administrator of the Month	November 1991
Alaska School Librarians Award: Outstanding Administrator Supporting School Libraries	1995
Alaska Parent Teacher Association Education Advocate Outstanding Support of Parent volunteers	1995
Friend of the Library Principal's Award	1998
National Energy Education Development Project Youth Award for Excellence Recipient	1991
Phi Kappa Phi Honor Society, Washington State University	1970
Faculty Senate Student Representative, Washington State University	1970
Phi Delta Kappa	1977 - Present
Kappa Research Representative	1981 - 1983
Phi Delta Kappa President	1983 - 1984
Phi Delta Kappa Membership Representative	1984 – 1986
Anchorage Council of Education President	1979 –1980
Negotiations Team Spokesperson	1981
Alaska Associations of Elementary and Secondary School Principals State Conference Co-Chair Effective Principals, Effective Schools	1987
Alaska Chapter I Advisory Committee	1989-1991
Council for Exceptional Children Conference Speaker: Training "At-Risk" Teachers	1990
University of Alaska School of Education Adjunct Staff ED 612 Human Relations	1990
Anchorage Police Department/Anchorage School District Youth Violence Conference and Task Force	1991
Founder Mt. View Coalition for Nonviolence	1991
Anchorage School District New Teacher Interviewer and	

Steering Committee	1991-1998
Anchorage Principals' Association	1983-2004
Executive Committee	1992 – 1994, 2002-2004
President	1993
Negotiations Table Team	2000-2001
Treasurer	2002-2004
Resolving Conflict Creatively Trainer	1995 – Present
Municipality of Anchorage-Anchorage School District	
Safe Schools Task Force Member	1995
Municipality of Anchorage-Anchorage School District	
Committee on Truancy and Absenteeism	1995-1996
Cooperative Learning Trainer Providing School Based Classes	1998 – Present
Structural Approach to Cooperative Learning, 2 credits	
Cooperative Learning for Principals Instructor	Spring 2002
Anchorage Council of PTAs Principal of the Year Runner-Up	1999
Anchorage School District	
Chairman, Community Planning on Absenteeism	1982
Chairman, Effective Schooling Community Planning	1982-83
Chairman, Transportation Community Planning	1982
Superintendent Interview Committee Staff Representative	1993
Superintendent Leadership Team	1993
Mentor for New Principals	1996-2004
Research Review Committee	2002-2004
Library Advisory Committee	2001-2004
Teacher Evaluation Process Review Committee	2002
East Area Principal's Instructional Committee Representatie	2001-2004
Data Driven Instruction for Principals Trainer	August 2002
Alaska Principal Team Lobby State Legislature for Educational Funding	April 2003
Anchorage City Wide Executive Exchange	2002-2003
Blood Donor	2001-Present

Training and Workshop Participant

Larson Math Computer Assisted Instruction Training	January 2004
Developmental Reading Assessment Principal Training	October 2003
New Teacher Induction Team Training	April 2003
Transforming Classroom Grading Principal Book Group Leader	Spring 2003
Second Language Learners Workshop	March 2003
Handling Disruptive Behavior Workshop	January 2003
Reading Training for Principals	January 2003
Data Driven Instruction using Excel	January 2003
Taking Assets from Awareness to Action Conference	November 2002
Leadership Institute	October 2002

Promoting Success for Bilingual Students, Team Training	May 2002
Kid Clinic Special Education Training	April 2002
Creating an Asset Rich School Workshop	April 2002
Safe and Drug Free Schools Conference	April 2002
Mission to Mars Training	March 2002
Cooperative Learning for Administrators	Summer 2002
Multiple Intelligences through Cooperative Learning	Summer 2000
Multiple Intelligences Through Cooperative Learning Institute	Summer 1999
First Steps Principal Training	August 1998
Cooperative Learning Trainer's Institute	Summer 1998

Publications

Black, L. February, 1982. Transportation policy planning seminar: a decision-making process, Anchorage School District.

Black, L. May, 1983. Effective schooling policy planning seminar: review of research, practice, and community expectations, Anchorage School District.

Black, L. , November, 1983. Attendance and discipline policy planning seminar: review of research, practice, and community expectations, Anchorage School District.

Black, L. , March, 1984. Senior high school reform policy planning seminar: review of research, practice, and community expectations, Anchorage School District.

Professional References

Current Reference List

Carol Comeau, Superintendent of Schools
Anchorage School District
P.O. Box 196614, Anchorage, Alaska 99519-6614
(907) 742-4312 Fax (907) 742-4318

Patricia McRae, Executive Director of Elementary Education
Anchorage School District
P.O. Box 196614, Anchorage, Alaska 99519-6614
(907) 742-4254 Fax (907) 742-4251

Eunice Long, Elementary Supervisor
Anchorage School District
P.O. Box 196614, Anchorage, Alaska 99519-6614
(907) 742-4242 Fax (907) 742-4251

1994 National Distinguished Principal Supporting Documents Available upon request

Personal Position Statements: Linda L. Black

Recommendations

Carol Comeau, Executive Director of Elementary Education
Carol Stolpe, Anchorage School Board
Susan Moore, Principal Denali Elementary School
Roger McCommon, Teacher
Sylvia Brown, Mountain View Elementary School PTA President
George Lyle, College Gate PTA President and Executive Board

CONFIR-MATIONS 2010

Alaska State Legislature

House of Representatives

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Official Business

REFERRAL FOR CONFIRMATION

Date Referred: February 3, 2010

Committee: Education

Professional Teaching Practices Commission
Michael D. Husa – Bethel
Appointed: 2/13/2007
Reappointed: 3/1/2010 Term Expires: 3/1/2013

Action Date: 3/17/2010
(Same date as on the accompanying signature page)

Note: Attach to a signature page and return to the Chief Clerk's office.

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Alaska State Legislature

House of Representatives

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Official Business

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REFERRAL FOR CONFIRMATION

Date Referred: February 3, 2010

Committee: Education

Professional Teaching Practices Commission
Jeffrey A. Hebard – Fairbanks
Appointed: 5/1/2006 Reappointed: 3/1/2007
Reappointed: 3/1/2010 Term Expires: 3/1/2013

Action Date: 3/17/2010
(Same date as on the accompanying signature page)

Note: Attach to a signature page and return to the Chief Clerk's office.

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Alaska State Legislature

Official Business

House of Representatives

Office of the Chief Clerk

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Phone: (907) 465-3725
Fax: (907) 465-5334

REFERRAL FOR CONFIRMATION

Date Referred: February 3, 2010

Committee: Education

Professional Teaching Practices Commission
Eric V. Fry – Juneau
Appointed: 3/1/2010 Term Expires: 3/1/2013

Action Date: 3/17/2010
(Same date as on the accompanying signature page)

Note: Attach to a signature page and return to the Chief Clerk's office.

4413

CONFIRMATION COMMITTEE REPORT

Action date: 3/17/2010

The **Education Committee** has reviewed the qualifications of the following Governor's appointee(s) as shown on the attached Referral for Confirmation forms(s) and recommends that the name(s) be forwarded to a joint session for consideration:

This does not reflect intent by any of the members to vote for or against this individual during any further sessions for the purposes of confirmation.

Signature:	Printed Last Name
Wes Keller	Wes Keller
Cathy Muñoz	Muñoz
Peggy Wilson	WILSON
Bryan Edgmon	Edgmon
Berta Gardner	Gardner
R. L. Burch	Burch
Chair: Paul Seaton	Seaton

Please attach appointee Referral for Confirmation form(s) and return to the Chief Clerk's office.

CONFIRMATION COMMITTEE REPORT

Action date: 3/17/2010

The **Education Committee** has reviewed the qualifications of the following Governor's appointee(s) as shown on the attached Referral for Confirmation forms(s) and recommends that the name(s) be forwarded to a joint session for consideration:

This does not reflect intent by any of the members to vote for or against this individual during any further sessions for the purposes of confirmation.

Signature:	Printed Last Name
Wes Keller	Wes Keller
Sally Muñoz	Muñoz
Peggy Wilson	WILSON
Bryce Edgmon	Edgmon
Berta Gardner	Gardner
R.R. Buch	Buch
Chair Paul Seaton	Seaton

Please attach appointee Referral for Confirmation form(s) and return to the Chief Clerk's office.

CONFIRMATION COMMITTEE REPORT

Action date: 3/17/2010

The **Education Committee** has reviewed the qualifications of the following Governor's appointee(s) as shown on the attached Referral for Confirmation forms(s) and recommends that the name(s) be forwarded to a joint session for consideration:

This does not reflect intent by any of the members to vote for or against this individual during any further sessions for the purposes of confirmation.

Signature:	**Printed Last Name**
Wes Keller	Wes Keller
Cathy Muñoz	Muñoz
Peggy Wilson	WILSON
Bye Edgmon	Edgmon
Berta Gardner	Gardner
R.L. Busch	Busch
Chair: Paul Seaton	SEATON

Please attach appointee Referral for Confirmation form(s) and return to the Chief Clerk's office.

Eric Fry

3491 Meander Way
Juneau, AK 99801
Residence: 907-790-1029
Work: 907-465-2851
Eric.fry@alaska.gov

Professional experience

Public information officer
Alaska Department of Education & Early Development, Juneau, Alaska
August 2005 to present

- Compile weekly information exchange for Alaska's educators.
- Write department news releases and media packets.
- Write documents -- such as memos, white papers, opinion pieces, speeches and talking points -- as needed by the commissioner's office and the governor's office.
- Write and manage the publication of informational documents.
- Answer inquiries from the media and the public.
- Edit department documents as needed.
- Help prepare packets for meetings of the State Board of Education & Early Development.

Reporter, city editor, layout editor
The Juneau Empire, Juneau, Alaska
April 1998 to August 2005

- Seven years regularly writing news stories, including five years of specializing in education.
- Three years filling in as a layout editor as needed, designing newspaper pages on a computer.
- Three years filling in as city editor as needed, responsible for assigning and editing news stories and managing a staff of six reporters and two photographers.

Editor and reporter
The Seward Phoenix Log, Seward, Alaska
August 1994 to April 1998

- Four years writing news stories and preparing special sections.
- Three years editing the newspaper and managing a staff of four.
- Representing the newspaper at public functions.

Editor and reporter
The Bristol Bay Times, Dillingham, Alaska
October 1993 to August 1994

- Nearly a year editing and reporting, and managing a staff of three.
- Representing the newspaper at public functions.

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Reporter, production worker
The Alaska Journal of Commerce
October 1990 to October 1993

- Three years writing business news stories.
- One year periodically laying out the newspaper on a computer.
- Writing and designing special sections on commercial fishing.

Education

Fordham University, New York, N.Y.
Bachelor of arts in art history, summa cum laude.

4418

JEFFREY A. HEBARD
1192 BEMIS COURT
FAIRBANKS, AK 99712
(907) 479-2807
(907) 456-7794

CURRENT POSITION

9-12 Physical Education Teacher
Austin E. Lathrop High School
Fairbanks, AK 99701

EDUCATION

Master of Science in Education
Western Oregon University
2000

Bachelor of Science in Physical Education
University of Alaska Fairbanks
1991

Austin E. Lathrop High School
1983

PROFESSIONAL EXPERIENCE

9-12 Physical Education
Austin E. Lathrop High School
2001-present

9-12 Health and Physical Education
North Pole High School
1993-2001
Varsity Track and Field Coach 1995-2001
Varsity Cross Country Running Coach 1996-2001
Varsity Hockey Assistant Coach 1993-1994

K-12 Physical Education
Monroe Jr./Sr. High School
Immaculate Conception Elementary School
1991-1992
Varsity Hockey Coach 1990-1992
Varsity Track and Field Coach 1991-1992

PROFESSIONAL AFFILIATIONS

Fairbanks Education Association
1993-present
Board of Directors
Building Representative
Delegate Assembly Representative
Bargaining Committee Member

Alaska Association for Health Physical Education Recreation and Dance
1991-present

PEPI (Physical Education Public Information) State Coordinator
1992

Fairbanks Physical Education Association of Teachers
Middle School Vice President
1992

REFERENCES

Gayle Pierce
FNSBSD Director of Labor Relations
520 Fifth Ave.
Fairbanks, AK 99701
(907) 452-2000

Mario Gatto
Principal-Austin E. Lathrop High School
901 Airport Way
Fairbanks, AK 99701
(907) 456-7794

Nancy Duez
President-Fairbanks Education Association
2118 South Cushman Street
Fairbanks, AK 99701
(907) 456-4435

Michael D Husa
P.O. Box 1293, Bethel, AK 99559
907-543-4860
mhusa@ak.net

Current Position	· Registrar Lower Kuskokwim School District	Aug 2004 - present
Profile	· Nearly 16 years experience as an educator in the Lower Kuskokwim School District · Proven ability to work with board members, educators and administration. · Proven ability to lead or be a committee member.	
Education	**Endorsement in Education Technology:** University of Alaska – Southeast	Spring 2001
	B.S. in Education: University of Nebraska-Lincoln	December 1990

Relevant Experience

Education Employment History	**Z. J. Williams Memorial School** Napaskiak, AK Positions: Teacher, Dean of Students, Site Tech	*1997-2004*
	Akiuk Memorial School Kasigluk, AK Position: Teacher	*1996-1997*
	Dick R. Kiunya Memorial School Kongiganak, AK Positions: Teacher, Site Tech	*1992-1996*
	Kwethluk Community School Kwethluk, AK 99559 Position: Teacher	*1991-1992*

Other Education Involvement	Social Studies Curriculum Committee Chair	2006-Present
	LKSD Quality Schools Initiative – Tech Committee	2001-2002
	Science Curriculum Committee	1993-1996
	Alaska Science Consortium Fellow	1993-Current
	Alaska Writing Consortium Fellow	1992 –Current

Association Involvement	Lower Kuskokwim-NEA: Vice-president, Rights Chair, Bargaining Chair, Webmaster, Site Representative. Lower Kuskokwim Education Association: President, President-elect, Web Master, Rights Chair, Site Representative. NEA-Alaska: Delegate to Delegate Assembly, Committee Chair Delegate Assembly, Goal Area Committee Member, Political Action Committee member.	
Awards	NEA- Alaska MacManus/Armistead/Belts Award American Red Cross of Alaska – Educator Award	2003 2003
References	**William Ferguson,** Superintendent Lower Kuskokwim School District P.O. Box 305 Bethel, AK 99559 Phone: 907-543-4810 **Les Daenzer,** Assistant Superintendent of Academic Instructional Programs Lower Kuskokwim School District P.O. Box 305 Bethel, AK 99559 Phone: 907-543-4855 **Gloria Ingle,** Site Administrator Chief Paul Memorial School P.O. Box 19 Kipnuk, AK 99614 Phone: 907-896-5011	

Alaska State Legislature

House of Representatives

Office of the Chief Clerk

State Capitol, Room 216
Juneau, AK 99801-1182
Phone: (907) 465-3725
Fax: (907) 465-5334

Official Business

REFERRAL FOR CONFIRMATION

Date Referred: February 3, 2010

Committee: Education

Board of Education and Early Development
Esther J. Cox – Anchorage
Appointed: 2/13/2003 Reappointed: 3/31/2005
Reappointed: 3/1/2010 Term Expires: 3/1/2015

Action Date: 3/24/2010
(Same date as on the accompanying signature page)

Note: Attach to a signature page and return to the Chief Clerk's office.

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Alaska State Legislature

Official Business

House of Representatives

Office of the Chief Clerk

State Capitol, Room 216
Juneau, AK 99801-1182
Phone: (907) 465-3725
Fax: (907) 465-5334

REFERRAL FOR CONFIRMATION

Date Referred: February 3, 2010

Committee: Education

Board of Education and Early Development
James (Jim) E. Merriner – Anchorage
Appointed: 3/1/2010 Term Expires: 3/1/2015

Action Date: 3/24/2010
(Same date as on the accompanying signature page)

Note: Attach to a signature page and return to the Chief Clerk's office.

CONFIRMATION COMMITTEE REPORT

Action date: 3/24/2010

ESTHER J. COX

The **Education Committee** has reviewed the qualifications of the following Governor's appointee(s) as shown on the attached Referral for Confirmation forms(s) and recommends that the name(s) be forwarded to a joint session for consideration:

This does not reflect intent by any of the members to vote for or against this individual during any further sessions for the purposes of confirmation.

Signature:	Printed Last Name
Kathy Muñoz	Muñoz
Peggy Wilson	WILSON
Byron Edgmon	Edgmon
Berta Gardner	Gardner
Chair: Paul K Seaton	SEATON

Please attach appointee Referral for Confirmation form(s) and return to the Chief Clerk's office.

CONFIRMATION COMMITTEE REPORT

Action date: 3/24/2010

JAMES MERRINER

The **Education Committee** has reviewed the qualifications of the following Governor's appointee(s) as shown on the attached Referral for Confirmation forms(s) and recommends that the name(s) be forwarded to a joint session for consideration:

This does not reflect intent by any of the members to vote for or against this individual during any further sessions for the purposes of confirmation.

Signature:	Printed Last Name
Cathy Muñoz	Muñoz
Peggy Wilson	WILSON
Bye Edgmon	Edgmon
Berta Gardner	Gardner
R.R. Buck	Buck
Chair: Paul Seaton	SEATON

Please attach appointee Referral for Confirmation form(s) and return to the Chief Clerk's office.

8600 Shebanof Avenue
Anchorage, Alaska 99507

Phone 907-360-5864
E-mail jmerriner@gmail.com

James E. Merriner

Work experience

Aug. 2008-Present Interior Distance Education of AK Anchorage, Alaska
Site Administrator
- Responsible for the Anchorage IDEA correspondence school program (Galena City School District), which facilitates the home-school education of more than 875 Anchorage-area students.

Sept. 2007-Aug. 2008 Self-Employed Anchorage, Alaska
Business Owner
- Merriner Management, Inc. Construction industry clients.

Dec. 2006-August 2007 Executive Branch Juneau, Alaska
Chief of Staff for the Lieutenant Governor
- Lieutenant Governor's main policy, budgetary, and personnel advisor. Assisted the Lt. Governor in his statutory and voluntary responsibilities (e.g., Division of Elections, Initiatives, Regulations).

June 2006-Dec. 2006 Chief Paul Memorial School Kipnuk, Alaska
Site Administrator
- Responsible for educating 233 students, supervising 49 employees at a rural public school (preK-12).

Aug. 2002-June 2005 Grace Christian School Anchorage, Alaska
Principal
- Responsible for the junior high and high school programs at Alaska's largest independent school (785 students K-12). Recruited, trained, and supervised 38 teachers and staff.

Aug. 2000-June 2002 Grace Christian School Anchorage, Alaska
Assistant Principal
- Primary responsibilities included 7-12 grade discipline and K-12 curriculum development.

Aug. 1996-June 2000 Pacific Northern Academy Anchorage, Alaska
Teacher
- 5-9 grade social studies

Summers 1993-2009 Self-Employed Bristol Bay, Alaska
Captain
- 32 ft. salmon gillnet F/V CLARE-ANN B

Education

Oct. 1995-July 1996 Cambridge University Cambridge, England
MPhil in Educational Leadership/School Improvement
- Rotary International scholarship

Aug. 1994-May 1995 University of Alaska Fairbanks Fairbanks, Alaska
Teacher Certification
- Teachers for Alaska (TFA) program

Sept. 1989-June 1993 Harvard College Cambridge, Massachusetts
BA in Modern European History
- John Harvard Scholarship for academic achievement of highest distinction

Aug. 1984-May 1988 Dillingham High School Dillingham, Alaska
High School Diploma
- Valedictorian

ESTHER J. COX
7705 Highlander Drive
Anchorage, AK 99518
(907) 333-0956

EDUCATION

Waterville High School
Waterville, WA
Graduated 1953

Washington State College
Pullman, WA
1953-1955

Eastern Washington State College
Cheney, WA
BAEd, 1965
Major: Language Arts Minor: Social Studies

University of Alaska Fairbanks
University of Alaska Anchorage
MAEd/Counseling, 1973

CERTIFICATES

State of Alaska Certificates
Type A: Secondary Language Arts 2005-2010
K-12 Guidance Counselor 2005-2010
Type B: Administrative 2005-2010

WORK EXPERIENCE

ASD Educational Consultant, South Anchorage HS, 2000-2004
ASD King Career Center, Principal, 1990-1998
ASD Central Administration, Secondary Supervisor, 1985-1990
ASD Romig Junior High, Principal, 1982-1985
ASD West Anchorage High School, Assistant Principal, 1979-1982
ASD Service-Hanshew Jr/Sr High School, Assistant Principal, 1973-1978
ASD Service-Hanshew Jr/Sr High School, Administrative Intern, 1972
ASD Rural Transition Center, Head Teacher, 1970-1972
Juneau-Douglas High School, Teacher, 1967-1970
West Anchorage High School, Teacher, 1965-1967

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COMMUNITY SERVICE

Navy League Board, 2009-2010
Alaska Bar Association Disciplinary Committee, lay member, 2007-present
Alaska Bar Association Fee Arbitration Committee, lay member, 2007-present
Amazing Grace Lutheran Church, volunteer, 2007-present
Bear Valley Elementary School, tutor, 2006-present
ASD Career Technical Education Advisory Board, 2006-present
Campbell Glen Home Owner Board, 2004-present
Anchorage Historical/Fine Arts Museum Commission, 2002-2006
Anchorage Museum Association, 2002-2006
Future of Museum Committee, 2002-2006
McLaughlin Youth Center Advisory Board, 2000-2008
Planning/Zoning Commission, Municipality of Anchorage, 1996-2002
Private Industry Council, Municipality of Anchorage, 1989-1993
Anchorage Youth Court Board of Directors, 1988-1990
Northwest Accreditation Teams: Lathrop, 1981; Cordova, 1981; Seward, 1982; Nenana (chair), 1985; Soldotna (chair), 1990; Nome (chair), 1991; Barrow (chair), 1992; McLaughlin HS (chair), 2000; Polaris K-12, 2002; Chugiak, 2002; West, 2004.

STATE POSITIONS

Alaska State Board of Education and Early Development, 2002-present
First Vice Chair, 2003-2006
Chair, 2007-2010
Alaska Construction Academy Advisory Board, 2006-present
Alaska State Selection Committee, Milken Educator Award, 2003-present
UA Statewide Vocational/Technical Education Advisory Council, 1996-1999
Alaska Department of Education Committee of Practitioners, 1990-1994
Alaska State Northwest Accreditation Committee, 1985-1998
Alaska School Activities Association, Region IV Rep., 1982-1988
Chair, 1986-1987
Planning Team, Seward Wellness Conference, 1987-1992
Alaska Association of Secondary School Principals, president, 1983-1985
Alaska Council of School Administrators, president, 1983-1984
Alaska Association of Secondary School Principals State Conference, chair, 1981-1983
IDEA Fellow, 1972, 1978, 1982, 1985

NATIONAL POSITIONS

National Association of Secondary School Principals, president, 1994-1995
Commission on the Restructure of the American High School, 1994-1995
(NASSP/Carnegie Foundation for the Improvement of Teaching published

"Breaking Ranks: Changing An American Institution")
National Association of Secondary School Principals, Board of Directors, 1989-1995
National Association of Secondary School Principals, delegate to International Confederation of Principals: Geneva, 1992; Antwerp, 1994; Sydney, 1996
National Center for Research for Vocational Education, task force, "Integrating Academics and Vocational Education," 1990-1991
Alaska Assessment Center for Principals, chair, 1984-1985
"Clearing House Magazine," consulting editor, 1993-1996

AWARDS

ASD King Career Center, dedication of playground in honor of Esther J. Cox, 1999
ASD Administrator of the Month, 1998
Mayor's First Outstanding Educator Award, Anchorage, 1998
Milken Family Foundation Education Award, 1996
Woman of Achievement, YWCA/BP, 1994
NASSP/EPCOT Symposium, 1983 (One of 50 principals selected nationwide)
ASD Romig Junior High, principal, US Department of Education "School of Excellence" award, 1985
Alaska Association of Secondary School Principals Distinguished Service Award, 1985
Alaska's Outstanding Secondary School Principal, NASSP/Burger King, "In Honor of Excellence," 1983-84

REFERENCES UPON REQUEST

HB

23

Alaska State Legislature

House of Representatives

Alaska State Capitol
Juneau, Alaska 99801-1182
1-907-465-3438 (phone)
1-888-478-3438 (toll free)
1-907-465-4565 (fax)

Interim Address
716 West Fourth Avenue
Anchorage, Alaska 99501-2133
(phone) 1-907-269-0100
(fax) 1-907-269-0105

Representative Harry Crawford
District 21

House Bill No. 23: Voluntary Class Size Reduction Sectional Summary

Sec. 1 Short Title. This Act may be known as Time to Teach Act

Sec. 2 Adds a new section to (AS 14.17) to include funding for reducing class sizes. Schools would receive a class size reduction grant that would increase the base student allocation to $8,000 for each student in grades kindergarten through three.

Only schools maintaining a class size of no more than 15 in grades kindergarten through three would be eligible for grants.

Schools must maintain this class level for a minimum of five years and academic progress and achievement must be studied by the school in comparison with classrooms that have not adopted the 15 student maximum.

Teachers placed in these classrooms must have a valid teaching certificate and at least one special education aide must be placed in a classroom with a student with a disability.

A student with a disability will count as two students.

A parent of a child may file a complaint in court to require a district to comply with and enforce the class size requirements of this Act.

Funding for reduction shall be treated the same as the states share of public school funding.

The location of the definition of "child with a disability" may be found in AS 14.30.350

The definition of "class size" is defined.

E-mail: Representative_Harry_Crawford@legis.state.ak.us

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

ASD MEMORANDUM #120 (2007-2008) December 3, 2007

TO: SCHOOL BOARD

FROM OFFICE OF THE SUPERINTENDENT

SUBJECT: CLASS SIZE REPORT 2007-2008

ASD Goal: *Establish and maintain a supportive and effective learning environment by providing safe, caring, barrier-free schools.*

PERTINENT FACTS:

This report for the 2007-2008 school year is divided into the following categories: Elementary Education, Middle School Education, High School Education, Special Education, Bilingual Education, and Charter Schools. In addition, the administration has compiled information on class sizes in the alternative programs and the student-to-counselor ratio at the eight major high schools.

Each major department in the Instructional Division has provided detailed information on class sizes and, at the high school level, the counselor-to-student ratio.

ELEMENTARY EDUCATION

Class size information for the elementary schools is summarized in Attachment A. This information is based on enrollment data on September 28, 2007. Overall, class sizes in the various categories are within one percent of last year's percentages, with the exception of the 27-30 category, which decreased by two percent (from 14 percent in 2006-2007 to 12 percent in 2007-2008).

A comparison chart of the last eight years for classes of 30 and higher is displayed in Attachment B. This number increased slightly in 2007-08. Teacher assistant time has been allocated to assist in large classes.

Attachment C compares kindergarten through third grade and fourth through eighth grade class sizes for the past three years, 2005-2006, 2006-2007 and 2007-

FISCAL NOTE

STATE OF ALASKA
2009 LEGISLATIVE SESSION

Fiscal Note Number: HB 23
Bill Version:
() Publish Date:

Identifier (file name): HB23-EED-ESS-02-20-09
Dept. Affected: Education & Early Development
Title "An Act establishing a grant program to support voluntary class size reductions."
RDU K-12 Support
Component Foundation Program
Sponsor Representatives Crawford & Gara
Requester Education, Finance
Component Number 141

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2010**	**FY 2010**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**
Personal Services							
Travel							
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims	118,653.8	0.0	7,476.3	7,549.0	7,616.6	7,616.6	7,616.6
Miscellaneous							
TOTAL OPERATING	**118,653.8**	**0.0**	**7,476.3**	**7,549.0**	**7,616.6**	**7,616.6**	**7,616.6**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES ( )							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	118,653.8	0.0	7,476.3	7,549.0	7,616.6	7,616.6	7,616.6
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**118,653.8**	**0.0**	**7,476.3**	**7,549.0**	**7,616.6**	**7,616.6**	**7,616.6**

Estimate of any current year (FY2009) cost:

POSITIONS

Full-time							
Part-time							
Temporary							

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

This bill establishes an $8,000 grant applied to the base student allocation in the foundation formula; for those District's schools that can reduce the class size of their Kindergarten through 3rd grade to a ratio of 15 students to one certified teacher. A student with special needs as established in AS14.30.350, would count as two students. Annual increases to this grant will be base on the Consumer Price Index for all urban consumers for the Anchorage metropolitan area. January 2003 represents the base of the index. The department used a five year CPI-U average to project out the increases to this grant, at 3.14.

To qualify, the district enters into an agreement with the school on a form that has been pre-approved by the Department of Education & Early Development. This agreement would cover a minimum of five years and would track the academic progress of those students.

Prepared by: Eddy Jeans, Director — Phone 465-8679
Division School Finance — Date/Time 2/20/09 12:00 AM
Approved by: Larry LeDoux, Commissioner — Date 2/20/2009

(Revised 9/10/2008 OMB)

4434

Department of Education & Early Development
Prepared 2/20/09
HB 23
K-3rd Grade Voluntary Class reduction Grant

Prepared by School Finance

GRANT - BSA
$8000 - $5580 = $2420

DISTRICT	TOTAL K-3rd Grade less corresp	Approx. School Size Adjustment at .97	FY10 Cost Factor	Adjusted for Cost Factor	Adjusted for 1.20 SPED	Total cost of Grant
Alaska Gateway School District	100.75	97.73	1.481	144.74	173.69	**420,330**
Aleutian Region School District	12.00	11.64	1.864	21.7	26.04	**63,017**
Aleutians East Borough School District	88.50	85.85	1.778	152.64	183.17	**443,271**
Anchorage School District	14,876.24	14429.95	1.000	14429.95	17315.94	**41,904,575**
Annette Island School District	87.00	84.39	1.216	102.62	123.14	**297,999**
Bering Strait School District	569.45	552.37	1.821	1005.87	1207.04	**2,921,037**
Bristol Bay Borough School District	38.50	37.35	1.397	52.18	62.62	**151,540**
Chatham School District	44.50	43.17	1.405	60.65	72.78	**176,128**
Chugach School District	20.00	19.4	1.420	27.55	33.06	**80,005**
Copper River School District	123.95	120.23	1.264	151.97	182.36	**441,311**
Cordova City School District	102.45	99.38	1.182	117.47	140.96	**341,123**
Craig City School District	100.00	97	1.133	109.9	131.88	**319,150**
Delta-Greely School District	262.04	254.18	1.191	302.73	363.28	**879,138**
Denali Borough School District	65.95	63.97	1.326	84.82	101.78	**246,308**
Dillingham City School District	154.55	149.91	1.312	196.68	236.02	**571,168**
Fairbanks North Star Borough School District	4,607.73	4469.49	1.059	4733.19	5679.83	**13,745,189**
Galena City School District	36.60	35.5	1.376	48.85	58.62	**141,860**
Haines Borough School District	83.65	81.14	1.128	91.53	109.84	**265,813**
Hoonah City School District	34.25	33.22	1.270	42.19	50.63	**122,525**
Hydaburg City School District	21.18	20.54	1.348	27.69	33.23	**80,417**
Iditarod Area School District	61.10	59.27	1.705	101.06	121.27	**293,473**
Juneau Borough School District	1,435.40	1392.34	1.093	1521.83	1826.2	**4,419,404**
Kake City School District	29.55	28.66	1.296	37.14	44.57	**107,859**
Kashunamiut School District	103.85	100.73	1.533	154.42	185.3	**448,426**
Kenai Peninsula Borough School District	2,404.29	2332.16	1.109	2586.37	3103.64	**7,510,809**
Ketchikan Gateway Borough School District	619.95	601.35	1.106	665.09	798.11	**1,931,426**
Klawock City School District	35.10	34.05	1.196	40.72	48.86	**118,241**
Kodiak Island Borough School District	727.99	706.15	1.216	858.68	1030.42	**2,493,616**
Kuspuk School District	109.35	106.07	1.622	172.05	206.46	**499,633**
Lake and Peninsula Borough School District	91.83	89.07	1.831	163.09	195.71	**473,618**
Lower Kuskokwim School District	1,525.65	1479.88	1.599	2366.33	2839.6	**6,871,832**
Lower Yukon School District	693.65	672.84	1.703	1145.85	1375.02	**3,327,548**
Matanuska-Susitna Borough School District	4,534.31	4398.28	1.048	4609.4	5531.28	**13,385,698**
Nenana City School District	42.80	41.52	1.313	54.52	65.42	**158,316**
Nome Public Schools	223.51	216.81	1.402	303.97	364.76	**882,719**
North Slope Borough School District	525.10	509.35	1.684	857.75	1029.3	**2,490,906**
Northwest Arctic Borough School District	593.00	575.21	1.720	989.36	1187.23	**2,873,097**
Pelican City School District	4.00	3.88	1.408	5.46	6.55	**15,851**
Petersburg City School District	149.40	144.92	1.153	167.09	200.51	**485,234**
Pribilof School District	35.90	34.82	1.589	55.33	66.4	**160,688**
Saint Marys School District	49.40	47.92	1.522	72.93	87.52	**211,798**
Sitka School District	418.18	405.63	1.123	455.52	546.62	**1,322,820**
Skagway School District	27.75	26.92	1.163	31.31	37.57	**90,919**
Southeast Island School District	44.45	43.12	1.299	56.01	67.21	**162,648**
Southwest Region School District	204.25	198.12	1.587	314.42	377.3	**913,066**
Tanana City School District	13.45	13.05	1.677	21.88	26.26	**63,549**
Unalaska City School District	132.25	128.28	1.368	175.49	210.59	**509,628**
Valdez City School District	198.20	192.25	1.143	219.74	263.69	**638,130**
Wrangell Public School District	78.73	76.36	1.100	84	100.8	**243,936**
Yakutat School District	30.00	29.1	1.275	37.1	44.52	**107,738**
Yukon Flats School District	95.80	92.93	1.948	181.03	217.24	**525,721**
Yukon-Koyukuk School District	91.35	88.61	1.711	151.61	181.93	**440,271**
Yupiit School District	188.25	182.6	1.628	297.27	356.72	**863,262**
TOTAL	**36,947.05**	**35,838.64**		**40,858.74**	**49,030.49**	**118,653,784**

NOTE: Does not take into account those K-3 students with disabilities.

Department of Education & Early Development
Prepared 2/20/09
HB 23
K-3rd Grade Voluntary Class reduction Grant

Prepared by School Finance

GRANT - BSA
$2571 - $2420 = $151

DISTRICT	TOTAL K-3rd Grade less corresp	Approx. School Size Adjustment at .97	FY11 Cost Factor	Adjusted for Cost Factor	Adjusted for 1.20 SPED	Total cost of Grant increase based on CPI-U
Alaska Gateway School District	100.75	97.73	1.519	148.45	178.14	**26,899**
Aleutian Region School District	12.00	11.64	1.890	22	26.4	**3,986**
Aleutians East Borough School District	88.50	85.85	1.849	158.74	190.49	**28,764**
Anchorage School District	14,876.24	14429.95	1.000	14429.95	17315.94	**2,614,707**
Annette Island School District	87.00	84.39	1.257	106.08	127.3	**19,222**
Bering Strait School District	569.45	552.37	1.880	1038.46	1246.15	**188,169**
Bristol Bay Borough School District	38.50	37.35	1.424	53.19	63.83	**9,638**
Chatham School District	44.50	43.17	1.462	63.11	75.73	**11,435**
Chugach School District	20.00	19.4	1.445	28.03	33.64	**5,080**
Copper River School District	123.95	120.23	1.282	154.13	184.96	**27,929**
Cordova City School District	102.45	99.38	1.199	119.16	142.99	**21,591**
Craig City School District	100.00	97	1.158	112.33	134.8	**20,355**
Delta-Greely School District	262.04	254.18	1.208	307.05	368.46	**55,637**
Denali Borough School District	65.95	63.97	1.329	85.02	102.02	**15,405**
Dillingham City School District	154.55	149.91	1.324	198.48	238.18	**35,965**
Fairbanks North Star Borough School District	4,607.73	4469.49	1.063	4751.07	5701.28	**860,893**
Galena City School District	36.60	35.5	1.382	49.06	58.87	**8,889**
Haines Borough School District	83.65	81.14	1.152	93.47	112.16	**16,936**
Hoonah City School District	34.25	33.22	1.313	43.62	52.34	**7,903**
Hydaburg City School District	21.18	20.54	1.401	28.78	34.54	**5,216**
Iditarod Area School District	61.10	59.27	1.752	103.84	124.61	**18,816**
Juneau Borough School District	1,435.40	1392.34	1.111	1546.89	1856.27	**280,297**
Kake City School District	29.55	28.66	1.350	38.69	46.43	**7,011**
Kashunamiut School District	103.85	100.73	1.562	157.34	188.81	**28,510**
Kenai Peninsula Borough School District	2,404.29	2332.16	1.130	2635.34	3162.41	**477,524**
Ketchikan Gateway Borough School District	619.95	601.35	1.127	677.72	813.26	**122,802**
Klawock City School District	35.10	34.05	1.232	41.95	50.34	**7,601**
Kodiak Island Borough School District	727.99	706.15	1.241	876.33	1051.6	**158,792**
Kuspuk School District	109.35	106.07	1.660	176.08	211.3	**31,906**
Lake and Peninsula Borough School District	91.83	89.07	1.886	167.99	201.59	**30,440**
Lower Kuskokwim School District	1,525.65	1479.88	1.621	2398.89	2878.67	**434,679**
Lower Yukon School District	693.65	672.84	1.756	1181.51	1417.81	**214,089**
Matanuska-Susitna Borough School District	4,534.31	4398.28	1.056	4644.58	5573.5	**841,599**
Nenana City School District	42.80	41.52	1.322	54.89	65.87	**9,946**
Nome Public Schools	223.51	216.81	1.419	307.65	369.18	**55,746**
North Slope Borough School District	525.10	509.35	1.720	876.08	1051.3	**158,746**
Northwest Arctic Borough School District	593.00	575.21	1.754	1008.92	1210.7	**182,816**
Pelican City School District	4.00	3.88	1.432	5.56	6.67	**1,007**
Petersburg City School District	149.40	144.92	1.184	171.59	205.91	**31,092**
Pribilof School District	35.90	34.82	1.623	56.51	67.81	**10,239**
Saint Marys School District	49.40	47.92	1.556	74.56	89.47	**13,510**
Sitka School District	418.18	405.63	1.148	465.66	558.79	**84,377**
Skagway School District	27.75	26.92	1.167	31.42	37.7	**5,693**
Southeast Island School District	44.45	43.12	1.334	57.52	69.02	**10,422**
Southwest Region School District	204.25	198.12	1.620	320.95	385.14	**58,156**
Tanana City School District	13.45	13.05	1.713	22.35	26.82	**4,050**
Unalaska City School District	132.25	128.28	1.393	178.69	214.43	**32,379**
Valdez City School District	198.20	192.25	1.153	221.66	265.99	**40,164**
Wrangell Public School District	78.73	76.36	1.120	85.52	102.62	**15,496**
Yakutat School District	30.00	29.1	1.321	38.44	46.13	**6,966**
Yukon Flats School District	95.80	92.93	2.004	186.23	223.48	**33,745**
Yukon-Koyukuk School District	91.35	88.61	1.753	155.33	186.4	**28,146**
Yupiit School District	188.25	182.6	1.660	303.12	363.74	**54,925**
TOTAL	**36,947.05**	**35,838.64**		**41,259.98**	**49,511.99**	**7,476,306**

NOTE: Does not take into account those K-3 students with disabilities.

Department of Education & Early Development
Prepared 2/20/09
HB 23
K-3rd Grade Voluntary Class reduction Grant

Prepared by School Finance

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DISTRICT	TOTAL K-3rd Grade less corresp	Approx. School Size Adjustment at .97	FY12 Cost Factor	Adjusted for Cost Factor	Adjusted for 1.20 SPED	Total cost of Grant increase based on CPI-U
Alaska Gateway School District	100.75	97.73	1.557	152.17	182.6	**27,573**
Aleutian Region School District	12.00	11.64	1.916	22.3	26.76	**4,041**
Aleutians East Borough School District	88.50	85.85	1.920	164.83	197.8	**29,868**
Anchorage School District	14,876.24	14429.95	1.000	14429.95	17315.94	**2,614,707**
Annette Island School District	87.00	84.39	1.298	109.54	131.45	**19,849**
Bering Strait School District	569.45	552.37	1.939	1071.05	1285.26	**194,074**
Bristol Bay Borough School District	38.50	37.35	1.451	54.19	65.03	**9,820**
Chatham School District	44.50	43.17	1.519	65.58	78.7	**11,884**
Chugach School District	20.00	19.4	1.470	28.52	34.22	**5,167**
Copper River School District	123.95	120.23	1.300	156.3	187.56	**28,322**
Cordova City School District	102.45	99.38	1.216	120.85	145.02	**21,898**
Craig City School District	100.00	97	1.183	114.75	137.7	**20,793**
Delta-Greely School District	262.04	254.18	1.225	311.37	373.64	**56,420**
Denali Borough School District	65.95	63.97	1.332	85.21	102.25	**15,440**
Dillingham City School District	154.55	149.91	1.336	200.28	240.34	**36,291**
Fairbanks North Star Borough School District	4,607.73	4469.49	1.067	4768.95	5722.74	**864,134**
Galena City School District	36.60	35.5	1.388	49.27	59.12	**8,927**
Haines Borough School District	83.65	81.14	1.176	95.42	114.5	**17,290**
Hoonah City School District	34.25	33.22	1.356	45.05	54.06	**8,163**
Hydaburg City School District	21.18	20.54	1.454	29.87	35.84	**5,412**
Iditarod Area School District	61.10	59.27	1.799	106.63	127.96	**19,322**
Juneau Borough School District	1,435.40	1392.34	1.129	1571.95	1886.34	**284,837**
Kake City School District	29.55	28.66	1.404	40.24	48.29	**7,292**
Kashunamiut School District	103.85	100.73	1.591	160.26	192.31	**29,039**
Kenai Peninsula Borough School District	2,404.29	2332.16	1.151	2684.32	3221.18	**486,398**
Ketchikan Gateway Borough School District	619.95	601.35	1.148	690.35	828.42	**125,091**
Klawock City School District	35.10	34.05	1.268	43.18	51.82	**7,825**
Kodiak Island Borough School District	727.99	706.15	1.266	893.99	1072.79	**161,991**
Kuspuk School District	109.35	106.07	1.698	180.11	216.13	**32,636**
Lake and Peninsula Borough School District	91.83	89.07	1.941	172.88	207.46	**31,326**
Lower Kuskokwim School District	1,525.65	1479.88	1.643	2431.44	2917.73	**440,577**
Lower Yukon School District	693.65	672.84	1.809	1217.17	1460.6	**220,551**
Matanuska-Susitna Borough School District	4,534.31	4398.28	1.064	4679.77	5615.72	**847,974**
Nenana City School District	42.80	41.52	1.331	55.26	66.31	**10,013**
Nome Public Schools	223.51	216.81	1.436	311.34	373.61	**56,415**
North Slope Borough School District	525.10	509.35	1.756	894.42	1073.3	**162,068**
Northwest Arctic Borough School District	593.00	575.21	1.788	1028.48	1234.18	**186,361**
Pelican City School District	4.00	3.88	1.456	5.65	6.78	**1,024**
Petersburg City School District	149.40	144.92	1.215	176.08	211.3	**31,906**
Pribilof School District	35.90	34.82	1.657	57.7	69.24	**10,455**
Saint Marys School District	49.40	47.92	1.590	76.19	91.43	**13,806**
Sitka School District	418.18	405.63	1.173	475.8	570.96	**86,215**
Skagway School District	27.75	26.92	1.171	31.52	37.82	**5,711**
Southeast Island School District	44.45	43.12	1.369	59.03	70.84	**10,697**
Southwest Region School District	204.25	198.12	1.653	327.49	392.99	**59,341**
Tanana City School District	13.45	13.05	1.749	22.82	27.38	**4,134**
Unalaska City School District	132.25	128.28	1.418	181.9	218.28	**32,960**
Valdez City School District	198.20	192.25	1.163	223.59	268.31	**40,515**
Wrangell Public School District	78.73	76.36	1.140	87.05	104.46	**15,773**
Yakutat School District	30.00	29.1	1.367	39.78	47.74	**7,209**
Yukon Flats School District	95.80	92.93	2.060	191.44	229.73	**34,689**
Yukon-Koyukuk School District	91.35	88.61	1.795	159.05	190.86	**28,820**
Yupiit School District	188.25	182.6	1.692	308.96	370.75	**55,983**
TOTAL	**36,947.05**	**35,838.64**		**41,661.29**	**49,993.55**	**7,549,027**

NOTE: Does not take into account those K-3 students with disabilities.

Department of Education & Early Development
Prepared 2/20/09
HB 23
K-3rd Grade Voluntary Class reduction Grant

Prepared by School Finance

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DISTRICT	TOTAL K-3rd Grade less corresp	Approx. School Size Adjustment at .97	FY13-FY15 Cost Factor	Adjusted for Cost Factor	Adjusted for 1.20 SPED	Total cost of Grant increase based on CPI-U
Alaska Gateway School District	100.75	97.73	1.594	155.78	186.94	**28,228**
Aleutian Region School District	12.00	11.64	1.939	22.57	27.08	**4,089**
Aleutians East Borough School District	88.50	85.85	1.991	170.93	205.12	**30,973**
Anchorage School District	14,876.24	14429.95	1.000	14429.95	17315.94	**2,614,707**
Annette Island School District	87.00	84.39	1.338	112.91	135.49	**20,459**
Bering Strait School District	569.45	552.37	1.998	1103.64	1324.37	**199,980**
Bristol Bay Borough School District	38.50	37.35	1.478	55.2	66.24	**10,002**
Chatham School District	44.50	43.17	1.576	68.04	81.65	**12,329**
Chugach School District	20.00	19.4	1.496	29.02	34.82	**5,258**
Copper River School District	123.95	120.23	1.316	158.22	189.86	**28,669**
Cordova City School District	102.45	99.38	1.234	122.63	147.16	**22,221**
Craig City School District	100.00	97	1.206	116.98	140.38	**21,197**
Delta-Greely School District	262.04	254.18	1.241	315.44	378.53	**57,158**
Denali Borough School District	65.95	63.97	1.332	85.21	102.25	**15,440**
Dillingham City School District	154.55	149.91	1.346	201.78	242.14	**36,563**
Fairbanks North Star Borough School District	4,607.73	4469.49	1.070	4782.35	5738.82	**866,562**
Galena City School District	36.60	35.5	1.391	49.38	59.26	**8,948**
Haines Borough School District	83.65	81.14	1.200	97.37	116.84	**17,643**
Hoonah City School District	34.25	33.22	1.399	46.47	55.76	**8,420**
Hydaburg City School District	21.18	20.54	1.504	30.89	37.07	**5,598**
Iditarod Area School District	61.10	59.27	1.846	109.41	131.29	**19,825**
Juneau Borough School District	1,435.40	1392.34	1.145	1594.23	1913.08	**288,875**
Kake City School District	29.55	28.66	1.459	41.81	50.17	**7,576**
Kashunamiut School District	103.85	100.73	1.619	163.08	195.7	**29,551**
Kenai Peninsula Borough School District	2,404.29	2332.16	1.171	2730.96	3277.15	**494,850**
Ketchikan Gateway Borough School District	619.95	601.35	1.170	703.58	844.3	**127,489**
Klawock City School District	35.10	34.05	1.302	44.33	53.2	**8,033**
Kodiak Island Borough School District	727.99	706.15	1.289	910.23	1092.28	**164,934**
Kuspuk School District	109.35	106.07	1.734	183.93	220.72	**33,329**
Lake and Peninsula Borough School District	91.83	89.07	1.994	177.61	213.13	**32,183**
Lower Kuskokwim School District	1,525.65	1479.88	1.663	2461.04	2953.25	**445,941**
Lower Yukon School District	693.65	672.84	1.861	1252.16	1502.59	**226,891**
Matanuska-Susitna Borough School District	4,534.31	4398.28	1.070	4706.16	5647.39	**852,756**
Nenana City School District	42.80	41.52	1.338	55.55	66.66	**10,066**
Nome Public Schools	223.51	216.81	1.450	314.37	377.24	**56,963**
North Slope Borough School District	525.10	509.35	1.791	912.25	1094.7	**165,300**
Northwest Arctic Borough School District	593.00	575.21	1.823	1048.61	1258.33	**190,008**
Pelican City School District	4.00	3.88	1.477	5.73	6.88	**1,039**
Petersburg City School District	149.40	144.92	1.244	180.28	216.34	**32,667**
Pribilof School District	35.90	34.82	1.691	58.88	70.66	**10,670**
Saint Marys School District	49.40	47.92	1.624	77.82	93.38	**14,100**
Sitka School District	418.18	405.63	1.195	484.73	581.68	**87,834**
Skagway School District	27.75	26.92	1.174	31.6	37.92	**5,726**
Southeast Island School District	44.45	43.12	1.403	60.5	72.6	**10,963**
Southwest Region School District	204.25	198.12	1.685	333.83	400.6	**60,491**
Tanana City School District	13.45	13.05	1.786	23.31	27.97	**4,223**
Unalaska City School District	132.25	128.28	1.441	184.85	221.82	**33,495**
Valdez City School District	198.20	192.25	1.170	224.93	269.92	**40,758**
Wrangell Public School District	78.73	76.36	1.159	88.5	106.2	**16,036**
Yakutat School District	30.00	29.1	1.412	41.09	49.31	**7,446**
Yukon Flats School District	95.80	92.93	2.116	196.64	235.97	**35,631**
Yukon-Koyukuk School District	91.35	88.61	1.835	162.6	195.12	**29,463**
Yupiit School District	188.25	182.6	1.723	314.62	377.54	**57,009**
TOTAL	**36,947.05**	**35,838.64**		**42,033.98**	**50,440.81**	**7,616,565**

NOTE: Does not take into account those K-3 students with disabilities.

Alaska State Legislature

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Representative Harry Crawford
District 21

SPONSOR STATEMENT: HOUSE BILL 23

House Bill No. 23 would establish a grant program to support the voluntary participation of schools to reduce their classes to 15 students per teacher for the grades of kindergarten through third. This act may be known as the Time to Teach Act and has benefits for children, schools, teachers, and society as a whole.

Research conducted by Project STAR, a Tennessee based study, and the SAGE Program in Wisconsin both used the class size of 15 students and mapped those students' achievements using standard tests over five year periods starting in kindergarten and continuing through fourth grade. Students test scores rose in nearly every area compared to students in larger classroom settings. Teachers had an easier time teaching students, and maintained more control which led to less disciplinary action and disruption.

Class size reduction in the two studies mentioned above also led to higher test scores later in school and much higher rates of high school completion and a greater likelihood to pursue collegiate careers. The trends exposed by these studies had a greater impact on minority students as they benefitted greatly from the increased teacher availability and more direct student-teacher interaction.

The Time to Teach Act would provide the opportunity for schools to decide for themselves how, and when, they would implement the changes in class sizes. The flexibility allowed under this act will encourage strong local community support and involvement and will encourage custom tailored plans for each school. In addition to the class size reductions the Time to Teach Act will require schools to study the program over a five year period in order to determine its effectiveness and practicality both for the schools themselves and for the state of Alaska.

E-mail: Representative_Harry_Crawford@legis.state.ak.us

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

ASD MEMORANDUM #120 (2007-2008) December 3, 2007

TO: SCHOOL BOARD

FROM OFFICE OF THE SUPERINTENDENT

SUBJECT: CLASS SIZE REPORT 2007-2008

ASD Goal: *Establish and maintain a supportive and effective learning environment by providing safe, caring, barrier-free schools.*

PERTINENT FACTS:

This report for the 2007-2008 school year is divided into the following categories: Elementary Education, Middle School Education, High School Education, Special Education, Bilingual Education, and Charter Schools. In addition, the administration has compiled information on class sizes in the alternative programs and the student-to-counselor ratio at the eight major high schools.

Each major department in the Instructional Division has provided detailed information on class sizes and, at the high school level, the counselor-to-student ratio.

ELEMENTARY EDUCATION

Class size information for the elementary schools is summarized in Attachment A. This information is based on enrollment data on September 28, 2007. Overall, class sizes in the various categories are within one percent of last year's percentages, with the exception of the 27-30 category, which decreased by two percent (from 14 percent in 2006-2007 to 12 percent in 2007-2008).

A comparison chart of the last eight years for classes of 30 and higher is displayed in Attachment B. This number increased slightly in 2007-08. Teacher assistant time has been allocated to assist in large classes.

Attachment C compares kindergarten through third grade and fourth through eighth grade class sizes for the past three years, 2005-2006, 2006-2007 and 2007-

08. In kindergarten through third grade, class sizes increased in the under 18 and 18-20 categories, decreased in the 21-23 category and remained stable in the 24-26 and 27-30 categories. In the fourth through eighth grades, the number of classes in the under 18 category decreased slightly, the percentage of classes in the 18-20 category decreased, the number of classes in the 21-23 category increased by 2 percent and in the 24-26 category there was an increase of 6 percent. Concurrently, the percentage of classes in the 27-30 category decreased by 6 percent. Classes in the 31-32 range increased slightly.

The staffing divisors are 20.50 in kindergarten, 21 in first grade, 24 in second and third grades and 27 in fourth, fifth and sixth grades. The targeted ratio is 18:1 in kindergarten and first grades with class size reduction positions.

Attachment D is a summary of the information presented in Attachment C. Attachment E contains part-time student data.

Attachment F illustrates the positive effect of class size reduction positions in kindergarten and first grades across the elementary division.

Overall in the elementary division class sizes are very close to optimal in terms of budgeted staffing ratios. The forty-five class size reduction positions funded through Title IIA of the NCLB grant have provided significantly lower class sizes in many kindergarten and first grade classrooms across the elementary schools. Additionally, many Title I schools utilize Title I funds to lower class size.

MIDDLE SCHOOL EDUCATION

On September 28, 2007, the middle school division noted slight changes across all class size reporting categories. Percentage changes fell between 0.14 percent and 2.81percent with the greatest changes reported for class sizes of 21-25 and 31-35. A four-year comparison of class sizes across the mid-level division is attached. The average core class size remains constant from last year to this year at 26 students. Attachment G shows a class size analysis for each of the middle schools.

Across the division, schools reported a total of 114 classes with 36 or more students. The majority of these classes are physical education and music/art showing 73 and 25 classes respectively.

Since September 28, three of the nine core classes with over 36 students have been decreased to below 35 students and 22 of the 256 core classes with 31-35 have been reduced to below thirty. .

MIDDLE LEVEL CLASS SIZE FREQUENCY

PART I – 2004-2005 Class Size Frequency					
Class Size	1-20	21-25	26-30	31-35	36+
Number of All Classes	179	287	546	393	114
Percentage of All Classes	11.80%	18.90%	35.90%	25.90%	7.50%

PART II – 2005-2006 Class Size Frequency					
Class Size	1-20	21-25	26-30	31-35	36+
Number of All Classes	343	262	489	281	114
Percentage of All Classes	23.00%	17.60%	32.80%	18.90%	7.60%

PART III – 2006-2007 Class Size Frequency					
Class Size	1-20	21-25	26-30	31-35	36+
Number of All Classes	254	343	511	304	133
Percentage / All Classes	16.44%	22.20%	33.07%	19.68%	8.61%

PART IV - 2007-2008 Class Size Frequency					
Class Size	1-20	21-25	26-30	31-35	36+
Number of All Classes	265	310	557	352	114
Percentage of All Classes	16.58%	19.39%	34.85%	22.02%	7.13%

AVERAGE CLASS SIZE BY ACADEMIC AREA

Class size by area for a four-year period				
SUBJECT	**AVERAGE**	**AVERAGE**	**AVERAGE**	**AVERAGE**
	2004-2005	**2005-2006**	**2006-2007**	**2007-2008**
LANGUAGE ARTS	24.57	20.79	23.95	24.70
MATH	25.97	23.62	24.41	25.44
SCIENCE	28.23	27.56	27.71	27.59
SOCIAL STUDIES	27.07	25.80	26.54	25.89
WORLD LANGUAGES	28.06	25.72	24.44	24.21
MUSIC/ART	31.83	29.66	29.17	30.55
PE	42.14	42.74	43.13	40.18
CAREER TECH.	27.95	24.59	26.53	24.85

Polaris K-12 # of Classes					
	1-20	21-25	26-30	31-35	36+
	35	44	22	1	0
	28.92%	36.36%	18.18%	.82%	
TEACHING AREA	# OF SECTIONS	# OF STUDENTS	AVERAGE CLASS SIZE		
Language Arts	13	300	24		
Math	13	217	17		
Science	14	281	21		
Soc. Studies	17	338	20		
For. Language	3	62	21		
Music	15	341	24		
PE	17	387	23		
Art	12	292	24		
Advisory	13	277	21		
Study Skills	4	101	25		

PART-TIME STUDENTS:

Currently, there are two part-time students attending one class each in the nine standard middle schools. There are no part-time students enrolled at Polaris K-12 this school year.

SCHOOL NAME	NUMBER OF STUDENTS	NUMBER AT .25%	NUMBER AT .50%	NUMBER AT .75%	NUMBER AT OTHER %
Central	0	0	0	0	0
Clark	0	0	0	0	0
Goldenview	0	0	0	0	0
Gruening	0	2	0	0	0
Hanshew	0	0	0	0	0
Mears	0	0	0	0	0
Mirror Lake	0	0	0	0	0
Romig	0	0	0	0	0
Wendler	0	0	0	0	0
Polaris	0	0	0	0	0
TOTALS	**0**	**2**	**0**	**0**	**0**

HIGH SCHOOL EDUCATION

In general, utilization of allocated teachers and the development of the master class schedules are local school decisions. Some items, such as holding ninth and tenth grade core classes to a smaller size and providing immediate remediation for struggling students are directives, which all schools are expected to follow. Additionally, schools are instructed to minimize the number of classes under 20 students and those over 35 students. Attachment H shows a class size analysis for each of the high schools and alternative schools.

On September 28, 2007, the high schools reported 564 classes under 20, a decrease of 21 from last school year; and 126 classes over 36 students, an increase of seven sections as compared to the 2006 total. The majority of the sections below 20 students are in math and language arts classes, a direct result of the prescriptive remediation efforts. Classes of 36 or more are generally physical education (77 percent), with a lesser number in music (15 percent). Attachment X contains District wide high school average class size as reported by content area. School-to-school variations are due to student interest and school-based scheduling decisions.

Alternative Schools

Class sizes at AVAIL, Benny Benson, COHO Continuation, Crossroads, King Career Center, MYC and SAVE are all under 30. Steller Secondary has three sections above 30 all others are below 30. Polaris K-12 class sizes are provided in the middle school section.

High School Counselors

Every high school student has been assigned a certificated counselor according to his or her alpha group or according to their academic house. Indian Education community counselors (non-certificated), career guides (non-certificated), and career resource counselors (non-certificated), continue to support qualified students and families as they interact with alpha counselors. Certificated bilingual counselors are assigned to four of the high schools, based upon their specific populations. The Partners for Success program, funded by the Cook Inlet Tribal Council, provides a counselor (non-certificated), and a family advocate (non-certificated), at East and Bartlett High schools.

Average and Range of Counselor Loads by School

School	Average Number of Counselees	Range	Number of Counselors
Bartlett	211	190-298	8.0**
Chugiak	270	240-301	5.0
Dimond	260	240-300	7.0
East	274	248-340	8.0**
Eagle River	432	432	2.0
Service	269	225-311	7.0*
South	354	308-380	5.0
West	264	232-353	7.0**

* Department heads and bilingual counselors are often assigned fewer counselees.

** Number may include certificated bilingual, Partners for Success and gifted counselors.

High School Part-time Students

Seventeen part-time students are currently enrolled in the high schools while also attending a private or correspondence school, UAA, or being home-schooled. Part-time students requested placement in fine arts, some upper level math and science classes, the vocational programs at KCC, and JROTC. No part-time student was refused placement and all received full consideration in selection of classes.

SPECIAL EDUCATION

The Anchorage School District provides comprehensive educational services through the Special Education Department to all children who experience disabilities and have additional needs beyond those which can generally be met by the regular classroom program. Special education services are provided in all Anchorage School District schools, including alternative schools, optional schools, charter schools and special school programs. Services are designed by an IEP team in the least restrictive environment, including the parent as a contributing member. IDEA requires that a continuum of special education placements is available which includes: support in the regular classroom supervised by special education personnel, direct service by special education personnel in the regular classroom, pull-out time from the regular classroom with service from special education personnel self-contained special education classrooms, a special school, home or hospital instruction or instruction in an institution. Since all components of the continuum cannot be provided in every neighborhood school, the IEP teams make every effort to provide the appropriate services for a student in a setting as close to his/her normal classroom as

possible. In addition to providing the necessary special education services, the IEP team may determine a need for related services. Related services may include speech therapy, occupational therapy, physical therapy, counseling, specialized nursing services, audiology services and transportation.

Early Childhood Special Education (Preschool)

Preschool SpEd Program	**Teacher/Student Staffing Ratio**	**Range of Current Enrollment**	**Average PTR**	**Number of Classes**
Itinerant Preschool (CARE)	1 Teacher: 25 L1	5–17 per team	10.75:1	4 Teams
Communication Classes (2-Day)	1 Teacher: 8 L1 x 4 sessions = 32 students	4-5 students - per session	18.5:1	8 sessions
Self-Contained Classes (4-Day)	1 Teacher: 8 L2/L3 x 2 sessions = 16 students	5-7 students per session	10:1	26.5 teachers/ 53 sessions
Autism (Pre-K/K)	1 Teacher: 6 L3 (Pre-K & K) (full day)	3-6 students per class (Pre-K/K)	4.3:1 (Pre-K/K)	6 full day classes (Pre-K/K)

Key Points:

- Staffing ratio for preschool is based on am/pm sessions unless otherwise noted as full day i.e. one teacher for two sessions of eight students each
- CARE teams provide special education services in community settings
- Preschool autism classes provide services for preschool and kindergarten students; kindergarten students are included in above numbers to accurately reflect teacher caseloads
- Preschool special education services begin at age three rather than by school year; eligible students are enrolled throughout the school year
- Ninety-two students are scheduled for preschool assessments are scheduled between October 26 and December 20, 2007

Elementary Special Education

Elementary SpEd Programs	**Teacher/Student Staffing Ratio**	**Range of Current Enrollment**	**Average PTR**	**Number of Classes**
Resource *(K-6)*	1 Teacher:20 L1 1 Teacher:12 L2 1 Teacher: 8 L3		17.4:1	136 teachers: (11 gen. ed, 125 special ed)
Extended	1 Teacher: 10	4 - 9 students	7.6:1	10 classes

Resource (K – 6)	L2/L3			
Intensive Needs	1 Teacher: 8 L3	4 - 7 students	6.1:1	20 classes
Autism *(grades 1-6)*	1 Teacher: 6 L3	3 - 6 students	4.2:1	13 classes

Key Points:

- The number of students requiring special education services and supports for more than 50% of the school day continues to increase.
- Extended Resource, Autism, and Intensive Needs Classes are designed to provide full-day support required by a student's IEP.
- The number of students needing specialized autism classes continues to increase.

Mt. Iliamna School

Mt. Iliamna Program Pre-K – 4th Grade	**Teacher/Student Staffing Ratio**	**Range of Current Enrollment**	**Average PTR**	**Number of Classes**
Behavioral Support Classes K - 4	1 Teacher: 10 L3 students	5 – 9 per class	6.7:1	7
Learning Centers K - 4	1 Teacher: 6 L3 students	6 – 7 per class	6.2:1	4

Key Points:

- Behavioral support classes provide small group instruction; while learning center classes provide highly individualized support to assist students in development of social and behavioral skills.
- Mt. Iliamna supports children with social/behavioral needs from Kindergarten through fourth grade (preschool services have been relocated)
- As of October 26, 2007, the distribution by grade for the 72 elementary students was: K = 7; First = 14; Second = 15; Third = 18; Fourth = 18.
- Estimated enrollment by end of second quarter is 84 which is an increase of 31 percent over last fall
- On count date, Mt. Iliamna enrollment was 10 students above projections.
- Classes above represent scope of behavioral support program at Mt. Iliamna; specialized settings within Mt. Iliamna have different staffing ratios

Middle School Special Education

Middle School SpEd Programs	Range of Caseloads	Average PTR	Number of Classes
Resource	12-18 students	14:1	61 teachers
Life Skills 1	7-13 students	10:1	4.5 classes
Life Skills 2	4-8 students	6:1	5 classes
Autism	5-9 students	8:1	2 classes

High School Special Education

High School Special Ed Programs	Range of Caseloads	Average PTR	Number of Classes
Resource	15-25 students	17:1	80.5 teachers
Life Skills 1	9-15 students	11:1	10 classes
Life Skills 2	4-9 students	6:1	7 classes
Autism	6-11 students	8:1	2 classes

Alternative Special Ed Programs 7-12	Range of Enrollment	Average PTR	Number of Classes
Resource	12-27 students	17:1	11 teachers

Continuation/ COHO/Outreach	Range of Enrollment	Average PTR	Number of Classes
Resource	5-13 students	10:1	2 teachers

ACE/ACT

ACE/ACT Programs	Range of Enrollment	Average PTR	Number of Classes
ACE	15-25 students	20:1	3 teachers
ACT	10-17 students	11:1	6 teachers

Special Schools Program

Special Schools Program	Range of Enrollment	Average PTR	Number of Classes
Residential	9-18 students	13:1	15.5 teachers

Whaley School

Whaley School/ABA	Range of Enrollment	Average Class Size/CaseLoad	Number of Classes
Intensive Behavior Classes	4-8 students	6 students	24 teachers

Key Points:
3 elementary classes
21 secondary classes, including elective teachers

Related Services

Class size information across all related services programs is based on enrollment data from October 17, 2007. The total number of students receiving a related service is 4,587, representing an overall decrease of 103 students from the same time last year.

Speech-Language Services
The total number of students receiving IEP speech-language services is 2806, representing an increase of 55 students from last year, of which 846 students receive speech-only services and 1960 are special education students with speech. The number of students requiring assistive technology to support communication continues to increase, with at least 60 students using dedicated devices as stipulated by their IEPs.

School Psychology Services
Caseloads for school psychologists are determined by multiple issues other than school enrollment, i.e. the number of evaluations typical to a school, the number of functional behavioral assessments and manifestation determinations, and other special factors. Typically a school psychologist may be assigned to one secondary school and one elementary school while others are assigned to two elementary schools. The total number of students receiving IEP psychology services is 121, representing a decrease of 23 students from last year. The overall demand for psychology services in the schools increases yearly in response to discipline situations and crisis response.

Occupational Therapy/ Physical Therapy/ Adapted Physical Education
The number of students receiving OT (750), PT (216) and/or Adapted PE (459) is 1425, representing an increase of 31 students from last year. Average caseloads are 30 students for PT, 32 students for OT and 60 students for APE. Providers are highly itinerant, serving students in 4 to 12 sites each.

Hard of Hearing and Audiology Services
Thirty-five students receive services as hearing impaired, and/or 132 receive audiology services, totaling 167 which is a decrease of 55 students from last year. This decrease is likely due to a continued staff shortage for audiology. Most students receive itinerant services in their neighborhood schools, with the exception of students with cochlear implants who receive services in special classes at Williwaw Elementary.

Blind/Visually Impaired Services
Sixty-eight students receive BVI services, representing an increase of two students from last year. Average caseload size per specialist is 13 students. While the total number of students remains fairly consistent, there are increasing numbers of young Braille readers and students requiring advanced technology in order to access curriculum.

Alaska State School for Deaf and Hard of Hearing
The Alaska State School for Deaf and Hard of Hearing (ASSDHH) serves students of the state of Alaska through a program of comprehensive services supported by the District and the Department of Education and Early Development. Services for students ages three through 22 are provided in coordination with special education services of the District at Russian Jack Elementary School, Hanshew Middle School, East High School, and the ACE/ACT program. Students receive specialized instruction by ASSDHH staff and support in order to access general education at each of these sites. Enrollment in the Alaska State School for Deaf and Hard of Hearing generally fluctuates between 50 and 60 students. Enrollment as of October 27, 2006 is 56.

- Class sizes range from four to seven students at Russian Jack.
- Class size at Hanshew is seven.
- Teachers at the secondary level of ASSDHH are case managers for five to seven students each at the following locations; EHS, ACE, ACT, KCC.

BILINGUAL/MULTICULTURAL EDUCATION PROGRAM

Historically, enrollment of limited-English-proficient (LEP) students in the Bilingual/Multicultural Education Program (BMEP) has steadily increased; however, there was a decrease in enrollment this year because of state regulations regarding exiting students for progress. Attachment 1 (10-Year Historical Enrollment Chart) provides the total number of students receiving service during each designated school year. As of October 25, 2007, the 4,672 students identified and placed to receive services (Attachment 2) is much lower than the count last year in October 2005 of 6,625. There are 2,755 students in

grades K-6, and 1,917 students in grades 7-12 (also including sixth graders at Mirror Lake and Begich middle schools). Eight hundred and four students are new-to-the-district (NTD), which is slightly lower than the number of NTD in 2005-2006. Students receiving service from the BMEP speak 95 different languages. Table I shows the Enrollment of LEP Students by language spoken. As indicated in Language Charts 1 and 2, the top five languages are Spanish (1,294 or 27 percent), Samoan (754 or 16 percent), Hmong (657 or 14 percent), Tagalog (605 or 13 percent), and Yupik (222 or 5 percent).

An intensive articulation process from elementary to middle school and from middle school to high school has continued to gauge staffing decisions. In past years, students were exited from the program (if that were the need) and others were more closely monitored to make sure they were assessed and properly placed on the next level. Currently, students are being exited according to state requirements based on student proficiency for one year on the English Language Proficiency Assessment in the areas of listening, speaking, reading, and writing.

Elementary Bilingual Education students of limited-English-proficiency are enrolled at all schools, and bilingual staff members are assigned to all elementary schools in the district. The existing staffing standard attempts to provide a student/staff ratio (SSR) of 30:1, albeit, relatively high in comparison to the overall district SSR. The primary modes of delivery, as articulated in the board and state approved Plan of Service, consist of both individual or small group (two to eight students) tutorial, and in-class delivery. The current data reflect inequities in SSR in some schools. This is due to the fact that the assessment and placement of students is still in progress with a high number of students on the pending list. Once all assessment is complete, students will be transferred from the pending list, assigned to the appropriate language proficiency designation, and placed in appropriate service. The final reporting in November will reflect a more accurate picture of actual students scheduled for services. Upon receiving this information, decisions will be made to shift staff, if at all possible, from schools with low enrollments to schools with increased enrollments.

Due to the variables in enrollment districtwide of LEP students and changes made in the assessment of LEP students, there is a significant impact on the staffing at all schools.

Students in Eagle River receive service on a weekly basis by the resource teacher assigned to the school. These schools are Alpenglow (four students), Birchwood (five students), Eagle River (thirteen students), Homestead (four students), and Ravenwood (eight students).

On the elementary level, Bilingual Learning Centers are located at schools with a high concentration of LEP students (generally 90 or greater). Fourteen sites on the elementary level have been identified, including Rogers Park which was added this year: Creekside Park (54), Fairview (117), Government Hill (153), Klatt (68), Lake Hood (96), North Star (103), Mountain View (115), Muldoon (91), Rogers Park (65), Tudor (73), William Tyson (169), Williwaw (131), Willow Crest (94), and Wonder Park (68). Due to the number of students who exited due to progress and because of boundary changes, some of these schools are down in enrollment, so the assignments of teachers will need to be monitored for possible changes in the coming school year. There are 14 full-time teachers assigned to these schools, with one half-time teacher assigned to Eagle River schools as an itinerant teacher.

Each elementary learning center is staffed with one certificated teacher, as well as tutors who are non-certificated. They provide service to students with low English-language-proficiency. Tutors who work under the supervision of school principals and the bilingual supervisor staff the remaining elementary schools. Resource teachers visit these schools as well and work directly with non-English proficient (NEP) students in those schools to provide technical assistance to tutors and regular classroom teachers on an ongoing basis. There are 86.5 elementary tutor positions currently filled, with 2 positions unfilled, making the count 88.5 to be fully staffed.

Middle school bilingual education staffing consists of 2.0 FTE bilingual/ESL certificated counselors, 12.8 FTE certificated teachers, and 15.25 FTE tutors. Staffing for the middle school is a challenge because of the need to avoid homogenous grouping on teams. Challenges faced by the BMEP on the middle school level are reconfiguration of space and reallocation of staff resources to support the curriculum philosophy, which is so closely tied to curriculum strategies, appropriate forms of collaborative teaching, and coordination of services necessary to meet the unique needs of LEP students. Hence, staffing remains a major concern and issue at all middle schools. Clark Middle School students are attending Begich Middle School during construction of the new Clark Middle School with the largest concentration of LEP students, 154 (down from 316 last year), which is similar to Romig, with 151 students (down from 194 last year). Mears at 52 (down from 146 last year) and Hanshew at 57 (down from 151 last year) have significantly lower enrollments as well. Wendler, from 121 last year to 115 this year, and Goldenview, from 37 to 26, experienced little change, while Central increased slightly from 71 to 77. The middle schools in the Eagle River area show decreases, and they continue to have relatively low enrollments; Gruening (eight) and Mirror Lake (three). These two schools share a 1.0 FTE bilingual tutor.

The difficulty in staffing on the middle school level is providing a teacher or tutor for each of the teams, since LEP students are spread over all teams. The issue of obtaining ESL teachers who are highly qualified in several content areas is also a challenge.

High school bilingual education staffing consists of 8.0 FTE bilingual/ESL certificated counselors, 16.0 FTE certificated teachers, and 16 FTE filled positions of high school tutors. All high schools provide ESL courses and tutorial assistance for students, depending upon their level of English language proficiency. Due to student's limited English proficiency skills, ideally, class size should be capped at fifteen students maximum. Historically, East has the largest number of LEP students on this level, but has experienced from 521 students last year to 388 at the present time. Enrollment of LEP students at West has decreased from 384 last year to 261 this year. Currently, Bartlett has 176 LEP students, and Dimond has 117 LEP students. Service numbers have been growing for the last couple of years and BMEP will be taking a closer look at the needs of that school for the next school year. Staffing at Service should be similar to other high schools with similar needs; however, it is not. These schools have decreased in numbers of LEP students due to exiting for progress.

The changing demographics in ASD have brought the challenge of addressing the needs of low-literacy immigrant students. The Newcomers' Center (NC) was developed for students who are new to the country and need more intensive language and cultural assistance, and is in the eleventh year of existence. Students enroll in a combination of social studies and English language arts classes. Cognitively, students at the NC are generally three years or more below their age-appropriate grade level. Many factors contribute to this: students come from poor rural areas where education is not readily available; some have not used print in their native language; some are victims of war and postwar poverty which bars many from formal education. Currently, there are students in two separate sessions (42 in the morning and 42 in the afternoon session). There are three students on the wait list for the AM session and five on the wait list for the PM session. All of the students are monolingual speakers of another language. They have no school experience in US schools and limited, if any, schooling at all in their native countries. Students enrolled in the NC attend the center for half day and the other half-day attend classes at the area middle and high schools.

With bilingual/ESL counselors in five of the high schools and one at the Newcomers' Center, LEP students receive comprehensive support services that address the affective as well as intellectual aspects of their overall development. In addition to promoting linguistic and cognitive growth, LEP students receive exposure to occupational, career awareness, and vocational components that

offer functional, hands-on experience, and job readiness skills at the secondary level.

CHARTER SCHOOLS

As of September 28, 2007, there are seven charter schools approved by the School Board and in operation in the Anchorage School District. Lower class sizes and more personalized instruction characterize each of the programs.

Aquarian Charter School had an enrollment of 352 students in grades K-6 as of September 28, 2007. Aquarian is in its eleventh year of operation and is currently housed at 1705 West 32 Avenue.

Aquarian is designed as a rigorous academic program that integrates the arts, gifted services, science and foreign language into all curriculum areas. Community service projects are an integral part of this school's social learning projects, assisting many local agencies. A cap of 24 students per classroom is part of this school's charter, with a part-time teaching assistant at every grade level.

Grades			
Kindergarten	60	Fourth Grade	49
First Grade	54	Fifth Grade	43
Second Grade	58	Sixth Grade	36
Third Grade	52		

Total Aquarian Charter School Students Enrolled **352**

Eagle Academy Charter School opened in September 2005 and is located at 10901 Mausel St., Suite 101, in Eagle River. In its third year of operation, it leases classroom and office facilities in a non-District facility. Eagle Academy offers an academically challenging program requiring mastery of performance standards before students progress to the next level of curriculum. Math and language arts instruction groups students by achievement level rather than by grade level. Eagle Academy's curriculum meets or exceeds Alaska's State standards. The students by grade level as of September 28, 2007 are as follows:

Grade	# of Students		
Kindergarten	25	4th grade	25
1st grade	25	5th grade	23
2nd grade	25	6th grade	19
3rd grade	25		

Total Eagle Academy Charter School Students Enrolled **167**

Family Partnership Charter School's office is located at 401 East Fireweed Lane, Suite 100. The enrollment as of September 28, 2007, was 522 students: 174 for kindergarten through sixth grades and 348 for grades seven through twelve. This charter school has an individualized program, and class sizes vary from one to small groups of students working with one teacher as part of their contract with the ASD certificated teacher. In its 11th year of operation, the Family Partnership Charter School leases office facilities in a non-District facility in order to accommodate parents and students in a more centralized location. The students by grade level are as follows:

Elementary	
Kindergarten	14
First	18
Second	26
Third	22
Fourth	28
Fifth	27
Sixth	39
Total	174

Secondary	
Seventh	45
Eighth	50
Ninth	50
Tenth	67
Eleventh	59
Twelfth	77
Total	348

Total Family Partnership Charter School Students Enrolled 522

Frontier Charter School has an office at 400 West Northern Lights Blvd. The enrollment as of September 28, 2007, was 334 students; 150 for K-6 and 203 for grades seven-twelve. This charter school has an individualized program. The focus is helping parents understand how their children learn as assessed through the Frontier Learning Profile. Frontier class sizes vary from one student to small groups of students working with one teacher as part of their contact with the school. In its third year of operation, the Frontier Charter School leases office facilities in a non-District facility in order to accommodate parents and students in a more centralized location. Students by grade level are listed below:

Elementary	
Kindergarten	16
Grade 1	21
Grade 2	16
Grade 3	22
Grade 4	29
Grade 5	18
Grade 6	21
Total	143

Secondary	
Grade 7	12
Grade 8	37
Grade 9	33
Grade 10	30
Grade 11	26
Grade 12	53
Total	191

Total Frontier Charter School Students Enrolled 334

Highland Tech Charter School had an enrollment of 244 students in grades seven through twelve as of September 28, 2007. The school is in its fifth year of operation and is currently leasing space at the ASD Education Center. The school is a standards-based program and promotes a project-based learning environment, which integrates technology, connectivity and student-centered content into the classroom. The students by grade level are as follows:

Grade 7	32	Grade 11	37
Grade 8	33	Grade 12	50
Grade 9	50	**Total**	**244**
Grade 10	42		

Total Highland Tech Charter School Students Enrolled **244**

Rilke Schule German School of Arts and Sciences is a K through 8 school that focuses on high academic achievement by engaging each child through an enriched language curriculum taught primarily in German. The school is in its first year of operation and is temporarily located in the Change Point Church facility at 6689 Seafood Drive. Their new building at 650 International Airport Road is scheduled for completion in late December or early January. The enrollment as of September 28, 2007 was 177 students in kindergarten through eighth grade.

Kindergarten	38	Fifth Grade	12
First Grade	28	Sixth Grade	16
Second Grade	23	Seventh Grade	11
Third Grade	25	Eighth Grade	2
Fourth Grade	22		

Total Rilke Schule Charter School Students Enrolled **177**

Winterberry Charter School is located at 508 W Second Avenue on the corner of Second Avenue and E Street. The enrollment as of September 28, 2007, was 171 students in kindergarten through seventh grade. The school has two half-day kindergarten classes, two grade four classes, one combined grade six and seven class, and one of each of the remaining grades. This year is Winterberry's third year of operation.

Kindergarten	32	Grade Four	29
Grade One	27	Grade Five	18
Grade Two	25	Grade Six	11
Grade Three	24	Grade Seven	4

Total Winterberry Charter School Students Enrolled **171**

CC/RG/PM/LV/MH/JS/CG/CB/mh

Attachments

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The Tennessee Study of Class Size in the Early School Grades

Frederick Mosteller

Abstract

The Tennessee class size project is a three-phase study designed to determine the effect of smaller class size in the earliest grades on short-term and long-term pupil performance. The first phase of this project, termed Project STAR (for Student-Teacher Achievement Ratio), was begun in 1985, when Lamar Alexander was governor of Tennessee. Governor Alexander, who later served as secretary of education in the cabinet of President George Bush, had made education a top priority for his second term. The legislature and the educational community of Tennessee were mindful of a promising study of the benefits of small class size carried out in nearby Indiana, but were also aware of the costs associated with additional classrooms and teachers. Wishing to obtain data on the effectiveness of reduced class size before committing additional funds, the Tennessee legislature authorized this four-year study in which results obtained in kindergarten, first, second, and third grade classrooms of 13 to 17 pupils were compared with those obtained in classrooms of 22 to 25 pupils and in classrooms of this larger size where the teacher was assisted by a paid aide. Both standardized and curriculum-based tests were used to assess and compare the performance of some 6,500 pupils in about 330 classrooms at approximately 80 schools in the areas of reading, mathematics, and basic study skills. After four years, it was clear that smaller classes did produce substantial improvement in early learning and cognitive studies and that the effect of small class size on the achievement of minority children was initially about double that observed for majority children, but in later years, it was about the same.

The second phase of the project, called the Lasting Benefits Study, was begun in 1989 to determine whether these perceived benefits persisted. Observations made as a part of this phase confirmed that the children who were originally enrolled in smaller classes continued to perform better than their grade-mates (whose school experience had begun in larger classes) when they were returned to regular-sized classes in later grades. Under the third phase, Project Challenge, the 17 economically poorest school districts were given small classes in kindergarten, first, second, and third grades. These districts improved their end-of-year standing in rank among the 139 districts from well below average to above average in reading and mathematics. This article briefly summarizes the Tennessee class size project, a controlled experiment which is one of the most important educational investigations ever carried out and illustrates the kind and magnitude of research needed in the field of education to strengthen schools.

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Because we have all gone to school, we each have ideas about how to improve the system. For example, James Garfield once said that a pine log with a student on one end and Mark Hopkins, a beloved president of Williams College, on the other would be an ideal university. But if we want to improve school systems, we need to consider what changes may be practical and effective. Setting aside the discomfort of outdoor logs during New England winters, would Garfield's design have made effective use of President Hopkins's time? Aristotle, even when tutoring the young Alexander before he was called "the Great," is believed to have had more than one student per class.

The size of the class is largely under control of the school system, and its choice influences the size and number of classrooms and the number of teachers required, and so class size is naturally a concern of parents, teachers, and school administrators. Everyone is concerned that the pupils receive adequate attention and that the teachers are able to control their classes. Some courses seem to need more teachers per student than others. For example, classes in carpentry or cooking, in which hazardous tools and equipment are used, may require closer supervision than a class in arithmetic.

The effects of class size on children's learning have been studied, usually without reaching definitive conclusions. Most research on class size has compared the performance of pupils in classes of different sizes in such cognitive subjects as reading, mathematics, or social studies. Designing and executing these studies is difficult not only because parents may object to variation in the treatment of children but also because of the constraints that must be imposed if anything of value is to be learned from the investigation. Groups to be compared following different treatments need to be equivalent at the start. The treatments must be carefully described and delivered. Suitable measures of performance must be chosen. Beyond all this, a healthy atmosphere toward the investigation must be created; otherwise, the study can be easily sabotaged. It does not take many unwilling workers or full-time grumblers to spoil a research program.

In the 1980s, conditions favorable for a study of class size evolved in the state of Tennessee. Governor Lamar Alexander had established education as a top priority for his second term. Members of both the state legislature and the educational community in Tennessee had been intrigued by a modest-sized study in the state of Indiana, called Project Prime Time, which investigated the effect of reduced class sizes in kindergarten and first and second grades. For example, Bain and Achilles[1] report that, in Project Prime Time, (1) students in smaller classes scored higher on standardized tests than did those in larger classes, (2) the smaller classes had fewer behavioral problems, and (3) teachers of smaller classes reported themselves as more productive and efficient than they were when they taught larger classes.

The Tennessee legislators and teachers were also aware of an investigation by Glass and colleagues[2] which reviewed the vast literature on the effects of class size on learning using a special quantitative method called

meta-analysis. The results of this investigation suggested that a class size of 15 or fewer would be needed to make a noticeable improvement in classroom performance. At the time of the Glass study, the effect of class size on performance was controversial because many studies in the literature differed in their outcomes. The new methods used by Glass and his colleagues were not accepted by all professional groups. At the same time, there were ongoing discussions about the lesser cost and possibly equal effectiveness of placing paid teachers' aides in elementary classrooms. Because of the additional expense associated with a reduction in class size for early grades, members of the Tennessee legislature decided that any proposed innovation should be based on solid information and, therefore, authorized a four-year study of class size which would also examine the cost-effectiveness of teachers' aides. The legislature appropriated $3 million in the first year for a study of pupils in kindergarten and then appropriated similar amounts in subsequent years for the project, which carried the acronym STAR (for Student-Teacher Achievement Ratio).[3]

The study was carried out in three kinds of groups: (1) classes one-third smaller than regular-sized classes, (2) regular-sized classes without a teacher's aide, and (3) regular-sized classes with a teacher's aide. By comparing average pupil performance in the different kinds of classes, researchers were able to assess the relative benefits of small class size and the presence of a teacher's aide. The experiment involved many schools and classes from inner-city, urban, suburban, and rural areas so that the progress of children from different backgrounds could be evaluated.

Study Design and Execution

Personnel from four Tennessee universities helped design and execute the Tennessee study, which was carried out in three phases (see Box 1). Each year, $2.5 million was spent on additional teachers and teachers' aides. The remaining funds were used to gather and analyze the data and to carry out other obligations imposed by the enabling legislation.

Legislation for the STAR experiment required that studies be made of classes in inner-city, suburban, urban, and rural schools. Because the legislators did not define these types of residential areas, the study makers had to invent categories appropriate for Tennessee and their experiment. To do so, they placed inner-city and suburban schools in the category of *metropolitan* areas. Inner-city schools were defined as those in which more than half of the students received free or reduced-price lunches. Schools in outlying areas of metropolitan cities were called *suburban*. In nonmetropolitan areas, schools in towns of more than 2,500 serving primarily an "urban" population were called *urban*, and the rest were classified as *rural*.

To be eligible to participate in the experiment, a school was required to sign up for four years and to have at least 57 children for any given grade (to comprise a small class of 13 and two classes of 22). This constraint assured the ability to make comparisons among the three kinds of classes within a single school. Participating schools received no extra support other than funds for additional teachers and aides and had to supply the extra classrooms. In any given calendar year, the experiment was carried out in one grade only, and this minimized the number of new classrooms needed. No new textbooks or curricula were to be introduced. Although 180 schools offered to participate, only 100 were large enough to qualify, and 79 actually participated in the kindergarten year.

The treatments planned for the program were started in 1985, beginning with

Box 1

The Tennessee Class Size Project

The Tennessee project on the effectiveness of small classes and of teachers' aides has had three phases:

Phase 1

1985–1989. The educational system of Tennessee carried out a four-year experiment, called Project STAR (for Student-Teacher Achievement Ratio), to assess the effectiveness of small classes compared with regular-sized classes and of teachers' aides in regular-sized classes on improving cognitive achievement in kindergarten and in the first, second, and third grades.

Phase 2

1989– . The Lasting Benefits Study (LBS) was an observational study of the consequences of the experimental program on children when they returned to regular-sized classes in the fourth, fifth, and sixth grades and beyond. This research phase asked whether the children who started in the smaller classes performed better in later grades. Only students who had been in the experiment (Phase 1) could contribute data to this second phase.

Phase 3

1989– . Project Challenge implemented the small classes in kindergarten and in the first, second, and third grades in the 17 districts of Tennessee where children are highly at risk of dropping out early. These districts have the lowest average incomes in the state.

kindergarten and continuing each year through first, second, and third grades. The classes were of three types: (1) small, 13 to 17 pupils; (2) regular size, 22 to 25 pupils; and (3) regular size with a teacher's aide. The small classes averaged 15 pupils, down about 35% from the average regular size of about 22 or 23. During the first year, the study involved about 6,400 pupils in 108 small classes, 101 regular-sized classes, and 99 regular-sized classes with teachers' aides.

The study findings apply to poor and well-to-do, farm and city, minority and majority children.

Within a school, pupils and teachers were assigned to classes at random each year to ensure that classes came from equivalent populations and that teachers did not choose their classes. In a study of this kind, randomization protects against all variables that might matter, whether they have been identified or not.

A teacher's aide had no specific duties but helped each teacher of a regular-sized class in whatever way the teacher wished. Some aides participated in teaching, others prepared materials and kept records, and some carried out all of these duties. Teachers' aides were paid.

Analysts report that attendance was about 95%, independent of school location, type of class, or minority or nonminority status.

Table 1 indicates the composition of the experimental groups by giving a breakdown of schools by city type and of classes by city type and ethnicity at the end of the first grade (second year of the experiment). This table shows participation by 6,572 pupils in 331 classes at 76 schools and is important because it indicates that enough pupils were studied to enable researchers to reach a conclusion. Ultimately, the findings from the investigations repeated themselves at least qualitatively in nearly every large cell of Table 1, suggesting that the study findings apply to poor and well-to-do, farm and city, minority and majority children. The magnitude,

Table 1

Composition of the First Grade Cross-Sectional Sample in the Second Year of the Tennessee Experiment

	Location			
	Inner City	Urban	Suburban	Rural
Number of schools	15	8	15	38
Number of classes				
All majority students	0	18	28	119
All minority students	65	0	13	0
Mixed classes	5	23	21	39
TOTAL CLASSES	70	41	62	158
Number of students	1,495	804	1,214	3,059

Source: Finn, J.D., and Achilles, C.M. Answers and questions about class size: A statewide experiment. *American Educational Research Journal* (1990) 27,3:557–77.

control, and duration of the experiment illustrate the sort of investigations that are needed to improve education in the schools.

Examining and Interpreting the Findings

In assessing student performance, two types of tests were used: (1) standardized tests, which have the advantage of being used nationally but the disadvantage of not being directly related to any particular curriculum or course of study; and (2) curriculum-based tests, which reverse the advantages and disadvantages of standardized tests. Curriculum-based tests measure more directly the student's increased knowledge of what was actually taught, but they give little indication of where local results stand in the national picture.

The first graders took two standardized tests in reading: (1) the Stanford Achievement Test (SAT) for word study skills and reading, and (2) the Tennessee Basic Skills First (BSF) test for reading, a curriculum-based measure. In mathematics, first graders took one SAT (standardized) and one BSF (curriculum-based) test.

When an experiment applies a new treatment or employs a new method, one way of comparing the effects of this new approach with those previously achieved using old treatments or methods is by expressing individual test scores in terms of standard deviation (see Box 2) and then expressing group differences as effect sizes (see Box 3). Here, *effect size* is defined as the difference between means divided by the standard deviation for individuals in the regular classes without aides. Thus Table 2 shows the effect sizes for small classes compared with the average of the

Both math and reading scores show a benefit of about one-fourth of a standard deviation.

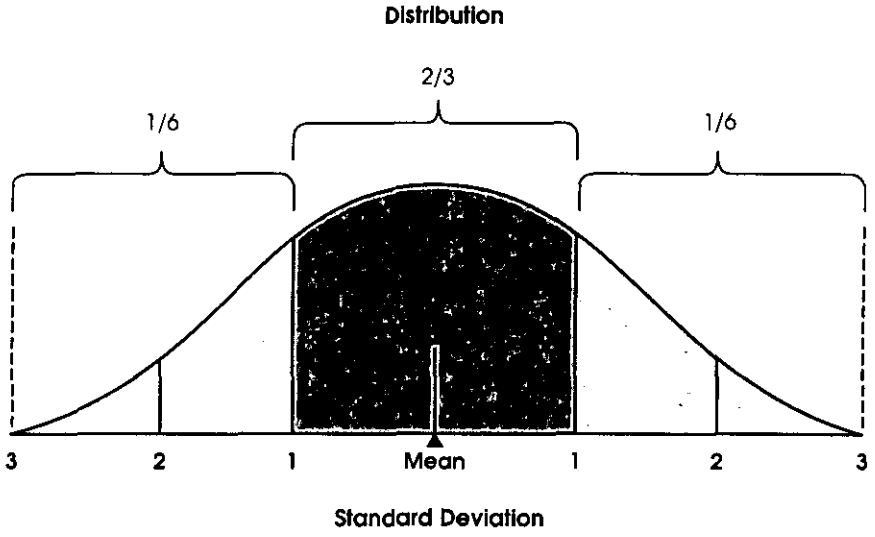
performance of the regular-sized classes with and without aides for the standardized tests. Both math and reading scores show a benefit of about one-fourth of a standard deviation. On the curriculum-based tests (BSF), reading scores improve by about one-fifth of a standard deviation and math scores by only one-twelfth.

To interpret the gains represented by these effects, it is useful to consider a pupil who, without a special treatment such as attending small classes, would achieve about the average score, say at the midpoint or 50th percentile, of all students.

Box 2

Standard Deviation

When considering distributions of quantities such as heights of people, family incomes, and scores on standardized tests, it is often useful to think first of the typical person, family, or score and then to represent that typical one by either the *mean* (average) of the numbers or the *median* (value of the middle measurement).



This drawing is of a distribution about the mean. The total area between the curve and the horizontal axis is one (or 100% of the measurements, incomes, or scores). For distributions that are approximately symmetrical, about half of the measurements lie to the right of the mean and half to the left. The slightly asymmetrical mountain-shaped (or bell-shaped) curve indicates roughly the way that many types of measurements distribute themselves in large populations, with the height of the curve representing the density of the scores at various positions. Typically, the distributions are dense in the middle and are less dense as one moves farther from the middle in either direction.

For many common distributions of everyday quantities, it is convenient to relate the mean and a measure of variability called the *standard deviation* to the fraction of measurements falling within a symmetrical interval about the mean. For example, this drawing indicates that the proportion of measurements falling in the interval that goes from one standard deviation to the left of the mean to one standard deviation to its right is about two-thirds. This number is not exact but is a rough approximation for distributions that are shaped generally like the one pictured.

What about the interval that includes the mean plus or minus two standard deviations? In the same approximate sense, this interval contains about 95% of the measurements for many distributions occurring in practice. If the interval is extended to three standard deviations each way from the mean, it will include nearly all—almost 100%—of the measurements.

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What would a gain of one-fourth of a standard deviation do for such a pupil? That pupil would move from the 50th percentile of all pupils up to the 60th percentile, thus surpassing an additional 10% of the population beyond the 50% that were exceeded originally. Thus, an increase of one-fourth of a standard deviation can amount to considerable gain in performance.

In the study report, the average performance of small classes was compared with the average for all regular-sized classes with or without an aide. The resulting gain is shown in the first line of Table 2. The second line of that table shows the effect size of the gain from having an aide in the regular-sized class compared with the performance in the regular-sized class without an aide. When the effect of the small class is compared with that of the regular-sized class without an aide, the numbers in the first row of Table 2 increase to 0.30, 0.25, 0.32, and 0.15, respectively.

When performance of classes with an aide is compared with that of regular-sized classes without an aide, the gain averages about one-twelfth of a standard deviation. In other words, the average gain associated with an aide is about 35% of the gain achieved by reducing class size from regular to small.

Of special interest is the effect of class size on minority students. At the end of the second year of the experiment, in small classes compared with regular-sized classes and regular-sized classes with an aide, the effect size for minorities was about double that for majorities, averaged over the four tests. This extra gain occurred only in the first two years of the experiment; thereafter, the gains of both groups were about the same.

The original plan of the study was that all students would remain in their class types for all four years of the experiment. But after the first year, parents of students in regular classes objected to the continuation of the assignments. As a result of discussions with parents and with the people guiding the experiment, in the second year, students in the regular-sized classes with and without the teacher's aide were randomly reassigned half to classes with a teacher's aide and half to ones without, but the assignments to small classes remained unchanged. Such changes were not allowed in later years. It was the view of the advisory group from the four universities that continued changes would make it impossible to interpret the results of the experiment. As a result of the changes that had been allowed, at the end of the second year, there were four situations in the regular classes for those who had attended kindergarten and first grade: (1) two years without an aide, (2) two years with an aide, (3) first year without an aide and second year with an aide, and (4) first year with an aide and second year without.

Schools had an influx of children in first grade who had not attended kindergarten the first year of the experiment. (Subsequently, kindergarten became required in Tennessee.) These children had to be assigned to the experiment in participating schools. This led to some separate analyses of results from kindergarten and first grade (for years one and two of the experiment) and of results from first, second, and third grades (for years two, three, and four of the experiment) to increase the numbers of students who experienced the same circumstances. (The rerandomization before the second year of the experiment shuffled some people between regular-sized classes with an aide and those without. Consequently, starting in the second year of the experiment, pupils could be classified according to their having experienced regular-sized classes with and without an aide.)

Of special interest is the effect of class size on minority students. The effect size for minorities was about double that for majorities.

One way of summarizing results gives the percentile ranks for the average score based on national norms for the test. Table 3 shows the results for small classes, regular-sized classes, and regular-sized classes with a teacher's aide for both Total Reading SAT and Total Math SAT. Averaged over the four grades, the small classes gained a little more than eight percentiles over the regular-sized classes

Box 3

Effect Size

When an experiment applies a new treatment whose consequences are to be compared with those of the old or standard treatment, the difference in their consequences is often called the *size of effect* of the new treatment. For standardized tests, information is usually available which gives the distribution of scores for members of large populations who take the tests. Frequently, these distributions look like the common distributions described in Box 2. They are shaped approximately like distributions called Gaussian, or normal, in English-speaking countries. (When used in this way, the term *normal* means "usual, customary, or related to the norm" and does not connote an ideal situation or a desirable state of being.) The shapes of these curves are often well described by a formula that requires knowing only their mean and standard deviation.

Suppose that the national mean of a certain test is 500 and that its standard deviation is 100. Suppose as well that a new method of teaching produces higher test scores in an experimental group than would have been achieved without it, say a distribution with a mean of 550 instead of the usual 500. One way of thinking about this situation is to view the effect as shifting the original distribution to the right by 50 points—essentially adding 50 points to everyone's score.

To interpret the value of this gain requires knowing how variable the scores are. If, for example, the standard deviation is 1,000 instead of 100, then 50 points does not look like much of a gain; but if the standard deviation is 10, a gain of 50 points is astounding because it represents a gain of five standard deviations, when a gain of only three standard deviations would take a student from an average score to one of the best scores that had ever been made.

One interpretable quantity is the gain represented as a fraction of the standard deviation of the original distribution. In this example, the fractional gain would be 50/100 = 0.5, or half a standard deviation. An improvement of half a standard deviation would move people who were originally at the mean, which is also about the 50% point on these distributions, up to about the 69% point. Thus, a person who originally scored higher than half the population would now score higher than 69%.

This particular ratio of gain to the standard deviation is often called the *effect size*, a technical term that has a more specific meaning for such tests than the general notion of *size of effect*, which refers to any method of describing changes. In practice, effect sizes of half a standard deviation are rare.

Although effect sizes of the magnitude of 0.1, 0.2, or 0.3 may not seem to be impressive gains for a single individual, for a population they can be quite substantial. For example, a 0.2 effect size corresponds in the United States to the difference between the average heights of 15-year-old versus 16-year-old girls. For large numbers of girls of each age, this average difference may seem small, but most people notice it.[a] An effect size of 0.3 corresponds to about 30 points on a SAT verbal or mathematics standardized test.

How much does computer-based instruction help students learn when it is offered as an adjunct to traditional teaching in certain settings? A review of 59 studies finds a mean effect size of 0.25 for computer-based instruction.[b] And, as a result of this finding, computer-based instruction is viewed as an extraordinarily promising innovation—one that might revolutionize education.

Sources:

[a] Cohen, J. *Statistical power analysis for the behavioral sciences.* 2nd ed. Hillsdale, NJ: Erlbaum, 1988.

[b] Kulik, J.A., Kulik, C.C., and Cohen, P.A. Effectiveness of computer-based college teaching: A meta-analysis of findings. *Review of Educational Research* (1980) 50:525–44.

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Table 2

Gains in Effect Sizes from Small Classes

Gains in effect sizes from small classes in first grade compared with all regular-sized classes and from regular-sized classes with an aide compared with regular-sized classes without an aide

	SAT Reading	BSF Reading	SAT Math	BSF Math
The effect size on performance in small classes compared with performance in regular-sized classes with or without an aide	.23	.21	.27	.13
The effect size on performance in regular-sized classes with an aide compared with regular-sized classes without an aide	.14	.08	.10	.05

Source: Finn, J.D., and Achilles, C.M. Answers and questions about class size: A statewide experiment. *American Educational Research Journal* (1990) 27,3:557–77, Table 5.

without aides in reading and a little less than eight percentiles in mathematics. The addition of an aide to a regular-sized class results in a slight gain in both reading and math over the regular-sized class without an aide.

In the third year of the four-year study, questions were raised about the persistence of effects when children returned to regular-sized classes, as they would in fourth grade, and so an additional sum was appropriated for a three-year follow-up observation called the Lasting Benefits Study (LBS). As a part of this study, researchers observed the performance of children who had been in the three types of experimental classes during kindergarten and the first, second, and third grades after they returned to regular-sized classes in the fourth, fifth, sixth, and later grades.

In a paper presented at a meeting of the North Carolina Association for Research in Education at Greensboro, North Carolina, Achilles and colleagues reported on the Lasting Benefits Study.[4] These authors found that, in the fourth and fifth grades, the children who had originally been in small classes scored higher than those who had been in regular-sized classes or in regular-sized classes with a teacher's aide. In the fourth grade—the first year after return to regular-sized classes—the effect size was about one-eighth of a standard deviation, averaged across six different cognitive subjects studied, and in the fifth grade, it was nearly two-tenths of a standard deviation, again averaged across six subjects. Within each grade, the different subjects produced almost the same effect size, though the observed gain was somewhat larger for the fifth grade. Curiously, in both of these years, the effect size systematically favored the regular-sized classes previously without a teacher's aide over those previously with an aide, though the difference was small, averaging about 0.03 over all subjects in both grades. The encouraging finding is that early experience with the smaller class size seems to have had a continued effect beyond the moment when the children returned to regular-sized classes.

In the fourth and fifth grades, the children who had originally been in small classes scored higher than those who had been in regular-sized classes.

Table 3

Summary of Project STAR Results in Terms of the Percentile Ranks of Average Scores Based on National Test Norms

	Percentile[a]			
Grade level	K	1	2	3
Total reading SAT				
Small	59	64	61	62
Regular without an aide	53	53	52	55
Regular with an aide	54	58	54	54
Total math SAT				
Small	66	59	76	76
Regular without an aide	61	48	68	69
Regular with an aide	61	51	69	68

[a] Percentile ranks are based on Stanford's multilevel norms.

Source: Word, E., Johnston, J., Bain, H.P., et al. *Student/Teacher Achievement Ratio (STAR): Tennessee's K-3 class size study.* Nashville: Tennessee Department of Education, Figures 1 and 2.

As a consequence of the systematic findings of improvement in performance of pupils in small classes over those in regular-sized classes, Tennessee implemented reduced class sizes for beginning students in kindergarten and first, second, and third grades in a program called Project Challenge (refer to the description of Phase 3 in Box 1) in the 17 school districts with the lowest per capita income and the highest percent of free or reduced-price lunch participation among students.

Belief in the continuing benefits of the program is based on the uniform improvement found in the experiment for all types of classes in all types of cities.

In the summary report for Project Challenge, Nye and colleagues observe that, in the school districts where small classes were installed in kindergarten, first, second, and third grades, both the reading scores and the math scores improved, compared with previous performance by children in these districts and with other schools in the state.[5] The gains in effect sizes were 0.4 for reading and 0.6 for mathematics. Before the small classes were introduced, these districts had been performing well below the average for the state in mathematics; after the intervention, they moved above the average.

It should be noted that the gains recorded here are not part of a carefully controlled experiment; they are consequences of installing the program. For this reason, the comparisons are not as well equated as they were in the original investigation. To measure experiment gains would require carrying out new class size experiments in the districts where the program is being implemented. Belief in the continuing benefits of the program is based on the uniform improvement found in the experiment for all types of classes in all types of cities. The additional evidence based on norms during the implementation phase, while reassuring, must be regarded as weaker because this new investigation is less well controlled.

An additional way to report the progress gives the average rank of the test scores of the 17 Tennessee districts in Project Challenge (among the 139 districts) for the years reported so far (1989–1993) in reading and mathematics. The results reported by Achilles, Nye, and Zaharias[6] for the second grade are shown in Table 4.

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Table 4

Average Second Grade Ranks for the 17 Districts Among the 139 School Districts for Early Years of Project Challenge

Subject	Year			
	1989–90	1990–91	1991–92	1992–93
Reading	99	94	87	78
Mathematics	85	79	60	56

Source: Achilles, C.M., Nye, B.A., and Zaharias, J.B. Policy use of research results: Tennessee's Project Challenge. Paper presented at the Annual Convention of the American Educational Research Association, San Francisco, April 1995. Available from the Center of Excellence for Research in Basic Skills, College of Education, Tennessee State University.

When these districts are ranked from 1 to 139, where 1 indicates best academic performance and 139 indicates the worst, the average rank for all districts is 70. Note that in mathematics, the average rank for 1991–92 and for 1992–93 is below 60 (and so above the median) so that the 17 districts have shown a startling improvement as well as a gain of 20 ranks in reading for second grade. The same report mentions that the corresponding analysis of first grade shows that the 17 districts were better than average in both reading and mathematics in 1992.[7]

In summary, the evidence is strong that smaller class size at the beginning of the school experience does improve the performance of children on cognitive tests. Observations from the Lasting Benefits Study confirm that the effect continues into later grades when children are returned to regular-sized classes. In addition, the implementation of the program for the economically poorest districts seems to be improving the performance of children in these districts by noticeable amounts. In regular-sized classes, an aide produced some gain in kindergarten and in the first, second, and third grades; but when students returned to regular-sized classes, the gain from aides did not persist. After the small classes were implemented in all 17 school districts, no further observations were made about the in-classroom value of paid teachers' aides.

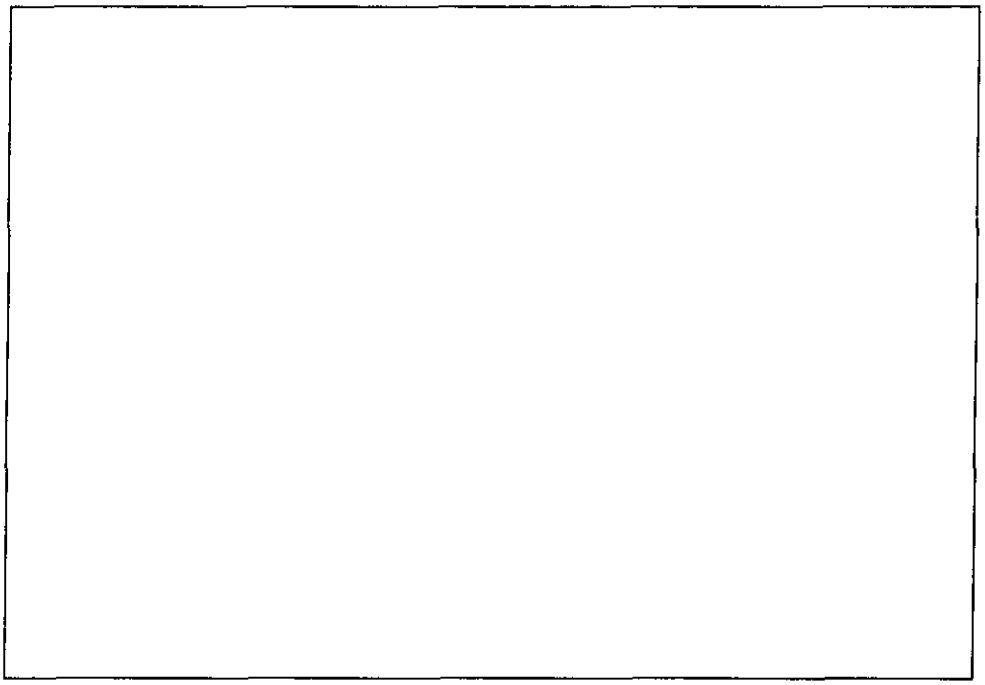
Special Concerns

During the course of the experiment, researchers made two substantial departures from the basic plan: they rerandomized regular-sized classes during the second year and moved incompatible children. In addition, researchers instituted a teacher training program between the second and third year.

Second-Year Rerandomization in Regular-Sized Classes

As reported earlier, one departure from the original plan occurred in the second year, when the children in regular-sized classes were rerandomized to regular-sized classes with an aide and regular-sized classes without an aide. Such a change applied to all who had entered the experiment in kindergarten. From the point of view of those beginning in kindergarten, it created four rather than two regular-sized groups of classes for analysis and comparison, as described above. After the second year, the children in regular-sized classes continued with their second-year assignment. This change complicates the analysis for all children except those whose assignments remained unchanged and makes it difficult to assess accurately the effectiveness of having or not having a teacher's aide.

The evidence is strong that smaller class size at the beginning of the school experience does improve the performance of children on cognitive tests.



© Courtesy of Tennessee State University/Project STAR

Moving Incompatible Children

One benefit reported from the Indiana study was that behavioral problems were reduced in the smaller classes. Nevertheless, in Project STAR at the end of the first year, 48 students moved from small kindergarten classes to regular classes with an aide, and 60 moved to regular classes without an aide.[8] Thus, the number of students moved from small classes was 108 of 1,678 students.[9] This move was intended to separate incompatible children and "to achieve sexual and racial balance,"[10] the latter a puzzling remark in view of the purported emphasis on randomization. No mention is made of what was done about incompatible students who were already in regular-sized classes. Perhaps there was nowhere to move them if there was only one small class or perhaps children seem more incompatible in small classes. A school administration planning to reduce class sizes might want to keep this potential difficulty in mind.

Having fewer children in class reduces the distractions in the room and gives the teacher more time to devote to each child.

It is impossible to assess the impact of this reassignment on the experiment; and, in fact, it may have had little impact because the affected students may have been removed from the analysis altogether.

The Teacher Training Program

The added feature in Project STAR came between the second and third years, when it was decided to give a special training course to 57 teachers. The enabling legislation had specified teacher training. Essentially, all teachers were getting some additional training as a routine matter in Tennessee, but apparently it was felt that the legislation called for something special. The participating teachers in 15 selected Project STAR schools were all given a total of three days of special training. The training was the same for all teachers selected; their assignment to small or regular-sized classes had not yet been made.[8] When one considers that 30% of these teachers already had 20 years of teaching experience and only four had fewer than 3 years of experience, a three-day training program seems modest. As it turned out after the training, the classes with trained teachers performed the same as did the classes with untrained teachers.

Class Size Drift

In addition, the sizes of the classes drifted a bit as time went on. Some small classes

became larger than their intended upper bound, and some regular-sized classes became smaller then their intended lower bound. The overall outcome of these violations of the original distributions should be to underestimate the effectiveness of the small classes compared with that of the regular-sized classes.

Assessing the Implications of the Study

Smaller Class Size

Why does smaller class size help teaching and learning? Reducing a class from 23 to 15 reduces the number of children in the room by about one-third. Having fewer children in class reduces the distractions in the room and gives the teacher more time to devote to each child. However, the impression one gets from reading papers emerging from Project STAR is that at least some teachers and administrators engaged in the study think of themselves as dealing with a start-up phenomenon. When children first come to school, they are confronted with many changes and much confusion. They come into this new setting from a variety of homes and circumstances. Many need training in paying attention, carrying out tasks, and interacting with others in a working situation. In other words, when children start school, they need to learn to cooperate with others, to learn to learn, and generally to get oriented to being students. These observations fit neatly with several current theories of education, including the idea of frames and scripts.[11–16]

The experiment showed that the minority groups gained more than others in the first two years of the experiment; and although the last two years showed benefits comparable with those of the majority, there was a falling off of benefit. Some statements in the report by Word and colleagues[3] suggest that much of the gain from the small classes was achieved in the first two years. The data presented in Table 3 do not show the falling off, but other summary tables from the study might.

Optimum Class Size

The idea of an ideal, or optimum, class size is open to question. This investigation did not provide information about a variety of class sizes. Within the ranges of what is affordable, it is reasonable to suppose that smaller classes are preferable for beginners. But some desired training probably could not be accomplished in classes of such small sizes as one or two pupils even if they were affordable. Learning to work in a group is important and requires the presence of others.

Persistence of Beneficial Effects

In the Lasting Benefits Study,[4] a continuation of studies evaluated the performance of students from small classes as compared with the performance of students from regular-sized classes or regular-sized classes with an aide after all students had returned to regular-sized classes. The results always favored the students from smaller classes. One year later (1989–90), the effect sizes ranged from 0.11 to 0.16 (n = 4, 230) in the fourth grade, and then, in subsequent years, from 0.17 to 0.34 (n = 4, 639) in the fifth grade, from 0.14 to 0.26 (n = 4, 333) in the sixth grade, and from 0.08 to 0.16 (n = 4, 944) in the seventh grade. Data from the eighth grade have been gathered and are being analyzed. Thus, year after year, the students who were originally in smaller classes continued to perform better than the students from regular-sized classes with or without a teacher's aide.[17]

The students who were originally in smaller classes continued to perform better than the students from regular-sized classes with or without a teacher's aide.

Conclusion

Compelling evidence that smaller classes help, at least in early grades, and that the benefits derived from these smaller classes persist leaves open the possibility that additional or different educational devices could lead to still further gains. For example, applying to small classes the technique of within-class grouping in which the teacher handles each small group separately for short periods could strengthen

the educational process (essentially a second-order use of small class size). The point is that small classes can be used jointly with other teaching techniques which may add further gains.

Because a controlled education experiment (as distinct from a sample survey) of this quality, magnitude, and duration is a rarity, it is important that both educators and policymakers have access to its statistical information and understand its implications. Thought should be given by both public and private organizations to making sure that this information is preserved and well documented and that access to it is encouraged. The Tennessee three-phase study calls attention to the statewide controlled experiment as a valuable device for assessing educational interventions and, thereby, improving school systems.

The preparation of this material was supported in part by a grant from the Andrew W. Mellon Foundation to the American Academy of Arts and Sciences in support of the Center for Evaluation of its Initiatives for Children program. The author's efforts have been helped by the kind responses of people who worked on the Tennessee class size project and have kept him in touch with project publications as they have appeared. Professors C.M. Achilles and J.D. Finn have given helpful advice and information. In addition, suggestions from John Emerson, Richard Light, Marjorie Olson, Jori Raymond, Jason Sachs, and Cleo Youtz improved early versions of the manuscript.

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ANSWERS TO THE ARGUMENT THAT CLASS SIZE REDUCTION COSTS TOO MUCH

Reducing class size is a long term investment which pays substantial returns.

Class Size vs. Pupil Teacher Ratio

When answering the argument that class size reduction costs too much, you must first explain the difference between Class Size and Pupil Teacher Ratio (PTR). **Class Size** is the number of students who regularly appear in a teacher's classroom and for whom that teacher is primarily responsible and accountable. **PTR** is a derived estimate commonly computed by dividing the number of students in a school by the number of professionals who work at or serve that school (e.g., counselors, special teachers, administrators, librarians, etc.). The difference between Class Size and PTR is about 9 or 10 students. In a school with a PTR of 16:1 you will find class sizes of about 25 or 26. (For additional information read the structured abstract of Mark Sharp's dissertation. The abstract can be found on the Reduce Class Size Now web site- http://www.reduceclasssizenow.org/sa_articles/SA9.pdf.)

Collect the Following Data to Make Your Case

- Number of Students
- Number of Schools
- Number of Title I schools
- Number of Welfare Families
- Per Pupil Expenditure
- Number of Retainees for each Grade Level
- Number of Dropouts for each Grade Level
- Annual Cost of State Incarceration
- Amount of Federal, State, and Local Education Funding

Class Size Reduction Should be Implemented in Phases

- During the first year of implementation reduce class sizes in kindergarten, first grade, and second grade.
- The second year of implementation, reduce class sizes in third grade and fourth grade.

Initial Costs

- Teacher Salaries
- Classroom Space

Return on the Investment

Krueger's (2002) analysis of STAR's class size experiment "suggest[s] that the internal real rate of return from a seven-student reduction [from 22 students to 15 students] in class size in the first four years of primary school is about 6%. At a 4% discount rate, every dollar invested in small classes yields about $2 in benefits." (For additional information read the structured abstract of Alan Krueger's analysis. The abstract can be found on the Reduce Class Size Now web site- http://www.reduceclasssizenow.org/sa_articles/SA13.pdf.)

- *Teacher Morale-* increased attendance; reduced substitute costs; reduced "burnout"
- *Teacher Incentive-* attract and retain quality teachers
- *Parent and Community Involvement-* attract parents and volunteers; better communication between teachers and parents; field trips (etc.) less congested and require fewer volunteers (1 teacher and 2 volunteers can take a class on a field trip)
- *Improved Academic Achievement-* better test scores; helps close the racial achievement gap
- *Fewer Retentions-* number of students "held back" decreases; schools pay double for every grade a student repeats
- *Fewer Dropouts-* unemployment rate for dropouts is 4 times greater than for high school graduates
- *Improved Student Behavior-* vandalism costs decrease; expulsions and suspensions decrease; fewer discipline problems; fewer classroom disruptions
- *Early Identification of Learning Disabilities-* special education programs reduced in later years; programs accurately "targeted" to most needy students
- *Improved High School Graduation Rates-* adults without high school diplomas earn 42% less than high school graduates
- *Increased College Entrance Test-taking Rates*

Sample Plan for Implementation of Class Size Reduction in SMART District

- Year 1 implementation: reduce class sizes in kindergarten, first grade, second grade
- Year 2 implementation: add third grade and fourth grade

Example of Class Size Reduction in SMART District

Number of Students in District: 3,487 — Total Number of Classroom Teachers: 206
Number of Students in K-4: 1,358 — Number of Classroom Teachers K-4: 62
Per Pupil Expenditure (PPE): $7,985 — Beginning Teacher Salary: $30,964

Revenue: Local- $7,575,308 State- $17,801,278 Federal- $2,483,260

Costs

Additional Classrooms- Additional space not needed. Classroom space was found by reorganizing existing classroom and building space and in some cases by using two teachers per room.

Additional Teachers- Year 1: Kindergarten – Grade 2: 9 teachers added to reduce classes from 22 to 18
9 teachers added at $30,964 each = $278,676 in costs
Year 2: Grades 3 – 4: 5 teachers added to reduce classes from 22 to 18
5 teachers added at $30,964 each = $154,820 in costs
Total Cost for Additional Teachers: $433,496

Estimated Savings from Decreased Retentions

38 K-2 Students Retained (Year 1:Pre-Implementation) — 27 K-2 Students Retained (Year 1:Post-Implementation)
48 K-4 Students Retained (Year 2:Pre-Implementation) — 34 K-4 Students Retained (Year 2:Post-Implementation)
86 K-4 =$686,710 ($7,985 PPE X 86) — 61 K-4 =$487,085 ($7,985 PPE X 61)
$686,710 - $487,085 = $199,625 Saved Due to 30% Decrease of Retainees

Payment for Implementation

Savings $199,625 + Federal $233,871 = $433,496

Note: Costs of teachers can be reduced by reassigning support teachers (e.g., reading, math, special, etc.) to a small class of their own. With classes of 18 it is possible for one paraprofessional to assist two teachers.

Additional Educational and Economic Benefits

- High school graduation rates for lower socioeconomic (SES) students improved from 70.2% (no small classes) to 88.2% if students had small classes in grades K-3; graduation rates for higher SES students improved, but less dramatically (83.7% to 87%). *Finn, Gerber, and Boyd-Zaharias, 2004*
- College test-taking rates for African-American students who had been in a small class in K-3 were statistically significant, reducing the gap between the rates of African-American and white students in taking the ACT or SAT college-entrance tests by 54%. If taking college-entrance exams equates with the person's actually attending college, then the large gains for minority students can have economic benefit from earnings and reduced need for social services. *Krueger and Whitmore, 2000*
- If all students were in a small class in grades K-3 for one to four years . . . the black-white test-score gap would fall by 38% in grades K-3, and by 15% thereafter. *Krueger and Whitmore, 2001*

Nationwide Costs of NOT Reducing Class Size

- Each year's dropouts will cost the country over $200 billion during their lifetimes in lost earnings and unrealized tax revenues (Catterall, 1985).
- High school graduates, on the average earn $9,245 more per year than high school dropouts (Employment Policy Foundation, 2002).
- In today's workplace, only 40% of adults who dropped out of high school are employed (Alliance for Excellent Education, 2003).
- 75% of America's state and 59% of America's federal prison inmates are high school dropouts (Harlow, 2003).
- A 1% increase in high school graduation rates would save approximately $1.4 billion in incarceration costs, or about $2,100 per each male high school graduate (Alliance for Excellent Education, 2003).
- The estimated tax revenue loss from males ages 25 – 34 who did not complete high school would be approximately $944 billion, with cost increases to public welfare and crime at $24 billion.
- A National Center for Education Statistics study found high school dropouts were more than twice as likely to receive public assistance as high school graduates who did not go on to college (Smith et al., 1996).

FOR ADDITIONAL INFORMATION, CONTACT HELEN BAIN (251-540-7012) OR HELEN WISE (814-422-8207).

HB

33

Louie Flora

From: Watkins, Bill [bwatkins01@kodiakschools.org]
Sent: Wednesday, September 16, 2009 6:13 AM
To: Louie Flora; Curran, Cynthia A (EED); Amy Lloyd; Becky Huggins; Bunny Schaeffer; Carol Comeau; Colleen Patrick-Riley; Debbie Bogard; Esther Cox; Kathleen Castle; Watkins, Kathy; Marcy Herman; Millie Ryan; Peggy Cowan; Phillip Schneider; PJ Ford Slack; Ronald Cadiente Brown; Saichi Oba; Sam Spinella; Theresa Holt; Tom Morgan
Subject: RE: Article on Step-Up program in relation to raising the compusory school attendance age

I'm very concerned about raising the compulsory age - we have no controls over the existing compulsory age. Students who are motivated and/or see the connection between a "school" education and their future will attend. It is our job to make these opportunities available - this is why we work so hard to create so many alternative choices. Education can occur in a variety of places . . . . what do we do with the students who are homeschooled or more importantly the students who claim to be homeschooled?

Another idea? What if we continued to offer a variety of programs (like we currently do) but allowed students 14 years to earn their diploma instead of 12. Students who finish all high school requirements in 10 years can begin working on their college coursework or other postsecondary courses to prepare them for the career of their choice and have an opportunity to earn an associates degree or certificate while still attending highschool. Schools would no longer be punished for their efforts to help students who need more than 12 years to graduate. (Not all college students earn their BS in 4 years - and colleges are not punished for those students who need more time - in fact they prosper off the ones who take longer to graduate.)

Just a thought - but I do disagree with raising the compulsory school attendance age - just another law that our court system can't handle and our youth will find ways to break.

Thanks for sharing,

Bill Watkins

From: Louie Flora [mailto:Louie_Flora@legis.state.ak.us]
Sent: Tue 9/15/2009 4:57 PM
To: Curran, Cynthia A (EED); Amy Lloyd; Becky Huggins; Watkins, Bill; Bunny Schaeffer; Carol Comeau; Colleen Patrick-Riley; Debbie Bogard; Esther Cox; Kathleen Castle; Watkins, Kathy; Marcy Herman; Millie Ryan; Peggy Cowan; Phillip Schneider; PJ Ford Slack; Ronald Cadiente Brown; Saichi Oba; Sam Spinella; Theresa Holt; Tom Morgan
Subject: Article on Step-Up program in relation to raising the compusory school attendance age

Representative Seaton posed the following questions based on the ADN article below in relation to raising the compulsory school attendance age and asked me to pass along the article to the Graduation Rate Working Group.

1. How would a compulsory age statute affect the "several hundred" long term "kick-out" in Anchorage alone?

AMENDMENT

OFFERED IN THE HOUSE

TO: HB 33

Page 1, line 1, following "**attendance;**":

Insert "**relating to truancy;**"

Page 1, following line 9:

Insert new bill sections to read:

"*** Sec. 2.** AS 14.30.030 is amended to read:

Sec. 14.30.030. Prevention and reduction of truancy. The governing body of a school district, including a regional educational attendance area, shall establish procedures to prevent and reduce truancy. **The procedures must include an enforcement mechanism to ensure that all students who are not enrolled in a school in a correctional facility or otherwise exempt from compulsory school attendance in the district comply with truancy laws and procedures.**

*** Sec. 3.** AS 14.30.030 is amended by adding a new subsection to read:

(b) A school district shall enforce truancy laws and provide an education to all students who are required under AS 14.30.010 to attend a school located in the district."

Renumber the following bill sections accordingly.

Page 1, line 15:

Delete "2009"

Insert "2010"

AMENDMENT

OFFERED IN THE SENATE

TO: CSSB 102(JUD)

Page 1, line 1, following "**attendance;**":

Insert "**relating to truancy;**"

Page 4, following line 2:

Insert new bill sections to read:

"*** Sec. 4.** AS 14.30.030 is amended to read:

Sec. 14.30.030. Prevention and reduction of truancy. The governing body of a school district, including a regional educational attendance area, shall establish procedures to prevent and reduce truancy. **The procedures must include an enforcement mechanism to ensure that all students who are not enrolled in a school in a correctional facility or otherwise exempt from compulsory school attendance in the district comply with truancy laws and procedures.**

*** Sec. 5.** AS 14.30.030 is amended by adding a new subsection to read:

(b) A school district shall enforce truancy laws in order to provide an education to all students who are required under AS 14.30.010 to attend a school located in the district.

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

APPLICABILITY. The changes made to AS 14.30.010(a) by sec. 2 of this Act do not apply to children who are 16 or 17 years of age who have been officially dropped from public school enrollment in the state on or before the effective date of this Act."

FYI

HAINES BOROUGH

RESOLUTION 09-03-159

Adopted

A JOINT RESOLUTION OF THE HAINES BOROUGH ASSEMBLY AND HAINES BOROUGH SCHOOL BOARD SUPPORTING AN INCREASE OF THE COMPULSORY SCHOOL ATTENDANCE AGE FROM 16 TO 18 YEARS OF AGE.

WHEREAS, Alaska's drop-out rate is double the national average based on statistics from the U.S. Department of Education; and

WHEREAS, sixteen-year-olds are not ready to make the enormous decision to give up a high school education at a critical age for their development and future success; and

WHEREAS, when the drop-out rate of Alaskan students increase, the direct and indirect costs to the State of Alaska also increase including unemployment, criminal behavior, and dependence on the State's social services; and

WHEREAS, it has been established through extensive research that the more education a person receives the more earning potential one gains; and

WHEREAS, Federal and State legislation holds districts and schools to the high standard of graduating all students; and

WHEREAS, parents and schools need all the tools they can to set a standard of expected attendance,

NOW THEREFORE BE IT RESOLVED THAT the Haines Borough Assembly and Haines Borough School Board jointly support the increase in the compulsory attendance age for the State of Alaska from 16 to 18 years of age unless the School District's graduation requirements have been met.

ADOPTED BY DULY CONSTITUTED QUORUMS OF THE BOROUGH ASSEMBLY AND THE SCHOOL BOARD OF THE HAINES BOROUGH, ALASKA, THIS 31ST DAY OF MARCH, 2009.

Janice Hill

Janice Hill, Mayor

Carol Kelly

Carol Kelly, Board President

ATTEST:

Julie Cozzi

Julie Cozzi, Borough Clerk

HAINES BOROUGH INCORPORATED SEAL OCTOBER 17 2002 STATE OF ALASKA

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Louie Flora

From: Kelly Foreman [kelnmart@hotmail.com]
Sent: Thursday, March 12, 2009 1:36 PM
To: Rep. Paul Seaton
Cc: Louie Flora
Subject: Please oppose HB 33
Attachments: Comparison of Compulsory School Ages and Dropout Rates.pdf

Dear Chair Seaton,

I am opposed to any legislation to increase the compulsory school age.

There is no solid evidence for expanding the compulsory school age. I have compiled a table comparing the compulsory school ages of all the states and their graduation and dropout rates. The information was obtained from the Education Commission of the States website (www.ecs.org/clearinghouse/64/07/6407.htm) and The National Center for Education Statistics website (nces.ed.gov/pubs2008/dropout06/figures/figure_04.asp). The average dropout rate for states with compulsory attendance until 16 is 23.4% and for states requiring attendance until 18 it is 23.9%. Is this small difference worth the increase in government spending and increase in taxation?

While a state or a parent might be able to force 17- and 18-year-olds to attend classes in a school, neither the state nor parent can force them to learn their academic subjects or have better attitudes toward academic learning.

Please oppose this legislation.

Thank you,
Kelly Foreman
19941 Grant Circle
Eagle River, AK 99577
907-622-4661

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Comparison of Compulsory School Ages and Dropout Rates on State-by-State Basis

State	Start age*	End age*	Graduation Rate**	Dropout Rate
Alabama ALA. CODE § 16-28-3	7	16	65.9	34.1
Alaska (ALASKA STAT. § 14.30.010)	7	16	64.1	35.9
Arizona (ARIZ. REV. STAT. § 15-802)	6	16	84.7	15.3
Delaware (DEL. CODE ANN. tit. 14, § 2702)	5	16	73.1	26.9
Florida (FLA. STAT. ANN. § 1003.21)	6	16	64.6	35.4
Georgia (GA. CODE ANN. § 20-2-690.1)	6	16	61.7	38.3
Idaho (IDAHO CODE § 33-202)	7	16	81.0	19.0
Indiana (IND. CODE ANN. § 20-33-2-6)	7	16	73.2	26.8
Iowa (IOWA CODE ANN. § 299.1A)	6	16	86.6	13.4
Kentucky (KY. REV. STAT. ANN. 159.010)	6	16	75.9	24.1
Maryland (MD. CODE ANN., EDUC. § 7-301)	5	16	79.3	20.7
Massachusetts (MASS. GEN. LAWS ANN. ch. 76, § 1; MASS. REGS. CODE tit. 603, § 8.02)	6	16	78.7	21.3
Michigan (MICH. COMP. LAWS § 380.1561)	6	16	73.0	27.0
Minnesota (MINN. STAT. § 120A.22)	7	16	85.9	14.1
Missouri (MO. REV. STAT. § 167.031)	7	16	80.6	19.4
Montana (MONT. CODE. ANN. § 20-5-102)	7	16	81.5	18.5
New Jersey (N.J. REV. STAT. § 18A-38-25)	6	16	85.1	14.9
New York (N.Y. EDUC. LAW § 3205)	6	16	65.3	34.7
North Carolina (N.C. GEN. STAT. § 115C-378)	7	16	72.6	27.4
North Dakota (N.D. CENT. CODE § 15.1-20-01)	7	16	86.3	13.7
Rhode Island (R.I. GEN. LAWS § 16-19-1)	6	16	78.4	21.6
Vermont (VT. STAT. ANN. tit. 16, § 1121)	6	16	86.5	13.5
Wyoming (WYO. STAT. ANN. § 21-4-102)	7	16	76.7	23.3

Average dropout rate for states with compulsory attendance age of 16:
23.4%

Arkansas (ARK. CODE. ANN. § 6-18-201)	5	17	75.7	24.3	
Colorado (COLO. REV. STAT. §22-33-104)	6	17	76.7	23.3	
Illinois (105 ILL. COMP. STAT. ANN. § 5/26-1)	7	17	79.4	20.6	Average dropout rate for states with compulsory attendance age of 17: **26.9%**
Maine (ME. REV. STAT. ANN. tit. 20A, § 5001-A)	7	17	78.6	21.4	
Mississippi (MISS. CODE ANN. § 37-13-91)	6	17	63.3	36.7	
Pennsylvania (PA. CONS. STAT. ANN. § 13-1326)	8	17	82.5	17.5	
South Carolina (S.C. CODE ANN. § 59-65-10)	5	17	60.1	39.9	
Tennessee (TENN. CODE ANN. § 49-6-3001)	6	17	68.5	31.5	
California (CAL. EDUC. CODE 48200)	6	18	74.6	25.4	
Connecticut (CON. GEN. STAT. § 10-184)	5	18	80.9	19.1	
District of Columbia (D.C. CODE ANN. § 38-202)	5	18	68.8	31.2	
Hawaii (HAW. REV. STAT. 302A-1132)	6	18	75.1	24.9	
Kansas (KAN. STAT. ANN. § 72-1111)	7	18	79.2	20.8	Average dropout rate for states with compulsory attendance age of 18: **23.9%**
Louisiana (LA. REV. STAT. ANN. § 17:221)	7	18	63.9	36.1	
Nebraska (NEB. REV. STAT. § 79-201)	6	18	87.8	12.2	
Nevada (NEV. REV. STAT. § 392.040)	7	18	55.8	44.2	
New Hampshire (N.H. REV. STAT. § 193:1)	6	18	80.1	19.9	
New Mexico (N.M. STAT ANN. §§ 22-8-2, 22-12-2)	5	18	65.4	34.6	
Ohio (OHIO REV. CODE ANN. § 3321.01)	6	18	80.2	19.8	
Oklahoma OKLA. STAT. ANN. TIT. 70, § 10-105	5	18	76.9	23.1	
Oregon (OR. REV. STAT. § 339.010)	7	18	74.2	25.8	
South Dakota (S.D. CODIFIED LAWS § 13-27-1)	6	18	82.3	17.7	
Texas (TEX. EDUC. CODE ANN. § 25.085)	6	18	74.0	26.0	
Utah (UTAH CODE ANN. § 53A-11-101)	6	18	84.4	15.6	
Virginia (VA. CODE ANN. § 22.1-254)	5	18	79.6	20.4	

Washington (WASH. REV. CODE ANN. § 28A.225.010)	8	18	75.0	25.0
West Virginia (W. VA. CODE § 18-8-1)	6	18	77.3	22.7
Wisconsin (WIS. STAT. ANN. § 118.15)	6	18	86.7	13.3

*Compulsory School Age Requirements - www.ecs.org/clearinghouse/64/07/6407.htm

** Dropout and Completion Rates in the United States - nces.ed.gov/pubs2008/dropout06/figures/figure_04.asp

Rep. Paul Seaton

From: Alaska Pratts [akpratts@acsalaska.net]
Sent: Friday, March 27, 2009 6:26 AM
To: Rep. Paul Seaton
Cc: Rep. Cathy Munoz
Subject: HB33

Representative Seaton –

In your discussion on raising the mandatory school attendance age, please ensure that your decision does not increase class size, reduce teacher attention, or redirect resources from students who wish to remain in school. A diploma is unquestionably the best choice for every student, but forcing that to happen through a legal requirement rather than providing other options isn't necessarily the best choice for all students as far as I can tell.

I am not an educational expert. I am an economist considering optimal outcomes and least harm policies. I will try to listen to the hearing. I will be interested to hear why experts believe increasing the mandatory age is the best choice to produce better classroom environments. How does this benefit the vast majority of students who voluntarily want to be in school?

Steve Pratt
Anchorage

Louie Flora

From: Lisa Torkelson [lisa@advanced-design.com]
Sent: Tuesday, March 24, 2009 11:16 AM
To: Rep. Paul Seaton
Subject: House Bill 33
Attachments: Compulsory_Comparison.pdf

Honorable Chairman Seaton,

A bill to raise the compulsory education law in Alaska has been introduced...again. HB 33 has nothing to do with helping kids learn more. Seems the better alternative would be to find ways to motivate, not mandate, them to stay in school. As to the dropout rate reductions that these types of bills invoke, statistics show that it has the opposite effect (see attached chart). Students, parents, and teachers lose with this scenario.
Negative results. The attached chart, compiled by a parent of school-age children, shows the average dropout rate increases by .4% when laws mandate compulsory attendance until 18 years of age.
Disruption in the classroom. I don't know of any parents who have experienced good results when they force their children to do something they don't want to do. Mandating seat-time for dissatisfied, disruptive 17- and 18-year olds creates a non-productive environment for teachers and fellow students.
Are they really going to learn more? While legislation may mandate 17 & 18 year old physical bodies be in a seat in the room, teachers can't force a closed-mind to learn more. A wise parent recently said, "you can lead 'em to learning, but you can't make 'em think."
What about enticing kids to stay in school? Rather than mandating more warm bodies to (supposedly) boost statistics, we should instead be asking schools why these kids don't want to stay willingly. According to a recent study, the reasons most kids drop out is not because they are failing, but because they are "bored" and "unmotivated". Source: (http://www.edweek.org/ew/articles/2006/03/08/26dropout.h25.html)

Enjoyment and creativity in teaching produces amazing results in kids; forcing them to continue doing something they hate will turn them not into valedictorians and model students but make them even more bitter toward the system and society that forces them to "sit still and be quiet" for two...more...years.
Please help to defeat the misguided attempt of HB 33.

Sincerely,
Lisa Torkelson
Chugiak, Alaska

"Compulsory education is the chink in the armor of capitalist societies: they try to teach children the values of contract and initiative, but base their educational system on compulsion and conformity. Communist societies suffer from no such inconsistency: they try to teach their children command and obedience, and their educational system is consistent with inculcating this ethic."
-Szasz, T.S. (1973). The second sin. Garden City, NY: Anchor Press. (p.19)

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Below is a short (and far from complete) bibliography

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By George E. Curry
Source: http://dcsistrunk.blogspot.com/2006/03/why-kids-drop-out-of-school.html
"Nearly half of the former students - 47 percent - quit not because of the academic challenge, but because they found classes uninteresting."

H.S. Dropouts Say Lack of Motivation Top Reason to Quit
By Catherine Gewertz
Source: http://www.edweek.org/ew/articles/2006/03/08/26dropout.h25.html
"High school dropouts interviewed for a study released last week were far more likely to say they left school because they were unmotivated, not challenged enough, or overwhelmed by troubles outside of school than because they were failing academically."

Why do students drop out of school?
The dropout rate is a crucial indicator of schools, but also the slippery eel of education statistics.
By MARIA SACCHETTI
The Orange County Register
Source: http://www.ocregister.com/ocr/sections/news/news/article_294717.php

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by Mary K. Novello, Ed.D, Adjunct Fellow, Washington Institute; March 1998
Source:
http://www.washingtonpolicy.org/Centers/Miscelaneous/policybriefs/98_novello_compulsion.html
Foreword
Mary Novello's brief is that compulsory school attendance serves no clear educational purpose while costing untold amounts in dollars and psychic energy. She argues convincingly in fact that while it serves a schooling purpose, the link between education and schooling is tenuous at best. She implies that government intrusion with its attendant regulations and certifications creates a dependency cycle that leaves it unclear as to who really needs whom. Do children need school or does the school bureaucracy need children in order to justify its existence? The continuously changing goal structure of public schooling suggests she may be on to something. Having come up somewhat short in their academic mission the schools have more recently taken on such responsibilities as self-esteem training, safe sex education, anger management as well as refusal skills and a host of other social programs. The agenda widens, encroaching upon territory previously thought to be within the spheres of home and church influence. She raises the trust issue in this context, more accurately the lack thereof, citing Horace Mann's characterization of parents as "ignorant and vicious," hardly the qualities one seeks in the upbringing of the young. A benign bureaucratic influence, of course, is the answer Mann and his spiritual descendants would apply. A common complaint leveled at critics like Mary Novello is that they identify the illness without suggesting a cure. What on earth would young people do if they did not go to school? I would only say to her critics that the first step in solving a problem is to identify clearly what the problem is. And this is exactly what she has done.

Effective Strategies for Dropout Prevention
Source: http://www.dropoutprevention.org/effstrat/default.htm
"Š15 effective strategies that have the most positive impact on the dropout rate. These strategies have been implemented successfully at all education levels and environments throughout the nation.
You'll notice that none of the dropout prevention ideas include raising the compulsory education laws...

Rhode Island attempted the same bill in 2005:
1. Proponents of raising the compulsory attendance age claim it will lead to a higher graduation rate. But the state with the highest graduation rate in the country, New Jersey, at 89%, only requires attendance to age 16. And Florida, which requires attendance to age 18, has one of the nation's

lowest graduation rates, at 59%.

The facts demonstrate that forcing unwilling students to stay in school longer does not increase graduation rates. And it does not reduce juvenile crime.

In addition, it is certain that your tax bill will increase. When California raised its compulsory attendance age, taxpayers were forced to pay for a whole new school system to handle the numerous problems these unruly, unwilling students caused.

The statistics in the first paragraph come from the February, 2005, publication of the Manhattan Institute's Center for Civic Innovation, "Public High School Graduation and College-Readiness Rates: 1991-2002," by Dr. Jay P. Greene.

2. Rhode Island students who are enrolled in school must attend until age 18 unless parents give written consent to leave at age 16.

3. States which compel attendance only to age 16 have better high school completion rates than states that compel attendance to 17 or 18, on average. (Source: "Dropout Rates in the United States: 2000", pp. 9-10, 40-41; National Center for Education Statistics, U.S. Department of Education, Office of educational Research and Improvement, Doc. No. NCES 2002-114.)

4. States which compel attendance only to age 16 also have lower dropout rates than states that compel attendance to 17 or 18, on average. (Source: same as above.)

5. According to statistics published by the federal Office of Juvenile Justice and Dropout Prevention, a higher compulsory attendance age is not correlated to a reduction in juvenile crime. (Source: "Juvenile Arrests 1999." Washington, D.C.: Office of Juvenile Justice and Delinquency Prevention, 2000.)

Source: Senate Bill 169: Raising the Compulsory Attendance Age
Sponsors: Senators Pichardo, Connors, Issa, Perry, and C. Levesque.

Summary: This bill would have raised compulsory attendance to age 17 from its current age of 16. Currently, children between 16 and 18 who are "enrolled in school" need written permission from their parents before they can be exempted from compulsory attendance. This bill would have required children to stay in school until age 17 before their parents could authorize the exemption. The bill was not taken up by the Committee before the legislature adjourned, thus the bill died in Committee.

Status:
02/02/2005 (Senate): Introduced, Referred To Senate Education.
03/17/2005 (Senate): Education Committee Hearing at 4:15 PM in Room 313 of the Rhode Island State House.
03/17/2005 (Senate): Committee Recommended Measure Be Held For Further Study
03/30/2005 (Senate): Education Committee Hearing at 4:30 PM in Senate Lounge - State House
03/30/2005 (Senate): Committee recommended measure be held for further study.

FAX

TO: Representative Paul Seaton
President, Education Committee

FROM: Rhonda Stark
PO Box 1452, Palmer AK 99645
(907)745-1242
stark@mtaonline.net

DATE: January 29, 2009

PAGE #: 2

RE: HB 33 Compulsory Education

January 29, 2009

RE: HB33 Compulsory Education

Honorable Representative Seaton:

I am writing to you requesting that you consider rejection of HB33 that would raise the age of compulsory attendance for students.

There is no evidence, through research or history, that forcing students to remain in school longer will reduce the dropout rate. In fact, the state with the highest graduation rate in the country, New Jersey at 89%, only requires students to remain in school until age 16. On the other hand, Florida, who requires students to remain in school until age 18, has the lowest graduation rate in the country at 59%.

This bill proposes a very costly option to taxpayers. Strategies that would be far more effective and less costly include: encouraging family involvement; intensive reading and writing programs; community collaboration; learning style/multiple intelligences strategies; alternative schooling; and individualized instruction such as tutoring. Forcing students to sit in desks like buckets on a bench will not improve their learning nor their career opportunities and, I would even suggest, you will likely just end up with them breaking the law by not being there anyway. All in all, further cost to taxpayers via law enforcement needs or more truant officers.

During the 75 years after we became a nation, our government had no role in education. At the time of the drafting of the Declaration of Independence, the rate of literacy was at 97%. As long as we've had compulsory education, which began in the mid-late 1800's, the rate has never been that high. The original reasons for the beginning of compulsory education no longer exist. Children are no longer being forced into labor as there are strong laws in place disallowing that. There are also a myriad of child protection laws. Society as a whole also deeply values education. There is ample research to even suggest that compulsory education overall is pretty redundant and really does not improve our educational system. I would say the far greater influence to keep it has more to do with money, and control by an overbearing and out of control union.

As for the lowering of the age of compulsory education, this completely undermines the integrity of the home by taking away the autonomy and authority of parents to make educational decisions for their children. Put the power and decision making back into the hands of parents and let them decide when to begin formal education and allow young children to enjoy the short years of childhood without government meddling.

Generations of families have been charmed into believing that "government knows best" in education, thus, too much power and monopoly has been allowed to government in this area. It is time for increased educational choice and a little "competition" that will result in far greater success. There are a myriad of ways to do this. Compulsory education has resulted in excessive government control and expanding it will not lower the drop out rate but only be more costly to taxpayers. I am vehemently against HB33 and am asking you to please vote against it.

Respectfully,

Rhonda L. Stark
P.O. Box 1452
Palmer, AK 99645

Louie Flora

From: Yonder Alaska [yonderalaska@yahoo.com]
Sent: Friday, January 30, 2009 2:51 PM
To: Rep. Paul Seaton
Subject: HR 33, 59, and 69
Follow Up Flag: Follow up
Flag Status: Yellow

Dear Alaska State Representative,

RE: HR 33, HR 59, and HR 69.

As a 10+ year home school family, I feel that government intervention in parental responsibilities should be avoided. The Home School Legal Defense Association has written an excellent article (Why Government Should Stay Out of Pre-K) outlining parents' concerns, and legal concerns, about HR 59 and 69. Please read their article in its' entirety.

As quoted from the article located at this link -
http://www.hslda.org/docs/news/200809080.asp

Conclusion - ***"In the realm of pre-K, there is neither compelling evidence nor constitutional justification for government involvement. Institutionalized early education programs are an assault on parental rights and limited government. It is parents, not the government, who know what is best for their children. Many pre-K bills, such as H.R. 2343 and H.R. 3289 are geared toward military families; it is especially outrageous to use the families who have sacrificed so much for our country as proverbial guinea pigs for government experimentation. Given institutionalized early education's appalling track record in regard to its effectiveness and expense, and the high probability that such programs will be ripe for government mandated morality, pre-K legislation ought to be strongly and unequivocally opposed."***

HR 33 - It is not at all uncommon for home schooled students to finish high school level learning earlier than age 18. As a public schooled student, I graduated from high school at age 17. It is ludicrous to assume that a student should remain in school only because they do not meet the state set age for completion. This would hinder a graduate of home schooled high school from moving on with his/her life, getting a full-time job, etc. if he/she were required to be in school until age 18. Please visit this link http://www.hslda.org/hs/state/ak/2007009120.asp for clarification on compulsory age attendance from a home school perspective.

House Bill 33 States that -
Section 1.
AS 14.30.010(a) is amended to read:
a) ***Every child*** between seven and **18** [16] years of age ***shall attend school at the public school*** in the district in which the child resides during each school term. ***Every parent, guardian or other person having the responsibility for or control of a child between seven and 18 [16] years of age shall maintain the child in attendance at a public school*** in the district in which the child resides during the entire school term, except as provided in (b) of this section.
What is 'provided in (b) of this section' makes no mention of those who choose to home school their children.
I look forward to hearing from you on these issues. Thank you for taking the time to listen to those who elected you to the public service seat in which you hold.
Sincerely and Respectfully,
Lisa K. Hydock
yonderalaska@yahoo.com
Ketchikan, AK

Louie Flora

From: Rep. Paul Seaton
Sent: Wednesday, February 04, 2009 10:42 AM
To: Louie Flora
Subject: FW: HB 33

From: Leonard LaForest [mailto:lenlaforest@mtaonline.net]
Sent: Tuesday, February 03, 2009 10:07 PM
To: Rep. Paul Seaton
Subject: HB 33

Honorable Representative Seaton,
As a concerned Alaskan resident I am writing to you requesting that you consider rejection of House Bill 33 which seeks to raise the compulsory attendance age to 18 from 16 years of age. There is no research that suggests raising the age of attendance will ensure reduced drop out rates here in Alaska. Raising the age of compulsory attendance will not enable our young people to learn when they do not desire to be stifled by our current system of education which does not allow them to pursue their own interests at a rate that is in accordance to their skill and ability. More profitable usages of our tax dollars would be to encourage more parental participation, community cooperation, and instruction in learning styles, tutoring or a mentoring approach in areas of the student's interests. Raising the compulsory attendance age will benefit truancy officers more than encourage the absorption of knowledge by reluctant students. Compulsory education has resulted in excessive government control and expanding it will not lower the drop out rate but only be more costly to taxpayers. I am strongly opposed to House Bill 33 and respectfully request that you vote against it.
Respectfully
Pauline LaForest
Palmer, Alaska

Alaska State Legislature

Please enter into the record my testimony to the House Education Committee
(committee name)

committee on HB 33 (bill# / subject), dated 3/12/09.

We would like the bill to read 6-16.

Schools cannot, unfortunately, be all things to all people. Until there is access to multiple vocational programs, special programs for different learning styles, etc. within the public schools there will be students who are better served by getting their GED and proceeding to learning in a different context. For some this may be the local community college, for some on-the-job training, for some online learning parttime while they pursue other endeavors. We should be working on the carrot, not the stick - school programs and personnel to engage kids rather than forcing kids who don't want to be there to take up seats in classrooms without any motivation.

The Valdez School Board is on record as strongly advocating for starting compulsory education at age 6, instead of 7. The Alaska State Literacy Association stated most of our arguments. With home schooling exemptions, we find no downside to changing the lower age for school attendance. (We are advocating for 6, not 5, and part day homeschool is allowed.) Kids deserve to start school on time.

~~We would like to~~

Signed: Kathleen A. Todd MD Kathleen G. Todd MD
Testifier

Valdez City School Board
Representing (optional)

Box 1889, Valdez, AN 99686
Address

907-835-4200
Telephone

Louie Flora

From: Mark Van Diest [jmvandiest@gmail.com]
Sent: Saturday, March 07, 2009 9:22 AM
To: Rep. Paul Seaton
Subject: Opposed to House Bill 33 & Senate Bill 102
Follow Up Flag: Follow up
Flag Status: Blue

Representative Seaton:

Our family is opposed to the House Bill 33 & Senate Bill 102 that will increase the compulsory attendance age from 16 to 18. We are opposed to expansion of state control over education. We are convinced that education of the children is a family decision, be this at a public school, private school, or home. Thank you for listening to our opinion.

Lorri Van Diest
Mat-Su School District teacher & Home educator

Louie Flora

From: Cathy Law [cathy@sundogmedia.com]
Sent: Thursday, March 05, 2009 10:16 AM
To: Rep. Paul Seaton
Subject: opposition to expansion of state control over education
Follow Up Flag: Follow up
Flag Status: Completed

Representative Paul Seaton

I am writing to express opposition to any expansion of state control over education. Please oppose the 2 following bills.

House Bill 33 has been scheduled for a hearing March 13th at 8:00 am. HB 33 would raise the compulsory atttendance age from 16 to 18 or graduation. http://www.legis.state.ak.us/basis/get_bill_text.asp?hsid=HB0033A&session=26

Senate Bill 102 has also been scheduled for a hearing March 13 at 8:00 am. SB 102 would raise the comulsory attendance age from 16 to 18 ; "An act relating to compulsory school attendance; relating to the crime of contributing to the delinquincy of a minor..." http://www.legis.state.ak.us/basis/get_bill_text.asp?hsid=SB0102A&session=26.

Thank you for your service to the state.

Sincerely,

5033 Sillary Circle
Anchorage, AK 99508

Stop Spam ~ use SpamArrest ~ http://spamarrest.com/affl?1201204

Louie Flora

From: Dave & Chris Cvancara [silentc@hotmail.com]
Sent: Sunday, March 08, 2009 8:17 AM
To: Rep. Paul Seaton; Rep. Cathy Munoz; Representative_Bryce_Edgemon@legis.state.ak.us; Rep. Wes Keller; Rep. Peggy Wilson; Rep. Bob Buch; Rep. Berta Gardner
Subject: Oppose House Bill 33

Follow Up Flag: Follow up
Flag Status: Blue

> Representatives;
>
> Please add me to the voice of those opposed to House Bill 33, which
> raises the compulsory attendance age from 16 to 18. As a
> homeschooler, I have every intention of having my 16 year old start
> attending college cources. In this time of fiduciary responsibility,
> we need less government "programs" that involve extra funding and more
> state control over education. Furthermore, parents are still the only
> and best institution that should determine what is best for their children.
>
v/r
David Cvancara
>

4496

Alaska State Literacy Association Testimony HB33

March 13, 2009

My name is Patricia George and I represent the Alaska State Literacy Association along with my co-chair Brett Dillingham. The Alaska State Literacy Association is the largest professional education association in Alaska with over 500 members from across the state.

The Alaska State Literacy Association strongly believes that mandatory school attendance age should be lowered from age seven to age six. There are several house and senate bills currently under consideration that would provide quality pre-school and kindergarten programs. There is growing awareness of the importance of preparing children for school at an earlier age. The Alaska State Literacy Association feels that children should be required to attend school at an earlier age.

We have provided the committee with a chart and summary showing that 32 states require students attend school by age six. From my personal experience as a first grade teacher, I found that there were no ways to compel parents to have their children attend school regularly and on time. I know that there are parents who feel that changing the statute would infringe on their rights as parents, but it is my understanding that the change in mandatory school attendance age does not change any of the waivers that are already built into the law. It is important to have children who attend public school come to school regularly so that they don't miss critical steps in the learning process.

House Bill 33 is an appropriate vehicle to make this change in state statute. We urge you to amend House Bill 33 to lower the mandatory school age from seven to six.

We provided the staff and you should have in your packet a proposed amendment. Thank you and I would be happy to answer any questions.

TESTIMONY - HB 33

Good Morning, Chairman Seaton and members of the House Education committee. For the record my name is Lydia Garcia and I serve as the Executive Director for NEA-Alaska representing almost 13,000 public school employee members throughout the State.

I'm here today to testify in support of House Bill 33. This bi-partisan legislation is an attempt to address the problem of, quite frankly, children not remaining in school.

The reasons teenagers decide to drop out of school are many and varied, but certainly there are times when it is just the fact that legally they do not have to attend school which helps them out the door.

House Bill 33 will raise the upper end of mandatory attendance in Alaska's schools to the age of 18. While this is certainly not a silver bullet, it is a good ingredient in any recipe for success in life. As the sponsor has stated, the more education one receives the better earning potential one acquires and a better chance of personal success ensues.

About six weeks ago, 450 public school employee delegates, elected by their peers met at the Anchorage Hilton and set the policy for the coming year for NEA-Alaska. One of the resolutions passed by the 2009 NEA-Alaska Delegate Assembly stated "***NEA-Alaska believes the legislature should establish policies for non-compliance with Alaska's compulsory attendance laws.***"

This legislation takes those laws a step further. It is the belief, however, of NEA-Alaska that a law with no teeth would serve little purpose.

Alaska's school employees work hard to offer our children opportunities that prepare them for life. We cannot fulfill the promise of a high quality education for Alaska's children if they are not in our classrooms.

We applaud the efforts and direction of House Bill 33 and ask that you move this legislation from committee.

Thank you for your time!

Lydia Garcia
Executive Director
NEA-Alaska

Alaska State Literacy Association
Patricia George, Advocacy Committee Co-Chair
3328 Fritz Cove Road
Juneau, AK 99801

March 13, 2009

The Honorable Paul Seaton
House Education Committee
Alaska State Capitol
Juneau, Alaska 99811

Dear Representative Seaton,

The Alaska State Literacy Association would like to propose an amendment to **HB 33** that would lower the compulsory attendance age to six.

The Alaska State Literacy Association is the largest professional education association in Alaska with a growing membership of over 500 members. The mission of the Alaska State Literacy Association is to promote lifelong literacy for all Alaskans by advancing the quality of literacy instruction.

At present, the state of Alaska funds but does not mandate kindergarten. AS 14.03.070 mandates compulsory attendance from age 7 to 16. School age is further defined as 6 to 18 with 5 year olds allowed to attend kindergarten where it is available. The federal No Child Left Behind law stipulates that all children should be reading at grade level by the end of third grade. If Alaska's children are not required to attend school until the age of seven, many will not be reading at third grade level by the age of eight or nine. Young children will meet this requirement easier when they are provided the rich kindergarten experiences where they learn that text carries meaning, readers process print from left to right, top to bottom, and that real life involves using reading and writing for practical purposes.

The ASLA believes that compulsory school attendance by age six is an important component in providing quality educational opportunities to the children of Alaska. The ASLA encourages the Education Committee to amend HB33 to lower the compulsory school attendance age from seven to six years of age.

We have attached a proposed amendment to HB33 for your consideration.

Sincerely,

Patricia R. George
ASLA Advocacy Committee Co-Chair

Brett Dillingham
ASLA Advocacy Committee Co-Chair

Amendment to HB 33

Section 2
AS 14.30.010(a)

Line 19 delete [seven] substitute **six**

Line 22 delete [seven] substitute **six**

www.alaskareading.org

Literacy Development of Alaskan Children Ages Three to Five

A Position Statement of the Alaska State Literacy Association

The Importance of Preschool and Kindergarten

The Alaska State Literacy Association believes that every child in Alaska should attend kindergarten and that 3 and 4 year olds should have access to free, high quality public preschool. The high-quality preschool and kindergarten experiences that successfully foster early language and literacy skills lay a critical foundation for children's successful future. Children who attend high-quality preschools and kindergarten are less likely to be retained in the primary grades, have higher graduation rates from high school, and have fewer behavior problems (Barnett, 1995; Campbell & Raney, 1995; Cunningham & Stanovich, 1997; Huttenlocher, Vasilyeva, Cymerman, & Levine, 2002; Peisner-Feinberg & Burchinal, 1997).

The Need For Free, High-Quality, Public Kindergarten and Preschools

At present, the state of Alaska funds but does not mandate kindergarten. AS 14.03.070 mandates compulsory attendance from age 7 to 16 years. School age is further defined as ages 6 to 18 with 5 year olds allowed to attend kindergarten where it is available. The federal No Child Left Behind law stipulates that all children should be reading at grade level by the end of third grade. If Alaska's children are not required to attend school until the age of seven, many will not be reading at third grade level by age eight or *nine*. Young children will meet this requirement easier when they are provided the rich kindergarten experiences where they learn that text carries meaning, readers process print from left to right, top to bottom, and that real life involves using reading and writing for practical purposes.

Alaska is one of a few states not fully or partially funding public preschools. Preschool is only available to a limited number of children based on the ability to pay. Yet children learn through assimilation of concrete "hands on" type of activities in the early years. They need rich experiences in preschool and kindergarten where children can engage and construct their theories about print (e.g., what are words – how do they work). Experience that builds background knowledge is essential to becoming a knowledgeable reader. High-quality preschools and kindergarten provide appropriate early literacy experiences delivered by well-prepared, knowledgeable, caring teachers. Teachers who enhance the early literacy of children from diverse cultural and language groups use culturally appropriate instruction that is congruent with the children's home and community language and literacies. (Heath, 1983; Hohepa & McNaughton, 2002; McNaughton, 2001).

Alaskan children's development can be positively affected by high-quality preschool and kindergarten experiences that improve later academic and social competence (Barnett, 1995; Morrow, 2004; Neuman & Dickinson, 2001). It is the position of the Alaska State Literacy Association that every child in Alaska should have access to free, high-quality, public preschools and mandated kindergarten.

Alaska State Literacy Council

Nature and Purpose

The Alaska State Literacy Council (ASLA) is the largest professional education association in Alaska with a growing membership of over 400 members. ASLA is affiliated with the International Reading Association (IRA) and hosts the largest, highest attended annual education conference in the state.

Members rely on ASLA for the professional development resources they need to reach our shared goal: Teaching Alaskans to read. ASLA supports literacy for all, lifetime learning and informed decision making. The state association in partnership with IRA and local councils recognizes and supports quality literacy programs and opportunities through awards, grants, council programs, workshops and annual conferences. ASLA provides educators, at all levels, access to research, materials and methodologies to promote and teach lifetime literacy and learning. ASLA provides a network for communication, exchange of information, leadership, professional development and involvement of Alaska's diverse community of educators.

Alaska State Literacy Association advocacy contact information:

Brett Dillingham
313 7th Street, #1
Juneau, AK 99801
brett@brettdillingham .com
(907) 586-1643
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3328 Fritz Cove Road
Juneau, AK 99801
pgeorge@gci.net
(907) 789-0172
(907) 789-6964

Summary of Table National Center for Education Statistics (NCES) Table 157

Table 157. Age range for compulsory school attendance and special education services, and policies on year-round schools and kindergarten programs, by state: Selected years, 1997 through 2006.

There are **9** states that have a compulsory school attendance age of **5**, all of which require school districts provide either half or full day kindergartens. **23** states have age **6** as the compulsory school attendance age, **20** require school districts provide kindergarten.
Alaska is one of **17** states which have **7** as the compulsory school attendance age, however, **Alaska** is **not** one of the **14** included states that require half or full day kindergarten be offered by school districts.

Table 157. Age range for compulsory school attendance and special education services, and policies on year-round schools and kindergarten programs, by state: Selected years, 1997 through 2006

State	Compulsory attendance				Compulsory special education services, 1997[1]	Year-round schools, 2006		Kindergarten education, 2006		
	2000	2002	2004	2006		Has policy on year-round schools	Has districts with year-round schools	School districts required to offer: Half day	School districts required to offer: Full day	Attendance required
1	2	3	4	5	6	7	8	9	10	11
Alabama	7 to 16	7 to 16	7 to 16 [2]	7 to 16	6 to 21		Yes		X	
Alaska	7 to 16	7 to 16	7 to 16 [2]	7 to 16	3 to 22		Yes			
Arizona	6 to 16 [2]	6 to 16 [2]	6 to 16 [2]	6 to 16 [2]	3 to 22		—	X		
Arkansas	5 to 17 [2]	5 to 17 [2]	5 to 17	5 to 17	5 to 21	X	Yes		X	X
California	6 to 18 [2]	6 to 18	6 to 18	6 to 18	Birth to 21	X	Yes	X [3]		
Colorado	—	—	7 to 16	7 to 16	3 to 21		—	X [3]		
Connecticut	7 to 16	7 to 18 [2]	7 to 18 [2]	5 to 18 [4]	Under 21 [5]		—	X		X
Delaware	5 to 16	5 to 16	5 to 16 [2]	5 to 16	3 to 20		Yes	X		X
District of Columbia	—	5 to 18	5 to 18	5 to 18	—	([6])	([6])	X		X
Florida	6 to 16 [7]	6 to 16 [7]	6 to 16 [2,7]	6 to 16 [7]	—	X	Yes	X		X
Georgia	6 to 16	6 to 16	6 to 16	6 to 16	Under 21 [5]		Yes		X	
Hawaii	6 to 18	6 to 18	6 to 18	6 to 18	Under 20	X	Yes	X		
Idaho	7 to 16	7 to 16	7 to 16	7 to 16	3 to 21		Yes			
Illinois	7 to 16	7 to 16	7 to 17	7 to 17	3 to 21	X	Yes	X		
Indiana	7 to 16	7 to 16	7 to 16	7 to 18 [2]	3 to 22		Yes	X		
Iowa	6 to 16 [2]	6 to 16 [2]	6 to 16	6 to 16	Under 21	X	Yes	X		
Kansas	7 to 18 [2]	7 to 18 [2]	7 to 18 [2]	7 to 18 [2]	([8])		—	X [3]		X
Kentucky	6 to 16	6 to 16	6 to 16 [2]	6 to 16	Under 21		Yes	X		
Louisiana	7 to 17	7 to 17	7 to 17 [2]	7 to 18 [2]	3 to 21		Yes		X	X
Maine	7 to 17	7 to 17	7 to 17 [2]	7 to 17 [2]	5 to 19 [9]		—	X		
Maryland	5 to 16	5 to 16	5 to 16	5 to 16	Under 21	X	—		X	X
Massachusetts	6 to 16	6 to 16	6 to 16	6 to 16 [2]	3 to 21		—	X		
Michigan	6 to 16	6 to 16	6 to 16	6 to 16	Under 26	X	Yes			
Minnesota	7 to 18 [2]	7 to 16	7 to 16	7 to 16 [2]	Under 22		—	X [3]		
Mississippi	6 to 17	6 to 17	6 to 16	6 to 16	Birth to 20		—		X	
Missouri	7 to 16	7 to 16	7 to 16	7 to 16	Under 21		Yes	X		
Montana	7 to 16 [2]	7 to 16 [2]	7 to 16 [2]	7 to 16 [2]	3 to 18		—	X		
Nebraska	7 to 16	7 to 16	7 to 16	6 to 18	Birth to 21		Yes	X [3]		
Nevada	7 to 17	7 to 17	7 to 17	7 to 17	Under 22		Yes	X		X
New Hampshire	6 to 16	6 to 16	6 to 16	6 to 16	3 to 21		—			
New Jersey	6 to 16	6 to 16	6 to 16	6 to 16	5 to 21		—		X [10]	
New Mexico	5 to 18	5 to 18	5 to 18 [2]	5 to 18 [2]	([11])	X	Yes	X		X
New York	6 to 16 [2]	6 to 16	6 to 16	6 to 16 [12]	Under 21		—			
North Carolina	7 to 16	7 to 16	7 to 16	7 to 16	5 to 20	X	Yes		X	
North Dakota	7 to 16	7 to 16	7 to 16	7 to 16	3 to 20 [13]		—			
Ohio	6 to 18	6 to 18	6 to 18	6 to 18	Under 22	X	—	X [3]		X
Oklahoma	5 to 18	5 to 18	5 to 18	5 to 18	3 and up [14]		Yes	X [3]		X
Oregon	7 to 18	7 to 18	7 to 18 [2]	7 to 18	3 to 21		Yes	X		
Pennsylvania	8 to 17	8 to 17	8 to 17 [2]	8 to 17 [2]	6 to 21	X	—			
Rhode Island	6 to 16	6 to 16	6 to 16	6 to 16	3 to 21		—	X		X

South Carolina	5 to 16	5 to 16	5 to 16	5 to 17 [4]	3 to 21		—	X	X	X
South Dakota	6 to 16	6 to 16	6 to 16	6 to 16	Under 21	X	—	X [3]		
Tennessee	6 to 17	6 to 17	6 to 17	6 to 17 [4]	3 to 21	X	Yes	X		X
Texas	6 to 18	6 to 18	6 to 18	6 to 18	3 to 21	X	Yes	X [3]		
Utah	6 to 18	6 to 18	6 to 18	6 to 18	3 to 22		Yes	X		
Vermont	7 to 16	6 to 16	6 to 16	6 to 16 [2]	3 to 21		—	X [3]		
Virginia	5 to 18	5 to 18	5 to 18	5 to 18 [2]	2 to 21		Yes	X [3]		X
Washington	8 to 17 [2]	8 to 17 [2]	8 to 16 [2]	8 to 18	3 to 21 [15]		Yes	X		
West Virginia	6 to 16	6 to 16	6 to 16	6 to 16	5 to 21	X	Yes		X	X
Wisconsin	6 to 18	6 to 18	6 to 18	6 to 18	Under 21		Yes	X		
Wyoming	6 to 16 [2]	6 to 16 [2]	7 to 16 [2]	7 to 16 [2]	3 to 21		Yes	X		

X State has policy.
— Not available.

[1] Most states have a provision whereby education is provided up to a certain age or completion of secondary school, whichever comes first.

[2] Child may be exempted from compulsory attendance if he/she meets state requirements for early withdrawal without meeting conditions for a diploma or equivalency.

[3] State requires either half-day or full-day program.

[4] Parent/guardian may request a waiver to delay entry to a later age per state law/regulation.

[5] Under 21 or until child graduates from high school.

[6] State did not participate in the 2006 online survey.

[7] Compulsory school age for all Manatee County students who turned 16 on or after October 1, 1999, is 18, except for students who earned a high school diploma prior to reaching their 18th birthday.

[8] To be determined by rules and regulations adopted by the state board.

[9] Must be 5 before October 1, and not 20 before start of school year.

[10] Abbott districts only (31). These are districts covered by a New Jersey Supreme Court ruling that found that the education provided to urban school children was inadequate and unconstitutional. The Court ordered the state to implement comprehensive programs and reforms, including standards-based education supported by parity funding; supplemental programs; preschool education; and school facilities improvements.

[11] School-age unless otherwise provided by law.

[12] New York City and Buffalo require school attendance until age 17 unless employed.

[13] Must not be 21 by September 1.

[14] Children from birth through age 2 are eligible for additional services. Eligibility for special education services ceases upon completion of a secondary education program; no age limit.

[15] Student may complete school year if 21st birthday occurs while attending school.

NOTE: The Education of the Handicapped Act (EHA) Amendments of 1986 make it mandatory for all states receiving EHA funds to serve all 3- to 18-year-old disabled children.

SOURCE: Council of Chief State School Officers, Key State Education Policies on PK-12 Education, 2000, 2002, 2004, and 2006; Education Commission of the States, Clearinghouse Notes, August 1997; California Department of Education, Safe Schools and Violence Prevention Office, School Attendance Review Boards, Feb. 2001; School District of Manatee County Policy and Procedures, retrieved May 22, 2007, from http://www.manatee.k12.fl.us/policy_procedure/pdfs/chapters/Chapter_5.pdf; "State Kindergarten Statutes: State Comparisons," Education Commission of the States, 2007, retrieved June 19, 2007, from http://mb2.ecs.org/reports/Report.aspx?id=14; and supplemental information from several state education websites. (This table was prepared May 2007.)

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ANS
GRAND CAMP
ALASKA NATIVE SISTERHOOD
Founded 1923

2008-2009

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March 2009

The Honorable Paul Seaton
House of Representatives
House Education Committee Chair
State Capitol, Terry Miller Bldg
Juneau, Alaska 99801-1182

The Honorable Paul Seaton;

My name is Jacqueline [Jackie] Martin, Executive Committee Member of the Alaska Native Sisterhood (ANS) Grand Camp and Council member of ANS Camp 70 Local Camp. All our members are strong advocates for all Alaska Natives.

We support HB-33; to encourage and give young people a chance to return to school to complete their education. We can read negative into House Bill 33 and say that 50% of our students are [commonly called] "Drop outs", but we say we have 50% graduates and the rest are "Push out"

Please accept these comments as encouragement to pass HB-33. I offer these answers to the questions put forth by your Education Committee.

1. What are the basis of a high school diploma

Basis for a high school diploma comes easily with a positive family and community; even then, sometimes this isn't enough, they need a second chance once obstacles have been identified. The second chance is HB-33.

A high school diploma is hard to come by, rules and laws change not quickly but fast enough to see a difference in graduates. "No Child Left Behind" "Qualifying exam", and other obstacles such as drugs and alcohol are made available to the children. There are many social issues in large and small communities. Please don't misinterpret me, I believe in some of the new laws and changes.

2. Is there an inherent problem with the design of graduation requirements that produce drop outs?

The Tlingit tribe in this area can take up hours of your time telling you sorrowful stories in our own Juneau school district. Some inherent problems are discrimination, social issues, and poverty.

Yes, it is an inherent problem, not only in Alaska but, it is a national problem.

There are many beautiful teachers that give more then themselves; they also use their own funds, and I offer these teachers kudos.

How does a community instill zero dropout tolerance of its community? Pass this Bill and let's get our communities back on track. I believe in the old saying "it takes a community to raise a child".

3. Is the high school qualifying exam a positive or a negative as relates to student performance and graduation?

I spoke about the percent success rate among the Alaska Natives, so now let's address the negative. According to newspapers we [Alaska Native and American Indians] have the highest rate of drunks, the most suicides, the most thieves, the most sex abuser, and we have the highest percentage of drop outs. I would like to see solution to these statistics; it is tiresome to read statistics without solutions.

I heard a speaker talk about herself as an Alaska Native [she is a successful person today and was perhaps taking about the natives as a whole] as being invisible in the school system. Time is changing relationships among the Natives and Governments and local residents. I do see many good changes, I see Alaska Native gaining respect in our community, and I'm 66 years old and have seen more natives and non natives working together, there is hope for change among our students. I believe with the passage of this bill, change will begin and the drop out rate will lessen, not immediately, but it will begin soon.

Is the qualifying exam a good thing? Yes, it helps our successful natives' offers an equal chance in the national population.

Then on the other hand this is a difficult exam for many and many oppose this exam, I believe also that this is one of many reasons why many drop out of school today, they can't pass the exam.

Conclusion

Thank you for your time, we realize that there is much opposition to this House Bill; we heard many statistics about the Native Peoples' problems. Today we the ANS Grand Camp and ANS Camp 70 stand in support of HB-33 as a beginning of many solutions to come for our students.

Sincerely,

Jacqueline Martin

Jacqueline [Jackie] Martin
ANS Grand Camp
Executive Committee

HB 33 Compulsory School Age Attendance

(H) Education Committee 3-13-09

REPRESENTATIVE CATHY MUNOZ

SPONSOR STATEMENT
HB33

Alaska currently faces one of the highest declining graduation rates in the country. According to recent statistics from the Alaska Commission on Post Secondary Education, thirty-eight percent of students in the ninth grade will not have a diploma in ten years. Alaska Department of Labor estimates that four-thousand Alaskans ages 16-19 are unemployed and not in school; and 57,000 Alaskans across Alaska do not have a diploma. Alaska's drop-out rate is double the national average based on statistics from the U.S. Department of Education.

HB33 changes the compulsory school attendance age so that a student is compelled to stay in school until the age of eighteen. Current law requires compulsory school attendance from the age of seven to sixteen. All exemptions from compulsory attendance currently in Alaska statute, including homeschoolers, would remain exempt from this change. This bill will not affect any current statute that allows for early graduation, and relieves the requirement of compulsory attendance to the age of eighteen if those requirements are met.

Students at risk should not have the option of leaving school at a critical age when judgment and maturation development is most critical to their personal success. It has been established through extensive research that the more education a person receives, the more earning potential one gains. As the drop out rate of Alaskan students increase, so does the direct and indirect cost to the State of Alaska. Unemployment, criminal behavior, and dependence on the State's social services are examples of this increased cost.

HB33 is designed to improve Alaska's public education system. The intent of this legislation is to be one of several important first steps toward a long term solution. The young people of Alaska deserve our very best effort. Elevating the age of compulsory attendance in our education system will become an important new commitment we can make on behalf of all of our young citizens at a crucial time in their education and lives.

Contact: Terry Harvey 907 465 5392

ASSOCIATION OF ALASKA SCHOOL BOARDS

ADVOCATES FOR ALASKA'S YOUTH

Position Statement on HB 33
Compulsory School Attendance

School boards believe that 16-year-olds are not ready to make the enormous decision to give up a high school education. Increasing the mandatory attendance age from 16 to 18 helps ensure that students who have not yet graduated from high school and are too young to make the life-changing decision to forego basic education will stay in school and have more opportunities to meet performance standards and pass the High School Graduation Qualifying Exam. AASB believes that the best way to keep students in school is to fund and provide education programs that engage students.

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☎ (907) 586-1083 (907) 586-2995 aasb@aasb.org http://www.aasb.org

Anchorage School District

5530 E. Northern Lights Blvd.
Anchorage, Alaska 99504-3135
(907) 742-4000

February 27, 2009

Dear Representative Cathy Muñoz:

I am writing this in strong support for HB 33 that recommends increasing the age of compulsory education to age 18. Our School Board and the majority of our staff and community strongly believe it is time for this change. The rationale in your sponsor's statement makes the case very clearly.

Our graduation rate is only 64 % and we are striving to increase that number with many new initiatives that support students. Our drop out rate has dropped from 6.48% in the 2004-2005 school year to 4.16% during the 2007-2008 school year. One of the identified causes of students dropping out if they are disengaged in high school is "they can". We try many different strategies to encourage young people to stay in school and we believe that if they knew they had to stay in school until age 18 or passing all the graduation requirements to qualify for a diploma, they would do so. Too many of our students, particularly those from immigrant families and families on the edge of economic survival, are pressured to go to work to help support their family. We believe that young people should know how important a high school diploma is to their future success. Our new graduation coaches are connecting with students and families in an effort to re-engage them in their education; this effort is often hampered by the fact that Alaskan students can drop out at age 16.

We strongly support your legislation and will be happy to testify in favor of the legislation when it is ready for a hearing. Thank you for your leadership on this important issue.

Sincerely yours,

Carol

Carol Comeau
Superintendent

JUNEAU SCHOOL DISTRICT
CITY AND BOROUGH OF JUNEAU

10014 CRAZY HORSE DRIVE · JUNEAU, ALASKA 99801-8529 · (907) 523-1700

February 25, 2009

Dear Representative Munoz,

Please know how appreciative our district is for your attention to the urgent issue of dropping out of high school in Alaska.

In the past, such legislation has been miscast as a threat to parental rights. It is, in fact, the opposite of that: it is a parent empowerment bill. As a former high school administrator, I have witnessed the anguish of parents when their minor child dropped out and the parent had no authority to stop it. In Alaska, parents have control over their minor's drivers license until age 18; why not their child's education?

Alaska Department of Education and Early Development 2007 statistics tell us that 1 in 3 Alaskan youth are not getting a high school diploma. The data are even more startling for special education students (60 percent not graduating) and students of Alaska Native heritage (37 percent not graduating).

These data are significant because of the irrefutable correlation between dropping out of high school and several other factors which ultimately translate into a drag on the economy: incarceration (80 percent of inmates are high school drop outs); poverty and, thus, the need for public assistance (and, poverty has a direct correlation to multiple health issues which, in turn, drain state coffers of public health dollars); and the attainment of a diploma by the next generation (mother's education has direct bearing on whether a child will graduate). So, under-education has systemic, persistent, generational negative effect on public revenues.

Alaska is not the only state to recognize the significant impact of the diploma. According to the Education Commission of the States, more than half of all states require that students be 17 or 18 to graduate or to have completed all necessary credits.

How disingenuous is it for our leaders to decry the drop out rate and not take the sensible and simple step of telling minors: finish school or wait until you're of the age of majority to make that momentous and life-altering decision to not finish?

Drop outs cost the State of Alaska real public dollars. This bill is a cost-savings measure, as well as an accountability measure. If federal and state laws hold schools accountable for educating and graduating our youth, then please hold youth accountable for staying in school.

Thank you for your consideration and support of this important measure.

Sincerely,

Laury Scandling
Assistant Superintendent
Juneau School District

THE CITY AND BOROUGH OF JUNEAU SCHOOL DISTRICT IS AN AA/EO EMPLOYER AND EDUCATIONAL INSTITUTION

CORDOVA SCHOOL DISTRICT

PO Box 140 * 100 Fisherman Avenue
Cordova, Alaska 99574-0140
(907) 424-3265 * FAX (907) 424-3271

Cordova Jr/Sr High School
(907) 424-3266
FAX (907) 424-5215

Mt. Eccles Elementary
(907) 424-3236
FAX (907) 424-3117

February 11, 2009

Dear Representative Munoz,

I am writing this letter in support of HB 33. As Superintendent of Schools, I struggle with the staggering statistics proving that nearly 40% of Alaskan youth will not graduate from high school this coming year. Current statute (allowing students to drop out at age 16) is outdated and opens the door for youth that are still in need of structure and direction that our public schools offer in Alaska. With Alaska's drop out rate double the national average HB 33 will be a huge step in the right direction for this great state!

Unemployment, criminal behavior, and increased taxing on Alaska's social services are directly related to the exodus of youth choosing not to attend schools. Unfortunately many of those that drop out are bright students simply lacking good judgment and critical maturation necessary in such decision-making efforts.

Finally, with the quality of life exponentially better in today's world with a high school diploma, this legislation is one of several important steps towards the long-term solution of our lacking graduation success.

I look forward to its successful passage!

Sincerely,

Jim Hoppard

Superintendent of Schools
Cordova School District

Grand Camp
Alaska Native Brotherhood

RESOLUTION NO. #23-08

TITLE: EXTENSION OF THE ALASKAN COMPULSORY SCHOOL ATTENDANCE LAW

WHEREAS, Over 3000 Alaskan students drop out each year representing the highest drop out rate in the United States; and

WHEREAS, Alaskan minority students experience the highest percentage of drop out amongst all students with Alaskan Native students double the rate of others at 14%; and

WHEREAS, To compete in the 21st century all students need at a minimum to stay in school long enough to finish a high school diploma; and

WHEREAS, Studies show that students without a high school diploma earn less than 75% of those with a diploma and are more likely to live in poverty over the course of their lifetimes; and

WHEREAS, Alaska's mandatory compulsory school attendance is from 7 to 16 years of age; and

WHEREAS, Only 27 states allow students to drop out at the age of 16; and

WHEREAS, The national trend is moving toward extension of the mandatory school age to 18 years of age; and

WHEREAS, The National Education Association as a top priority is recommending high school graduation or the equivalency as compulsory for everyone below the age of 21 years of age; and

WHEREAS, Raising the high school drop out age from 16 to 18 will reduce the drop out rate.

NOW THEREFORE BE IT RESOLVED, that the Alaska Native Brotherhood and the Alaska Native Sisterhood Grand Camp in convention at Ketchikan, Alaska during the week of October 7-11, 2008 hereby urges the Alaska Legislature to adopt legislation that would extend the mandatory attendance age for all Alaskan students to the age of 18 years.

ANB Grand President

ANS Grand President

ATTEST: I certify that this resolution was adopted by the ANB/ANS Grand Camp in convention at Ketchikan, Alaska during the week of October 7-11, 2008.

ANB Grand Secretary

4515

NEA-ALASKA

Affiliated with the National Education Association

February 23, 2009

Rep. Cathy Munoz
State of Alaska
State Capital
Juneau, AK 99801-1182

Dear Rep Munoz:

NEA-Alaska supports HB 33, a raise in the age of compulsory school attendance to eighteen for Alaska's children. Truancy and dropout rates are too high and we believe every effort should be made to encourage our youth to become as fully educated as possible. Raising the age of mandatory school attendance may serve to keep students in school longer than they now stay. If this bill causes even one child to complete their education it will be worthwhile.

Further, the annual Delegate Assembly of members in January 2009 passed a resolution which states:

> NEA-Alaska believes the Legislature should establish penalties for non-compliance with Alaska's compulsory attendance laws.

It is our belief that a law with no teeth serves little purpose. Alaska's school employees work hard to offer our children opportunities which prepare them for life. We cannot fulfill the promise of a high quality education for Alaska's children if they are not in our classrooms.

Thank you for sponsoring this piece of legislation and the work you do on behalf of Alaska's future.

Respectfully,

Barb Angaiak

Barb Angaiak
President

4516

Terry Harvey

From: kelsey Clark [kelseyclark_03@hotmail.com]
Sent: Tuesday, February 17, 2009 9:34 PM
To: Terry Harvey
Subject: Testimonial for HB33

Terry Harvey,
I would be honored to testify in support of the compulsory attendance bill HB33. I feel that Alaska's drop out rate needs to be addressed and this would be the perfect opportunity to help solve the problem. I also want to thank you again for allowing the Unalaska School Board to meet with Representative Cathy Muñoz. Our meeting with her went very well, and on behalf of my school board I would like to thank you for listening to our comments and inputs. In the mean time feel free to contact me about any questions or needed information that you will need to know for me to testify. Also just to let you know I will be out of town till the 23rd of February.

Sincerely,
Kelsey Clark

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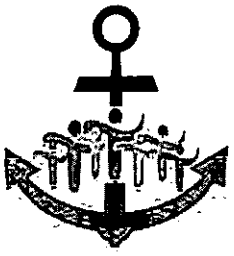

A Joint Resolution between
Anchorage Faith & Action – Congregations Together
and
Anchorage Chamber of Commerce
Resolution 2006/07-06

WHEREAS, more than 6,000 students were suspended in the 2005-06 school year in the Anchorage School District; and

WHEREAS, more than 90 students were expelled during the 2005-06 school year in the Anchorage School District, and

WHEREAS, the dropout rate in grades 7-12 during the 2005-06 school year was 6.3% in the Anchorage School District, and

WHEREAS, a high school dropout is likely to earn one-half as much as a high school graduate; and

WHEREAS, a high school dropout is three times more likely to live in poverty than a high school graduate;

WHEREAS, the Municipality of Anchorage Community Youth Violence Gang Response Team named the lack of supervision of students who are expelled from school as a critical issue in the community; and

WHEREAS, unsupervised youth and rising youth violence in Anchorage are critical concerns of the both the faith and business communities; and

WHEREAS, current Alaska law (AS 14.30.10) makes school attendance compulsory only until the age of 16; and

WHEREAS, current Alaska law exempts students who have been suspended or expelled from compulsory education; and

WHEREAS, programs for long-term suspended and expelled students are voluntary in Anchorage; and

WHEREAS, on November 27, 2006, School Superintendent Carol Comeau and Mayor Mark Begich committed to AFACT before more than 400 people that they would include in their 2007 Legislative Agenda a request that the compulsory education age be raised to 18, or receiving a high school diploma, and education be made compulsory for long-term suspended and expelled students,

NOW THEREFORE BE IT RESOLVED that the Alaska State Legislature and Governor Palin are encouraged to amend Alaska law by raising the compulsory education age to 18 or the achievement of a high school diploma; and

BE IT FURTHER RESOLVED that State and Local entities are encouraged to consider the implications of this resolution and to provide separate facilities and funding from local, state and federal sources for compulsory education for long-term suspended and expelled students; and

BE IT FURTHER RESOLVED that the Alaska State Legislature and Governor Palin are encouraged to amend Alaska law by making education compulsory for long-term suspended and expelled students and to provide adequate funding to establish appropriate programs.

DATED this 3 day of March 2007.

R. Scott Fuller, Pastor

Reverend Scott Fuller
Anchorage Faith & Action –
Congregations Together, Board Chair

William J. Evans
Anchorage Chamber of Commerce
Board Chair

LEGISLATIVE RESEARCH REPORT

MARCH 10, 2009

REPORT NUMBER 09.172

COMPULSORY SCHOOL ATTENDANCE AGE AND STATISTICS ASSOCIATED WITH EDUCATION LEVELS

PREPARED FOR REPRESENTATIVE CATHY MUÑOZ

BY TIM SPENGLER, LEGISLATIVE ANALYST

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Table 1: Compulsory School Attendance Age in the United States 2

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ALASKA'S COMPULSORY SCHOOL AGE LAW AND RECENT LEGISLATIVE EFFORTS TO CHANGE THE LAW 5

EARNING POTENTIAL BY EDUCATION LEVEL 5

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INCARCERATION RATES AND ASSOCIATED COSTS FOR HIGH SCHOOL GRADUATES AND DROPOUTS 6

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You asked for information about compulsory school attendance age laws and statistics associated with education levels. Specifically, you were interested in the following:

- The compulsory school attendance age in different states;
- Arguments surrounding raising the compulsory school attendance ages from 16 to 18;
- Alaska's compulsory school age law and recent legislative efforts to change the law;
- Lifetime earning potential by education level; and

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Alaska Legislature
Legislative Research Services
w3.legis.state.ak.us/laa/research/research.php

State Capitol
Juneau, AK 99801

- The difference in incarceration rates between high school graduates and dropouts, and associated costs.

COMPULSORY SCHOOL ATTENDANCE AGE IN THE UNITED STATES

Compulsory school attendance refers to the ages through which children are required to attend school. For this report, we focus on the maximum compulsory school attendance age requirements. Alaska Statute 14.30.010 mandates that, "Every child between seven and 16 years of age shall attend school . . ." According to a report by the Education Commission of the States (ECS), as of July 2007, 23 other states had a maximum compulsory age of 16.[1] In eight states, the maximum compulsory age is 17, while the 18 remaining states require students to attend school until they are 18 years of age.[2] In the table below, we display the maximum age requirements for compulsory school attendance across the nation.

Table 1: Compulsory School Attendance Age in the United States

Students Required to Attend School Until 16 (24 states)
Alabama, Alaska, Arizona,[1] Delaware, Florida, Georgia, Idaho, Indiana, Iowa, Kentucky, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Montana, New Jersey, New York, North Carolina, North Dakota, Rhode Island, Vermont,[1] West
Students Required to Attend School Until 17 (8 states)
Arkansas, Colorado, Illinois, Maine, Mississippi, Pennsylvania, South Carolina, Tennessee
Students Required to Attend School Until 18 (18 states and D.C.)
California, Connecticut, District of Columia, Hawaii, Kansas, Louisiana, Nebraska, Nevada, New Hampshire, New Mexico, Ohio, Oklahoma, Oregon, South Dakota, Texas, Utah, Virginia, Washington, Wisconsin
Notes: (1) Students are exempted from compulsory attendance requirements upon completion of 10th grade. **Source:** Education Commission of the States, *www.ecs.org*.

[1] We include ECS's, "Compulsory School Age Requirements," as Attachment A.

[2] Most states allow parents to petition their local school board or principal for a waiver of these requirements under certain circumstances, such as enrollment in a vocational education program or an institution of higher education or early completion of required coursework. The great majority of states waive compulsory attendance requirements for high school graduates regardless of their age. In Alaska, and many states, youth who are homeschooled by their parents or guardians are not subject to compulsory education statutes.

ARGUMENTS SURROUNDING RAISING COMPULSORY SCHOOL ATTENDANCE AGES

When compulsory schooling laws were originally enacted around the country—for the majority of states this occurred between 1870-1910—policy makers assumed that finishing high school was not a necessity. In the primarily agrarian economy of that time period, a high school diploma was not a prerequisite to achieving a good job and having a successful and productive life. Times have changed radically since these laws were initially enacted and now four times more Americans live in urban settings than reside in rural environs.[3] With the urbanization of our country, non-agricultural jobs have become much more prevalent. By and large, these are jobs that require more education than those of the 19th century. The importance of higher education has only increased as we have moved into the increasingly high tech environment of the 21rst century.

The discrepancy between the earnings for high school dropouts and those with diplomas is pronounced. Well paying employment opportunities are not readily available to high school dropouts. Those in favor of raising the compulsory school attendance age argue that when most high-wage, high-growth jobs require a *college* degree, it does not make sense for states to make it easier for students to dropout prior to getting a *high school* degree.

Many of the sources we consulted for this report stress that allowing 16 years olds the choice to opt out of school is poor educational and social policy. It is argued that teenagers are not usually equipped to make informed decisions that will potentially affect their whole lives. Not only does this critical decision affect the youth involved, it also has significant impact on society at large. Along with weaker earning potential, dropouts also become incarcerated at a significantly higher rate. We compare the earning potential and incarceration rates of dropouts and graduates later in this report.

A 2007 report funded by Gates Foundation, entitled, "Raising the Compulsory School Attendance Age: The Case for Reform," argues that that raising the compulsory attendance age can benefit graduation rates.[4] The report concludes this should be done in conjunction with providing alternative learning opportunities and other educational reforms. Mary McNaught, chief of staff at Civic Enterprises, the entity that produced the study, maintains that allowing teenagers to leave school at 16 sends a dangerous message to youth.[5] She contends that permitting this option statutorily is unwise given all we know about the rough road dropouts face. Ms. McNaught acknowledges that there is currently a scarcity of data linking raising the compulsory age limit and increased graduation rates. Nonetheless, she believes common sense dictates that raising the compulsory school age is a prudent step in the right direction.

Opponents of raising compulsory attendance ages hold that requiring all young people under the age of 18 to attend school can marginalize those who fare least well in traditional high school. Additionally, some argue that forcing young people to attend school when they are unwilling disrupts the learning opportunities for others. The Home School Legal Defense Association (HSLDA) is staunchly against raising mandatory age limits. The HSLDA argue in a November

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[3] *Mini-historical statistics: Population characteristics*, U.S. Census Bureau, *http:// www.census.gov/statab/hist/HS-02.pdf.*

[4] We include, "Raising the Compulsory School Attendance Age: The Case for Reform," as Attachment B.

[5] Mary McNaught can be reached at (202) 467-8908.

2007 issue analysis, "Raising the Compulsory Attendance Age Fails to Achieve Significant Results," that such legislation results in an increase in government spending and taxation, as well as a removal of parent's rights to make educational choices for their children. The document also asserts that there is no evidence that increasing the mandatory age limit will increase graduation rates.[6]

Dr. Jay Smink, executive director of the National Dropout Center, believes that raising the compulsory school age *might* be a good idea. He cautions, however, that raising the compulsory age without identifying struggling students and providing them with alternative learning opportunities, would result in no benefit.[7] He strongly cautions against viewing raising the compulsory age as a "silver bullet."

It is difficult to ascertain whether raising the compulsory school attendance age makes a clear difference in dropout and graduation rates. One of the primary difficulties in discerning a connection is that states collect and report dropout and graduation data in different ways. A national movement aims to eventually standardize graduation and dropout data, and this will likely make comparisons useful. At this point, however, it is virtually impossible to make accurate and reliable comparisons, according to all the sources we reviewed.

The only study we found that that examines the impact of measures raising the required school age was produced by Canada's C.D. Howe Institute.[8] This December 2005 study entitled, "Stay in School: New Lessons on the Benefits of Raising the Legal School Leaving Age," looked at youth in both New Brunswick, Canada (which had raised its required school age to 18 in 2000), and in the United States. The main objective of the study was to ascertain whether New Brunswick's policy was proving effective and whether the other provinces in Canada should enact similar laws. While the study found no change in the relative dropout rate in New Brunswick, it did find small positive effects in the United States. The study estimates that raising the mandatory maximum school age above 16 would:

- increase, on average, an individual's length of schooling by between 0.12 and 0.16 years;
- decrease the dropout rate by between 1.2 and 2.1 percentage points; and
- increase the percentage of young adults with at least some college or university by between 1.5 and 2.1 percentage points.

While these gains are modest, they do indicate that raising the age of maximum compulsory school attendance may be of value. We include the paper as Attachment C.

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[6] "Raising the Compulsory Attendance Age Fails to Achieve Significant Results," can be viewed at *http://www.hslda.org/docs/nche/000010/200205130.asp.*

[7] Dr. Smink can be reached at (864) 656-2450. More information on the National Dropout Center can be found at *http://www.dropoutprevention.org/.*

[8] The study claims to be the first of its kind in the last 20 to 30 years in North America. The C.D. Howe Institute describes itself as a nonpartisan, nonprofit research organization that aims to improve Canadians' standard of living by fostering sound economic and social policy. More information on the entity can be found at *http://www.cdhowe.org/.* The author of the study, Philip Oreopoulos, is an assistant professor of economics at the University of Toronto.

ALASKA'S COMPULSORY SCHOOL AGE LAW AND RECENT LEGISLATIVE EFFORTS TO CHANGE THE LAW

Even during territorial days—in fact since 1929—the maximum compulsory school age in Alaska has always been 16.[9] While there have been a few changes to AS 14.30.010 in the ensuing years, no changes have been made to the maximum age requirement.

There have been a few efforts in the recent past to raise the maximum mandatory school age. In 2006, House Bill (HB) 345, which would have raised the compulsory age to 17, did not make it out of the House education committee. Senate Bill (SB) 14, which would have raised the compulsory attendance age to 18, suffered a similar fate in the Senate in 2008. As you know, there are currently bills in both the Senate (SB 102) and House (HB 33) that would also raise the compulsory school attendance age to 18.

EARNING POTENTIAL BY EDUCATION LEVEL

According to U.S Census Bureau figures, there is nearly a $10,000 difference between the annual income of a high school graduate (or equivalent) and a dropout. This difference increases the farther along in college an individual progresses. Table 2 shows estimated annual average incomes by educational attainment in 2007.

Table 2: Estimated Annual Earnings by Educational Attainment, 2007

High School Dropout	High School Graduate (or Equivalent)	Some College or Associate's Degree	Bachelor's Degree	Graduate or Professional Degree
$19,089	$26,712	$32,793	$46,277	$61,014

Source: U.S. Census Bureau, 2005-2007 American Community Survey, found through *http://www.factfinder.census.gov.*

While the economic benefit of staying in school is obvious from the table above, the impact on the nation at large is also noteworthy. According to the Alliance for Excellent Education, if all the students who dropped out of the class of 2008 had graduated, the nation's economy would have benefitted from an additional $319 billion in income over the graduates' lifetimes.[10] The Alliance estimates that in Alaska alone, if the projected number of nongraduates for the class of 2008 (3,865) had, in fact, not dropped out, their lifetime additional income would be over a billion dollars. We include, as Attachment D, "The High Cost of High School Dropouts, What the Nation Pays for Inadequate High Schools." The article also explains how high school graduates benefit the nation socially as well as economically. Lower teen pregnancies and a higher likelihood of raising healthier, better educated children themselves are among the benefits discussed.

[9] Chapter 97, Article 12, Laws of Alaska, 1929.

[10] The Alliance for Excellent Education is a Washington-based policy, research, and advocacy organization concerned with improving graduation rates and preparing youth for postsecondary education. More information is available at *http://www.all4ed.org.*

INCARCERATION RATES AND ASSOCIATED COSTS FOR HIGH SCHOOL GRADUATES AND DROPOUTS

According to the organization Fight Crime: Invest in Kids, high school dropouts are three and one-half times more likely to be arrested, and more than eight times more likely to be incarcerated, than high school graduates.[11] "School or the Streets, Crime and America's Dropout Crisis," Fight Crime contends that across the country, 68 percent of state prison inmates have not received a high school diploma.[12] According to this report, if graduation rates improved by 10 percent, murder and assault rates would be reduced by about 20 percent. Increasing the nation's graduation rate from an estimated 71 percent to 81 percent, therefore, would yield 400,000 more graduates annually and avert more than 3,000 murders and almost 175,000 aggravated assaults each year. In Alaska, a ten percent increase in the graduation rate would prevent an estimated seven murders and 692 assaults each year, according to this study.

Crime is costly, certainly to the victims, but also economically to society at large. The Alliance for Excellent Education reported in 2006 that a modest five percent increase in the *male* high school graduation rate would produce an annual savings of nearly $5 billion in crime-related expenses. Coupled with the increased annual earnings of those who graduated, the U.S. would realize around $7.7 billion in benefits. California alone would realize over a billion dollars in benefits if graduation rates went up five percent for males. Alaska's estimated total benefits would be over $18 million.[13]

A University of California Berkeley study from 2004, also speaks to the enormous savings that would be reaped by increasing graduation rates.[14] According to the report, a mere *one percent* increase in the high school completion rate of all men ages 20-60 in our country would save the United States as much as $1.4 billion per year in reduced costs from crime incurred by victims and society at large. All the sources we reviewed concur that improving graduation rates will lower crime rates and improve the economic prospects for individuals, states, and our nation.

We hope you find this information to be useful. Please let us know if you have questions or need additional information.

[11] Fight Crime: Invest in Kid is a bipartisan, anti-crime organization of over 4,000 law enforcement leaders and crime survivors. Their study can be found at *http://www.fightcrime.org/reports/fcik-dropout-nat.pdf.*

[12] We include "School or the Streets, Crime and America's Dropout Crisis," as Attachment E.

[13] To view the estimated saving to all states if graduation rates for males were raised by five percent go to *http://www.all4ed.org/files/archive/publications/SavingFutures.pdf.*

[14] The study, "The Effect of Education on Crime: Evidence from Prison Inmates, Arrests, and Self-Report," can be viewed at *http://www.econ.berkeley.edu/~moretti/lm46.pdf.*

ATTACHMENT A
"Raising the Compulsory School Attendance Age: The case for Reform"
2007, Civic Enterprises

Attachment B
"Stay In School: new Lessons On the Benefits of Raising the Legal School –Leaving Age," December 2005, Philip Oreopoulos, C.D. Howe Institute

Attachment C
ISER Publication –Kids Count Alaska Education Summary

Attachment D
NEA's 12 Point Plan for Reducing the School Dropout Rate

Attachment E
"Understanding the Issue of the High school Dropout Age"

Attachment F
"Alaska's Dropout Rate Double US Average"
Anchorage Daily News 11-16-08

Attachment G
"Chugach Program Boast 98 Percent Graduation"
Anchorage Daily News 3-01-09

Attachment H
Legal Services Memo-Why Individual School Districts in Alaska Cannot Raise Compulsory Age

Attachment I
Notes on Juneau School District at Risk Programs

Attachment J
Truancy Report from Todd Brocious Dept of Eucation

ATTACHMENT A

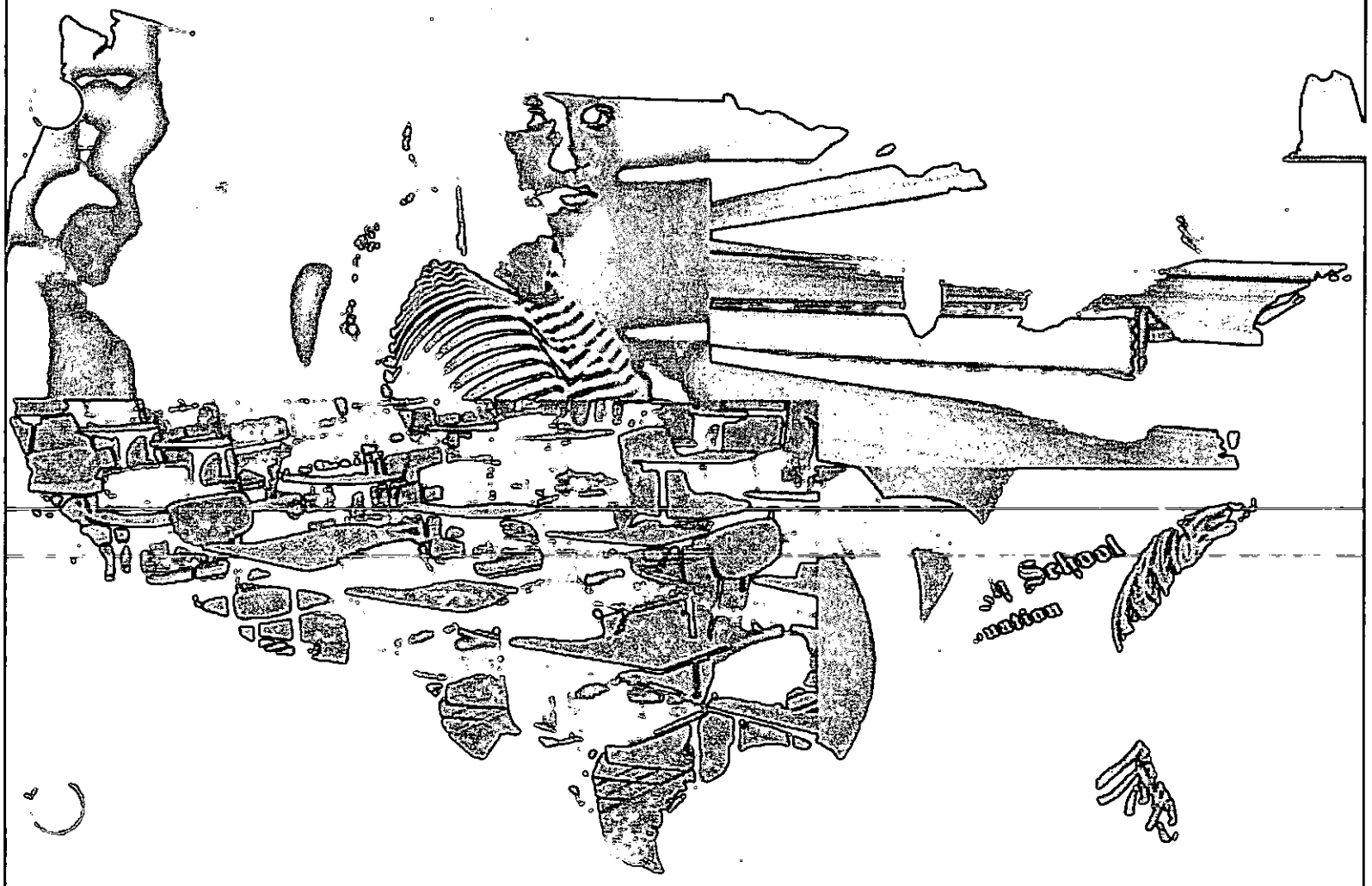
"Raising the Compulsory School Attendance Age: The case for Reform"
2007, Civic Enterprises

RAISING THE COMPULSORY SCHOOL ATTENDANCE AGE:

THE CASE FOR REFORM

A Report by Civic Enterprises
with support from the Bill & Melinda Gates Foundation,
The Case Foundation and The MCJ Foundation

By: John M. Bridgeland
John J. DiIulio, Jr.
Ryan Streeter



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RAISING THE COMPULSORY SCHOOL ATTENDANCE AGE:

THE CASE FOR REFORM

A Report by Civic Enterprises
with support from the Bill & Melinda Gates Foundation,
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By: John M. Bridgeland
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Since the publication of *The Silent Epidemic: Perspectives of High School Dropouts,* governors and state legislators have requested more information about one of our policy recommendations – to consider raising the compulsory school attendance age under state law from 16 or 17 to the age of 18, coupled with support for struggling students. In recent years, more and more states have been passing or introducing legislation to raise the compulsory school age. Many states have recognized that the original laws were passed 100 years ago or more when we had a very different economy. Today's globally competitive economy requires at least a high school diploma and often additional education and training to provide the knowledge and skills needed for the 21st century. Good research also supports the view that increasing the compulsory school age can help decrease the dropout rate in schools. Notwithstanding the evidence, a majority of states still permit students to drop out before the age of 18.

"Every student in America should graduate from high school ready for college, career and life. Every child. No exceptions. Whether they are going off to college or into the work force or a combination of the two, it is the responsibility of public education to give our young people the skills, knowledge and preparation for life they need and deserve."

– Bill Gates, testimony before Senate Health, Education, Labor, and Pensions Committee, March 7, 2007

We have published this report to provide to state and local leaders more information about the merits of raising the compulsory school age – including the latest research, compelling arguments, and examples of how other states are making progress – in order to strengthen the arsenal of tools states and communities have to combat the dropout epidemic.

The Dropout Problem

The United States has a dropout epidemic. Almost one-third of all public high school students – and one-half of African Americans, Hispanics, and Native Americans – fail to graduate from high school with their class. Most students drop out within just a few years of finishing school and often enter a life of poverty, crime, prison, and broken homes. Society also suffers from the loss of productivity and the higher costs of increased incarceration, health care and social services.

In our 2006 report, *The Silent Epidemic,* we shared the results of focus groups and a national survey of former students who had dropped out of high school. We also recommended concrete steps at the local, state and federal levels to address the dropout problem. While we face an epidemic in which the number of dropouts is unacceptably high, we also face an opportunity. Namely, the problem is not insurmountable, and we can make positive progress against it. One of the top reasons students gave for dropping out was that they had "too much freedom," and many wished that their schools and parents had had higher expectations for them and had done more to keep them in classes each day. Another top reason was that they spent too much time with others who were not interested in school. Too much freedom combined with apathy about

"Raising the minimum age for school attendance, if accompanied by real support for the wavering students, would do a lot to end the silent epidemic."

– David Broder, The Washington Post, February 26, 2006 (See Appendix A)

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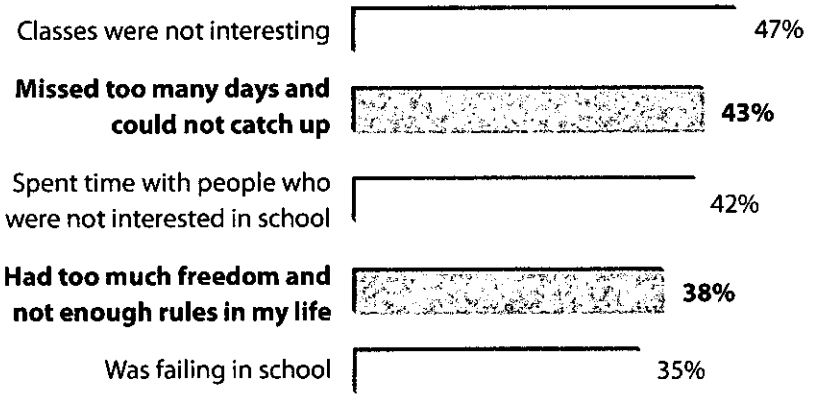
school creates a potent mixture, increasing the chances that students will drop out. Nearly all of the dropouts we surveyed regretted the decision.

Our report recommended that states could help reduce the dropout rate by raising the compulsory school age under state law, coupled with more supports for struggling students. While this step alone will not solve the dropout epidemic, we believe based on best evidence that it can help.

Top Five Reasons Dropouts Identify as Major Factors For Leaving School



A Policy for a Bygone Era

The majority of states allow students to drop out of high school when they are 16 or 17, before they have reached graduation age (see Appendix B). Most states enacted these compulsory school attendance laws between 1870-1910, a time when fewer than 10 percent of 17 year olds graduated from high school. In fact, fewer than 15 percent of 14-17 year olds were even enrolled in high school in any given year before 1910.[1] In an economy that was still significantly agrarian, a high school education was not a prerequisite to participating in the mainstream workforce. Fifty-two percent more Americans lived in rural than in urban areas in 1900. One hundred years later, the situation had changed entirely, and nearly four times more Americans live in urban than in rural areas.[2] And non-farm employment has increasingly required education over the past one hundred years as we have shifted from an economy in which the largest share of jobs has moved from the manufacturing to the services sector.[3] Clearly, times have changed, though state laws have not always kept up. It is common knowledge that the U.S. economy needs college graduates. At a time when two-thirds of high-growth, high-wage jobs require a college degree and only one-third of Americans have college degrees, it makes little sense to us that

"I believe for me, like most people I know, most of them didn't graduate high school and whatever, and they was like you'd be talking like I can't wait until my 16th birthday so I didn't have to come back here no more. I mean I can't wait to drop out kind of thing."

Male focus group participant, Baltimore, 2006

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state laws would continue to make it easy for students to avoid the prerequisite to college: a high school diploma.

The Unhappy Consequences of the Status Quo

Detractors might argue that students prone to dropping out of school will not go to college anyway, and therefore raising the compulsory school age will have little effect. Research indicates, however, that approximately one-quarter of potential dropouts remain in school because of compulsory school laws.[4] In addition, overall enrollment rates among 16 year olds are lower in states that allow them to drop out when they turn 16.[5] While it may be difficult to ascertain how many of those would choose to pursue a college education, it is more difficult to argue that they should be allowed to give up on school so easily before they are faced with that choice, especially in light of the fact that the vast majority of students who exercise the freedom to drop out of school later regret the decision and wish that their states and schools had had higher expectations of them. Faced with the reality of trying to get a job and raise a family, most students who dropped out wished they had remained in school.

Their concerns are merited – the economic consequences of dropping out are dramatic. In the United States, high school graduates earn 43 percent more than individuals without a high school diploma, and college graduates earn more than 150 percent – one and a half times – more. Median earnings for people who have not graduated from high school are currently a mere $415 per week.[6] Research has shown a 10 percent rise in earnings for people who simply stay in school one year longer.[7] Over their lifetimes, female high school dropouts earn between $120,000 and $244,000 less than female graduates, and males $117,000 to $322,000 less than male graduates. College graduates earn between $800,000 and $1,387,000 more over their lifetimes than high school dropouts.[8]

Not only are earnings prospects bleak for dropouts who have jobs, but the prospect of having a job at all is not guaranteed: dropouts are much more likely to be unemployed. The unemployment rate among individuals who have not graduated from high school is 65 percent higher than it is for graduates and 3 times higher than it is for college graduates.[9] Clearly, dropping out of high school is often equivalent to choosing a life of financial hardship. It also places a burden upon society as a whole. Annual public health costs for dropouts have been estimated at $58 billion, and approximately $10 billion could be saved each year in public assistance if all our students graduated from high school. A

What States Are Doing

"Our first step is to define more clearly an adequate education – what our students will need to know to succeed as citizens and to compete in today's economy.... In 1903, the New Hampshire legislature passed a law requiring young people to stay in school until age 16. Their goal was to make sure children didn't leave school without the basic education they needed to get good jobs and live better lives. The world today is very different than it was in 1903. Today a high school diploma is the minimum price of admission for most jobs. Yet 20 percent of our young people are dropping out of high school. These young people will not have the opportunities they deserve. Half a high school education is no longer enough. That is why we must increase our compulsory attendance age from 16 to 18."

– New Hampshire Governor John Lynch, Inaugural Address, January 4, 2007

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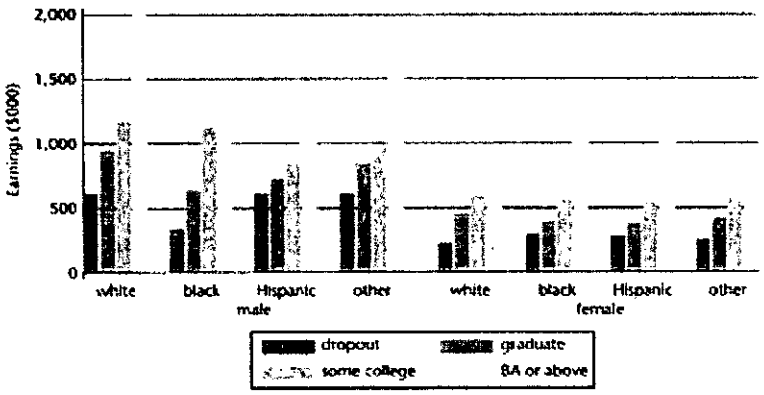
"Today, we require young people to remain in school only until they're 16. That's a system that made sense 100 years ago, when there were no calculators let alone computers; when doctors had no x-rays let alone genetic tests; when there was no national phone system let alone an Internet. In those days, a high school graduate could expect to find a decent job. Those days are gone. Of jobs that pay a realistic livable wage in Maricopa County, less than two percent are available to those with only a high school diploma. Less than two percent. My One Arizona Education Initiative would raise the dropout age from 16 to 18, and make funds available for tutoring, mentoring and special services to get these at-risk students back on track. The work force demands better graduates, and more of them."

– Arizona Governor Janet Napolitano, State of the State Address, January 8, 2007

10 percent increase in the high school completion rate would reduce the cost of crime by $14 billion.[10] One recent study has shown that cutting the current cohort of 20 year old dropouts in half would result in $45 billion in added tax revenues and reduced public health, crime and welfare costs over the life of the cohort.[11]

Lifetime Earnings by Education Level



Source: Current Population Survey (March 2003 and 2004).
Notes: Earnings figures include all persons, i.e., persons with positive or zero income. Figures are adjusted for differences in incarceration rates by education level (but not GED status). Productivity growth is assumed at 1.5% per year. Discount rate is 3.5%.

Levin, Henry, Clive Belfield, Peter Muenning, & Cecilia Rouse (2007). The costs and benefits of an excellent education for all of America's children. Retrieved March 17, 2007, from Columbia University Web site: http://www.cbcse.org/media/download_gallery/Leeds_Report_Final_Jan2007.pdf

Important Research and Reports Related to Compulsory School Attendance

In addition to what the data tell us about the social and economic prospects for dropouts, important research suggests that raising the compulsory school age curtails dropout rates and produces other positive outcomes. The following studies are useful resources:

- Joshua Angrist and Alan Krueger find in their study, "Does Compulsory School Attendance Affect Schooling and Earnings?" that approximately one out of every four potential dropouts remains in school because of compulsory schooling laws. In addition, the study shows that states allowing students to drop out of school at 16 also have lower enrollment rates among 16 year olds. The authors also find support in their research for the view that students who attend school longer because of compulsory laws earn higher wages in

the future. The study can be found at: Joshua Angrist and Alan Krueger. "Does Compulsory School Attendance Affect Schooling and Earnings?" *The Quarterly Journal of Economics.* V. CVI:4 (November 1991), 979-1014.[12]

- Philip Oreopoulos finds in his study, "Do Dropouts Drop Out Too Soon?" that students required to attend an extra year of schooling experience a 12 percent increase in earnings. In addition to increased earnings, the students are less likely to report being unemployed, having health problems, being depressed, and working in lower-skilled jobs. Oreopoulos shows that people with more schooling report higher levels of satisfaction with their lives overall, even when he controls for factors such as income. This study can be found at: Philip Oreopoulos. "Do Dropouts Drop Out Too Soon?" NBER Working Paper W10155 (December 2003). An updated working draft of the paper is available at http://www.economics.utoronto.ca/oreo/research/dropouts/details.htm.

- In their overview and survey of research on the importance of compulsory school ages, Hoor Bhanpuri and Ginger Reynolds find that raising the age is an important component of confronting the dropout problem. In their study, "Understanding and Addressing the Issue of the High School Dropout Age," the authors find evidence that raising the compulsory school age is gaining support across the United States in part because doing so helps reduce dropout numbers. The paper also provides a sampling of evidence-based interventions that help reduce the dropout rate. This study can be found at: Hoor Bhanpuri and Ginger Reynolds. "Understanding and Addressing the Issue of the High School Dropout Age." Learning Point Associates (2003).

Our 21st century realities cannot be sustained by 19th century policies, and for this reason, governors and state legislators across the United States are beginning to call for more rigorous standards and supports for students in an effort to graduate more young people from high school. Since the publication of *The Silent Epidemic* report, Civic Enterprises has been contacted by numerous state leaders seeking to do something about the dropout problem in their states. While they all understand that raising graduation rates requires a multi-pronged approach, they also understand that it is more difficult to address the problem if state law permits students to drop out of school before they reach graduation age and sends the message that they can do so.

"I am also introducing, once again, a bill so that a student may not leave school until they graduate or reach the age of 18. Students need to graduate in order to get better jobs and have a better quality of life for the rest of their lives. This change will also motivate the state and schools to provide better alternative schools and more educational opportunities for those young people who are now dropping out of school."

– South Dakota Governor Mike Rounds, State of the State Address, January 9, 2007

"Education is the single most important factor in the future prosperity of our state. . . Since 2003, we have seen vast improvements in education. Some of the most important gains have been in our students' graduation rate – which has increased seven and a half percent over the last four years. . . But today I make the same challenge as before: While we've seen terrific progress, we must do better."

– Georgia Governor Sonny Perdue, State of the State Address, January 10, 2007

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"When one in four Hoosier kids drops out . . . we are not getting the job done. Formal education begins in kindergarten, but for successful lives today and tomorrow, it never ends. Family supporting jobs from now on will almost always require not merely a quality high school learning experience but continuing education beyond."

– Indiana Governor Mitch Daniels, State of the State Address, January 11, 2007

"The best economic development tool is an educated workforce. But too many of our kids are dropping out of high school. Our achievement gap is too wide, and we aren't doing enough to partner with teachers to help them improve student learning. My goal: to start us down a 10-year path of progress. Right now, about 30 percent of Colorado high school students don't graduate. Less than half of the black, Latino and American Indian students who start high school in Colorado actually finish. Less than half. Our goal: cut the drop-out rate in half within 10 years."

– Colorado Governor Bill Ritter, State of the State Address, January 11, 2007

A Growing Trend

As much as the nation should be alarmed by the scope and gravity of America's dropout problem, we should also be encouraged by the leadership that states across the country are demonstrating to address it. Only 17 states and the District of Columbia require students to be in school until they are 18. We are witnessing a movement, however, among states to raise their compulsory school attendance ages and provide more supports to struggling students.

Governors and state policymakers understand that their states' economic future and the dropout problem are related, and they are taking action. Many current state efforts to keep young people in school are dealing with the compulsory school age, because there is a growing, shared understanding that raising the age requirement is also a way to raise expectations among students, their parents, school authorities, and the general public. These efforts also demonstrate an understanding that raising the school age must be supplemented by additional measures and supports.

Today, in addition to the 17 states and the District of Columbia that require students to remain in school until they graduate or are 18, 14 states have either introduced or passed legislation in the current session raising their compulsory school age to 18 (See Appendix C). Another 7 states have introduced legislation raising the age from 16 to 17. We are witnessing a moral seriousness about enriching school attendance requirements that is unprecedented perhaps since the movement to establish a compulsory school attendance age more than 100 years ago. Not all legislative efforts emerge victorious, but our hope is that state leaders will act upon their shared obligation to make sure that no student fails to graduate who otherwise could have succeeded.

Each state's legislative initiative moves according to its unique needs, interests, and history. Some of the states' bills under consideration merely raise the age to 18, while others provide additional provisions. Elements of more comprehensive legislative approaches include:

- An increase in the compulsory school age to 18
- Exceptions "with teeth," namely express permission from school authorities and parents to be exempted from the legal age requirement
- Alternative schooling options for students needing extra help
- Sanctions or penalties for failing to attend classes

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Not everyone, of course, supports raising the compulsory school age. Some have argued that students inclined to drop out will do so anyway, regardless of what the legal age is. In addition, some say, forcing likely dropouts to stay in school will lead to greater classroom disruptions and an overall negative influence on the remaining students. Others have opposed raising the legal age because it interferes with parents' rights to make educational choices for their children, while still others argue that it raises the burden on taxpayers and gives more control to an already intrusive government.

While each of the arguments against raising the compulsory age merits consideration, many of the current state efforts can be regarded as efforts to respond to and accommodate them. There appears to be a growing consensus among governors and state officials that the long-term costs associated with the dropout problem warrant additional measures to help students stay in school and receive the support they need to graduate. Seen within the context of state economic development, earlier investments in young people are more likely to result in future economic benefit and lower social costs. Since there is a high probability that the government will be assuming responsibility for some aspect of a dropout's life through welfare, healthcare, and the criminal justice system, increased attention by the public school system in an early effort to help students graduate seems a preferable and preemptive intervention. And because there is evidence that an increase in the legal age increases graduation rates, it does not seem like sound policy to assume that all potential dropouts will in fact drop out. For these reasons, states such as Arizona, Georgia, Indiana, and New Hampshire – to name only a representative sample – are doing more than addressing the dropout problem by raising the legal age. Rather, they are providing supplemental supports, alternative education, and additional instruction to help students stay in school until they graduate.

As state leaders consider the best approach to boost graduation rates and cut dropout rates, they are also faced with the question of how effective their anti-truancy laws and programs are. For students who do slip through the cracks, it is imperative to have an effective system in place that helps reunite students with school and, ultimately, a path to graduation. There is evidence that anti-truancy programs work best when students receive strong personal attention from an adult, their parents are involved early, and schools provide intensive interventions. State laws can build upon what research tells us works.[13] Some states define truancy too broadly and without enough clarity such that officials are not compelled to intervene early and effectively. There are good anti-truancy statutes, however, that recognize what students need to be reengaged in school. For example, Virginia's anti-truancy law requires an intervention

"Our future and our way forward — is always education. Education is our obligation and our path to expanding opportunity for all... You can't encourage success if you make it easy to drop out of school. Let's raise the drop out age from 17 to 18 years old, increase graduation requirements, and fund schools based on the time students are in class."

– New Mexico Governor Bill Richardson, State of the State Address, January 16, 2007

"It's not the amount of money we pour into each child, but how we spend the money that counts. We'll look at successful education programs statewide and outside that can be replicated, and we'll look at new approaches! We've got to do something different. Our high school graduation rate is 61%. That's unacceptable!... We shouldn't have to import our workforce when it's growing up before us. And so a centerpiece of my administration IS our commitment to a "world class education" system."

– Alaska Governor Sarah Palin, State of the State Address, January 17, 2007

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"I'd also like you to fix another absurd law by requiring all students to attend school until they are 18. A law enacted in 1895 says it's okay to drop out when you turn 16. Maybe it was okay then, but it is not okay now, and we all know it. We need to keep at-risk kids in school, but we also need to do more to help them succeed. This fall, we will open the first of a series of revolutionary new high schools. They will allow students to earn in five years both a high school diploma and a community college degree that will prepare them to fill job vacancies in our health care industry. . . Even with the best of schools, some of our children lack the kind of personal attention they need to get on track or to reach for a big goal like college. Mentor Michigan continues to help fill that void. Between September of 2004 and 2006, we increased the number of youth being mentored by nearly 12,000."

– Michigan Governor Jennifer Granholm, State of the State Address, February 6, 2007]

after five unexcused absences in which parents are notified and the situation is discussed. If a sixth unexcused absence follows, a conference between parents, school officials, and additional community service providers is held to develop the appropriate ongoing intervention to help the student. One additional unexcused absence is grounds for referral to the courts.[14] The Virginia statute is designed to promote an early school-based intervention that is both compassionate and compulsory that involves parents and provides necessary community supports outside of school to help keep the student engaged in school.

SPOTLIGHT – Indiana & New Hampshire

INDIANA

In an effort to address lagging graduation rates, the State of Indiana passed legislation in 2005 and 2006 that raises the compulsory school age to 18 and allows limited exceptions only after a formal withdrawal process involving the parents and principal that explicitly makes clear to the student the likely consequences of dropping out.

The Indiana law recognizes that raising the age will keep some but not all potential dropouts in school. Because many students at risk of dropping out start exhibiting "dropout-like behavior" before they actually leave school, Indiana's law places early warning requirements on the state's high schools. Report cards must show suspensions, absences, whether work or drivers licenses have been revoked on account of unexcused absences, and whether the student is earning enough credits to move to the next grade level. Counseling for students who fall behind on their career plans is required by law so that credit recovery options are available soon enough to make a difference in a student's life.

In addition, Indiana law has provided for alternate education for 11th and 12th grade students who need a different learning environment to graduate. The alternate program allows students to enroll in a vocational education program or to seek employment, provided they maintain a 95 percent attendance rate in a school program requiring at least 3 hours of classes per day leading to a timely graduation with the appropriate credits.

Taken as a whole, the Indiana law addresses many of the key reasons students have cited for dropping out of high school that we highlighted in *The Silent Epidemic.* A copy of the Indiana legislation is provided in Appendix D.

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Indiana State Representative Luke Messer

Luke Messer, a former state representative in Indiana, successfully sponsored the Indiana school age legislation. His innovative work has received national recognition and was featured in TIME magazine's cover story "Dropout Nation" and on the Oprah Winfrey Show.

Mr. Messer has said: "I sincerely believe that this is one of the most important civil rights issues of our generation. In a society that promises an inalienable right to life, liberty and the pursuit of happiness, one can't meaningfully pursue happiness without an education that provides an opportunity at a living wage. For too long, we have sent too many young people into schools where they don't have a very good shot at success."

The following are excerpts from an interview with Mr. Messer.

How did you first get interested in the dropout issue?

A few years ago, Stan Jones, the Commissioner of the Indiana Higher Education Commission brought it to my attention that following the federal model and the model of nearly every state in the Union, Indiana computed high school completion rates in a way that did not track individual students and did not account for those who simply didn't show up for school the next year or other students who "disappeared" from the school system's enrollment. As a result, Indiana's more accurate statewide graduation rate was closer to 70%, not the 90+% that had been reported for years. Some urban schools had graduation rates below 30%.

What prompted you to introduce legislation?

First, I began to learn more about the devastating economic consequences of dropping out of school – both for an individual and society as a whole. Unfortunately, in our society it is remarkably hard to recover from the decision to drop out of school. Second, given those consequences, it simply does not seem just that we are sending our young people into schools where they have a 1/3rd chance of failure, and in many urban and remote rural schools the likelihood of failure is as high at 50% to 80%. That is just not good enough. We have to do better.

What were the greatest challenges to moving the bill?

Overcoming the myths surrounding this issue. The first myth was that we actually had a 90% graduation rate. The old way of counting led to a result where almost every school in the state had a better than 85% graduation rate.

The second large myth was the "bad apple or bad egg" myth. Early on in this debate, I would have well meaning educators tell me, you just don't understand, if you keep these bad kids in class, you are just going to ruin school for the rest of the good kids. When you believe the true graduation rate is 90+%, you might believe that 10% of the kids are bad apples or bad eggs. However, when you begin to understand that true dropout rates are as high as 30, 50 to 80 percent in some schools, no one believes that 30, 50, 80 percent of kids are bad apples or bad eggs that can't make it. When folks see the real data, they begin to understand that something has to be done.

The third major myth was the "some kids move" myth. Again, well meaning educators would tell me that some of these kids just move. But, when you see the real data, you realize that no school has a 110% graduation rate graduating more seniors than they had as freshmen. The best schools in our state are in the 90+% graduation range. These kids are simply not moving to the suburbs, they are falling through the cracks of our system.

What do you think the impact of the legislation will be?

My biggest hope is that we started the process toward reform. Surely, there are better ideas out there for reform than the ones we came up with, but we did get started. And, I hope public policy leaders all across the country begin to address this crisis. We just cannot continue to allow a third to a half to in some places 80% of our young people be set up for failure.

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NEW HAMPSHIRE

Current research suggests that one in five students in New Hampshire drops out of high school. The New Hampshire legislature is currently considering a bill strongly backed by Governor John Lynch that aims to confront the problem. The bill raises the compulsory school age from 16 to 18 and provides alternative education for students at risk of dropping out.

Current New Hampshire law allows for standard exceptions to compulsory school attendance, such as physical or mental inability, and requires the agreement of parents and school authorities. The proposed legislation would allow a superintendent to waive attendance requirements in favor of an alternative learning plan for a student over the age of 16, so long as the plan is sufficiently rigorous and approved by the student's principal and parent or guardian. The law defines alternative learning plans broadly to include internships, technical education, community service, and online courses. The goal is to keep students engaged in learning so that they are sufficiently equipped to take the next steps in life after high school and participate fully in the economy.

A copy of the New Hampshire legislation is provided in Appendix E.

New Hampshire Governor John Lynch

John Lynch began a second term as New Hampshire's Governor in January 2007. Governor Lynch has made improving education and increasing the state's graduation rate a major priority of his second term and highlighted the issues in his recent inaugural address.

The following are excerpts from an interview with Governor Lynch.

How did you first get interested in the dropout issue?

Right now, 20 percent of our students are dropping out of high school. That is simply unacceptable.

What prompted you to feature this in your State of the State and to introduce legislation?

If our broad goal for education is opportunity, we should ensure we give our children the opportunity to get better jobs and live better lives. That opportunity begins with more New Hampshire young people graduating from high school. As a state we cannot continue to send a mixed message to New Hampshire's children that they will have the opportunities they deserve if they leave school at 16. As a state, we established a compulsory attendance age in 1903 because lawmakers realized students needed a certain level of education to get good jobs. But what made sense in 1903, doesn't make sense in 2007. In 1903, students could leave school at 16 and get good jobs at mills or farms. That's just not true any longer. Half a high school education is no longer enough.

What are the greatest challenges to moving the bill?

Some believe that additional resources are needed to support alternative education programs for at-risk youth. In order to support and expand these types of programs in New Hampshire, I included an additional $4 million in state funds. For example, my budget will double the dropout prevention program and, as a result, serve an additional 1,350 students. The funding increases the capacity of adult high schools to serve nearly 8,800 students at 53 locations; it allows the state apprenticeship program to serve 880 students across the State of New Hampshire; and will allow nearly 500 more students, for a total of 3,000, to attend the career and technical educational centers. In total, we will spend $54 million in state and federal funds this biennium to help young people graduate from high school. And in the capital budget, I have included nearly $14 million to begin renovations to two regional career and technical education centers in Exeter and Manchester. We are providing significant resources to help our young people stay in school.

What are the arguments that opponents summoned against it?

Aside from a claim of a lack of funding for alternative education programs, critics claim the legislation would cause the "warehousing" of students who do not want to be in school, which would lead to significant disruptions in the classroom. This bill does not force students to stay in classroom environments that are not working for them. Instead, it gives school districts and students the flexibility to create alternative learning plans, including vocational education, night school or internships that will engage students and make them want to complete their education. The funding for expanding these existing alternative programs has been included in my budget.

Expense has been cited as another concern. However letting these young people drop out of school has proven to be a great expense. Nationally, 80 percent of prison inmates are high school dropouts. Dropouts are twice as likely to be on welfare. Rates of teen pregnancy, substance abuse and crime are significantly higher among dropouts. A recent study by Polecon Research of Dover concluded that the cost to the state's Medicaid program alone of high school dropouts, who have fewer opportunities to get jobs that offer health insurance, is nearly $45 million a year. And students who drop out of high school will earn significantly less than their peers throughout their lives.

Also, a report by the Alliance for Excellent Education recently found if all households in New Hampshire were headed by high school graduates, the state would increase household wealth by more than $216 million; New Hampshire could save more than $13 million a year in remedial education costs at the state's community technical colleges if high schools eliminate the need for remediation; New Hampshire could save almost $64 million in health care costs over the respective lifetimes of each class of dropouts; if New Hampshire's male high school graduation rate increases by 5 percent, it could lead to combined savings and revenue of more than $15 million per year; and the lost lifetime earnings for each class of dropouts in New Hampshire are more than $1 billion.

There is also the claim those wishing to leave school no longer have the desire or ability to learn. The majority of dropouts nationwide had grades of C or better when they left school and were confident they could have met graduation requirements. In fact, according to Civic Enterprises' report commissioned by the Bill & Melinda Gates Foundation, two-thirds of those surveyed said they would have stayed in school if more were demanded of them.

How does the public, and particularly students, in the state feel about this legislation? Any grassroots opposition to it?

I spend a lot of time in schools and I have spoken to many of these young people who either dropped out and are back in alternative programs, or were at-risk of dropping out. They all tell me the same thing - raising the compulsory attendance age to 18 and expanding alternative programs is the right thing to do. When I speak to these kids, they said if they had dropped out they would just be hanging around street corners. Now, most of them I talk to want to go on to college, and all of them said they will get their diploma.

Parents of home-schooled children have opposed the legislation, however the bill does not apply to their children.

What about parents, business leaders, others?

Many parents I have spoken with feel that this legislation sends a positive message to our students - that education is vitally important, and that we care enough about New Hampshire's youth that we are not going to give up on them and we are going to require them to work toward a high school diploma. Talking to business leaders across New Hampshire, they tell me they have the products, they have the customers, but they need the skilled workers to allow their companies to grow. These jobs are not open to those without a high school diploma.

What do you think the impact of the legislation will be?

This legislation is about making it clear to New Hampshire young people that we are not going to give up on them or let them give up on themselves. It will further our goal of making sure every New Hampshire child receives a high school diploma. It will provide the skilled workers our companies need and help strengthen our economy.

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Conclusion

The dropout epidemic in the United States requires the ongoing vigilance of our educators, policymakers, business and civic leaders, parents, students and the public. As states address the problem by raising the compulsory school attendance age, providing alternative learning opportunities, and making other reforms, we believe graduation rates will improve. Our hope is that the current momentum at the local, state and federal levels to do more to provide accurate information, improve accountability, raise expectations, and provide needed supports for students will go a long way toward addressing the silent epidemic of high school dropout.

Acknowledgement and Note

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The views reflected in this document are those of the authors and do not necessarily reflect the views of the Bill & Melinda Gates Foundation, The Case Foundation or The MCJ Foundation.

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ENDNOTES

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[11]Levin, Belfied et. al., 1.

[12]It is worth noting that not all analysts agree that compulsory schooling laws are the main reason for the higher earnings that Angrist and Krueger describe. For example, John Bound and David Jaeger have argued that additional variables besides compulsory schooling laws also explain the earnings outcomes Angrist and Krueger attribute to compulsory schooling laws only. Bound and Jaeger's analysis, however, does not directly call into question Angrist and Krueger's finding that compulsory schooling laws play a significant role in preventing dropout from occurring. See Bound, John & David Jaeger (1996). On the validity of season of birth as an instrument in wage equations: A comment on Angrist &Krueger's "Does Compulsory School Attendance Affect Schooling and Earnings?" NBER Working Paper No. W5835. Available at SSRN: http://ssrn.com/abstract=225621

[13]See, for instance, "Effective truancy prevention and intervention." (2003). Wilder Research Center. St. Paul, Minnesota.

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Appendix A

The Washington Post

The Dropout Challenge

By David S. Broder
Sunday, February 26, 2006; B07

They number in the millions — 3.5 million Americans between the ages of 16 and 25 who have dropped out of high school and were not enrolled in school in 2003, the most recent year for which an estimate is available. Of every three young men and women entering high school, only two will emerge with a diploma. For minority students, the odds are worse. And the losers pay a price all their lives.

They are the subject of "The Silent Epidemic," a study that will be released Thursday. It was conducted for the Bill and Melinda Gates Foundation by a private research firm called Civic Enterprises. I was given a preview of the report by John Bridgeland, a former Bush administration domestic policy adviser who is one of its authors.

The dropout problem has been researched extensively. But this study is unusual in two respects. Peter Hart's polling firm was commissioned to do focus groups and surveys of people between 16 and 25 who had quit school without diplomas. They were interviewed in 25 locations ranging from big cities and suburbs to small towns, all with unusually high dropout rates.

And these young people offered solid reasons to believe this is a solvable problem.

For one thing, they recognize that they made a mistake in quitting school. Eight out of 10 said they now know that having a diploma is important to success in life. And national data back them up. Dropouts earn an average $9,200 a year less than high school graduates and have far greater likelihood of winding up on welfare, in prison or on drugs.

Three out of four of those interviewed said that, if they could do it over, they would choose to stay in school. Even more said they would re-enroll now to get their degrees, if they could do it with people their own age.

And most are confident they could make it. The big news out of the study — a surprise to many, I expect— is that most of these dropouts are not "hopeless losers."

One-third of the 467 surveyed said they were failing in school. But more than six out of 10 were maintaining averages of C or better when they quit.

As many complained that classes were not challenging or interesting as found the academic requirements daunting. I believe it. A year ago, I visited — and wrote about — the Gateway to College program run by Portland (Ore.) Community College (and also funded by the Gates Foundation). There, I saw 14 teenage dropouts discussing the writings of Plato and Malcolm X — college-level work.

I quoted the leaders of the voluntary program, in which students accepted strict discipline barring absences or blown assignments, as believing it demonstrates that "even for the hardest cases — teenagers with few credits, low grade-point averages and a host of personal problems — the challenge of a tough curriculum, backed by skillful teaching in small classes and plenty of personal counseling, can be a path to success."

That is also the essence of what the dropouts in this report suggest would rescue and reward them — and their millions of counterparts.

The authors of the study make a couple of other important points. They note that dropouts typically show many signs of disaffection before they quit school. One of the most common is frequent absences — skipping school entirely, cutting classes or leaving early in the afternoon. Better monitoring of attendance — and follow-ups with students and families when the pattern first appears — could do a lot to avert the ultimate act of dropping out.

And, the authors note, almost no one drops out of school before the 10th grade — or age 16. The fact that 16 is the last year of compulsory school attendance in most states is not irrelevant. Only one state — New Mexico — makes enrollment mandatory for most students until they obtain high school diplomas.

Raising the minimum age for school attendance, if accompanied by real support for the wavering students, would do a lot to end "the silent epidemic."

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Appendix B – Compulsory School Attendance Laws by State

State	Age of Required School Attendance		Exemptions [1]/ Employed	
	from	to	Age	Completion of Grade
Alabama	7	16	legally and regularly employed under child labor law.	---
	3	21	for special education students.	---
Alaska	7	16	---	---
Arizona	6	16	14 with parental consent and gainfully employed.	---
Arkansas	5	17 must complete school year	---	---
California	6	18	---	---
Colorado	7	16	has current age and school certificate or work permit.	---
Connecticut	5	18	16 with parental consent.	---
Delaware	5	16	---	---
District of Columbia	5	18	---	---
Florida	6	17	may terminate attended at 16 with parental consent.	---
Georgia	6	16	---	---
Hawaii	6	18	15	---
Idaho	7	16	---	---
Illinois	7	17	employed and excused by school official.	---
Indiana	7	18	16 with consent of parent and principal 14 if a parent agrees and State Labor bureau issues a certificate. Must go back to school within 5 days of termination of employment for which certificate issued.	---
Iowa	6	16	---	---
Kansas	7	18	17 or 16 with parental consent	---
Kentucky	6	16	---	---

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State	Age of Required School Attendance		Exemptions [1]/ Employed	
	from	to	Age	Completion of Grade
Louisiana	7	18 or 17 with parental consent	---	---
Maine	7	17	15 or	9
Maryland	5	16	---	---
Massachusetts	6	16	14	---
Michigan	6	16	---	---
Minnesota	7	16	---	---
Mississippi	6	17	5 years of age if in public kindergarten.	---
Missouri	7	16	14	---
Montana	7	16 or completion of 8th grade, whichever is later	---	---
Nebraska	7	18	14 and 16 with parental consent; special legislation for home schooling.	8 ---
Nevada	7	17	14 and excused by board of trustees. 14 if work is necessary for own or parents' support.	8 ---
New Hampshire	6	16	---	---
New Jersey	6	16	---	---
New Mexico	5, or 8 if parents and school board agree	high school graduate or 17 if excused by school board and employed in a gainful trade or occupation or child is in alternative schooling with parental consent.	---	---
New York	6	17 in cities with 4,500 or more population and union-free school districts, otherwise 16 if approved by local school board	---	---
North Carolina	7	16	---	---
North Dakota	7	16	necessary to support of family.	---
Ohio	6	18	16 with parents' and superintendents permission.	---

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State	Age of Required School Attendance		Exemptions 1/ Employed	
	from	to	Age	Completion of Grade
Oklahoma	5	18 or 16 if excused by written joint agreement	---	---
Oregon	7	18 or excused by district school board; 16 with consent of school administration and parent; 21 for a child with a disability	16	---
Pennsylvania	8	17	16 if regularly engaged in employment with a certificate. 15 in farm work or domestic service in private home with permit. Or, 14 employed as above if completed elementary school with permit recommended by district superintendent of schools or principal of private school.	---
Rhode Island	6	18	16 with written parental consent.	---
South Carolina	5	17	16 further attendance is determined by court to be disruptive, unproductive or not in best interest of child.	8th grade completed and employment is necessary for maintenance of home
South Dakota	6	16 or completion of 8th grade if member of certain religious organizations	---	---
Tennessee	6	18th birthday	---	local exemptions at 17th birthday for discipline problems
Texas	6	18	---	---
Utah	6	18	16 and 8th grade completed. home schooled minors has exempt from attendance	8th for employment purposes
Vermont	6	16	15 and completed 6th grade and services needed for support of family.	---

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State	Age of Required School Attendance		Exemptions [1]/ Employed	
	from	to	Age	Completion of Grade
Virginia	5	18	exempt any pupil with parent's consent along with that of principal or superintendent or a court which believes the minor cannot benefit from education at school.	---
Washington	8	18 or 16 and parent agrees that child should not be required to attend, or child is emancipated, or child has received certificate of competence.	16	---
West Virginia	6	16	---	---
Wisconsin	6	18	---	---
Wyoming	7	16	---	---

[1]Nearly all States exempt those whose physical or mental condition precludes attendance. Other exemptions not directly related to employment include those because of distance from school or school transportation; expulsion, suspension or determined to be disruptive; marriage; excused by court or judge; and receiving religious education.

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Appendix C – Current Legislation

Alaska	"An Act raising the compulsory school attendance age; relating to the crime of contributing to the delinquency of a minor; relating to duties of the Department of Education and Early Development; relating to truancy; and relating to employment of a minor." (http://aksenate.org/index.php?bill=SB14)
Florida	"An act relating to mandatory school attendance; amending ss. 1002.20, 1003.21, and 1003.51, F.S.; changing the ending age for mandatory school attendance from 16 years to 18 years; providing an effective date." (http://www.flsenate.gov/data/session/2007/Senate/bills/billtext/pdf/s0360.pdf)
Iowa	"This bill raises the compulsory school attendance age from 16 to 18 years of age for students other than those receiving competent private instruction. The bill includes technical amendments to eliminate a reference to the compulsory attendance age for purposes of dual enrollment and to exempt children who meet conditions existing in Code section 299.2. The bill also directs the department of education to convene a compulsory attendance working group. The working group is to review supports for affected students and to consider the necessity of expanding support programs and services, online at-risk academy courses, career academies, current at-risk allowable growth provisions, and full funding of the instructional support levy. The working group must submit a report to the general assembly and the department of education by January 15, 2008. The bill may include a state mandate as defined in Code section 25B.3. The bill requires that the state cost of any state mandate included in the bill be paid by a school district from state school foundation aid received by the school district under Code section 257.16. The specification is deemed to constitute state compliance with any state mandate funding-related requirements of Code section 25B.2. The inclusion of this specification is intended to reinstate the requirement of political subdivisions to comply with any state mandates included in the bill. The provision relating to the working group takes effect July 1, 2007, while the remainder of the bill takes effect July 1, 2008." (http://coolice.legis.state.ia.us/Cool-ICE/default.asp?Category=billinfo&Service=Billbook&menu=true&ga=82&hbill=HSB13)
Kentucky	"Amend KRS 159.010 to provide that, beginning with the 2007-2008 school year, and every year thereafter, compulsory school attendance shall be required for all children between the ages of six and eighteen who have not graduated from high school; make technical changes; amend KRS 159.020 to conform; amend KRS 159.051 to allow a student's driver's license to be revoked due to unexcused absences; amend KRS 186.560 to conform." (http://www.lrc.ky.gov/record/07rs/HB221.htm)
Massachusetts	"Section 1B of chapter 69 of the General Laws, as appearing in the 2002 Official Edition, is hereby amended by inserting after the word "attendance" in line 102 its [sic] following: provided, however, all children under the age of 18 shall be required to attend school if they have not graduated." http://www.mass.gov/legis/bills/house/185/ht00pdf/ht00394.pdf)
Michigan	"Education; attendance; compulsory age for attendance; increase age to 18 and provide for certain alternative education options. Amends secs. 1561 & 1596 of 1976 PA 451 (MCL 380.1561 & 380.1596) & adds sec. 1591.Last Action: 1/10/2007 - REFERRED TO COMMITTEE ON EDUCATION" (http://legislature.mi.gov/doc.aspx?2007-sb-0011)
Nevada	"AN ACT relating to education; requiring the boards of trustees of school districts to prescribe a policy for the development of 4-year academic plans for pupils enrolled in high school; requiring the principals of certain larger high schools to provide for a program of a ninth grade school within a school; requiring the State Board of Education to prescribe a uniform grading scale for high schools; requiring each school district to adopt a policy setting forth the duties of school counselors; expanding the age for compulsory school attendance from 17 years to 18 years; and providing other matters properly relating thereto." (http://www.leg.state.nv.us/74th/Bills/AB/AB212.PDF#xml=http://search.leg.state.nv.us/isysquery/irl80cb/1/hilite)
New Hampshire	"This bill raises from 16 to 18 the age for compulsory school attendance and provides a procedure for a pupil who is at least 16 years of age to obtain an attendance waiver from school." (http://www.gencourt.state.nh.us/legislation/2007/SB0018.html)

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New Jersey	"Every parent, guardian or other person having custody and control of a child between the ages of six and 18 years, if the child has not graduated from high school, shall cause such child regularly to attend the public schools of the district or a day school in which there is given instruction equivalent to that provided in the public schools for children of similar grades and attainments or to receive equivalent instruction elsewhere than at school." (http://www.njleg.state.nj.us/2006/Bills/A2000/1801_I1.HTM)
New Mexico	PASSED "A school-age person shall attend public school, private school, home school or a state institution until the school-age person is at least eighteen years of age unless that person has graduated from high school or received a general educational development certificate." (http://legis.state.nm.us/lcs/_session.asp?chamber=S&type=++&number=561&Submit=Search&year=07)
North Dakota	"Any person having responsibility for a child between the ages of seven and eighteen years shall ensure that the child is in attendance at a public school for the duration of each school year." (http://www.legis.nd.gov/assembly/60-2007/bill-index/bi2184.html)
South Dakota	PASSED "Every person having control of a child, who is six years old by the first day of September and who has not exceeded the age of eighteen, shall cause the child to regularly and annually attend some public or nonpublic school for the entire term during which the public school in the district in which the person resides, or the school to which the child is assigned to attend, is in session, until the child reaches the age of eighteen years, unless the child has graduated or is excused as provided in this chapter." (http://legis.state.sd.us/sessions/2007/199.htm)
West Virginia	"A BILL to amend and reenact §18-8-1 of the Code of West Virginia, 1931, as amended, relating to changing the compulsory school attendance for children in the state from sixteen to eighteen years of age." (http://www.legis.state.wv.us/Bill_Text_HTML/2007_SESSIONS/RS/BILLS/hb2088%20intr.htm)
Wyoming	"AN ACT relating to compulsory school attendance; modifying requirements for compulsory attendance; imposing requirements on exemptions from required attendance; requiring school districts to report use of foundation funds directed at student drop-outs; and providing for an effective date." (http://legisweb.state.wy.us/2007/Introduced/HB0129.pdf)

Appendix D

INDIANA

Select Provisions from Indiana House Enrolled Act No. 1347, which was signed into law in March 2006

A complete copy of the act can be accessed at http://www.in.gov/legislative/bills/2006/HE/HE1347.1.html

SECTION 12. IC 20-33-2-9, AS ADDED BY P.L.1-2005, SECTION 17, IS AMENDED TO READ AS FOLLOWS [JULY 1, 2006]: Sec. 9.

(a) The governing body of each school corporation shall designate the appropriate employees of the school corporation to conduct the exit interviews for students described in section 6(a)(3) of this chapter. Each exit interview must be personally attended by:

(1) the student's parent;

(2) the student;

(3) each designated appropriate school employee; and

(4) the student's principal.

(b) A student who is at least sixteen (16) years of age but less than eighteen (18) years of age is bound by the requirements of compulsory school attendance and may not withdraw from school before graduation unless:

(1) the student, the student's parent, and the principal agree to the withdrawal; and

(2) at the exit interview, the student provides written acknowledgment of the withdrawal that meets the requirements of subsection (c) and the:

(A) student's parent; and

(B) school principal;

each provide written consent for the student to withdraw from school; and

(3) the withdrawal is due to:

(A) financial hardship and the individual must be employed to support the individual's family or a dependent;

(B) illness; or

(C) an order by a court that has jurisdiction over the student.

(c) A written acknowledgment of withdrawal under subsection (b) must include a statement that the student and the student's parent understand that withdrawing from school is likely to:

(1) reduce the student's future earnings; and

(2) increase the student's likelihood of being unemployed in the future.

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SECTION 13. IC 20-33-2-14, AS ADDED BY P.L.1-2005, SECTION 17, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2006]: Sec. 14.

(a) This section and sections 15 through ~~17~~ 17.5 of this chapter apply to a student who attends either a public school or a nonpublic school.

(b) Service as a page for or as an honoree of the general assembly is a lawful excuse for a student to be absent from school, when verified by a certificate of the secretary of the senate or the chief clerk of the house of representtives. A student excused from school attendance under this section may not be recorded as being absent on any date for which the excuse is operative and may not be penalized by the school in any manner.

SECTION 14. IC 20-33-2-17.5 IS ADDED TO THE INDIANA CODE AS A NEW SECTION TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2006]: Sec. 17.5. The governing body of a school corporation may authorize the absence and excuse of a student who attends any educationally related nonclassroom activity. Any educationally related nonclassroom activity and nonclassroom activity must meet all the following conditions:

(1) Is consistent with and promotes the educational philosophy and goals of the school corporation and the state board.

(2) Facilitates the attainment of specific educational objectives.

(3) Is a part of the goals and objectives of an approved course or curriculum.

(4) Represents a unique educational opportunity.

(5) Cannot reasonably occur without interrupting the school day.

(6) Is approved in writing by the school principal.

SECTION 15. IC 20-33-2-28.5, AS ADDED BY P.L.242-2005, SECTION 19, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2006]: Sec. 28.5.

(a) This section applies to an individual:

(1) who:

(A) attends or last attended a public school;

(B) is at least sixteen (16) years of age but less than eighteen (18) years of age; and

(C) has not completed the requirements for graduation;

(2) who:

(A) wishes to withdraw from school before graduation;

(B) fails to return at the beginning of a semester; or

(C) stops attending school during a semester; and

(3) who has no record of transfer to another school.

(b) An individual to whom this section applies may withdraw from school only if all of the following conditions are met:

(1) An exit interview is conducted.

(2) The individual's parent consents to the withdrawal.

(3) The school principal approves of the withdrawal.

(4) The withdrawal is due to:

(A) financial hardship and the individual must be employed to support the individual's family or a dependent;

(B) illness; or

(C) an order by a court that has jurisdiction over the child.

During the exit interview, the school principal shall provide to the student and the student's parent a copy of statistics compiled by the department concerning the likely consequences of life without a high school diploma. The school principal shall advise the student and the student's parent that the student's withdrawal from school may prevent the student from receiving or result in the revocation of the student's employment certificate and driver's license or learner's permit.

(c) For purposes of this section, the following must be in written form:

(1) An individual's request to withdraw from school.

(2) A parent's consent to a withdrawal.

(3) A principal's consent to a withdrawal.

(d) If the individual's principal does not consent to the individual's withdrawal under this section, the individual's parent may appeal the denial of consent to the governing body of the public school that the individual last attended.

(e) Each public school, including each school corporation and each charter school (as defined in IC 20-24-1-4), shall provide an annual report to the department setting forth the following information:

(1) The total number of individuals:

(A) who withdrew from school under this section; and

(B) who either:

(i) failed to return to school at the beginning of a semester; or

(ii) stopped attending school during a semester;

and for whom there is no record of transfer to another school.

(2) The number of individuals who withdrew from school following an exit interview.

(f) If an individual to which this section applies:

(1) has not received consent to withdraw from school under this section; and

(2) fails to return to school at the beginning of a semester or during the semester;

the principal of the school that the individual last attended shall deliver by certified mail or personal delivery to the bureau of child labor a record of the individual's failure to return to school so that the bureau of child labor revokes any employment certificates issued to the individual and does not issue any additional employment certificates to the individual. For purposes of IC 20-33-3-13, the individual shall be considered a dropout.

(g) At the same time that a school principal delivers the record under subsection (f), the principal shall deliver by certified mail or personal delivery to the bureau of motor vehicles a record of the individual's failure to return to school so that the bureau of motor vehicles revokes any driver's license or learner's permit issued to the individual

and does not issue any additional driver's licenses or learner's permits to the individual before the individual is at least eighteen (18) years of age. For purposes of IC 9-24-2-1, the individual shall be considered a dropout.

(h) If:

(1) a principal has delivered the record required under subsection (f) or (g), or both; and

(2) the school subsequently gives consent to the individual to withdraw from school under this section;

the principal of the school shall send a notice of withdrawal to the bureau of child labor and the bureau of motor vehicles by certified mail or personal delivery and, for purposes of IC 20-33-3-13 and IC 9-24-2-1, the individual shall no longer be considered a dropout.

Appendix E

New Hampshire

SB 18-FN – AS AMENDED BY THE SENATE

03/15/07 0486s

2007 SESSION

07-1184

04/10

SENATE BILL 18-FN

AN ACT raising the age of required attendance of children in school.

SPONSORS: Sen. Estabrook, Dist 21; Sen. Gottesman, Dist 12; Sen. Gallus, Dist 1; Sen. Odell, Dist 8; Sen. Foster, Dist 13; Sen. Kelly, Dist 10; Sen. Fuller Clark, Dist 24; Sen. Hassan, Dist 23; Sen. D'Allesandro, Dist 20; Sen. Larsen, Dist 15; Rep. Rous, Straf 7; Rep. Dunn, Ches 3; Rep. Remick, Coos 2

COMMITTEE: Education

ANALYSIS

This bill raises from 16 to 18 the age for compulsory school attendance and provides a procedure for a pupil who is at least 16 years of age to obtain an attendance waiver from school.

Explanation: Matter added to current law appears in ***bold italics.***

Matter removed from current law appears ~~[in brackets and struckthrough.]~~

Matter which is either (a) all new or (b) repealed and reenacted appears in regular type.

03/15/07 0486s

07-1184

04/10

STATE OF NEW HAMPSHIRE

In the Year of Our Lord Two Thousand Seven

AN ACT raising the age of required attendance of children in school.

Be it Enacted by the Senate and House of Representatives in General Court convened:

1 School Attendance; Compulsory Attendance by Pupil. Amend RSA 193:1, I to read as follows:

I. A parent of any child at least 6 years of age and under [16] 18 years of age shall cause such child to attend the public school to which the child is assigned in the child's resident district. Such child shall attend full time when such school is in session unless:

(a) The child is attending a public school outside the district to which the child is assigned or an approved private school for the same time;

(b) The child is receiving home education and is therefore exempt from this requirement; [or]

(c) The relevant school district superintendent has excused a child from attendance because the child is physically or mentally unable to attend school, or has been temporarily excused upon the request of the parent for purposes agreed upon by the school authorities and the parent. Such excused absences shall not be permitted if they cause a serious adverse effect upon the student's educational progress. Students excused for such temporary absences may be claimed as full-time pupils for purposes of calculating state aid under RSA 186-C:18 and equitable education grants under RSA 198:41;

(d) The pupil has been exempted from attendance pursuant to RSA 193:5;

(e) The pupil has successfully completed all requirements for graduation and the school district is prepared to issue a diploma or the pupil has successfully achieved the equivalent of a high school diploma by either:

(1) Obtaining a GED certificate; or

(2) Documenting the completion of a home school program at the high school level by submitting a certificate or letter to the department of education.

(f) The pupil has been accepted into an accredited postsecondary education program; or

(g) The pupil obtains a waiver from the superintendent, which shall only be granted upon proof that the pupil is 16 years of age or older and has an alternative learning plan for obtaining either a high school diploma or its equivalent.

(1) Alternative learning plans shall include age-appropriate academic rigor and the flexibility to incorporate the pupil's interests and manner of learning. These plans may include, but are not limited to, such components or combination of components of extended learning opportunities as independent study, private instruction, performing groups, internships, community service, apprenticeships, and on-line courses.

(2) Alternative learning plans shall be developed, and amended if necessary, in consultation with the pupil, a school guidance counselor, the school principal and at least one parent or guardian of the pupil, and submitted to the school district superintendent for approval.

(3) If the superintendent does not approve the alternative learning plan, the parent or guardian of the pupil may appeal such decision to the local school board. A parent or guardian may appeal the decision of the local school board to the state board of education consistent with the provisions of RSA 21-N:11, III.

2 School Attendance; Bylaws as to Nonattendance. Amend RSA 193:16 to read as follows:

193:16 Bylaws as to Nonattendance. Districts may make bylaws, not repugnant to law, concerning habitual truants and children between the ages of 6 and ~~[16]~~ 18 years not attending school ~~[and not having a regular and lawful occupation;]~~ ***or who are not participating in an alternative learning plan under RSA 193:1, I(g),*** and to compel the attendance of such children at school; failure to comply with such bylaws shall constitute a violation for each offense.

3 Truant Officers; Duties. Amend RSA 189:36 to read as follows:

189:36 Duties. Truant officers shall, when directed by the school board, enforce the laws and regulations relating to truants and children between the ages of 8 and [16] 18 years not attending school ~~[and without any regular and lawful occupation]~~ ***or who are not participating in an alternative learning plan under RSA 193:1, I(g);*** and the laws relating to the attendance at school of children between the ages of 8 and 18 years; and shall have authority without a warrant to take and place in school any children found employed contrary to the laws relating to the employment of children, or violating the laws relating to the compulsory attendance at school of children under the age of 18 years, and the laws relating to child labor. ***No home school pupil nor any person between the ages of 6 and 18 who meets any of the requirements of RSA 193:1, I(c)–(g) shall be deemed a truant.***

4 Home Education; Definitions. Amend RSA 193-A:1, I to read as follows:

I. "Child" means a child or children at least 6 years of age and under [16] 18 years of age who is a resident of New Hampshire.

5 Repeal. RSA 193:1, IV, relative to withdrawal from school for children who are at least 16 years of age but under 18 years of age, is repealed.

6 Effective Date. This act shall take effect July 1, 2009.

LBAO

07-1184

01/23/07

SB 18-FN - FISCAL NOTE

AN ACT raising the age of required attendance of children in school.

FISCAL IMPACT:

The Department of Education states this bill may increase local expenditures by an indeterminable amount in FY 2010 and each fiscal year thereafter. There will be no fiscal impact on state and county expenditures or state, county, and local revenue.

METHODOLOGY:

The Department indicated that raising the compulsory age of attendance to 18 years of age would increase the high school population by less than 1,100 students in FY 2010 and each fiscal year thereafter. Based on dropout data from the 2005-2006 school year, approximately 1,300 students who dropped out of school were under the age of

18; had these students stayed in school until age 18, average daily membership (ADM) would have been higher by approximately 1,200. The Department further indicated that based on anticipated declines in the dropout rate and student enrollment, increased ADM in FY 2010 will be approximately 1,100, and such an increase should not require additional facilities or teachers. The Department assumes students covered by catastrophic aid do not drop out of school before the age of 18. With an effective date of July 1, 2009, the first year in which enrollment will be impacted is FY 2010; enrollment from FY 2011 will be used to calculate FY 2014 equitable education aid. Only the limited English proficient and transportation portions of the targeted aid component will be impacted by an increased ADM. In FY 2005, 28 dropouts received three or more hours per week of limited English proficiency services, 20 of which were under the age of 18. It is assumed this number will remain constant. Total impact on targeted aid beginning in FY 2014 would be $229,000 [(1,100 x $190 transportation aid) + (20 limited English proficient x $1,000)].

The Department states this bill may increase local school district expenditures in FY 2010 and each fiscal year thereafter to provide appropriate programs for potential dropouts between the ages of 16 and 18.

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Attachment B
"Stay In School: new Lessons On the Benefits of Raising the Legal School –Leaving Age," December 2005, Philip Oreopoulos, C.D. Howe Institute

C.D. Howe Institute
Commentary

www.cdhowe.org No. 223, December 2005 ISSN 0824-8001

The Education Papers

Stay in School:

New Lessons on the Benefits of Raising the Legal School-Leaving Age

Philip Oreopoulos

In this issue...

High-school dropout rates remain disturbingly high in Canada. But is raising the minimum age for leaving school part of the solution? New evidence suggests that it is.

The Study in Brief

Too many, too soon: that is the common lament over Canada's disturbing high-school dropout rate. With one in five young adults lacking a high-school diploma, politicians and educators are looking for solutions. This paper examines one possible answer: raising the minimum school-leaving age above 16.

The paper presents new evidence from the United States and New Brunswick, which raised the age to 18 in 2000, for considering whether the other provinces should support and enforce an increase in the school-leaving age. First, the study examines broad data on school enrolment and attainment in these jurisdictions. The finding: partly as a result of weak enforcement, recent changes in the school-leaving age had only a small — but still significant — impact on school completion rates.

The study then delves deeper with a more systematic analysis, which isolates those students specifically affected by changes to the school-leaving age. Based on the results, the study estimates that raising the school-leaving age above 16:

- increases, on average, an individual's length of schooling by between 0.12 and 0.16 years;
- decreases the dropout rate by between 1.2 and 2.1 percentage points; and
- increases the fraction of young adults with at least some college or university by between 1.5 and 2.1 percentage points.

Raising school attainment alone, however, does not indicate successful policy. More important are the effects of raising the school-leaving age above 16 on early unemployment and earnings outcomes for those forced to stay in school longer. The results show that an additional year of compulsory schooling not only lowers the probability of being unemployed but also boosts weekly earnings.

This is the first study to look at the impact of measures raising the school-leaving age over the last 20- to 30-year period in North America. Its findings are in line with those of previous studies, which have dealt with increases in the minimum age that occurred in the early half of the 20th century.

The Author of This Issue

Philip Oreopoulos is Assistant Professor of Economics at the University of Toronto and Faculty Research Fellow with the National Bureau of Economic Research (NBER).

* * * * * *

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4564

The high-school dropout rate in Canada remains uncomfortably high. About 20 percent of Canadians in their twenties — one in five — have no secondary-school certificate and no postsecondary education of any kind.[1] The figure is disturbing because high-school dropouts fare much worse later in life compared to those who obtain more education. They earn, on average, less than high-school graduates and are more likely to be unemployed, draw on social assistance and other welfare programs, end up in jail and be in poorer health. If dropping out causes these bad outcomes, students that drift towards early exit in school stand much to gain from staying on instead.

Provincial education ministries have grappled with finding ways to reduce the number of dropouts. Some suggest lowering class size, others suggest making the curriculum easier, or trying to target at-risk students earlier. An additional possibility, also considered recently by several provinces, is to raise the minimum school-leaving age. This specifies the length of time students must spend in school before having the legal option to leave. Except for New Brunswick, all provinces mandate a minimum school-leaving age of 16. In Alberta, a private member's bill proposing to raise the age to 17 was legislated in 2003, but was never proclaimed (Red Deer Public Schools 2005). The Ontario government said in 2002 it planned to raise the age to 18. It reiterated that commitment in the fall 2005 Throne Speech and a policy announcement is expected very soon.

Support for increasing the school-leaving age often rests on paternalistic hunches that students wishing to leave school early are, in fact, better off if they decide to stay on. In 1998, for example, the Deputy Minister of Education for New Brunswick provided this explanation for the province's decision to raise the minimum school-leaving age to 18:

> "[E]ducators must help students fulfill the Mission of Public Education in New Brunswick to acquire the necessary skills, knowledge, and attributes needed to be a life-long learner, to achieve personal fulfillment and to contribute to a productive just and democratic society." (School-leaving Age Task Force 1998.)

And in Ontario, Premier Dalton McGuinty stated:

> "We've got a law on the books now that says that you can quit school when you're 16. Think about it. This is the knowledge economy — that no longer makes sense. So we're going to require that young people be in school or learning outside of school ... until they reach the age of 18." (National Post, September 28, 2002.)

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1 Twenty-seven percent of 22- to 24-year-olds in the 2001 Canadian Census had no secondary school certificate, down slightly from 29 percent in 1996 and 30 percent in 1991. Only 19 percent of these individuals take additional postsecondary schooling. There are several other ways to gauge high-school completion (see Kaufman, Alt and Chapman 2001). For example, event dropout rates indicate the percentage of students who dropped out of school over a relatively short period of time, often between one year and the next. The less time-sensitive status dropout rate measures the percentage of individuals who are not enroled in high school and who lack a high-school credential. Completion rates measure the percentage of a given population that has a high-school credential, regardless of when the credential was earned. Measures of completion vary depending on what age groups are included, since some individuals return later to complete a degree. Data on completion rates from the census and labour force survey seem most reliable to me, but most other measures produce similar trends and measures. Mainly for exposition, I shall refer to students who do not complete their secondary degree as dropouts. These figures are similar, whether looking at all 22- to 24-year-olds, or only Canadian-born.

But hunches aside, what do the lessons of experience have to say? The purpose of this paper is to present new evidence from New Brunswick and the United States for considering whether the provinces should support and enforce an increase in the legal school-leaving age.

The first part of the paper focuses on whether recent changes in laws to increase the minimum age in Canada and the U.S. had any impact on increasing school enrolment and attainment. Many of the revised laws included exceptions, were poorly enforced, or had little punishment for non-compliance. Partly as a result of weak enforcement, I find that recent increases in the school-leaving age had only a small — but still significant — impact on school completion rates.

Then I apply a more systematic analysis, with findings that lend further support to increasing the school-leaving age. Most interestingly, even though compulsory schooling laws do not mandate any postsecondary education, I find that raising the school-leaving age above 16 increases the fraction of youths with at least some college or university. One notion consistent with this finding is that some individuals compelled to stay longer in high school become more interested in postsecondary education, or view higher education as less daunting than when they were younger. The paper finally considers the employment benefits for students who extend their schooling under compulsion. I estimate the subsequent impact on earnings and employment for the small fraction of students specifically affected by increases in the school-leaving age and who stay in school longer as a result.

A word on methodology: My methodology (see Appendix B) takes into account changes in compulsory school laws in different states at different times. It allows us to estimate not only the overall impact of compulsory school-leaving laws, but also their impact on students specifically affected by them and who would have otherwise left school.

Without this methodology, it is hard to distinguish between the effect of staying in school beyond 16 and the effect of the underlying factors, such as motivation, that lead some teenagers to remain in school longer than others. For example, if we observe that someone who finished high school earns more than someone who didn't, is it because the individual stayed in school longer or is it because the individual is generally more motivated, which led him/her to stay in school longer, and work harder to earn more? If we don't take care to distinguish between the two possibilities, we might assign to extra schooling an advantage that really comes from individual characteristics that are independent of school policies.

The results of my analysis are very similar to older studies. I estimate that individuals compelled to stay in school beyond 16 experience significantly higher earnings and higher opportunities for employment in their early careers. Finding large labour-market gains for individuals forced to stay in school raises the question of why dropouts drop out in the first place. Why do young persons in Canada leave school early if staying on generates attractive gains, on average, to their careers and overall well-being? For dropouts to know what they are doing, they must really hate school to forgo the large expected returns from staying on. Alternatively, perhaps the reasons behind wanting to introduce compulsory schooling laws in the first place are correct: perhaps dropouts are myopic, or

underestimate the gains from school, or perhaps social pressures dominate their concerns. Whatever the reasons, one clear recommendation of this paper is that if provinces are serious about raising the school-leaving age, they need to effectively enforce these laws and promote their potential benefits to administrators, parents, and students.

Previous Studies

Previous studies have dealt with increases in the minimum school-leaving age that occurred in the early half of the 20th century. They have consistently found large gains to adult social-economic outcomes. For the United States, Angrist and Krueger (1991) and Acemoglu and Angrist (2001) estimated (using very different methodologies) that annual adult earnings are about 10 percent higher for students compelled to stay a year longer in school. For the United Kingdom, Harmon and Walker (1995) found about 14 percent higher earnings from such compulsory measures. And for Canada, I found similar gains, using provincial law changes between 1915 and 1970, for would-be-dropouts compelled to stay in school.

Other studies have examined the impact of compulsory schooling on non-pecuniary outcomes. Lochner and Moretti (2004) estimated that compulsory schooling lowers the likelihood of committing crime or ending up in jail. Lleras-Muney (2005) estimated an additional year of compulsory schooling substantially lowers the probability of dying sooner among elderly people. Black, Devereux, and Salvanes (2005) found compulsory schooling reduces the chances of teen pregnancy in the United States and Norway. And Oreopoulos, Page and Stevens (2003) conclude that parents with more compulsory schooling are also less likely to have children who have to repeat a grade or drop out themselves.

However, these earlier reports examine effects from raising the minimum school-leaving age to 14, 15, or 16 many decades ago, often before the 1950s. The circumstances behind dropout decisions back then were quite different than the circumstances behind dropout decisions today. The demand for skilled workers has increased, and the gains from additional education attainment may also have increased. On the other hand, more students today graduate from high school and obtain postsecondary education. Today's dropouts come from relatively poorer families. Based on the 2001 Census, 73 percent of dropouts under 20 and living at home have parents with household income below the 25th percentile, compared to 61 percent of dropouts from the 1981 census. It is not clear whether compelling these individuals to remain in school beyond 16 would generate the same effects found in earlier studies.

Ideally, we need to explore more recent changes. New Brunswick's change in the school-leaving age, from 16 to 18 in 2000, is almost too recent, since not enough time has elapsed to examine subsequent outcomes. Consequently, I look to the United States. Like provinces in Canada, many states in the U.S. have discussed raising the school-leaving age to 17 or 18, almost making high-school graduation compulsory. As of today, 29 states have already increased the minimum age above 16. Below, I use these recent changes to examine the potential for compulsory schooling to: 1. serve as an effective policy for reducing dropout

rates; and 2. improve subsequent social-economic outcomes. While using the same methodology as the earlier studies, this is the first study to look at measures over the last 20- to 30-year period that raised the minimum school-leaving age above 16.

Recent Changes to Compulsory Schooling Laws in the U.S. and Canada

As a first step, this section provides an overview of compulsory schooling laws in U.S. states, then in New Brunswick. It considers the extent to which the laws are enforced, and their impact, based on broad data on high-school enrolment and educational attainment for the relevant age groups.

The U.S. Experience

Many states in the U.S. have a minimum school-leaving age of 17 or 18. The National Center for Education Statistics' annual Education Digest lists these laws. Figure 1A shows the minimum school-leaving age between 1970 and 2003 for states that set the age above 16 at least once during this period (and for the District of Columbia). Figure 1B shows the other states.[2] Several, like Rhode Island, Florida, and Nebraska, upgraded their compulsory school laws only in the last few years. Others, like Oklahoma, Oregon, and Utah, however, have had a minimum-leaving age set above 16 for more than two decades.

The strange pattern shown by a few states, where the leaving age has been raised, then lowered, hints that more is going on. A closer look at the legislation reveals that there is much more to compulsory school laws than a specific age range within which individuals must remain in school. In several states, students can leave earlier than the legal minimum age if they work instead. In other cases, students can leave with parental consent. Kansas allows dropping out before the recorded minimum age if, after a counselling session, both student and parents sign a disclaimer. In doing so, they acknowledge a list of academic skills the student may not yet have acquired, and statistics on differences in average earnings and unemployment rates between dropouts and graduates.[3]

Some students disengage and drop out illegally because compulsory schooling policies are not well-enforced, or punishment for habitual truancy is not severe enough to deter them. Administrators may be reluctant to pursue court action, especially in cases where students are disruptive in class and do not appear interested in school. In virtually every state, the primary action when a student begins to disengage from school (through absenteeism) is to notify a parent or guardian and counsel him or her to encourage the child to attend. Some states require parents to pay fines or even face imprisonment for a child that regularly skips school. Children themselves can face termination of driving privileges (see Burke 2005), community service, or be forced to attend a juvenile detention facility.

2 Hawaii and Alaska are left out of this paper's analysis because student dropout trends in these states are less likely to follow trends in the rest of the country.

3 See Kansas State Department of Education (2005).

Figure 1A: *States with Minimum School-Leaving Age Greater than 16 At Least Once, 1970 – 2003*

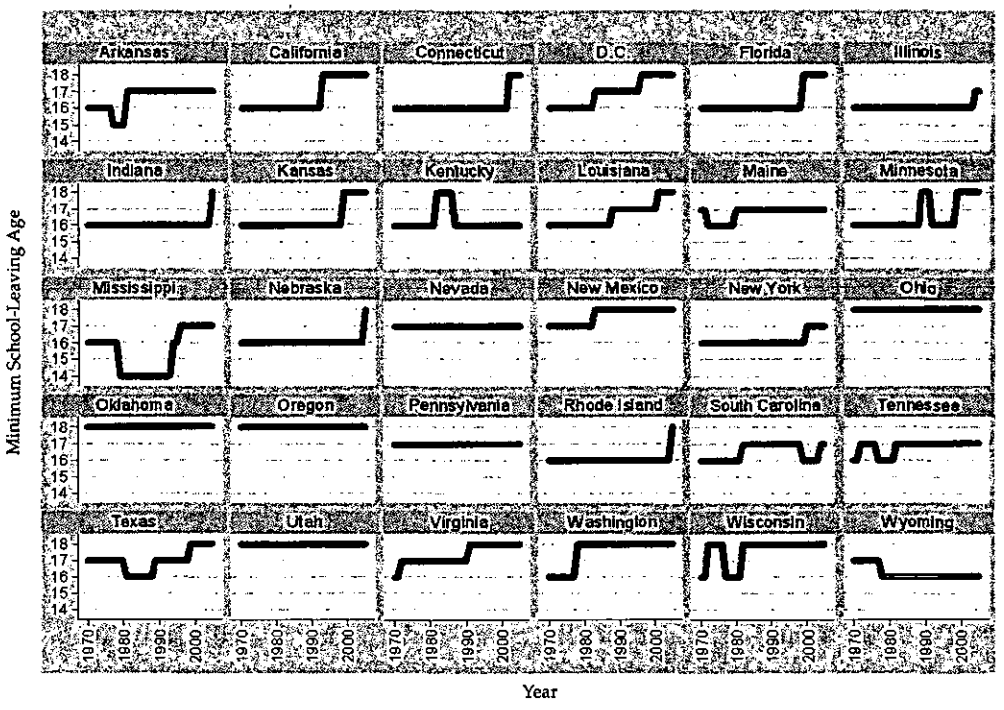

Figure 1B: *States with Minimum School-Leaving Age 16 or Less, 1970 – 2003*

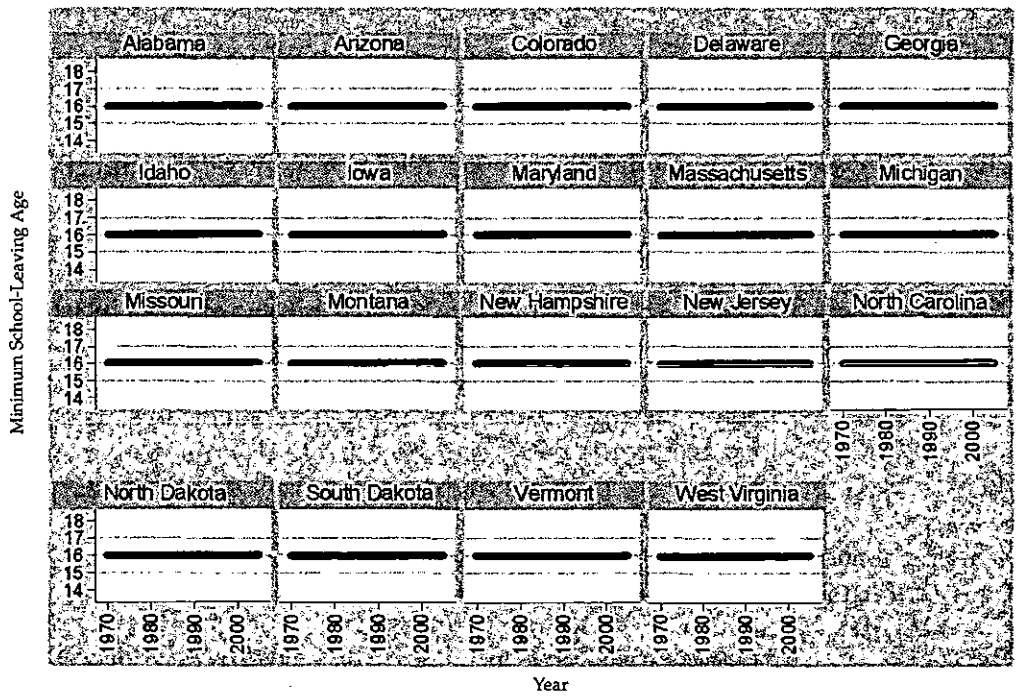

Table 1: *School Attainment by School-Leaving Age Faced at Age 16, 2000 – 2003*

	Legal School-Leaving Age Faced at Age 16		
	16	17	18
		%	
Fraction of 16-Year-Olds In School During School Year	96.20	95.65	96.63
Fraction of 17-Year-Olds In School During School Year	91.68	91.66	93.22
Fraction of 18-Year-Olds In School During School Year	73.42	73.64	74.73
Fraction of 20- to 24-Year-Olds with High School Degree or some Postsecondary	85.56	83.38	85.24
Fraction of 20- to 24-Year-Olds with some Postsecondary	51.55	48.55	52.14

Notes: Data are from the NBER's extracts of the Merged Outgoing Rotation Files of the Current Population Survey. The years included for this table are 2000 to 2003. The "in school" variable is coded as one if an individual is enrolled part-time or full-time in school the week of the survey.

In practice, only a fraction of habitually truant students are disciplined by the state. In Tennessee, for example, most attendance officers believe that their caseload is too large and that they face difficulty contacting the families of truant students (Palmisano and Potts 2004). Only general guidelines are provided by the state to determine habitual truancy, and schools have little financial incentive to improve attendance.

If the minimum school-leaving age affects at least some would-be dropouts, we might expect to observe more 16- and 17-year-olds in school in states that have legal leaving ages of 17 or 18, respectively, compared to states with a leaving age of 16. We also might expect that in states that provide no exceptions to a leaving age of 18, we should observe virtually all 16- and 17-year-olds in school.

To check these expectations, Table 1 presents the fraction of 16-, 17-, and 18-year-olds in school during the 2000 to 2003 school years. Results for each age group are categorized under the minimum-leaving age faced at age 16,[4] whether that be 16, 17 or 18.

Consider, first, the case of 16-year-old students. Most 16-year-olds are in school regardless of the minimum school-leaving age that exists, which might be expected. But contrary to expectations, students in states with a school-leaving age of 17 are slightly less likely to be enroled at 16, compared to students in states with a leaving age of 16 (95.7 percent versus 96.2 percent respectively). Yet, 16-year-olds in states with a school-leaving age of 18 are slightly more likely to be in school (96.6 percent).

The fraction of 17-year-olds in school by no means spikes up for youths in states with a school-leaving age of 18, as we might expect to see. Fully 6.8 percent

4 These proportions are calculated from responses in the 2000 to 2003 outgoing rotation files of the Current Population Survey, excluding the months of June, July and August and using population weights. I matched the state school leaving ages to the year in which an individual was 16 in their current state of residence. The data appendix provides additional details.

of 17-year-olds in states with a leaving age of 18 have left, which is comparable to 8.3 percent in states with a leaving age of 16.

Table 1 also presents education attainment measures for 20- to 24-year-olds. There are surprisingly no major differences in the dropout rate or postsecondary attainment rate across states with different leaving ages. One reason for this is that states that tend to have more restrictive compulsory schooling laws also perennially tend to have more students that drop out, regardless of legal stipulations. This limits our ability to observe the effects of these age limits. I address this in the next section. At the very least, the finding that many students leave before the legally mandated age suggests that exceptions, exemptions, and lack of enforcement of these laws weaken their effectiveness in keeping youths in school.

The New Brunswick Experience

The province of New Brunswick increased the school-leaving age to 18 in 2000. This was the first (and, so far, only) time any province raised the school-leaving age above 16. A task force in 1999 recommended the change, provided that programs were set up to address needs for students who would struggle to cope staying longer.[5] New services, including apprenticeships and tutoring programs, were introduced along with the new law.

The school-leaving age of 18, however, is not enforced. The Education Act of New Brunswick (2005) indicates that a parent who fails to 'cause' a frequently truant child to go back to school is subject to a misdemeanour charge, but only until that child is 16. There is no consequence listed in the Act associated with habitual truancy of children 16 years old or older.[6]

To examine whether the new law affected school enrolment, Figures 2A, 2B, and 2C plot the portion of teenagers in school full-time in New Brunswick and in the other Maritime Provinces (which have minimum school-leaving ages of 16) between 1995 and 2004. These data come from the monthly Labour Force Surveys.[7] Under the law change, we might expect to observe a jump in school enrolment among late teens in New Brunswick after 2000, but no such jump for late teens in the other provinces (Nova Scotia, Prince Edward Island, and Newfoundland). As with the U.S. comparison above, however, there is little difference between enrolment rates across the Maritimes. The fraction of 16-year-

5 See School Leaving Age Task Force (1998).

6 An article by Davis (2004) in the *New Brunswick Telegraph-Journal* notes: "A five-year-old law designed to keep New Brunswick teens in school until age 18 has never been enforced." She cites Robert Gerard, director of student services with the Department of Education as saying the law wasn't put in place to prosecute offenders or their parents. "It was part of a proactive approach the department took to ensure the needs of all students are met. Psychologically, it has made a difference for educators, parents and students. The mindset had to be changed of educators to recognize that the Department of Education and society was serious about the need to keep our children in school and make sure they have a sound education."

7 I use Statistics Canada's more detailed version that includes an individual's age, rather than age in the Public Use files. I combined the monthly surveys between 1995 and 2004, excluding the months between June and August. I use population weights to calculate the fraction of full-time students at different ages.

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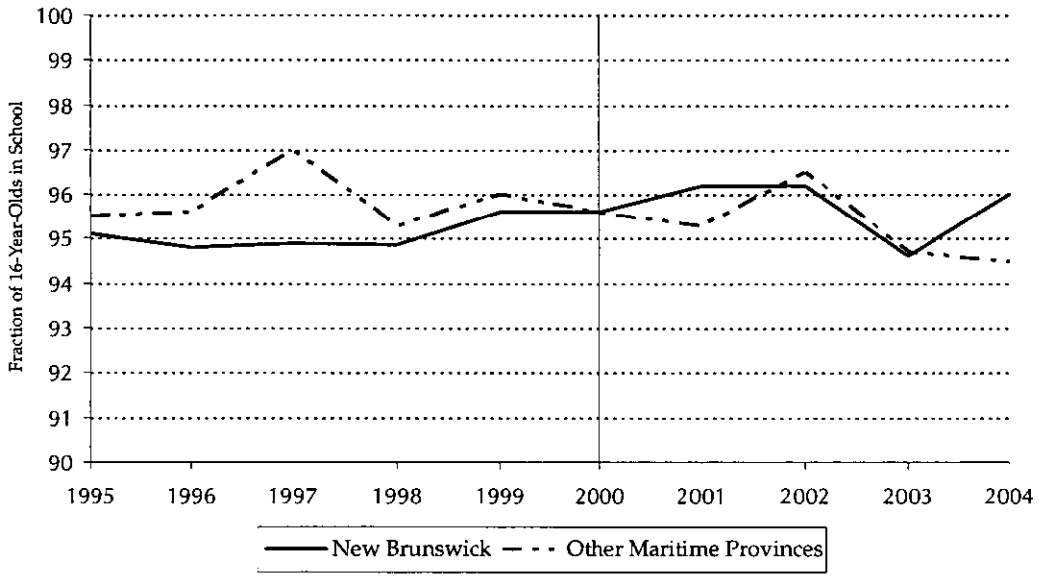
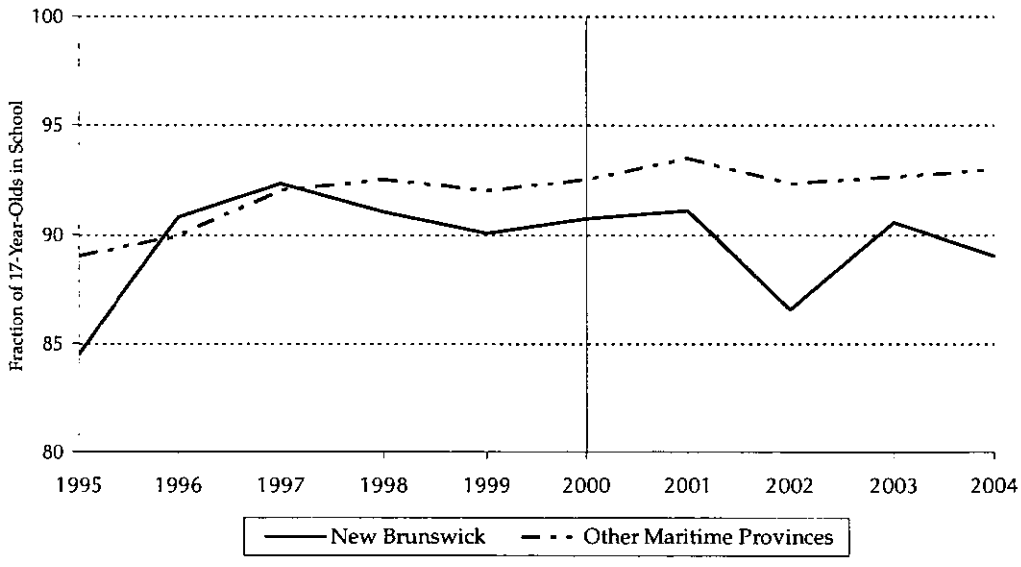
Figure 2A: *Fraction of Maritime 16-Year-Olds in School Full-Time, 1995 – 2004*



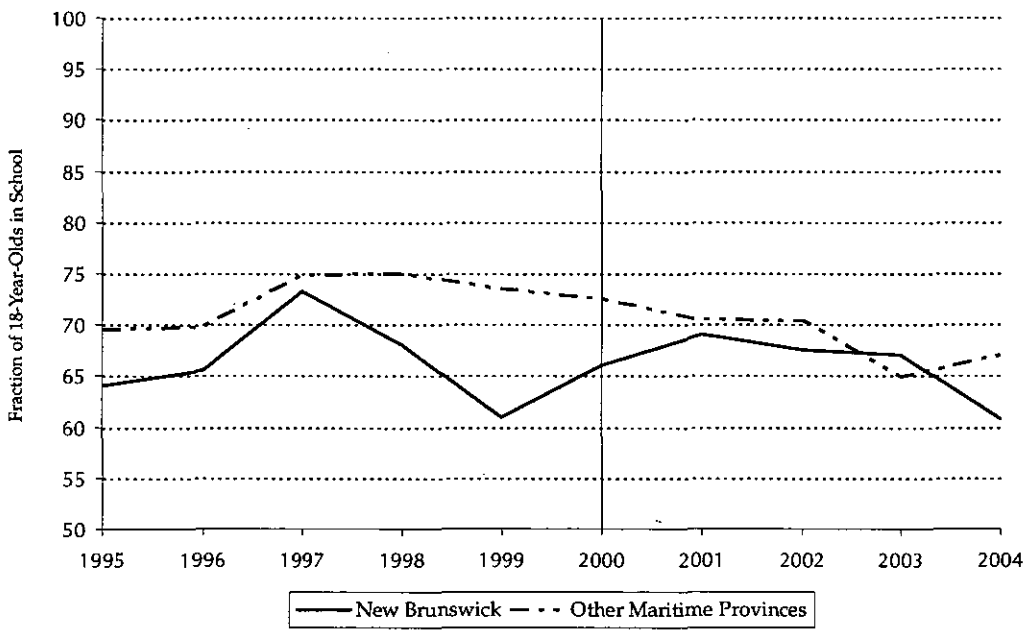
Note: Data are from the combined monthly Labour Force Surveys at Statistics Canada. Each plot indicates the fraction reported in school full-time for each survey year, excluding those in months June, July, and August. The vertical line in 2000 indicates the year in which New Brunswick raised the school-leaving age to 18.

Figure 2B: *Fraction of Maritime 17-Year-Olds in School Full-Time, 1995 – 2004*



Note: Data are from the combined monthly Labour Force Surveys at Statistics Canada. Each plot indicates the fraction reported in school full-time for each survey year, excluding those in months June, July, and August. The vertical line in 2000 indicates the year in which New Brunswick raised the school-leaving age to 18.

Figure 2C: *Fraction of Maritime 18-Year-Olds in School Full-Time, 1995 – 2004*



Note: Data are from the combined monthly Labour Force Surveys at Statistics Canada. Each plot indicates the fraction reported in school full-time for each survey year, excluding those in months June, July, and August. The vertical line in 2000 indicates the year in which New Brunswick raised the school-leaving age to 18.

olds in school stays relatively flat for all provinces, at about 96 percent. The fraction of 17-year-olds in school is also flat after 1998, at about 90 percent. The 17-year-old enrolment rate is slightly lower for New Brunswick, even though that province's law implies enrolment should be closer to 100 percent after 2000. We see no noticeable change at that time.[8]

A similar pattern holds when we look at educational attainment. The law change in New Brunswick is too recent to observe individuals older than 19 and exposed to the new law. But among 19-year-olds in 2004, 18.6 percent did not complete high school and did not take any postsecondary education. This compares to 19.7 percent for the other Maritime Provinces. In 2000, New Brunswick's dropout rate among 19-year-olds was also slightly smaller than for the other Maritime Provinces (22.6 percent versus 23.2 percent, respectively). Neither difference is statistically significant. In short, the increase in New Brunswick's school-leaving age appears to serve more as a signal by the province of its desire to encourage high-school graduation, but without a serious commitment to keeping every 16- and 17-year-old in school with appropriate enforcement.

8 The discrepancy in the difference between New Brunswick and other Maritime Provinces before and after 2000 is small and not statistically significant.

Delving Deeper: The Results of a More Systematic Analysis

The last section discussed how exceptions to, or weak enforcement of, the minimum school-leaving age can diminish its effectiveness in compelling students to stay. States with more restrictive laws do not have noticeably lower dropout rates or early exit rates than other states. These simple comparisons, however, may belie the true impact of compulsory measures if the same states with more restrictive laws also tend to have more students that leave school early for other reasons.

This section describes the results of a more systematic analysis of the effects of recent U.S. changes in school-leaving ages on school enrolment and attainment. I estimate that raising the school-leaving age above 16 is, in fact, associated with an increase in school attainment, albeit a small one.

The main analysis combines the monthly outgoing rotation files of the Current Population Survey (CPS) between 1979 and 2003. (Appendix A describes the data I use in more detail.) The Bureau of Labor Statistics uses the CPS to calculate unemployment rates in the United States. Each monthly survey includes about 30,000 nationally representative individuals, with information about their state of residence, labour force participation, weekly or hourly earnings, and educational attainment. To focus the analysis on the effects of recent changes to compulsory school laws, I limit the sample to individuals aged 20 to 24 between 1975 and 2003, matched to the school-leaving ages shown in Figures 1A and 1B for the years 1970 to 1995. Individuals are matched to the school-leaving age of their state of residence when they were 16 years old.[9]

Using regression analysis (see Appendix B), the first question I ask is: what is the effect on length of schooling when the minimum-leaving age is raised above 16? The analysis uses control variables for the effects of an individual's state of residence, birth cohort, and survey year. These variables control for perennial differences in state education attainment that do not vary over time, as well as national trends in education attainment that do vary over time. Controlling for such outside influences allows for a more precise estimation of the effects we are really interested in; that is, the effects of facing a minimum school-leaving age above 16 on different measures of educational attainment.

I estimate that, on average, raising the school-leaving age above 16 increases an individual's length of schooling by between 0.12 and 0.16 years, depending on what control variables are included in the analysis (detailed results are in Table B1 in Appendix B).

Next, I ask whether raising the school-leaving age influences high-school completion and postsecondary enrolment. This is a similar analysis, but I use high-school completion and postsecondary school enrolment as outcome variables instead of years of schooling. The results indicate that raising the school-leaving age above 16 decreases the dropout rate and increases college or university entrance.

9 In this analysis, I include immigrants, since most 20-to 24-year-old immigrants likely faced compulsory schooling laws in the U.S. The results are similar excluding them, and available on request.

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Again, depending on the specific set of control variables included in the analysis, raising the school-leaving age above 16 lowers the fraction of 20- to 24-year-olds who have never completed high school by between 1.2 and 2.1 percentage points. Even though compulsory schooling laws do not mandate any postsecondary education, I also find that raising the minimum age above 16 increases the fraction of young adults with at least some college or university by between 1.5 and 2.1 percentage points. One explanation consistent with this finding is that some individuals compelled to stay longer in high school become more interested in postsecondary education or view higher education as less daunting an obstacle than when they were younger.

As a check on these results, I perform the same analysis, but this time using the actual school-leaving age (16, 17, or 18) to categorize the results instead of the legal school-leaving age. The results are similar.

The evidence from the most recent cohorts

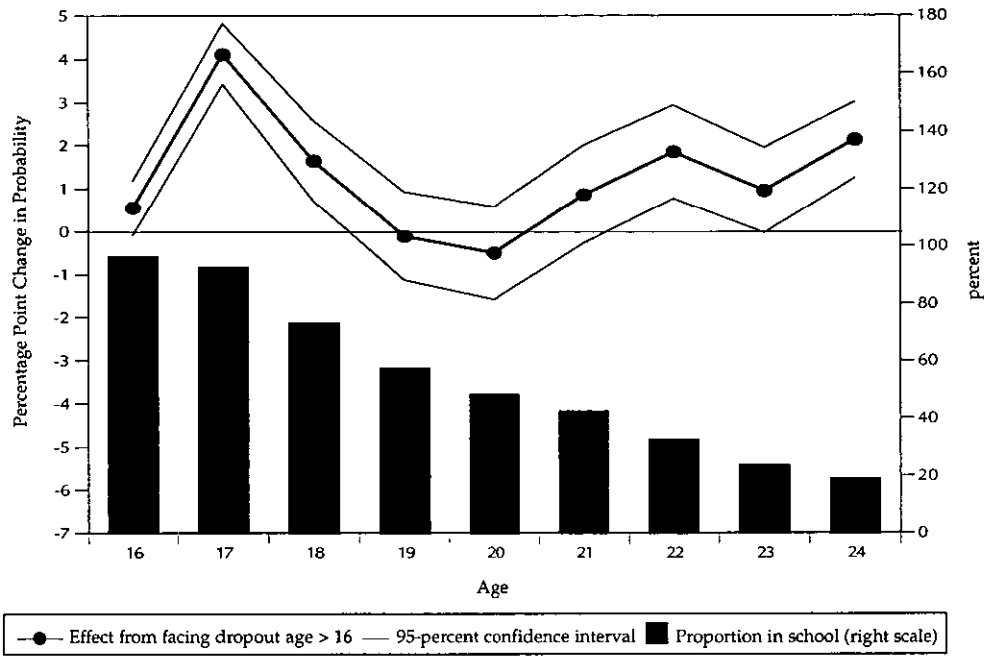
Some of the changes to compulsory schooling laws included so far in the sample occurred in the 1970s and 1980s. Because the effects of these laws may have changed with time, it is useful to restrict the above analysis to the most recent cohorts.

For the most recent cohorts, Figure 3 shows the estimated effect of raising the legal leaving age above 16 on the probability of being enroled in school at different ages. The sample used to construct this figure includes only individuals from the 2000 to 2003 CPS. Each dot in the figure shows the estimated increase in the likelihood of being in school (full-time or part-time) for the corresponding age group. The two thinner lines trace out the 95-percent confidence interval around this estimate. The bars at the bottom of the figure show the average school enrolment in each age group for comparison.

The first dot indicates that an increase in the school-leaving age to above 16 raises the probability of attending school at age 16 by 0.6 percentage points. A stronger influence occurs on the likelihood of attending at age 17 and 18. The attendance rate is 4.1 percentage points higher among 17-year-olds under a school-leaving age above 16, compared to one that is lower. I also estimate some effect on school enrolment in the early twenties, although the large confidence region indicates some uncertainly about the size of these later effects. The evidence lines up with the previous findings above that some individuals may be influenced by high school compulsion to also obtain postsecondary education.

Figure 4 shows the estimated effects from raising the school-leaving age above 16 on specific education-attainment levels. The sample includes only 20- to 24-year-olds in the CPS between 2000 and 2003. The findings are consistent with what effects we might expect the legal leaving age to have on the distribution of education attainment. Within U.S. regions, states with minimum-leaving ages above 16 have fewer individuals whose highest grade attainment lies below Grade 11, and more individuals with Grade 12 and some college education. The compulsory school laws do not influence university graduation, graduate school or professional degree attainment, but this may be because the sample mostly

Figure 3: *Estimated Effects of Minimum School-Leaving Age Above 16 on School Enrolment, 2000 – 2003 Current Population Surveys, Excluding June, July, and August*



Note: Each black dot in the top half of the figure represents a separate regression by age category. An indicator variable for whether an individual is in school was regressed on whether the individual faced a dropout age above 16 in his state of residence when he was 16 years old, plus nine region-fixed effects. The estimated coefficients for the effects of facing a higher dropout age are reported here for each age group. The thinner lines outline the 95-percent confidence interval. The bars in the bottom half of the figure indicate the fraction of sample in each age group in school (right scale).

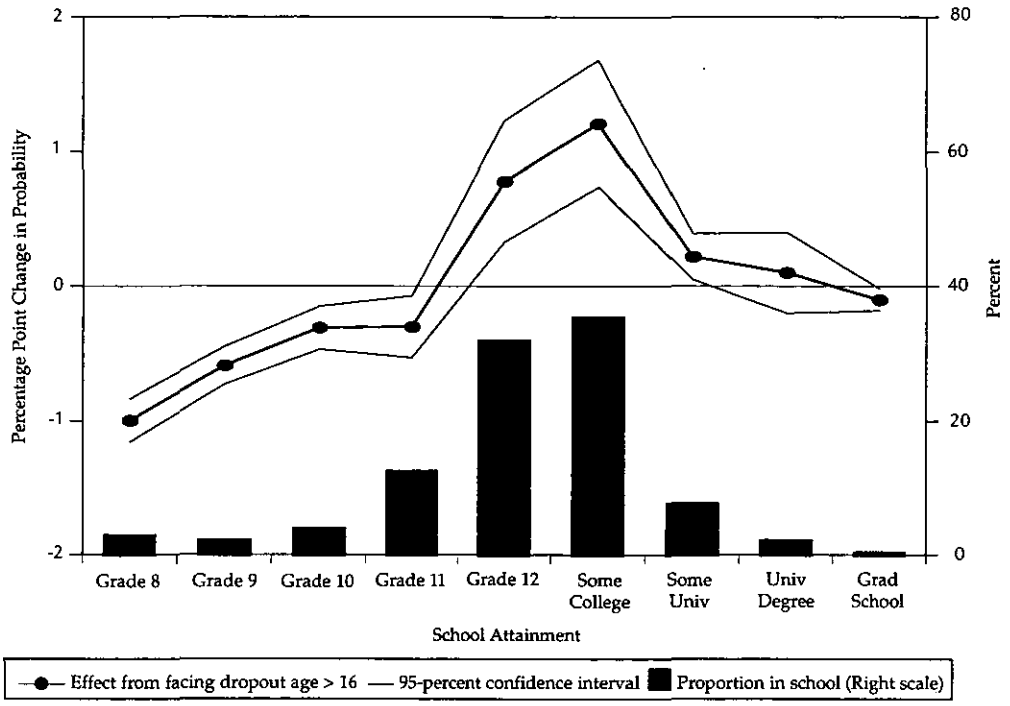
includes individuals in their early twenties who have not yet completed their schooling.

It may not seem surprising that compulsory schooling beyond age 16 increases educational attainment. After all, that is what the policy is meant to do. What's interesting about these findings is that the effects are small, especially considering that a strict interpretation of the law would imply that virtually no teenager would be allowed to leave before age 16. Clearly, this is not the case. The other interesting finding is that the more restrictive compulsory schooling laws also seem to lead to more postsecondary schooling. This effect was not observed in earlier studies (e.g. Acemoglu and Angrist 2001). Postsecondary schooling may seem more achievable from the standpoint of a high-school graduate compared to a high-school dropout.

The Effect of Compulsory Schooling on Subsequent Employment and Wages

Raising school attainment alone, however, does not indicate successful policy. A more important question is what happens to those compelled to stay in school. To answer it, the next section estimates the effects of raising the school-leaving age above 16 on early unemployment and earnings outcomes for 20- to 24-year-olds. I

Figure 4: *Estimated Effects of Minimum School-Leaving Age Above 16 on Grade Attainment, 2000 – 2003 Current Population Surveys, 20- to 24-Year-Olds*



Note: An indicator variable for the school attainment indicated along the x-axis was regressed on whether an individual 20 to 24 years old in the 2000 to 2003 CPS faced a dropout age above 16 in their state of residence when they were 16, plus nine region fixed effects. The estimated coefficients for the effects of facing a higher dropout age are reported here for school attainment level. The thinner lines outline the 95-percent confidence interval. The bars in the bottom half of the figure indicate the fraction of sample in each education level (right scale).

estimate the effects only among those impacted by the changes to law; that is, I estimate whether teenagers compelled to stay in school longer benefit from facing a more restrictive leaving age and, if so, by how much. (The methodology for producing these estimates, as well as detailed results, are found in Appendix B.)

The sample I use here includes all 20- to 24-year-olds in the CPS who were 16 years old between 1970 and 1995. I estimate the effect of compulsory schooling on employment status for everyone in this sample. Because some individuals affected by the law changes may still be in school (at the postsecondary level), I measure the effect of compulsory schooling on weekly earnings only for those in the sample working at least 25 hours per week.

Depending on the specific set of control variables included in the statistical analysis, the results indicate that an additional year of compulsory schooling beyond age 16 has the following effects: it lowers the probability of being unemployed by between 2.5 and 5.6 percentage points (unemployment is defined as not working but looking for work); lowers the probability of not working (irrespective of whether one is looking for work or not) by between 2.7 and 13.3 percentage points; and boosts weekly earnings among those working more than 25

hours per week by between 9.9 and 25.8 percent (detailed results are in Table B2 in Appendix B).

Again, as in the analysis on the effects of school-leaving age laws on education attainment, I repeat the same calculations using the actual dropout age faced by individuals at age 16 as the variable of interest instead of the categorical variable.

The similarities between this second set of estimates and the previous one are striking. They suggest that the impact of a year of compulsory schooling above the age of 16 in the last 30 years is similar to the impact from raising the school-leaving age to 14, 15 or 16 in the earlier part of the 20th century.

Why Not Stay in School?

Finding large gains to individuals from compelling them to stay in school raises the question of why dropouts drop out in the first place. Why do young persons in Canada leave school early if staying on generates attractive gains, on average, to their careers? The possibility that students cannot afford to stay in high school seems unlikely. Many dropouts do not work. Among 16- and 17-year-olds recorded in the 2001 Census as not in school, only 55 percent are in the labour force, and 90 percent still live at home with parents.

Several alternative explanations for dropout behaviour exist. First, dropouts may simply abhor school. Poor classroom performance and condescending attitudes from other students and teachers may make students want to leave as soon as possible, even at the expense of forgoing large returns (Lee and Burkam 2003). Removing reasons for school distaste, in this case, could go a long way in reducing dropout rates. Second, dropouts may be myopic. Myopic students that temporarily downplay or ignore future consequences of their decisions — as considered by Laibson (1997) and O'Donoghue and Rabin (1999) — may prefer dropping out to staying on but later prefer staying on to dropping out. A third alternative is that cultural or peer pressures might dominate adolescent decision making and lead to dropout behaviour. Cultural norms that devalue schooling, a lack of emotional support, or low acceptance for higher education among peers may exacerbate students' distaste for school beyond the minimum (e.g. Akerlof and Kranton 2002; and Coleman 1961). A final consideration is that students may simply mis-predict, underestimating the real expected benefit from staying in school longer. Students' guesses about gains from schooling are often wildly off the mark from those estimated by social scientists (e.g. Dominitz and Manski 2000; and Usher 2005). Teenagers from more disadvantaged family backgrounds are more likely to predict lower gains from additional schooling than those from more affluent families — not just for high school, but higher education as well. Perhaps the main reason why students from low-income households more often dropout or fail to continue on to university is not poverty per se, or debt aversion, but a systematic tendency among this group to overestimate the costs and underestimate the benefits of education.[10]

10 For a more detailed discussion about the implications of these results for explaining dropout behaviour, see Oreopoulos (2005).

Conclusion

This Commentary looks at recent experiences with raising the school-leaving age to 17 and 18 in order to assess the potential benefits for other provinces besides New Brunswick that might do the same. Do such measures serve to decrease high-school dropout rates and improve career outcomes among disadvantaged youths?

I find no change in the relative dropout rate of New Brunswick after it increased the school-leaving age to 18, compared with other Maritime Provinces. I do find small, but significant effects of raising the dropout age in the U.S. An increase in the school-leaving age above 16 increases the total number of years in school by 0.13 years, on average, and decreases high-school dropout rates by about 1.2 percent. I also find that raising the age limit increased postsecondary school attendance by 1.5 percent, even though postsecondary school is not compulsory. Perhaps this finding indicates that would-be dropouts reconsider postsecondary options after getting close to, or completing, a high-school degree.

Exceptions to the law, weak consequences for truancy, or lack of enforcement limit the effectiveness of raising the school-leaving age. But perhaps exceptions are desirable because some students clearly would not benefit from staying on. The results in this paper do not capture whether those students for whom exceptions were made would have gained from being forced to stay. But among students affected, I estimate that additional compulsory schooling significantly improves their early career outcomes by lowering the likelihood of being unemployed and increasing earnings, on average. While the estimates obtained are based on data with a degree of imprecision, which warrants some caution, they are entirely consistent with earlier studies that find significant gains to wealth, health, and other social-economic outcomes from raising the minimum age for leaving school.

If the provinces are serious about making would-be dropouts stay in school longer, they need to effectively enforce these laws while promoting their potential benefits to administrators, parents, and students. While flexibility is prudent to deal with special circumstances, the results here point to a need for more resolve in cases where students begin to disengage from high school. Ideally, compulsory schooling laws would exist in the backdrop, where students don't consider leaving school before the minimum possible age simply because virtually no one does. A temporary increase in enforcement of existing laws might lead to this shift in attitude towards leaving early.

Overall, the results presented here speak favourably to supporting an increase in the school-leaving age to 17 or 18. Raising this age may offer an effective and affordable means to increase education attainment among the least educated and improve their subsequent employment circumstances and earnings potential.

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Appendix A: Data

The data for this paper come mostly from the National Bureau of Economic Research's extracts of the Current Population Survey (CPS) outgoing rotation files between 1979 and 2003. The CPS, administered by the U.S. Bureau of Labor Statistics, collects monthly household data about employment and labour markets for about 30,000 nationally representative individuals aged 16. It is the source of the data used to calculate the unemployment rate in the United States. The extract contains variables related to employment, such as hours worked, earnings, industry, occupation, education, and unionization. The extracts also contain many background variables: age, sex, race, ethnicity, and geographic location.

Every household that enters the CPS is interviewed each month for four months, then ignored for eight months, then interviewed again for four more months. In a given month, there are about 120,000 individuals sampled, but only one-fourth of the sample exit the survey and are not interviewed the following month. Usual weekly hours/earning questions are asked only to households in their fourth and eighth interview. Data from these outgoing interviews are combined for every year between 1979 and 2003 to create the extract, for a total sample size over 8.1 million.[11] To examine recent compulsory school-law changes, the base dataset includes only 16- to 24-year olds, who were aged 16 between 1970 and 1995. This restriction cuts the sample down to about 1.2 million.

Some of the variable definitions change from survey to survey and had to be adjusted to make year-to-year comparisons consistent. The years of schooling variable is the highest grade completed plus the number of years of postsecondary school. This variable is recorded in every CPS survey from 1979 to 1992 (the gradeat variable), and is capped at 17. Following Acemoglu and Angrist (2001), I combine this variable with the education categorical variable from the 1992 survey onwards (variable name grade92) by assigning imputed years of schooling to each category for males and females using the imputation method in Park (1994). A high-school dropout is defined as an individual with less than 12 years of schooling. A high-school graduate is defined as an individual with 12 or more years of schooling. An individual in school is defined as an individual reporting in the CPS as being enroled in high school or college in the previous week, excluding surveys taken in the months between June and August. This variable is only available from the CPS since 1984 and for individuals aged 24 or less.

I use the NBER extract's imputed weekly earnings (earnwke), which essentially is actual weekly earnings among those who report it, and reported hourly earnings, times hours worked per week, for individuals who report earnings in hours. Definitions of unemployment (not working but looking for work) and not working come directly from the imputed labour force participation measures of the CPS (ftpt79, ftpt89, ftpt94).

11 Individuals in these files are interviewed twice, so the combined dataset contains two observations for almost all individuals one year apart. The analysis adjusts for heteroskedasticity from having the same individual in the dataset twice by first aggregating the entire dataset into cells by survey year, birth cohort, gender, and region, and uses Huber-White standard errors clustered at the cohort-region level.

The minimum school-leaving age data come from various years of the National Center for Education Statistics Education Digest. Individuals in the CPS were matched according to the minimum school-leaving age they would have faced at age 16 and assuming an individual's high-school state was the same as her current state of residence. The CPS does not record state of birth.

Much of the main analysis in the paper uses the data collapsed into cell means, aggregated by survey year, birth cohort, state of residence, gender, and race. All regressions and tabulations use either non-institutional population weights or earnings weights, depending on whether the dependent variable uses earnings.

Appendix B: Methodology

Effect of Compulsory Schooling Laws on Educational Attainment

The main regression model to estimate the effects of raising the school-leaving age above 16 is the following:

(1) $EDUC_{iscy} = \lambda\,(DROPAGE_{sc} > 16) + u_s + u_c + u_y + e_{iscy}$,

where $EDUC_{iscy}$ is a measure of education attainment for individual i, living in state s, born in year c, surveyed in year y. The variable $DROPAGE_{sc} > 16$ is equal to one if the individual faced a school-leaving age above 16 when he, or she, was 16 years old in state s. The variable equals zero otherwise, and e_{iscy} is the error term. The regression includes fixed effects for state of residence, birth cohort, and survey year. These variables control for perennial differences in state education attainment that do not vary over time, as well as for national trends in education attainment that do vary over time. I also examine the results with linear birth cohort trends for each state.[12]

The variable of interest, λ , is the average effect of facing a school-leaving age above 16 on educational attainment. Table B1 shows estimates of λ under alternative specifications using the CPS sample of 20- to 24-year-olds who were 16 years old between 1970 and 1995. The first column replaces the state-fixed effects in equation (1) with nine region-fixed effects. The identification of the compulsory schooling effects in this case comes not only from changes in the school-leaving laws, but also from state-to-state variation in the leaving age, within a region. I estimate that, on average, raising the school-leaving age above 16 increases an individual's years of schooling by 0.12 years. Replacing region- with state-fixed effects in column 2 controls for average differences in attainment across states over the entire period. This specification (equation 1) does not significantly change the point estimate, now at 0.13 years. Finally, in column 3, I add state-specific linear cohort trends to examine the possibility the results are driven by state differences in overall education-attainment trends. This cautious specification makes estimation of the compulsory schooling law effect more difficult, since some of the trends may absorb some of the effects. Under this specification, however, we still identify a small effect — 0.16 more years of schooling — from higher school leaving laws.

The second and third rows show the same results, but with high-school completion and postsecondary school enrolment as outcome variables. The results also indicate that raising the school-leaving age above 16 decreases the dropout rate and increases college or university entrance. From the main specification in column 2, raising the school-leaving age above 16 decreases the fraction of 20- to 24-year-olds with less education than a high-school degree by 1.2 percentage points.

12 The data are first aggregated into cell means at the state, cohort, survey year, gender, and race level, and weighted by cell sample size. The standard-errors reported cluster for state-specific heteroskedasticity using the Huber-White methodology.

Table B1: *The Effects of the Minimum School-Leaving Age on School Attainment for Individuals Aged 20 to 24 Who Were Aged 16 Between 1970 and 1995 — Regression Estimates*

	Faced Dropout Age > 16 at Age 16			Dropout Age Faced at Age 16		
Years of Schooling	0.1177 [0.0208]***	0.1301 [0.0236]***	0.1647 [0.0319]***	0.0681 [0.0094]***	0.0808 [0.0158]***	0.1042 [0.0199]***
Never Completed High School	-0.0164 [0.0033]***	-0.0119 [0.0037]***	-0.0212 [0.0050]***	-0.0155 [0.0014]***	-0.007 [0.0024]***	-0.0132 [0.0028]***
Some College	0.006 [0.0037]	0.0146 [0.0043]***	0.0214 [0.0059]***	-0.003 [0.0019]	0.0082 [0.0028]***	0.0138 [0.0037]***
Cell Size Observations	21555	21555	21555	21555	21555	21555
Region Fixed Effects	Yes	No	No	Yes	No	No
State Fixed Effects	No	Yes	Yes	No	Yes	Yes
Cohort Fixed Effects	Yes	Yes	No	Yes	Yes	No
Survey Year Fixed Effects	Yes	Yes	Yes	Yes	Yes	Yes
Cohort* State Linear Trend	No	No	Yes	No	No	Yes

Notes: Data are from the NBER's extracts of the Merged Outgoing Rotation Files of the Current Population Survey. The first three columns show results from regressing school attainment on a dummy for whether an individual faced a dropout age greater than 16, plus control variables indicated in the bottom rows. Columns 4 to 6 show results from regressing school attainment on the minimum school-leaving age (16, 17, or 18), plus the control variables. Standard errors are in brackets. The *, ** and *** indicate that an estimate is statistically significant at the 10-, 5- and 1-percent level, respectively. See text for further details.

The second set of results uses the actual school-leaving age as the dependent variable (16, 17, or 18) instead of the dummy variable indicating a school-leaving age above 16 for the main specification. The results are similar.

Some of the compulsory schooling law changes used in the above analysis occurred in the 1970s and 1980s. We can examine the effects of facing a school-leaving age above 16 among the most recent cohorts if we use region-fixed effects instead of state-fixed effects, as we did in column 1 of Table B1. This requires a more restrictive assumption: that within a region (e.g. Pacific, New England), any relationship between the states' education-attainment differences and compulsory schooling-law differences are not driven by other institutional differences related to both. The finding in Table B1 that the estimated effect is very similar, whether we include region- or state-fixed effects, suggests this assumption is reasonable.

Figure 3 (in the main text) shows the estimates of λ for school enrolment status, but using region-fixed effects in equation (1) in place of state-fixed effects. The sample includes only individuals in the 2000 to 2003 CPS. Each dot in the figure shows the estimated increase in the likelihood of being in school (full-time or part-time) for the corresponding age group. The thinner lines trace out the 95-percent confidence interval around this estimate. The bars at the bottom of the figure show the average school enrolment in each age group for comparison.

Figure 4 (in the main text) shows the estimated effects from raising the school-leaving age above 16 on specific levels of educational attainment. The sample

includes only 20- to 24-year-olds in the CPS between 2000 and 2003. The x-axis values correspond roughly to an individual's cumulative years of education. The variable, 'highest education level obtained' was recoded as 8 for eighth grade, 9 for ninth grade, etc. Some college was recoded as 13, a professional degree was recoded as 14, a university degree was recoded as 16, and a graduate degree as 17.

Effect of Compulsory Schooling Laws on Unemployment Rates

To estimate the impact of compulsory schooling for those influenced by these laws (those that would have dropped out sooner), consider the same regression model in equation (1), but using unemployment status as the dependent variable:

$$(2)\ UNEMP_{iscy} = \lambda\,(DROPAGE_{sc} > 16) + u_s + u_c + u_y + e_{iscy},$$

where $UNEMP_{iscy}$ is equal to one if individual i (now older), living in state s, born in year c, surveyed in year y is unemployed, zero otherwise. Equation (2) is known as the reduced-form equation. The coefficient λ captures the average effect of raising the school-leaving age above 16 on the unemployment rate for everyone in the sample. Of course, not everyone is affected by the change in law. What we want to estimate instead is the impact from an increase in the dropout age for those that end up taking one more year of school. For example, suppose the increase in the dropout age makes 50 percent of the population take one more year of school ($\gamma = 0.50$). We can estimate the impact of raising the school-leaving age on those 50 percent by dividing λ by 0.50. If an increase in the dropout age increases total number of school years by 0.50 and an increase in the dropout age decreases average unemployment by 0.02, then we can deduce the effect from taking one more year of compulsory schooling decreases average unemployment by 0.04 (0.02 / 0.50), or λ / γ.

Thus, to estimate the effect of one more year of compulsory schooling (from raising the school-leaving age above 16), we simply rescale our estimate in (2) by the estimated increase in school years in (1). Another way of looking at this is to suppose raising the school-leaving age caused everyone to take one more year of school. Then our estimate in (2) would give us exactly the effect of one more year of school on the likelihood of being unemployed ($\lambda/1$).

For this approach to work, changes in the school-leaving age must be unrelated to changes in state demographic or institutional characteristics that also affect school attainment. Also, if raising the school-leaving age does not affect an individual's education attainment (e.g. whether facing a dropout age of 16 or 18, she intends to graduate), raising it also does not affect her unemployment rate. Another way to describe this instrumental variables method is in two stages. In the first stage, we estimate education attainment differences caused only by changes in the school-leaving age (the first stage is equation (1)). In the second stage, we estimate:

$$(3)\ UNEMP_{iscy} = \beta\, EDUC_HAT_{iscy} + v_s + v_c + v_y + e_{iscy},$$

Table B2: *The Effects of Compulsory Schooling on Unemployment and Earnings for Individuals Aged 20 to 24 Who Were Aged 16 Between 1970 and 1995 – Second-Stage IV-Regression Estimates*

	Faced Dropout Age > 16 at Age 16			Dropout Age Faced at Age 16		
Unemployed	-0.025 [0.0139]*	-0.0378 [0.0160]**	-0.0561 [0.0163]***	-0.0278 [0.0104]***	-0.0253 [0.0138]*	-0.0504 [0.0147]***
Not Working	-0.1326 [0.0318]***	-0.0435 [0.0232]*	-0.0268 [0.0185]	-0.1356 [0.0256]***	-0.0236 [0.0222]	-0.0227 [0.0174]
Log Weekly Earnings for those working > 25 hrs/week	0.099 [0.0533]*	0.1328 [0.0757]*	0.2582 [0.0385]***	-0.0473 [0.0385]	0.0764 [0.0672]	0.2151 [0.0637]***
Cell Size Observations	21555	21555	21555	21555	21555	21555
Region Fixed Effects	Yes	No	No	Yes	No	No
State Fixed Effects	No	Yes	Yes	No	Yes	Yes
Cohort Fixed Effects	Yes	Yes	No	Yes	Yes	No
Survey Year Fixed Effects	Yes	Yes	Yes	Yes	Yes	Yes
Cohort* State Linear Trend	No	No	Yes	No	No	Yes

Notes: Data are from the NBER's extracts of the Merged Outgoing Rotation Files of the Current Population Survey. Standard errors are in brackets. The *, ** and *** indicate that an estimate is statistically significant at the 10-, 5- and 1-percent level respectively. See text for further details.

where $EDUC_HAT_{iscy}$ is an individual's predicted education based on the first stage. The coefficient β is the average effect from one year of education, caused from a change in the compulsory school-leaving age. It is equivalent to λ / γ.

Table B2 shows estimates of the effects of a year of compulsory schooling on early career outcomes. The first three columns look at the effects of compulsory schooling when the school-leaving age is raised above 16. The last three columns use the actual dropout age faced as the independent variable of interest. The sample includes all 20- to 24-year olds in the CPS that were 16 years old between 1970 and 1995. I estimate the effect of compulsory schooling on unemployment and employment status for everyone in this sample. Because some individuals affected by the law changes may still be in school (at the postsecondary level), I measure the effect of compulsory schooling on weekly earnings only for those in the sample working at least 25 hours per week.

Column 1 shows the results using region-fixed effects instead of state-fixed effects. This specification lets us estimate the effects of compulsory schooling using cross-section variation in state laws, but requires the assumption that this within-region variation is not related to other factors that could explain education or labour market outcome differences. The table indicates that an additional year of compulsory schooling, caused from increasing the school-leaving age above 16, lowers the likelihood of unemployment by 2.5 percentage points (unemployment is defined as not working but looking for work). The confidence interval around this estimate is wide, but the estimate is statistically significant at the 10-percent level. The effect on the likelihood of working at all for this age group is quite

large, but imprecisely estimated. Perhaps most interestingly, the return to compulsory schooling on weekly earnings is 9.9 percent, an estimate not much different from earlier studies that use older birth cohorts. An additional year of compulsory schooling is associated with about 10-percent higher weekly earnings among those working more than 25 hours per week.

Column 2 shows the main results that include state-fixed effects, so that identification of the effects of compulsory schooling comes only from changes in the minimum school-leaving age. I estimate that a year of compulsory schooling from these law changes decreases the probability of being unemployed by 3.8 percentage points and decreases the probability of not working by 4.4 percentage points. The extra year also increases weekly earnings by an average of 13.3 percent.

Column 3 shows results from estimating the model that allows for underlying linear birth-cohort trends for each state. This specification makes the assumption required for causal interpretation of the results more likely, but at the expense of possibly absorbing variation driven by the school-leaving ages and making the estimates less precise. Nevertheless, with this model, the estimates for the effects of compulsory schooling on unemployment and not working are similar to those in column 2, and the effects on weekly earnings are greater.

Columns 4 to 6 show the same estimates but using the actual dropout age faced by individuals at age 16 as the instrumental variable in equation (1).

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Attachment C
ISER Publication –Kids Count Alaska Education Summary

ISER Publication-Kids Count Alaska Education Summary Excerpts 2006-2007

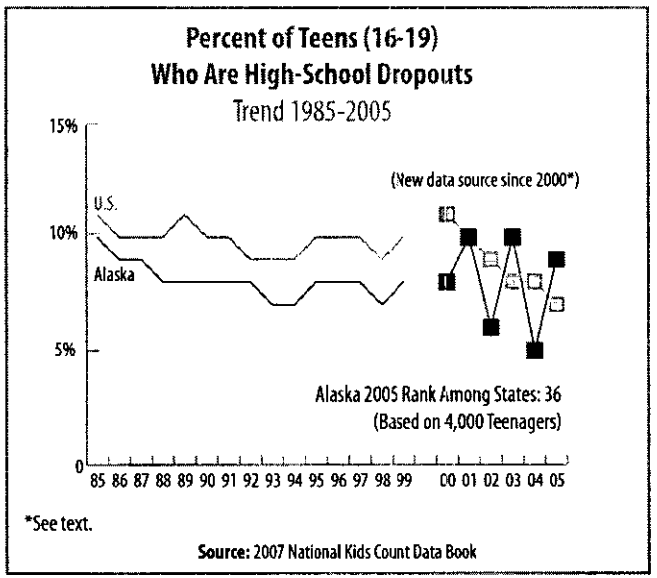
Kids Count Alaska is part of a nationwide program, sponsored by the Annie E. Casey Foundation, to collect and publicize information about children's health, safety, and economic status. We pull together information from many sources and present it all in one place. We hope this book gives Alaskans a broad picture of how the state's children are doing and provides parents, policymakers, and others interested in the welfare of children with information they need to improve life for children and families.

More than 206,000 children ages 18 or younger live in Alaska—just under a third of Alaska's 2006 population of about 671,000.

That's an increase of about 15% in the number of children since 1990. During the past 15 years the age structure of Alaska children has also changed, with younger children making up a declining share and teenagers a growing share. In 1990, children ages 4 or younger made up 31% of all children; by 2006 that share had dropped to 26%. Among those 15 to 18, the 1990 share was about 16%, but it had risen to 22% by 2006.

Boys outnumber girls in Alaska by close to 6%. There are more boys than girls in every age group. Even among infants, boys outnumbered girls by 8% in 2006.

Alaska's children have also grown more racially diverse in the past two decades, as illustrated by the figure showing Alaska's school children by race. In 1988, 68% of school children were White and 32% were from minorities—primarily Alaska Natives.



Definitions

Methods for measuring both the share of teenagers who drop out of school and the share who graduate have proliferated recently. Here we report data from two sources that define "dropouts" differently and two sources that measure high-school graduation rates differently. We use those various sources to help us better understand why so many teenagers don't finish high school—and to help identify possible ways of keeping more in school.

The American Community Survey, published by the U.S. Census Bureau, tabulates dropouts as the percentage of teenagers 16 through 19 who are not enrolled in high school and have not graduated. Those who have earned general equivalency diplomas (GEDs) are considered graduates and are not counted as dropouts. This is the source the national Kids Count Data Book uses, and the data are shown in the trend graph at the top of this page. This is also known as a "status" drop-out rate and is the measure used by the U.S. Department of Education.[1] It is a consistent measure, comparable across states and over time.

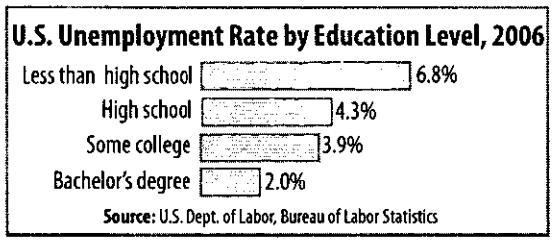
The Alaska Department of Education and Early Development (DEED) uses a different definition of dropout: "A student who was enrolled in the district at some time during the school year whose enrollment terminated. Dropouts do not include graduates, transfers to public or private schools, or transfers to state- or district-approved education programs. Students who are absent due to suspension, illness, or medical conditions are not reported as dropouts." DEED's calculations include students who are enrolled in grades 7 through 12 in October of a given school year but who drop out before the end of the year.

Looking at graduation rates, we use measurements from the National Center for Education Statistics (NCES) and DEED. NCES uses the "averaged freshman graduation rate," based on the percentage of freshmen in a given class who graduate four years later. DEED calculates the share of students graduating in a given class by incorporating the number of dropouts each year from grades 9 through 12.[2]

Significance

Completing high school is a necessary step toward becoming a self-sufficient adult—and those who don't graduate face serious financial and social consequences. The U.S. Census Bureau reports that the median yearly income of high-school dropouts in the U.S. was about $20,200 in 2006. Those with even slightly more education (a high-school diploma or a GED) earned nearly one-third more, or about $30,200 a year.[3] Those who go on to college can potentially earn several times what dropouts earn.

Besides a staggering loss in wages, Americans who fail to finish high school are also likely to experience poorer health, higher unemployment, greater need for public assistance, and an increased likelihood of going to jail.[4] The bar chart demonstrates that for every additional level of schooling, Americans have a lower unemployment rate. In 2006, the unemployment rate for Americans without high-school diplomas was 6.8%.[5] Those who finished high school but didn't go to college had an unemployment rate of 4.3% in 2006, while about 3.9% of those with some college were unemployed. Only 2% of those with bachelor's degrees were out of work.



Drop-out Measures

As the trend graph to the left shows, the percentage of Alaska teens (16-19) who dropped out of high school varied considerably between 2000 and 2005. In 2005, Alaska's drop-out rate of 9% was higher than the national rate of 7% and ranked Alaska 36th among the states. We expect the fluctuations in this drop-out rate to become less dramatic as the American Community Survey increases its sample size in rural Alaska.

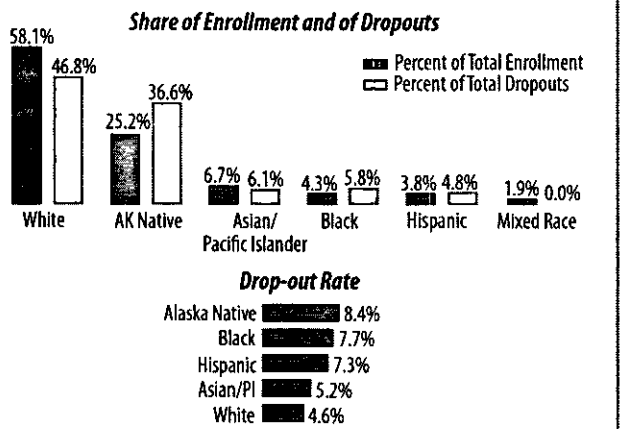
Alaska's DEED reports drop-out rates for a larger age range of teens than the American Community Survey does. This indicator is based on the number of students enrolled in grades 7 through 12 in the public schools. A total of 63,132 students were enrolled in those grades during the 2005-2006 school year in Alaska, and 3,642—or 5.8%—dropped out.

The bar chart on the next page shows the share of enrollment and the share of dropouts by race in grades 7 through 12 in the 2005-2006 school year, as well as the drop-out rates by race. Alaska Natives made up about 25% of students but nearly 37% of those who dropped out. Black and Hispanic students made up much smaller shares of enrollment (about 4% to 5%) but about 5% to 6% of dropouts. On the other hand, White, Asian and Pacific Island, and mixed-race students made up smaller shares of dropouts than of enrollment.

The map showing drop-out rates by region of Alaska in the 2005-2006 year is also based on information from DEED. Rates were lowest in the Gulf Coast and Southeast regions and highest in the Northern, Southwest, and Interior regions.

Teens Who Drop Out (continued)

Share of Enrollment and of Dropouts (Grades 7-12) by Race
(2005-2006)



Source: Alaska Department of Education and Early Development

Drop-out rates in the Southwest, Gulf Coast, and Anchorage regions changed little from those in the previous school year. The Northern region saw an increase from 6.5% to 7.5%. Rates decreased in the Interior (from 7.8% to 6.7%), the Mat-Su Borough (from 6.1% to 5.2%), and Southeast (from 5.4% to 4.1%). Alaska's overall drop-out rate declined slightly between 2004-2005 and 2005-2006, from 6% to 5.8%.

High-School Graduation Measures

The only measure of high-school graduation rates that is comparable across states is from the National Center for Education Statistics, which uses the "averaged freshman graduation rate" described earlier. This is the measure the U.S. Department of Education uses. The line graph shows that in the 2003-2004 school year, the averaged graduation rate among public high-school students was 74% nationwide and just over 67% in Alaska. These are the most recent figures available from NCES.

Sixteen states had graduation rates above 80% in the 2003-2004 year, and Nebraska had the highest rate, at 87.6%. Nine states had rates lower than Alaska's. Over the period from the 2000-2001 to 2003-2004, the graduation rate increased in 44 states and decreased in 5—including Alaska.[6]

More recent graduation figures are available from Alaska's Department of Education and Early Development—but remember that DEED calculates graduation rates differently. DEED's figures show that 7,361 (or 60%) of Alaska's high-school seniors graduated with a regular high-school diploma during 2005-2006. That figure incorporates the number of dropouts each year from grades 9 though 12.

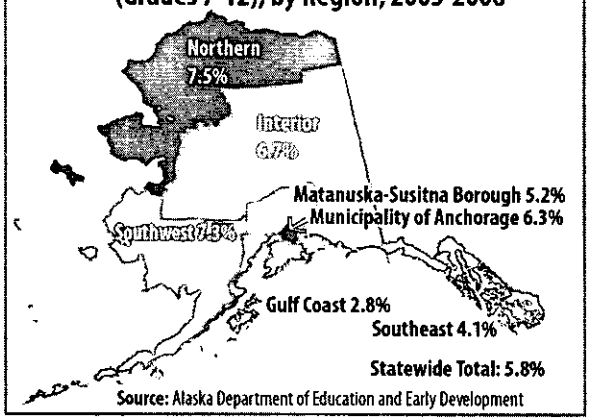
The first figure on the facing page shows 2006 graduation rates among Alaska students by race, sex, and other characteristics, while the figure below it compares shares of enrollment and shares of graduates by race.

There is a large gap in graduation rates among students of different races, with about 68% of White students graduating in 2006, compared with 45% among Alaska Native students. But the rates among Alaska Native, Black, and Hispanic students all increased 2 percentage points over rates in the previous school year. And while the graduation rate among Asian and Pacific Islander students remained the same, the rate among Whites declined by 3 percentage points, from 71% to 68%.

Alaska girls are more likely to graduate from high school than boys—63% compared with 57% in 2006. Students who have disabilities, speak limited English, or are from low-income families graduate at rates substantially below the statewide average of 60%. Fewer than half the students from low-income families graduated in 2006, and only around 40% of those with disabilities or limited ability to speak English got their diplomas.

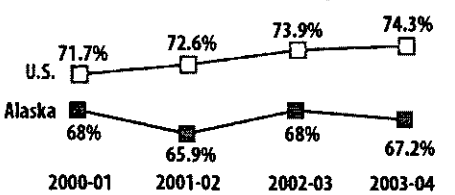
The second bar chart on the facing page shows the racial and ethnic differences between enrollment and graduation among 12th-graders in 2005-2006. Ideally, the proportion of enrollment would be the same as the proportion of graduates—in other words, all the students who enrolled would actually graduate.

Percentage of Dropouts (Grades 7-12), by Region, 2005-2006



Source: Alaska Department of Education and Early Development

High-School Graduation Rates,* Alaska and U.S. Average

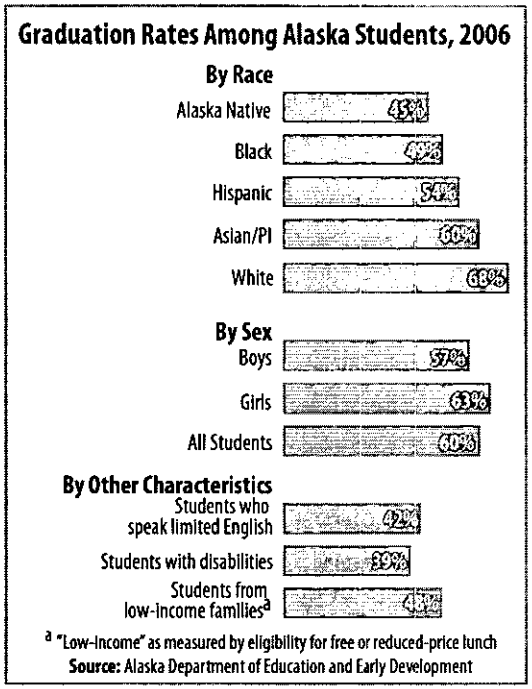


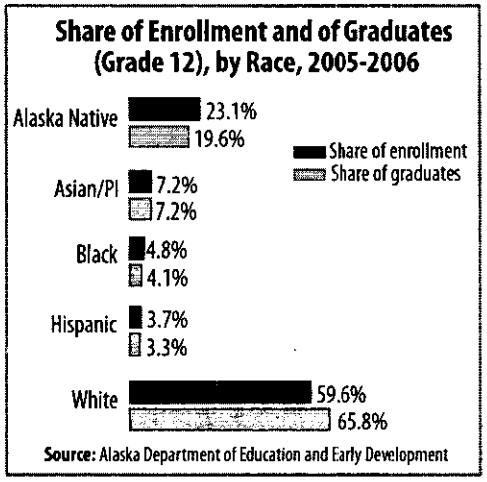
*The number of graduates divided by the estimated count of freshmen four years earlier.

Source: National Center for Education Statistics

But we can see that White students made up a considerably larger share of graduates than of enrollment—about 60% of enrollment but 66% of graduates. Among Asian and Pacific Island students, the shares of enrollment and graduates were in fact the same—7.2%. Among other groups, the share of graduates fell short of their share of enrollment.

Teens Not in School and Not Working





Definition

This indicator monitors teenagers 16 through 19 who are not in school (either part- or full-time), not in the military, and not working (either part- or full-time). Both high-school dropouts and those with general equivalency diplomas who are not working or on active military duty are included. The data since 2000 are from the American Community Survey.

Significance

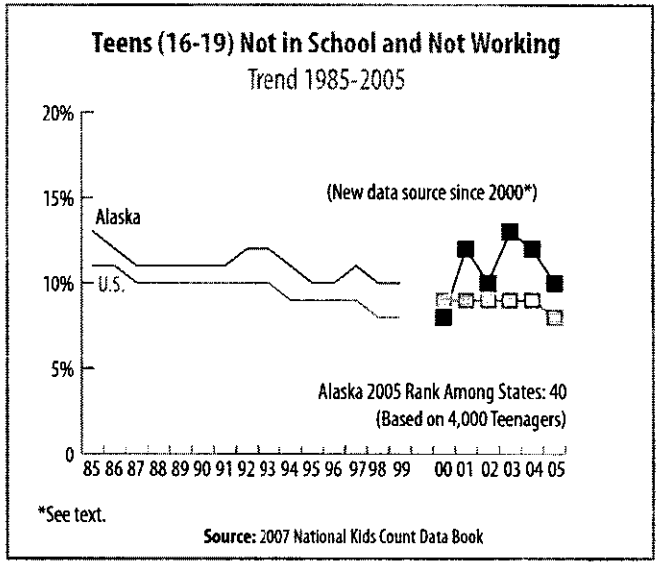
This is an important time in adolescent life: the start of the transition to adult life. It can be a difficult process even for those adolescents who have lots of support and resources available to them. But for teenagers who don't have the skills and the support they need, the prospect can be daunting.

Teenagers who are not attending school nor working are sometimes referred to as "idle" or "disconnected," because they aren't spending their days in activities that will help them become productive adults—they are disconnected from adults and community networks. They are also more likely to be from families living in poverty. A recent study found that 31% of all children in Alaska lived in low-income families, while 44% of disconnected teens came from such families. About 1 in 5 teens from families in the lowest income bracket are not enrolled in school or working, compared with just 1 in 33 teens from families in the highest income bracket.[7]

A Hewlett Foundation report identified those least likely to make a successful transition to adulthood: (1) high-school dropouts; (2) those who have been in the juvenile justice system or foster care; and (3) teenage parents, especially mothers.[8] These teenagers don't have—and face major challenges trying to get—the educational and vocational skills and social support they need.

Data

In 2005 the share of Alaska's teens 16 to 19 who were not employed or attending school declined to 10%, down from 13% in 2003. Still, Alaska has more idle teens than the 2005 national average of 8% and ranks 40th among the states on this indicator.



We don't have reliable breakdowns of disconnected teens by sex and race for Alaska, but the table below shows these breakdowns for the nation as a whole in 1996 and 2005. The Federal Interagency Forum on Child and Family Statistics found that the share of disconnected teens in all groups declined during this ten-year period. The largest decline (27%) was among teenage girls; this may reflect the increasing rate of girls graduating from high school and college. Among Hispanic teenagers the disconnected share dropped 25% and among Black teenagers 20%. Still, both Hispanic and Black teenagers remain more than twice as likely as White teens to be disconnected.

Percentages of U.S. Teenagers (16-19) Not in School and Not Working, 1996 and 2005

	1996	2005	Change
All 16-19	9%	8%	-11%
Teenage Girls	11%	8%	-27%
Teenage Boys	8%	7%	-13%
White Teenagers	7%	6%	-14%
Black Teenagers	15%	12%	-20%
Hispanic Teenagers	16%	12%	-25%

Source: Federal Interagency Forum on Child and Family Statistics

Attachment D
NEA's 12 Point Plan for Reducing the School Dropout Rate

NEA's 12-Point Action Plan for Reducing the School Dropout Rate

To address the nation's school dropout crisis, NEA has developed a 12-point action plan that includes the most promising actions supported by experience and data.

1. Mandate high school graduation or equivalency as compulsory for everyone below the age of 21. Just as we established compulsory attendance to the age of 16 or 17 in the beginning of the 20th century, it is appropriate and critical to eradicate the idea of "dropping out" before achieving a diploma. To compete in the 21st century, all of our citizens, at minimum, need a high school education.

2. Establish high school graduation centers for students 19-21 years old to provide specialized instruction and counseling to all students in this older age group who would be more effectively addressed in classes apart from younger students.

3. Make sure students receive individual attention in safe schools, in smaller learning communities within large schools, in small classes (18 or fewer students), and in programs during the summer, weekends, and before and after school that provide tutoring and build on what students learn during the school day.

4. Expand students' graduation options through creative partnerships with community colleges in career and technical fields and with alternative schools so that students have another way to earn a high school diploma. For students who are incarcerated, tie their release to high school graduation at the end of their sentences.

5. Increase career education and workforce readiness programs in schools so that students see the connection between school and careers after graduation. To ensure that students have the skills they need for these careers, integrate 21st century skills into the curriculum and provide all students with access to 21st century technology.

6. Act early so students do not drop out with high-quality, universal preschool and full-day kindergarten; strong elementary programs that ensure students are doing grade-level work when they enter middle school; and middle school programs that address causes of dropping out that appear in these grades and ensure that students have access to algebra, science, and other courses that serve as the foundation for success in high school and beyond.

7. Involve families in students' learning at school and at home in new and creative ways so that all families-single-parent families, families in poverty, and families in minority communities-can support their children's academic achievement, help their children engage in healthy behaviors, and stay actively involved in their children's education from preschool through high school

graduation.

8. Monitor students' academic progress in school through a variety of measures during the school year that provide a full picture of students' learning and help teachers make sure students do not fall behind academically.

9. Monitor, accurately report, and work to reduce dropout rates by gathering accurate data for key student groups (such as racial, ethnic, and economic), establishing benchmarks in each state for eliminating dropouts, and adopting the standardized reporting method developed by the National Governors Association.

10. Involve the entire community in dropout prevention through family-friendly policies that provide release time for employees to attend parent-teacher conferences; work schedules for high school students that enable them to attend classes on time and be ready to learn; "adopt a school" programs that encourage volunteerism and community-led projects in school; and community-based, real-world learning experiences for students.

11. Make sure educators have the training and resources they need to prevent students from dropping out including professional development focused on the needs of diverse students and students who are at risk of dropping out; up-to-date textbooks and materials, computers, and information technology; and safe modern schools.

12. Make high school graduation a federal priority by calling on Congress and the president to invest $10 billion over the next 10 years to support dropout prevention programs and states who make high school graduation compulsory.

For the Spanish version of this plan, see El Plan de la NEA para Reducir el Abandono de los Estudios.

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Attachment E
"Understanding the Issue of the High school Dropout Age"

Educational Policy

Understanding and Addressing the Issue of the High School Dropout Age

Benefits to Increasing the Compulsory Attendance Age

States have realized the increased importance of completing a high school education for entry into postsecondary education and the labor market, but the high school completion rate has only shown minimal gains over the last three decades and has shown no increase throughout the 1990s (Kaufmann et al., 2000). Changing the compulsory attendance age from 16 to 18 is one strategy states are employing in an attempt to reduce dropout rates. Within the last four years, numerous states have considered legislation to increase the compulsory attendance age. New Mexico, Connecticut, Louisiana, New York, Texas, and Vermont have recently passed such legislation. The following table ranks high school dropouts in 2000 from Midwestern states that have compulsory attendance age regulated at 18.

Percent of Teens Who Are High School Dropouts (Ages 16-19) in 2000		
State	**National Rank**	**Dropout Rate Percentage**
Minnesota	2	5%
Wisconsin	7	7%
Ohio	13	8%
(Annie E. Casey Foundation, 2003)		

The Pasadena Independent School District in Texas has seen positive results in decreasing its dropout rate by raising the compulsory attendance age. The state allowed school districts to raise the dropout age from 16 to 17, and this provided districts with "some teeth" to their anti-dropout plans (Schneider, 2000). In addition to raising the age limit, districts—through attendance clerks and counselors—kept excellent tracking records of students who left school and encouraged them to enroll into a GED program or re-enroll back into the school district. For example, in 1998–99, a report from the Texas Education Agency commended Pasadena's intermediate school district (Grades 7–12) for achieving a record low annual dropout rate of 1.6 percent.

The next table presents the compulsory attendance ages for other states in the Midwest, along with the year the attendance laws were established.

Compulsory Attendance Laws		
State	**Enactment**	**Age Limits**
Illinois	1883	6 - 16*

Indiana	1897	7 - 16
Iowa	1902	6 - 16
Michigan	1871	6 - 16**
Minnesota	1885	7 - 18
Ohio	1877	6 - 18
Wisconsin	1879	6 - 18

(Infoplease.com, 2003)

*Illinois: 2003 Legislature introduced House Bill 2584, which would increase the legal dropout age to 18.

**Michigan: 2003 Legislature introduced House Bill 4128, which would increase the legal dropout age to 18.

Increasing the attendance age is an issue that has garnered support across the country, and in 2002 six states made the push to amend their laws. In states with successful legal passage of new compulsory attendance laws, such as Louisiana and Connecticut, similar language and processes were implemented. In all cases, parents or other persons having control of a child under the age of 18 can withdraw the child from school but must do so with legal written consent. The consent makes clear the decision of the parent to remove the child from school and that the school has offered to provide additional resources to keep the student in school.

Funding for an increase in the compulsory attendance age is difficult to assess and varies widely across states. States such as Louisiana and Montana have outlined fiscal policy analysis that details each state's estimated expenditures for increasing the compulsory attendance age. An explanation of fiscal spending, as well as additional examples of what other states have done to implement laws in support of increasing the compulsory attendance age, can be found in Appendix A.

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Attachment F
"Alaska's Dropout Rate Double US Average"
Anchorage Daily News 11-16-08

adn.com
Anchorage Daily News

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Alaska's dropout rate double US average

'THIS IS A SOCIAL ISSUE': Educators brainstorm how to keep our kids in school.

By MEGAN HOLLAND
mholland@adn.com
(11/16/08 00:11:59)

Failure can start early.

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

Battling one of the worst dropout rates in the country, Alaska educators gathered for a third day on Saturday to brainstorm how to stop the epidemic of kids quitting school before earning their diplomas. They called dropping out a result of an accumulative failure, which can start before kids even enter school.

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

Among the grim statistics:

• Alaska's dropout rate, at 8 percent, was double the national average in the 2005-2006 school year, according to the latest figures available from the U.S. Department of Education.

• 38 percent of today's ninth-graders will have no high school diploma 10 years from now, according to the Alaska Commission on Postsecondary Education.

• Alaska ranks 50th, or last, in the number of ninth-graders who will likely have a bachelor's degree in 10 years, according to the commission.

Republican U.S. Sen. Lisa Murkowski convened the Saturday hearing. She asked state and national education experts what the federal government could do to help fix the problem, even though the federal government has little input into public education, an arena largely left to the states, and, in Alaska, mostly to local school districts. (The big exception to this is the controversial federal No Child Left Behind law, which went into effect in 2002 and was meant to raise educational attainment for all students through testing.)

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

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

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

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

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

Find Megan Holland online at adn.com/contact/mholland or call 257-4343.

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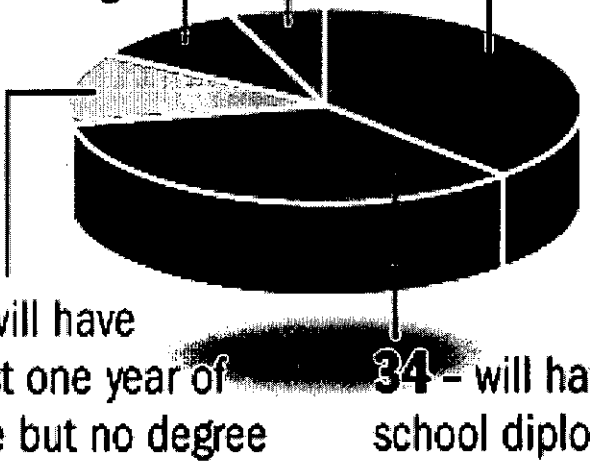
Copyright © Tue Feb 17 14:14:22 UTC-0900 20091900 The Anchorage Daily News (www.adn.com)

Not college bound

For every 100 ninth graders in Alaska today, 72 percent will not go to college within 10 years – and slightly more than half of those will have dropped out of high school.



Source: Alaska Commission on Postsecondary Education

RON ENGSTROM / Anchorage Daily News

Attachment G
"Chugach Program Boast 98 Percent Graduation"
Anchorage Daily News 3-01-09

adn.com
Anchorage Daily News

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Chugach program boasts 98 percent graduation

By JULIA O'MALLEY
jomalley@adn.com
(03/01/09 19:41:01)

Around a South Anchorage dinner table on a recent night, a group of students takes a moment before eating.

Girls in ponytails and boys in baseball caps who come from points all over the Alaska map -- Crooked Creek, Pilot Point, Teller and Chignik Lagoon -- go around the table, saying what they're thankful for.

One by one, each says, "Opportunities."

The students were in Anchorage as part of the Chugach School District's Voyage to Excellence program, which brings rural, primarily Alaska Native students from across the state, to Anchorage for weeks at a time to learn firsthand about big-city life, plan their futures and prepare for the high school graduation qualifying exam.

The program, in its 10th year, has a striking success rate: 98 percent of its students graduate from high school.

Compare that to 45 percent, the 2006 statewide graduation rate for Alaska Native students -- the lowest of any minority here, according to the state Department of Education. Or Alaska's overall graduation rate, which is 60 percent.

The secret: teaching social skills and tying what happens in the classroom to the work world.

THE REAL WORLD

VTE's recipe is a little bit like the old MTV reality show "Real World": take a group of kids from all over the state, put them together in a fashionable house, give them a set of rules and watch what happens.

On a recent night, seven students filled the five-bedroom house in a subdivision off Elmore, lounging on couches, clicking away at laptops before dinner. The house is fashionably decorated with contemporary paint colors, overstuffed furniture, and a big kitchen with marble counter-tops and commercial appliances. They sleep in bedrooms, dormitory-style. The girls have the upstairs, the boys the basement.

The program is run by the Prince William Sound-based Chugach district, but it accepts students from the Lake and Peninsula, Kuspuk and Bering Strait districts, as well as Nome's Northwestern Alaska Career and Technical Center.

About 150 participate each year. There's a waiting list and other rural districts would like to take part, but right now the program -- which is funded with a combination of state money and grants -

- can't handle any more.

Students begin as early as junior high school. The program works in phases -- most last a week or two though some can be longer.

The kids learn things they don't learn in the village, like how to talk to strangers, how to find an address they've never been to, how to dress for a job interview. They look at different career possibilities and make a plan for after high school. There's also lots of prep for the high school graduation qualifying exam.

In the village, students are used to knowing everyone, to having a network of support. Coming to Anchorage for training or school can be very frightening.

"You don't have the bus system, even the amount of people is intimidating," said Billijo Mills, one of the directors.

Working from their family-like home base, students learn the basics of setting up a life: renting an apartment, opening a bank account, looking for a job, being interviewed by a prospective employer.

"We set them up with a network of resources," Mills said.

Studies show that the more practical daily-living skills students have, the better their performance in school, she said.

"That's why we start in junior high. We start working on handshakes, eye contact, communication," she said.

Sometimes in tiny villages where there are only a handful of students in each class, isolation can make it hard for children to imagine a career, said Carol Wilson, the program's other director. VTE is focused on future employment, taking students to visit workplaces so they can see what happens on the job and what employers expect.

The program is an alternative to a boarding school. It doesn't take students out of their community for long. The idea is to broaden their horizons and give them skills they can use both in the city and back at home.

Once students pick a career field, teachers construct lessons to demonstrate how writing or math gets used in the commercial kitchen, or construction job site, or office.

"What makes it so successful is we are able to take what kids learn in a classroom and apply it to real life," Wilson said.

FUTURE

The Carrs at Abbott Loop is mostly quiet at 8 p.m. as Gwen Vlasoff, 17, studies her grocery list. Half a dozen others buzz about, carrying items from the aisles. The students are in "Phase 3." In that phase, they function mostly independently, setting up job shadows with people in fields they are interested in and visiting vocational programs and UAA.

One of their tasks is to develop a menu for the week, shop using a budget, and then cook for each other. The selections aren't complicated. There's frozen pizza, chicken nuggets, fried rice and lasagna.

But in the vast grocery store, the questions stack up. One pizza seems cheaper than the other, but it's also slightly smaller. Which is the best deal? How many "servings" does a normal person eat? Less than $3 a pound seems good for oranges compared to village prices but eight pounds of them still aren't cheap. Should they buy them?

Vlasoff, from the Prince William Sound village of Tatitlek, is one of the most focused and outgoing in the group. Kids commonly drop out of her high school, she said. Her sister just left school because she's having a baby. VTE keeps her thinking about graduating, she said. After several years in the program, she's decided she wants to be an elementary school teacher. She plans to go back to her village to teach.

VTE helps students get used to the city's sprawling stores and traffic and lines of strangers, said Jamie Ablowaluk, 16, who lives in the Bering Sea village of Teller. She spent a little time in Anchorage a few years ago, attending East High. The school is four times the size of her whole village, she said and she never settled in. It was too "rushy."

The program introduced her to vocational education classes. She discovered welding and is building up hours for a certification. Some kids in her village end up living with their parents practically forever, not ever building a life of their own. She doesn't want to be that way, she said.

"I'm thinking about the North Slope."

PASSING THE EXAM

Lewis Phillips, 18, is from Crooked Creek, a village of 140 or so on the Kuskokwim River. He plans to be a heavy-equipment operator, but first he's got to pass the high school graduation qualifying exam to get his diploma. He already took it, and he's studying to take it again.

"I got to pass the writing," he said.

The exam can be a major hurdle for some students, Mills said. Students who complete all four years of high school but fail the exam get a certificate, but not a diploma. Last year, only one of 40 seniors in the state's five largest districts got a certificate instead of a diploma, while in the smaller districts one in 16 students did, according to state numbers.

"(It's) a high-stakes exam; there's always going to be issues with it," Mills said.

After they're done with high school, the students can come for test prep if they don't have a diploma, either staying for a session in the house or coming for a month for a test-prep summer camp, she said.

Sometimes students have to take the test several times, she said. But, they always take it again.

"We had one student take it, the math, six times. He stayed until he was 21," she said. But, in the end he finally passed. Now he has a job in the mining industry.

"He sent us a picture of him in his cap and gown," she said. "It was huge."

Because students in the program have plans for the future, they're motivated both to finish high school and to pass the test.

"We hear from teachers and parents," she said. "We get notes: 'What did you do to our son? He's getting up and going to school.' "

Attachment H
Legal Services Memo-Why Individual School Districts in Alaska Cannot Raise Compulsory Age

LEGAL SERVICES

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

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

State Capitol
Juneau, Alaska 99801-1182
Deliveries to: 129 6th St., Rm. 329

MEMORANDUM February 26, 2009

SUBJECT: Compulsory School Age (HB 33)

TO: Representative Cathy Muñoz
Attn: Terry Harvey

FROM: Jean M. Mischel
Legislative Counsel

You have asked whether a school district is prohibited from establishing a compulsory school age that is different from the compulsory age set by the legislature in AS 14.30.010. The answer is yes. While a school district may adjust the school age for purposes of enrolling a student as many districts have done for kindergartners, a school district may not compel a student's attendance if the student is beyond the compulsory age of seven to 16 years of age.

AS 14.30.010 provides

> (a) Every child between seven and 16 years of age shall attend school at the public school in the district in which the child resides during each school term. Every parent, guardian or other person having the responsibility for or control of a child between seven and 16 years of age shall maintain the child in attendance at a public school in the district in which the child resides during the entire school term, except as provided in (b) of this section.
>
> (b) This section does not apply if a child
>
> (1) is provided an academic education comparable to that offered by the public schools in the area, either by
>
> (A) attendance at a private school in which the teachers are certificated according to AS 14.20.020;
>
> (B) tutoring by personnel certificated according to AS 14.20.020; or
>
> (C) attendance at an educational program operated in compliance with AS 14.45.100 - 14.45.200 by a religious or other private school;
>
> (2) attends a school operated by the federal government;
>
> (3) has a physical or mental condition that a competent medical authority determines will make attendance impractical;
>
> (4) is in the custody of a court or law enforcement authorities;
>
> (5) is temporarily ill or injured;

(6) has been suspended or expelled under AS 14.03.160 or suspended or denied admittance under AS 14.30.045;

(7) resides more than two miles from either a public school or a route on which transportation is provided by the school authorities, except that this paragraph does not apply if the child resides within two miles of a federal or private school that the child is eligible and able to attend;

(8) is excused by action of the school board of the district at a regular meeting or by the district superintendent subject to approval by the school board of the district at the next regular meeting;

(9) has completed the 12th grade;

(10) is enrolled in

(A) a state boarding school established under AS 14.16; or

(B) a full-time program of correspondence study approved by the department; in those school districts providing an approved correspondence study program, a student may be enrolled either in the district correspondence program or in the centralized correspondence study program;

(11) is equally well-served by an educational experience approved by the school board as serving the child's educational interests despite an absence from school, and the request for excuse is made in writing by the child's parents or guardian and approved by the principal or administrator of the school that the child attends;

(12) is being educated in the child's home by a parent or legal guardian.

(c) If a parent, legal guardian, or other person having the responsibility for or control of the child elects to enroll a child who is six years of age in first grade at a public school, after enrollment, the child is subject to the provisions of (a) and (b) of this section. If the parent or guardian of a child who is six years of age and is enrolled in first grade at a public school determines, within 60 days after the child is enrolled, that the best interests of the child are not being served by enrollment in the first grade, the child may be withdrawn from school, and the provisions of (a) and (b) of this section do not apply to the child until the child is seven years of age.

By its plain meaning, nothing in this section exempts school districts or authorizes a modification to the age for *compulsory* attendance at a school in this state.

A school district may, however, establish a school age for purposes of *allowing* a child to attend a school in the district under AS 14.03.070 and 14.03.080. Those sections provide

Sec. 14.03.070. School age. A child who is six years of age on or before September 1 following the beginning of the school year, and who is under the age of 20 and has not completed the 12th grade, is of school age.

Sec. 14.03.080. Right to attend school. (a) A child of school age is entitled to attend public school without payment of tuition during the school term in the school district in which the child is a resident subject to the provisions of AS 14.14.110 and 14.14.120.

(b) A person over school age may be admitted to the public school in the school district in which the person is a resident at the discretion of the governing body of the school district. A person over school age may be charged tuition by the governing body of the school district.

(c) A child under school age may be admitted to a public school in the school district of which the child is a resident at the discretion of the governing body of the school district if the child meets minimum standards prescribed by the board evidencing that the child has the mental, physical, and emotional capacity to perform satisfactorily for the educational program being offered. A district's educational program must prescribe that under school age students advance through the curriculum or grade level by the following school year. A governing body may delegate the authority granted under this subsection to the chief school administrator of the school district.

(d) A child who is five years of age on or before September 1 following the beginning of the school year, and who is under school age, may enter a public school kindergarten.

(e) A child under school age shall be admitted to school in the district of which the child is a resident if immediately before the child became a resident of the district, the child was legally enrolled in the public schools of another district or state.

(f) This section does not require a school district to admit a child or person currently under suspension or expulsion under AS 14.03.160 in that or another school district.

Under AS 14.14.090(2) a school board is required to provide for an educational program for each school age child who is enrolled in or a resident of the district.

The statutes establishing school age do not contradict or supersede the compulsory attendance requirement. A district is obligated to provide an education for a student of school age but the student is not compelled to take advantage of it, or forced to stay at the school after age 16 under the compulsory attendance statute.

If I may be of further assistance, please advise.

JMM:plm
09-122.plm

Attachment I
Notes on Juneau School District at Risk Programs

Juneau School District – Programs for At-Risk Students (some)

Alternative High School-no more than 150 students, separate campus,

CHOICE Program-for students who are academically at risk-retreat model involving parent & teacher support

Learning Communities- for all students, more choices for grades 10-12, voc ed, construction, engineering, native culture, college bound, arts & humanities, science & technology, new-health, recreation & fitness

Truancy- Juneau has a full time truant tracker. As required in statute, Juneau presents to all students at the start of the year a handbook that must be shared with parents and signed; it explains the truancy policy in detail.

Enforcement-Juneau (and Anchorage too) have worked with the municipality to pass a local ordinance allowing the school to issue tickets directly to parents, $100 fine. After home visits, after calls, they do issue the tickets when warranted.

Attachment J
Truancy Report from Todd Brocious Dept of Education

Terry Harvey

From: Brocious, Todd D (EED) [todd.brocious@alaska.gov]
Sent: Tuesday, February 24, 2009 2:35 PM
To: Terry Harvey
Cc: Prussing, Paul R (EED); Curran, Cynthia A (EED); Herman, Marcy J (EED)
Subject: RE: info

Hi Terry,

It was good to talk to you yesterday. I really cannot speak with any authority as to how districts are enforcing compulsory attendance and responding to attendance violations across Alaska. As we talked about, some districts have shared that they employ truancy officers who actively work with students who are or who have been challenged by truancy, but EED does not formally collect information on what truancy procedures districts develop, or on any enforcement measures they are implementing. Districts anecdotally report broadly varying interpretations of what constitutes truancy, as well as report tremendous variability in the resources they have available to dedicate to enforcement/encourage compliance with compulsory attendance. I can confirm that there is no uniform or standardized response to truancy in Alaska's public schools. Alaska's truancy laws explicitly give districts local authority to establish their procedures.

My involvement with truancy has very formal parameters. First, I provide technical assistance to districts to ensure they are cognizant of the existing state laws requiring them to have procedures to reduce and to prevent truancy. Second I ensure districts understand their state and federal statutory reporting requirements-- they are required to collect and report truancy data on all full-day unexcused absences to EED for each school year by June 30th. (EED provides several statewide audio conferences to districts each fall to inform them of all state and federal laws pertaining to truancy, suspensions, and expulsions. EED highlights reporting requirements under No Child Left Behind Title IV Part A Safe and Drug-Free Schools Community Act, Alaska statutes Sec 14.30.010-14.30.030, and Regulation 4 AAC 06.250 during these training events. We also respond to many individual district inquires each year.) Third, I am responsible for ensuring the EED statewide suspensions, expulsions, and truancy data collection system is working and that it is collecting the information Alaska is required to collect. Finally, I do have an enforcement role with districts in that I review the data base each year to ensure all districts have submitted their data as required, and have the authority to withhold NCLB reimbursements for any district that might fail to comply. (In my 8 years of involvement, no district has failed to ultimately submit data)
I hope this information is helpful.

Respectfully, Todd

Todd Brocious
Alaska Department of Education & Early Development
Education Specialist
Safe and Drug-Free Schools, Innovative Programs, HIV, FASD, Elearning, Quality Schools
phone: (907) 465-2887
fax: (907) 465-2713

From: Terry Harvey [mailto:Terry_Harvey@legis.state.ak.us]
Sent: Tuesday, February 24, 2009 10:32 AM
To: Brocious, Todd D (EED)
Subject: info

Todd, appreciate your comments regarding truancy enforcement in Alaska. Possible for a brief overview of your working knowledge of how enforcement is applied in Alaska? Also confirmation of your understanding that each district enforces in their own way, there is no standard enforcement

HB 58

FISCAL NOTE

STATE OF ALASKA
2009 LEGISLATIVE SESSION

Fiscal Note Number: HB58
Bill Version:
() Publish Date:

Identifier (file name): HB058-EED-ACPE-02-27-09
Dept. Affected: Education
Title: An Act relating to a student loan repayment program for specified occupations or fields in which a shortage of....
RDU: ACPE
Component: Program Administration and Operations
Sponsor: Rep. Bill Thomas
Requester: (H)EDC
Component Number: 2738

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2010**	**FY 2010**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**
Personal Services	62.7		64.3	65.9	67.5	68.9	70.2
Travel							
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims	2,100.0		4,300.0	6,400.0	8,500.0	10,600.0	12,800.0
Miscellaneous							
TOTAL OPERATING	**2,100.0**		**4,364.3**	**6,465.9**	**8,567.5**	**10,668.9**	**12,870.2**
CAPITAL EXPENDITURES	**150.0**						
CHANGE IN REVENUES ( )							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	2,100.0		4,364.3	6,465.9	8,567.5	10,668.9	12,870.2
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**2,100.0**	**0.0**	**4,364.3**	**6,465.9**	**8,567.5**	**10,668.9**	**12,870.2**

Estimate of any current year (FY2009) cost:

POSITIONS

Full-time	**1.0**						
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

As currently drafted, this bill provides for education loan repayment benefits to individuals who are hired on or after 7/1/09 in any one of nine professions in Alaska. The qualifying debt is incurred by the individual from a lending institution in the state for the purpose of pursuing the credential required for the qualifying education.

In estimating potential costs of this program, AK Department of Labor projected numbers of annual job openings in the following occupational catagories were used: biological sciences, zooligists, wildlife biologists, environmental scientists, foresters, teachers and allied education professions, dentist, and registered nurses (no separate catagory for pracitcal nurse was noted). The aggregate number of annual openings was 8,360. Because no degree-specific

Prepared by: Diane Barrans, Executive Director — Phone 465-6740
Division: Alaska Commission on Postsecondary Education — Date/Time 2/27/09 8:00 AM
Approved by: Diane Barrans, Executive Director — Date 2/27/2009
Alaska Commission on Postsecondary Education

(Revised 9/10/2008 OMB)

ANALYSIS CONTINUATION

education debt load data is available, the estimate incorporates a statewide average debt load calculated by the Institute of College Access and Success, which regularly publishes this data on a state-by-state basis. For the most recent reported year, average education debt amount was $25,000.

For the purpose of calculating annual program costs, the assumption is that approximately 5% of annual openings in the specified professions would be filled by individuals who: are Alaska residents, have qualifying debt, and, are hired on or after July 1, 2009. Also assumed is that the majority of these individuals would be employed in urban rather than rural locations resulting in the benefits being paid out over a longer period of time.

For FY10, assumes 419 participants at cost of $2.1 million
For FY11, assumes 838 participants at cost of $4.3 million
For FY12, assumes 1,257 participants at cost of $6.4 million
For FY13, assumes 1,676 participants at cost of $8.5 million
For FY14, assumes 2,095 participants at cost of $10.6 million
For FY15, assumes 2,514 participants at cost of $12.8 million

No adjustments are assumed for increases in average debt load or annual openings for this period. The interest rate on the debt is assumed to be 6.8% which is the standard rate on the unsubsidized federal Stafford Loan. Assuming repayment occurs over a reduced period of 6 years (normal repayment is ten years), total to be repaid per individual is $30,500.

With respect to program administrative costs, these estimates assume that by developing a web-based program management tool, the program can be supported by one mid-level, Range 13 administrative position to manage intake and processing of applications, as well as to serve as liaison with program participants and their employers.

The costs estimate relating to the capital appropriation is based upon the commission's experience developing a web-based program management tool for the state's need-based grant program.

Amendment #4 Adopted

OFFERED IN THE HOUSE

To CSHB 58 (26-LS0307/P)

By:

Page 3, Lines 27-28

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CS FOR HOUSE BILL NO. 58( )

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SIXTH LEGISLATURE - FIRST SESSION

BY

Offered:
Referred:

Sponsor(s): REPRESENTATIVES THOMAS, WILSON AND MILLETT, Harris, Ramras, Kerttula, Johnson

A BILL

FOR AN ACT ENTITLED

"An Act relating to a student loan repayment program for occupations or fields in which a shortage of qualified employees exists; and providing for an effective date."

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

*** Section 1.** The uncodified law of the State of Alaska is amended by adding a new section to read:

FINDINGS; PURPOSE. (a) The legislature finds that a shortage of qualified employees in certain occupations and fields exists in this state.

(b) The purpose of this Act is to establish the Alaska qualified employees recruitment loan repayment program to provide financial incentives through the repayment, in whole or part, by the state of education loans from the corporation for qualified applicants upon the completion of a term of employment in the state.

*** Sec. 2.** AS 14.42.030(b) is amended to read:

(b) The commission shall

(1) administer the financial aid and interstate education compact

programs under AS 14.43.091 - 14.43.920 and 14.43.990, and AS 14.44;

(2) administer the provisions of AS 14.48 concerning regulation of postsecondary educational institutions;

(3) resolve disputes under a consortium or other cooperative agreement between institutions of public and private higher education in the state; [AND]

(4) serve as the state agency required under 20 U.S.C. 1001 - 1155; **and**

(5) perform duties assigned under AS 14.43.800 - 14.43.849 (Alaska qualified employee recruitment loan repayment program).

*** Sec. 3.** AS 14.42.040 is amended by adding a new subsection to read:

(c) The executive director of the commission shall administer the Alaska qualified employee recruitment loan repayment program under AS 14.43.800 - 14.43.849 in accordance with standards and eligibility criteria set by the commission.

*** Sec. 4.** AS 14.42.295(a) is amended to read:

(a) The board may elect to pay the state a return of contributed capital, or a dividend, for each base fiscal year that the corporation's net income equals or exceeds $2,000,000. The payment may not be less than 10 percent nor more than 35 percent, as approved by the board, of the corporation's net income for the base fiscal year, and is subject to the provisions of any applicable bond indentures of the corporation. If a payment is authorized under this section, payment must be made available by the corporation before the end of the fiscal year in which payment has been authorized. The corporation shall notify the commissioner of revenue when the amount of the payment authorized under this section is available for appropriation. **The money made available under this subsection may be appropriated for the Alaska qualified employee recruitment loan repayment program under AS 14.43.800 - 14.43.849.**

*** Sec. 5.** AS 14.43 is amended by adding new sections to read:

Article 11A. Alaska Qualified Employee Recruitment Loan Repayment Program.

Sec. 14.43.800. Program established. (a) There is established the Alaska qualified employee recruitment loan repayment program to provide financial incentives for qualified employees in certain occupations and fields to work in this

state through the repayment of education loans.

(b) The program is not a financial obligation of the corporation.

Sec. 14.43.810. Alaska qualified employee recruitment loan repayment program account. (a) The Alaska qualified employee recruitment loan repayment program account is created in the general fund. The account shall be used for the repayment of education loans from the corporation under the program and to pay for the costs of administering the program.

(b) The account includes money that the legislature appropriates from the corporation's dividend to the state under AS 14.42.295, the interest and earnings on money that are appropriated to the account, and funds contributed from federal or other sources and appropriated by the legislature to the account. If money available is inadequate to finance the requests from eligible applicants under this program for a fiscal year, additional money may be requested from the general fund and appropriated to the account for the program.

Sec. 14.43.820. Administration. (a) The Alaska qualified employee recruitment loan repayment program shall be administered by the executive director using

(1) the standards and eligibility criteria of the program established by the commission under AS 14.43.830; and

(2) the financial management standards for proper administration of the Alaska qualified employee recruitment loan repayment program account as established by the commission.

(b) The commission may adopt regulations to carry out its duties and the executive director's duties under the program.

Sec. 14.43.830. Eligibility criteria. (a) An applicant for loan repayment under AS 14.43.800 - 14.43.849 must meet the following criteria:

(1) the applicant is a resident of the state at the time of submitting the application and during the loan repayment period;

(2) the applicant was hired as a qualified full-time employee in an occupation or field specified under (b) of this section in this state on or after July 1, 2009, and within four years after attaining a degree that qualifies the applicant for the

specified occupation or field;

(3) the applicant is employed as a qualified employee in a specified occupation or field in this state during the loan repayment period;

(4) the applicant owes an outstanding education loan debt obligation to the corporation;

(5) the applicant shall agree to fulfill any requirement of the program.

(b) An applicant under this section must have completed a postsecondary program that qualifies the applicant to be employed and licensed in the state, if a license is required by state law, in an occupation or field specified by the Department of Labor and Workforce Development as having a shortage of qualified employees in the state.

Sec. 14.43.840. Conditions and limitations on loan payments. (a) The executive director shall repay a loan under this section directly to the corporation on annually over a period of not more than six years. The maximum annual repayment benefit under this section is

(1) for qualified employment in rural areas of the state,

(A) after one year of employment, 25 percent of the outstanding principal plus accrued interest;

(B) after two years of employment, 25 percent of the outstanding principal plus accrued interest;

(C) after three years of employment, 25 percent of the outstanding principal plus accrued interest;

(D) after four years of employment, the remaining outstanding principal plus accrued interest;

(2) for employment in areas of the state that are not rural,

(A) after one year of employment, 16.67 percent of the outstanding principal plus accrued interest;

(B) after two years of employment, 16.67 percent of the outstanding principal plus accrued interest;

(C) after three years of employment, 16.67 percent of the outstanding principal plus accrued interest;

(D) after four years of employment, 16.67 percent of outstanding principal plus accrued interest;

(E) after five years of employment, 16.67 percent of the outstanding principal plus accrued interest;

(F) after six years of employment, the remaining outstanding principal plus accrued interest.

(b) A repayment benefit must be conditioned on the availability of money for the program. The executive director shall monitor the outstanding repayment benefits made under the program to ensure the adequacy of the balance of the account to meet program needs. If the executive director finds that the balance of the account is

(1) sufficient to pay for existing repayment benefits but insufficient for new or pending applicants, the executive director shall pay existing benefits and shall approve repayment benefits available for new or pending applicants according to criteria approved by the commission; or

(2) insufficient to pay for existing repayment benefits, the executive director shall prorate the money available in the account among all existing benefit recipients and shall suspend the acceptance of new applications and the processing of pending applications under the program.

(c) An education loan or interest on a loan is not eligible for repayment under the program if the loan or interest is eligible for repayment under another source, including another loan repayment or forgiveness program.

Sec. 14.43.849. Definitions. In AS 14.43.800 - 14.43.849, unless the context otherwise requires,

(1) "account" means the Alaska qualified employee recruitment loan repayment program account established in AS 14.43.810;

(2) "executive director" means the executive director of the commission;

(3) "program" means the Alaska qualified employee recruitment loan repayment program;

(4) "rural" means a community with a population of 5,500 or less that is not connected by road or rail to Anchorage or Fairbanks or with a population of

1,500 or less that is connected by road or rail to Anchorage or Fairbanks.

*** Sec. 6.** The uncodified law of the State of Alaska is amended by adding a new section to read:

TRANSITION: REGULATIONS. The Alaska Commission on Postsecondary Education may immediately proceed to adopt regulations necessary to implement this Act. The regulations take effect under AS 44.62 (Administrative Procedure Act), but not before July 1, 2009.

*** Sec. 7.** Section 6 of this Act takes effect immediately under AS 01.10.070(c)

*** Sec. 8.** Except as provided in sec. 7 of this Act, this Act takes effect July 1, 2009.

CS 6-1 p.m

Vote

Munoz yes
Wils. yes
Ely yes
Kuhn yes
Buck yes
Grof No
Sca Yes

REPRESENTATIVE BILL THOMAS
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MEMORANDUM

DATE: March 25, 2009

TO: Representative Seaton, Chair House Education Committee

FROM: Representative Thomas

RE: HB 58 Student Loan Repayment Program

Attached please find three potential amendments to HB 58. I have drafted them as three separate amendments so that the committee may accept or reject each of the proposals individually. The amendments are as follows:

1.) Amendment #1 changes the eligibility criteria to include applicants who work in fields that have been determined jointly by the Commissioner of the Department of Administration and the Commissioner of Labor and Workforce Development as having a shortage of qualified employees working for the state.

I have worked with both commissioners on this amendment and we are in agreement that this is the proper way to proceed at this time. This allows for both departments to work together in determining the employment needs of the state government and also allows for the eligibility to change as the needs of the state change. This is also consistent with the findings of the working group established by A.O. 237 (also attached) which state that a loan forgiveness/repayment program may help in recruitment for state jobs.

2.) Amendment #2 establishes a cap of $50,000 for the amount of the repayment benefit that each student may receive. For most applicants this will either be the entire amount of their student loans or a good chunk of it. It will also allow the state to better estimate how much a program like this will cost.

3.) Amendment #3 reaffirms that this program is not an entitlement and the commission may cancel or modify a person's repayment benefit at any time. This language was suggested by the Post Secondary Education Commission in order to make it clear that they are not obligated to pay a benefit where there are prohibitive circumstances. This program is subject to appropriation by the legislature and I want to make it clear that should the

legislature fail to make an appropriation, the commission is then not obligated to continue with the program if there is no money to fund the program.

Further, after discussions with the commission, the point was well made that if the needs of the state change and they are locked in to making payments to students for positions that are no longer lacking, the whole impetus of the bill may be lost. While they are using up funds for positions that are no longer in shortage, they may end up having to short fund applicants who are filling positions that are currently in high demand.

This amendment makes it clear that the commission is under no obligation to give out a repayment benefit where there is no longer a need or where there is no longer funding available.

AMENDMENT #1 Adopted

OFFERED IN THE HOUSE BY REPRESENTATIVE THOMAS

TO: CSHB 58( ), Draft Version "P"

Page 3, line 29, following "hired":

Insert "by the state"

Page 4, line 2, following "employed":

Insert "by the state"

Page 4, line 8:

Delete "in"

Insert "by"

Page 4, lines 9 - 11:

Delete "by the Department of Labor and Workforce Development as having a shortage of qualified employees in the state"

Insert "jointly by the commissioner of administration and the commissioner of labor and workforce development as having a shortage of qualified persons available to be employed by the state"

AMENDMENT #2 Adopted

OFFERED IN THE HOUSE BY REPRESENTATIVE THOMAS

TO: CSHB 58( ), Draft Version "P"

Page 4, line 13:

Delete "on annually over a period of not more than six years. The maximum annual repayment benefit under this section is"

Insert "in an amount not to exceed $50,000, payable by dividing that amount into annual payments to be paid over a period of not more than six years, as follows:"

Page 4, line 18:

Delete "principal plus accrued interest"

Insert "loan balance"

Page 4, line 20:

Delete "principal plus accrued interest"

Insert "loan balance"

Page 4, line 22:

Delete "principal plus accrued interest"

Insert "loan balance"

Page 4, line 24:

Delete "principal plus accrued interest"

Insert "loan balance"

Page 4, line 27:

Delete "principal plus accrued interest"
Insert "loan balance"

Page 4, line 29:
Delete "principal plus accrued interest"
Insert "loan balance"

Page 4, line 31:
Delete "principal plus accrued interest"
Insert "loan balance"

Page 5, line 2:
Delete "principal plus accrued interest"
Insert "loan balance"

Page 5, line 4:
Delete "principal plus accrued interest"
Insert "loan balance"

Page 5, line 6:
Delete "principal plus accrued interest"
Insert "loan balance"

AMENDMENT #3 Adopted

OFFERED IN THE HOUSE BY REPRESENTATIVE THOMAS

TO: CSHB 58( ), Draft Version "P"

Page 5, line 8, following "program":

Insert "and is subject to appropriation"

Page 5, following line 21:

Insert a new subsection to read:

"(d) A repayment benefit approved under this section may not be construed as an entitlement and is subject to cancellation or modification by the commission at any time."

Executive Working Group
FINAL Report to Governor Sarah Palin
Administrative Order No. 237
Recruitment and Retention of State Employees

I. INTRODUCTION:

Governor Sarah Palin signed Administrative Order No. 237 (AO 237) August 24, 2007. The order established an Executive Branch Working Group to address issues concerning recruitment and retention of State employees in the executive branch. The Working Group was tasked with researching and addressing the issue and providing the Governor with recommendations concerning the findings of the order.

A. The Working Group:

A Working Group, composed of seven members appointed by the commissioner of the Department of Administration was assembled to address recruitment and retention issues. The Working Group members included:

- Department of Administration, Commissioner Annette Kreitzer, chairman;
- Office of Management and Budget, Director Karen Rehfeld;
- Department of Health and Social Services, Commissioner Karleen Jackson;
- Department of Public Safety, Commissioner Walt Monegan;
- Department of Environmental Conservation, Commissioner Larry Hartig;
- Department of Labor and Workforce Development, Commissioner Click Bishop;
- Department of Transportation and Public Facilities, Commissioner Leo von Scheben.

The members' combined experience and accumulated knowledge from 75 plus years working in government service and over 75 years in the private sector ensured a broad-based approach to examining the recruitment and retention situation.

Meetings:
The Working Group held a total of four meetings during September and October. In the short time the Group met, we reviewed current State employee turnover rates that were at 16% in 2006, representing the mid-range for states responding to our request for information. As with other states and the private sector, more troubling is the number of State

employees eligible to retire now and in the next five years, and what that might portend for the State's ability to retain experienced, professional employees to balance and mentor less senior employees.

B. Input:

The Working Group polled the Commissioners from each State department for their views on the current status of recruitment and retention of State employees. Each labor union business manager was contacted and requested to give input. Hiring managers throughout State government, who are on the front lines of hiring decisions and frustrations with the current system of employee recruitment, were canvassed for their ideas and comments. The information gathered from the responses was compiled into a spread sheet which organized the data into categories.

The Working Group specifically requested suggestions without a monetary component, but recognizes there are some solutions that are in the monetary category. The State is faced with employee retention issues on both ends of the spectrum from recruitment to retaining knowledgeable, professional employees. The Working Group identified suggestions to quickly impact a majority of problems brought on by a tight salary schedule and personnel rules. Negotiating fair labor contracts is one piece of the financial puzzle, removing an outdated "longevity" step concept is another. These details are included under, "E. Financial Incentives".

C. Supplemental Data:

Appendices include Administrative Order No. 237, State Employee Unions summary sheet and statistics about State employees excluding the University of Alaska, the Legislature and the Court System. Our efforts were focused only on the Executive Branch departments represented at the Cabinet level.

II. IDENTIFY ISSUES AND PROPOSALS:

AO No. 237 charged the Working Group with identifying the recruitment and retention situation, the costs involved in training, changes that will allow the State to effectively serve its citizens while limiting expansion, opportunities for partnering and cross-training and cost neutral or low-cost solutions to increase worker satisfaction.

A. Costs of training new State employees:

Training costs are a significant expenditure for State agencies.

- A recent federal Department of Labor Study shows that turnover costs one-third to one-half times the annual salary of the employee, not including productivity loss.
- The State must clearly define a training/education track tied to proficiency and advancement in a job series. Some level of mandatory supervisory or other training might be necessary.
- The State may need to provide education incentives and professional development in an effort to provide career-long learning opportunities. The practice of providing education incentives among state agencies is currently inconsistent. The Working Group requested and is awaiting a survey of all departments showing what training and education the State currently pays for and what departments believe would be reasonable for the State to undertake.
- **We recommend analyzing the cost of a tuition reimbursement and student loan forgiveness program with payback obligations tied to time on the job, based on a sliding percentage from zero to five years.**
- Many departments have commented that the State has become a training ground for other prospective employers. By retaining employees longer with fair contracts and other potential financial considerations, we will lower our total cost of training.

B. Changes that restrain growth of government:

Even with significantly higher oil prices, today's production is only about one-third of what it used to be.

- The State must focus on the highest priorities by division and department to live within our means.
- Contracting some work out where appropriate, should be considered. This currently requires a feasibility study and could require revision to labor contract language.
- The State spends hundreds of millions of dollars on technology to improve and make public documents more accessible. Some of this technology will automate processes meaning that fewer employees will be needed to manually enter data like timesheets. The State needs to plan with these employees an exit strategy to other available State jobs.

C. Opportunities to cross-train within and encourage efficiencies:

The State cannot continue to heavily rely on retirees to return to work as a stop-gap measure to training new employees.

- Develop and implement knowledge transfer plans for soon to be retiring employees.
- High turnover positions must have a "desk manual" to ensure that the most basic information of the position is available when a new employee is hired. Documenting a high turnover position's responsibilities cuts down on the amount of time spent explaining the duties.
- From hiring managers on up, there must be a frank understanding that many entry level jobs will have high turnover. Accepting this and planning for it, while encouraging entry level employees to move up on a State career ladder, will help retention overall.

D. Cost-neutral or low-cost solutions to increase workplace satisfaction:

The State should continue to encourage work/life scheduling flexibility. Hiring managers particularly noted these suggestions related to flexible work schedules and recruitment efforts:

- Broader use of alternate work weeks (4-10's, 9-80's). Some departments are using flexible work schedules but this could be done on a more consistent basis.
- Encourage consideration of broader use of telecommuting and job sharing agreements. An approach could require employees to complete one year on the job in the office location, and be in the office several days a week as part of a telecommuting plan.
- Establish employee recognition and appreciation programs as part of a statewide culture. Department programs should complement the Governor's Statewide Denali Peak Performance Program. Many Commissioners commented that they look for opportunities to recognize excellent customer service or project work by employees.
- Initiate a health and fitness program as part of the State health benefit package. This could pay for itself over time through healthier employees, less sick leave usage, etc. We will need to work with and coordinate with union health trusts on this issue.
- Provide sabbaticals without a break in service or interruption of health benefits. For example, one month after 10 years, three months after 20 years. These could be used in conjunction with

annual leave for continuing education, travel, or just "recharging their batteries".

III. EVALUATE AND RECOMMEND:

The Working Group was charged with evaluating the hiring criteria and practices, education requirements and minimum qualifications, recruitment tools and whether there are ways to improve upon the merit principle to provide better incentives and retain quality employees.

A. Current hiring criteria and practices:

It will take time to inculcate the ideas we believe will result in efficiencies in the State's hiring practices. The processes in place have resulted from years of patchwork attempts to incrementally fix personnel system deficiencies.

- Revamp the classification process and review adequacy of classification resources in the Division of Personnel and Labor Relations to get through all current and backlogged requests and to be more responsive and proactive to workforce changes.
- Conduct a review of the classification system. Review all job classes, update and consolidate with more generic job classes. Minimize or eliminate single-position job classifications.
- Solicit input from younger workers on what it takes to attract, retain, and satisfy the new generation of workers.
- Encourage a broader use of flexibly classed positions, with easier movement between levels in a job series (i.e. I-II-III). (Current list is included in appendices.)
- Review the effectiveness of the HR integration. This should be scheduled in 2008. There continues to be some concern about the impact of the Human Resources integration and its impact on some departments.

B. Current education requirements and minimum qualifications for state employment:

The State needs to be more flexible in its efforts to attract qualified job candidates. The Working Group acknowledges that not every location in the State is having the same challenges drawing applicants.

- Change minimum qualifications to broaden applicant pools. This is not a "dumbing down" of the applicant pools as suggested by some, but a more strategic approach to actual job requirements.

Some examples include removal of a specific degree requirement (i.e. accounting, biology), and replacing with a general degree with a certain number of field-specific credit hours. Specific degree requirements could also be replaced by technical certification or demonstrated expertise. Several departments requested a minimum qualification waiver process.

C. Recruitment tools:

The Workplace Alaska recruitment portal needs to be changed to be more comparable to and competitive with links like monster.com and dice.com – this old technology is not attractive and does not present the State as a progressive, interesting employer. This change will require more planning as it will impact the Online Public Notice system.

- In the short term, we should enable applicants to post resumes on Workplace Alaska similar to other employment websites.
- Each department should have a web link to jobs available on its main website.
- Formalize employee surveys; upon initial hire, after one month, and/or at a minimum an exit survey upon termination. Some suggested making exit interviews mandatory.
- Encourage broader use of internship program. Partner with the University of Alaska on an apprenticeship program. Streamline internship classification with greater flexibility in I-IV levels.

D. Improvements to Merit System:

Efforts should be made to recognize exceptional work and eliminate barriers to employment and promotional opportunities.

- Provide more discretion for increased pay based on performance. Base performance incentives and service steps on the performance evaluations. Use steps (b) through (f) for performance incentives and steps beyond (f) for service steps. This recommendation cannot work if there is not a concomitant effort to prepare proper evaluations.
- Eliminate pay barriers that discourage employees from taking promotions, i.e. not enough pay for the added work and responsibility, loss of over-time pay, if applicable, etc.
- Expand our ability to promote existing employees. In some cases it is easier to hire a new State employee at an advanced step (based on recruitment difficulty or exceptional qualifications).

- Analyze the effectiveness of continued use of market-based pay adjustments. This process addresses specific pay issues but disrupts internal alignment and creates supervisor differentials.

E. Financial Incentives:

In certain areas, the State has become a training ground for the federal government. There is a 24% Alaska cost of living differential between the Federal and State governments that exacerbates this problem.

State labor contracts recently concluded will mean:

1. The 7,920 members of the General Government Unit (GGU) of Alaska State Employees Association will receive a 4% retroactive pay increase contingent on legislative appropriation. The 4% is retroactive to July 1, 2007, followed by 3% increases in FY08 and FY09.
2. The Teachers' Education Association of Mt. Edgecumbe ratified an agreement of a 3% retroactive raise in FY07, followed by 3% in FY08 and 3% in FY09.
3. Labor, Trades and Crafts, Local 71, has ratified an agreement for a two-year contract which includes a 5% increase in FY08 and 2% increase in FY 09. (about 1600 members)
4. Alaska Public Employees Association, bargaining on behalf of the Confidential Employees Association (195 members) ratified an agreement with the State on a three-year contract beginning July 1, 2007 which includes a 4% wage increase on that date, followed by a 3% increase beginning July 1, 2008 and a 3% increase beginning July 1, 2009.

In addition to the monetary components of union contracts the State is a party to, the State makes annual contributions on behalf of each employee to the Public Employee's Retirement System and the Teacher's Retirement System. In the FY09 budget, the State's share of this responsibility for all State employees (union and nonunion) is about $340 million.

The Working Group agrees that we cannot solve, in this fiscal year, all of the inequities that may have built up over time to make the State a less competitive employer. There are concrete steps that can be taken however, some of which will have long lasting effects:

- Eliminate the outmoded longevity steps where employees go years without a pay adjustment. What was meant as an inducement to retain employees has become a barrier to hiring and promoting professional employees. Removing the barrier can be accomplished in some labor contracts, but the statute (AS 39.27.022) must be updated as employees hired at an advanced step are often frozen at that pay range for up to seven years since the system does not recognize private or other government experience. The removal of this barrier would allow the State to recognize experience and provide merit increments in shorter spans of time. Currently, some employees must wait four, nine and 13 years for a pay increase.
- Salaries for the so-called "non-covereds" or non-union State employees will be impacted by the above action in addition to any changes made to the statutory salary schedule to reflect changes negotiated with union employees.
- HB 98 (CHAPTER 53 SLA 05) increased salaries of commissioners among others, but neglected to include deputy commissioner salaries. For a supervisory track beginning with a new single job classification of Administrative Services Manager, which could lead to promotion to a Deputy Division Director and then to Division Director, the Working Group recommends the following structure. We also recognize that professional job classifications within each agency also provide career tracks to director and other management positions. Any changes to existing positions resulting in increases will be absorbed by existing budgets.

Position	Previous	Current	Proposed	Comment
Commissioner	28E	28-30	No change	AS 39.20.080(a)
Deputy Commissioner		28 A-F	28-29	AS 39.20.080(b) requires legislation to increase
Assistant Commissioner		27	27-28	Not widely used, but can be helpful for very large agencies (e.g., HSS)
Division Director	26	27	No change	Increased Nov. 2006
Deputy Director		23	24 or 25	Implement in FY08-no legislation required
Assistant Director		22	23	Not widely used
Admin. Services Manager/Admin Operations Mgr I-III		22-24	23	Make a single job class to progress to deputy director
Administrative Manager I-IV		15-21	No change	

F. Healthy Work Environment:

We know by surveys and studies that employees value a healthy work environment: One where they are encouraged to be proactive about their own health and if a manager, to model good health habits to their co-workers and subordinates.

This cannot be a mandate. Employees must believe this is also important to their abilities in their jobs. This effort is to support those

who willingly want to maintain or make a change in their lifestyles to a healthier one.

As the provider of health insurance coverage for active and retired State employees, the State has incentive to look for ways to encourage both populations to be proactive about fitness and good health.

Through the Alaska Retirement Management Board and the Health Benefits Evaluation Committee (created in the Supervisory Union's labor contract, specific to the 5,500 State of Alaska employees and dependents covered by the Select Benefits health plan) recommendations are coming to the Commissioner of the Department of Administration to make changes to the health plans to entice employees to use preventive health and fitness measures, to provide coverage for colorectal cancer screening for retirees, and for well baby coverage for active employees. This work will continue in conjunction with the Governor's Health Care Strategies Planning Council.

IV. Conclusion:

The State can do better as an employer. We've started down a path to improving our stature as an employer with fair union contracts and a culture of high ethical standards.

The Working Group recognizes that the State must have a plan for implementing further change and intends to continue to meet to provide a roadmap to reach our ultimate goal of regaining and maintaining our status as a competitive employer.

There are many ways the State has constrained itself as an employer through our methods of recruitment. Changes will take time, effort and a commitment from State employees to implement. We can change the current situation and do more to provide a healthy work environment for our employees.

The Working Group evaluated suggestions and comments submitted by various groups throughout the State workforce. The many responses touched on in this report serve as a starting point for State action for current employees as well as those who will work here in the future.

Some have suggested that we should immediately initiate a salary survey. It is our recommendation that we focus on changes encompassed in this report over the next one to two years, and initiate a

salary survey in 2009-10 to help analyze the effectiveness of the changes and identify additional areas needing adjustment.

We encourage all commissioners to carefully review the data available for each department to plan for pending retirements and the knowledge transfer necessary for the State to successfully continue to provide services. The Division of Personnel and Labor Relations will work to streamline this process for departments and provide guidance and tips on successful implementation.

It is imperative that we continue to engage in an open conversation about ways we can improve and continue to meet our recruitment and retention needs.

Action Plan for Administrative Order No. 237

Near Term Actions:

- Continue negotiating and settling labor contracts which are fair and sustainable.
- Prepare legislation to repeal longevity step impediments and replace with a fair alternative.
- Prepare legislation to provide greater flexibility for deputy commissioner's pay.
- Implement deputy director pay increase in FY08.
- Review the training, education and certification survey of all departments and make recommendations for FY09 or FY10.
- There continues to be some concern about the impact of the Human Resources integration and its impact on some departments. A review of the effectiveness of the HR integration should be scheduled in 2008.
- Streamline the intern program process so it is easier for students to come back to work for the State in between college sessions, and it is less cumbersome for those wanting to hire interns.
- Analyze the effectiveness of continued use of market-based pay adjustments.
- Look for opportunities to promote effective healthy living habits that employees can maintain.

Within two years:

- Request funding in the FY09 budget to perform a geographic differential study in accordance with AS 39.27.030.

- Review the history of tuition reimbursement and student loan forgiveness programs and work with the Legislature to determine a flexible plan with payback obligations tied to time on the job, based on a sliding percentage from zero to five years.
- Every department must develop and implement knowledge transfer plans for soon to be retiring employees.
- Every department must continue to audit its use of flexible work schedules (using information already provided by DOA) to determine if broader use of flexible schedules would be welcomed by employees and still accomplish State priorities.
- Revamp the classification process and review adequacy of classification resources in the Division of Personnel and Labor Relations.
- Conduct a review of the classification system. Review all job classes, update and consolidate with more generic job classes. Minimize, eliminate single-position job classifications.

Within three years:

- Conduct a salary survey.
- Replace the Work Place Alaska portal (and the Online Public Notice System).
- Consider legislation to implement a 40-hour work week.

Ongoing Efforts:

- Continue efforts between the DOA and other departments to write less restrictive minimum qualifications for positions, which allow departments more discretion in hiring the most qualified, best person for the position.
- Continue to encourage a broader use of flexibly classed positions, with easier movement between levels in a job series (i.e. I-II-III). (Current list is included in appendices.)

Administrative Order No. 237
Executive Working Group
Status Report of Recommendations

The Executive Working Group on Recruitment and Retention set out a list of action items in the November 2007 report to the Governor. These items and their current status are listed below.

Action Items – Near Term

Action Item	Status	Details
Labor Contracts: ASEA-GGU, APEA-SU, APEA-CEA, PSEA, AVTECTA and IBU	**Completed**	Salary adjustments resulting from HB 417 and labor negotiations have had a cumulative impact of $150 million over three years (FY08-$56.4 million, FY09-$49.8 million, FY10-$44.2 million). See attached cost summary.
LTC, TEAME, ACOA	**Upcoming**	Contracts expire 6/30/09
MM&P, MEBA	**In Negotiations**	Contracts expired 6/30/08
Longevity Step Repeal and replacement with fair alternative	**Completed**	HB 417 repealed longevity steps and implemented pay increments for non-covered employees. PSEA negotiated similar provisions and Letters of Agreement have been signed with GGU, CEA and SU (pending) effective January 1, 2009. Cost to implement estimated at $2.3 million in FY09 and $1.5 million in FY10.
Flexibility for Deputy Commissioner Pay	**Completed**	HB 417 provides for appointment within range 28.
Deputy Director Pay Increase	**Completed**	Division Operations Manager, range 24 Deputy Director, range 25 (partially exempt only)
Training/Certification/ Education Survey Status	**No Action**	Will be put into New Work Plan
HR Integration Study	**Upcoming**	Development of the RFP will begin by October 1, 2008. RFP will be vetted through Working Group before release.
Streamline Intern Process	**Completed**	Levels were consolidated and flex staffing was implemented. Intern openings are now advertised through Workplace Alaska. This allows all interested parties to view/post internships in one central location.
Market-Based Pay	**On Hold**	A contractor will be hired to conduct a salary survey in 2009 to provide a more holistic approach.
Healthy Living Habits	**Ongoing**	Web Portal has been developed and usage is still in discovery stage. The database will be developed in 2009. Incentives for participation are under development.

Action Items – Within Two Years

Action Item	Status	Details
Geographic Differential Study	**In Progress**	$400.0 for study appropriated. The contractor began work on September 16, 2008. The report is planned to be completed by January 31, 2009. The budget impact of implementation will be presented to the 2009 Legislature.
Tuition Reimbursement & Student Loan forgiveness	**In Progress**	Many departments currently reimburse employees for tuition for job-related classes. Departments will be advised of available options. Review of student loan forgiveness will be put into new work plan.
Knowledge Transfer Plans	**In Progress**	DOPLR has a presentation available to assist agencies in the development of these plans.

Administrative Order No. 237
Executive Working Group
Status Report of Recommendations

Flexible Work Schedules (Alternate Workweeks)	**In Progress**	The number of agreements statewide has increased from 1,508 in 2007 to 1,941 in 2008. Effort is continuing to inform departments of available options.
Revamp Classification Process and Review of Resources	**In progress**	Classification studies are being limited to those in class series which have experienced a significant change in duties. A parallel process to address salaries will be explored in conjunction with comprehensive salary survey.
Classification System Review	**In progress**	When appropriate, job classifications are being consolidated and single position job classifications are being eliminated.

Action Items – Within Three Years		
Action Item	**Status**	**Details**
Salary Survey	**In Progress**	Plan to award contract to begin study in January 2009 with expected completion by October 2009.
Workplace Alaska Portal Replacement	**In Progress**	Task Order has been released for the development of system requirements.
Legislation for 40 hour Workweek	**No Action**	Consideration will be given to implement for select groups of employees.

Ongoing Efforts		
Action Item	**Status**	**Details**
Less Restrictive Minimum Qualifications	**In Progress**	21 job class specifications involving over 350 state jobs have been reviewed and updated to ensure MQs reflect current job requirements.
Broader Use of Flexibly Classed Positions	**Completed**	The use of flexibly classed positions has been broadened for use within any series so long as the work exists at the requested levels.
Administrative Clerk Study	**In Progress**	This comprehensive study of 1,150 clerical positions is scheduled for completion by June 30, 2009. The study will examine the changes in clerical work since the classes were last studied (in 1996) and will provide a benchmark for aligning other clerical, paraprofessional and entry-level job classes.
Revamp Employee Evaluation Process	**In Progress**	Newly established pay increments require completion of an evaluation. The evaluation process is being reviewed and streamlined to ensure that employees are evaluated in a meaningful and timely manner.

Discussion Items	
Item	Details
Sabbaticals	Explore concept for state employees with extensive service - 15 yrs and up.
Telecommuting	Explore concept for working from home up to three days a week. Policy is under review and development.

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REPRESENTATIVE BILL THOMAS
ALASKA STATE LEGISLATURE DISTRICT 5
e-mail: Representative.Bill.Thomas@legis.state.ak.us
webpage: www.akrepublicans.org/thomas/

State Capitol
Juneau AK, 99801-1182
907-465-3732
888-461-3732
FAX 907-465-2652

Changes Made to HB 58 from Original Bill to Proposed Education CS

Section 1:

Findings and Purpose: remains the same.

Establishes that the purpose of the bill is to provide financial incentives to students who return to Alaska to work.

Section 2:

Remains the same.

Allows Alaska Student Loan Commission to perform duties assigned by the Alaska qualified employee recuitement loan repayment program. (Technical conforming language.)

Section 3:

Remains the same.

Allows the Executive Director of the Alaska Student Loan Commission to administer the Alaska qualified recruitment loan repayment program. (Technical conforming languge.)

Section 4:

Remains the same.

Allows unrestricted capital monies made available to Alaska Student Loan Corporation to be appropriated to the loan repayment program.

Section 5:

Changed Eligibility Criteria

HB 58 → In order to be eligible for the program the student must:

1.) Be a resident of the state when applying
2.) Be employed in a specified field:
   a. Biologist
   b. Education
   c. Dentist
   d. Nursing

Changed in CS → In order to be eligible for the program the student must:

1.) Be a resident at the time of applying for the program
2.) Is working full time in a field determined by the Department of Labor to be in a shortage in the state

3.) Applicant began working in the designated field in Alaska within four years of attaining his/her degree
4.) Student recieved a loan from the Alaska Student Loan Corporation

Changed Conditions and Limitations on Loan Repayment

Clarified that the loan repayment will only be for the outstanding loan amount at the time of the application to the program. Therefore if a student elects to pay some of the loan on their own, the state will not be reimbursing them for payments already made.

REPRESENTATIVE BILL THOMAS
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Sponsor Statement for HB 58 Student Loan Repayment Program

For every young person that leaves Alaska and doesn't return, Alaska loses a part of its future. Our students are leaving Alaska and choosing to stay elsewhere after they have attained their degrees. Alaska needs to do more to retain our best and brightest students.

The cost of living in Alaska is rising, wages are not keeping up, and the remoteness of our unique state brings its own set of challenges. Not only are these challenges present in our urban areas, but in our rural areas to an even greater degree. With an ever growing retiring work force, Alaska needs to address the problem before it reaches a crisis. Any assistance we can give to our graduating students to bring them home should be explored.

HB 56 proposes to repay the student loans of students who leave Alaska to attain degrees that are determined to be in shortage in the state. Repayment will be up to 100% of the loan incurred. The repayment schedule is four years if a graduate chooses to work in their field in a rural area and six years if the graduate chooses to work in an urban area. We want our young people to return home and build their careers here. Alaska cannot survive without them.

UNIVERSITY OF ALASKA
FAIRBANKS

School of Natural Resources and Agricultural Sciences
Agricultural and Forestry Experiment Station

Office of the Dean & Director
P.O. Box 757140
Fairbanks, Alaska
99775-7140
Phone: (907) 474-7083
Fax: (907) 474-6567
email: fysnras@uaf.edu

February 11, 2009

Paul Seaton
Attn: Hannah Harrison
State Capitol Room 102
Juneau, AK 99802

Dear Representative Seaton:

I am writing in support of HB 58: "An Act relating to a student loan repayment program for occupations or fields in which a shortage of qualified employees exists; and providing for an effective date." As you are aware, and as pointed out very substantively in an article authored by Jeff Hadland in the Monthly Labor Review May 2004 issue, Alaska's 'brain drain' of students trained in Alaska is not a myth it is real.

Another reality is the vacancy rates that are continuing to increase in positions vital to the state in a variety of areas, but particularly in natural resources management that includes geography. I am the Dean of the School of Natural Resources and Agricultural Sciences and Director of the Agricultural and Forestry Experiment Station. We train students for jobs critical to allow Alaska to continue to sustainably manage and develop its natural resources.

Almost all students require some financial aid to complete their post-secondary education. These loans are not easy to repay particularly in public sector employment where many entry-level salaries are low and recruitment and retention of qualified employees is difficult. Students are, therefore, attracted to higher paying jobs or leave the state. As our economy continues to falter, student loan repayment will be even more difficult and recruitment and retention possibilities will remain bleak.

HB 58 addresses not only the ability of students to pay back loans but also the recruitment and retention problem. It has my strong support and I know that our faculty would agree with my concurrence relative to the importance of this bill. I am grateful that Representatives Thomas, Wilson, Millet, Harris, Ramras, and Kerttula had the foresight to sponsor a bill that is destined to impact the success of Alaskan students.

Sincerely,

Carol E. Lewis, Dean and Director
School of Natural Resources and Agricultural Sciences
Agricultural and Forestry Experiment Station

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Alaska State Legislature
Representative Bill Thomas
Juneau, AK 99801
Fax: 907-465-2652

February 13, 2009

Shannon Johnson-Nanalook
P.O. Box 66
Iliamna, AK 99606
Ph. 907-571-3130

Re: Support for HB 58

Dear Representative Thomas,

I am writing to express my support of HB 58, "an Act relating to a student loan repayment program for specified occupations or fields in which a shortage of qualified employees exists."

Recently I was in Juneau and had the wonderful opportunity to discuss this bill and I am pleased that this important issue is being addressed.

Alaska has high rates of risky behaviors and leading causes of death among our youth. Social Work is an ideal profession that is almost inexistent in our Alaskan communities. School social workers, medical social workers, and community social work counselors are all very important and needed for all the overall health of our State.

It is very difficult to fund our education to get into a position to benefit our State. This bill will help in educating our people who want to live and give back to their communities and culture.

Thank you for sponsoring this bill and supporting this bill that would greatly change the lack of service providers in our State.

Respectfully,

Shannon Johnson-Nanalook

Alaska's 'brain drain': myth or reality?

A variety of administrative data are used to determine if the long-term education, employment, and outmigration patterns of Alaska's youth are draining Alaska's labor force, causing 'brain drain'

Jeff Hadland

Alaska has one of the highest outmigration rates in the Nation. The general belief is that a disproportionately large percentage of Alaska's young adults leave Alaska after graduating from high school or after completing some postsecondary education in the State. Also, there is wide concern that the percentage of Alaskans who continue their education beyond high school is among the lowest in the Nation.[1] This article presents data to quantify these phenomena, sometimes characterized as a "brain drain," using a variety of administrative data.

This article tracks a study group of more than 16,000 Alaskans, age 15–16 in 1994 (hereinafter, 1994 Youth).[2] It follows this group through their postsecondary education in Alaska and at out-of-State institutions and examines their employment status in Alaska.

Summary of findings

- More than 62 percent of the 1994 Youth were still Alaskan residents in 2002, compared with 71.3 percent of the total Alaskan population.
- A little more than 55 percent of the 1994 Youth group had some reported postsecondary education, nearly identical to the postsecondary education rate of a group of 17- and 18-year-old Alaskan youth in 2000.
- Approximately 62 percent of the 1994 Youth group who pursued postsecondary education, did so exclusively in Alaska.
- More than 84 percent of the 1994 Youth who had received their postsecondary education exclusively in Alaska were still Alaska residents in 2002, compared with 51 percent of the 1994 Youth who had received postsecondary education exclusively outside the State were Alaska residents in 2002.
- Nearly 70 percent of the 1994 Youth group with postsecondary education had attended the University of Alaska at some time from 1996 through 2002.
- More than 12 percent of the total 1994 Youth group earned one or more degrees as of the end of 2002.
- Nearly 54 percent (8,659) of the 1994 Youth group were employed in Alaska in 2002 based upon a match with Alaskan unemployment insurance wage records. Average 2002 earnings varied by educational attainment, with highest average earnings in Alaska achieved by those youth who had earned a degree at the University of Alaska.

The number of young Alaskans entering the labor force each year is rapidly increasing. In 2002, there were nearly twice as many 16-year-old Alaskans (11,246) as there were new jobs created in Alaska from 2001 to 2002 (6,500). Nevertheless, a significant number of employment opportunities are available to new entrants to the labor force. The large number of new hires each quarter and an increasing number of workers approaching retirement age all present opportunities to young jobseekers. Although there is always the likelihood

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of a mismatch between skills of a new worker and job openings, tracking the postsecondary education and employment patterns of young Alaskans can be helpful in determining priorities and programs that could provide additional opportunities in the coming years for Alaska youth.

Methodology

More than 16,000 Alaskans age 15–16 in 1994 were identified based upon reported date of birth on their Alaska Permanent Fund Dividend application[3] and matched with unemployment insurance wage records, as well as a variety of administrative data. This cohort was tracked from 1994 to 2002 and monitored on its continuing education and employment outcomes. There is currently no high school graduate database available for Alaska, so this compilation was used as a proxy for that information. An additional group of 20,413 17- and 18-year-olds in 2000 was selected for tracking short-term postsecondary education choices.

The majority of the study group retained their Alaska residency during the 1994–2002 evaluation period and had identifiable postsecondary education both within and outside Alaska. No information was available for youth employed outside Alaska or youth who died or left the United States during this period. Youth arriving in Alaska after 1994 were excluded from the study group.

Administrative data. The Alaska Permanent Fund Dividend application form provides a few key demographic variables. Age, sex and place of residence information is collected from the file and used to identify the population, identify place of residence by year, determine continued residency and track in-State and estimate out-of-State migration.

Continuing education among Alaskan youth was tracked using University of Alaska and other Alaska postsecondary education files, as well as National Student Clearinghouse data showing education and degrees obtained in other Alaskan schools and in other States. Although not all out-of-State schools and all years were available, the Clearinghouse data helped to fill a gap in information about the large number of Alaskans who pursue postsecondary education outside the State. Although not all schools report information for all years, the data provided was the best available for postsecondary education activity and outcomes of the Alaska youth population.

Other available data In addition to industry and earnings information, Alaska's unemployment insurance wage record file contains occupation and place of work information for most wage and salary workers in the State. Employers are provided with special occupational coding manuals, based on the Standard Occupational Classification system that assist them in coding each of their worker's jobs. Besides providing information on the progress of workers through a career ladder, the coding manuals allow researchers to compare occupational information by matching an occupation with the typical education level for that occupation and examine earnings by occupation. In addition, occupation data associated with each worker are helpful in determining if workers were employed in an occupation related to their education and training. This information is collectively known as Alaska's Occupational Database. The Wage Record Interchange System could not be used to track the employment outcomes of youth that were employed outside the State because that file can be used only for evaluating the performance of certain federally funded training programs, primarily those associated with the Workforce Investment Act.

Characteristics of Alaska's youth

The study cohort of 16,114 Alaskans age 15–16 in 1994 had significantly more men (52.5 percent) than women (47.5 percent). In fact, the number of men exceeded the number of women in all age groups in Alaska in 1994. Also consistent with the overall population distribution in Alaska, the 1994 Youth population reported their residence as: 37.8 percent in Anchorage, 12.3 percent in Fairbanks, 10.4 percent in Matanuska-Susitna[4], and 8.7 percent in Kenai.

No information is currently available indicating whether the 1994 Youth were Alaskan high school students in 1994 or had graduated from an Alaskan high school in 1994. In 1996 and 1997, the Alaska Department of Education and Early Development reported that there were 12,209 high school graduates from Alaska's school districts, and this group represents a large percentage of the total high school-graduation-age population for those years. (The statewide dropout rate for grades 7–12 ranged from 3.4 percent to 4.1 percent from 1996 to 1998.)

For purposes of comparison, a second group of Alaskan youth age 17–18 in 2000 was selected and matched with administrative data. This group of recent high-school-graduation-age youth was examined to determine their employment and postsecondary education outcomes shortly after their high school years.

Residency and outmigration

Older youth and young adults typically have the highest migration rates of any other population group. These individuals are at a crossroads of their lives when they are either continuing their education or considering a serious job or career. To achieve these goals, many young persons consider moving to another location. Although the majority of Alaska's 1994 Youth study group chose to continue their work or education close to home, many others chose to leave Alaska to pursue their long-term goals.

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Due primarily to outmigration during the 1994–2002 period, there was a significant decline in the number of Alaska's 1994 Youth from 1994 though 1997 when most of the students would have been old enough to graduate from high school. In 1997, 82.6 percent of the 1994 Youth group were still Alaskan residents based upon Permanent Fund Dividend applications. By 2002, 62.5 percent of this population were still Alaska residents. (See chart 1.)[5]

Outmigration rates for Alaskan youth age 17–19 and age 15–16 in 1994 were the highest of any other age group. In comparison, 28.7 percent of all of Alaska's residents (Permanent Fund Dividend basis) were no longer Alaskan residents in 2002, fully 37.5 percent of 15- and 16-year-olds and 38.8 percent of 17- and 19-year-olds no longer resided in Alaska in 2002. (See table 1.) The migration rate for male and female youth was virtually the same for those in the 15- and 16-age-group.

Overall, 37.7 percent of the 1994 Youth age 15–16 were no longer residents of Alaska in 2002. Although there were significant differences in outmigration rates from Alaska by age group from 1994 to 2002, the migration rates by geographic area varied dramatically depending on where the youth lived in Alaska in 1994. (See table 2.) Boroughs in Southeast Alaska exhibited the largest outmigration rate for the 15–16 year old population, with only 50.5 percent of these youth from Ketchikan still in Alaska in 2002, 52.5 percent of the Juneau youth cohort remaining in Alaska, and 56.8 percent of the Sitka youth remaining in the State.

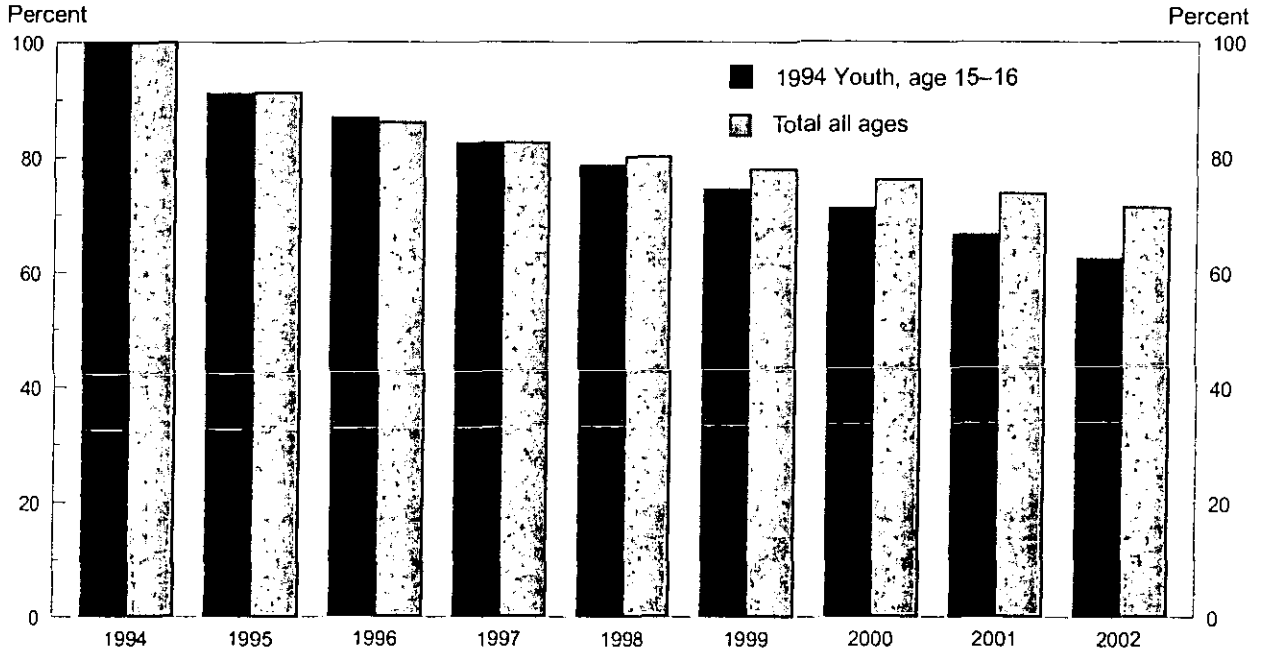
Some of Alaska's rural Boroughs and census areas had very low outmigration rates, with nearly 90 percent of the 1994 Youth of Wade Hampton, 88.4 percent of Dillingham youth, 85.9 percent of Nome youth, and 84.6 percent of Bethel youth remaining in-State through 2002.

By 2002, more than 14 percent of Alaska resident 1994 Youth moved to another borough or census area in Alaska. (See chart 2.) Rural resident youth were just as likely to move to another part of Alaska than to move outside Alaska. Following a wider variety of education or employment opportunities, those who moved from a rural area and stayed in Alaska were much more likely to move to Anchorage or Fairbanks than to another rural region.

Alaska generally has one of the highest interstate migration rates of any other State. Outmigration during the 1990's averaged 7.2 percent per year for the total population. Based upon analysis of Internal Revenue Service tax return data, 46.9 percent of gross migration (both "immigration" and outmigration) was to States in the western part of the United States. Washington and California were the two top States for interstate migration.[6] Alaska youth attended out-of-State postsecondary schools in these same "magnet" States.

Although some of the regions in Alaska with the highest

Chart 1. Percent of population retaining Alaskan residency, 1994 Youth cohort and total all ages, 1994–2002



SOURCE: Department of Labor Workforce Development, Research and Analysis, and Alaska Permanent Fund Dividend application data.

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Table 1. Percent of Alaska 1994 population remaining in Alaska in subsequent years, by age group

Age group	1994	1995	1996	1997	2002
Total	100	91.4	86.1	82.6	71.3
Age 14 years and under	100	91.5	86.9	83.9	74.8
15–16 years	100	91.2	86.9	82.6	62.3
17–19 years	100	88.9	82.3	77.2	61.2
20–29 years	100	87.8	80.6	76.0	65.9
30–39 years	100	92.1	86.8	83.5	74.1
40–49 years	100	93.4	89.2	86.5	76.2
50 years and older	100	91.5	86.2	82.1	65.9

NOTE: Continued residency in Alaska measured by application for Alaska Permanent Fund Dividend.

SOURCE: *Alaska Population Overview–1999 Estimates*, Alaska Department of Labor and Workforce Development, Research and Analysis, May 2000.

migration rates had slow growing or declining economies, this was not the entire explanation for this pattern. Some of the rural regions of Alaska with relatively low migration rates also exhibited slow growth prospects during the 1990's. Clearly, both economic, cultural factors and environmental factors play a part in the decision to leave Alaska for continuing education and pursuing economic opportunities.

There was very little flow from "resident" to "nonresident" status and back, over the course of the 9 years from 1994 through 2002. For those resident youth in 1994 who were still residents in 2002, more than 90 percent had been residents throughout the entire period. Once they left Alaska and became nonresidents, very few became residents again in later years. For the recent population study of Alaskan youth age 17–18 in 2000, 86.1 percent were still residents of Alaska in 2002 based upon Alaska Permanent Fund Dividend application.

Postsecondary education rates

Three sources of information were used to identify postsecondary education activity for Alaska's youth: University of Alaska student records from 1996 through 2002, Alaska training program records collected as part of an annual evaluation of State funded training programs, and data from the National Student Clearinghouse, 2000 through 2002. The National Student Clearinghouse data includes information

Table 2. Borough/census area place of residence of Alaskan youth age 15–16 in 1994 and place of residence in 2002

Residence in 1994	Residence in 2002						
	Total	Remained in same borough/ census area		Moved to other borough/ census area in Alaska		Moved outside Alaska	
		Number	Percent	Number	Percent	Number	Percent
Total	16,114	7,713	47.9	2,324	14.4	6,077	37.7
Aleutians East	38	23	60.5	7	18.4	8	21.1
Aleutians West	69	24	34.8	18	26.1	27	39.1
Anchorage	6,089	3,180	52.2	515	8.5	2,394	39.3
Bethel	443	316	71.3	59	13.3	68	15.3
Bristol Bay	29	8	27.6	10	34.5	11	37.9
Denali	53	21	39.6	15	28.3	17	32.1
Dillingham	130	87	66.9	28	21.5	15	11.5
Fairbanks	1,982	937	47.3	198	10	847	42.7
Haines	74	19	25.7	22	29.7	33	44.6
Juneau	904	288	31.9	186	20.6	430	47.6
Kenai	1,409	593	42.1	233	16.5	583	41.4
Ketchikan	428	162	37.9	54	12.6	212	49.5
Kodiak	359	141	39.3	70	19.5	148	41.2
Lake and Peninsula	52	26	50.0	18	34.6	8	15.4
MatSu	1,682	769	45.7	319	19	594	35.3
Nome	284	180	63.4	64	22.5	40	14.1
North Slope	186	117	62.9	34	18.3	35	18.8
Northwest Arctic	210	136	64.8	41	19.5	33	15.7
POW-Outer Ketchikan	183	75	41.0	35	19.1	73	39.9
Sitka	241	95	39.4	42	17.4	104	43.2
Skagway-Hoonah-Angoon	107	33	30.8	32	29.9	42	39.3
Southeast Fairbanks	208	70	33.7	75	36.1	63	30.3
Valdez-Cordova	282	88	31.2	75	26.6	119	42.2
Wade Hampton	198	141	71.2	36	18.2	21	10.6
Wrangell-Petersburg	179	65	36.3	36	20.1	78	43.6
Yakutat	24	9	37.5	8	33.3	7	29.2
Yukon-Koyukuk	244	110	45.1	88	36.1	46	18.9
Unknown	27	0	0	6	22.2	21	77.8

SOURCE: *Alaska Population Overview–1999 estimates*, Alaska Department of Labor and Workforce Development, Research and Analysis, May 2000.

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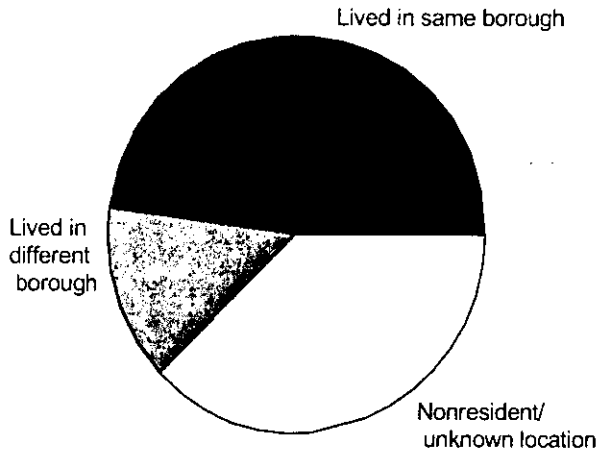
Chart 2. Residence in 2002 of the 1994 Alaskan Youth, age 15–16



SOURCE: Department of Labor Workforce Development, Research and Analysis, and Alaska Permanent Fund Dividend historical application Data.

about the education and degree status of more than 90 percent of the students enrolled in the Nation's colleges and universities.

At least 55.3 percent (8,903) of the 1994 Alaskan Youth population had attended one or more postsecondary schools from 1996 through 2002. More than 34 percent (5,537) of these youth pursued their postsecondary education exclusively in Alaska, 7.4 percent (1,190) went to school exclusively outside Alaska, and 13.5 percent (2,176) attended postsecondary education institutions both inside and outside the State. Nationwide, about 63 percent of high school graduates age 16 to 24, and about 43 percent of all 18- to 24-year-olds had enrolled in college in 1999.

More than 6,200 of the 1994 Youth attended the University of Alaska at some time from 1996 through 2002. Of those youth, 34. 1 percent earned credits, and the remainder either withdrew from their course or courses, received an incomplete, or failed. Nearly 70 percent of the 1994 Alaska Youth that attended a postsecondary institution attended the University of Alaska.

More than 12 percent (1,989) of the 1994 Youth group had earned one or more degrees or certificates, or both, as of December 2002. From 1996 through 2002 ,838 of the youth earned one or more degrees and certificates of all types from the University of Alaska.

Residency and current employment status varied significantly depending upon the location of reported postsecondary education activity. Those 1994 Youth who had reported both in-State and out-of-State postsecondary education had the lowest current Alaska employment and residency, with only 25 percent of those youth residents of Alaska in 2002 and 18 percent reported working in the State in 2002. (See table 3.)

The number (and percent) of 1994 Youth who attended a postsecondary institution varied significantly by place of residence (See table 4 and chart 3). Rural areas had representatives among both the lowest and highest postsecondary participation groups. Lowest postsecondary participation (less than 45 percent) was reported in the North Slope Borough, Northwest Arctic Borough, and Bethel Census Area and the highest rates (more than 60 percent) were reported in Valdez-Cordova Census Area, Denali Borough, and Dillingham Census Area.

The 1994 youth in the urban areas of Anchorage, Fairbanks and Matanuska-Susitna attained the largest number of postsecondary degrees or certificates, and urban areas generally had higher rates of attainment. However, the Aleutians West Census Area and Denali Borough both had high rates of degree attainment, but with very small total numbers. In general, rural areas fared poorly in terms of degree attainment, with the North Slope Borough and Wade Hampton having less than 2 percent of their youth population reporting that they had achieved a degree or certificate as of 2002.

Postsecondary education, 2000

The 20,413 of Alaska's youth age 17–18 in 2000 were matched with University of Alaska and National Student Clearinghouse files to identify their participation in postsecondary education. (See table 4 and chart 4) Their participation mirrored the 1994 Youth group, with a 55.1-

Table 3. Residency and employment status in 2002 of Alaskan youth age 15–16 years in 1994

Education	Total	Resident in 2002		Employed in Alaska 2002	
		Number	Percent	Number	Percent
No reported post-secondary school information	7,211	4,202	58.3	3,623	50.2
Alaska only	5,537	4,679	84.5	4,207	76.0
Outside Alaska only	1,190	607	51.0	428	36.0
Inside and outside Alaska	2,176	549	25.2	400	18.4
Total	16,114	10,037	62.3	8,658	53.7

SOURCE: *Alaska Population Overview–1999 estimates*, Alaska Department of Labor and Workforce Development, Research and Analysis, May 2000.

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Table 4. Education, residency, and employment indicators of Alaskan youth in 1994 and 2000 by place and residence

Residency	Youth age 15–16 in 1994					Youth age 17–18 in 2000				
	Total youth	Attended Post-secondary education	Degree recipient	Resident in 2002	Employed in Alaska in 2002	Total youth	Attended Post-secondary education	Degree recipient	Resident in 2002	Employed in Alaska in 2002
Total	16,114	8,886	1,989	10,037	8,658	20,413	11,254	142	17,566	14,300
Aleutians East	38	22	4	30	24	54	27	0	48	38
Aleutians West	69	44	11	42	44	75	38	1	60	48
Anchorage	6,089	3,503	843	3,695	3,146	7,587	4,207	40	6,619	5,400
Bethel	443	160	17	375	356	552	221	3	517	442
Bristol Bay	29	17	4	18	15	39	28	0	33	28
Denali	53	37	10	36	30	60	38	2	55	38
Dillingham	130	86	9	115	100	153	99	1	145	109
Fairbanks	1,982	1,176	295	1,135	971	2,413	1,418	17	2,091	1,769
Haines	74	36	8	41	42	98	53	1	80	69
Juneau	904	499	118	474	434	1,213	643	11	1,015	856
Kenai	1,409	794	192	826	693	1,838	1,191	11	1,597	1,265
Ketchikan	428	243	48	216	201	439	231	2	361	284
Kodiak	359	219	41	211	175	393	262	7	329	256
Lake and Peninsula	52	28	2	44	38	73	42	0	61	56
Matanuska-Susitna	1,682	885	198	1,088	914	2,311	1,200	24	2,008	1,582
Nome	284	141	22	244	212	318	145	2	292	246
North Slope	186	47	3	151	133	257	84	0	227	205
Northwest Arctic	210	68	9	177	159	259	84	0	241	196
POW-Outer Ketchikan	183	72	10	110	90	208	91	0	172	126
Sitka	241	157	28	137	121	273	176	2	219	183
Skagway-Hoonah-Angoon	107	54	14	65	61	100	53	2	85	72
Southeast Fairbanks	208	107	21	145	123	238	122	5	203	149
Valdez-Cordova	282	197	39	163	142	338	270	7	293	237
Wade Hampton	198	73	3	177	164	270	77	1	255	215
Wrangell-Petersburg	179	90	20	101	81	212	127	0	171	125
Yakutat	24	14	0	17	15	21	9	0	20	18
Yukon-Koyukuk	244	103	14	198	169	269	136	0	246	201
Other/unknown	27	14	6	6	5	352	182	3	123	87

SOURCE: *Alaska Population Overview–1999 estimates*, Alaska Department of Labor and Workforce Development, Research and Analysis, May 2002.

percent rate for those attending one or more postsecondary institutions. Longer term tracking of the 2000 Youth group will likely result in higher postsecondary education participation rates than the 1994 group.

Although only the most ambitious 17-year-old would have had time to earn a Bachelor's degree by the end of 2002, more than 140 youth in this group had earned certificates or Associate degrees by that time.

For those youth who had received some postsecondary education, as of 2002, two-thirds had received that education exclusively in Alaska. The remainder received some postsecondary education outside the state, with 12.4 percent continuing their education exclusively outside Alaska.

Female youth more likely to participate in postsecondary education. More than 50 percent (4,279) of men in the 1994 Youth group had some reported postsecondary education and 60.2 percent (4,602) of the women had postsecondary education. A little less than 10 percent of the men earned a degree and more than 15 percent of the women were degree recipients. Nearly 59 percent of those with degrees were women. For those attending postsecondary schools, women were more likely to attend exclusively in Alaska.

Alaska students matriculate along the west coast. The 1994 Youth group attended colleges and universities in every State in the Nation from 2000–02 (See chart 5). However, postsecondary education students who went to school at some time outside Alaska were most likely to attend colleges and universities in the western part of the United States. Based upon the State of the last school that the 1994 Youth group attended, Washington, Oregon, California, Colorado, Utah, Montana and Nevada were the top States for college and university attendance.

University of Alaska student data

Nearly 39 percent of the 1994 Youth (6,264 students) attended one or more terms at the University of Alaska from the fall of 1996 through the fall of 2002. However, a large percentage (46.7 percent) of the youth who attended the University of Alaska attended for three or fewer terms during the period. More than 62 percent of those youth who attended the

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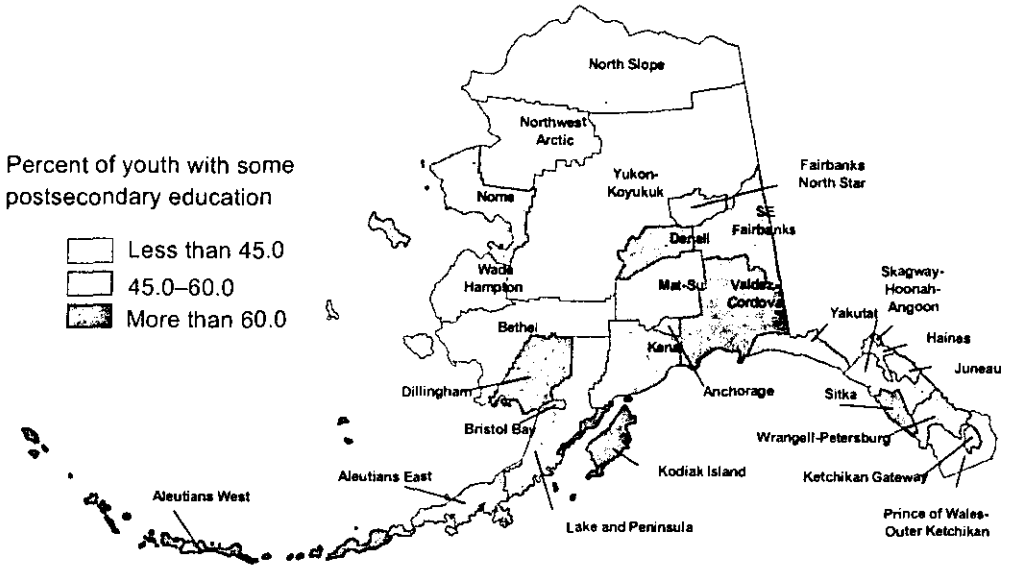
Chart 3. Percent of 1994 Youth with some postsecondary education, 2002



SOURCE: Department of Labor Workforce Development, Research and Analysis, and Alaska Permanent Fund Dividend application data.

University of Alaska at some time during the period started their attendance by the fall of 1997.

As of fall 2002, 838 of the youth cohort had received one or more degrees from the University of Alaska. Based upon the first reported degree awarded, 488 had earned a baccalaureate degree; 308, an Associate's degree; and the remainder had earned advanced degrees or other certifications.

Each year, the University of Alaska awards approximately 1,300 bachelor's degrees. Chart 6 shows the number of degrees awarded and the 2002 resident and employment status for each year's degree recipients. As expected, the 2002 University of Alaska graduates have the highest current Alaska residency and employment rates, but those students who earned degrees early in the decade have relatively high and stable employment and residency rates as well. For the recent youth cohort, those Alaskans age 17–18 in 2000, 38.6 percent attended the University of Alaska at some time from 1996 through 2002. Nearly 16 percent were still attending the University of Alaska as of fall 2002.

Employment and earnings of University of Alaska students. A little more than 4,200 2002 graduates and former students of the University of Alaska from the 1994 Youth cohort were employed in Alaska in 2002. This group earned more than $79 million, based upon administrative record matches with Alaska unemployment insurance wage records. Students who earned one or more degrees at the University of Alaska had the highest average total Alaska earnings in 2002 when compared with all other 1994 Youth. (See chart 7 and table 5.) Workers who reported having between 61 and 90 University of Alaska credits had the second highest average earnings.

No matter the level of educational attainment, the male group earned more than the female cohort in Alaska in 2002. Nevertheless, there was a much larger number of reported female degree recipients and a much larger number who were employed in Alaska in 2002. (See table 6.) Women who earned a degree at the University of Alaska had wage and salary earnings approximately 50 percent greater than those females who did not attend the University of Alaska. In 2002, male youth who did not attend the university had average earnings that were 94 percent as much as the entire male youth cohort and female youth who did not attend earned 83.9 percent as much as all women in the group.

Employment and earnings of Alaska youth

Total wage and salary earnings in Alaska in 2002 for the 8,659 employed 1994 Youth were $149.2 million. These workers, representing 53.7 percent of the total 1994 Youth study group, earned on average $17,238 in 2002, compared with $25,808 average

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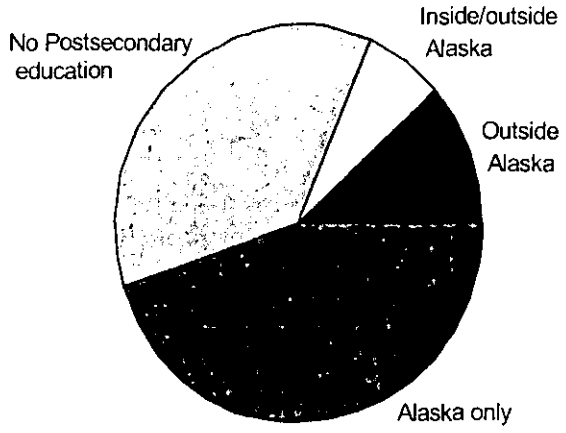
Chart 4. Postsecondary education status thru 2002 for year 2000 Alaskan youth age 17–18



SOURCE: Department of Labor Workforce Development, Research and Analysis.

annual earnings for all workers employed at some time during the year in Alaska in the same year. The largest number of workers and the highest total earnings were in the trade, transportation and utilities industry, however, highest average and median earnings were paid to workers in the natural resource and mining industry. (See table 7.)

Alaska's oil and mining industry has very high paying jobs. Average earnings for the 1994 Youth workers in that industry were $35,226; twice as much as the average for all of the 1994 Youth working in Alaska in 2002. But these 1994 Youth workers still earned significantly less than all workers employed in the natural resources and mining industry who average $62,557 annual earnings in 2002.

Although Alaska's unemployment insurance wage record file does not capture the number of hours worked for each employee, calendar quarters worked does provide some indication of attachment to the labor force over time. In 2002, 55 percent of the 1994 Youth employed in Alaska 2002 worked during all four quarters of the year suggesting a strong attachment to the labor force. (See chart 8.) However, nearly 64 percent of the 1994 Youth workers employed at some time during the year in Alaska earned less than $20,000 and about 40 percent earned less than $10,000. (See chart 9.) Workers who were employed during all four quarters earned an average of $25,129.

Youth with postsecondary education. Matching the 1994 Youth age 15–16 records with 2002 Alaska unemployment insurance wage records and education and residency administrative data, this study finds that the majority of total Alaska earnings were received by those youth who had reported some Alaska postsecondary education. Total earnings were $149.2 million, with $81.0 million going to youth with some Alaska postsecondary education (table 8). Those youth who had earned one or more degrees had the highest average earnings ($19,754), although those youth reporting some Alaska postsecondary education earned nearly as much, with $19,251 in 2002. Lowest average and total earnings were received by youth who had postsecondary education both inside and outside Alaska.

Based upon analysis of those 1994 Youth employed at some time during 2002, nearly 53 percent were employed by one employer during the year, 28.3 percent of workers were employed by two employers (either consecutively or concurrently), and 12.0 percent were employed by three employers in 2002. These workers were employed an average of 3.2 quarters per year.

Occupation and educational attainment

Alaska's unemployment insurance wage records contain Standard Occupational Classification- based occupational identifiers for more than 95 percent of unemployment insurance wage records. Minimum training level codes, assigned according to the Bureau of Labor Statistics classification system, can be used to determine if postsecondary education graduates, or those receiving significant postsecondary education are working in an occupation that require that level of training. If workers are employed in an occupation that requires only short-term on- the-job training, but they had received considerable postsecondary education, they can be considered "underemployed."

The 1994 Youth group has not had time for significant work experience following postsecondary education. Preliminary findings show that about one-third of the 991 youth who had degrees were employed in Alaska in 2002 in occupations with assigned training levels and were working in occupations in which a degree was required. (See table 9.)

However, a significant number of 1994 Youth with no reported degree information were working in occupations generally requiring degrees. Some of the occupations most frequently reported in this category include financial specialists, general and operations managers, biological technicians, preschool teachers, computer support specialists, recreation workers, accountants and auditors, engineering technicians, and health technologists. Incomplete educational attainment information and occupational coding issues both may be a factor in the discrepancy, but it is clear that a large number of the 1994 Youth

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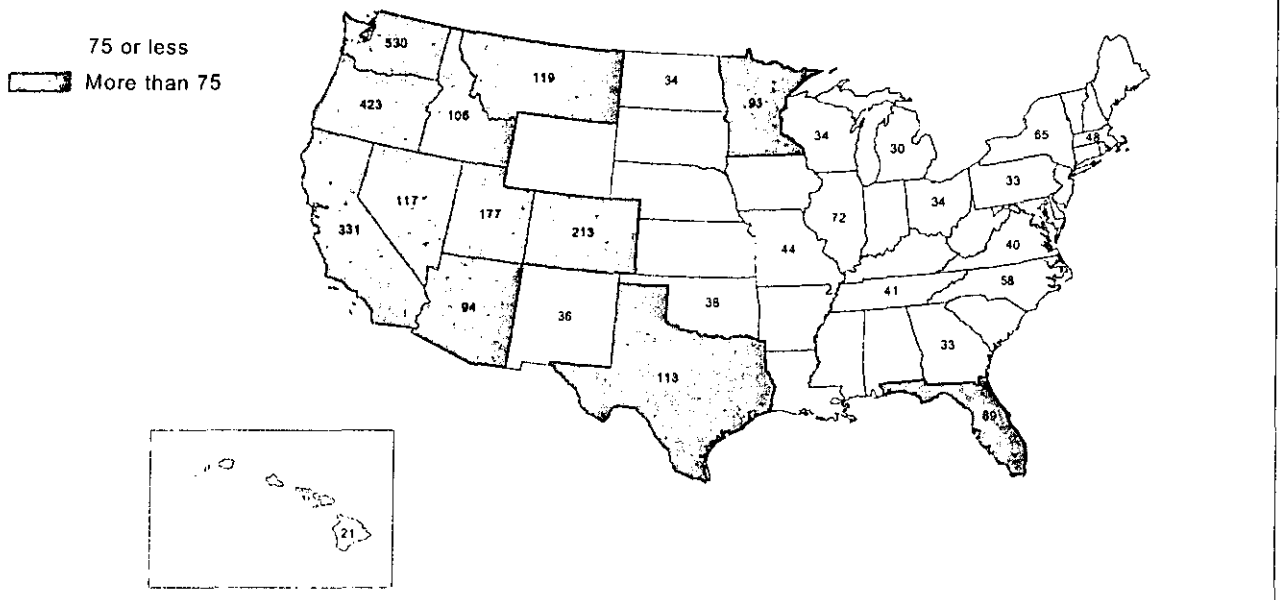
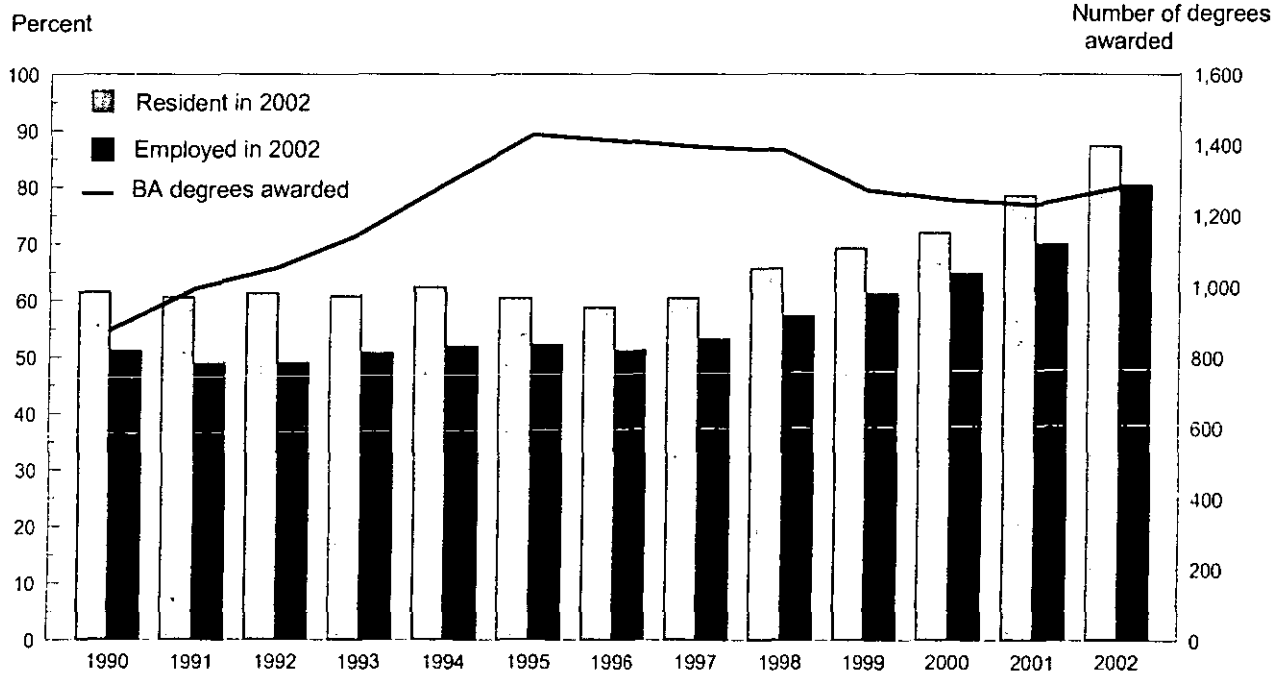
Chart 5. **Number of Alaskan youth who attended postsecondary institutions outside Alaska by State, 2002**



NOTE: Count included on map for States with 30 or more youth.
SOURCE: Department of Labor Workforce Development, Research and Analysis, and Alaska Permanent Fund Dividend application data.

Chart 6. **Number of Baccalaureate Degrees from University of Alaska, percent of residency, and employed in Alaska, 1990–2002**



SOURCE: Department of Labor Workforce Development, Research and Analysis, and Alaska Permanent Fund Dividend application data.

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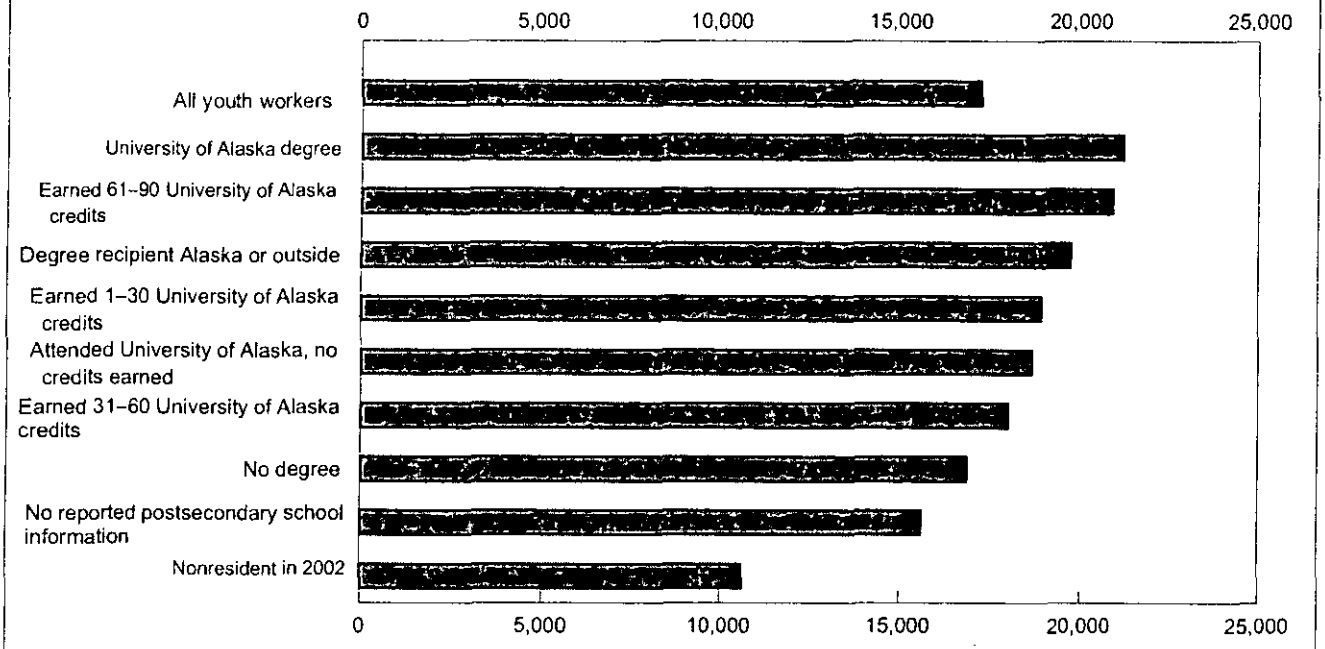
Chart 7. Average total Alaska earnings for selected education and residency groups, 1994 Youth ages 15–16, 2002



SOURCE: Department of Labor Workforce Development, Research and Analysis, May 2002.

workers, whether or not degree status information was available, were employed in 2002 in occupations requiring a significant level of training. It should be noted that many of these workers had earned a significant number of credits from the University of Alaska.

Occupation and gender

Occupations most frequently held in 2002 by the 1994 Youth workers varied significantly by gender. (See table 10.) The top occupations in terms of total numbers and average earnings for the men were generally construction related occupations. Specifically, construction laborer had the highest number of men, and operating engineers/equipment operators had the highest average earnings for men. However, retail salesperson and janitors did make the top five in total numbers for men. The women were most frequently employed as office clerks, retail salespersons, and waiters/waitresses, with the highest average earnings paid to executive secretaries/administrative assistants.

Identifying employment opportunities

The relatively high migration rate among youth from Alaska is the result of many factors. The estimated number of youth leaving the State is quite high, but the overall rate of outmigration has not increased in recent years. In fact, the percentage of 18-year-olds leaving the State in the late 1990s (about 9 percent annually) was lower than that at any time during the decade.

Each year during the 1990s, at least 11,000 Alaska youth entered the labor force. This inflow was more than matched by a growing number of job openings. Current Occupational Employment Statistics projections estimate an increase in Alaska employment of 16.7 percent from 302,255 to 352,693 between 2000 and 2010, resulting in more than 12,000 job openings projected annually during this 10-year period. These projected openings are the combined result of employment growth and net separations from the occupations and do not include jobs resulting from employee turnover.

In addition to overall employment growth, there are additional opportunities available to new entrants to the labor force. Currently, the Alaska Department of Labor and Workforce Development estimates that there were nearly 68,000 nonresidents of Alaska employed at some time in Alaska in 2001. Alaska residency of workers is determined using Permanent Fund Dividend data. Industries, occupations, and employers that have high nonresident hire rates signal an unmet training need and a placement opportunity for Alaska's training programs.

Turnover in the workplace provides additional employment opportunities. In 2001, there were approximately 200,000 new

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Table 5. Employment, earnings, and residency in 2000 of youth age 15–16 in 1994, University of Alaska students, and other groups in1994, 2002 residency, employment, and earnings

Education	Youth age 15–16 in 1994	Resident in 2002	Employed in Alaska	Total earnings	Average total earnings	Total quarters worked
Total	16,114	10,037	8,659	$149,262,715	$17,238	27,434
Attended University of Alaska:						
Attended but no credits earned	736	533	468	8,435,591	18,025	1,518
1 to 30 credits earned	3,327	2,458	2,143	40,589,836	18,941	7,014
31 to 60 credits earned	884	701	609	11,361,407	18,656	2,014
61 to 90 credits earned	486	431	354	7,408,458	20,928	1,160
91 to 120 credits earned	371	344	307	5,256,249	17,121	1,020
121 or more credits earned	421	391	346	6,088,189	17,596	1,113
Earned one or more degrees	838	734	657	13,952,018	21,236	2,210
Attended University of Alaska	6,264	4,887	4,255	79,561,938	18,698	13,924
Did not attend University of Alaska	9,850	5,150	4,404	69,700,777	15,827	13,510

SOURCE: *Alaska Population Overview–1999 estimates*, Alaska Department of Labor and Workforce Development, Research and Analysis, May 2002.

Table 6. Employment and average earnings in 2002 by Alaskan youth age 15–16 in 1994, University of Alaska students, and other groups

Education	Male youth			Female youth		
	Number	Employed in Alaska	Average total earnings	Number	Employed in Alaska	Average total earnings
Total	8,458	4,605	19,098	7,642	4,051	15,123
Attended University of Alaska:						
Attended but no credits earned	424	272	20,064	312	196	15,194
1 to 30 credits earned	1,546	985	20,699	1,779	1,156	17,441
31 to 60 credits earned	403	284	20,473	481	325	17,068
61 to 90 credits earned	239	177	24,719	247	177	17,136
91 to 120 credits earned	152	126	18,153	219	181	16,403
121 or more credits earned	161	123	18,065	260	223	17,337
Earned one or more degrees	314	237	25,267	524	420	18,961
Did not attend University of Alaska	5,511	2,619	17,967	4,327	1,784	12,686

NOTE: Totals for male and female youth may not add to total due to missing gender data for some youth.

Population Overview–1999 estimates, Alaska Department of Labor and Workforce Development, Research and Analysis, May 2002.

Table 7. Employment and earnings in 2002 of Alaskan youth age 15–16 in 1994, by industry

Industry	Total workers	Total earnings	Mean earnings	Median earnings
Total[1]	8,659	$149,262,715	$17,238	$13,905
Local government	932	12,563,184	13,480	9,462
State government	422	8,104,181	19,204	18,743
Construction	808	19,437,983	24,057	21,488
Educational and health services	945	16,555,507	17,519	16,451
Financial activities	451	8,155,414	18,083	17,446
Information	199	4,741,951	23,829	21,686
Leisure and hospitality	1,175	11,782,065	10,027	7,197
Manufacturing	216	3,114,855	14,421	9,997
Natural resources and mining	312	10,990,562	35,226	32,650
Other services	365	5,623,264	15,406	13,337
Professional and business services	715	11,742,102	16,423	13,514
Trade, transportation, and utilities	2,110	36,275,154	17,192	14,840

[1] Includes some unknown industries.

SOURCE: *Alaska Population Overview–1999 estimates*, Alaska Department of Labor and Workforce Development, Research and Analysis, May 2002.

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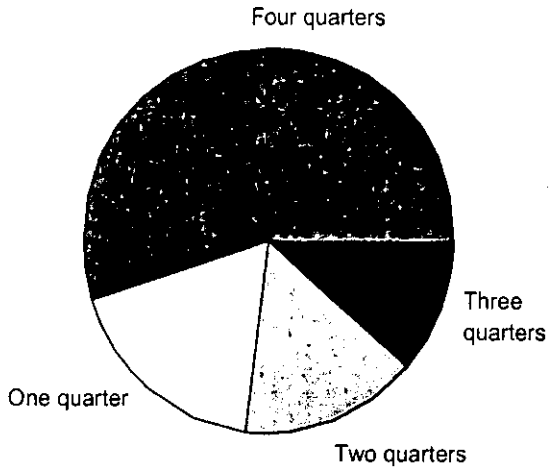
Chart 8. Number of quarters worked in 2002, 1994 Youth age 15–16



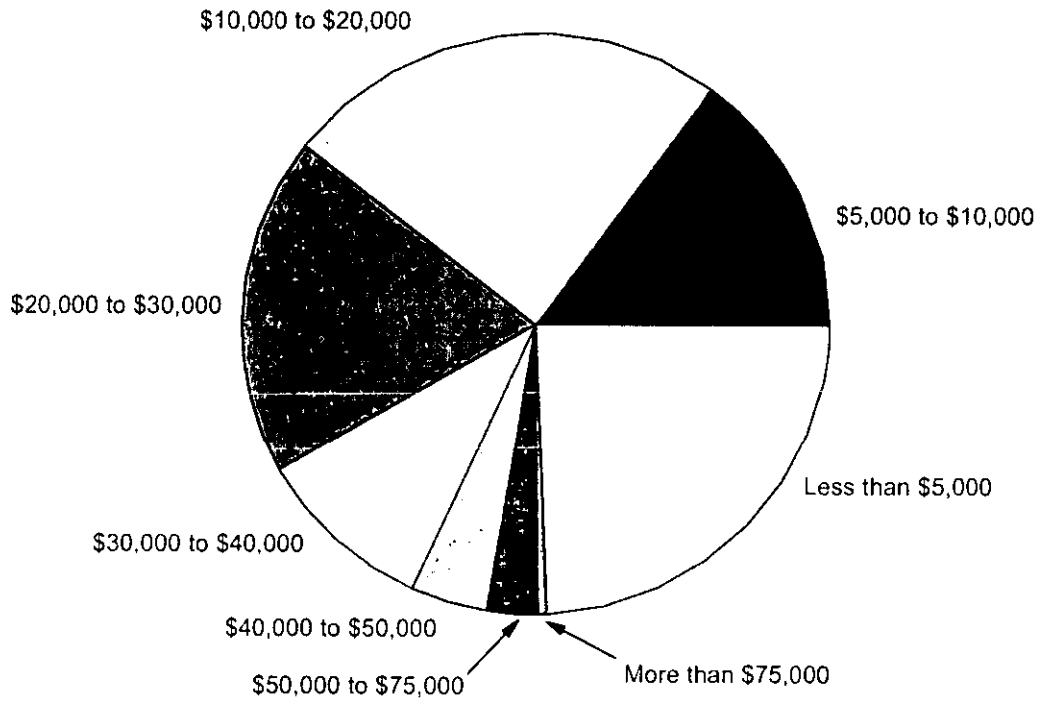
SOURCE: Department of Labor Workforce Development, Research and Analysis.

"hires," defined as a worker, hired by an employer in a quarter, who had not worked for that employer at any time in the previous four calendar quarters. (See table 11.) These hires, along with other wage record transaction measures can help to identify employment opportunities for jobseekers and training needs for training providers.

Wage records matched with administrative data also help to identify rapidly changing retirement rates in particular industries and occupations. Alaska's population is "aging" rapidly, and assuming no significant change in the average retirement age, the quickly increasing average age of workers suggests that retirement (and death) will play an even larger role in the number of Alaska job openings during the next several years. In 2001, 16.6 percent of private sector workers in Alaska were age 50 and older and 8.5 percent were age 55 and older. More than 20 percent of workers in the oil industry and health care industry are age 50 or older, and in State government, more than 28 percent of all workers are older than age 50.

Given the relatively long lead time required to train workers in many occupations, the combination of increasing average age, turnover, and underlying growth in industry and occupations are all important in identifying training needs and opportunities.

Chart 9. Average total earnings in 2002, 1994 Youth age 15–16



SOURCE: Department of Labor Workforce Development, Research and Analysis.

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Table 8. Residency, employment, and earnings in 2002 of Alaskan youth age 15–16 in 1994, by educational attainment

Education	Youth age 15–16 in 1994	Resident	Employed in Alaska	Total earnings	Average total earnings	Total quarters worked
Total	16,114	10,037	8,659	$149,262,715	$17,238	27,434
Postsecondary education status:						
No reported postsecondary school information	7,211	4,202	3,623	56,633,076	15,632	11,252
Alaska postsecondary only	5,537	4,679	4,207	80,989,972	19,251	14,055
Outside Alaska postsecondary only	1,190	607	429	6,027,828	14,051	1,117
Inside and outside Alaska	2,176	549	400	5,611,840	14,030	1,010
Degree status (Alaska and United States):						
No degree earned	14,125	8,803	7,635	129,034,593	16,900	24,209
One or more degrees earned	1,989	1,234	1,024	20,228,122	19,754	3,225

SOURCE: *Alaska Population Overview–1999 estimates*, Alaska Department of Labor and Workforce Development, Research and Analysis, May 2002.

Table 9. Employment and average earnings in 2002 by Alaskan youth age 15–16 in 1994, University of Alaska students, and other groups

Minimum level of training/education required for occupation	No reported degree earned		One or more degrees earned (all sources)		One or more University of Alaska degrees earned	
	Number of workers	Average total earnings	Number of workers	Average total earnings	Number of workers	Average total earnings
Short-term on-the-job training	4,005	$13,293	396	$12,917	256	$14,474
Moderate-term on-the-job training	1,464	20,529	124	22,417	83	23,895
Long-term on-the-job training	704	22,558	42	27,037	26	32,514
Work experience in a related occupation	227	21,394	24	25,855	16	24,623
Postsecondary vocational award	354	22,187	40	29,189	32	32,172
Associate degree	157	21,634	68	25,656	42	27,822
Bachelor's degree	410	19,677	227	23,494	138	23,734
Bachelor's or higher degree, plus work experience	86	23,687	24	24,780	18	26,011
Master's degree	50	20,144	36	25,480	23	25,379
Doctoral degree	9	14,981	4	9,967	2	16,203
First professional degree	10	23,329	6	22,466	3	29,911

NOTE: Education level information is not available for all workers so total workers will not equal total employed in in Alaska in 2002.

SOURCE: *Alaska Population Overview–1999 estimates*, Alaska Department of Labor and Workforce Development, Research and Analysis, May 2002.

ALASKA'S YOUTH APPEAR TO BE participating in postsecondary education at rates comparable to youth in the rest of the United States, although there is a significant difference in participation rates between different geographic areas of Alaska. Overall outmigration from Alaska continues to be quite high, with the highest rates found in the older youth-young adult age groups. These high migration rates for youth and young adults suggest that brain drain is more reality than myth. Despite the high level of outmigration and participation in postsecondary education outside the State, the majority of Alaska youth age 15–16 in 1994 retained their Alaskan residency through 2002.

The 1990's was a period of slow economic growth in Alaska, with a shift in industry importance from resource extraction to services and retail. During the next decade, overall employment is expected to exhibit fundamental growth, while underlying

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Table 10. Top occupations in 2002 of youth age 15–16 in 1994

Occupation	Number of workers	Average earnings
Male		
Construction laborers	271	$20,436
Laborers and freight, stock, and material movers, hand	250	12,163
Retail salespersons	193	16,547
Carpenters	147	20,796
Janitors and cleaners, except maids and housekeeping cleaner	89	9,194
Combined food preparation and serving workers	73	7,526
Office clerks, general	71	15,966
Cashiers	69	10,522
Automotive service technicians and mechanics	63	23,107
Operating engineers and other construction equipment operators	61	40,389
Female		
Office clerks, general	239	15,006
Retail salespersons	208	13,012
Waiters and waitresses	165	8,915
Cashiers	162	8,528
Receptionists and information clerks	138	15,277
Teacher assistants	136	10,695
Bookkeeping, accounting, and auditing clerks	108	19,437
Executive secretaries and administrative assistants	108	21,340
Office and administrative support workers, all other	104	18,316
Combined food preparation and serving workers	73	5,567

SOURCE: *Alaska Population Overview–1999 estimates*, Alaska Department of Labor and Workforce Development, Research and Analysis, May 2002.

demographic shifts and turnover will provide an increasing number of job openings for the quickly growing young adult population in Alaska. Changes in the types of workers required and the number of youth seeking postsecondary education will continue to present opportunities and challenges to Alaska's educational institutions. □

Notes

[1] See Ronald A. Phipps, *Access to Higher Education in Alaska – Strategies for Success* (The Institute for Higher Education Policy, prepared for the Alaska Commission on Postsecondary Education, December 2000). The paper reports that in 1998, 24.2 percent of 19-year-old Alaskans enrolled in college and that in 1996, Alaska enrolled 38.9 percent of recent high school graduates anywhere as first-time freshmen in a college or university, compared with 58 percent of high school graduates in the Nation.

[2] Jeff Hadland, *Alaska Brain Drain? Using Alaska UI Wage Records and Administrative Data to Determine the Long Term Education, Employment and Migration Patterns of Alaska's Youth* (Alaska Department of Labor and Workforce Development, Research and Analysis Section, December 2004).

[3] The Alaska Permanent Fund is derived from earnings from the Alaska Permanent Fund, an oil revenue funded endowment. Each resident is entitled to the dividend after meeting eligibility requirements. In 2002, each Alaskan was paid $1,542.

[4] This borough is presented as "Mat-Su" in tables prepared by the Alaska Department of Labor and Workforce Development.

[5] Residency in Alaska was measured by application for the Alaska Permanent Fund Dividend on an annual basis. The Permanent Fund Dividend program allows absences from Alaska for education, military, illness, and other reasons.

[6] Alaska Department of Labor and Workforce Development, Research and Analysis, *Alaska Population Overview-1999 Estimates*, May 2000.

Table 11. Estimated number of new hires in Alaska by occupational category, quarterly data, 2001

Occupational category	New hires in 2001			
	Quarter I	Quarter II	Quarter III	Quarter IV
Total	44,704	69,296	47,444	38,074
Management	1,338	1,351	1,243	1,041
Business and financial operations	671	545	504	513
Computer and mathematical	376	207	210	210
Architecture and engineering	542	935	464	289
Life, physical, and social science	325	744	331	234
Community and social services	645	569	567	622
Legal	107	115	171	102
Education, training, and library	1,553	1,784	2,337	3,025
Arts, design, entertainment, sports, and media	486	704	440	504
Health care practitioners and technical	2,378	1,170	1,135	961
Health care support	1,260	769	690	929
Protective service	639	716	690	728
Food preparation and serving related	4,560	8,454	5,594	4,528
Building, grounds cleaning, and maintenance	1,627	3,547	1,682	1,347
Personal care and service	1,517	3,818	1,856	2,041
Sales and related	3,992	7,198	5,153	4,188
Office and administrative support	6,718	7,885	6,006	5,410
Farming, fishing, and forestry	571	1,254	550	156
Construction and extraction	4,113	8,935	6,131	3,400
Installation, maintenance, and repair	1,988	2,611	1,805	1,441
Production	3,623	4,471	2,892	1,061
Transportation and material moving	3,596	7,110	3,805	3,005

SOURCE: *Alaska Population Overview–1999 estimates*, Alaska Department of Labor and Workforce Development, Research and Analysis, May 2002. Data obtained from Alaska Occupational Database and new hires calculated using MDAR methodology.

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Executive Branch
Total Permanent Positions by Job Class as of PPE 12/31/2008

Job Class Desc	Total Permanent Position(s)	Filled Position(s)	Vacant Position(s)	Vacancy Rate%
Internet Specialist II	5	4	1	20.0
PUB ADVOCATE UTIL ANALYST I	4	3	1	25.0
Wildland Fire Dispatcher II	13	10	3	23.1
WILDLAND FIRE/RESOURCE TECH V	9	7	2	22.2
ADMIN OPERATIONS MGR II	8	6	2	25.0
FORENSIC SCIENTIST III-CHEMIST	6	5	1	16.7
Deputy Director	5	2	3	60.0
EXECUTIVE DIRECTOR, NRCDB	1		1	100.0
HEALTH FACILITIES SURVEY MGR	1		1	100.0
Radio Dispatcher II	47	37	10	21.3
Communications Center Supervisor	2	1	1	50.0
Mail Services Courier	14	12	2	14.3
Administrative Clerk I	11	8	3	27.3
Administrative Clerk II	441	357	84	19.0
Administrative Clerk III	564	492	72	12.8
EXECUTIVE SECRETARY II	2	1	1	50.0
EXECUTIVE SECRETARY I	2	1	1	50.0
Accountant II	15	13	2	13.3
Accountant V	13	11	2	15.4
Accounting Supervisor II	15	12	3	20.0
Tax Technician II	5	4	1	20.0
Revenue Audit Supervisor I	3	2	1	33.3
Oil and Gas Revenue Auditor II	5	4	1	20.0
Oil and Gas Revenue Auditor IV	8	5	3	37.5
Corporate Income Tax Auditor I	3	2	1	33.3
Corporate Income Tax Auditor III	2	1	1	50.0
Corporate Income Tax Auditor IV	3	2	1	33.3
Internal Auditor II	3	2	1	33.3
Internal Auditor IV	8	6	2	25.0
Supply Technician I	10	8	2	20.0
Human Resource Specialist II	22	18	4	18.2
Equal Employment Officer III	3	2	1	33.3
Labor Relations Analyst III	3	2	1	33.3
Labor Relations Analyst IV	1		1	100.0
Budget Analyst I	3	2	1	33.3
Training Specialist I	6	4	2	33.3
Analyst/Programmer I	8	5	3	37.5
Analyst/Programmer II	25	20	5	20.0
Analyst/Programmer III	59	46	13	22.0
Data Processing Manager II	18	14	4	22.2
Systems Programmer I	5	4	1	20.0
Data Communications Specialist I	4	3	1	25.0
Statistical Technician I	8	6	2	25.0
Demographer	2	1	1	50.0
Research Analyst I	13	8	5	38.5
Research Analyst II	25	21	4	16.0
Research Analyst III	40	32	8	20.0
Database Specialist III	8	5	3	37.5
Local Government Specialist III	15	12	3	20.0
Mail Services Manager	1		1	100.0
Special Assistant To The Commissioner I	7	5	2	28.6
Special Assistant To The Commissioner II	17	14	3	17.6

Source:VacancyAllDepts 090112
X:\Reports-Ad Hoc\Ad Hoc Reports 2009\Count of Permanent Positons by Job Class in Exec Branck for PPE 12-31-08-REP-Seaton-090127.xls
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Executive Branch
Total Permanent Positions by Job Class as of PPE 12/31/2008

Job Class Desc	Total Permanent Position(s)	Filled Position(s)	Vacant Position(s)	Vacancy Rate%
Administrative Services Manager II	1		1	100.0
Emergency Management Specialist I	3	2	1	33.3
Safety Officer	5	3	2	40.0
Deputy Commissioner	23	19	4	17.4
Administrator, Violent Crimes Compensation Board	1		1	100.0
Airport Operations Specialist	5	4	1	20.0
Assistant Commissioner	7	5	2	28.6
Loan/Collection Officer I	9	6	3	33.3
Loan/Collection Officer III	2	1	1	50.0
Loan Closer/Processor I	3	1	2	66.7
Ferry Reservations Agent	1		1	100.0
Reservations Specialist	3	2	1	33.3
Ferry Terminal Assistant I	56	44	12	21.4
Economist II	5	3	2	40.0
Chief, Revenue Economic Research	1		1	100.0
Petroleum Economist II	4	3	1	25.0
Facilities Manager I	7	6	1	14.3
Telecommunications Planner I	2	1	1	50.0
Community Development Specialist II	22	21	1	4.5
Development Specialist I (Option A)	2	1	1	50.0
Planner I	5	2	3	60.0
Planner II	9	6	3	33.3
Planner III	31	25	6	19.4
Insurance Financial Examiner I	3	2	1	33.3
Financial Institution Examiner I	2	1	1	50.0
Financial Institution Examiner III	2		2	100.0
Occupational Licensing Examiner	23	19	4	17.4
Utility Financial Analyst I	1		1	100.0
Utility Financial Analyst III	2	1	1	50.0
Insurance Licensing Examiner I	4		4	100.0
Insurance Analyst IV	1		1	100.0
Insurance Analyst III	5	4	1	20.0
Hearing Examiner	7	5	2	28.6
Industrial Hygienist	8	5	3	37.5
Commercial Vehicle Enforcement Officer I	8	3	5	62.5
Commercial Vehicle Enforcement Officer III	4	3	1	25.0
Right-Of-Way Assistant	4	3	1	25.0
Right-Of-Way Agent II	16	13	3	18.8
Right-Of-Way Agent V	1		1	100.0
Education Associate I	3	2	1	33.3
Education Specialist I	6	5	1	16.7
Education Specialist II	25	19	6	24.0
Education Administrator II	6	3	3	50.0
AVTEC Instructor	21	15	6	28.6
Assistant Chief, Vocational Rehabilitation Services	1		1	100.0
Vocational Rehabilitation Assistant I	6	5	1	16.7
Vocational Rehabilitation Manager	6	5	1	16.7
Vocational Rehabilitation Counselor III	16	13	3	18.8
Museum Protection & Visitor Services Assistant	6	4	2	33.3
Deputy Director, Alaska State Libraries	1		1	100.0
Oral Transliteration Interpreter	1		1	100.0

Executive Branch
Total Permanent Positions by Job Class as of PPE 12/31/2008

Job Class Desc	Total Permanent Position(s)	Filled Position(s)	Vacant Position(s)	Vacancy Rate%
American Sign Language Interpreter	1		1	100.0
Publications Specialist I	1		1	100.0
Publications Specialist II	22	18	4	18.2
Information Officer III	7	5	2	28.6
Social Services Associate I	11	9	2	18.2
Public Assistance Programs Officer	6	3	3	50.0
Eligibility Technician I	112	94	18	16.1
Eligibility Technician III	42	33	9	21.4
Medical Assistance Administrator I	11	8	3	27.3
Medical Assistance Administrator III	17	14	3	17.6
Medical Assistance Administrator IV	10	7	3	30.0
Project Assistant	35	28	7	20.0
Disability Adjudicator I	8	4	4	50.0
Disability Adjudicator Associate I	8	6	2	25.0
Adult Probation Officer II, Alcohol Safety Action Program (ASAP)	12	10	2	16.7
Juvenile Probation Officer I	11	8	3	27.3
Juvenile Probation Officer IV	4	3	1	25.0
Employment Security Specialist IA	6	3	3	50.0
Employment Security Specialist III	13	11	2	15.4
Employment Service Manager III	4	2	2	50.0
Appeals Referee II	4	3	1	25.0
DEP DIR ESD	1		1	100.0
Wage-Hour Technician	3	2	1	33.3
Project Coordinator	35	26	9	25.7
Workers' Compensation Officer II	6	5	1	16.7
Nurse I	6	4	2	33.3
Nurse II (Psychiatric)	44	36	8	18.2
Nurse III (Psychiatric)	13	11	2	15.4
Nurse IV (Psychiatric)	9	8	1	11.1
Public Health Nurse I	9	6	3	33.3
Public Health Nurse III	44	34	10	22.7
Public Health Nurse IV	8	6	2	25.0
Public Health Nurse V	6	4	2	33.3
Public Health Nurse Aide	6	4	2	33.3
Psychiatric Nursing Assistant I	3	2	1	33.3
Psychiatric Nursing Assistant II	2	1	1	50.0
Certified Nurse Aide II	6	5	1	16.7
Health Practitioner I	24	20	4	16.7
Health Practitioner II	2	1	1	50.0
Medical Officer	1		1	100.0
Public Health Medical Specialist	5		5	100.0
Psychological Counselor II	7	5	2	28.6
Coordinator, Suicide Prevention Council	1		1	100.0
Radiological Health Specialist I	1		1	100.0
Occupational Therapist I	1		1	100.0
Physical Therapist	2	1	1	50.0
Health Facilities Surveyor I	7	6	1	14.3
Health Facilities Surveyor II	2	1	1	50.0
Microbiologist I	4	3	1	25.0
Laboratory Technician	12	10	2	16.7
Public Health Microbiologist I	13	11	2	15.4

Executive Branch
Total Permanent Positions by Job Class as of PPE 12/31/2008

Job Class Desc	Total Permanent Position(s)	Filled Position(s)	Vacant Position(s)	Vacancy Rate%
Public Health Microbiologist II	7	6	1	14.3
Health Program Manager II	56	45	11	19.6
Health Program Manager IV	9	6	3	33.3
Public Health Specialist I	12	9	3	25.0
Public Health Specialist II	42	33	9	21.4
Health And Social Services Planner III	3	2	1	33.3
Fish And Wildlife Technician I	6	3	3	50.0
Fish And Wildlife Technician II	344	257	87	25.3
Fish And Wildlife Technician III	209	166	43	20.6
Fish Culturist III	2	1	1	50.0
Biometrician I	4	2	2	50.0
Biometrician II	5	2	3	60.0
Biometrician III	20	17	3	15.0
Wildlife Biologist IV	10	9	1	10.0
Wildlife Scientist II	1		1	100.0
Fisheries Scientist I	8	7	1	12.5
Fishery Biologist I	107	72	35	32.7
Fishery Biologist II	127	102	25	19.7
Fishery Biologist IV	32	28	4	12.5
Habitat Biologist II	13	11	2	15.4
Habitat Biologist III	30	24	6	20.0
Habitat Biologist IV	11	9	2	18.2
Assistant Director, Department Of Fish And Game	7	6	1	14.3
Wildlife Physiologist II	2	1	1	50.0
Fisheries Geneticist II	3	1	2	66.7
Subsistence Resource Specialist I	2	1	1	50.0
Subsistence Resource Specialist II	10	7	3	30.0
Subsistence Program Manager	3	2	1	33.3
Agronomist II	4	3	1	25.0
Wildland Fire and Resource Technician III	48	38	10	20.8
Wildland Fire and Resource Technician IV	16	14	2	12.5
Forester III	15	11	4	26.7
Forester IV	9	7	2	22.2
Natural Resource Technician I	6	5	1	16.7
Natural Resource Specialist II	73	63	10	13.7
Natural Resource Specialist IV	5	2	3	60.0
Natural Resource Manager I	28	23	5	17.9
Natural Resource Manager III	10	8	2	20.0
Historian I	2	1	1	50.0
Paralegal I	33	28	5	15.2
Victim/Witness Paralegal I	5	4	1	20.0
Recorder IV	3	2	1	33.3
Motor Vehicle Customer Services Representative I	76	64	12	15.8
Correctional Industries Production Manager I	6	4	2	33.3
Court Services Officer	59	48	11	18.6
State Trooper	315	246	69	21.9
Corporal, Department Of Public Safety	6	5	1	16.7
Public Safety Technician I	16	11	5	31.3
Alaska Automated Fingerprint Identification System Operator I	3	2	1	33.3
Investigator I	6	5	1	16.7
Investigator II	34	27	7	20.6

Executive Branch
Total Permanent Positions by Job Class as of PPE 12/31/2008

Job Class Desc	Total Permanent Position(s)	Filled Position(s)	Vacant Position(s)	Vacancy Rate%
Dormitory Attendant	6	5	1	16.7
Airport Police and Fire Officer II	70	58	12	17.1
Fire Training Specialist	5	4	1	20.0
Deputy Fire Marshal I	6	5	1	16.7
Hydrologist II	5	4	1	20.0
Chemist IV	6	3	3	50.0
Geologist III	12	9	3	25.0
Engineering Geologist II	7	3	4	57.1
Engineering Geologist III	1		1	100.0
Cartographer III	5	4	1	20.0
Drafting Technician III	29	19	10	34.5
Building Maintenance Superintendent	2	1	1	50.0
Environmental Program Technician	15	11	4	26.7
Environmental Program Specialist I	15	13	2	13.3
Environmental Program Specialist II	44	35	9	20.5
Environmental Program Specialist III	111	89	22	19.8
Environmental Program Specialist IV	27	22	5	18.5
Environmental Program Manager I	33	29	4	12.1
Environmental Program Manager III	10	8	2	20.0
Environmental Impact Analyst I	6	3	3	50.0
Environmental Impact Analyst II	14	11	3	21.4
Environmental Impact Analyst III	17	13	4	23.5
Environmental Impact Analysis Manager I	8	6	2	25.0
Environmental Engineering Assistant I	4	3	1	25.0
Environmental Engineering Assistant II	5	4	1	20.0
Environmental Engineer I	12	10	2	16.7
Environmental Engineer II	12	10	2	16.7
Village Safe Water Engineering Associate	2	1	1	50.0
Village Safe Water Engineer I	7	4	3	42.9
Village Safe Water Engineer II	4	3	1	25.0
Vessel Construction Manager II	5	4	1	20.0
Land Survey Specialist I	3	2	1	33.3
Land Surveyor I	11	8	3	27.3
Land Surveyor II	6	4	2	33.3
Engineering Assistant I	21	11	10	47.6
Engineering Assistant II	142	101	41	28.9
Engineering Assistant III	136	112	24	17.6
Engineer/Architect I	50	29	21	42.0
Engineer/Architect II	36	27	9	25.0
Maintenance Specialist, Electrician, Journey II/Lead	47	38	9	19.1
Maintenance and Operations Superintendent	13	11	2	15.4
Equipment Operator, Journey I	66	48	18	27.3
Equipment Operator, Sub-Journey I	24	16	8	33.3
Equipment Operator, Sub-Journey II	10	8	2	20.0
International Airport Foreman	4	3	1	25.0
Driller, Journey	9	5	4	44.4
Engineering Technician, Journey	55	42	13	23.6
Engineering Technician, Sub-Journey I	1		1	100.0
Engineering Technician, Sub-Journey II	67	39	28	41.8
Engineering Technician, Sub-Journey III	41	33	8	19.5
Materials Laboratory Technician, Journey	6	5	1	16.7
Materials Laboratory Technician, Sub-Journey IV	7	3	4	57.1

Source:VacancyAllDepts 090112
X:\Reports-Ad Hoc\Ad Hoc Reports 2009\Count of Permanent Positons by Job Class in Exec Branck for PPE 12-31-08-REP-Seaton-090127.xls
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Executive Branch
Total Permanent Positions by Job Class as of PPE 12/31/2008

Job Class Desc	Total Permanent Position(s)	Filled Position(s)	Vacant Position(s)	Vacancy Rate%
Survey, Journey	7	6	1	14.3
Survey, Lead	7	6	1	14.3
Aircraft Pilot II	7	6	1	14.3
Boat Officer I	6	5	1	16.7
Boat Officer II	4	3	1	25.0
Vessel Technician II	6	4	2	33.3
Maintenance and Operations Specialist	6	5	1	16.7
Microfilm/Imaging Operator I	10	8	2	20.0
Microfilm/Imaging Operator III	1		1	100.0
Boiler And Pressure Vessel Inspector I	5	3	2	40.0
Occupational Safety Compliance Officer	18	15	3	16.7
DEPARTMENT HEAD - AVTEC	7	5	2	28.6
TEACHER - AVTEC	19	15	4	21.1
SPECIAL STAFF ASSISTANT	1		1	100.0
ADMIN SUPPORT TECHNICIAN	4	3	1	25.0
ADMIN SUPPORT TECHNICIAN	1		1	100.0
CHIEF OF STAFF	1		1	100.0
SPECIAL STAFF ASSISTANT	4	2	2	50.0
TRANSFER OFFICER	1		1	100.0
EXEC DIR TRUSTEE COUNCIL	1		1	100.0
PROGRAM ASSISTANT	1		1	100.0
INFORMATION OFFICER	1		1	100.0
Program Coordinator	1		1	100.0
PROGRAM SERVICES AIDE	8		8	100.0
FINANCE ASSISTANT	2	1	1	50.0
SENIOR PETROLEUM ENGINEER	3	2	1	33.3
PETROLEUM INSPECTOR	6	5	1	16.7
LOAN SERVICING TECHNICIAN II	2	1	1	50.0
LOAN SERVICING TECHNICIAN I	3	1	2	66.7
PROJECT MANAGER	3	2	1	33.3
COMM FISH PERMIT CLERK VI	2	1	1	50.0
PETROLEUM GEOLOGIST I	4	3	1	25.0
PETROLEUM RESERVOIR ENGINEER	3	2	1	33.3
ADMINISTRATIVE SPECIALIST	7	6	1	14.3
INVESTMENT OFFICER	7	6	1	14.3
COORDINATOR	2	1	1	50.0
CUSTOMER SERVICE SPEC II	11	7	4	36.4
CUSTOMER SERVICE SPEC III	14	11	3	21.4
STAFF PSYCHIATRIST	10	2	8	80.0
STAFF PHYSICIAN	8	6	2	25.0
ASSISTANT MEDICAL DIRECTOR	3	1	2	66.7
FORENSIC PSYCHIATRIST	2	2		0.0
STATE MEDICAL EXAMINER/CHIEF	1		1	100.0
ACCOUNTANT	6	5	1	16.7
DOCUMENTS PROCESSOR	3	2	1	33.3
EXECUTIVE SECRETARY II	13	11	2	15.4
PRESS SECRETARY	1		1	100.0
EXECUTIVE RESIDENCE CHEF	1		1	100.0
Deputy Director	2	1	1	50.0
Internal Auditor III	1		1	100.0
Project Coordinator	3		3	100.0
LOAN SPECIALIST	11	9	2	18.2

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Executive Branch
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Job Class Desc	Total Permanent Position(s)	Filled Position(s)	Vacant Position(s)	Vacancy Rate%
FED MGMT RESEARCH COORD	1		1	100.0
ECONOMIST	1		1	100.0
DIR OF OFFICE OF INT'L TRADE	1		1	100.0
DIRECTOR	3	2	1	33.3
DATA SYSTEMS TECHNICIAN	1		1	100.0
Project Coordinator	1		1	100.0
KLC FACILITY MAINT SUPERVISOR	2	1	1	50.0
SPECIAL SECURITY AGENT	1		1	100.0
ELECTION TECHNICIAN	1		1	100.0
CHILDREN'S CABINET PROJ COORD	1		1	100.0
GRADUATE INTERN	1		1	100.0
PIPELINE LIASON OFFICER	1		1	100.0
TOBACCO ENFORCEMENT WORKER	2		2	100.0
REGULATIONS ADMINISTRATOR	1		1	100.0
MICROCOMPUTER TECHNICIAN	1		1	100.0
RAILROAD ADVISOR	1		1	100.0
ADMIN SUPERVISOR, ELECTIONS	1		1	100.0
ANILCA COORDINATOR	2	1	1	50.0
HAVA PROGRAM ASSISTANT	1		1	100.0
DEP EX DIR CORP AFFAIRS KABATA	1		1	100.0
MAINTENANCE TECHNICIAN	5	2	3	60.0
AWIB MANAGER	1		1	100.0
CIRCUIT RIDER TECHNICIAN	1		1	100.0
PHARMACIST	9	7	2	22.2
ADMINISTRATIVE CLERK (CDVSA)	1		1	100.0
ABSENTEE CLERK, ELECTIONS	1		1	100.0
FINANCIAL MANAGER	1		1	100.0
Administrative Assistant	1		1	100.0
LIAISON OFFICER	1		1	100.0
PROJECT MGR FED AID CONTRACT	1		1	100.0
PROJECT MGR P3 CONTRACT	1		1	100.0
STATE GAS PIPELINE COORDINATOR	1		1	100.0
INTER-GOVERNMENTAL COORDINATOR	1		1	100.0
INVENTORY PROPERTY MGMT SPEC	1		1	100.0
AUDIT MASTER	4	3	1	25.0
INFO SYSTEM SECURITY MANAGER	1		1	100.0
RSTS TECHNICIAN IV	1		1	100.0
Accountant V	1		1	100.0
OPERATIONS SAFETY SPECIALIST	1		1	100.0
CONSTITUENT RELATIONS ASSIST	1		1	100.0
EXEC. RESIDENCE HOUSEKEEPER	1		1	100.0
CONSTITUENT RELATIONS ASST	1		1	100.0
ELECTION CLERK II	2	1	1	50.0
ELECTION CLERK III	4	2	2	50.0
ELECTION ADMIN ASSISTANT II	4	3	1	25.0
TRUST RESOURCE MANAGER	8	6	2	25.0

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Executive Branch
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Department of Natural Resources **DRAFT**
Status of Select Job Classes
As of August 12, 2008

On average, it takes 165 hours to go through the exit procedures for a departing employee and recruit, hire, and provide basic job training to a new employee. This is the equivalent of 4.4 weeks of work. If the first attempt at a hire is unsuccessful, the hours increase significantly as steps are repeated. The hours quoted are for the DNR employees. Additional hours are devoted to new hires in the Division of Personnel.

THIS IS AN INCOMPLETE DRAFT. TO BE ADDED:
Comparable salaries in the public and private sector (if info is verifiable)
Additional explanation of hiring difficulties specific to the job class

Cartographers
16 positions, 2 currently vacant, 5 retiring in 5 years
6 recent recruitments, 2 unsuccessful

Wildland Fire Resource Technicians
95 positions, 11 currently vacant, 11 retiring in 5 years
We are seeing a lot of turnover in these job classes, apparently from wages. Salary isn't competitive.

Foresters
51 positions, 8 currently vacant, 23 retiring in 5 years
12 recent recruitments, 7 with no hire made
Wildland Fire Resource Technicians and Foresters who are eligible for overtime will not apply for promotions (or transfers) to Forester positions that are overtime exempt. Fire positions are particularly impacted since fire qualifications and training are critical requirements. If the trained/experienced personnel won't move up into management, you only have options of hiring retirees for fire seasons (if even available). One Forester II position in fire has been open for two fire seasons due to no applicants. We are unable to fill Forester III and IV positions even with repeated recruitments in and out of state. Positions at the higher levels are critical.

Hydrologists
6 positions, 1 currently vacant, 3 retiring in 5 years
3 recent recruitments, 2 with no hire made

Land Surveyors
11 positions, 3 currently vacant, 4 retiring in 5 years
9 recent recruitments, 6 with no hire made

Natural Resource Managers
63 positions, 9 currently vacant, 31 retiring in 5 years
13 recent recruitments, 13 with no hire made

Natural Resource Specialists
148 positions, 24 currently vacant, 33 retiring in 5 years
113 recent recruitments, 27 with no hire made

Petroleum-Specific Job Classes
28 positions, 5 currently vacant, 8 retiring in 5 years

Recorders
40 positions, 4 currently vacant, 11 retiring in 5 years

Prepared by the ALASKA COMMISSION ON POSTSECONDARY EDUCATION
SECTIONAL ANALYSIS
Amendments to CS for HB58\P 2/25/09ver—Alaska Qualified Employee Recruitment Loan Repayment Program
Alaska education loan repayment for programs in specified occupations in workforce shortage fields leading to employment in Alaska

BILL SECTION	SECTION TITLE	PAGE	LINE	PURPOSE OF SECTION	COMMENTS/QUESTIONS	EFFECTIVE DATE
1	Findings and purpose	1	4-11	Describes the objectives/purpose of the proposed program		The Act takes effect July 1, 2009
2	ACPE authorized functions	1 2	12-14 1-9	Provides that the commission will perform assigned duties		
3	Executive Director and staff	2	10-13	Provides that executive director will administer the program		
4	Appropriation of funds	2	14-26	Provides that appropriation of the ASLC dividend to the state may be a fund source for the program		
5	Alaska Qualified Employee Recruitment Loan Repayment Program established	2 3	27-31 1 2 3-7 8-14	Provides for the repayment of education loans to qualified employees in specific occupations and fields if work in Alaska Provides that program is not a financial obligation of the ASLC Creates the program account in the general fund and designates it for repayment of eligible education loans and administrative costs Specifies the program account consists of ASLC dividend appropriations, contributions from other sources, interest and earnings, and general fund appropriations		
5	Administration	3	15-19 20-22	Provides that executive director administer the program with eligibility criteria provided in 14.43.830 Provides that the commission will establish standards for managing the program account		

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Products

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- Cups/Lids
- Plates
- Bowls
- Containers
- Clamshells
- Trays
- Utensils
- Souffle Cups
- PCW Recycled Paper
- Biodegradable Bags
- Sample Packs
- Accessories

Product Categories

- Cafeterias
- Events
- Retail
- Restaurants

Customer Service

- Minimum Order
- Shipping and Handling
- Return Policy
- Discounts
- Terms of Ordering
- FAQ

BILL SECTION	SECTION TITLE	PAGE	LINE	PURPOSE OF SECTION	QUESTIONS	EFFECTIVE DATE
			23-24	Commission authority to adopt necessary regulations		
5	Eligibility	3 4	25-31 1-6	An eligible applicant must: • be a state resident • be hired as a qualified full-time employee in a qualified occupation or field on or after July 1, 2009, within four years of receiving the relevant degree • be employed during the loan repayment period • have an outstanding education loan debt with the corporation • agree to fulfill requirements of the program • had outstanding education loans from an Alaska institution		
5		4	7-11	Applicant must be qualified for and employed in an occupation specified by the commissioners of Admin and Labor as having a shortage of qualified employees working for the state [workers].	Proposed language adds requirement that applicant qualifies for employment in a capacity for which the commissioners of Admin/Labor assert there is a shortage of qualified employees working for the state. There appears to be no stipulation that eligible applicants are only those *actually employed by the SOA*, just that they be otherwise qualified and working in an area in which SOA has a shortage.	
5	Conditions and limitations on loan payments	4 5	12-31 1-6	Provides for [annual] loan repayments, capped at $50,000 and paid pro rata for no more than six years for qualified employment: • in rural areas, 25% of outstanding loan balance for each of four years of employment • in non-rural areas, 16.67% of outstanding loan	It is unclear how the cap of $50k interacts with the subsequent payment schedules. If the absolute cap is $50k, then clarifying that the outstanding balance is paid down using the lesser of 1) % of outstanding	

Available Products

	Item Info	Packaged As	
	7 Gallon T-shirt Handle Bag (thin) Length: 22.0" Width: 16.1" Thickness: 0.7 mil	Sold As: Roll of 25 SKU # 187025-P Our Price: $4.00 Add To Cart	Sold As: Case of 400 SKU # 187025 Our Price: $51.75 Add To Cart
	7 Gallon T-shirt Handle Bag (thick) Length: 19.7" Width: 16.1" Thickness: 0.9 mil		Sold As: Case of 500 SKU # 191127 Our Price: $77.51 Add To Cart
	10 Gallon T-shirt Handle Bag Length: 22.8" Width: 17.7" Thickness: 1.1 mil		Sold As: Case of 500 SKU # 191139 Our Price: $116.61 Add To Cart
IMAGE NOT AVAILABLE	**Grip Hole Shopping Bag** Length: 13.8" Width: 9.8 " Thickness: 0.9 mil		Sold As: Case of 1000 SKU # 191149 Our Price: $83.26 Add To Cart

BILL SECTION	SECTION TITLE	PAGE	LINE	PURPOSE OF SECTION	QUESTIONS	EFFECTIVE DATE
				balance for each of six years of employment.	balance, or the pro rata balance using either a 4 or 6 year schedule would resolve the issue. ACPE's finance officer recommends replacing "outstanding principal plus accrued interest" with "outstanding balance" throughout.	
			7-18	Directs the executive director to monitor funding for adequacy and enforce limitations when short funded; clarifies that all payments are subject to appropriation	Manage through self-certification on application.	
			19-21	Education loans are not eligible under this program if they are eligible for repayment under another source	Creates a "pay as you go" mode where benefits are only paid if: 1) funds are available, and, 2) if the area of employments continues to qualify as a shortage area.	
			22-?	Amended to clarify that payment of benefits is not an entitlement of an individual and may be cancelled or modified by the commission at any time.		
5	Definitions	5-6	?	Program account; Executive director of ACPE is ED of program; program is repayment; and, rural defined		
6	Transition language	6	?	Provides that commission may adopt necessary regulations to implement program, but they are not effective until 7/1/09.		Immediately
7	Effective Date	6	?	Provides authorization to adopt regulations immediately		Immediately
8	Effective Date	6	?	Except for Sec. 7, provisions of Act effective 7/1/09		7/1/09

Sponsor statement

Hb 200 promotes healthy waters systems by allowing non-profits access to the Alaska Clean Water Fund for watershed protection and enhancement projects. It does this by establishing a linked deposit program to provide low-interest financing for water quality and nonpoint source pollution control projects.

The Clean Water Fund is a federal program administered by the Alaska Department of Environmental Conservation (DEC). It was established to fund projects that deal with the care of water and water systems. These projects range from the establishment of new wastewater treatment facilities to estuary conservation and management. Currently, the Alaska Clean Water Fund can be used only by municipalities and state agencies. HB 200 expands the impact of clean water dollars by allowing non-profits to borrow

Amendment

OFFERED IN THE HOUSE

To CSHB 58 (26-LS0307/P)

By:

Page 3, Lines 27-28

DELETE ALL MATERIAL

HB 59

FISCAL NOTE

STATE OF ALASKA
2009 LEGISLATIVE SESSION

Fiscal Note Number:
Bill Version: **HB 59**
() Publish Date:

Identifier (file name): HB59-EED-ESS-4-2-09
Dept. Affecte Education & Early Development
Title "An Act providing for the establishment of a statewide early childhood education plan and guidelines."
RDU K-12 Support
Component Foundation Program
Sponsor Representative Kawasaki, Gara, Tuck & Petersen
Requester Education, Finance
Component Number 141

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2010**	**FY 2010**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**
Personal Services							
Travel							
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims							
Miscellaneous							
TOTAL OPERATING	0.0	0.0	0.0	0.0	0.0	0.0	0.0
CAPITAL EXPENDITURES							
CHANGE IN REVENUES ( )							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF							
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY2009) cost:

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

The Department of Education and Early Development is submitting a zero fiscal note for HB 59.

This bill would require the department to develop early learning guidelines for an effective, cost efficient, and optional pre-elementary program provided under a statewide early childhood education plan. The department would submit a report to the legislature on the early childhood education plan by January 15, 2010.

Prepared by: Eddy Jeans, Director
Phone 465-8679
Division School Finance
Date/Time 4/2/09 12:00 AM
Approved by: Larry LeDoux, Commissioner
Education & Early Development
Date 4/2/2009

(Revised 9/10/2008 OMB)

26-LS0329\E.2
Mischel
4/6/09

AMENDMENT #1 adopted

OFFERED IN THE HOUSE BY REPRESENTATIVE KAWASAKI

TO: CSHB 59( ), Draft Version "E"

Page 4, line 24, following "a":

Insert "progress"

26-LS0329\E.1
Mischel
4/6/09

AMENDMENT #2 Withdrawn

OFFERED IN THE HOUSE BY REPRESENTATIVE KAWASAKI

TO: CSHB 59( ), Draft Version "E"

Page 3, line 27:

Delete "**three and four years of age**"

CONCEPTIONAL AMENDMENT 3 adopted

CSHB 59

26-LSO329\E.1

IN THE HOUSE

EDUCATION COMMITTEE

BY: Representative Keller

Page 3, Line 26 & 27

Insert after:

plan for....

families with preschool children

(18) devise a statewide early childhood education plan for **families with preschool children** [*students three and four years of age*] that

New Text Underlined **[DELETED TEXT BRACKETED]**

CONCEPTIONAL AMENDMENT 4 adopted

CSHB 59

26-LSO329\E.2

IN THE HOUSE

EDUCATION COMMITTEE

BY: Representative Keller

Page 3, Line 31

Delete:

or expansion of

(B) provides for the most effective and efficient coordination with [***or expansion of***] pre-elementary programs operating in

New Text Underlined **[DELETED TEXT BRACKETED]**

CONCEPTIONAL AMENDMENT 5 Adopted

CSHB 59

26-LSO329\E.3

IN THE HOUSE

EDUCATION COMMITTEE

BY: Representative Keller

Page 4, Line 18 & 19

Insert after:

cost-efficient....

family based

19 efficient **family based**, and optional pre-elementary program provided

20 under a statewide early childhood education plan approved by the department.

New Text Underlined **[DELETED TEXT BRACKETED]**

26-LS0329\E
Mischel
3/9/09

CS FOR HOUSE BILL NO. 59( )

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SIXTH LEGISLATURE - FIRST SESSION

BY

Offered:
Referred:

Sponsor(s): REPRESENTATIVES KAWASAKI, GARA, TUCK, AND PETERSEN

A BILL

FOR AN ACT ENTITLED

"An Act providing for the establishment of a statewide early childhood education plan and guidelines."

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

*** Section 1.** AS 14.07.020(a) is amended to read:

(a) The department shall

(1) exercise general supervision over the public schools of the state except the University of Alaska;

(2) study the conditions and needs of the public schools of the state, adopt or recommend plans, administer and evaluate grants to improve school performance awarded under AS 14.03.125, and adopt regulations for the improvement of the public schools;

(3) provide advisory and consultative services to all public school governing bodies and personnel;

(4) prescribe by regulation a minimum course of study for the public

schools; the regulations must provide that, if a course in American Sign Language is given, the course shall be given credit as a course in a foreign language;

(5) establish, in coordination with the Department of Health and Social Services, a program for the continuing education of children who are held in detention facilities in the state during the period of detention;

(6) accredit those public schools that meet accreditation standards prescribed by regulation by the department; these regulations shall be adopted by the department and presented to the legislature during the first 10 days of any regular session, and become effective 45 days after presentation or at the end of the session, whichever is earlier, unless disapproved by a resolution concurred in by a majority of the members of each house;

(7) prescribe by regulation, after consultation with the state fire marshal and the state sanitarian, standards that will assure healthful and safe conditions in the public and private schools of the state, including a requirement of physical examinations and immunizations in pre-elementary schools; the standards for private schools may not be more stringent than those for public schools;

(8) exercise general supervision over pre-elementary schools that receive direct state or federal funding;

(9) exercise general supervision over elementary and secondary correspondence study programs offered by municipal school districts or regional educational attendance areas; the department may also offer and make available to any Alaskan through a centralized office a correspondence study program;

(10) accredit private schools that request accreditation and that meet accreditation standards prescribed by regulation by the department; nothing in this paragraph authorizes the department to require religious or other private schools to be licensed;

(11) review plans for construction of new public elementary and secondary schools and for additions to and major rehabilitation of existing public elementary and secondary schools and, in accordance with regulations adopted by the department, determine and approve the extent of eligibility for state aid of a school construction or major maintenance project; for the purposes of this paragraph, "plans"

include educational specifications, schematic designs, and final contract documents;

(12) provide educational opportunities in the areas of vocational education and training, and basic education to individuals over 16 years of age who are no longer attending school;

(13) administer the grants awarded under AS 14.11;

(14) establish, in coordination with the Department of Public Safety, a school bus driver training course;

(15) require the reporting of information relating to school disciplinary and safety programs under AS 14.33.120 and of incidents of disruptive or violent behavior;

(16) establish by regulation criteria, based on low student performance, under which the department may intervene in a school district to improve instructional practices, as described in AS 14.07.030(14) or (15); the regulations must include

(A) a notice provision that alerts the district to the deficiencies and the instructional practice changes proposed by the department;

(B) an end date for departmental intervention, as described in AS 14.07.030(14)(A) and (B) and (15), after the district demonstrates three consecutive years of improvement consisting of not less than two percent increases in student proficiency on standards-based assessments in math, reading, and writing as provided in AS 14.03.123(f)(2)(A); and

(C) a process for districts to petition the department for continuing or discontinuing the department's intervention;

(17) notify the legislative committees having jurisdiction over education before intervening in a school district under AS 14.07.030(14) or redirecting public school funding under AS 14.07.030(15)**;**

(18) devise a statewide early childhood education plan for students three and four years of age that

(A) incorporates the early learning guidelines adopted by the board under AS 14.07.165(6);

(B) provides for the most effective and efficient coordination with or expansion of pre-elementary programs operating in

the state, including Head Start and programs and centers approved by the Department of Health and Social Services, to the extent permitted by law.

* **Sec. 2.** AS 14.07.165 is amended to read:

Sec. 14.07.165. Duties. The board shall adopt

(1) statewide goals and require each governing body to adopt written goals that are consistent with local needs;

(2) regulations regarding the application for and award of grants under AS 14.03.125;

(3) regulations implementing provisions of AS 14.11.014(b);

(4) regulations requiring approval by the board before a charter school, state boarding school, or a public school may provide domiciliary services;

(5) regulations implementing the secondary school student competency examination provisions of AS 14.03.075, including the criteria and procedure under which a governing body uses a waiver to grant a diploma to a student; criteria regarding granting a waiver must include provisions that a waiver may only be granted for students who enter the system late or have rare or unusual circumstances meriting a waiver;

(6) early learning guidelines that support an effective, cost-efficient, and optional pre-elementary program provided under a statewide early childhood education plan approved by the department.

* **Sec. 3.** The uncodified law of the State of Alaska is amended by adding a new section to read:

REPORT: EARLY CHILDHOOD EDUCATION PLAN. On or before January 15, 2010, the Department of Education and Early Development shall prepare and submit a report to the legislature on the early childhood education plan devised under AS 14.07.020(a)(18), added by sec. 1 of this Act.

"High Scope Perry Preschool Study"

Perry Preschool Study

Mother Report

List of Studies on Documentation of Success

Minor
- 10 studies that do not provide full benchmark data support to other studies (w/

- Parents question? clarify p. 4 line 5.

Request
Info on Open Arms - # of students, outcomes etc.

→ Section Amended "Report on Progress"
→ "Modify, 3 out 4 year data"
↑ in Initial Request - $800,000 (Stimulus $?)

→ RFP process - DEED during Next Week?

→ SB 285 - Directed by District to go in and look at

- State Board of Education has suggestions

Sent CVOSh + Brothers to Legal

Representative Scott Jiu Wo Kawasaki
Alaska State Legislature District 9 Fairbanks

House Bill 59
Sponsor Statement

"An Act providing for the establishment of a statewide early childhood education plan and guidelines"

Alaska remains one of the only states that do not provide pre-Kindergarten (pre-K) education to its children on a statewide basis. HB 59 seeks to add Alaska to the ranks of states that recognized that children benefit from early education. Children who participate in early education programs earn more money as adults, enter the job market in much larger numbers, obtain college education in higher numbers, and remain off public assistance in greater numbers.

Alaska has a responsibility to provide the best education possible for its children. Currently, outside of few school district classrooms, the state only provides pre-K education through Head Start programs and through the Best Beginnings partnership. Head Start is only available to the poorest students, and which is underfunded (state funding has only marginally risen since 2002). Due to underfunding, the Alaska Head Start Association estimates that more than 50% of the children who qualify cannot receive Head Start education. Our Head Start program has consistently lagged far behind its need. Providing early public education opportunities is a crucial stepping stone to brightening the future of the young Alaskans.

Extensive research shows that a child's intellectual development is especially important before age six. A study by the National Institute for Early Education research in 2004 found that children who attended state-funded pre-kindergarten programs demonstrated improvements in vocabulary 31% greater than those who did not participate, and 44% greater in math. Young children who receive high quality early education do better in school academically and are more likely to stay in school, graduate, and go on to attend college.

The beneficial impact of early education also extends to the economy with multiple studies showing that funds invested in early education pay dividends in the long run. Every dollar invested in high quality pre-kindergarten programs saves Alaskans from paying for remedial and special education and public assistance. An ongoing study of 40-year old adults in Michigan who participated in the 1962 Perry Pre-Preschool Project found that adults with pre-K were more likely to be employed and earned 33 percent higher average income than their peers who did not have state funded early education.

Additionally, a study prepared for the University of Alaska Southeast, states that 87% of Alaska residents think it is important for state government to provide finical support for early education and child care.

In Juneau ○ State Capitol Juneau, Alaska 99801
In Fairbanks ○ 1292 Sadler Way Fairbanks, Alaska 99701
Juneau ○ (907) 465-3466 ○ Fax (907) 465-2937 ○ **Fairbanks** ○ (907) 456-7423 ○ Fax (907) 451-9293
Email: Representative_Scott_Kawasaki@legis.state.ak.us

Representative Scott Jiu Wo Kawasaki
Alaska State Legislature District 9 Fairbanks

HB 59: Alaska Pre-Elementary Program

Sectional Analysis

Section 1. Defines pre-elementary program as one provided by a school district for students 3 through 4 years of age.

Section 2. Established age of eligibility (3 – 4 year olds)

Section 3. Department of education shall devise and implement a statewide early education plan that incorporates early learning guidelines adopted by the education board and coordinates with Head Start.

Section 4. Defines pre-elementary program.

Section 5. Board of education shall adopt early learning guidelines that support an effective and cost-efficient optional pre-elementary program provided under a statewide early childhood education plan approved by the department.

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LEGISLATIVE RESEARCH REPORT

JANUARY 4, 2006

REPORT NUMBER 06.026

THE VALUE OF PREKINDERGARTEN PROGRAMS

PREPARED FOR REPRESENTATIVE LES GARA

BY ROGER WITHINGTON, LEGISLATIVE ANALYST

SUMMARY 2

The Effects of Universal Pre-K on Cognitive Development 3

The Effects of State Prekindergarten Programs on Young Children's School Readiness in Five States 4

The 2004 State Preschool Yearbook 4

The High/Scope Perry Preschool Project 6

Abecedarian Early Childhood Intervention Project 8

Early Childhood Development: Economic Development with a High Public Return 9

Early Education in the States: A Year in Review—2004 9

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Table 1: Sources of Early Childhood Education Information 10

ALASKA'S TWO-YEAR KINDERGARTEN PROGRAM 11

ALASKA COMMUNITY PRESCHOOL PROJECT - ALASKA'S PRESCHOOL PILOT PROGRAM 12

READY TO READ, READY TO LEARN TASK FORCE 12

LIST OF ATTACHMENTS 14

907-465-3991
907-465-3908 (fax)

Alaska Legislature
Legislative Research Services
w3.legis.state.ak.us/Research/research_home.htm

State Capitol
Juneau, AK 99801

You asked for information on the value of prekindergarten programs. Specifically, you asked for a brief summary of current reports or studies that analyze the value of prekindergarten programs. In addition, you asked for a summary of Alaska's prekindergarten program that was discontinued in fiscal year 2003.

As you may know, prekindergarten programs (Pre-K) are generally defined as direct educational services to children who are not yet eligible for kindergarten. Usually, this refers to children ages 3 and 4, but occasionally may apply to younger children. Please keep in mind that there are a number of terms that are used interchangeably with prekindergarten including early education, preschool, early learning, school readiness, and child development. Although more than one-third of states provide state funding supplements to Head Start programs, these generally are not considered state-funded prekindergarten programs.

SUMMARY

According to the National Education Association (NEA), children who attend high quality prekindergarten programs are better prepared for kindergarten, have better language and math skills, better cognitive and social skills, and better relationships with classmates.[1] In addition, they note that children who attend prekindergarten are less likely to drop out of school, repeat grades, need special education, or get in trouble with the law when they are older. They also note that children with disadvantaged backgrounds, such as low-income or a single parent household, generally benefit more from quality prekindergarten programs than do children who are not disadvantaged. The NEA advocates for universal high quality prekindergarten programs because it "represents one of the best investments our country can make."

According to the Education Commission of the States (ECS), forty-three states currently fund early learning programs for young children, up from about ten states in 1980.[2] Generally, the goal of these programs is to promote school readiness so children have a better chance of future success, both in school and in life. The ECS notes that implementation of state-funded prekindergarten programs varies widely. As examples, some programs are half day, others full day; some programs are for only four-year-olds, others include three-year-olds, while others offer services to infants and toddlers; some prekindergarten programs are operated through local school districts, while others offer services through public and private centers. The ECS also notes that most states target programs for children with an identified risk factor such as poverty, low parental education, teen parents, and English as a second language. Some states and cities, however, are working towards making quality prekindergarten programs universally available.

[1] The National Education Association (NEA) works to advance the cause of public education in the United States. The NEA is the nation's largest professional employee organization, with 2.7 million members who work at every level of education, from pre-school to university graduate programs. The NEA has affiliate organizations in every state, as well as in more than 14,000 local communities across the United States. The NEA's URL is *http://www.nea.org/index.html*.

[2] The Education Commission of the States (ECS) is a nonprofit, nonpartisan interstate compact created in 1965 to improve public education by facilitating the exchange of information, ideas, and experiences among state policymakers and education leaders. The URL for the ECS is *http://www.ecs.org/*.

According to the National Conference of State Legislatures (NCSL), Georgia and Oklahoma were the first states to expand preschool to all four-year-olds.[3] Florida, Maryland, New York and West Virginia are in the process of phasing in their universal programs. The NCSL also notes that 36 states considered early education bills in 2005, and at least 28 states considered expanding preschool programs. According to the National Institute for Early Education Research (NIEER), approximately 738,000 children, or about 10 percent of all three- and four-year-olds in the nation, participate in state-funded prekindergarten programs.[4] The NIEER estimates that state spending on prekindergarten programs totals $2.54 billion.

We identified numerous reports or studies that articulate the benefits of high quality prekindergarten programs. We chose to summarize the following reports because they are generally more recent than others, often cited as a bellwether study or report, discuss a program that has been evaluated with some scientific rigor, or offer a thorough summary of the status of prekindergarten activities in the United States.

The Effects of Universal Pre-K on Cognitive Development

In 2005, the journal *Developmental Psychology* published the results of new research that confirms that Oklahoma's universal prekindergarten program helps four-year-olds prepare for school by improving their cognitive and language functioning. The children who participated in the state-funded universal prekindergarten program performed better on cognitive tests that measured pre-reading and reading skills, prewriting and spelling skills, and math reasoning and problem-solving skills, than those children who did not participate in the program. The research results also showed that the prekindergarten program improved performances for children from all races and income brackets (as measured by eligibility for a reduced-price lunch). According to the study, low-income children and Hispanic children benefited the most from the program.

Although the report provided very little information about the program, the researchers noted that Oklahoma's high prekindergarten teacher education requirements, and the state's willingness to compensate prekindergarten teachers at the same level as elementary and secondary school teachers in the public schools, distinguishes this program from others.

We include the report, entitled "The Effects of Universal Pre-K on Cognitive Development," as Attachment A.

---

[3] The National Conference of State Legislatures (NCSL), founded in 1975, is a bipartisan organization that serves the legislators and staffs of the nation's 50 states, commonwealths, and territories. The NCSL provides research, technical assistance and opportunities for policymakers to exchange ideas on most state issues. The URL for the NCSL is *http://www.ncsl.org/index.htm#*.

[4] The National Institute for Early Education Research (NIEER) supports early childhood education initiatives by providing objective, nonpartisan information based on research. The NIEER was established at Rutgers University's Graduate School of Education with a grant from The Pew Charitable Trusts. The URL for the NIEER is *http://nieer.org/*.

THE EFFECTS OF STATE PREKINDERGARTEN PROGRAMS ON YOUNG CHILDREN'S SCHOOL READINESS IN FIVE STATES

In 2004, the National Institute for Early Education Research (NIEER), examined a sample of more than 5,000 four-year-olds enrolled in high-quality, state-funded prekindergarten programs in the states of Michigan, New Jersey, Oklahoma, South Carolina, and West Virginia. The Institute compared achievement scores of children who just completed the preschool program with the scores of a sample of children who did not participate in a program. The results of the examination found significant improvement in children's early language, literacy, and mathematical development, regardless of the child's racial or economic background.

Among other things, the study found that the children who attended state-funded prekindergarten programs showed gains in vocabulary scores about 31 percent greater than the gains of those children who did not participate in a program. The researchers note that these higher scores translate into an additional four months of progress in vocabulary growth. In mathematics, including basic number concepts and such tasks as simple addition and subtraction, telling time, and counting money, the children who participated in the state-funded preschool improved their math skills by 44 percent compared to children who did not participate in a program.

As we noted above, this study examined programs in five states—Michigan, New Jersey, Oklahoma, South Carolina and West Virginia. The programs in Michigan, New Jersey and South Carolina target at-risk children (usually low-income children), while the programs in Oklahoma and West Virginia are universal. Although each state program is unique, all required licensed teachers with four-year college degrees and certification in early childhood. These programs also maintain low teacher to child ratios (the highest ratio being one teacher to ten children), and low maximum class sizes (the highest being 20 students). Unfortunately the report did not provide any additional information regarding the studied programs.

We include "The Effects of State Prekindergarten Programs on Young Children's School Readiness in Five States" as Attachment B.

THE 2004 STATE PRESCHOOL YEARBOOK

In 2004, the National Institute for Early Education Research produced the *2004 State Preschool Yearbook* that summarizes state-funded prekindergarten programs in the United States during the 2002-2003 school year. This document is parsed into three sections, the first of which provides background information on preschool education in the United States, a description of the methods used by the NIERR to collect and analyze the data, a national summary of NIEER's findings, and NIEER's national policy recommendations. The second section provides detailed profiles of each state's policies regarding preschool access, quality standards, and resources. The last section of the report includes tables that provide the complete survey data obtained from every state, Head Start and child care data. A few of the findings from the NIEER's study are as follows.

- In 2002-2003, 38 states funded one or more prekindergarten initiatives serving a total of nearly 740,000 children (this represents an increase of 45,000 students from the previous school year). Access was uneven across states, however, with 10 states accounting for over three-quarters of enrollment.

- State prekindergarten initiatives served more than six times as many four-year-olds as three-year-olds in 2002-2003. Twenty states enrolled at least 10 percent of their four-year-olds in state preschool programs, but only three states served at least 10 percent of their three-year-olds.

- Georgia and Oklahoma continued to be the only states that made prekindergarten universally available to children. Across the United States, only one out of ten children ages three and four were participating in state preschool programs, as most states targeted programs that only serve economically or otherwise disadvantaged children.

- In 2002-2003, twelve states did not have a state-funded prekindergarten program.

- States need to initiate or improve policies that establish stronger quality standards. Only one state, Arkansas, met all ten of NIEER's quality benchmarks, whereas 20 state initiatives met five or fewer benchmarks.[5]

- State policies regarding quality standards were inconsistent. For example, one state may emphasize comprehensive services while another stresses teacher qualifications.

- Only 13 state prekindergarten initiatives required teachers to have both a bachelor's degree and specialized training in early childhood education. In addition, only 13 programs required teachers to be paid on a public school salary scale.

- State funding for prekindergarten initiatives totaled $2.54 billion in 2002-2003. Over three-fifths of this funding was from five states—California, Georgia, New Jersey, New York, and Texas. Inadequate funding severely limited access and quality in most states.

- State spending per child enrolled in state-funded preschool ranged from less than $1,000 in Maryland to more than $8,700 in New Jersey. State spending per child averaged about $3,500, less than half of the total funding provided per child in federal Head Start or public K-12 education.

- Between the 2001-2002 and 2002-2003 school years, total state spending (adjusted for inflation) rose by $90 million, or four percent. However, state funding per child enrolled decreased by $90, and 21 states decreased total spending.

We include *The State of Preschool: 2004 State Preschool Yearbook* as Attachment C.

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[5] The NIEER uses a quality standards checklist of ten items to compare standards of quality across different state prekindergarten programs.

THE HIGH/SCOPE PERRY PRESCHOOL PROJECT

According to *Education Week*, "The High/Scope Perry Preschool Project is perhaps the best-known study of the long-term effects of a high-quality prekindergarten education." During the mid-1960s, the High/Scope Educational Research Foundation selected and tracked a group of 123 African-Americans, age 3 or 4, who were born in poverty and at high risk of failing in school.[6] The children were randomly divided into a program group who received a high-quality preschool program based on High/Scope's participatory learning approach, and a comparison group who received no preschool program. This study provides a comprehensive evaluation of the long-term effect of quality prekindergarten on the lives of the participating students.

In their most recent evaluation of this group of students, the age of which was about 40, the High/Scope Educational Research Foundation was able to interview 97 percent of the study participants still living. Some of this study's major findings are as follows.

- A greater percentage of the group who received high-quality early education graduated from high school than did the non-program group (65% vs. 45%). This proved to be particularly true for the female participants (84% vs. 32%).
- A smaller percentage of females who received high-quality early education required treatment for mental impairment than did the non-program females (8% vs. 36%).
- A smaller percentage of females who received high-quality early education had to repeat a grade than did the non-program females (21% vs. 41%).
- The group who received high-quality early education on average outperformed the non-program group on various intellectual and language tests during their early childhood years, on school achievement tests between ages 9 and 14, and on literacy tests at ages 19 and 27.
- A greater percentage of the group who received high-quality early education was employed at age 40 than was the non-program group (76% vs. 62%).
- The group who received high-quality early education had median annual earnings more than $5,000 higher than the non-program group ($20,800 vs. $15,300).
- A greater percentage of the group who received high-quality early education owned their own homes (37% vs. 28%).
- A greater percentage of the group who received high-quality early education had a savings account than did the non-program group (76% vs. 50%).

[6] The High/Scope Educational Research Foundation is an independent nonprofit research, development, training, and public advocacy organization. High/Scope's mission is "to lift lives through education." Among other things, the High/Scope Educational Research Foundation provides training to preschool and elementary teachers and administrators, conducts research on the effectiveness of educational programs, and develops curricula for infant, toddler, preschool, elementary, and adolescent programs. The URL for the High/Scope Educational Research Foundation is *http://www.highscope.org/index.asp*.

- The group who received high-quality early education had significantly fewer arrests than did the non-program group (36% vs. 55% arrested five times or more).

- Significantly fewer members of the group who received high-quality early care than the non-program group were ever arrested for violent crimes (32% vs. 48%), property crimes (36% vs. 58%), or drug crimes (14% vs. 34%).

According to the High/Scope Educational Research Foundation, in constant dollars adjusted to 2000, the economic return to society of the Perry Preschool program was $258,888 per participant, on an investment of $15,166 per participant, or a $17.07 return for every dollar invested.

Researchers with the High/Scope Educational Research Foundation identified the following attributes that contribute to the success of their prekindergarten program.

- The teachers in the Perry Preschool program had bachelor's degrees and were certified to teach in elementary, early childhood, and special education. Teachers also received training, supervision, and assessments that support the Perry Preschool program educational model, and were paid 10 percent above the local public school district's standard pay scale.

- The Perry Preschool program had four teachers for 20 to 25 children.

- The Perry Preschool program was a two school year program, starting at age three.

- The Perry Preschool program consisted of daily classes (five days a week) of two-and-a-half hours or more.

- The teachers in the Perry Preschool program helped children plan, perform, and review their own work. The classroom was arranged and the day was scheduled to support children's self-initiated learning activities.

- Perry Preschool program teachers visited with families at home, at least once every two weeks.

We include *The High/Scope Perry Preschool Study Through Age 40, Summary, Conclusions, and Frequently Asked Questions* as Attachment D.[7]

[7] Additional information on the High/Scope Perry Preschool Project can be found at *http://www.highscope.org/Research/PerryProject/perrymain.htm.*

ABECEDARIAN EARLY CHILDHOOD INTERVENTION PROJECT

The Abecedarian Early Childhood Intervention Project began in the 1970s by the FPG Child Development Institute at the University of North Carolina at Chapel Hill.[8] The Abecedarian Project scientifically studied the potential benefits of early childhood education for children from low-income families. Children who were selected to participate in the program received full-time, high-quality instruction in a childcare setting from infancy through age five. Each child had an individualized plan of educational activities. These activities focused on social, emotional, and cognitive areas of development, and gave particular emphasis to language development. The children's progress was monitored over time with follow-up studies conducted at ages 12, 15, and 21.

So far, the findings demonstrate that important, long-lasting benefits are associated with the high-quality early childhood program. A sample of the benefits experienced by the program participants gleaned from the young-adult assessment (age 21) are as follows.

- The children who received early childhood education in the Abecedarian program are projected to make roughly $143,000 more over their lifetimes than those who did not take part in the program.
- The mothers of children who were enrolled in the program also expect earnings of about $133,000 more over their lifetimes than the mothers of the children who did not take part in the program.
- School districts saved more than $11,000 per child because participants are less likely to require special or remedial education.
- The children who received early childhood education in the Abecedarian project had higher cognitive test scores from the toddler years to age 21.
- Academic achievement in both reading and math was higher from the primary grades through young adulthood for the children who received early childhood education in the Abecedarian project.
- The children who participated in the program completed more years of education and were more likely to attend a four-year college.
- The mothers of the children who participated in the program achieved higher educational and employment status than did the mothers of the children who were not in the program. These results were especially pronounced for teen mothers.
- Taxpayers received four dollars in benefits for every dollar spent on high-quality early education programs.

[8] FPG Child Development Institute is a multidisciplinary institute at The University of North Carolina at Chapel Hill. The institute's mission is to cultivate and share the knowledge necessary to enhance child development and family wellbeing. The institute, through grants and contracts, conducts research and provides outreach services. The URL for the FPG Child Development Institute is *http://www.fpg.unc.edu/index.cfm*.

We include the FPG Child Development Institute's summary of the Abecedarian Project as Attachment E.

Early Childhood Development: Economic Development with a High Public Return

In 2003, economists with the Federal Reserve Bank of Minneapolis calculated that the potential annual return from a focused, high-quality early childhood education program is as high as 16 percent.[9] Most of the return benefits the economy as a whole because individuals who participate in high-quality early childhood education programs developed greater skills than they otherwise would have, which in turn contributes to the local economies (approximately 12% return). A smaller portion (approximately 4%) of the return benefits the children who received early childhood education in the form of higher wages later in life. The researchers used data from the High/Scope Perry Preschool Project to conduct their analysis.

In June 2005, as an expansion to their 2003 research, the Federal Reserve Bank of Minneapolis researchers proposed expanding the scope of early childhood education programming to meet the needs of all impoverished children ages five and younger, including newborns. In making this proposal, the researchers cited advances in brain research that indicate the most critical neurological development occurs between birth and age three.

In summary, the authors maintain that economic development schemes based on attracting specific companies or industries often waste taxpayer dollars, whereas investment in early childhood development yields high and dependable returns, in turn aiding long-term economic growth.

We include *Early Childhood Development: Economic Development with a High Public Return* as Attachment F.

Early Education in the States: A Year in Review—2004

In March 2005, the National Conference of State Legislatures (NCSL) produced, *Early Education in the States: A Year in Review—2004*, to provide detailed information about actions of state legislatures on early education issues. Among other things, this report contains a brief review of the research on early education, NCSL's comments on the role of state legislatures in early education, and a state-by-state summary of state bills, acts, executive orders, and proposals made in 2004 that pertain to early education.

In addition to summarizing many of the reports or studies we discussed above, the NCSL notes that incorporated into recent child development initiatives are three new components: enhancing

[9] The Federal Reserve Bank of Minneapolis is one of 12 regional Reserve Banks that, together with the Board of Governors in Washington, D.C., make up the Federal Reserve System—the United States' central bank. The URL for the Federal Reserve Bank of Minneapolis' early childhood education website is *http://minneapolisfed.org/research/studies/earlychild/*.

the role of parents; promoting innovation at the local level; and establishing state-level planning councils.

The NCSL notes that generally, state legislators should approach early education from a number of different perspectives. In some cases, early education has been one part of a larger education reform effort. Lately, legislators have made connections between early education and a state's ability to meet requirements of the No Child Left Behind Act. State legislators also view early education as part of the solution to reducing the achievement gap for children before they enter the early elementary grades. In addition, the positive results demonstrated in long-term economic research have prompted policymakers to consider early education as a long-term investment.

We include *Early Education in the States: A Year in Review—2004* as Attachment G.

OTHER INFORMATIVE SOURCES

During the course of our research, we identified additional sources of early childhood education information that you may find useful. We identify these sources and their website address in Table 1.

Table 1: Sources of Early Childhood Education Information

Organization	URL
Child Development Center, Wilder Foundation	*www.wilder.org/programs.0.html*
Education and Early Learning, Committee for Economic Development	*www.ced.org/projects/educ.shtml*
Education Commission of the States	*www.ecs.org/ecsmain.asp?page=/html/issue.asp?issueID=184*
Foundation for Child Development	*www.ffcd.org/*
National Child Care Information Center Online Library	*nccic.org/*
National Education Association	*www.nea.org/index.html*
National Scientific Council on the Developing Child	*www.developingchild.net/*
The RAND Corporation	*www.rand.org/pubs/online/education/index.html*
Ready4K, Minnesota's School Readiness Program	*www.ready4k.org/*
Strategies for Children: Early Education for All Campaign	*www.strategiesforchildren.org/eea/eea_home.htm*
The Trust for Early Education	*www.trustforearlyed.org/*
U.S. Department of Education	*www.ed.gov/teachers/how/early/edpicks.jhtml?src=qc*

ALASKA'S TWO-YEAR KINDERGARTEN PROGRAM

As you know, Chapter 50, SLA 2003 (House Bill 154) amended Alaska Statute 14.03.080(c) to restrict education foundation formula funding of four-year olds attending kindergarten. At the time, approximately 30 of the 53 school districts in Alaska offered some form of a two-year kindergarten program, allowing both four- and five-year olds to attend (some school districts allowed all four-year olds to attend while others did not). Chapter 50, SLA 2003 restricts foundation formula funding to four-year olds for whom there is a realistic expectation that the child will successfully progress through the kindergarten curriculum and advance to the first grade the following school year. According to the Department of Education and Early Development's (DEED) fiscal note attached to HB 154, this amendment resulted in a savings of approximately $3.9 million.

Although the letter of intent Governor Murkowski included with HB 154 noted the $3.9 million saving that would result from the enactment of HB 154, the saving does not appear to be the primary motivation for the bill. Eddy Jeans, Manager of the School Finance and Facilities Section of the Alaska Department of Education and Early Development, testified during a House Education committee meeting, as well as numerous other committee meetings that discussed HB 154, that the intent of this bill was to address the policy question of whether the legislature wanted to fund four-year-olds in the kindergarten-through-12th-grade program.[10] He also pointed to an equity issue as not every school district in Alaska took advantage of the "loop-hole" in the law. According to Mr. Jeans, it would cost the state approximately $60 to $62 million annually to provide kindergarten for all four-year olds. Mr. Jeans noted that this estimate does not include any improvements to the capacity of districts' facilities, such as providing adequate classroom space.

Also during a House Education committee meeting, Kevin Sweeny, then Special Assistant to the Office of the Commissioner of the Department of Education and Early Development, testified, "the commissioner [of DEED] would agree that education would be better if the legislature funded all four-year-olds. In some districts it has shown that bringing kids in at four years old has helped them progress."[11] He also noted that the fundamental issue represented by HB 154 is whether the policy makers want to fund a statewide two-year kindergarten program through the foundation formula.

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[10] Eddy Jeans, now the Director of School Finance with the Alaska Department of Education and Early Development, can be contacted at 907-465-2891

[11] In addition, in November 2001, the Alaska State Board of Education and Early Development adopted a resolution calling for voluntary preschool for all three- and four-year-old children. The resolution also expresses support for the development of pilot preschool programs in communities with low achievement scores on state exams, high poverty, and lack of Head Start or other early development programs.

Alaska Community Preschool Project - Alaska's Preschool Pilot Program

During each of the last two state fiscal years, the DEED received federally earmarked money to help fund the Alaska Community Preschool Project. During FY2005, the DEED distributed $800,000, through a competitive process, to seven school districts (serving eight communities), to offer high-quality preschool.[12] During FY2006, the program received $496,000 and funded services in seven communities in six districts (Juneau, Hoonah, King Cove, Sand Point, Bethel, Unalakleet and Minto). Federal funding for FY2007 has not been determined.

The purpose of this project is to augment existing preschool programs, that often operate in partnership with other entities such as Head Start, to bring them up to the teaching standards prescribed by the Feuerstein Instrumental Enrichment—Basic education model. So far the project has served roughly 200 children.[13]

Ready to Read, Ready to Learn Task Force

In May 2005, Governor Murkowski called for the establishment of the Ready to Read, Ready to Learn Task Force. The governor charged this task force with identifying the following:

- Ways Alaskans can improve the readiness of preschoolers to read and learn,
- Ways families can become better at teaching children to listen, speak, read and write,
- Ways preschools and childcare centers can provide the best possible start for children,
- Ways the business community can participate in this effort, and
- Ways state and local governments can support the effort.

[12] In FY2005, the DEED received a total $1.2 million, and spent the money not directed to district programs on training and materials. Paul S. Sugar, Education Specialist II with the Department of Education and Early Development, can be reached at 907-465-4862.

[13] The International Center for the Enhancement of Learning Potential (ICELP), the Feuerstein Instrumental Enrichment–Basic program is directed toward the younger child, from approximately three to seven years of age, and the very low functioning older individual. The program is designed for use in a classroom group setting, for smaller groups of targeted learners, and as a one-to-one therapeutic intervention. The program also provides an "early intervention" to enable students who are developmentally at risk, or those individuals who have not acquired basic foundational knowledge and skills, to respond to direct stimuli and develop cognitive functions.

First Lady Nancy Murkowski is the Chair of Task Force while the Alaska Humanities Forum has the lead in establishing and administering the task force.[14]

According to the Alaska Department of Health and Social Services, Governor Murkowski will ask the Alaska Legislature to provide $750,000 in fiscal year 2007 to improve childhood literacy and learning. This was announced by Nancy Murkowski at the Ready to Read, Ready to Learn Task Force held in Anchorage on November 10, 2005. The Department of Health and Social Services and the Department of Education and Early Development will use the funds to carry out recommendations currently being developed by the task force.

We include the Ready to Read, Ready to Learn Task Force's most recent newsletter "Task Force News" as Attachment H.

I hope you find this information to be useful. Please do not hesitate to contact us if you have questions or need additional information.

[14] The Alaska Humanities Forum was founded in 1972 by the National Endowment for the Humanities (NEH), the Forum is one of 56 state and territorial groups also supported by the NEH. The Forum is a 501(c)(3) non-profit organization with a mission to "use the wisdom and methods of the humanities to enrich the civic, intellectual and cultural life of all Alaskans." The Ready to Read, Ready to Learn Task Force URL is *http://www.akhf.org/ReadytoRead/ECL-Summit.html.*

List of Attachments

Attachment A

William T. Gormley, Jr., Ph.D., Ted Gayer, Ph.D., Deborah Phillips, Ph.D., and Brittany Dawson, M.A., "The Effects of Universal Pre-K on Cognitive Development," *Developmental Psychology*, American Psychological Association, Volume 41, No. 6, *http://www.apa.org/journals/releases/dev416872.pdf*

Attachment B

W. Steven Barnett, Ph.D., Cynthia Lamy, Ed.D., Kwanghee Jung, Ph.D., *"The Effects of State Prekindergarten Programs on Young Children's School Readiness in Five States,"* The National Institute for Early Education Research, Rutgers University, December 2005

Attachment C

W. Steven Barnett, Ph.D., Jason T. Hustedt, Ph.D., Kenneth B. Robin, Psy.M., and Karen L. Schulman, M.P.P., *The State of Preschool: 2004 State Preschool Yearbook*, The National Institute for Early Education Research, 2004, *http://nieer.org/yearbook/*

Attachment D

Lawrence J. Schweinhart, *The High/Scope Perry Preschool Study through Age 40, Summary, Conclusions, and Frequently Asked Questions*, High/Scope Educational Research Foundation, High/Scope Press, 2005, *http://www.highscope.org/Research/PerryProject/perrymain.htm*

Attachment E

"Early Learning, Later Success: The Abecedarian Study, Early Childhood Educational Intervention for Poor Children, Executive Summary," The University of North Carolina at Chapel Hill, FPG Child Development Inst., Chapel Hill, NC, http://www.fpg.unc.edu/~abc/summary.cfm

Attachment F

Art Rolnick, Rob Grunewald, *Early Childhood Development: Economic Development with a High Public Return*, Federal Reserve Bank of Minneapolis, December 2003, *http://minneapolisfed.org/research/studies/earlychild/abc-part2.pdf*

Attachment G

Steffanie Clothier, *Early Education in the States A Year in Review—2004*, The National Conference of State Legislatures, March 2005, *http://www.ncsl.org/programs/cyf//prekreport.htm*

Attachment H

"Task Force News," Ready to Read, Ready to Learn Task Force, Vol. 1, No. 1, December 2005, *http://www.akhf.org/ReadytoRead/R2Rnewsletter1.pdf*

LEGISLATIVE RESEARCH REPORT

FEBRUARY 7, 2006

REPORT NUMBER 06.115

STATE AND FEDERAL FUNDING FOR HEAD START

PREPARED FOR REPRESENTATIVE LES GARA

BY BECKY TAYLOR, LEGISLATIVE ANALYST

You asked for the level of state and federal funding for the Head Start program for FY04 through FY06, and the Governor's proposal for FY07. You were also interested in the number of children enrolled for each of those years, and an estimate of the number of children that could be enrolled under the Governor's FY07 proposal.

Although state funding for the Head Start program remains fairly consistent under the Governor's proposed budget for fiscal year 2007, an anticipated one percent decrease in federal funds could reduce the program's overall funding level. Table 1 shows state and federal funding for FY04-FY06, as well as proposed funding for FY07. A one percent reduction in federal funds would result in a $272,394 decrease in total federal and state funding for the Head Start program from FY06 to FY07. Based on the average amount of state and federal funding per child served during FY04 and FY05, we estimate that a one percent decrease in federal funding could result in 29 fewer children served.[1]

Table 2 shows the number of children served by the Head Start program for FY04 and FY05, as well as estimates for the end of FY06 and FY07. Table 3 provides a more detailed description of the number of children served by the Head Start program so far this year, and the number of children on the waitlist by grantee.

[1] Paul Sugar, Education Specialist for the Department of Education and Early Development, points out that this method, which assumes a consistent cost per child served, may not accurately reflect how the Head Start program operates. Ultimately, local grantees decide how to handle budget cuts, and determine whether slots are lost. He notes that some sites may be able to maintain the number of children they serve for a few years by shuffling resources. Mr. Sugar can be reached at (907) 465-4862.

907-465-3991
907 465-3908 (fax)
Alaska Legislature
Legislative Research Services
w3 legis state ak us/Research/research_home.htm
State Capitol
Juneau, AK 99801

Table 1: State and Federal Funding for Head Start, FY04-FY07				
Funding Source	**FY04 (authorized)**	**FY05 (authorized)**	**FY06 (authorized)**	**FY07 (proposed)**
Total Federal	27,809,200	28,023,489	28,029,389	27,749,095
Direct Funding to Grantees	27,500,000	27,779,289	27,779,289	undetermined
Funding to the State	309,200	244,200	250,100	
State	6,385,200	6,320,700	6,330,400	6,338,300
Total Federal and State	34,194,400	34,344,189	34,359,789	34,087,395

Notes: The federal figure for FY07 reflects a projected 1% cut in federal Head Start funds.
The vast majority of federal funds go directly from the federal government to organizations that are Head Start grantees; however, a small amount of funding goes to the state to facilitate collaboration at the state, regional, and local levels around early childhood education issues.
In addition to the federal Head Start funds, grantees also receive federal Child and Adult Food Care Program reimbursements totaling $860,000 to $980,000.
Source: Paul Sugar, Education Specialist, Department of Education and Early Development.

Table 2: Estimated Number of Children Served, FY04-FY07				
	FY04 (authorized)	**FY05 (authorized)**	**FY06 (authorized)**	**FY07 (proposed)**
Total Federal and State Funding	34,194,400	34,344,189	34,359,789	34,087,395
Per child	$9,734	$9,356	Undetermined	
Average per child	$9,545			
Children Served[a]	3,513	3,671	3,600	3,571

Note: The total FY07 funding reflects a projected 1% cut in federal Head Start funds.
a) The number of children served for FY04 and FY05 are as of year end. In order to estimate the number of children served at the end of the year for FY06 and FY07, we divided the total amount of state and federal funding for those years by the average amount of federal and state funding per child for FY04 and FY05. This method assumes a consistent cost per child served, which may not accurately reflect how the program operates. Local grantees determine the most cost-effective way to handle budget cuts, and may or may not actually reduce the number of children they serve. As of the end of January 2006, 3,150 children have been served by the Head Start program during the 2005-2006 academic year.
Source: Paul Sugar, Education Specialist, Department of Education and Early Development.

I hope you find this information to be useful. Please do not hesitate to contact us if you have questions or need additional information.

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Table 3: Children Served and on the Waitlist for the Head Start Program as of January 31, 2006, by Grantee and Community		
Community	**Number of Children Served**	**Number of Children on Wait List**
Association of Village Council Presidents		
Akiachak	20	3
Bethel A.M.	18	
Bethel P.M.	19	4
Chefornak	17	6
Kalskag	15	
Kasigluk	22	4
Kotlik	25	
Nightmute	12	
Quinhagak	29	
Russian Mission	14	
Scammon Bay	32	
Tuluksak	20	5
Bristol Bay Native Association		
Togiak	17	
Dillingham	35	16
New Stuyahok	18	4
Naknek	17	3
Manokotak	11	2
Council of Athabascan Tribal Governments		
Fort Yukon/Canyon Village	7	10
Venetie	0	12
Arctic Village	5	
Central Council of Tlingit and Haida Indian Tribes of Alaska		
Angoon	20	
Craig	28	2
Hoonah	16	1
Juneau	122	48
Klawock	17	3
Petersburg	30	3
Saxman	17	5
Sitka	21	11
Wrangell	20	4
Yakutat	14	
Kenaitze Cuya Qyut Anen		
Common Center for Kenai, Soldotna, Nikiski, Kalifornski Beach	57	46
CCS Early Learning		
Chugiak	50	16
Meadow Lakes	60	29
Palmer	55	13
Wasilla	87	42
Chugachmiut		
Nanwalek	10	
Seldovia	9	
Port Graham	4	

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Fairbanks Native Association		
Fairbanks/North Pole	213	126
Play N' Learn Community Head Start		
Fairbanks/North Pole	108	5
Metlakatla Indian Community		
Metlakatla	40	
Kawerak Head Start		
Nome	37	13
Brevig Mission	20	
Diomede	5	
Elim	12	
Gambell	27	
Golovin	4	
Koyuk	18	
Shaktoolik	12	
Shishmaref	26	
St. Michael	28	
Teller	9	
Wales	6	
White Mountain	12	
Kid's Corps Inc.		
Anchorage	321	100
Southcentral Foundation		
Anchorage	227	192
RurAL CAP Head Start & Early Head Start		
Selawik	12	1
Savoonga	30	
Stebbins	20	7
Haines	17	5
Kake	12	
Ketchikan	56	12
Kwethluk	63	7
Nunapitchuk	51	12
Napaskiak	20	4
Tooksok Bay	36	1
Alakanuk	38	1
Chevak	32	12
Emmonak	20	15
Hooper Bay	88	9
Homer	19	8
Kluti-Kaah	19	2
Kodiak	52	7
Sterling	39	3
Akiak	43	13
Mt. Village	20	8
Pilot Station	47	1
St. Mary's	26	1
Marshall	15	

Aleutian/Pribilof Island Association		
King Cove	16	1
Sand Point	17	1
St. Paul	20	1
Unalaska	27	2
Tanana Chiefs Conference		
Allakaket	11	
Fort Yukon	19	
Holy Cross	9	
Huslia	8	
Kaltag	9	
McGrath	9	
Nulato	6	
Ruby	7	
Tanana	16	
Nenana	14	
Upper Tanana (UTDC)		
Mentasta/Northway	12	
Tok/Tanacross	54	4
Native Village of Tyonek		
Tyonek	6	
Total Number of Children Served (Reported by Grantees' Sites)	**3,150**	
Total Number of Children on Waiting Lists (Reported by Grantees' Sites)		**862**
Total Communities Served	**100**	

Note: Both Anchorage and Fairbanks are served by two different Head Start grantees. In Anchorage, the total number of children served is 548, with 292 children on the waitlist. In Fairbanks, the total number of children served is 321, with 131 children on the waitlist.

Source: Paul Sugar, Education Specialist, Department of Education and Early Development.

LEGISLATIVE RESEARCH REPORT

JANUARY 18, 2008

REPORT NUMBER 08.087

HEAD START PARTICIPATION AND DECLINING SERVICES

PREPARED FOR REPRESENTATIVE LES GARA

BY TIM SPENGLER, LEGISLATIVE ANALYST

You asked for information on the Head Start program. Specifically, you wished to know how many Alaskan children have participated in the program in the last five years and how many communities have lost funding or closed their programs in that time period.

As you know, Head Start is a comprehensive child development program that serves children aged three to five who come from low income homes. The program's goals include increasing the child's social competence, such as the ability to deal with the everyday, present environment, and later responsibilities in life and school. Head Start also works with the families of these children to help educate and strengthen them by offering training and support to help facilitate growth and change.

According to Paul Sugar, Education Specialist II, with the Alaska Department of Education and Early Development (DEED), Head Start anticipates serving 3,504 children in fiscal year (FY) 2008.[1] This is a decrease of 167 children served since FY05. Mr. Sugar provided the figures for Table 1, which tracks the number of children served by Head Start in the last five fiscal years. As you will see, the number has dropped from a high of 3,671 in FY05, to its lowest point in five fiscal years.

Table 1: Children Served by Head Start in Alaska, FY04 - FY08

Children Served	FY04	FY05	FY06	FY07	FY08 (projected)
	3,513	3,671	3,656	3,606	3,504
Difference per Year		158	-15	-50	-102

Notes: Data include children from birth to five years of age.
Source: Paul Sugar, Education Specialist, Department of Education and Early Development. Mr. Sugar can be reached at (907) 465-4862.

[1] This number includes children from birth to five years. Mr. Sugar can be reached at (907) 465-4862.

Mr. Sugar points out that in the last five years, while state and federal funding for the Head Start program has remained relatively flat, costs have risen. Not only goods and services—such as heating fuel and transportation—but personnel costs have risen as well. As more teaching staff complete degree programs to meet increased federal requirements, their costs are rising. Insurance costs have also risen over the last five years.

Since fiscal year 2004, 19 communities have closed their Head Start programs.[2] Table 2 enumerates the closures over the last five fiscal years.

Table 2: Closures of Head Start Programs in Alaska, FY04 - FY08

	FY04	FY05	FY06	FY07	FY08	Total
Program Closures	1	6	6	5	1	19

Source: Paul Sugar, Education Specialist, Department of Education and Early Development. Mr. Sugar can be reached at (907) 465-4862.

Aside from closures, budgetary concerns have also caused some grantees to go from a center based model to a home visiting model. Others now use a central building site and transport children from nearby communities, while some urban programs have shortened their transportation area. Still others have had to lower the number of children that they serve.

With the current level of funding, Head Start serves just under half (48 percent) of the children in Alaska who are *three to five* year olds and live below the poverty line. Roughly 72 percent of the nearly 13,000 children between *birth and five* who the DEED estimates live below the poverty line are without Head Start early childhood education opportunities.

I hope you find this information to be useful. Please do not hesitate to contact us if you have questions or need additional information.

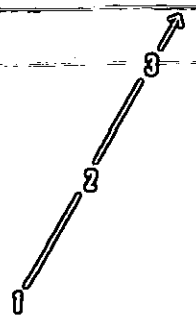
[2] One of these communities reopened services with a different grantee a second will reopen in February 2008.

A Summarized Economic Impact Report on Early Education and Child Care Services in ALASKA

step up early ed & child care

Based on the McDowell Group Report · July 2006

PREPARED FOR:
SYSTEM FOR EARLY EDUCATION DEVELOPMENT (SEED)
UNIVERSITY OF ALASKA SOUTHEAST



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STUDY FINDINGS ARE DETAILED ON THE FOLLOWING PAGES:

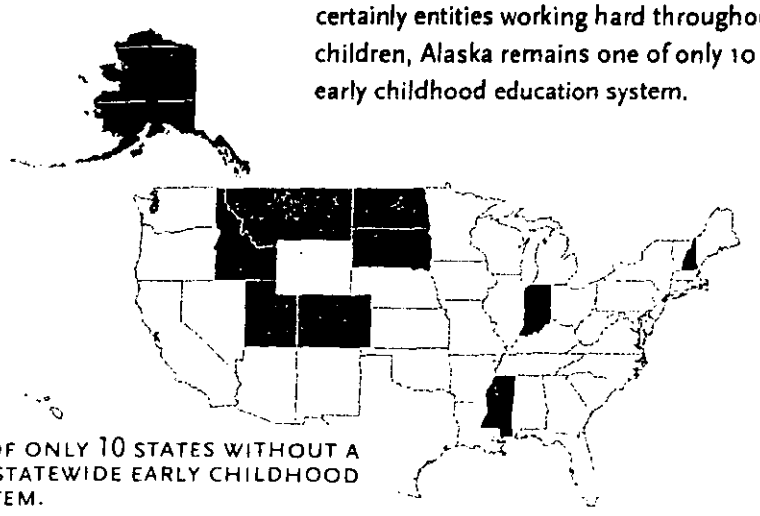
Demographics	Pg. 2
The Economic Impact on Alaska	Pg. 3
The Early Learning and Child Care Sector	Pg. 5
Impact on Alaska Families	Pg. 7
Alaskans Support Funding	Pg. 9

Why should you care about the availability of quality early education and child care in Alaska? Because stepping up early education for our children is critical for all of us.

LET US STEP YOU THROUGH THE FACTS.

1. Early childhood education and child care play a critical and measurable role in Alaska's economy
2. The availability of quality, affordable child care remains a challenge for many Alaska families
3. Alaskans across the state place a high priority on state funding for early education and child care

Until recently, there was no data specific to Alaska to demonstrate how the welfare of our youngest community members impacts the entire state – both in the short term and long term. But thanks to this study commissioned by the System for Early Education Development (SEED) and completed in July 2006 by McDowell Group, there is now local information to combine with the knowledge learned from national studies to provide an accurate baseline. What the statistics demonstrate is that Alaska lags behind much of the country in providing quality early education and child care to our residents. And while there are certainly entities working hard throughout Alaska to provide quality care for our children, Alaska remains one of only 10 states without a state-funded, statewide early childhood education system.



ALASKA IS ONE OF ONLY 10 STATES WITHOUT A STATE-FUNDED, STATEWIDE EARLY CHILDHOOD EDUCATION SYSTEM.

"Investment in early childhood development programs brings a real (that is, inflation-adjusted) public return of 12%, and a real total return, public and private, of 16%. We are unaware of any other economic development effort that has such a public return ...."

ART ROLNICK
SVP AND DIRECTOR OF RESEARCH
FEDERAL RESERVE BANK OF MINNEAPOLIS

LONG-TERM ECONOMIC IMPACTS OF QUALITY EARLY EDUCATION & CHILD CARE

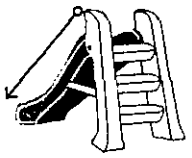
A host of studies have been done to track the long-term economic impact of high quality early child care development on society. Though none of these studies focuses on Alaska, the implications for Alaska are relevant. The results of these studies have shown conclusively that although investment is required to provide quality early care to infants, toddlers and youths, the rate of return far exceeds that initial investment.

The largest benefit provided by quality early care was increased earnings capacity projected from higher educational attainment, along with higher taxes paid from better paying jobs. Other benefits are lower criminal justice system costs, reduced welfare costs, savings for crime victims, and savings on school remedial services budgets. The results of several studies are highlighted below.

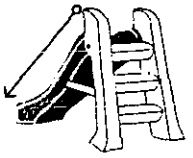
LONG-TERM BENEFITS OF EARLY EDUCATION AND CHILD CARE

29% higher **high school graduation rates**

20% higher **college attendance**



70% lower **crime incidence**



20% lower **welfare dependence**

$143,000 **additional earned income per capita, resulting from better employment**

Studies also note that expenditures on education that are focused on K-12 may be misplaced given that brains develop rapidly in the early years (0-4), then develop at a much slower pace from age 4 through 18. The implication is that the earlier the investment on early education, the higher the return on investment will be.

step 3

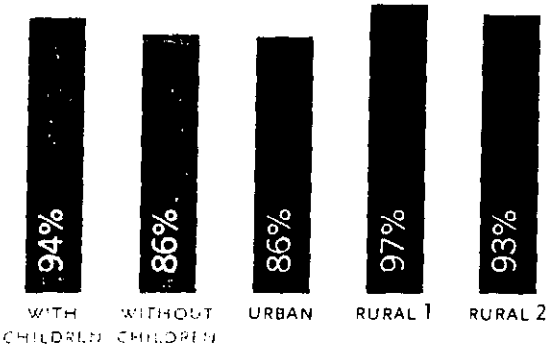
EARLY CHILDHOOD EDUCATION AND CHILD CARE PLAY A CRITICAL AND MEASURABLE ROLE IN ALASKA'S ECONOMY.

9 of 10 alaskans support funding

The telephone survey described earlier also asked all households a series of questions about state funding support for early learning and child care services in Alaska. Results showed overwhelming support for the funding of early education and child care.

Nearly nine out of 10 Alaska residents (87 percent) think it is important or very important for state government to provide financial support for early education and child care. Among residents with children under six years of age, 94 percent think state support is important or very important. Even among residents without young children, 86 percent think state financial support is important or very important. Further, urban and rural residents alike feel it is important to provide funding for early education and child care.

THOSE STATING IT IS "IMPORTANT" OR "VERY IMPORTANT" FOR STATE GOVERNMENT TO PROVIDE FINANCIAL SUPPORT.



audiences who expressed above average support for early education and child care

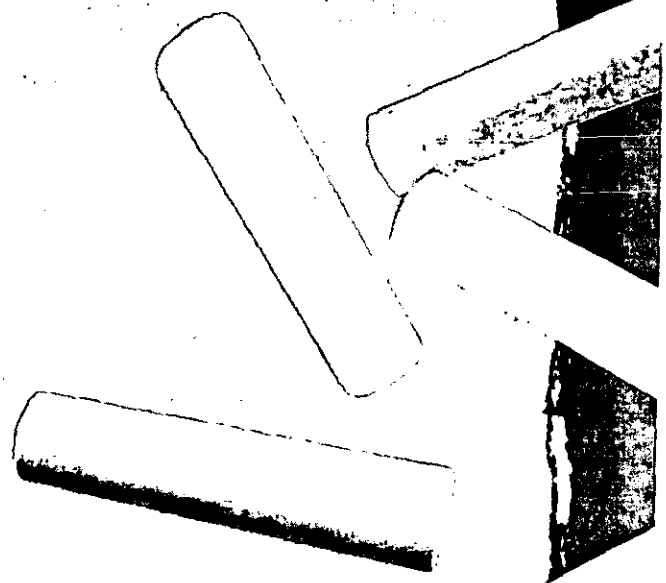
Alaskans were also asked if the state should give early learning and child care high, medium or low funding priority. Two-thirds (66%) feel it should have high priority. A variety of population subgroups were more likely to give it a high priority. They include:

- 76% households with children under six
- 72% female residents
- 77% residents aged 35 to 44
- 76% low income residents <$25,000
- 73% high income residents >$100,000

NIEER

NATIONAL INSTITUTE FOR
EARLY EDUCATION RESEARCH

The State of Preschool 2007



STATE PRESCHOOL YEARBOOK

The National Institute for Early Education Research Supported by The Pew Charitable Trusts

RUTGERS
Graduate School of Education

ACKNOWLEDGEMENTS—This publication was made possible through the support of The Pew Charitable Trusts. The Trusts' *Advancing Quality Pre-Kindergarten for All* initiative seeks to advance high-quality prekindergarten for all the nation's 3- and 4-year-olds through objective, policy-focused research, state public education campaigns and national outreach. The opinions expressed in this report are those of the authors and do not necessarily reflect the views of The Pew Charitable Trusts.

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THE STATE OF PRESCHOOL 2007

STATE PRESCHOOL YEARBOOK

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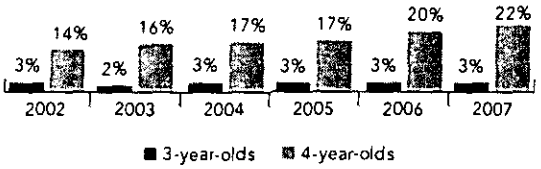
VISIT OUR WEBSITE FOR ACCESS TO ALL DATA WWW.NIEER.ORG

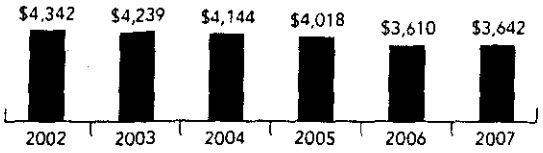
United States

PERCENT OF NATIONAL POPULATION ENROLLED



■ 3-year-olds ▩ 4-year-olds

AVERAGE STATE SPENDING PER CHILD ENROLLED (2007 DOLLARS)



In 2006-2007, state-funded preschool education halted a troubling trend in per-child funding, achieved important milestones in expanding access, and continued the march toward higher quality standards.

WHAT'S NEW?

- State spending per child rose to $3,642 on average, halting, if not reversing, a trend of declining per-child commitment that has persisted for years.
- Total spending by state governments reached an all-time high of more than $3.7 billion.
- More than a million children attended state-funded preschool education, making states the largest source of public pre-K.
- Thirty of the 38 states with programs increased enrollment.
- Twenty-two percent of all 4-year-olds in the nation attended state-funded pre-K, an increase from 20 percent in the previous year.
- Access for 3-year-olds rose, perhaps signaling a new trend toward expanding services at this age, as well.
- Seven states improved on NIEER's Quality Standards Checklist, indicating that quality standards, while variable across states, continue to improve.
- A new ranking is provided for spending reported from *all sources*, which averaged $4,134 per child, despite incomplete data for some states. Using these more complete spending per child figures, we estimate that at least 19 of 38 states spend enough to meet all 10 benchmarks.

NATIONAL ACCESS

Total state program enrollment, all ages 1,026,037

States that fund preschool .....38 states

Income requirement .....27 state programs have an income requirement

Hours of operation .....12 full-day, 10 half-day, 27 determined locally

Operating schedule .....36 academic year, 13 determined locally

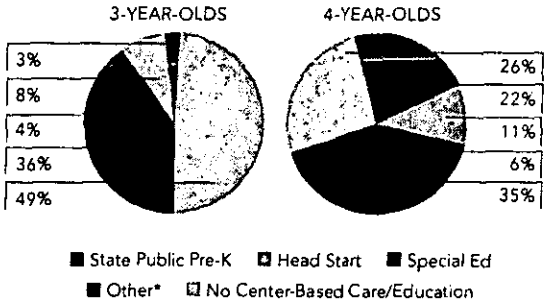
Special education enrollment, ages 3 & 4 407,967

Federal Head Start enrollment, ages 3 & 4 .....753,205 [1]

Total federal Head Start and Early Head Start enrollment, ages 0 to 5 .....908,412 [1]

State-funded Head Start enrollment, ages 3 & 4 ....15,994 [2]

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



* This includes local public education as well as private child care and other center-based programs.

NATIONAL QUALITY STANDARDS CHECKLIST SUMMARY

POLICY	BENCHMARK	OF THE 49 STATE PRE-K INITIATIVES, NUMBER MEETING BENCHMARKS
Early learning standards	Comprehensive	41
Teacher degree	BA	27
Teacher specialized training	Specializing in pre-K	36
Assistant teacher degree	CDA or equivalent	11
Teacher in-service	At least 15 hours/year	37
Maximum class size 3-year-olds 4-year-olds	20 or lower	41
Staff-child ratio 3-year-olds 4-year-olds	1:10 or better	42
Screening/referral and support services	Vision, hearing, health; and at least 1 support service	35
Meals	At least 1/day	24
Monitoring	Site visits	38

NATIONAL RESOURCES

Total state preschool spending.....$3,724,382,129 [3]

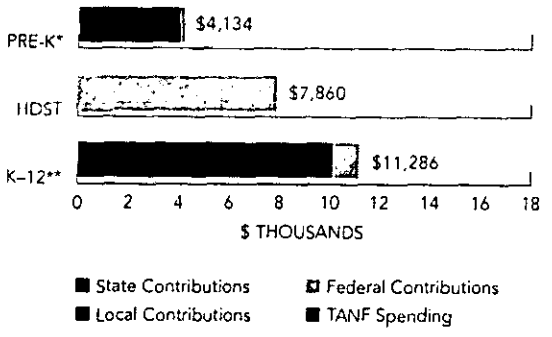
Local match required? .....14 state programs require a local match

State spending per child enrolled.....$3,642 [3]

State Head Start spending.....$134,921,487

All reported spending per child enrolled* $4,134

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

**K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '06–'07 school year, unless otherwise noted.

[1] The enrollment figure for federal Head Start, ages 3 and 4, is limited to children served in the 50 states and DC. The enrollment figure for total federal Head Start and Early Head Start, ages 0 to 5, includes all children served in any location, including the U.S. territories, and migrant and American Indian programs.

[2] This figure includes 13,501 children who attended programs that were considered to be state-funded preschool initiatives. These children are also counted in the state-funded preschool enrollment total.

[3] This figure includes federal TANF funds directed toward preschool at states' discretion

TABLE 1: STATE RANKINGS AND QUALITY CHECKLIST SUMS

State	Access for 4-Year-Olds Rank	Access for 3-Year-Olds Rank	Resources Rank Based on State Spending	Resources Rank Based on All Reported Spending	Quality Standards Checklist Sum (Maximum of 10)
Alabama	38	none served	9	8	10
Arizona	30	none served	33	37	4
Arkansas	15	4	12	7	9
California	24	8	18	25	4
Colorado	22	11	36	29	5
Connecticut	18	9	3	2	6
Delaware	27	none served	5	10	8
Florida	2	none served	34	38	4
Georgia	3	none served	15	22	8
Illinois	12	1	22	27	9
Iowa	33	17	26	3	5
Kansas	19	none served	29	33	3
Kentucky	11	5	19	20	8
Louisiana	14	none served	8	18	7.8
Maine	17	none served	37	24	4
Maryland	10	20	27	13	7
Massachusetts	25	6	16	23	6
Michigan	16	none served	14	21	6
Minnesota	37	19	4	6	8
Missouri	32	13	31	35	7
Nebraska	34	15	35	9	8
Nevada	36	26	23	28	7
New Jersey	13	3	1	1	8.5
New Mexico	26	22	25	30	8
New York	9	25	20	26	6.5
North Carolina	21	none served	10	5	10
Ohio	35	18	32	36	4
Oklahoma	1	none served	21	11	9
Oregon	31	12	2	4	7
Pennsylvania	28	14	7	16	5.9
South Carolina	7	24	38	32	8.7
Tennessee	20	21	13	17	9
Texas	5	10	28	31	4
Vermont	6	2	30	34	6.8
Virginia	23	none served	17	15	7
Washington	29	16	6	14	9
West Virginia	4	7	11	12	7
Wisconsin	8	23	24	19	5.1
Alaska	no program	no program	no program	no program	no program
Hawaii	no program	no program	no program	no program	no program
Idaho	no program	no program	no program	no program	no program
Indiana	no program	no program	no program	no program	no program
Mississippi	no program	no program	no program	no program	no program
Montana	no program	no program	no program	no program	no program
New Hampshire	no program	no program	no program	no program	no program
North Dakota	no program	no program	no program	no program	no program
Rhode Island	no program	no program	no program	no program	no program
South Dakota	no program	no program	no program	no program	no program
Utah	no program	no program	no program	no program	no program
Wyoming	no program	no program	no program	no program	no program

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Executive Summary

STATE-FUNDED PRESCHOOL EDUCATION: A TURN IN THE ROAD

In 2006-2007, state-funded preschool education halted a troubling trend in per-child funding, achieved important milestones in expanding access, and continued the march toward higher quality standards.

WHAT'S NEW?

- State spending per child rose to $3,642 on average, halting, if not reversing, a trend of declining per-child commitment that has persisted for years.
- Total spending by state governments reached an all-time high of more than $3.7 billion.
- More than a million children attended state-funded preschool education, making states the largest source of public pre-K.
- Thirty of the 38 states with programs increased enrollment.
- Twenty-two percent of all 4-year-olds in the nation attended state-funded pre-K, an increase from 20 percent in the previous year.
- Access for 3-year-olds rose, perhaps signaling a new trend toward expanding services at this age, as well.
- Seven states improved on NIEER's Quality Standards Checklist, indicating that quality standards, while variable across states, continue to improve.
- A new ranking is provided for spending reported from *all sources*, which averaged $4,134 per child, despite incomplete data for some states. Using these more complete spending per child figures, we estimate that at least 19 of 38 states spend enough to meet all 10 benchmarks.

DISPARITIES

Behind the national averages lie large and growing disparities, making it ever more obvious that the chances for a child to benefit from state pre-K are largely determined by the state where he or she lives. The top 10 states in access now serve more than one-third of all their 4-year-olds. (See Box.) Longtime leader Oklahoma serves more than two-thirds of its 4-year-olds with high-quality state pre-K, and nearly three-quarters when special education is considered. In marked contrast, a dozen states still provide no state-funded preschool education to even their most disadvantaged families other than special education services for young children with disabilities. (See Box.)

State	Percent of 4-Year-Olds Served	
	State Pre-K	State Pre-K & Special Education
Oklahoma	68.4	73.2
Florida	56.7	61.8
Georgia	53.3	57.9
W. Virginia	45.8	55.3
Texas	45.2	48.6
Vermont	44.9	53.9
S. Carolina	37.8	43.8
Wisconsin	36.1	44.0
New York	34.6	44.6
Maryland	34.0	39.6

No-Program States
Alaska
Hawaii
Idaho
Indiana
Mississippi
Montana
New Hampshire
North Dakota
Rhode Island
South Dakota
Utah
Wyoming

Other important disparities across the states include:

- State spending ranges from nothing in 12 states to more than $10,000 per child in New Jersey.
- Degree requirements for teachers range from a bachelor's degree with teaching certificate in early childhood in some states to little more than a high school diploma in a number of other states
- Maximum class sizes and staff-child ratios range from no limit in Texas and Kansas to 15 children with a teacher and full-time assistant in New Jersey's Abbott program.

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GAINS FOR 3-YEAR-OLDS

Access for 3-year-olds in 2006-2007 rose 10 percent over the previous year and only two states serving 3-year-olds had substantive enrollment decreases. Access for this age group has increased 28 percent since NIEER began tracking the data in 2001-2002. This is a welcome development since the effects of poor educational opportunities for children at risk are clearly evident by age 3. Still, provision for 3-year-olds remains modest and concentrated in fewer states compared to programs for 4-year-olds. The new leader in serving 3-year-olds is Illinois, which became the first state committed to serving all 3-year-olds. Illinois now serves 19 percent of its 3-year-olds, matching the national average for 4-year-olds from just a few years ago.

Top 5 States Serving 3-Year-Olds

Illinois
Vermont
New Jersey
Arkansas
Kentucky

MARCH TOWARD QUALITY

The rapid enrollment growth in state pre-K that NIEER has documented over the last six years only retains its value if quality is maintained. While funding and other commitments have not always kept pace with enrollment, it is noteworthy that states have continued their progress toward higher standards. In 2006-2007, improvements in program standards enabled seven states to meet more benchmarks on NIEER's Quality Standards Checklist.

High quality standards are preconditions for attaining educational effectiveness. Alone, they do not guarantee children a highly effective education. However, in conjunction with continuous improvement efforts focused on teaching in the classroom, high standards have helped states to produce substantial learning gains for children from all social and economic backgrounds as several studies now document.[1]

TOWARD A MORE CERTAIN COMMITMENT

Overall, there is more positive news than negative to report from 2007. For the first time since NIEER began collecting data on state pre-K programs, spending per child rose after adjusting for inflation. This important change occurred despite a rise in enrollment to an all time high. It is important for children and the nation that this trend continues. Fiscal Year 2007 was a relatively good year for state revenues. Future revenue projections are less rosy and a recession that could reduce state revenues even more sharply may loom on the horizon.

Even in a good budget year like 2007, all boats did not rise. Three states (Arizona, Oregon and Nebraska) cut nominal spending and nine failed to keep up with inflation. The result in those states was reduced enrollment, reduced funding per child, or both. In tough budget years there will be more pressure to reduce enrollments and inadequately fund state pre-K. What can be done to prevent this from happening?

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WHAT CAN BE DONE

As states set their fiscal year 2009 budgets, taxpayers and children's champions should ensure that investments in early education have priority over less-productive spending. Just as wise individuals set aside savings before budgeting for discretionary spending, public investments in the future should come first, not last in state budget making. This includes ensuring that states do not rob Peter's prenatal or infant-toddler care to pay for Paul's pre-K.

Attaching pre-K funding to state funding formulas for K-12 education could help ensure that pre-K funding would increase proportionally with enrollment as it expands, so that funding per child is more dependable. This need not mean that pre-K funding follow exactly the same formula as K-12 spending. For example, states like New Jersey have seen fit to bear a larger share of pre-K funding for disadvantaged children. However, the state share should be no less than for K-12.

GAUGING FUNDING ADEQUACY

The spending increase for 2007 does not erase previous declines. In inflation adjusted dollars, state pre-K funding per child still falls substantially below the level of 2001. We conducted a new analysis for this *Yearbook* that looks at all resources per child enrolled and estimates whether state programs are sufficiently funded to meet the benchmarks on our Quality Standards Checklist. (See Table 8.) We found that 19 states spent enough that they probably could meet all 10 of our benchmarks for minimum standards of quality. For most of the others, we have incomplete data as to local funding sources. Many of the remaining 19 might be allocating enough funds on average to meet all 10 benchmarks, once local funding is taken into account. A key issue is the extent to which local public schools add additional funds. However, even if local sources are making up the difference on average, there may be large variations in financial support depending on local ability to provide additional funding.

A FEDERAL ROLE?

In 2007, enrollment increased for both 3- and 4-year-olds, signifying renewed interest in states serving children for two years beginning at age 3. Even so, enrollment of 3-year-olds remains low relative to that for 4-year-olds. With the states shouldering a growing share of the cost of preparing the nation's children to succeed in school, it's fair to ask what role the federal government might play to ensure that progress continues. The federal government could play a vital role by providing an inducement to states to expand enrollment, particularly at age 3, and improve quality by offering matching funds. It could also have provisions designed to be counter cyclical—by providing states with more funding for pre-K when state revenues decline or fail to keep up with inflation due to an economic downturn.

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ACCESS: REACHING MORE CHILDREN

State-funded prekindergarten reached more children during the 2006-2007 school year than ever before, with total enrollments topping one million for the first time. State pre-K programs served 1,026,037 children in 38 states across the country, of which 1,008,597 were 3- and 4-year-olds. This represents an enrollment increase of more than 80,000 children from the previous year. Pre-K enrollment data for each state are reported in Tables 2 and 3, and additional information about Head Start and special education enrollment is provided in Tables 4 and 5. Key trends in the 2006-2007 program year were:

- Most enrollment increases were modest, but some states made large gains. Enrollment increased by 52 percent in Tennessee, 33 percent in Pennsylvania, and 17 percent in Illinois, Florida and New York.
- Three states with pre-K for all served more than half of the state's 4-year-olds: Oklahoma (68 percent), Florida (58 percent), and Georgia (53 percent). When preschool special education enrollments are taken into account state enrollments were even more impressive. When the federal Head Start program is included, enrollment of 4-year-olds hit 90 percent in Oklahoma, 71 percent in Florida, and 65 percent in Georgia. For the first time, 10 states served more than one-third of their 4-year-olds in regular state pre-K.
- Thirty states increased enrollment of 4-year-olds. Of the seven states that decreased enrollment of 4-year-olds, only Ohio decreased enrollment by more than 5 percent. Enrollment of 4-year-olds has grown by 56 percent since 2001-2002, a gain of more than 300,000 children nationwide.
- In the 26 states serving 3-year-olds, enrollment increased in all but five. Still, only five states served more than 10 percent of their 3-year-olds outside of preschool special education. Since 2005-2006, there was a 10 percent increase in the number of 3-year-olds served. Two-thirds of this increase was due to Illinois' expansion initiative, Preschool for All, which took it to first place in providing access for 3-year-olds. Vermont and New Jersey follow closely, with more than 15 percent served.

Overall, enrollment in state prekindergarten programs continued to increase so that 22 percent of 4-year-olds and 3 percent of 3-year-olds were served in state-funded pre-K programs across the country. These increases are encouraging, but uneven growth persists. Children and families in the 12 states with no provision of state pre-K are increasingly disadvantaged relative to those in the rest of the nation.

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QUALITY STANDARDS: ENSURING VALUE

The quality of a prekindergarten program plays a critical role in determining its value to the children who attend it and the taxpayers who support it. All states require classrooms to meet some specific quality standards to receive state prekindergarten funds. The *Yearbook* uses a research-based checklist of quality benchmarks to compare quality standards across the states.

Each benchmark represents a different program component, covering broad areas such as staff qualifications, class size, comprehensive services, and early learning standards. (A list of the benchmarks and summary of the supporting research is provided on pages 25-29.) Although each benchmark is important, they are not all equally important and do not encompass every aspect of quality. The benchmarks are best viewed as preconditions for quality and evidence of a state's commitment to ensure that every child enrolled receives an effective education. Standards do not cover everything required to ensure a good education. For example, teachers must be adequately paid and properly supported and supervised. Also, the benchmarks focus on policy requirements rather than actual practice, and some classrooms may exceed or fail to meet state-level requirements. The total number of benchmarks is a rough gauge of a state's commitment to quality, and attention should be paid to the specific benchmarks met and not just the total number.

States improved their prekindergarten quality standards modestly, as the median number of benchmarks met increased from 6.5 to 6.8 for 2006-2007. (The NIEER benchmarks for state quality standards remain unchanged from the previous two school years.) Key findings for the 2006-2007 school year are:

- North Carolina and Alabama met all 10 of the NIEER quality benchmarks. Eight additional states funded pre-K initiatives that met nine of the 10 benchmarks—Arkansas, Illinois, New Jersey, New Mexico, Oklahoma, South Carolina, Tennessee, and Washington.
- Only eight state-funded preschool initiatives met fewer than half of the NIEER benchmarks. Among this shrinking group of states, Arizona, Kansas and Maine have scheduled improvements in their standards to take effect in the next two years.

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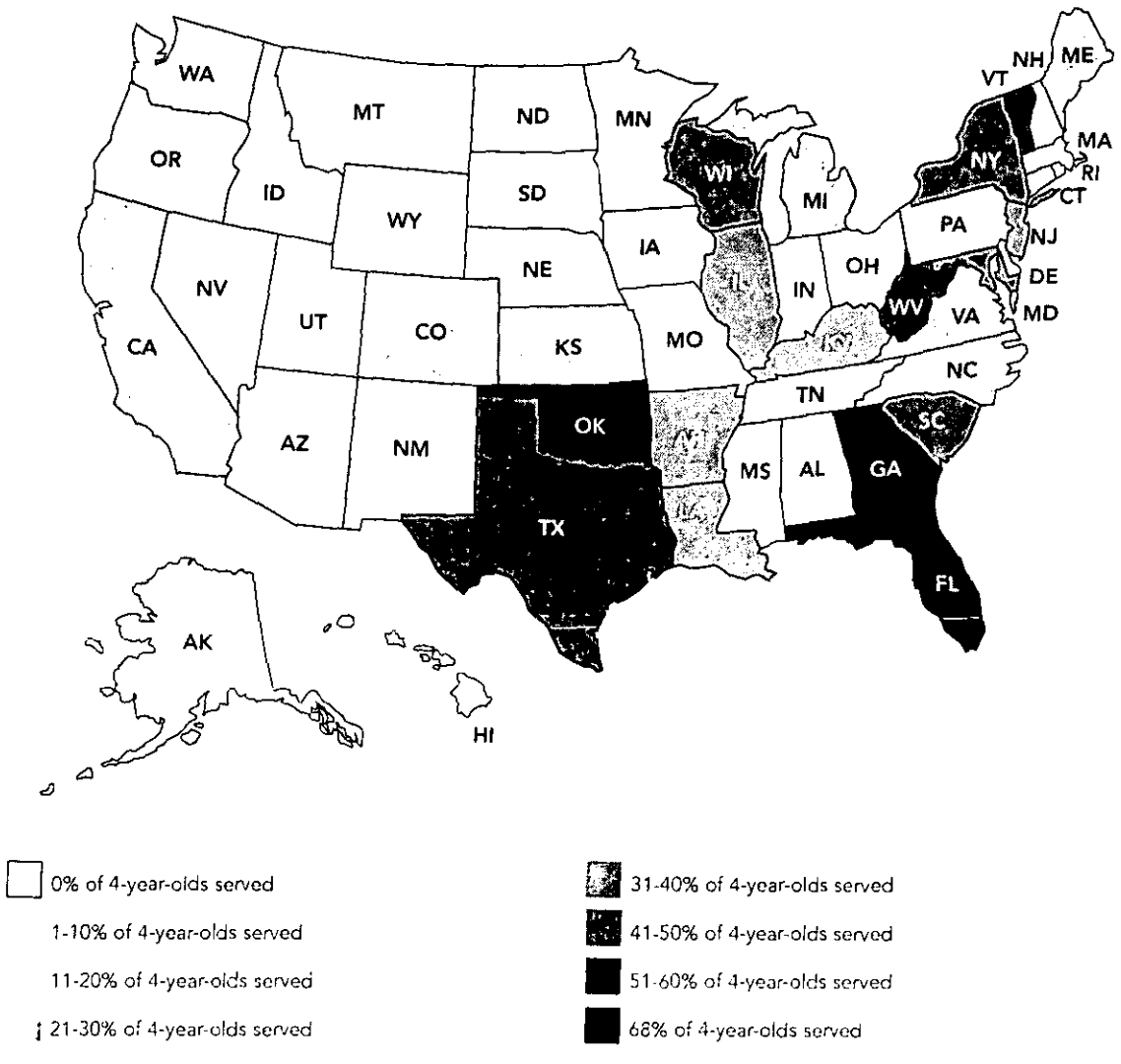
- Fewer than half the 38 pre-K states required all lead teachers in their programs to hold a bachelor's degree. Most of the others required bachelor's degrees only in certain circumstances, typically in public school settings. Eight states did not require any state prekindergarten teachers to have bachelor's degrees. The lack of progress in this area is particularly disappointing.

Despite continuing room for improvement in teacher education requirements, the overall situation regarding quality standards is positive. More than 80 percent of the states with programs met benchmarks for comprehensive early learning standards and staff-child ratios of 1:10 or better. More than 70 percent of the states met benchmarks for class sizes of 20 or fewer children, prekindergarten specialized training for lead teachers, and site visits. State pre-K initiatives in Colorado, Iowa, Missouri, New Mexico, New York, Pennsylvania, South Carolina, and Washington each met new benchmarks effective with this report. For a complete summary of the benchmarks met by each state prekindergarten initiative during the 2006-2007 school year, see Table 6 on page 19.

FIGURE 1: PERCENT OF 4-YEAR-OLDS SERVED IN STATE PRE-K



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RESOURCES: TRACKING THE FUNDING

During the 2006-2007 school year states continued to increase funding for state prekindergarten, partly to increase enrollment and partly to maintain or improve quality. Pre-K programs must be sufficiently funded in order to provide children with a quality education. Some states provide adequate funding for their state pre-K programs entirely through the use of state dollars, while others employ additional local and/or federal dollars to reach adequate funding levels. Another group of states does not appear to fund state pre-K at a level consistent with a high-quality education. However, this often is difficult to determine as some states are unable to report the amount of funding provided by local schools and other sources.

- In 2006-2007, states spent $3.72 billion on preschool initiatives, an increase of $467 million (without adjusting for inflation), or 14 percent, from the previous year. State pre-K spending ranged from just more than $3 million in Nevada, a state with about 72,000 3- and 4-year-olds, to $533 million in Texas, which has about 758,000 3- and 4-year-olds.
- Average state spending per child enrolled was $3,642. Compared to the previous year, this is an increase of $175 per child without adjusting for inflation (and an increase of $32 adjusted for inflation). However, states continued to vary greatly in their per-child spending. New Jersey was the top ranked state, spending $10,494 per child. Three states, New Jersey, Oregon, and Connecticut, spent more than twice the national average. Twelve states continued to spend nothing on state pre-K. Despite the increase, on average, states still spent much less per child on a year of pre-K than on a year of K-12.
- The national average of per-child spending was $4,134, when combining state, local, and locally allocated federal funds, despite incomplete data reported.

The good news is that for the first time in *Yearbook* history, there was an increase rather than a decrease in inflation-adjusted per-child state spending. Spending per child enrolled increased in more than half of the states offering state pre-K programs. This one increase does not entirely offset previous declines, and inflation-adjusted per-child state spending is still down $700 nationally from 2001-2002. Over this time, all but eight states have increased nominal per-child spending, suggesting that states are struggling to maintain spending levels in light of enrollment increases and inflation. Tables 7 and 9 provide more detailed information on state spending.

This *Yearbook* includes two resource rankings for state preschool programs. As in the previous four *Yearbooks*, this fifth edition provides rankings based on the amount of funds states spend for each child enrolled. However, state spending does not account for all money contributed to state prekindergarten initiatives. Some states rely on local and locally allocated federal dollars to adequately fund their programs. In an attempt to paint a more complete picture of the resources employed in state prekindergarten programs, this *Yearbook* presents a new ranking of programs based on all the spending per child that states could report to us. In interpreting this new ranking, it is important to recognize that some states were unable to report spending from other sources. This new ranking will underestimate total spending for some, if not all, of those states. There are few large differences between the states positions on the two resource rankings. The problem of inaccurate rankings on expenditures from all sources is likely to be most severe toward the middle of the distribution. Those states at the very top and very bottom are unlikely to change rank much even with more complete information. The national average of per-child spending from all reported funding was $4,134, though this figure surely underestimates the true national average if all spending could be identified. Table 8 shows the per-child spending in each state, using all known sources.

Three states serve as examples: Colorado, Maryland, and Florida. In 2006-2007, Colorado spent $2,047 per child in state dollars and was ranked 36th nationally in per-child spending. However, Colorado also collects information on local spending required by the state school funding formula. Including these mandatory local dollars, Colorado spent $3,194 per child and is ranked 29th in spending from all known sources. Maryland is another state that benefits from the new resource ranking. Based on state spending alone, Maryland spent $2,918 per child and was ranked 27th nationally. However, after including local and federal dollars, Maryland spent $6,132 per child and was ranked 13th in per-child spending from all known sources. The picture is quite different in Florida where the VPK program is funded entirely by state funds. The state spent only $2,335 per child and was ranked 34th in state per-child spending. Florida's ranking dropped to 38th in per-child spending from all known sources.

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The 2007 *Yearbook* also presents an analysis of which states funded their state prekindergarten initiatives sufficiently to be able to meet the NIEER quality benchmarks. Half of the states had pre-K programs that we determined were sufficiently funded to meet all 10 benchmarks, though based on an examination of state policies, nine of these states actually met seven or fewer of the benchmarks. Those states might be able to raise their standards to meet all the benchmarks without incurring added costs. Of the 19 states that did not sufficiently fund their state pre-K to meet all 10 NIEER benchmarks (as judged by all reported spending), only five states met eight or more NIEER benchmarks. Both Alabama and North Carolina, which met all 10 NIEER benchmarks, sufficiently funded their programs.

Some of the 19 states that did not appear to be adequately funded *based on reported spending* are states that also did not provide complete spending information beyond state spending. Those states may come closer to adequately funding their programs than reported in Table 8 if funds from all sources were taken into account. Illinois is an example of such a state. Illinois reported only state spending, although the state pre-K program is also supported by local dollars. By our calculations a half-day pre-K program in Illinois meeting the NIEER quality benchmarks should cost about $4,520 per child, but the state spent $3,322 per child. Local spending in Illinois from other sources (donated private facilities and other in-kind contributions, public facilities costs outside the pre-K budget, etc.) may have been sufficient for the program to have been adequately funded. This is especially likely because Illinois meets nine of the NIEER benchmarks. Florida, on the other hand, does not appear to adequately fund its pre-K program and may have little funding besides that from the state. The state currently spends $2,335 per child, but would need to spend about $4,055 to meet the NIEER benchmarks. It seems unlikely that most providers in Florida, who are primarily private, could find the additional resources needed to make up the difference on their own.

[1] Gormley, W. T., Gayer, T., Phillips, D., & Dawson, B. (2005). The effects of universal pre-k on cognitive development. *Developmental Psychology, 41*(6), 872-884. Wong , V.C., Cook , T.D., Barnett , W.S., Jung, K. (2008). An effectiveness-based evaluation of five state pre-kindergarten programs. *Journal of Policy Analysis and Management, 27*(1), 122-154.

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TABLE 2: STATE RANKINGS BY PRE-K ACCESS FOR 4-YEAR-OLDS

ACCESS FOR 4-YEAR-OLDS RANK	STATE	PERCENT OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2006-2007)			NUMBER OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2006-2007)		
		4-year-olds	3-year-olds	Total (3s and 4s)	4-year-olds	3-year-olds	Total (3s and 4s)
1	Oklahoma	68.4%	0.0%	34.2%	34,375	0	34,375
2	Florida	56.7%	0.0%	28.3%	124,390	0	124,390
3	Georgia	53.3%	0.0%	26.6%	74,155	0	74,155
4	West Virginia	45.8%	5.1%	25.5%	9,586	1,073	10,659
5	Texas	45.2%	4.4%	24.7%	170,313	16,925	187,238
6	Vermont	44.9%	15.6%	30.1%	2,908	1,028	3,936
7	South Carolina	37.8%	0.6%	19.3%	21,367	349	21,716
8	Wisconsin	36.1%	0.8%	18.4%	24,878	550	25,428
9	New York	34.6%	0.5%	17.5%	83,505	1,155	84,660
10	Maryland	34.0%	1.2%	17.6%	24,825	849	25,674
11	Kentucky	29.3%	10.7%	19.9%	15,808	5,815	21,623
12	Illinois	26.7%	18.5%	22.6%	47,108	32,711	79,819
13	New Jersey	25.3%	15.1%	20.1%	28,240	17,259	45,499
14	Louisiana	24.4%	0.0%	12.3%	14,543	0	14,543
15	Arkansas	21.4%	10.8%	16.1%	8,148	4,068	12,216
16	Michigan	16.9%	0.0%	8.5%	21,801	0	21,801
17	Maine	16.3%	0.0%	8.1%	2,263	0	2,263
18	Connecticut	15.6%	4.5%	10.0%	6,625	1,907	8,532
19	Kansas	15.6%	0.0%	7.8%	5,971	0	5,971
20	Tennessee	15.6%	1.0%	8.3%	12,293	753	13,046
21	North Carolina	14.8%	0.0%	7.4%	17,961	0	17,961
22	Colorado	14.6%	3.1%	8.8%	9,784	2,084	11,868
23	Virginia	12.5%	0.0%	6.3%	12,501	0	12,501
24	California	10.8%	5.0%	7.9%	56,254	26,318	82,572
25	Massachusetts	10.3%	9.2%	9.8%	8,047	7,153	15,200
26	New Mexico	8.9%	0.9%	4.9%	2,497	242	2,739
27	Delaware	7.6%	0.0%	3.7%	843	0	843
28	Pennsylvania	7.2%	2.2%	4.7%	10,329	3,255	13,584
29	Washington	5.8%	1.4%	3.6%	4,671	1,163	5,834
30	Arizona	5.5%	0.0%	2.7%	5,076	0	5,076
31	Oregon	4.8%	2.6%	3.7%	2,235	1,203	3,438
32	Missouri	4.3%	2.2%	3.3%	3,262	1,710	4,972
33	Iowa	4.0%	1.4%	2.7%	1,515	518	2,033
34	Nebraska	4.0%	2.0%	3.0%	977	496	1,473
35	Ohio	3.4%	1.3%	2.3%	4,979	1,870	6,849
36	Nevada	2.2%	0.4%	1.3%	799	140	939
37	Minnesota	1.9%	1.3%	1.6%	1,245	864	2,109
38	Alabama	1.8%	0.0%	0.9%	1,062	0	1,062
No Program	Alaska	0.0%	0.0%	0.0%	0	0	0
No Program	Hawaii	0.0%	0.0%	0.0%	0	0	0
No Program	Idaho	0.0%	0.0%	0.0%	0	0	0
No Program	Indiana	0.0%	0.0%	0.0%	0	0	0
No Program	Mississippi	0.0%	0.0%	0.0%	0	0	0
No Program	Montana	0.0%	0.0%	0.0%	0	0	0
No Program	New Hampshire	0.0%	0.0%	0.0%	0	0	0
No Program	North Dakota	0.0%	0.0%	0.0%	0	0	0
No Program	Rhode Island	0.0%	0.0%	0.0%	0	0	0
No Program	South Dakota	0.0%	0.0%	0.0%	0	0	0
No Program	Utah	0.0%	0.0%	0.0%	0	0	0
No Program	Wyoming	0.0%	0.0%	0.0%	0	0	0
50 States Population		21.8%	3.2%	12.5%	877,139	131,458	1,008,597[1]

For details about how these figures were calculated, see the Methodology section and Roadmap to the State Profile Pages.

[1] Nationwide, an additional 17,440 children of other ages were enrolled in state prekindergarten, for a total enrollment number of 1,026,037.

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TABLE 3: CHANGE IN PRESCHOOL ENROLLMENT OVER TIME

STATE	ENROLLMENT CHANGES FROM 2001-2002 TO 2006-2007				ENROLLMENT CHANGES FROM 2005-2006 TO 2006-2007			
	Change in 3-year-olds		Change in 4-year-olds		Change in 3-year-olds		Change in 4-year-olds	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Alabama	0	NA	306	40%	0	NA	36	4%
Alaska	0	NA	0	NA	0	NA	0	NA
Arizona	0	NA	799	19%	0	NA	-263	-5%
Arkansas	3,126	332%	5,924	266%	182	5%	1,371	20%
California	15,394	141%	11,720	26%	2,162	9%	3,408	6%
Colorado	1,354	185%	1,464	18%	570	38%	439	5%
Connecticut*	372	24%	2,208	50%	551	41%	749	13%
Delaware	0	NA	0	NA	0	NA	0	NA
Florida	0	NA	124,390	NA	0	NA	18,494	17%
Georgia	0	NA	10,542	17%	0	NA	2,510	4%
Hawaii	0	NA	0	NA	0	NA	0	NA
Idaho	0	NA	0	NA	0	NA	0	NA
Illinois	18,613	132%	8,206	21%	7,119	28%	5,587	13%
Indiana	0	NA	0	NA	0	NA	0	NA
Iowa	7	1%	-41	-3%	22	4%	-60	-4%
Kansas	0	NA	3,741	168%	0	NA	596	11%
Kentucky	943	19%	2,991	23%	18	0%	86	1%
Louisiana	0	NA	7,024	93%	0	NA	752	5%
Maine	0	NA	823	57%	0	NA	175	8%
Maryland	-559	-40%	6,451	35%	122	17%	1,333	6%
Massachusetts*	-2,279	-24%	-1,385	-15%	213	3%	239	3%
Michigan	0	NA	-4,676	-18%	0	NA	230	1%
Minnesota	49	6%	-25	-2%	181	27%	89	8%
Mississippi	0	NA	0	NA	0	NA	0	NA
Missouri	-836	-33%	-424	-12%	18	1%	345	12%
Montana	0	NA	0	NA	0	NA	0	NA
Nebraska	372	301%	621	174%	-3	-1%	116	13%
Nevada	29	26%	478	149%	-75	-35%	41	5%
New Hampshire	0	NA	0	NA	0	NA	0	NA
New Jersey	4,474	35%	4,359	18%	-21	0%	-741	-3%
New Mexico	-228	-49%	2,127	575%	85	54%	695	39%
New York	-4,680	-80%	20,006	32%	-7	-1%	12,077	17%
North Carolina	0	NA	16,721	1,348%	0	NA	2,734	18%
North Dakota	0	NA	0	NA	0	NA	0	NA
Ohio	-7,844	-81%	-8,906	-64%	384	26%	-1,461	-23%
Oklahoma	0	NA	8,496	33%	0	NA	973	3%
Oregon	94	8%	-354	-14%	18	2%	-66	-3%
Pennsylvania*	3,255	NA	7,779	305%	1,046	47%	2,268	28%
Rhode Island	0	NA	0	NA	0	NA	0	NA
South Carolina	-1	0%	5,717	37%	-2,013	-85%	3,612	20%
South Dakota	0	NA	0	NA	0	NA	0	NA
Tennessee	-89	-11%	10,535	599%	339	82%	4,106	50%
Texas	-2,816	-14%	42,730	33%	461	3%	5,143	3%
Utah	0	NA	0	NA	0	NA	0	NA
Vermont*	659	179%	2,288	369%	138	16%	-58	-2%
Virginia	0	NA	6,623	113%	0	NA	1,158	10%
Washington	14	1%	-114	-2%	106	10%	-81	-2%
West Virginia	-695	-39%	4,501	89%	177	20%	1,538	19%
Wisconsin*	-138	-20%	11,374	84%	63	13%	3,165	15%
Wyoming	0	NA	0	NA	0	NA	0	NA
50 states	**28,590**	**28%**	**315,019**	**56%**	**11,856**	**10%**	**71,332**	**9%**

* These states did not break down total enrollment figures into specific numbers of 3- and 4-year-olds served. As a result, the figures in this table are estimates.

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TABLE 4: 2006-2007 ENROLLMENT OF 3-YEAR-OLDS IN STATE PRE-K, PRESCHOOL SPECIAL EDUCATION, AND FEDERAL HEAD START

	Pre-K		Pre-K Special Education		Head Start		Total	
STATE	Number Enrolled	Percent of State Population	Number Enrolled	Percent of State Population	Number Enrolled	Percent of State Population	Number Enrolled	Percent of State Population
Alabama	0	0.0%	1,420	2.4%	6,042	10.2%	7,462	12.7%
Alaska	0	0.0%	429	4.4%	1,091	11.2%	1,520	15.6%
Arizona	0	0.0%	3,205	3.4%	5,248	5.5%	8,453	8.9%
Arkansas	4,068	10.6%	3,177	8.4%	4,601	12.2%	11,846	31.3%
California	26,318	5.0%	15,796	3.0%	34,006	6.4%	76,120	14.3%
Colorado	2,084	3.1%	2,714	4.0%	3,418	5.0%	8,216	12.1%
Connecticut	1,907	4.5%	1,379	3.2%	2,792	6.5%	6,078	14.2%
Delaware	0	0.0%	542	4.7%	780	6.8%	1,322	11.5%
Florida	0	0.0%	6,620	3.0%	13,026	5.9%	19,646	8.9%
Georgia	0	0.0%	3,593	2.6%	11,938	8.6%	15,531	11.2%
Hawaii	0	0.0%	689	4.0%	1,016	5.9%	1,705	9.9%
Idaho	0	0.0%	891	4.0%	793	3.6%	1,684	7.6%
Illinois	32,711	18.5%	8,669	4.9%	14,955	8.4%	56,335	31.8%
Indiana	0	0.0%	4,528	5.3%	3,748	4.4%	8,276	9.7%
Iowa	518	1.4%	1,367	3.6%	2,530	6.6%	4,415	11.6%
Kansas	0	0.0%	2,290	5.9%	3,003	7.7%	5,293	13.7%
Kentucky	5,815	10.7%	4,481	8.2%	5,899	10.8%	16,195	29.8%*
Louisiana	0	0.0%	1,878	3.2%	10,555	17.9%	12,433	21.0%
Maine	0	0.0%	1,094	7.7%	1,225	8.7%	2,319	16.4%
Maryland	849	1.2%	2,826	3.9%	4,396	6.0%	8,071	11.0%
Massachusetts	7,153	9.2%	3,796	4.9%	4,748	6.1%	15,697	20.2%
Michigan	0	0.0%	5,504	4.3%	13,465	10.5%	18,969	14.8%
Minnesota	864	1.3%	3,265	4.8%	4,006	5.8%	8,135	11.9%
Mississippi	0	0.0%	1,230	3.0%	10,047	24.5%	11,277	27.5%
Missouri	1,710	2.2%	3,168	4.2%	6,671	8.8%	11,549	15.2%
Montana	0	0.0%	360	3.1%	1,598	13.9%	1,958	17.0%
Nebraska	496	2.0%	1,304	5.2%	1,796	7.1%	3,596	14.2%
Nevada	140	0.4%	1,124	3.1%	1,057	2.9%	2,321	6.5%
New Hampshire	0	0.0%	762	5.1%	549	3.7%	1,311	8.8%
New Jersey	17,259	15.1%	4,628	4.0%	6,014	5.3%	27,901	24.4%
New Mexico	242	0.9%	1,342	4.8%	2,926	10.4%	4,510	16.0%
New York	1,155	0.5%	18,615	7.6%	19,327	7.9%	39,097	16.1%
North Carolina	0	0.0%	3,967	3.3%	6,702	5.6%	10,669	8.9%
North Dakota	0	0.0%	312	4.1%	1,241	16.1%	1,553	20.2%
Ohio	1,870	1.3%	5,381	3.7%	14,587	10.0%	21,838	14.9%
Oklahoma	0	0.0%	1,345	2.7%	6,609	13.2%	7,954	15.8%
Oregon	1,203	2.6%	2,182	4.7%	3,280	7.0%	6,665	14.3%
Pennsylvania	3,255	2.2%	7,503	5.2%	12,373	8.5%	23,131	15.9%
Rhode Island	0	0.0%	685	5.6%	567	4.6%	1,252	10.2%
South Carolina	349	0.6%	4,973	8.9%	5,775	10.3%	11,097	19.9%
South Dakota	0	0.0%	585	5.5%	1,517	14.3%	2,102	19.8%
Tennessee	753	1.0%	2,239	2.8%	5,616	7.1%	8,608	11.0%
Texas	16,925	4.4%	8,186	2.1%	30,172	7.9%	55,283	14.5%
Utah	0	0.0%	1,887	3.8%	1,571	3.2%	3,458	7.0%
Vermont	1,028	15.6%	421	6.4%	583	8.8%	2,032	30.8%
Virginia	0	0.0%	3,416	3.4%	5,122	5.1%	8,538	8.5%
Washington	1,163	1.4%	2,903	3.6%	4,146	5.1%	8,212	10.1%
West Virginia	1,073	5.1%	1,108	5.3%	2,670	12.8%	4,851	23.3%
Wisconsin	550	0.8%	3,390	4.9%	6,577	9.5%	10,517	15.2%
Wyoming	0	0.0%	757	11.2%	669	9.9%	1,426	21.2%
50 states	**131,458**	**3.2%**	**163,926**	**4.0%**	**313,044**	**7.7%**	**608,428**	**15.0%**

* Kentucky serves many special education children in its state pre-K program; the unduplicated percentage served could be considerably less.

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TABLE 5: 2006-2007 ENROLLMENT OF 4-YEAR-OLDS IN STATE PRE-K, PRESCHOOL SPECIAL EDUCATION, AND FEDERAL HEAD START

	Pre-K		Pre-K Special Education		Head Start		Total	
STATE	Number Enrolled	Percent of State Population	Number Enrolled	Percent of State Population	Number Enrolled	Percent of State Population	Number Enrolled	Percent of State Population
Alabama	1,062	1.8%	2,490	4.2%	9,380	15.7%	12,932	21.6%
Alaska	0	0.0%	709	7.3%	1,464	15.1%	2,173	22.4%
Arizona	5,076	5.5%	4,932	5.3%	11,601	12.5%	21,609	23.2%
Arkansas	8,148	21.4%	4,846	12.8%	5,512	14.5%	18,506	48.7%
California	56,254	10.8%	23,308	4.5%	57,624	11.1%	137,186	26.3%
Colorado	9,784	14.6%	3,932	5.9%	5,530	8.2%	19,246	28.7%
Connecticut	6,625	15.6%	2,514	5.9%	3,454	8.2%	12,593	29.7%
Delaware	843	7.6%	763	6.9%	1,064	9.6%	2,670	24.1%
Florida	124,390	56.7%	11,369	5.2%	20,349	9.3%	156,108	71.1%
Georgia	74,155	53.3%	6,533	4.7%	9,701	7.0%	90,389	64.9%
Hawaii	0	0.0%	834	4.9%	1,637	9.7%	2,471	14.6%
Idaho	0	0.0%	1,398	6.4%	2,305	10.6%	3,703	17.1%
Illinois	47,108	26.7%	12,762	7.2%	18,794	10.7%	78,664	44.6%
Indiana	0	0.0%	6,383	7.5%	7,586	8.9%	13,969	16.5%
Iowa	1,515	4.0%	2,069	5.5%	3,955	10.5%	7,539	20.1%
Kansas	5,971	15.6%	3,312	8.7%	3,621	9.5%	12,904	33.8%
Kentucky	15,808	29.3%	7,684	14.2%	8,956	16.6%	32,448	60.1%*
Louisiana	14,543	24.4%	3,470	5.8%	9,789	16.4%	27,802	46.7%
Maine	2,263	16.3%	1,573	11.3%	1,818	13.1%	5,654	40.8%
Maryland	24,825	34.0%	4,039	5.5%	4,987	6.8%	33,851	46.4%
Massachusetts	8,047	10.3%	5,609	7.2%	6,068	7.8%	19,724	25.3%
Michigan	21,801	16.9%	7,845	6.1%	19,767	15.3%	49,413	38.2%
Minnesota	1,245	1.9%	4,947	7.5%	5,810	8.8%	12,002	18.1%
Mississippi	0	0.0%	2,549	6.2%	14,540	35.6%	17,089	41.8%
Missouri	3,262	4.3%	5,436	7.2%	8,664	11.4%	17,362	22.9%
Montana	0	0.0%	669	5.9%	2,281	20.1%	2,950	26.0%
Nebraska	977	4.0%	1,633	6.7%	2,565	10.5%	5,175	21.1%
Nevada	799	2.2%	2,007	5.6%	1,776	5.0%	4,582	12.8%
New Hampshire	0	0.0%	990	6.5%	835	5.5%	1,825	12.0%
New Jersey	28,240	25.3%	6,276	5.6%	6,739	6.0%	41,255	36.9%
New Mexico	2,497	8.9%	2,385	8.5%	4,826	17.3%	9,708	34.8%
New York	83,505	34.6%	24,165	10.0%	24,454	10.1%	132,124	54.7%
North Carolina	17,961	14.8%	6,815	5.6%	11,036	9.1%	35,812	29.6%
North Dakota	0	0.0%	546	7.2%	1,620	21.5%	2,166	28.7%
Ohio	4,979	3.4%	7,879	5.4%	18,320	12.5%	31,178	21.3%
Oklahoma	34,375	68.4%	2,433	4.8%	8,421	16.8%	45,229	90.0%
Oregon	2,235	4.8%	3,044	6.6%	5,827	12.6%	11,106	24.1%
Pennsylvania	10,329	7.2%	10,171	7.1%	18,693	13.0%	39,193	27.2%
Rhode Island	0	0.0%	1,016	8.4%	1,403	11.6%	2,419	19.9%
South Carolina	21,367	37.8%	3,359	5.9%	5,930	10.5%	30,656	54.3%
South Dakota	0	0.0%	899	8.7%	2,127	20.6%	3,026	29.3%
Tennessee	12,293	15.6%	3,739	4.7%	9,880	12.5%	25,912	32.9%
Texas	170,313	45.2%	12,764	3.4%	35,714	9.5%	218,791	58.1%
Utah	0	0.0%	2,738	5.7%	3,772	7.9%	6,510	13.6%
Vermont	2,908	44.9%	568	8.8%	646	10.0%	4,122	63.7%
Virginia	12,501	12.5%	5,737	5.8%	7,168	7.2%	25,406	25.5%
Washington	4,671	4.8%	4,454	5.5%	7,410	9.2%	16,535	20.5%
West Virginia	9,586	45.8%	1,983	9.5%	4,429	21.2%	15,998	76.5%
Wisconsin	24,878	36.1%	5,447	7.9%	6,459	9.4%	36,784	53.3%
Wyoming	0	0.0%	1,018	15.8%	948	14.7%	1,966	30.5%
50 states	**877,139**	**21.8%**	**244,041**	**6.1%**	**437,256**	**10.9%**	**1,558,436**	**38.8%**

* Kentucky serves many special education children in its state pre-K program; the unduplicated percentage served could be considerably less.

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TABLE 6: 2006-2007 STATE PRE-K QUALITY STANDARDS

	Comprehensive early learning standards	Teacher has BA	Specialized training in pre-K	Assistant teacher has CDA or equiv.	At least 15 hrs/yr in-service	Maximum class size ≤ 20	Staff-child ratio 1:10 or better	Vision, hearing, health, and one support service	At least one meal	Site visits	Quality Standards Checklist Sum 2006-2007
Alabama	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	10
Arizona	✔					✔	✔			✔	4
Arkansas	✔		✔	✔	✔	✔	✔	✔	✔	✔	9
California			✔		✔		✔			✔	4
Colorado			✔		✔	✔	✔			✔	5
Connecticut	✔		✔			✔	✔	✔		✔	6
Delaware	✔		✔		✔	✔	✔	✔	✔	✔	8
Florida	✔					✔	✔			✔	4
Georgia	✔		✔		✔	✔	✔	✔	✔	✔	8
Illinois	✔	✔	✔	✔	✔	✔	✔	✔		✔	9
Iowa	✔					✔	✔	✔	✔		5
Kansas		✔		✔				✔			3
Kentucky	✔	✔	✔		✔	✔	✔	✔	✔		8
Louisiana (8g)	✔	✔			✔	✔	✔		✔	✔	7
Louisiana (LA4/SP)	✔	✔			✔	✔	✔	✔	✔	✔	8
Louisiana (NSECD)	✔	✔			✔	✔	✔	✔	✔	✔	8
Maine	✔	✔		✔	✔						4
Maryland	✔	✔	✔		✔	✔	✔	✔			7
Massachusetts	✔				✔	✔	✔	✔		✔	6
Michigan	✔	✔	✔	✔		✔	✔				6
Minnesota	✔		✔	✔		✔	✔	✔	✔	✔	8
Missouri	✔	✔	✔		✔	✔	✔			✔	7
Nebraska	✔	✔	✔	✔		✔	✔		✔	✔	8
Nevada	✔	✔	✔		✔	✔	✔			✔	7
New Jersey (Abbott)	✔	✔	✔		✔	✔	✔	✔	✔	✔	9
New Jersey (ECPA)	✔	✔	✔		✔			✔		✔	6
New Jersey (ELLI)	✔	✔	✔		✔	✔	✔	✔		✔	8
New Mexico (CDP)					✔			✔	✔	✔	4
New Mexico (PreK)	✔	✔	✔	✔	✔	✔	✔	✔		✔	9
New York (TPK)		✔	✔		✔	✔	✔	✔	✔	✔	8
New York (UPK)			✔		✔	✔	✔	✔		✔	6
North Carolina	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	10
Ohio			✔		✔			✔		✔	4
Oklahoma	✔	✔	✔		✔	✔	✔	✔	✔	✔	9
Oregon	✔		✔			✔	✔	✔	✔	✔	7
Pennsylvania (EABG)	✔				✔	✔				✔	5
Pennsylvania (HSSAP)	✔		✔			✔	✔	✔	✔		7
Pennsylvania (SBPK)	✔	✔			✔						5
South Carolina (4K)		✔	✔		✔	✔	✔	✔	✔	✔	9
South Carolina (CDEPP)	✔				✔	✔	✔	✔	✔	✔	7
Tennessee	✔	✔	✔		✔	✔	✔	✔	✔	✔	9
Texas	✔	✔	✔		✔						4
Vermont (PFP-ADM)	✔	✔	✔		✔	✔	✔	✔			7
Vermont (EEI)	✔	✔	✔			✔	✔	✔			6
Virginia			✔		✔	✔	✔	✔	✔	✔	7
Washington			✔	✔			✔	✔	✔	✔	9
West Virginia	✔		✔		✔	✔	✔	✔		✔	7
Wisconsin (4K)	✔	✔	✔		✔					✔	5
Wisconsin (HdSt)	✔		✔			✔	✔	✔	✔		6
Totals	41	27	36	11	37	41	42	35	24	38	

Note: Alaska, Hawaii, Idaho, Indiana, Mississippi, Montana, New Hampshire, North Dakota, Rhode Island, South Dakota, Utah, and Wyoming are not included in this table because they do not fund state prekindergarten initiatives.
Check marks in green show new policy changes effective with the 2006-2007 school year.
For more details about quality standards and benchmarks, see the Roadmap to the State Profile Pages.

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TABLE 7: RANKINGS OF STATE PRE-K RESOURCES PER CHILD ENROLLED

Resources rank based on state spending	State	State $ per child enrolled enrolled in pre-K
1	New Jersey	$10,494
2	Oregon	$7,853
3	Connecticut	$7,707
4	Minnesota	$7,251
5	Delaware	$6,745
6	Washington	$6,010
7	Pennsylvania*	$5,519
8	Louisiana	$5,138
9	Alabama	$5,056
10	North Carolina	$4,712
11	West Virginia	$4,441
12	Arkansas	$4,316
13	Tennessee	$4,168
14	Michigan	$4,167
15	Georgia	$4,111
16	Massachusetts	$3,681
17	Virginia	$3,577
18	California	$3,486
19	Kentucky	$3,474
20	New York	$3,454
21	Oklahoma	$3,433
22	Illinois	$3,322
23	Nevada	$3,322
24	Wisconsin	$3,178
25	New Mexico	$2,975
26	Iowa	$2,966
27	Maryland	$2,918
28	Texas	$2,836
29	Kansas	$2,596
30	Vermont	$2,577
31	Missouri	$2,540
32	Ohio	$2,515
33	Arizona	$2,379
34	Florida	$2,335
35	Nebraska	$2,273
36	Colorado	$2,047
37	Maine	$1,877
38	South Carolina	$1,600
No Program	Alaska	$0
No Program	Hawaii	$0
No Program	Idaho	$0
No Program	Indiana	$0
No Program	Mississippi	$0
No Program	Montana	$0
No Program	New Hampshire	$0
No Program	North Dakota	$0
No Program	Rhode Island	$0
No Program	South Dakota	$0
No Program	Utah	$0
No Program	Wyoming	$0

* Calculations of per-child state spending in Pennsylvania include the EABG and HSSAP programs only, because the School Based Pre-K program did not provide information on spending.
For details about how these figures were calculated, see the Methodology section and Roadmap to the State Profile Pages.

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TABLE 8: RANKINGS OF ALL REPORTED RESOURCES PER CHILD ENROLLED

Resource rank based on all reported spending	State	All reported $ per child enrolled enrolled in pre-K	Estimate of per child spending*	Is the program sufficiently funded to meet the NIEER benchmarks?	Additional per child funding needed	Quality benchmark total
1	New Jersey	$10,494	$4,947 H	Yes	$0	8.5
2	Connecticut	$9,577	$8,828 F	Yes	$0	6
3	Iowa	$8,966	$3,667 H	Yes	$0	5
4	Oregon	$7,853	$4,002 H	Yes	$0	7
5	North Carolina	$7,401	$7,577 F	Yes	$0	10
6	Minnesota	$7,251	$4,233 H	Yes	$0	8
7	Arkansas	$7,194	$6,607 F	Yes	$0	9
8	Alabama	$6,931	$7,033 F	Yes	$0	10
9	Nebraska	$6,888	$3,704 H	Yes	$0	8
10	Delaware	$6,745	$4,454 H	Yes	$0	8
11	Oklahoma	$6,731	$3,682 H	Yes	$0	9
12	West Virginia	$6,724	$3,708 H	Yes	$0	7
13	Maryland	$6,132	$4,735 H	Yes	$0	7
14	Washington	$6,010	$4,548 H	Yes	$0	9
15	Virginia	$5,633	$8,689 F	No	$3,056	7
16	Pennsylvania	$5,519	$4,173 H	Yes	$0	5.9
17	Tennessee	$5,295	$7,378 F	No	$2,083	9
18	Louisiana	$5,275	$6,960 F	No	$1,685	7.8
19	Wisconsin	$4,665	$4,156 H	Yes	$0	5.1
20	Kentucky	$4,637	$3,868 H	Yes	$0	8
21	Michigan	$4,167	$4,275 H	Yes	$0	6
22	Georgia	$4,114	$7,882 F	No	$3,768	8
23	Massachusetts	$3,998	$4,765 H	No	$767	6
24	Maine	$3,575	$3,656 H	Yes	$0	4
25	California	$3,486	$4,801 H	No	$1,316	4
26	New York	$3,454	$4,899 H	No	$1,445	6.5
27	Illinois	$3,322	$4,520 H	No	$1,198	9
28	Nevada	$3,322	$4,357 H	No	$1,035	7
29	Colorado	$3,194	$4,200 H	No	$1,006	5
30	New Mexico	$2,975	$3,841 H	No	$856	8
31	Texas	$2,836	$4,333 H	No	$1,497	4
32	South Carolina	$2,702	$3,947 H	No	$1,245	8.7
33	Kansas	$2,596	$3,705 H	No	$1,109	3
34	Vermont	$2,577	$3,704 H	No	$1,127	6.8
35	Missouri	$2,540	$3,961 H	No	$1,421	7
36	Ohio	$2,515	$4,194 H	No	$1,680	4
37	Arizona	$2,379	$4,012 H	No	$1,632	4
38	Florida	$2,335	$4,055 H	No	$1,720	4
No Program	Alaska	$0	$4,157 H	No	$4,157	NA
No Program	Hawaii	$0	$4,148 H	No	$4,148	NA
No Program	Idaho	$0	$3,526 H	No	$3,526	NA
No Program	Indiana	$0	$3,889 H	No	$3,889	NA
No Program	Mississippi	$0	$3,637 H	No	$3,637	NA
No Program	Montana	$0	$3,240 H	No	$3,240	NA
No Program	New Hampshire	$0	$4,076 H	No	$4,076	NA
No Program	North Dakota	$0	$3,511 H	No	$3,511	NA
No Program	Rhode Island	$0	$4,425 H	No	$4,425	NA
No Program	South Dakota	$0	$3,331 H	No	$3,331	NA
No Program	Utah	$0	$4,012 H	No	$4,012	NA
No Program	Wyoming	$0	$3,545 H	No	$3,545	NA

* For each state, a full-day estimate (F) or half-day estimate (H) of per-child spending was used, based on the operating schedule of the state pre-K program. For states that operated both full and half-day programs, a half-day estimate was generally used. State estimates were constructed from a national estimate adjusted for state cost of education differences. The national estimate was obtained from Cault, B. Mitchell, A. Williams, E., Dey, J. S. Sorokina, O. (2007), Meaningful Investments in Pre-K: Estimating the Per-Child Costs of Quality Programs. Washington, DC: Institute for Women's Policy Research. The state cost index was obtained from: Taylor, L. & Fowler, W. (2006). A comparable wage approach to geographic cost adjustment. Washington, DC: IES, US Department of Education.

For details about how these figures were calculated, see the Methodology section and Roadmap to the State Profile Pages.

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TABLE 9: STATE PRESCHOOL SPENDING DURING 2006-2007 AND CHANGES FROM 2005-2006

STATE	TOTAL STATE PRESCHOOL SPENDING			STATE SPENDING PER CHILD		
	Total state preschool spending in 2006-2007	Change in total spending from 2005-2006 to 2006-2007, Nominal dollars	Change in total spending from 2005-2006 to 2006-2007, Adjusted dollars	State spending per child in 2006-2007	Change in spending per child from 2005-2006 to 2006-2007, Nominal dollars	Change in spending per child from 2005-2006 to 2006-2007, Adjusted dollars
Alabama	$5,369,898	$1,043,848	$866,480	$5,056	$840	$667
Alaska	$0	$0	$0	$0	$0	$0
Arizona	$12,077,496	-$180,992	-$683,590	$2,379	$83	-$11
Arkansas	$58,775,935	$1,618,656	-$724,792	$4,316	-$519	-$718
California	$295,104,549	$29,086,515	$18,179,776	$3,486	$144	$7
Colorado	$28,965,099	$5,371,555	$4,404,220	$2,047	$138	$60
Connecticut	$65,755,670	$13,265,480	$11,113,382	$7,707	$606	$315
Delaware	$5,685,800	$407,500	$191,090	$6,745	$483	$227
Florida	$290,406,902	$61,306,902	$51,913,802	$2,335	$171	$83
Georgia	$309,579,383	$19,684,410	$7,798,716	$4,111	$135	-$28
Hawaii	$0	$0	$0	$0	$0	$0
Idaho	$0	$0	$0	$0	$0	$0
Illinois	$283,020,000	$45,069,419	$35,313,445	$3,322	$24	-$111
Indiana	$0	$0	$0	$0	$0	$0
Iowa	$6,800,000	$0	-$278,800	$2,966	$37	-$83
Kansas	$15,500,000	$1,771,175	$1,208,293	$2,596	$42	-$63
Kentucky	$75,127,000	$23,527,000	$21,411,400	$3,474	$1,077	$978
Louisiana	$74,719,738	$5,604,302	$2,770,569	$5,138	$126	-$79
Maine	$4,247,915	$503,332	$349,804	$1,877	$84	$10
Maryland	$74,910,729	$31,641,363	$29,867,319	$2,918	$1,131	$1,058
Massachusetts	$65,816,357	$3,026,395	$452,007	$3,681	$62	-$87
Michigan	$90,850,000	$6,000,000	$2,521,150	$4,167	$234	$72
Minnesota	$19,100,000	$77,025	-$702,917	$7,251	$48	-$247
Mississippi	$0	$0	$0	$0	$0	$0
Missouri	$12,631,001	$501,731	$4,430	$2,540	-$91	-$199
Montana	$0	$0	$0	$0	$0	$0
Nebraska	$3,677,596	-$2,875	-$153,774	$2,273	-$209	-$311
Nevada	$3,152,479	$120,307	-$4,012	$3,322	$206	$78
New Hampshire	$0	$0	$0	$0	$0	$0
New Jersey	$477,466,737	$21,623,489	$2,933,916	$10,494	$640	$236
New Mexico	$8,149,234	$3,704,727	$3,522,502	$2,975	$706	$613
New York	$292,413,929	$37,463,839	$27,010,885	$3,454	-$58	-$202
North Carolina	$84,635,709	$25,378,472	$22,948,925	$4,712	$821	$661
North Dakota	$0	$0	$0	$0	$0	$0
Ohio	$19,002,195	$0	-$779,090	$2,515	$169	$73
Oklahoma	$118,003,070	$5,650,099	$1,043,627	$3,433	$69	-$69
Oregon	$27,000,000	-$650,000	-$1,783,650	$7,853	-$78	-$404
Pennsylvania	$55,648,261	$16,217,272	$14,600,601	$5,519	$439	$231
Rhode Island	$0	$0	$0	$0	$0	$0
South Carolina	$34,747,844	$12,915,166	$12,020,026	$1,600	$515	$470
South Dakota	$0	$0	$0	$0	$0	$0
Tennessee	$55,000,000	$20,000,000	$18,565,000	$4,168	$106	-$60
Texas	$532,687,148	$48,977,816	$29,145,733	$2,836	$183	$74
Utah	$0	$0	$0	$0	$0	$0
Vermont	$10,206,693	$611,484	$218,080	$2,577	$138	$38
Virginia	$44,713,471	$6,194,597	$4,615,323	$3,577	$181	$42
Washington	$35,083,000	$888,048	-$513,945	$6,010	$125	-$116
West Virginia	$47,338,791	$6,827,781	$5,166,830	$4,441	-$38	-$274
Wisconsin	$81,012,500	$11,400,000	$8,545,889	$3,178	$70	-$57
Wyoming	$0	$0	$0	$0	$0	$0
50 states	**$3,724,382,129**	**$466,645,837**	**$333,078,649**	**$3,642**	**$175**	**$32**

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WHAT QUALIFIES AS A STATE PRESCHOOL PROGRAM?

Our *Yearbook* focuses on state-funded preschool initiatives meeting these criteria:

- The initiative is funded, controlled, and directed by the state.
- The initiative serves children of prekindergarten age, usually 3 and/or 4. Although initiatives in some states serve broader age ranges, programs that serve only infants and toddlers are excluded.
- Early childhood education is the primary focus of the initiative. This does not exclude programs that offer parent education but does exclude programs that mainly focus on parent education.
- The initiative offers a group learning experience to children at least two days per week.
- State-funded preschool education initiatives must be distinct from the state's system for subsidized child care. However, preschool initiatives may be coordinated and integrated with the subsidy system for child care.
- The initiative is not primarily designed to serve children with disabilities but may include children with disabilities.
- State supplements to the federal Head Start program are considered to constitute *de facto* state preschool programs if they substantially expand the number of children served and the state assumes some administrative responsibility for the program. State supplements to fund quality improvements, extended days, or other program enhancements and that expand enrollment minimally are not considered equivalent to a state preschool program.

While ideally this report would identify all prekindergarten funding streams at the state, local, and federal levels, there are a number of limitations on the data that make this extremely difficult to do. For example, prekindergarten is only one of several types of educational programs toward which local districts can target their Title I funds. Many states do not track how Title I funds are used at the local level and the extent to which they are spent on prekindergarten. Another challenge involves tracking total state spending for child care, using a variety of available sources, such as CCDF dollars, TANF funds, and any state funding above and beyond the required matches for federal funds. Also, although some of these child care funds may be used for high-quality, educational, center-based programs for 3- and 4-year-olds that closely resemble programs supported by state prekindergarten initiatives, it is nearly impossible to determine what proportion of the funds are spent this way.

AGE-GROUPINGS-USED-IN-THIS-REPORT

Children considered to be 3 years old during the 2006–2007 school year are those who were eligible to enter kindergarten two years later, during the 2008–2009 school year. Children considered to be 4 years old during the 2006–2007 school year were eligible to enter kindergarten one year later, during the 2007–2008 school year. Children considered to be 5 years old during the 2006–2007 school year were already eligible for kindergarten at the beginning of the 2006–2007 program year.

Roadmap to the State Profile Pages

How to interpret data on the individual state profiles:

For each state that has a prekindergarten initiative, we present one page with a description of the state's program followed by a page with data on the program's key features.

On the top of the first page for each state are two sets of bar graphs:

- The first set shows percentages of the state's 3-year-olds and 4-year-olds enrolled in the state program.
- The second set shows the state's spending per child enrolled in the state prekindergarten initiative.

Both sets of bar graphs depict changes in state prekindergarten over time, from fiscal year 2002 (which corresponds to the 2001–2002 school year) through fiscal year 2007 (the 2006–2007 school year). Most of the 2002–2006 data used for comparison purposes come from NIEER's previous *Yearbooks*, although spending figures are adjusted for inflation and represent 2007 dollars. There are also some exceptions in cases where states revised data or reported data differently. In such cases we adjusted data to ensure comparability across program years.

The bar graphs are followed by a narrative describing the main features of the state's initiative, with details such as the initiative's origins, the types of settings in which prekindergarten can be offered, and eligibility criteria for children. The narrative also notes unique or particularly interesting aspects of the state initiative that may not be highlighted elsewhere in the report, along with relevant new developments. Some descriptive information in the narratives was originally included in *Seeds of Success* from the Children's Defense Fund and the *Quality Counts 2002* issue of *Education Week*.

At the bottom of the first page of each state profile are 4 numbers showing how the 38 states with prekindergarten rank on the following measures:

- The percentage of the state's 4-year-old population enrolled in the state's prekindergarten program (Access Ranking–4s)
- The percentage of the state's 3-year-old population enrolled in the state's prekindergarten program (Access Ranking–3s)
- State expenditures per child enrolled in the program (Resources Ranking–State Spending)
- All reported expenditures per child enrolled in the program, including local and federal spending as well as state spending (Resources Ranking–All Reported Spending)

For the first time, two rankings on resources are included. The Resources Ranking–State Spending corresponds to resources rankings in previous *Yearbooks*. The Resources Ranking–All Reported Spending is new, and provides a more complete picture of spending in states employing local and federal funding sources. However, because states vary in their ability to report spending from these other sources, the new ranking is imperfect and sometimes underestimates total spending.

Information for states that have more than one prekindergarten initiative is presented slightly differently and is explained in the individual state profiles. Louisiana, New Jersey, New Mexico, New York, Pennsylvania, South Carolina, Vermont, and Wisconsin each have more than one distinct initiative.

The 12 states that did not fund state prekindergarten initiatives in 2006–2007 are also given state profile pages. For most of these states, the space usually filled by a description of a state's initiative is left blank, and the table on the quality standards is omitted. However, these profiles provide information on special education enrollment, federally funded Head Start enrollment, and state-funded Head Start enrollment. Information on K–12 spending and federal Head Start spending is also provided. Where applicable, state Head Start spending is reported.

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The sections below provide an overview of information contained in data tables on the state profile pages and explain why these elements are important. Data in the tables are for the 2006–2007 program year, except when noted.

ACCESS

The first item in the Access data table is total state program enrollment. This is the number of children enrolled at a specific point in time. Following that is the percentage of school districts (or in some cases, counties or communities) offering state prekindergarten. This information shows the extent of the initiative's geographic coverage. Next, the table shows what, if any, income requirement is used in determining eligibility for the program.

Data on the hours of operation (hours per day and days per week) and operating schedule (academic or calendar year) are shown as additional measures of access. Parents working full time may find it difficult to get their children to and from a program that operates only a few hours a day. The number of hours children participate in preschool also matters for other reasons—for example, it can influence how much impact a program has on children's development and learning.

The Access data table also shows enrollment of 3- and 4-year-old children in two federally funded prekindergarten programs outside the state prekindergarten initiative: preschool special education and Head Start. The final item in the table reports how many children are participating in Head Start slots funded by the state.

Two Access pie charts illustrate the percentages of 3-year-olds and 4-year-olds in the state enrolled in the state prekindergarten initiative, special education, and Head Start. The remaining children are categorized as enrolled in "Other/None." These children may be enrolled in another type of private or publicly funded program (e.g., state-subsidized child care) or may not be attending a center-based program at all. For the purposes of these charts, it was assumed that there was no overlap across the three types of programs. In fact, children may be enrolled in more than one program, although there is no way to determine the extent to which this occurs. Therefore, the proportion of children enrolled in one of these three major programs may be overestimated.

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QUALITY STANDARDS CHECKLIST

State policies in 10 critical areas related to quality are shown. For each area, states receive a checkmark when their policy meets or exceeds the related benchmark standard. On the right-hand side of the page, a box displays the total number of benchmarks met by the state. The Quality Standards Checklist represents a set of minimum criteria needed to ensure effective prekindergarten programs, especially when serving disadvantaged children, but is not intended as an exhaustive catalog of all features of a high-quality program. Meeting all 10 standards is not necessarily sufficient for ensuring high quality. However, each of these standards is essential, and no state's prekindergarten policies should be considered fully satisfactory unless all 10 benchmarks are met.

The limitations of research are such that judgment inevitably plays a role in setting specific benchmarks based on evidence. As studies find that the potential benefits from strong preschool education programs exceed costs by 7 to 17 times, we gave more weight to the risk of losing substantial benefits by setting benchmarks too low than to the risk of raising costs by setting benchmarks too high.[1] Currently, costs of many programs are quite low. Thus, benchmarks steer closer to the characteristics of programs demonstrated to produce reasonably large educational benefits for children in randomized trials and the strongest quasi-experimental studies (e.g., High/Scope Perry Preschool and Chicago Child Parent Centers) and farther from the characteristics of programs found to have weak effects in rigorous studies.[2]

Four of the items we use to gauge the quality of state prekindergarten programs involve teacher credentials and training. State pre-K policies are evaluated based on whether programs require teachers to have a bachelor's degree[3]; whether they require teachers to have specialization in pre-K education[3]; whether they require assistant teachers to have at least a Child Development Associate (CDA) or equivalent credential[4]; and whether they require teachers to have at least 15 hours of annual in-service training.[5] Teacher qualifications receive this emphasis in our checklist because research shows this area to be critical in determining program quality. Better education and training for teachers can improve the interaction between children and teachers. This, in turn, affects children's learning.

Class size and staff-child ratios are also emphasized in the Quality Standards Checklist. States are expected to limit class sizes to 20 at most[6], and to have no more than 10 children per teacher.[7] With smaller classes and fewer children per teacher, children have greater opportunities for interaction with adults and can receive more individualized attention. The importance of class size and staff-child ratios in determining the quality of programs has been confirmed by several studies.

[1] Reynolds, A., Temple, J., Robertson, D., & Mann, E. (2002). Age 21 cost-benefit analysis of the Title I Chicago Child Parent Centers. *Education Evaluation and Policy Analysis, 24*, pp. 267-303. Belfield, C., Nores, M., Barnett, S., & Schweinhart, L. (2006). The High/Scope Perry Preschool Program: Cost-benefit analysis using data from the age-40 follow-up. *Journal of Human Resources* 41(1): 162–190.

[2] Temple, J., & Reynolds, A. (2007). Benefits and costs of investments in preschool education: Evidence from the Child–Parent Centers and related programs. *Economics of Education Review, 26*, 126–144. Barnett, W.S., & Belfield, C. (2006). Early childhood development and social mobility. *Future of Children, 16* (2), 73-98.

[3] Based on a review of the evidence, a committee of the National Research Council recommended that preschool teachers have a BA with specialization in early childhood education. Bowman, B. T., Donovan, M. S., & Burns, M. S. (Eds.). (2001). *Eager to learn. Educating our preschoolers.* Washington, DC: National Academy Press. Burchinal, M. R., Cryer, D., Clifford, R. M., & Howes, C. (2002). Caregiver training and classroom quality in child care centers. *Applied Developmental Science, 6*, 2–11. Barnett, W. S. (2003). Better teachers, better preschools: Student achievement linked to teacher qualifications. *Preschool Policy Matters, 2*. New Brunswick, NJ: National Institute for Early Education Research, Rutgers University. Whitebook, M., Howes, C., & Phillips, D. (1989). *Who cares? Child care teachers and the quality of care in America* (Final report of the National Child Care Staffing Study). Oakland, CA: Child Care Employee Project.

[4] Preschool classrooms typically are taught by teams of a teacher and an assistant. Research focusing specifically on the qualifications of assistant teachers is rare, but the available evidence points to a relationship between assistant teacher qualifications and teaching quality. There is much evidence on the educational importance of the qualifications of teaching staff generally. Bowman et al. (2001). Burchinal et al. (2002). Barnett (2003). Whitebook et al. (1989). The CDA has been recommended to prepare assistant teachers who are beginning a career path to become teachers rather than permanent assistants. Kagan, S. L., & Cohen, N. E. (1997). *Not by chance: Creating an early care and education system for America's children* [Abridged report]. New Haven, CT: Bush Center in Child Development and Social Policy, Yale University.

[5] Good teachers are actively engaged in their continuing professional development. Bowman et al. (2001). Frede, E. C. (1998). Preschool program quality in programs for children in poverty. In W. S. Barnett & S. S. Boocock (Eds.), *Early care and education for children in poverty: Promises, programs, and long-term results* (pp. 77–98). Albany, NY: SUNY Press. Whitebook et al. (1989) found that teachers receiving more than 15 hours of training were more appropriate, positive, and in accord with children in their teaching practices.

[6] The importance of class size has been demonstrated for both preschool and kindergarten. A class size of 20 is larger than the class size shown in many programs to produce large gains for disadvantaged children. Barnett, W. S. (1998). Long-term effects on cognitive development and school success. In W. S. Barnett & S. S. Boocock (Eds.), *Early care and education for children in poverty: Promises, programs, and long-term results* (pp. 11–44). Albany, NY: SUNY Press. Bowman et al. (2001). Finn, J. D. (2002). Class-size reduction in grades K–3. In A. Molnar (Ed.), *School reform proposals: The research evidence* (pp. 27–48). Greenwich, CT: Information Age Publishing. Frede (1998). NICHD Early Child Care Research Network. (1999). Child outcomes when child care center classes meet recommended standards for quality. *American Journal of Public Health, 89*, 1072–1077. National Association for the Education of Young Children. (2005). *NAEYC early childhood program standards and accreditation criteria.* Washington, DC: Author.

[7] A large literature establishes linkages between staff-child ratio, program quality, and child outcomes. A ratio of 1:10 is smaller than in programs that have demonstrated large gains for disadvantaged children and is the lowest (fewest number of teachers per child) generally accepted by professional opinion. Barnett (1998). Bowman et al. (2001). Frede (1998). NICHD Early Child Care Research Network (1999). National Association for the Education of Young Children (2005).

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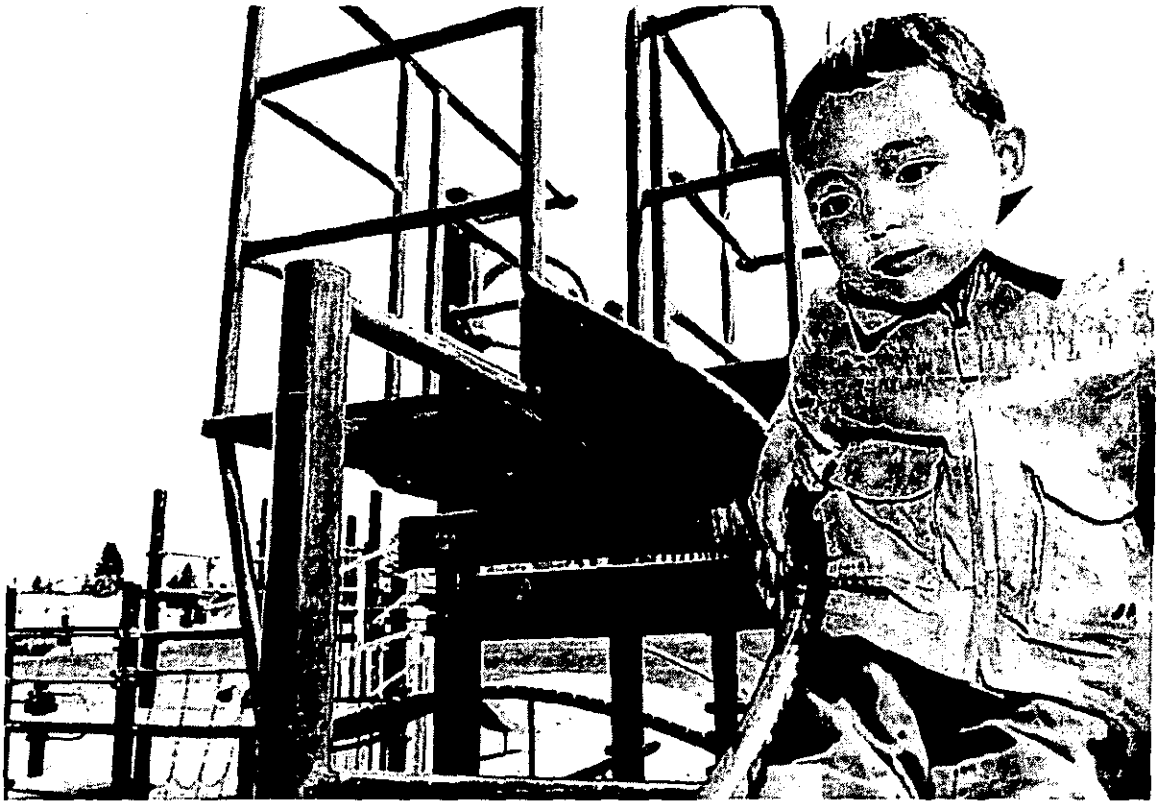

Early learning standards are critical to quality,[8] because they offer programs guidance and ensure that they cover the full range of areas essential to children's learning and development. States should have comprehensive early learning standards covering all areas identified as fundamental by the National Education Goals Panel[9]—children's physical well-being and motor development, social/emotional development, approaches toward learning, language development, and cognition and general knowledge. These standards should be specifically tailored to the learning of preschool-age children so that it is appropriate for their level of development, and should be required by the state or actively promoted for use in state prekindergarten classrooms.

The Quality Standards Checklist also addresses the comprehensive services that prekindergarten programs should be expected to offer. Programs should provide at least one meal[10]; vision, hearing, and health screenings and referrals[11]; and additional parent involvement opportunities such as parent conferences, or support services such as parent education.[12] These items are included because preparing children for success in school involves not only their cognitive development but also their physical health and social/emotional wellbeing.

The Quality Standards Checklist focuses on state prekindergarten policy requirements rather than practice. A state with good policies may have some programs that fail to comply with these policies; conversely, a state with weak policies may have many programs that exceed state standards. While evaluating implementation of standards is outside the scope of this report, the checklist does include an indicator of whether states are taking steps to monitor programs' implementation of the quality standards. Policies requiring strong state quality standards are essential, but it is also necessary to have a means of ensuring that programs meet those standards.[13]

[8] Current practice too frequently underestimates children's capabilities to learn during the preschool years. Clear and appropriate expectations for learning and development across all domains are essential to an educationally effective preschool program. Bowman et al. (2001). Frede (1998). Kendall, J. S. (2003). Setting standards in early childhood education. *Educational Leadership 60*(7), 64–68.

[9] National Education Goals Panel. (1991). *The Goal 1 Technical Planning Subgroup report on school readiness*. Washington, DC. Author.

[10] Good nutrition is essential for healthy brain development and for children's learning. Shonkoff, J. P., & Phillips, D. A. (Eds.). (2000). *From neurons to neighborhoods. The science of early childhood development*. Washington, DC. National Academy Press.

[11] For some children, preschool provides the first opportunity to detect vision, hearing, and health problems that may impair a child's learning and development. This opportunity should not be missed. Meisels, S. J., & Atkins-Burnett, S. (2000). The elements of early childhood assessment. In J. P. Shonkoff & S. J. Meisels (Eds.), *Handbook of early childhood intervention* (pp. 231–257). New York: Cambridge University Press.

[12] Families are the primary source of support for child development and the most effective programs have partnered with parents. Bowman et al. (2001). Frede (1998).

[13] Monitoring of program quality and external accountability for pre-K are essential components of program standards. Bowman et al. (2001).

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RESOURCES

A table in the Resources section shows total state spending for the prekindergarten initiative, whether a local match is required, amount of state Head Start spending (if applicable), state spending per child enrolled in the program, and all reported (state, local, and federal) spending per child enrolled in the program. These measures offer different views of a state's resources for prekindergarten that together provide a more complete picture. For example, total spending by a small state may appear relatively low, but may prove to be fairly high relative to the number of children enrolled. A state with a high total funding level for its prekindergarten initiative may have a low per-pupil spending level if it enrolls a large number of children. As a result, children may not be receiving the extent or intensity of services they need for the prekindergarten program to have a substantial impact. In some states, local communities contribute substantial additional funds to state pre-K. In such cases, the figure that includes all reported spending is the best gauge of the level of available resources, to the extent that information about local spending is available.

A bar chart in the resources section compares prekindergarten spending to federal Head Start spending and K–12 spending. Different colors indicate different funding sources—state, local, and federal. A separate color is used to indicate any TANF funds that a state directs toward its prekindergarten initiative. While TANF funds are federal dollars, it is the state's decision to devote these funds to prekindergarten as opposed to other purposes. Finally, data on the amounts of local and federal pre-K funds used are included in the bar chart when available.

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ACCESS

Total state program enrollment ..... Number of children in state pre-K program

School districts that offer state program ..... Percentage of school districts in state where program is offered (may include programs not provided by district itself)

Income requirement ..... Maximum family income for participants

Hours of operation ..... Hours per day and days per week programs operate

Operating schedule ..... Annual schedule of operation (academic year or entire calendar year)

Special education enrollment ..... Number of 3- and 4-year-olds served by the Preschool Grants Program of the Individuals with Disabilities Education Act

Federally funded Head Start enrollment ..... Number of slots for 3- and 4-year-olds in Head Start funded with federal money

State-funded Head Start enrollment ..... Number of slots for 3- and 4-year-olds in Head Start funded with state money

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT
Early learning standards	National Education Goals Panel content areas covered by state learning standards for preschool-age children must be comprehensive
Teacher degree	Lead teacher must have a BA, at minimum
Teacher specialized training	Lead teacher must have specialized training in a pre-K area
Assistant teacher degree	Assistant teacher must have a CDA or equivalent, at minimum
Teacher in-service	Teacher must receive at least 15 hours/year of in-service professional development and training
Maximum class size 3-year-olds 4-year-olds	Maximum number of children per classroom must be 20 or lower
Staff-child ratio 3-year-olds 4-year-olds	Lowest acceptable ratio of staff to children in classroom (e.g., maximum number of students per teacher) must be 1:10 or better
Screening/referral and support services	Screenings and referrals for vision, hearing, and health must be required; at least one additional support service must be provided to families
Meals	At least one meal must be required daily
Monitoring	Site visits must be used to demonstrate ongoing adherence to state program standards

RESOURCES

Total state pre-K spending ..... Total state funds spent on state pre-K program

Local match required? ..... Whether state requires local providers to match state monetary contributions to program and amount of any required match

State Head Start spending (when applicable) ..... Total state funds spent to supplement federal Head Start program

State spending per child enrolled ..... Amount of state funds spent per child participating in pre-K program

All reported spending per child enrolled ..... Amount of state, local, and federal funds spent per child participating in pre-K program

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GLOSSARY OF ABBREVIATIONS

AA	Associate of Arts
BA	Bachelor of Arts
BS	Bachelor of Science
CC	Child Care
CCDBG	Child Care and Development Block Grant
CCDF	Child Care and Development Fund
CD	Child Development
CDA	Child Development Associate credential
COR	Child Observation Record
DHHS	Department of Health and Human Services
DIBELS	Dynamic Indicators of Basic Early Literacy Skills
DOE	Department of Education
EC	Early Childhood
ECE	Early Childhood Education
ECERS(-R)	Early Childhood Environment Rating Scale (-Revised)
ECSE	Early Childhood Special Education
EE	Elementary Education
ELL	English Language Learner
ESL	English as a Second Language
Exp.	Experience
FPL	Federal Poverty Level
FTE	Full-time Equivalent
FY	Fiscal Year
GED	General Equivalency Diploma
HdSt	Head Start
HSD	High School Diploma
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan
IFSP	Individualized Family Service Plan
K	Kindergarten
LEA	Local Education Agency
LEP	Limited English Proficiency
MA	Master of Arts
MOE	Maintenance of Effort
Mos.	Months
N–	Denotes that the age range covered by a teaching license begins at nursery (e.g., N–4 = nursery–grade 4)
NA	Not Applicable
NAEYC	National Association for the Education of Young Children
NCLB	No Child Left Behind
NEGP	National Education Goals Panel
P–	Denotes that the age range covered by a teaching license begins at preschool (e.g., P–4 = preschool–grade 4)
PIR	Program Information Report (Head Start)
Pre-K	Prekindergarten
RFP	Request for Proposal
SES	Socio-economic Status
SMI	State Median Income
SpEd	Special Education
TA	Technical Assistance
TANF	Temporary Assistance to Needy Families
T.E.A.C.H.	Teacher Education and Compensation Helps (T.E.A.C.H. Early Childhood® Project)
USDA	United States Department of Agriculture

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Alaska PTA

*every*child. *one* voice.

2007-2008 Legislative Platform

The Alaska PTA will support legislation and regulations, which promote the Purpose of the PTA cited as follows:

a. To promote the welfare of children and youth in home, school, community and place of worship.
b. To raise the standards of home life
c. To secure adequate laws for the care and protection of children and youth
d. To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the education of children and youth
e. To develop between educators and the general public such united efforts as will secure for all children and youth the highest advantages in physical, mental, social, and spiritual education.

This legislative platform is the authority for selecting those areas of legislation to be addressed by the Alaska PTA. Positions taken on state and federal legislation will conform to policies adopted in this basic platform, priorities approved at the Legislative Issues Conference, resolutions adopted at Convention and positions adopted by Alaska PTA Board.

A. SCHOOL GOVERNANCE

The Alaska PTA supports legislation and regulations that will:

1. Maintain local school district self-governance; require financial accountability, timely and effective communications between all parties regarding school performance records and local control of all public schools.
2. Require bargaining unit within School Districts to give a three-day strike notice.

B. FUNDING FOR PUBLIC EDUCATION

The Alaska PTA supports legislation and regulations for state and local funding for public education, that is adequate, equitable, stable and accountable. To achieve this, Alaska PTA supports the following concepts:

1. Public education is primarily a responsibility of both state and local governments and must be a top funding priority.
2. The Alaska Legislature must consider new, stable sources of revenue to fund education and initiate forward funding for education. This would enable school districts to initiate, improve upon and maintain educational programs that show results in achieving high academic and or life skills performance by students according to their abilities. These programs will allow students to pass all appropriate and required tests while maintaining a safe and sound environment that promotes and facilitates learning.
3. The Department of Education and Early Development should annually compile data on the finances of all School Districts and make this information readily available to the public in a comprehensible and relevant format. Uniform accounting procedures should be required by the State in order that district expenditures for programs and administrative costs can be computed equitably, while showing number of participants within the program for the fiscal period reported.

7. Ensure any environment, in which a child is placed, is safe and adequately staffed, and encourage efforts to remove children from adult jails and lockups, in order to place children in more appropriate facilities
8. Encourage cooperation at all levels of government with comprehensive emergency management services, and support sponsorship of emergency preparedness programs in cooperation with the appropriate local school governing bodies.
9. Require 60 minutes of daily physical education by accredited professional instructors for every primary and secondary school.
10. Support Denali kid care to ensure that children, teens (through age 18) and pregnant women of both working and non-working families who meet the current) income guidelines have access to affordable health insurance.
11. Require confidential reporting to the state where every child is receiving their 1-12th grade education be it public, private or home schooling.

E. EARLY CHILDHOOD EDUCATION AND CHILD CARE

The Alaska PTA supports legislation and regulations, which will:

1. Support a comprehensive program to provide training for parents of all children from birth to age 5.
2. Provide high-quality, developmentally appropriate preschool programs, for all children age 3-5
3. Improve licensing for day care, preschool programs, and foster home parents to ensure high standards.
4. Provide day care assistance to families in need to allow them to pay for quality programs.
5. Support a statewide system of resource and referral centers to help parents find accessible, affordable, quality childcare.

F. PUBLIC INVOLVEMENT

The Alaska PTA supports legislation and regulations, which will:

1. Provide opportunities for parent and community participation in all aspects of education, including input to the classified/certified employee's evaluation process.
2. Allow volunteers to deduct from their federal tax return volunteer miles driven at the same rate as business usage.
3. Include parents, community members, and educational professionals in all aspects of student performance standards.
4. Alaska PTA strongly supports and advocates for the development and implementation of the parental involvement policies of NCLB that will:

- Train Teachers and staff to apply the six standards of parent involvement:
    1. Communicating
    2. Parenting
    3. Student Learning
    4. Volunteering
    5. School decision making and advocacy
    6. Collaborating with the community
- Engage parents
- Provide parents with clear and timely information about NCLB
- Develop effective advocates

[1] Approved by the Delegates of the Alaska PTA 2007 Annual Convention

adn.com
Anchorage Daily News

Our view: Alaska needs a plan to make public schools better

Quality gap

(11/16/08 21:39:10)

Alaska has handicapped its young children by being one of only 12 states with no state-funded education system for pre-kindergarten students.

Here's another gloomy statistic at the other end of the public education system: Only about two-thirds of Alaska high school students graduate in four years, compared with the U.S. average of three-fourths graduating.

And of Alaska students who do graduate, only a third start college. Nationwide, nearly half of high school graduates are college-bound. So what's the plan to improve the odds for Alaska kids?

There isn't one -- but state commissioner of education Larry LeDoux wants to change that. Last week, the state sponsored the first education summit in many years, engaging about 400 parents, students, educators, university officials and others in a discussion about what's needed.

Friday they came up with about 50 goals, including offering state-funded preschool to the families of every 3-, 4- and 5-year-old in Alaska.

A sampling of other goals:

- Evaluating pre-school programs to make sure they're adequately preparing children for school.

- Establishing a statewide telecommunications network, with equal access for all students.

- Defining what a student needs to know to be a skilled worker or a college student -- not just the minimum standards the state now sets for handing out high school diplomas.

Meeting these goals would take school funding to another level. A much higher one, though no one made any estimates.

The true test of Alaska's commitment to our young people will not be whether a group of smart, dedicated people can produce an admirable list of goals, but whether the state administration and the Legislature will support them financially.

We can't say right now which reforms the state should adopt and pay for and which not.

They need to be thought through. The list will go up on the state Web site, be adopted and perhaps refined by the state Board of Education, and be publicized so that anyone in Alaska can comment.

But it's worth noting that other states, not as wealthy as ours, do offer state-funded pre-school, for example.

And it's clear that Alaska isn't doing enough to ensure the success of its students. If it were, we wouldn't have such abysmal graduation rates.

BOTTOM LINE: Alaska needs to take a hard look at steps that will improve public education, like state-funded pre-kindergarten.

Off the trail

Campaign is over, Gov. Palin; come back home and govern

Gov. Sarah Palin electrified the Republican Party base during the presidential election -- but her base now is right here in Alaska.

At least it is supposed to be.

The governor was absent when the state sponsored a big, statewide conference to chart the future of Alaska's educational system last week. Instead of lending her weight to the effort to improve education, the governor was in Miami giving a speech on the future of the Republican Party.

She had been back in Alaska briefly after the Palin-McCain ticket lost the presidential election. Long enough to say, hi, I'm back. Then she was gone on another partisan political errand.

There are pressing issues to be addressed in the state, such as low graduation rates, plummeting North Slope oil prices, proposals to build alternative energy projects, the gas pipeline.

Welcome back, again, Gov. Palin. The state needs you.

BOTTOM LINE: It's time for the governor to re-focus on Alaska's needs.

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A Valuable Investment

By Abbe Hensley, executive director, Best Beginnings - as published in our November 2008 E-newsletter.

Even in these stressful, nail-biting times, there's one investment that holds its value. Economists are touting it as one of the best bets available for economic development. This sure-fire investment? It's early learning. Myriad studies and research continue to reinforce what is already a powerful case: preparing babies and young children to succeed in school and life has profound impacts on the economy.

The components of quality early learning – positive and purposeful parenting, high quality and accessible child care and early education programs – build strong brains during the critical years from birth to 5. When we build strong brains, we stoke educational achievement and workplace skills, both vital to a productive workforce and a strong and vibrant economy. Early learning contributes to the economy in two ways. It saves money by reducing crime, teen pregnancy, and welfare dependency. And it generates revenue by paving the way for higher educational attainment and a resulting increase in earning potential.

Preparing children for success is far more than just a family matter. That's why economists and business leaders around the country are jumping on the early learning bandwagon. Nobel laureate economist James Heckman is one of the nation's leading experts on the impact of high quality early education on workforce productivity and economic development.

In "Schools, Skills and Synapses" (c 2008 Western Economic Association International), Heckman summarizes a domino effect: rising high school dropout rates result in lower college enrollment. Lower college enrollment results in sluggish growth of workforce skills. Declining workforce skills result in less productivity and a weaker economy.

We already know the path to success in school starts at birth. Those first five years of life are critical for establishing how a child will fare in school and ultimately in life. According to Heckman, the evidence suggests that a child's early environment plays a powerful role in shaping adult outcomes.

It's in our self-interest to create the early learning system we need. We all benefit when more kids graduate from high school and when more people have jobs, pay taxes, and contribute to their communities and the economy.

Early learning – it's everybody's business.

Best,

Abbe

Abbe Hensley, executive director of Best Beginnings, was director of outreach services for the U.S. Department of Education-funded PBS Ready To Learn Service. Prior to that, she worked with educational children's television and community outreach at KAKM in Anchorage and at WETA in Washington, D.C. She has served on the Alaska State Board of Education, as president of the Alaska PTA, and as vice president for leadership for National PTA.

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Early Childhood Development: Economic Development with a High Public Return

Art Rolnick
Senior Vice President and Director of Research

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Regional Economic Analyst

Federal Reserve Bank of Minneapolis

Note: The following paper was developed in March 2003 with Minnesota audiences in mind. However, the authors subsequently discovered a high degree of interest throughout the country in their research on the economics of early childhood development and the universality of the issues discussed. This paper also motivated the October conference at the Minneapolis Fed.

Early childhood development programs are rarely portrayed as economic development initiatives, and we think that is a mistake. Such programs, if they appear at all, are at the bottom of the economic development lists for state and local governments. They should be at the top. Most of the numerous projects and initiatives that state and local governments fund in the name of creating new private businesses and new jobs result in few public benefits. In contrast, studies find that well-focused investments in early childhood development yield high public as well as private returns.

Why the case for publicly subsidizing private businesses is flawed and misguided

Over the last few years, the future of Minnesota's economy has been called into question. The resulting debate illustrates how little is understood about the fundamentals that underlie economic development. While many recognize the success of the Minnesota economy in the past, they see a weakening in the foundations of that success. Some point to the decline in corporate headquarters located in Minnesota. Some point to the lack of funding for new startup companies, particularly in the areas of high-tech and biotech. Some point to the possible loss of professional sports teams. Some think the University of Minnesota is not visible enough in the business community. And still others raise the broader concern that Minnesota's citizens and policymakers have become too complacent and unwilling to make the public commitment to be competitive in a global economy.

Those who raise these concerns conclude that Minnesota and local governments need to take a more active role in promoting our economy. Often that implies that the state or local governments subsidize private activities that the market is not funding. Proponents of this view argue that without such subsidies, either well-deserving businesses will not get funded or other states will lure our businesses to greener pastures.

State and local subsidies to private businesses are not new. In the name of economic development and creating new jobs, Minnesota, and virtually every other state in the union, has a long history of subsidizing private businesses. We have argued in previous studies that the case for these subsidies is short-sighted and fundamentally flawed.[1] From a national perspective, jobs are not created—they are only relocated. From a state and local perspective, the economic gains are suspect because many would have been realized without the subsidies. In summary, what often passes for economic development and sound public investment is neither.

If subsidizing private businesses is the wrong way to promote Minnesota's economy, then what is the right way?

To answer this question, we need to understand that unfettered markets generally allocate scarce resources to their most productive use. Consequently, governments should only intervene in markets when they fail.

Market failures can occur for a variety of reasons; two well-documented failures are goods that have external effects and those with public attributes. Unfettered markets will generally produce the wrong amount of such goods. Education has long

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been recognized as a good that has external effects and public attributes. Without public support, the market will yield too few educated workers and too little basic research. This problem has long been understood in the United States and it is why our government, at all levels, has supported public funding for education. (According to the Organization for Economic Cooperation and Development, for example, the United States in 1999 ranked high on public funding of higher education.[2]) Nevertheless, recent studies suggest that one critical form of education, early childhood development, or ECD, is grossly underfunded. However, if properly funded and managed, investment in ECD yields an extraordinary return, far exceeding the return on most investments, private or public.

A convincing economic case for publicly subsidizing education has been around for years and is well supported. The economic case for investing in ECD is more recent and deserves more attention.

Public funding of education has deep roots in U.S. history. John Adams, the author of the oldest functioning written constitution in the world, the constitution of the Commonwealth of Massachusetts, 1779, declared in that document that a fundamental duty of government is to provide for education.[3] Publicly funded schools have been educating children in the United States ever since. Today over 85 percent of U.S children are educated in publicly funded schools. John Adams argued for public funding of education because he realized the importance of educated voters to the well-being of a democracy. We suspect that he also understood the economic benefits that flow to the general public.

Investment in human capital breeds economic success not only for those being educated, but also for the overall economy. Clearly today, the market return to education is sending a strong signal. Prior to 1983, the wages of a worker with an undergraduate degree exceeded a worker with a high school degree by roughly 40 percent. Currently, that difference is close to 60 percent. The wage premium for an advanced degree has grown even more. Prior to 1985, the wages of a worker with a graduate degree exceeded those of a worker with a high school degree by roughly 60 percent. Today, that difference is over 100 percent.

Minnesota represents a good example of the economic benefits that flow from education. Evidence is clear that our state has one of the most successful economies in the country because it has one of the most educated workforces. In 2000, almost a third of persons 25 and older in Minnesota held at least a bachelor's degree, the sixth highest state in the nation. To ensure the future success of Minnesota's economy, we must continue to provide a highly educated workforce.

The economic case for public funding of early childhood development

Knowing that we need a highly educated workforce, however, does not tell us where to invest limited public resources. Policymakers must identify the educational investments that yield the highest public returns. Here the literature is clear: Dollars invested in ECD yield extraordinary public returns.

The quality of life for a child and the contributions the child makes to society as an adult can be traced back to the first few years of life. From birth until about 5 years old a child undergoes tremendous growth and change. If this period of life includes support for growth in cognition, language, motor skills, adaptive skills and social-emotional functioning, the child is more likely to succeed in school and later contribute to society.[4] However, without support during these early years, a child is more likely to drop out of school, receive welfare benefits and commit crime.

A well-managed and well-funded early childhood development program, or ECDP, provides such support. Current ECDPs include home visits as well as center-based programs to supplement and enhance the ability of parents to provide a solid foundation for their children. Some have been initiated on a large scale, such as federally funded Head Start, while other small-scale model programs have been implemented locally, sometimes with relatively high levels of funding per participant.

The question we address is whether the current funding of ECDPs is high enough. We make the case that it is not, and that the benefits achieved from ECDPs far exceed their costs. Indeed, we find that the return to ECDPs far exceeds the return on most projects that are currently funded as economic development.

Many of the initial studies of ECDPs found little improvement; in particular, they found only short-term improvements in cognitive test scores. Often children in early childhood programs would post improvements in IQ relative to nonparticipants, only to see the IQs of nonparticipants catch up within a few years.[5]

However, later studies found more long-term effects of ECDPs. One often-cited research project is the High/Scope study of the Perry Preschool in Ypsilanti, Mich., which demonstrates that the returns available to an investment in a high-quality ECDP are significant. During the 1960s the Perry School program provided a daily 2 1/2-hour classroom session for 3- to 4-year-old children on weekday mornings and a 1 1/2-hour home visit to each mother and child on weekday afternoons. Teachers were certified to teach in elementary, early childhood and special education, and were paid 10 percent above the local public school district's standard pay scale. During the annual 30-week program, about one teacher was on staff for every six children.[6]

Beginning in 1962, researchers tracked the performance of children from low-income black families who completed the Perry School program and compared the results to a control group of children who did not participate. The research project provided reliable longitudinal data on participants and members of the control group. At age 27, 117 of the original 123 subjects were located and interviewed.[7]

The results of the research were significant despite the fact that, as in several other studies, program participants lost their advantage in IQ scores over nonparticipants within a few years after completing the program. Therefore a significant contribution to the program's success likely derived from growth in noncognitive areas involving social-emotional functioning. During elementary and secondary school, Perry School participants were less likely to be placed in a special education program and had a significantly higher average achievement score at age 14 than nonparticipants. Over 65 percent of program participants graduated from regular high school compared with 45 percent of nonparticipants. At age 27, four times as many program participants as nonparticipants earned $2,000 or more per month. And only one-fifth as many program participants as nonparticipants were arrested five or more times by age 27.[8]

Perry School Preschool's Estimated Impact per Program Participant

Table 1A Benefit/Cost Analysis

	Present Value in 1992 Dollars Discounted at 3%		
Benefits*	**For Participant**	**For Public**	**Total**
Child care provided	738	0	738
More efficent K-12 education, such as less grade retention and higher achievement	0	6,872	6,872
Decrease in public adult education costs	0	283	283
Increase in participants' earnings and employee benefits	21,485	8,846	30,331
Decrease in crime	0	70,381	70,381
Increase in publicly funded higher education costs	0	-868	-868
Decrease in welfare payments	-2,653	2,918	265
Total Benefits	19,570	88,433	108,002
Cost of Program	0	-12,356	-12,356

Estimated return on $1 invested in program:

For Participant and Public: $8.74 ($108,002 in Benefits/$12,356 for Cost of Program)

For Public: $7.16 ($88,433 in Benefits/$12,356 for Cost of Program)

* Benefits and costs were measured from ages 3 through 27 and projected for ages 28 through 65.

Data source: *The High/Scope Perry Preschool Study Through Age 27*

Other studies of ECDPs, while not solely focused on 3- to 4-year-old children, also show improvements in scholastic achievement and less crime. For example, the Syracuse Preschool Program provided support for disadvantaged children from prenatal care through age 5. Ten years later, problems with probation and criminal offenses were 70 percent less among participants compared with a control group.[9]

As the result of the Abecedarian Project in North Carolina, which provided children from low-income families a full-time, high-quality educational experience from infancy through age 5, academic achievement in both reading and math was higher for program participants relative to nonpar-

Perry School Preschool's Estimated Impact per Program Participant

Table 1B Real Internal Rate of Return*

Benefits**		Average Annual Effect in 1992 Dollars		
		For Participant	For Public	Total
Child care provided	(Ages 3-4)	385	0	385
More efficent K-12 education	(Ages 5-17)	0	747	747
Decrease in public adult education services	(Ages 20-25)	0	89	89
Increase in participants' earnings and employee benefits	(Ages 18-27)	2,142	714	2,856
	(Ages 28-65)	1,070	357	1,427
Decrease in crime	(Ages 18-27)	0	8,923	8,923
	(Ages 28-65)	0	1,565	1,565
Increase in publicly funded higher education costs	(Ages 20-25)	0	-225	-225
Decrease in welfare payments	(Ages 18-27)	-392	431	39
	(Ages 28-65)	-31	34	3
Cost of program	(Ages 3-4)	0	-6,444	-6,444
Estimated Real Internal Rate of Return		4%	12%	16%

* The internal rate of return is the interest rate received for an investment that consists of payments and revenue occurring at regular periods. The above amounts were allocated annually across the age groups listed.

** Benefits and costs were measured from ages 3 through 27 and projected for ages 28 through 65.

Data source: *The High/Scope Perry Preschool Study Through Age 27*

ticipants into young adulthood. Furthermore, participants had fewer incidences of grade retention and special education placements by age 15.[9]

The High/Scope study conducted a benefit-cost analysis by converting the benefits and costs found in the study into monetary values in constant 1992 dollars discounted annually at 3 percent. The researchers found that for every dollar invested in the program during the early 1960s, over $8 in benefits was returned to the program participants and society as a whole (see Table 1A).

While 8-to-1 is an impressive benefit-to-cost ratio, policymakers should place this result in context with returns from other economic development projects. Perhaps another project can boast a higher benefit-to-cost ratio. Unfortunately, well-grounded benefit-to-cost ratios are seldom computed for public projects. However, an alternative measure—the internal rate of return—can be used to more easily compare the public, as well as private, return to investments. (The internal rate of return is the interest rate received for an investment consisting of payments and revenue that occur at regular periods.)

To calculate the internal rate of return for the Perry School program, we estimated the time periods in which costs and benefits in constant dollars were paid or received by program participants and society (see Table 1B). We estimate the real internal rate of return for the Perry School program at 16 percent. "Real" indicates that the rate of return is adjusted for inflation.

While program participants directly benefited from their increase in after-tax earnings and fringe benefits, these benefits were smaller than those gained by the general public. Based on present value estimates, about 80 percent of the benefits went to the general public (students were less disruptive in class and went on to commit fewer crimes), yielding over a 12 percent internal rate of return for society in general. Compared with other public investments, and even those in the private sector, an ECDP seems like a good buy. This analysis suggests that early childhood development is underfunded; otherwise, the internal rate of return on an ECDP would be comparable to other public investments.

As with virtually all studies, there are caveats to the High/Scope findings. On the one hand, the High/Scope study may overstate the results we could achieve today. Problems facing children 30 years ago were different from the problems facing children today. Single parenthood, parental drug use, neighborhood crime are higher in many areas of the country than they were 30 years ago. Therefore, the rate of return of an ECDP today may be lower than the Perry School program.

Furthermore, in reviewing our method of calculating the internal rate of return, one could argue that some of the payments and revenue streams assigned should have started or ended in different years, or that assigning an even distribution distorts the actual payments and revenue made. Nevertheless, we find that the final result holds,

even when payments and revenue are adjusted to a more conservative distribution.

On the other hand, the High/Scope study may understate the results we could achieve today. First, the High/Scope study doesn't measure positive effects on children born to participant families after the study period. The knowledge gained by parents participating in the program likely transferred to their younger children. Second, the study may further understate the effects because it doesn't take into account effects on future generations. With increased education and earnings, participants' children would be less likely to commit crime and more likely to achieve higher levels of education and income than if their parents hadn't attended the Perry School program. A chain of poverty may have been broken.

The returns to ECDPs are especially high when placed next to other spending by governments made in the name of economic development. Yet ECD is rarely considered as an economic development measure.

For example, tax increment financing and other subsidies have recently been used to locate a discount retail store and an entertainment center in downtown Minneapolis, and to relocate a major corporate headquarters to suburban Richfield and a computer software firm to downtown St. Paul. Can any of these projects, which combined represent an estimated quarter of a billion dollars in public subsidies, stand up to a 12 percent public return on investment? From the state's point of view, if the subsidy is simply moving businesses within the state, the public return is zero. If the subsidy is required for the business to survive, the risk-adjusted public return is not merely small but could be negative.

As our lawmakers review proposals to build or improve the state's major professional sports stadiums, let's not make the same mistake. The various proposals to build new baseball and football stadiums and improve the current basketball stadium total over $1 billion. Can new stadiums offer a comparable public return on investment as an ECDP? How does a new stadium reduce crime, increase earnings and potentially break a chain of poverty? We propose that this $1 billion plus be invested in a project with a much higher public return.

Proposal: Minnesota Foundation for Early Childhood Development

Our proposal—to create a foundation for early childhood development in Minnesota—isn't born in a vacuum. For several years the state of Minnesota has sponsored initiatives to help prepare children for kindergarten, specifically, Early Childhood Family Education, or ECFE, School Readiness and state-funded Head Start programs. These programs often work together in supporting early childhood development.

ECFE provides support to parents and their children from birth until kindergarten enrollment to promote the healthy growth and development of children. The program offers classes for parents and

Table 2 Cost Estimate to Educate all 3- and 4-Year-Old Children from Low-Income Families in Minnesota at a Two-Year, High-Quality ECDP

Annual cost of program	
Number of 3- and 4-year-old children living in poverty*	20,000
Cost per child**	$ 9,500
Total	$ 190,000,000
Current funds available	
Federal and state annual funds for Head Start (Serves about 13,300 children at an annual cost of $5,750 per child)	$ 80,000,000
School Readiness (Estimate that 30 percent of children participating in the program live in poverty)	$ 3,000,000
Early Childhood Family Education (Estimate of amount currently spent on 3- and 4-year-old children who live in poverty)	$ 2,000,000
Total	$ 85,000,000
Total annual need (Cost—Current funds available)	$ 105,000,000
$1.5 billion endowment invested in AAA corporate bonds yielding an average 7 percent annual return	$ 105,000,000

* Based on statistics from the Minnesota Department of Children Families & Learning

** Est mate based on Perry School study data

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children, and provides optional home visits. About $20 million in state aid was allocated to ECFE in 2001, which supported programs for more than 300,000 parents and children.[11]

Between the ages of 3 1/2 to 5 years, children can participate in School Readiness programs that provide a wide array of prekindergarten activities in collaboration with other early childhood and community programs. Funding for School Readiness was about $10 million in 2001 and reached 43,030 children.[12]

The state of Minnesota also allocated almost $19 million to supplement federal funding ($59 million) for Head Start programs in 2000, with about 13,300 children and their families participating in comprehensive education, health and social services. However, according to a state report, only 45 percent of eligible children and their families received Head Start services. Some of these eligible children between the ages of 3 1/2 to 5 years who didn't receive help from Head Start participated in School Readiness programs.[13] However, it is unlikely that participation of high-needs children in a lower-cost, less comprehensive program demonstrated the returns available in a part- to full-day, long-term program.

We propose that the Minnesota state government create the Minnesota Foundation for Early Childhood Development to fill the gap between the funds currently available for ECFE, School Readiness and Head Start and the amount necessary to fully fund a high-quality program for all 3- and 4-year-old children living in poverty in Minnesota. A one-time $1.5 billion outlay would create an endowment that could support ECDPs on an annual basis. The foundation would receive donations from government, private foundations, individuals and businesses. With the foundation's funds invested in corporate AAA bonds, earning about 7 percent per year, we estimate that the $105 million in annual earnings would cover the yearly costs required to fully fund comprehensive, high-quality ECDPs for all children from low-income families in Minnesota (see Table 2).

The Minnesota Foundation for Early Childhood Development would provide funding for well-supported and highly effective ECDPs, whether supplementing funds for an existing Head Start center or helping start a new program. The Foundation would provide additional resources to enhance existing programs, such as boost teacher qualification and compensation, reduce teacher-student ratios and expand curriculum resources. Furthermore, the Foundation would provide start-up funds for new ECDPs to help reach all eligible children.

We contend that funding for ECDPs should reach the level of model program status, such as the Perry School program, since this is the level at which high returns have been demonstrated. Well-funded ECDPs would ensure that all teachers have a degree in early childhood education and are paid at a level that keeps turnover to a minimum. Furthermore, ECDPs would maintain low student-to-teacher ratios and use high-quality curriculum materials. Funds should also be allocated for research to track the improvement of participating children and identify where additional support may be needed. Participation in these programs should be voluntary, but incentives may be provided for families to participate. ECDPs should work effectively with parents and include them in the education process with their children.

Conclusion

The conventional view of economic development typically includes company headquarters, office towers, entertainment centers, and professional sports stadiums and arenas. In this paper, we have argued that in the future any proposed economic development list should have early childhood development at the top. The return on investment from early childhood development is extraordinary, resulting in better working public schools, more educated workers and less crime. A $1.5 billion investment to create the Minnesota Foundation for Early Childhood Development would go a long way toward ensuring that children from low-income families are ready to learn by the time they reach kindergarten.

Granted that in today's tight fiscal environment, $1.5 billion is a particularly large sum, which may mean we can't fully fund the program immediately. But we should be able to fully fund the endowment over the next five years. After measuring the public impact on the quality of life that such a foundation can provide, the costs of not making such an investment are just too great to ignore.

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Fact Sheets

The Benefits of High-Quality Pre-K

Pre-k benefits children, their families, and their communities. From improved academic outcomes to the economic savings to schools and states, the benefits of high-quality pre-k are irrefutable.

Successful Students

Pre-k increases high school graduation rates.

Chicago children who attended a pre-k program were 29 percent more likely to graduate from high school than their peers who did not have pre-k. (Source: Chicago Longitudinal Study)

Pre-k helps children do better on standardized tests

Michigan fourth graders who had attended pre-k passed the state's literacy and math assessment tests at higher rates than their peers who had no pre-k. (Source: "State Efforts to Evaluate the Effects of Pre-Kindergarten", Yale University Child Study Center)

Pre-k reduces grade repetition.

Maryland fifth graders who attended pre-k were 44 percent less likely to have repeated a grade than their peers who did not attend pre-k. (Source: "State Efforts to Evaluate the Effects of Pre-Kindergarten", Yale University Child Study Center)

Pre-k reduces the number of children placed in special education.

Among Chicago children, those who attended pre-k were 41 percent less likely to require special education services than their peers who did not attend. (Source: Chicago Longitudinal Study)

Responsible Adults

Pre-k reduces crime and delinquency

Chicago children who did not attend pre-k were 70 percent more likely to be arrested for a violent crime by age 18 than their peers who had been pre-k participants. (Source: Chicago Longitudinal Study)

Pre-k lowers rates of teen pregnancy.

North Carolina children who attended pre-k were less likely to become teen parents than their peers who did not attend pre-k (26 percent vs. 45 percent). (Source: The Carolina Abecedarian Project)

Pre-k leads to greater employment and higher wages as adults

Forty-year-old adults in Michigan who attended pre-k as children were more likely to be employed and had a 32 percent higher average income than their peers who did not have pre-k. (Source: The High Scope Perry Preschool Project)

Pre-k can lead to more stable families

Forty year old adults in Michigan who attended pre-k as children were more likely to report that they were getting along very well in their families as did their peers who did not attend pre-k. 76 percent vs. 64 percent. (Source: The High Scope Perry Preschool Project)

Stronger Communities

Every $1 invested in high quality pre-k saves taxpayers up to $7

Pre-k results in savings by reducing the need for remedial and special education, welfare, and criminal justice services, according to a number of studies. (Sources: "The Economics of Investing in Universal Preschool Education in California", Rand Corporation, The High Scope Perry Preschool Project)

Pre-k improves efficiency and productivity in the classroom

Children who attended pre-k at Head Start centers had more advanced skills in areas such as following directions, problem-solving, and joining in activities, all of which allow teachers to spend more time working directly with children and less on classroom management. (Source: "The Head Start Family and Child Experiences Survey", U.S. Department of Health and Human Services)

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Find this content on the Pre-K Now website at:
http://www.preknow.org/policy/factsheets/benefits.cfm

Children Benefit from High-Quality Pre-K

- Increased Educational Success
  - Less grade repetition
  - Less special education
  - Improved social behavior and cognitive
  - Higher high school graduation rates
- Increased Life Success
  - Lower teenage pregnancy rates
  - Less involvement in crime
  - Higher employment and earnings

Society Benefits from High-Quality Pre-K

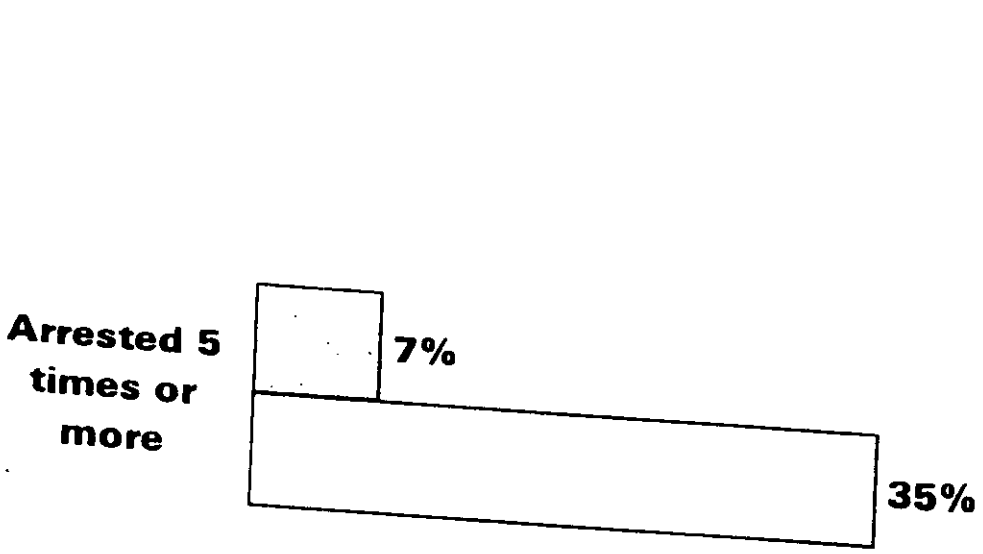
- More productive workforce
- Increased competitiveness
- Reduced crime
- Increased school achievement
- Significant return on investment
  - Savings in K-12 costs
  - Savings in social services costs
  - Savings in crime costs
  - Increased tax revenue

Economic Returns of Pre-K

	Cost Savings per $1 Invested
Perry Preschool	**$17**
Abecedarian	**$4**
Chicago Child Parent Centers	**$7**

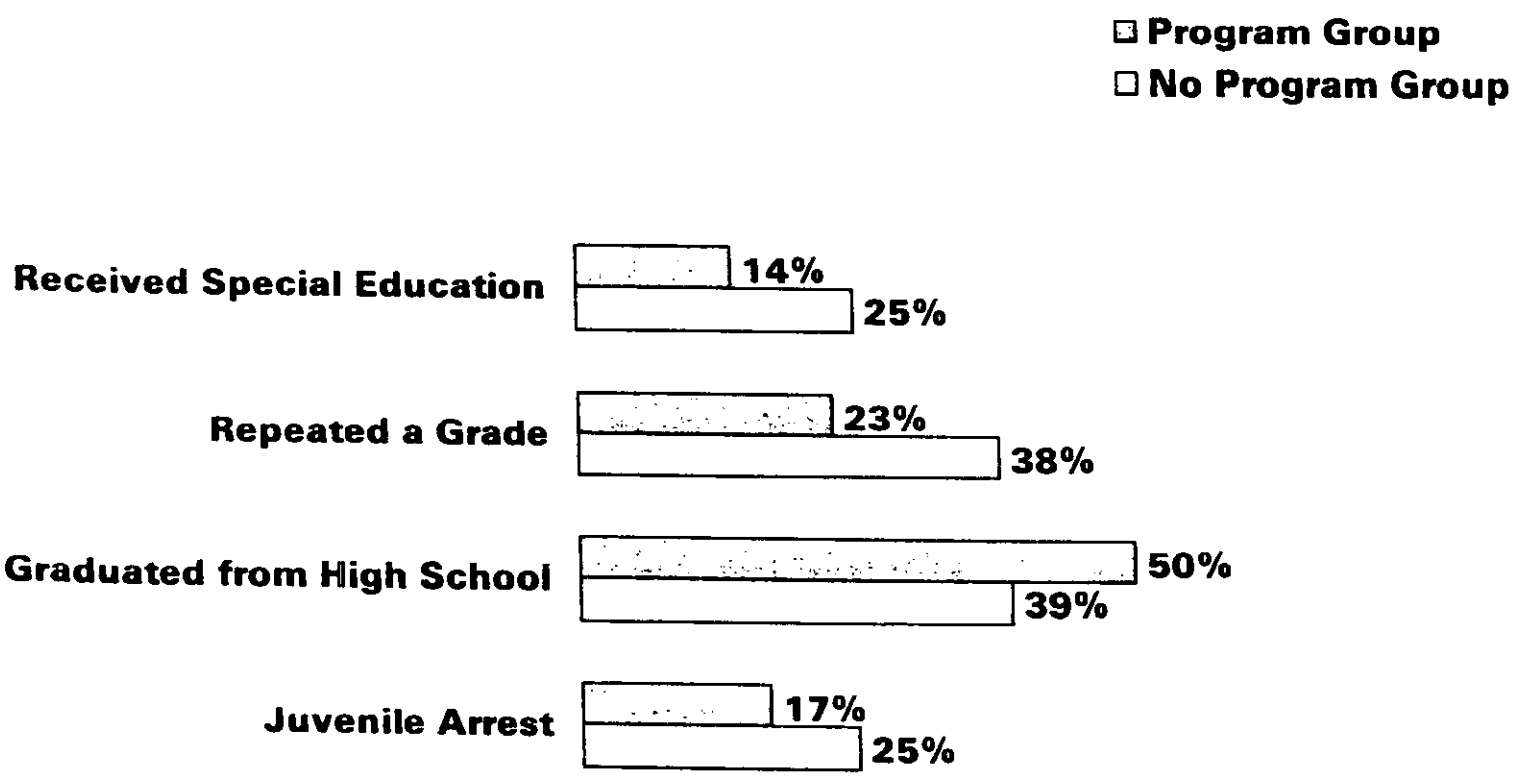
Includes savings from less welfare usage, decreased crime and incarceration costs, and higher participant productivity/earnings

Perry Preschool: Crime Effects at Age 27



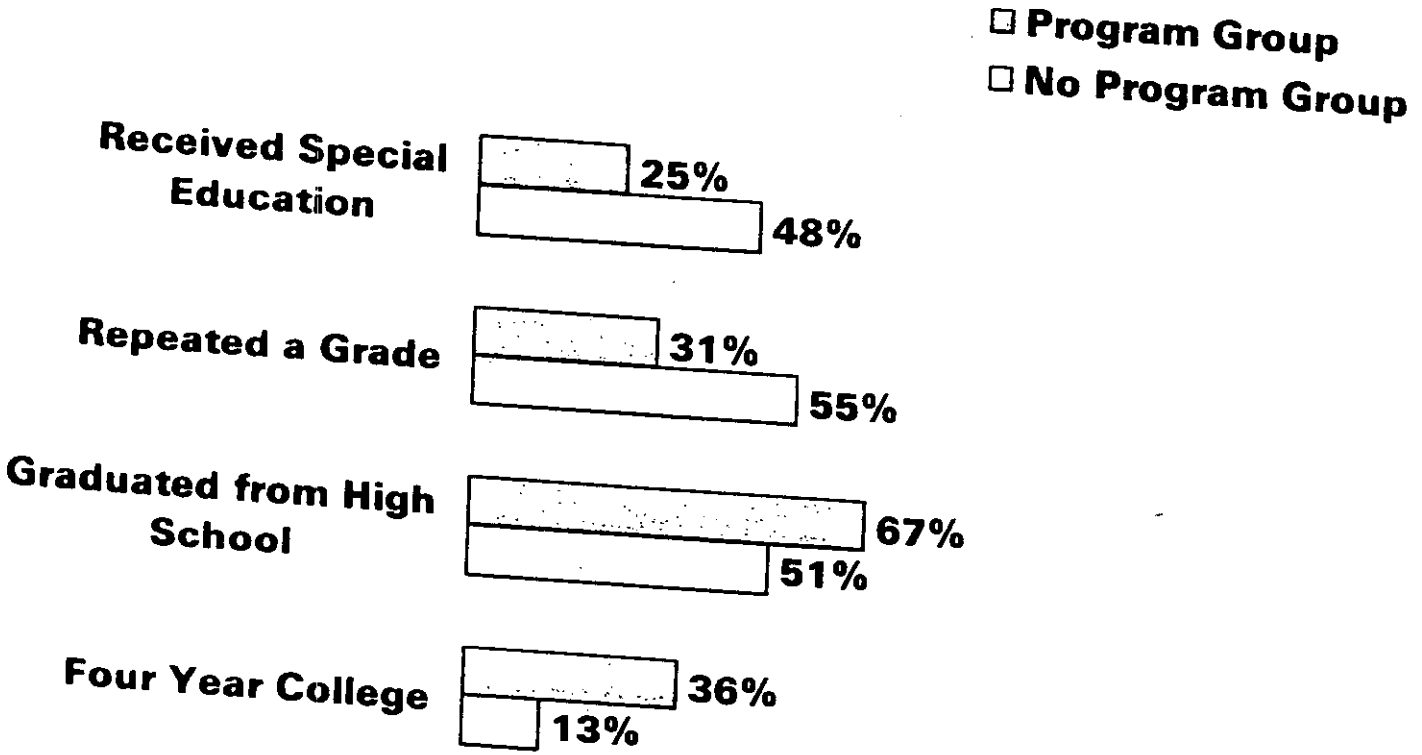
Source: Fight Crime: Invest in Kids

CPC: Academic Benefits at School Exit



Source: National Institute for Early Education Research

Abecedarian: Academic Benefits



Source: National Institute for Early Education Research

Policy Brief

CROCUS
Center for Research on Children in the U.S.

Inside the Pre-Kindergarten Door: A deeper look at what makes a high-quality pre-K classroom

Deborah A. Phillips, William T. Gormley, Jr., and Amy Lowenstein, Georgetown University

We explored the "black box" of pre-K classrooms to identify promising targets for public investments in classrooms that promote learning.

Our study looked inside the classroom door of pre-K programs in the relatively stringent policy context of Tulsa, Oklahoma. We investigated three primary research questions: 1) What are children's experiences with regard to classroom emotional and instructional climate and exposure to academic instruction in Tulsa's pre-K classrooms? 2) Are the Tulsa pre-K classrooms characterized by higher-quality classroom environments and greater instructional time for four-year-old children as compared to comparable classrooms in other states? 3) Do program auspice (Head Start or TPS pre-K) and teacher characteristics and practices predict variation in classroom processes in Tulsa's publicly-funded four-year-old classrooms?

The rapid growth in state pre-K programs represents a national experiment focused on finding the best means of launching all young children on a trajectory of school success. In just the past five years, there has been a 40% increase in the number of four-year-olds enrolled in state pre-K programs. This trend has generated interest in the impacts of early childhood education on children's academic and social development, as well as questions related to how policy makers can focus public resources to produce high-quality classroom experiences for children. Our study addresses the latter question in the context of Tulsa, Oklahoma's pre-K program, which has generated extremely strong cognitive impacts across racial and income groups. Our sample is pre-kindergarten (pre-K) classrooms run by the Tulsa Public Schools (TPS) and four-year-old Head Start classrooms run by the Community Action Project (CAP) of Tulsa County.

All Pre-K Programs Are Not Created Equal

Teacher and classroom standards vary widely across states with pre-K programs.

State-funded pre-K programs vary extensively in teacher standards. For example, while 26 states require a BA degree and early childhood certification for all pre-K lead teachers, 8 states do not require any teachers to have a BA degree, and 10 states do not require teachers to have specialized training in early childhood education (ECE). The majority of states require a teacher-child ratio of 1:10, but 12 states allow less stringent ratios in some or all of their pre-K classrooms. Oklahoma has among the most stringent state pre-K standards, with its requirements that every classroom's lead teacher have a BA degree and an early childhood certification, a maximum class size of 20, and teacher-to-student ratio of 1:10. Salaries and benefits are the same as those of elementary school teachers, and strong support exists for focused instructional in-service training. These standards and practices apply not only to pre-K programs based in the TPS system, but also to collaborating Head Start and child care programs.

KEY FINDINGS

TPS Pre-K and Head Start Classrooms

Tulsa's pre-K classrooms offer higher levels of instructional support than their counterparts in other states. Compared to national samples, Tulsa pre-K teachers in both TPS and Head Start devoted more time to pre-literacy; TPS pre-K teachers also devoted more time to math and science.

We used the Classroom Assessment Scoring System (CLASS) to capture instructional and emotional climate in the classroom. The quality of the climates that children were exposed to in the TPS pre-K and Head Start classrooms varied across our outcome measures and within each measure. The quality of Instructional Support was notably lower (3.21, on average) than the quality of Emotional Support (5.23, on average), and the ranges within each of these quality indices were substantial (1.40 to 5.94 for Instructional Support, 3.25 to 6.80 for Emotional Support). Based on other studies, however, it appears that higher levels of Instructional Support are more difficult to achieve than higher levels of Emotional Support. Although both are 7-point scales, they may be calibrated differently, making direct comparisons of Instructional and Emotional Support problematic.

In order to assess the quantity of academic instruction, we used the Child Engagement section of the Emerging Academics Snapshot (CE-EAS). The most notable descriptive finding using this instrument is the relatively large amount of time spent on literacy activities (consuming 24–30% of instructional time) as compared to time spent on math, science, or social studies. This likely reflects the strong emphasis placed on literacy in early educational contexts in the United States today.

Comparison of Tulsa Programs to National Samples

When compared to other school-based pre-K programs from multi-state samples, teachers in the Tulsa TPS pre-K classrooms, and to a lesser extent the Tulsa Head Start classrooms, received significantly higher ratings on aspects of classroom management and instructional support, specifically, how well teachers use classroom time, maximize students' engagement in learning, and provide feedback that expands understanding (Figures 1 and 2 show significant differences). On dimensions related to the emotional climate (e.g., warm/fun emotional tone, teachers who are responsive to students' needs and consider students' interests and points of view), however, the Tulsa pre-K classrooms did not differ from those in the multi-state samples. The Tulsa pre-K teachers in both TPS and Head Start classrooms also devoted substantially more time to pre-literacy activities as compared to their counterparts in the multi-state study, and the TPS pre-K teachers devoted significantly more time to math and science than other school-based pre-K programs.

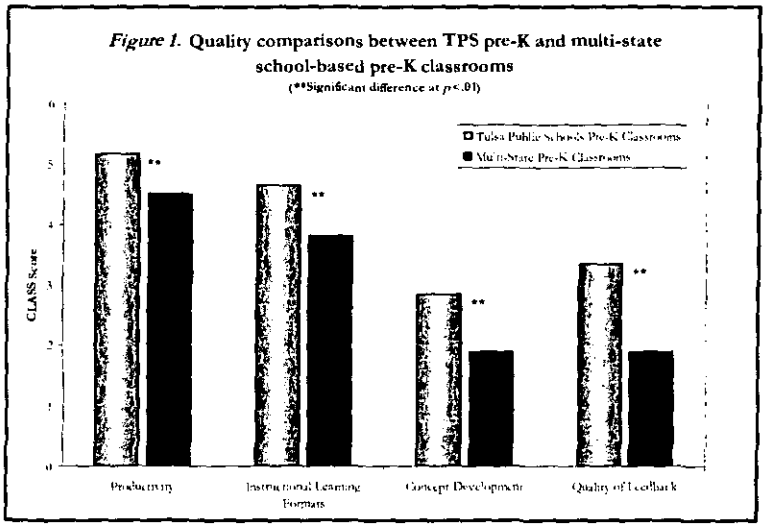


Figure 1. **Quality comparisons between TPS pre-K and multi-state school-based pre-K classrooms**
(**Significant difference at $p<.01$)

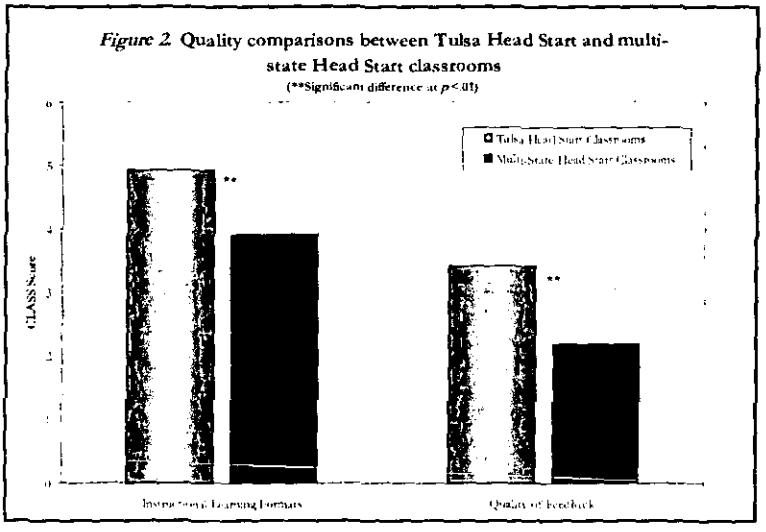


Figure 2. **Quality comparisons between Tulsa Head Start and multi-state Head Start classrooms**
(**Significant difference at $p<.01$)

Predicting Classroom Climate and Instructional Time Allocation

Teacher and program characteristics have success at predicting instructional time allocation, but not the climate in the classroom.

A critical question for policy purposes concerns how to produce the kinds of pre-K classrooms that generate learning and social gains. We examined which teacher characteristics and practices predicted higher-quality classroom processes in the Tulsa pre-K classrooms. To this end, we investigated associations between the outcomes of classroom climate and instructional time allocation and the inputs of school auspice (TPS pre-K or Head Start); teachers' educational backgrounds, experience, undergraduate GPAs, and curricular choices; and whether the classroom was on a full- or half-day schedule. None of these program or teacher characteristics predicted variation in the quality of the instructional or emotional climate that children experienced in Tulsa's pre-K programs, as measured by CLASS.

In contrast, the teachers' allocation of instructional time was affected by several of the inputs we examined (see Table 1, next page). The location of the classroom in a Head Start or TPS pre-K program was the most consistent predictor of children's exposure to instructional activities. Teachers in Head Start classrooms spent significantly less time practicing letters and sounds and on math activities, but they spent more time on social studies than did their counterparts in TPS pre-K classrooms.

Of the teacher characteristics, years of classroom experience showed the most consistent associations with classroom time allocation. More experienced teachers showed a pattern of results suggesting that they devote

Table 1. Predicting Classroom Time Allocation Practices from Teacher and Classroom Characteristics (TPS and CAP Head Start classrooms combined)

	Proportion of Time Spent on Academic Activities								
Variable	Reading	Practicing Letters/ Sounds	Building Expressive Language	Writing	Literacy Activities (Composite)	Math	Social Studies	Gross Motor Activities	Fine Motor Activities
School-level variable									
Head Start Classroom	**n.s.**	**+**	**n.s.**	**−**	**n.s.**	**−**	**+**	**+**	**−**
Classroom-level variables									
BA ECE	**+**	**n.s.**	**+**	**n.s.**	**n.s.**	**n.s.**	**n.s.**	**n.s.**	**n.s.**
MA	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.
Teacher Experience	**+**	**+**	**+**	**n.s.**	**+**	**n.s.**	**−**	**n.s.**	**n.s.**
Undergraduate GPA	n.s.	n.s.	+	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.
Half-day Classroom	**n.s.**	**n.s.**	**n.s.**	**n.s.**	**n.s.**	**n.s.**	**n.s.**	**n.s.**	**n.s.**
Direct Instruction	n.s.	+	n.s.	n.s.	+	n.s.	n.s.	n.s.	n.s.
Thematic Instruction	**−**	**−**	**+**	**−**	**n.s.**	**n.s.**	**n.s.**	**n.s.**	**n.s.**
Creative Curriculum	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.

Note. "n.s." = not a significant association at $p = .10$ level.

more time to pre-literacy activities. The teachers' educational backgrounds, specifically whether they had majored in ECE and their GPA, played significant, but less influential roles.

The teachers' choice of curricula also affected their use of instructional time in ways that correspond to the differing emphases of the different curricula. These findings need to be interpreted cautiously in light of the extremely common practice, among the Tulsa teachers, of integrating multiple curricula and the fact that this research was not designed as a curriculum evaluation study.

POLICY IMPLICATIONS

The policy priority should be to identify effective teachers and reward them appropriately.

In some respects, our research supports generally cautious findings from the education literature—it is possible to identify differences in classroom quality and classroom practices, but it is difficult to explain them. Although Tulsa's pre-K classrooms are superior to those of other school-based and Head Start pre-K classrooms with college-educated, early-childhood-certified teachers, it is hard to pinpoint teacher characteristics that account for the higher levels of instructional support in Tulsa. It is possible to identify some teacher characteristics that help to explain differences in how pre-K classroom time is spent, but these variables may have limited predictive power. It is important to keep in mind that these conclusions are drawn in the context of Oklahoma's relatively stringent pre-K policy environment, the general effect of which we have not assessed.

The two most powerful variables we have identified are auspices (school-based programs differ from Head Start) and teacher experience. If our goal is to have pre-K teachers devote more time to literacy and math in the classroom, then **we should direct more experienced teachers to pre-K classrooms and equip Head Start teachers to spend similar amounts of high-quality time on math and literacy instruction as their school-based counterparts.**

However, we always need to **recruit new teachers into the system**. Recent teacher recruitment initiatives, including the Teach for America program and the North Carolina TEACH program, have helped to lure bright, talented college graduates and mid-career professionals into public school classrooms, including many inner-city classrooms that need them desperately. Public officials might wish to expand the pre-K components of these programs and evaluate the outcomes. Similarly, the federal No Child Left Behind law is an important focus for efforts to bring greater attention and resources to the nation's pre-K classrooms.

Other strategies for recruiting new teachers, including **salary bonuses, also are worth considering, especially if they provide financial incentives** to qualified and motivated teachers who are willing to serve at-risk children. New York City's Teaching Fellows Program, for example, has narrowed the teacher quality gap between more advantaged and less advantaged public schools.

At a minimum, we need to ensure that we do not lose effective pre-K teachers for reasons, such as wage disincentives, that can be prevented. Although teacher salaries in Tulsa are not notably high, pre-K teacher salaries in Tulsa are close enough to the prevailing wage rate that they have attracted many bright, dedicated, and energetic teachers into pre-K classrooms. **Compensating pre-K teachers at the same wage rate as other teachers**

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may be an excellent strategy for promoting effective teaching in four-year-old classrooms.

Ultimately, we need to do a better job of identifying effective teachers and rewarding them. Getting children started on successful school trajectories is a daunting and extremely important job. Efforts to predict who will and will not be an effective teacher remain elusive, which signals **the need to observe teachers as they practice their craft and to evaluate the progress made by their students.** Under the Denver Pro Comp plan, for example, teachers whose students perform better receive higher compensation than teachers whose students perform worse; teachers also are rewarded for ongoing professional development. An alternative would be for principals or peers to reward teachers based on their own assessment of teachers' performance. We are sympathetic to the intent of these initiatives and would urge funders to evaluate their impacts on both the teaching workforce and student performance.

APPENDIX: METHODS

We examined classroom climate and exposure to academic instruction to gain insight into classroom processes that may help explain the highly successful outcomes of the Tulsa pre-K program.

Our classroom sample included virtually the entire universe of state-funded morning classrooms for four-year-olds in Tulsa and 106 of the 129 total pre-K classrooms (78 of the 100 TPS pre-K classrooms and 28 of the 29 Head Start classrooms).

Of the 106 lead teachers in the participating classrooms, 104 completed questionnaires about their educational background and training, employment history, and use of pre-K curricula. Seventy-seven of the teachers who completed questionnaires provided consent for us to obtain a copy of their college transcript.

Between February and May of 2006, classroom observations were conducted by pairs of trained observers in the 106 participating classrooms. We chose two instruments to assess the classrooms: the Classroom Assessment Scoring System (CLASS), used to capture the instructional and emotional climate in the classrooms, and the Child Engagement section of the Emerging Academics Snapshot (CE-EAS), used to capture exposure to academic instruction. CLASS is generally portrayed as a measure of classroom quality, whereas CE-EAS is most accurately viewed as a measure of the quantity of academic instruction.

We consolidated the 11 CLASS dimensions into three composites: emotional support, classroom management, and instructional support. Furthermore, we focused on 10 out of 14 CE-EAS activities, selected to capture individual children's exposure to instruction and activities in a range of skill domains.

Comparison to Other National Samples

In order to place the descriptive data from the Tulsa classrooms in a broader context, the National Center for Early Development and Learning (NCEDL) Multi-State Study of Pre-Kindergarten and the State-Wide Early Education Programs (SWEEP) Study provided comparison classroom data from 11 states.

We restricted our cross-site comparisons to classrooms with a lead teacher who had both a BA-degree and was certified to teach children ages four through third grade (to match the early childhood certification requirement in Tulsa). A total of 241 classrooms from the NCEDL/SWEEP sample met these criteria. The six Tulsa classrooms in which the lead teacher was not early-childhood-certified also were excluded.

Hierarchical Linear Modeling

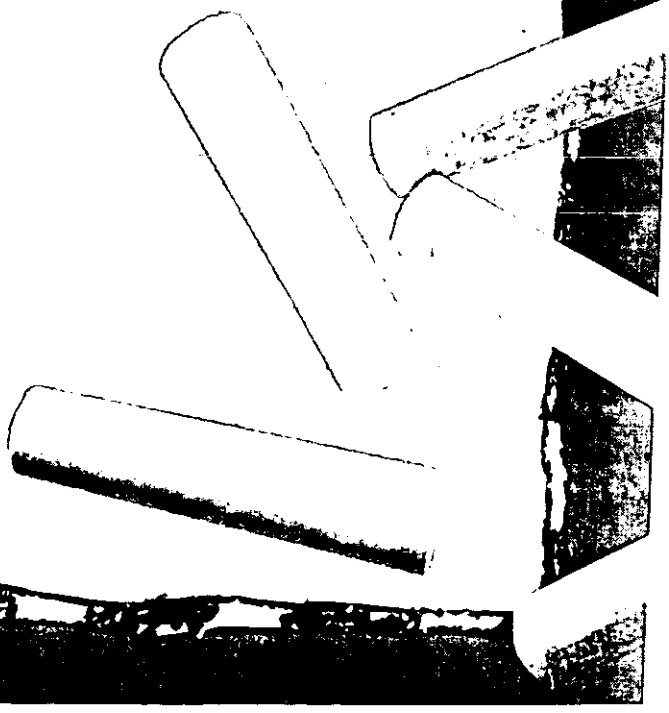
In order to examine predictors of variation in classroom processes in the Tulsa pre-K programs, we used hierarchical linear modeling (HLM) to take into account the nesting of classrooms within TPS pre-K and Head Start programs. The Head Start/TPS pre-K variable was modeled as a school-level variable, and the other independent variables (teacher has a BA in ECE, teacher has MA, teacher experience, teacher's undergraduate GPA, full day/half day classroom, teacher's use of curricula) were modeled as classroom-level variables.

AUTHORS' NOTE AND ACKNOWLEDGEMENTS

The authors of this report are Deborah A. Phillips, Professor, Georgetown University Department of Psychology; William Gormley, Jr., University Professor, Georgetown Public Policy Institute; and Amy Lowenstein, Ph.D. Candidate, Georgetown University Department of Psychology. We would like to thank the Foundation for Child Development, the David and Lucile Packard Foundation, the Spencer Foundation, and the A.L. Mailman Family Foundation for their generous financial support. We also thank the Tulsa school leadership, principals, and teachers without whom this research would not have been possible. The authors alone are responsible for the contents of this report.

The full text of this report is available through the Center for Research on Children in the U.S. (CROCUS) at Georgetown University. The web site is: http://www.crocus.georgetown.edu.

State Profiles



Alaska

NO PROGRAM

Alaska does not have a state-funded prekindergarten initiative, although the state has provided a supplement to federal Head Start programs since the 1980s. State funding through Alaska's Head Start supplement is available to any federally recognized Head Start program in the state, and totaled more than $6 million during the 2006-2007 school year. These funds are targeted toward quality improvement through professional development and school readiness activities, and wherever possible, funds are used to serve additional children and families. In 2006-2007, approximately 500 additional children were served in both Early Head Start and Head Start settings.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program*	

* In previous Yearbooks, only state spending was ranked.

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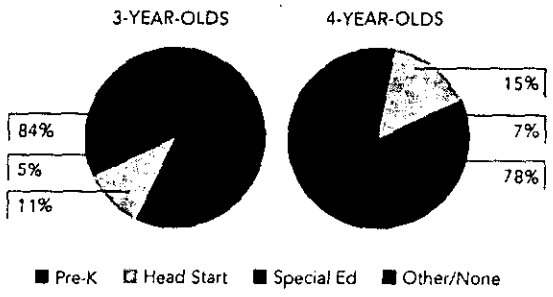
ACCESS

Total state program enrollment	0
School districts that offer state program	NA
Income requirement	NA
Hours of operation	NA
Operating schedule	NA
Special education enrollment	1,138
Federally funded Head Start enrollment	2,555
State-funded Head Start enrollment	470 [1]

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



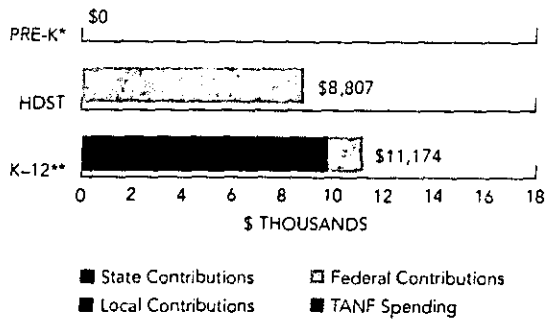
QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET
No Program

RESOURCES

Total state pre-K spending	$0
Local match required?	NA
State Head Start spending	$6,084,100
State spending per child enrolled	$0
All reported spending per child enrolled*	$0

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '06–'07 school year, unless otherwise noted.

[1] This figure is based on an estimated total number of non-ACF-funded children served and the percentage of 3- and 4-year-olds as reported in the 2006-2007 Head Start PIR.

4782

Representative Scott Jiu Wo Kawasaki
Alaska State Legislature District 9 Fairbanks

HB 59: Alaska Pre-Elementary Program

Sectional Analysis

Section 1. Department of Education shall devise and implement a statewide early education plan that incorporates early learning guidelines adopted by the education board and coordinates with Head Start and other child care providers.

Section 2. Board of Education shall adopt early learning guidelines that support an effective and cost-efficient optional pre-elementary program provided under a statewide early childhood education plan approved by the department.

Section 3. Requires the Department of Education and Early Education Plan to submit a report to the Legislature by January 15, 2010

In Juneau ○ State Capitol Juneau, Alaska 99801
In Fairbanks ○ 1292 Sadler Way Fairbanks, Alaska 99701
Juneau ○ (907) 465-3466 ○ Fax (907) 465-2937 ○ **Fairbanks** ○ (907) 456-7423 ○ Fax (907) 451-9293
Email: Representative_Scott_Kawasaki@legis.state.ak.us

From: Rep. Paul Seaton
Sent: Thursday, April 02, 2009 10:42 AM
To: Louie Flora
Subject: FW: HB 130 and HB 59

-----Original Message-----
From: Friedman_Jeff [mailto:Friedman_Jeff@asdk12.org]
Sent: Thursday, April 02, 2009 8:19 AM
To: Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Bryce Edgmon; Rep. Wes Keller; Rep. Peggy Wilson; Rep. Bob Buch
Cc: Rep. Peggy Wilson; Rep. Berta Gardner; Rep. Les Gara; Rep. Pete Petersen; Comeau_Carol; Siegfried_Robin
Subject: HB 130 and HB 59

Dear Chair Seaton and Members of the Education Committee:

Both of these bills will be heard by the House Education Committee Monday.

HB 59 directs the Department of Education and Early Development to create a statewide plan for educating students ages three and four. It does not specify what that plan would be so it would permit DEED broad discretion to devise a plan that fits the needs of the state. Such a plan would facilitate making quality pre K education available to those who want it while also providing support to parents who have their children at home. Early education is something the Anchorage School Board supports. Research and common sense tell us that children learn much of what they need to know in the early years before enrolling in kindergarten or first grade. This is especially true for the skills and knowledge needed to be prepared to learn in kindergarten and first grade. I urge you to support HB 59.

HB 130 also addresses an issue that is of importance to the Anchorage School Board. This bill would allow districts to administer anonymous questionnaires. We are particularly interested in giving the Youth Risk Behavior Survey to our students. Data from that survey is used by districts and other agencies to apply for grants that help us reduce under aged drinking, drug use, and other behavior that we know is bad for children and society as a whole. Unfortunately, getting enough parents to turn in a permission slip is difficult. When they turn them in, they usually give permission, but more often than not the permission slip gets lost somewhere between the school and the home. If enough tests are not given, we do not have valid data and lose out on an opportunity to address many of these serious problems. We would still be required to notify parents and give them the opportunity to refuse permission. Parents who are concerned about the content of anonymous surveys are generally more proactive about getting the forms turned in, so I believe they will be adequately protected by this bill. I urge you to support HB 130.

Jeff Friedman
Anchorage School Board
1534 D Street
Anchorage, AK 99501
907-742-4699 (Home)

Louie Flora

From: Lisa Torkelson [lisa@advanced-design.com]
Sent: Monday, April 06, 2009 1:59 PM
To: Rep. Paul Seaton
Subject: HB 59

Honorable Chairman Seaton,

I missed this morning's meeting on HB 59, but am hoping that there will be more discussion on this subject of taking rights away from parents.

Is it not enough that most willingly donate their children to the government from kindergarten through college? However, we are now are on the road for mandatory pre-school as well. History DOES repeat itself and, with anything that is "suggested" by the government, this early childhood education "plan" will eventually become mandatory.

Not "if", but "when".

No matter how the govt. tries, parents know what is best for their children and that cannot be substituted. Parents have a right to raise and make decisions for their own children. Please help to stop this recent madness.

Lisa

Open arms®

CHILD • DEVELOPMENT • CENTER

"Serving young children and their families in the North Star Borough with exemplary care and education in a decidedly Christian environment"

FACT SHEET

Founded: January 2000

Services Offered: Early Childhood Education and Child Care

Ages Served: 6 weeks to 12 Years

Licensed Capacity: 207

Staff: 28 Full Time (12 with teaching degrees)
27 Part Time

Member of Open Arms Institute which serves 52 Open Arms centers in the United States

Licensed by the State of Alaska, Child Care Program Office

Nationally accredited by National Association for the Education of Young Children

Awards/Grants

2004: Hearts for Kids Award, 3.5 Hearts

2005: Strengthening Families Initiative, Pilot Program for the State of Alaska

2007-2009: Preventing Abuse and Neglect, Alaska Children's Trust Fund

2008: Rasmuson Tier One Grant, Replacing Carpet with Vinyl

Open Arms Child Development Center prohibits discrimination on the basis of race, color, national origin, sex, age, or disability.

TABLE 7-1 Summary of Key Findings of the High/Scope Perry Preschool Study Through Age 40

Outcome		Performance Comparison	Savings to Public
Education: In general, the program group required fewer special services for educable mental impairment; scored better at some data collection points on standard tests of intelligence and language; had more positive outlooks on school; and program parents had higher goals for their children (attending college, for example).	Special education services required	Program: 1.1 years No-program: 2.8 years	$7,303
	Attitude toward school (participants reporting preparing schoolwork at home)	Program: 68% No-program: 40%	
	Graduated from regular high school	Program: 65% No-program: 45% (higher program graduation rates due to much higher percentage of program females graduating vs. no-program females)	
Crime Rates: In general, participants in the program group were arrested fewer times; were arrested fewer times for violent, drug, or property crimes; and spent fewer months in prison or jail.	Average number of arrests	Program: 2.3 No-program: 4.6	$171,473
	Arrested 5 or more times	Program: 36% No-program: 55%	
Economic Welfare: In general, in middle adulthood significantly fewer program participants reported receiving social welfare services; held higher-paying jobs; owned and paid more per month for residences; owned a car.	Employed at age 40 (continued trend from previous data collection)	Program: 76% No-program: 62%	$16,846
	Median annual salary	Program: $20,800 No-program: $15,300	
	Owned own home at age 40	Program: 37% No-program: 28%	
Health/Family: In general, program males reported better relationships with their families; raised their own children; and were married.	Male participants raising their own children	Program: 57% No-program: 30%	
	Males reporting getting along "very well" with families	Program: 75% No-program: 64%	
Total Cost-Benefit Ratio: In general, savings to the public for program participation was highest in reduced crime rates and associated costs (88%), increased payment of taxes from higher earnings, and reduced need for special education services. Reduced dependence on welfare services also contributed to public return. Worth noting is that male program participants account for 93% of the public return.		Cost of Program	$15,166
		Total return/savings of program at age 40	$195,621 to general public
		Return to public on program investment at age 40	$12.90 per dollar (compared to the $7.16 cost-benefit ratio at age 27)

Louie Flora

From: lenetta [openarmsdir@gci.net]
Sent: Monday, April 06, 2009 3:53 PM
To: Rep. Scott Kawasaki; Rep. Cathy Munoz; Rep. Paul Seaton
Subject: HB 59

Attachments: Key Findings.pdf

Key Findings.pdf
(361 KB)

This is the document I referred to in my testimony on HB59 this AM. It is out of the text I teach at UAF--Foundations and Best Practices in Early Childhood Education, Follari (2007). Actually the Legislative Research Report does an excellent job of supporting exemplary early childhood education and care. It answers the question about the outcomes for children who have preschool before elementary school with some pretty convincing statistics--like 31% higher in vocabulary and 44% higher in math than children not in state preschool programs--see P. 4 in the research report.
See also information on p. 6 and p.8 about the longitudinal studies done on Children in such program and the $ savings for school districts and other state/local government services. Fill free to contact me if you have further questions--I would be glad to help out.

Lenetta Colbert, Director
Open Arms Child Development Center
2980 Davis Road
Fairbanks, AK 99709
T 907-455-9466
F 907-455-9466

"You may not think you can reach it . . . Climb anyway!
You may not think you'll be heard . . . Speak anyway!
You may not think you can change things . . . Try anyway!"
---Maya Angelou

4788

HB

69

FISCAL NOTE

STATE OF ALASKA
2009 LEGISLATIVE SESSION

Fiscal Note Number:
Bill Version: **CSHB69**
() Publish Date:

Identifier (file name): CSHB069-EED-TLS-4-10-09
Dept. Affected: Education & Early Development
Title: An Act establishing in the Department of Education and Early Development a voluntary parent education home visiting program for ....
RDU: Teaching & Learning Support
Component: Early Learning Coordination
Sponsor: Representative Tuck, Petersen, Kawasaki and Gara
Requester:
Component Number: 2912

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2010**	**FY 2010**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**
Personal Services	102.4	0.0	102.4	102.4	102.4	102.4	102.4
Travel	20.0	0.0	20.0	20.0	20.0	20.0	20.0
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims	1,950.0		1,950.0	16,800.0	16,800.0	16,800.0	16,800.0
Miscellaneous							
TOTAL OPERATING	**2,072.4**	**0.0**	**2,072.4**	**16,922.4**	**16,922.4**	**16,922.4**	**16,922.4**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES ( )							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	2,072.4	0.0	2,072.4	16,922.4	16,922.4	16,922.4	16,922.4
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**2,072.4**	**0.0**	**2,072.4**	**16,922.4**	**16,922.4**	**16,922.4**	**16,922.4**

Estimate of any current year (FY2009) cost:

POSITIONS

Full-time	**1.0**		1	1	1	1	1
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

The Alaska Parents as Teachers Act, provides for a competitive grant for pre-elementary students to receive teaching services through the student's respective parent/guardian and support by EED. Cost were determined as follows:

FY10 & FY11 650 student pilot program each year: 650 x $3000=$1,950,000.00
FY12 - FY15 Approximately: 9,600 pre-elementary students;
of those approx: (3,500) students receive Headstart services;
Approximately: (500) will be covered under the Governor's proposed pilot pre-kindergarten program
Resulting in: 5,600 pre-elementary students that could qualify for this grant.
Approximately: $3,000 per student cost.
$16,800,000 TOTAL GRANT
In addition to the grant the department will need to hire one position to oversee and service this program.

Prepared by: Eddy Jeans, Director — Phone 465-8679
Division: School Finance — Date/Time 4/10/09 12:00 AM
Approved by: Larry LeDoux, Commissioner — Date 4/10/2009

(Revised 9/10/2008 OMB)

AMENDMENT

OFFERED IN THE HOUSE BY REPRESENTATIVE TUCK

TO: CSHB 69( ), Draft Version "C"

Page 3, line 29, following "shall":

Insert new material to read:

"(1) apply for and maximize federal and private funding sources to support the program established under this section;

(2) identify and engage private partners to support the program;

(3) limit the number of participating families to 650 for the first two years of program implementation and thereafter increase the number of participating families based on demand; and

(4)"

LEGISLATIVE RESEARCH REPORT

APRIL 7, 2009

REPORT NUMBER 09.219

EARLY EDUCATION PROGRAM COMPARISON

PREPARED FOR REPRESENTATIVE CHRIS TUCK

BY TIM SPENGLER, LEGISLATIVE ANALYST

You asked for a comparison between the Parents as Teachers early education program and any state-funded early education program in Alaska. Specifically, you wanted the report to include the following:

- Services provided by the programs;
- Annual costs per child or family;
- Number of children currently served;
- Ages of those children; and an
- Urban/rural disaggregation of children served.

Head Start is the only early education program currently receiving state funding.[1] The program serves children through five years of age from low income homes. Head Start services include education, health, dental, nutrition, mental health, special needs, and family services. The program's goals include increasing the child's social competence, such as the ability to deal with the everyday, present environment, and future responsibilities in life and school. Head Start also works with the families of these children to help educate and strengthen them by offering training and support to facilitate growth and change. Services are offered primarily in centers (classrooms) and sometimes in homes, where work with the family is emphasized. Typically children attend Head Start classrooms three and a half hours a day, four days a week, according to Dirk Shumaker, Vice President, Alaska Head Start Association.[2] In Alaska, there are 17 Head

[1] Head Start serves children aged three through five years while Early Head Start serves infants and toddlers until the age of three. For this report, we use "Head Start" to mean all children from birth through age five, served in the program. Information on Head Start comes from various sources including personal communication with Paul Sugar, Education Specialist, Department of Education and Early Childhood Development. Mr. Sugar can be reached at (907) 465-4862.

[2] Some Head Start programs offer full day classes that are six and a half hours per day. Dirk Shumaker can be reached at (907) 279-2021.

907-465-3991
907-465-3908 (fax)

Alaska Legislature
Legislative Research Services
w3.legis.state.ak.us/laa/research/research.php

State Capitol
Juneau, AK 99801

Start grantees providing services in approximately 100 communities. In fiscal year 2008, Head Start served around 3,500 students.[3]

Parents as Teachers (PAT) is an early childhood parent education and family support program that attempts to help parents give their children a positive start in life. The program, which is administered in Alaska by the Rural Alaska Community Action Program, Inc. (RurAL CAP), works with parents prenatally and until their children are six years of age.[4] Personalized home visits from a trained parent educator are the centerpiece of the PAT program. These visits can be weekly, bi-weekly, or monthly depending on the program's capabilities and the family's needs. During these visits, the parent educator helps parents understand what to expect in each developmental stage and offers practical suggestions on how to encourage learning, manage challenging behavior, and promote strong parent-child relationships. Parents as Teachers also facilitates group gatherings where a number of families learn together and share their successes and challenges. Additionally, PAT conducts developmental screenings to ensure that children are on-track and to detect possible delays. Referrals to other agencies are also offered with the family's consent.[5] There are Parents as Teachers programs in 48 Alaska communities, and during the 2007-2008 school year, PAT served 963 children.

There are minimum requirements for both Head Start teachers and Parents as Teachers parent educators. All Head Start teachers must have attained a Child Development Associate (CDA). Among the CDA requirements are 120 hours of early childhood training and workplace observations by a CDA advisor. In 2011, all Head Start teachers will be required to have associate degrees in early childhood education (or a related field) and by 2013 half must have bachelor degrees. To become a certified parent educator for PAT individuals must attend a five to seven day Born to Learn Institute.[6] Institute training includes child development education, parenting strategies, personal and group meeting facilitation, and screenings. Additionally, there are follow-up courses a parent educator must complete to retain his or her certification.

Both Head Start and Parents as Teachers have multiple grantees (primarily tribal entities, school districts, and non-profits organizations) that may administer their programs in slightly different ways depending upon available resources and community needs. Although both programs are geared at enriching the early education of children, they have different approaches—Head Start is classroom based and child focused, while PAT is home-visit based and parent focused—making it difficult to draw meaningful comparisons.[7] Notwithstanding these differences, we present in Table 1, the most recent figures available comparing the number of children served, and costs for both programs. While Head Start is significantly costlier, it is important to remember that it usually serves children four days a week—three and a half hours a day—in a classroom, whereas PAT usually involves parent educators conducting one to four home-visits per month.

---

[3] According to the *Alaska Head Start Association, Fact Sheet, 2008-2009 Program Year*, (found through *http://www.akheadstart.org/)* Head Start enrollment in fiscal year 2009 is around 3,100.

[4] RurAL CAP is a private, statewide, nonprofit organization that attempts to improve the quality of life for low-income Alaskans (*http://www.ruralcap.com*).

[5] Information on Parents as Teachers comes from various sources including direct correspondence with Melissa Pickle, PAT Alaska State Coordinator, (907) 865-7345.

[6] PAT in Alaska has two trainers who live in the state and conduct the vast majority of the Born to Learn Institutes.

[7] For example, it would obviously be more costly to run a program that has the overhead associated with a center.

Table 1: Head Start and Parents as Teachers, Children Served and Costs

Table 1: Head Start and Parents as Teachers, Children Served and Costs

	Head Start	Parents as Teacher
Number of Children Served	3,557	963
Estimated Annual Cost	$8,000-12,000 (per child)	$3,000 (per family)

Notes: Head Start figures are for Fiscal Year 2008, while Parents as Teacher numbers are for program year 2007-2008 (both programs primarily operate for nine months during the school year). For a child in a Head Start urban setting, costs average around $8,000 while costs can go upward of $12,000 in the most remote rural areas. Parents as Teacher estimates are per family. During the 2007-2008 school year, PAT served 963 children from 809 families.
Sources: Paul Sugar, Education Specialist, Department of Education and Early Development, (907) 465-4862. Melissa Pickle, PAT Alaska State Coordinator, (907) 865-7345.

Melissa Pickle, Parents as Teachers, Alaska State Coordinator, notes that the cost of a PAT program varies from program to program. Costs depend on a variety of issues such as how often a parent educator visits a family, how frequently groups for parents are provided, where the program is located, and what services are offered. The PAT cost estimate of $3,000 per family is based on a parent educator visiting 40 families once a month (or 20 families twice a month), and one group meeting per month, throughout the school year.

Alaska Head Start programs are primarily funded by the federal Department of Health and Social Services, according to Paul Sugar, Education Specialist, Department of Education and Early Development. Mr. Sugar explains that this funding goes directly to the local nonprofit and tribal grantee organizations that administer the programs. The state provides additional funding to ensure grantees meet the federal funds matching requirement and to improve program quality and serve additional children and families, whenever possible.

In Table 2 we provide a disaggregation of the ages of children served by Head Start and Parents as Teachers in Alaska. This reflects fiscal year 2008 data for Head Start and the 2007-2008 school year numbers for Parents as Teachers.

Table 2: Ages of Children Served, Head Start and Parents as Teachers

Age	Prenatal	Under One	One	Two	Three	Four	Five	Total
Head Start	N/A	149	143	213	1,169	1,549	334	3,557
Parents as Teachers	31	122	212	230	208	108	52	963

Notes: Children served in Head Start programs in Alaska are for fiscal year 2008. Parents as Teachers numbers are for the 2007-2008 school year. Complete specific age information for one of PAT's sites (Ft. Wainwright) was unavailable. At least 11 children, ages birth to three, were served at this site during this time period. For this table, we divide these 11 among the under one, one year, and two year categories.
Sources: Paul Sugar, Education Specialist, Department of Education and Early Development, (907) 465-4862. Melissa Pickle, PAT Alaska State Coordinator, (907)865-7345.

According to Paul Sugar, approximately 40 percent of children currently in Head Start programs live in Anchorage, Fairbanks, Juneau, or the Mat-Su Valley. The remaining 60 percent of program participants reside in more rural areas of the state. Parents as Teachers, meanwhile, also serves the majority of its clients in rural areas with only around 28 percent of its families hailing from these four urban centers, according to Melissa Pickle.[8]

According to all the sources we reviewed, there are myriad benefits educationally and socially for children with access to early childhood education. For instance, we include, as Attachment A, a report by the RAND Corporation that finds that early childhood education yields multiple benefits for both children and society at large.[9] The benefits noted include academic achievement, delinquency and crime reduction, and labor market success. We also include, as Attachment B, fact sheets from Head Start and Parents as Teachers that highlight program successes.

We hope you find this information to be useful. Please let us know if you have questions or need additional information.

[8] The vast majority of the children served by PAT in urban communities come from Fairbanks where the Fairbanks Native Association runs the PAT program.

[9] The RAND Corporation is a non-profit research organization providing analysis and solutions for public and private sector issues. *(http://www.rand.org.)*

Attachment A

"Proven Benefits of Early Childhood Interventions," Rand Corporation, Research Brief, 2005

RAND LABOR AND POPULATION RESEARCH BRIEF

Proven Benefits of Early Childhood Interventions

RAND RESEARCH AREAS
THE ARTS
CHILD POLICY
CIVIL JUSTICE
EDUCATION
ENERGY AND ENVIRONMENT
HEALTH AND HEALTH CARE
INTERNATIONAL AFFAIRS
NATIONAL SECURITY
POPULATION AND AGING
PUBLIC SAFETY
SCIENCE AND TECHNOLOGY
SUBSTANCE ABUSE
TERRORISM AND HOMELAND SECURITY
TRANSPORTATION AND INFRASTRUCTURE
WORKFORCE AND WORKPLACE

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There is increasing recognition that the first few years of a child's life are a particularly sensitive period in the process of development, laying a foundation in childhood and beyond for cognitive functioning; behavioral, social, and self-regulatory capacities; and physical health. Yet many children face various stressors during these years that can impair their healthy development. Early childhood intervention programs are designed to mitigate the factors that place children at risk of poor outcomes. Such programs provide supports for the parents, the children, or the family as a whole. These supports may be in the form of learning activities or other structured experiences that affect a child directly or that have indirect effects through training parents or otherwise enhancing the caregiving environment.

As part of a recent study, RAND researchers synthesized what is known from the scientifically sound research literature about the short- and long-term benefits from early intervention programs, the features that are associated with more-effective programs, and the economic gains that accrue from investing additional resources in early childhood. We summarize those findings here. A companion research brief focuses on the characteristics and number of children who may need help to overcome threats to healthy development, such as resource disparities in early childhood. It also addresses the consequences of those threats for educational outcomes and beyond.

Key findings:

- Early childhood intervention programs have been shown to yield benefits in academic achievement, behavior, educational progression and attainment, delinquency and crime, and labor market success, among other domains.
- Interventions with better-trained caregivers and smaller child-to-staff ratios appear to offer more favorable results.
- Well-designed early childhood interventions have been found to generate a return to society ranging from $1.80 to $17.07 for each dollar spent on the program.

A Range of Benefits

The study focused on programs that provide child development services from the prenatal period until kindergarten entry and that had scientifically sound evaluations. A literature review identified twenty such programs, nineteen of which demonstrated favorable effects on child outcomes. Fifteen of the effective programs were judged to have a "strong" evidence base because they measured outcomes at the time of kindergarten entry or beyond. The remaining four were not judged to have a strong evidence base because, as of the last follow-up, the participants had not yet reached kindergarten age. Many or all of the children in those programs were as young as age 2 or 3, so there is less information as to the lasting effects of the program on outcomes of interest. The evidence base for these programs was designated "promising."

Although these programs represent varied approaches to early intervention, they fall into one of three broad approaches (see the accompanying table). Programs in the first group concentrate primarily on providing parent education and other family supports through home visiting or services provided in other settings (e.g., medical provider offices, classrooms in child-care centers). A second approach focuses on providing early childhood education, typically in a center-based setting, for one or two years prior to school entry. A third strategy combines the two approaches, with early childhood education services provided in centers

supplemented by parental education delivered in the same setting or through home visits.

These nineteen early intervention programs demonstrated significant and often sizable benefits in at least one of the following domains: cognition and academic achievement, behavioral and emotional competencies, educational progression and attainment, child maltreatment, health, delinquency and crime, social welfare program use, and labor market success. In some cases, the improved outcomes in these domains were demonstrated soon after the program ended; in other cases, the favorable impacts were observed through adolescence and in the transition to adulthood. In the case of the Perry Preschool Program, lasting benefits in multiple domains have been measured thirty-five years after the intervention ended.

Even though findings suggest that early benefits in terms of cognition or school achievement may eventually fade, the evidence indicates that there can be longer-lasting and substantial gains in outcomes such as special education placement and grade retention, high school graduation rates, labor market outcomes, social welfare program use, and crime. A few studies indicate that the parents of participating children can also benefit from early intervention programs, particularly when they are specifically targeted by the intervention.

Effective Early Childhood Intervention Programs Included in Study

Home Visiting or Parent Education
DARE to be You
Developmentally Supportive Care: Newborn Individualized Developmental Care and Assessment Program*
HIPPY (Home Instruction Program for Preschool Youngsters) USA
Incredible Years
Nurse-Family Partnership Program
Parents as Teachers*
Project CARE (Carolina Approach to Responsive Education)—without early childhood education
Reach Out and Read*
Home Visiting or Parent Education Combined with Early Childhood Education
Carolina Abecedarian Project
Chicago Child-Parent Centers
Early Head Start*
Early Training Project
Head Start
High/Scope Perry Preschool Project
Houston Parent-Child Development Center
Infant Health and Development Program
Project CARE—with early childhood education
Syracuse Family Development Research Program
Early Childhood Education Only
Oklahoma Pre-K
NOTES: All listed programs are judged to have a strong evidence base, except those marked with an asterisk. For the latter, a substantial number of children were as young as age 2 or 3 at the time of the most recent follow-up, so their evidence base is judged to be promising.

Features of Effective Programs

Policymakers and providers considering early childhood intervention programs may choose to adopt one of the proven program models shown in the table, several of which already operate on a large scale or are being replicated on a larger scale. Beyond these proven models, the literature offers some guidance about those features that are associated with better outcomes for children. Based on experimental and quasi-experimental evaluations of program design features, as well as comparisons of effects across model programs, three features appear to be associated with more effective interventions:

- Programs with better-trained caregivers appear to be more effective. In the context of center-based programs, this may take the form of a lead teacher with a college degree as opposed to no degree. In the context of home visiting programs, researchers have found stronger impacts when services are provided by nurse home visitors as opposed to a paraprofessional or lay professional home visitor.
- In the context of center-based programs, there is evidence to suggest that programs are more successful when they have smaller child-to-staff ratios.
- There is some evidence that more intensive programs are associated with better outcomes, but not enough to indicate the optimal number of program hours or how they might vary with child risk characteristics.

Ideally, we would like to know more about intervention features that generate better outcomes for children so that policymakers and practitioners can achieve optimal program designs for the children and families they serve. Thus, continued evaluation of model programs and effective program features is essential.

Economic Returns from Effective Early Intervention Programs

It is noteworthy that the features associated with more successful programs tend to be costly. This suggests that more money may need to be spent to obtain greater benefits—at least up to a point. It is therefore reasonable to ask whether devoting resources to achieve benefits associated with successful but more costly programs is worth the investment.

Notably, many of the benefits from early childhood interventions listed above can be translated into dollar figures and compared with program costs. For example, if school outcomes improve, fewer resources may be spent on grade repetition or special education classes. If improvements in school performance lead to higher educational attainment and subsequent economic success in adulthood, the government may benefit from higher tax revenues and reduced outlays for social welfare programs and the criminal justice system. As a result of improved economic outcomes, participants themselves benefit from higher lifetime incomes, and other

members of society gain from reduced levels of delinquency and crime.

Researchers have conducted benefit-cost analyses, using accepted methodologies, for a subset of the programs we identified as having favorable effects. For those programs with benefits that could readily be expressed in dollar terms and those that served more-disadvantaged children and families, the estimates of benefits per child served, net of program costs, range from about $1,400 per child to nearly $240,000 per child. Viewed another way, the returns to society for each dollar invested extend from $1.80 to $17.07. Some of the largest estimates of net benefits were found for programs with the longest follow-up, because those studies measured the impact for outcomes that most readily translate into dollar benefits (e.g., employment benefits, crime reduction). Large economic returns were found for programs that required a large investment (over $40,000 per child), but returns were also positive for programs that cost considerably less (under $2,000 per child). Programs with per-child costs in between these two figures also generated positive net benefits. The economic returns were favorable for programs that focused on home visiting or parent education as well as for programs that combined those services with early childhood education.

Because not all benefits can be translated into dollar values, these benefit-cost estimates for effective programs are likely to be conservative. Moreover, such analyses do not incorporate some of the other potential benefits that were not measured in the studies. These might include improved labor market performance for the parents of participating children, as well as stronger national economic competitiveness as a result of improvements in educational attainment of the future workforce. It is important to note that these findings represent the potential effects of well-designed and well-implemented interventions. They do not necessarily imply that all such early childhood interventions, delivered for any given amount of time, would generate benefits that offset costs.

For decisionmakers considering investments in early childhood interventions, these findings indicate that a body of sound research exists that can guide resource allocation decisions. This evidence base sheds light on the types of programs that have been demonstrated to be effective, the features associated with effective programs, and the potential for returns to society that exceed the resources invested in program delivery. These proven results signal the future promise of investing early in the lives of disadvantaged children. ■

This research brief describes work for RAND Labor and Population documented in *Early Childhood Interventions: Proven Results, Future Promise* by Lynn A. Karoly, M. Rebecca Kilburn, and Jill S. Cannon, MG-341-PNC (available at www.rand.org/publications/MG/MG341), 2005, 200 pages, $24, ISBN: 0-8330-3836-2. MG-341 is also available from RAND Distribution Services (phone: 310-451-7002; toll free 877-584-8642; or email: order@rand.org). The RAND Corporation is a nonprofit research organization providing objective analysis and effective solutions that address the challenges facing the public and private sectors around the world. RAND's publications do not necessarily reflect the opinions of its research clients and sponsors. **RAND®** is a registered trademark.

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RB-9145-PNC (2005)

4800

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Attachment B

"Parents as Teachers: An Evidence-Based Home Visiting Program," Parents as Teachers, December 2007

"Benefits of Head Start and Early Head Start Programs," National Head Start Association

Parents as Teachers
An Evidence-Based Home Visiting Program

A range of research studies conducted and supported through state governments, independent school districts, private foundations, universities and research organizations, demonstrate that Parents as Teachers makes a measurable difference in the lives of parents and their children. The following summary lists some of Parents as Teachers' evidence-based research outcomes from across the United States:

Parents as Teachers Helps All Children Enter School Ready to Learn

- 7,710 public school children from a stratified random sample of Missouri districts and schools were examined at kindergarten entry and at the end of third grade. Results showed that participation in Parents as Teachers, together with preschool, not only positively impacts children's school readiness and school achievement scores, but also narrows the achievement gap between children in poverty and those from non-poverty households. With at least 2 years of Parents as Teachers combined with a year of preschool, 82% of poor children were ready for school at kindergarten entry -- a level identical to nonpoverty children with no Parents as Teachers or preschool.[i]
- Parents as Teachers children showed better school readiness at the start of kindergarten, higher reading and math readiness at the end of kindergarten, higher kindergarten grades, and fewer remedial education placements in first grade.[ii]
- Children in high poverty schools who participated in Parents as Teachers were equivalent to those of children at low poverty schools with no preschool enrichment (Parents as Teachers or preschool). In addition, when children attending high poverty schools participated in both Parents as Teachers and preschool, their scores were significantly higher than those of children in low poverty schools with no preschool enrichment (Parents as Teachers or preschool).[iii]
- 87% of Native American children served by Parents as Teachers through its Baby FACE program were ready for preschool by age 3.[iv]

Parents as Teachers Supports Later School Achievement

- The aforementioned 2007 study of 7,710 Missouri public school children also showed that length of participation in PAT was a significant predictor of children's third grade achievement on the Missouri Assessment Program Communication Arts test.[v]
- PAT children scored significantly higher on standardized measures of reading and math at the end of first grade than did comparison children. In addition, teachers rated PAT children's achievement progress higher than control group children's progress in all areas.[vi]
- PAT children continued to perform better than non-PAT children on standardized tests of reading and math achievement in second grade. Compared to non-PAT children, PAT children required half the rate of remedial and special education placements in third grade.[vii]

Parents as Teachers Prevents Child Abuse

- The U.S. Advisory Board on Child Abuse and Neglect states, "home visiting and center-based programs with a parental focus can help prevent child abuse and neglect."[viii] The Task Force on Community Preventive Services recommends early childhood home visitation as an effective method for preventing child abuse and neglect.[ix]
- In a randomized trial, adolescent mothers who received case management and Parents as Teachers were significantly less likely to be subjected to child abuse investigations than control group mothers who received neither case management nor Parents as Teachers.[x]
- In another randomized trial, adolescent mothers in an urban community who participated in Parents as Teachers scored lower on a child maltreatment precursor scale than mothers in the control group. These adolescent mothers showed greater improvement in knowledge of discipline, showed more positive involvement with children, and organized their home environment in a way more conducive to child development.[xi]

- Parents as Teachers families had fewer documented cases of abuse and neglect in comparison to the Missouri state average.[xii]

Parents as Teachers Increases Parental Involvement

- Results of a multi-site randomized trial showed that for families with very low income, those who participated in Parents as Teachers were more likely to read aloud to their child and to tell stories, say nursery rhymes, and sing with their child.[xiii]
- A significantly higher proportion of Parents as Teachers parents initiated contacts with teachers and took an active role in their child's schooling. For example, 63% of parents of Parents as Teachers children versus 37% of parents of comparison children requested parent-teacher conferences.[xiv]
- Parents as Teachers parents demonstrated high levels of school involvement, which they frequently initiated, and supported their children's learning in the home.[xv]
- Parents as Teachers parents read more to their children, use more techniques to support book/print concepts, and have more children's books in the home.[xvi]

Parents as Teachers Improves Children's Health and Development Outcomes

- Annual health and developmental screenings is a core component of Parents as Teachers. Of the 200,000 plus children screened in the most recent program year, 13% were identified with possible health/developmental delays and were referred on for additional follow up services. 70% of those referred received follow-up services.[xvii]
- Children participating in Parents as Teachers were much more likely to be fully immunized for their given age, and were less likely to be treated for an injury in the previous year.[xviii]
- At age 3, Parents as Teachers children performed significantly above national norms on a measure of school-related achievement, despite the fact that the sample was over-represented on all traditional characteristics of risk. More than one-half of the children with observed developmental delays overcame these delays by age 3.[xix]

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[i] Pfannenstiel, J.C. & Zigler, E. (2007). Prekindergarten experiences, school readiness and early elementary achievement. Unpublished report prepared for Parents as Teachers National Center.
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[v] Zigler, E. & Pfannenstiel, J.C., (2007).
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[vii] Drazen, S., & Haust, M. (1995).
[viii] Panel on Research on Child Abuse and Neglect (1993), p. 169.
[ix] Hahn, R.A., Bilukha, O.O., Crosby, A., Fullilove, M.T., Liberman, A., Moscicki, E.K., et al. (2003). First reports evaluating the effectiveness of strategies for preventing violence: Early childhood home visitation. Center for Disease Control, Morbidity and Mortality Weekly Report, 52, 109.
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[xi] Wagner, M., Iida, E. & Spiker, D. (2001). The multisite evaluation of the Parents as Teachers home visiting program: Three-year findings from one community. Menlo Park, CA: SRI International.
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[xiii] Wagner, M. & Spiker, D. (2001). Multisite Parents as Teachers Evaluation: Experience and outcomes for children and families. Menlo Park, CA: SRI, Int'l www.sri.com/policy/cehs/early/pat.html
[xiv] Pfannenstiel, J. (1998). New Parents as Teachers project: A follow-up investigation. Overland Park, KS: Research & Training Associates.
[xv] Pfannenstiel, J., Lambson, T., & Yarnell, V. (1996). The Parents as Teachers program: Longitudinal follow-up to the second wave study. Overland Park, KS: Research & Training Associates.
[xvi] Research and Training Associates, Inc. (2006); Albritton, S., Klotz, J., & Roberson, T. (2004). The effects of participating in a Parents as Teachers program on parental involvement in the learning process at school and home. E-Journal of Teaching and Learning in Diverse Settings, *1*, 188-208.
[xvii] 2005-2006 Parents as Teachers Annual Program Report.
[xviii] Wagner, M., Iida, E. & Spiker, D. (2001).
[xix] Pfannenstiel, J., Lambson, T., & Yarnell, V. (1991).

Benefits of Head Start (HS) and Early Head Start (EHS) Programs

The federal government's historical commitment to sponsor and encourage research and evaluations in the HS and EHS programs has generated a large corpus of research on HS and EHS. This research reveals that HS and EHS programs provide educational, economic, health, and law enforcement benefits.

Educational Benefits

Substantial research finds that HS and EHS programs provide educational benefits. Recent FACES data shows that HS graduates, by the spring of their kindergarten year, were essentially at national norms in early reading and early writing and were close to meeting national norms in early math and vocabulary knowledge.[1] By the spring of their kindergarten year, HS graduates' reading assessment scores reached national norms, and their general knowledge assessment scores were close to national norms.[2] The HS Impact Study reveals small to moderate statistically significant positive impacts for 3- and 4-year-old children enrolled in HS on pre-reading, pre-writing, vocabulary, and parent reports of children's literacy skills.[3] This study found that a higher proportion of HS parents read to their children more frequently than those parents of children who were not enrolled in HS.[4] In another recent study funded by the U.S. Department of Health and Human Services, HS children were found to perform better on cognitive, language, and health measures than their comparison group counterparts did.[5] Reliable studies have found that HS children experience increased achievement test scores and that HS children experience favorable long-term effects on grade repetition, special education, and graduation rates.[6]

Likewise, findings from the EHS Impact Study show that EHS children on average had a higher cognitive development score than their control group had.[7] EHS children at age 3 had larger vocabularies than the control group children had. EHS children demonstrated a higher level of social-emotional development than their control group did.[8]

Economic Benefits

Research shows that HS is a wise investment for society. The preliminary results of a randomly selected longitudinal study of more than 600 HS graduates in San Bernardino County, California, showed that society receives nearly $9 in benefits for every $1 invested in these HS children. These benefits include increased earnings, employment, and family stability, and decreased welfare dependency, crime costs, grade repetition, and special education.[9] Properly trained HS parents can decrease Medicaid costs by $198 per family.[10]

Health Benefits

Studies demonstrate that HS and EHS improve the health of the children and families they serve. The HS Impact Study demonstrated that a much higher proportion of HS children received dental care than those children who did not receive HS services.[11] A higher proportion of parents with 3-year-old children in HS reported that their child was either in excellent or very good health as compared with those parents who did not have children enrolled in HS.[12] The HS Impact Study showed that HS reduces the frequency and severity of problem behavior as reported by their parents.[13] Recent research suggests that Head Start reduced the mortality rates for 5- to 9-years-old children from causes that could have been affected by the participation in Head Start when they were 3- and 4-year-olds.[14] HS provides health and dental services to children and families who might otherwise not have them.[15] Parents who participate in HS are found to have greater quality of life satisfaction; increased confidence in coping skills; and decreased feelings of anxiety, depression, and sickness.[16] HS children are at least eight percentage points more likely to have had their immunizations than those children who did not attend preschool.[17] Similarly, EHS children had a higher immunization rate than children in a control group.[18]

Law Enforcement Benefits

Along with improving the health of its children and families, HS benefits its children and society-at-large by reducing crime and its costs to crime victims.[19] HS children are significantly less likely to have been charged with a crime than their siblings who did not participate in HS.[20]

National Head Start Association
1651 Prince Street
Alexandria, Virginia 22314
(p) 703.739.0875 (f) 703.739.0878

[1] Zill, N. and Sorongon, A. (2004). Children's Cognitive Gains during Head Start and Kindergarten. Presentation at the National Head Start Research Conference, Washington, DC. June 28-30, 2004.

[2] Ibid.

[3] U.S. Department of Health and Human Services. (2005, June). Executive Summary, Head Start Impact Study First Year Findings, ii.

[4] Ibid., xvi.

[5] Abbott-Shim, M., Lambert, R., and McCarty, F. (2003). A Comparison of School Readiness Outcomes for Children Randomly Assigned to a Head Start Program and the Program's Wait List. Journal of Education for Students Placed at Risk. 8(2), pp. 210-211.

[6] Barnett, W. (2002, September 13). The Battle Over Head Start: What the Research Shows. Presentation at a Science and Public Policy Briefing Sponsored by the Federation of Behavioral, Psychological, and Cognitive Sciences; Garces, E., Thomas, D. and Currie, J. (2002, September). Longer-Term Effects of Head Start. American Economic Review. 92, 4: 999.

[7] U.S. Department of Health and Human Services. (2002, June). Making a Difference in the Lives of Infants and Toddlers and Their Families: The Impacts of Early Head Start, Executive Summary, p. 3.

[8] _____. (2002). Research Practice, Talking Points: Overall Findings Presentation "Long Version." Early Head Start Research and Evaluation Project. Slide 12.

[9] Meier, J. (2003, June 20). Interim Report. Kindergarten Readiness Study: Head Start Success. Preschool Service Department, San Bernardino County, California.

[10] UCLA Johnson & Johnson Health Care Institute for Head Start. (2004, April 14). UCLA Study Shows Medicaid Costs Can Shrink Significantly When Head Start Parents Are Trained to Handle Kids' Common Ailments.

[11] U.S. Department of Health and Human Services. (2005, June.) Executive Summary, Head Start Impact Study First Year Findings, xv.

[12] Ibid.

[13] Ibid., xiii.

[14] Ludwig, J. and Miller, D. (2007). Does Head Start Improve Children's Life Chances? Evidence from a Regression Discontinuity Design. The Quarterly Journal of Economics. 122, 1: 159-208.

[15] Hale, B., Seitz, V., and Zigler, E. (1990). Health Services and Head Start: A Forgotten Formula. Journal of Applied Developmental Psychology. 11, 447-458.

[16] Parker, F., Piotrkowski, C., and Peay, L. (1987). Head Start as a Social Support for Mothers: The Psychological Benefits of Involvement. American Journal of Orthopsychiatry. 57, 2: 220-233.

[17] Currie, J. and Thomas, D. (1995, June). Does Head Start Make a Difference?. The American Economic Review. 85, 3: 360.

[18] U.S. Department of Health and Human Services. (2002). Research Practice, Talking Points: Overall Findings Presentation "Long Version." Early Head Start Research and Evaluation Project. Slide 11.

[19] Fight Crime: Invest In Kids. (2004). Quality Pre-Kindergarten: Key to Crime Prevention and School Success. Available at http://www.fightcrime.org/ on July 23, 2004, p. 1.

[20] Garces et al. (2002, September). Longer-Term Effects of Head Start, p. 1011.

National Head Start Association
1651 Prince Street
Alexandria, Virginia 22314
(p) 703.739.0875 (f) 703.739.0878

Rhonda Stark
P.O. Box 1452
Palmer, AK 99645

April 9, 2009

Honorable Paul Seaton
Room 102
State Capitol
Juneau, Alaska 99801-1182

RE: HB 69

Dear Representative Seaton:

I am writing in opposition to HB 69 – The Alaska Parents as Teachers Act. Even the title reference of this bill is appalling to me as parents have always been the teachers of their children and until about 30 years ago most children under the age of five were at home being taught by mothers and fathers very successfully and with love and nurturing. Parents did not need "experts" guiding and advising them in how to do this.

I don't know why such bills are being originated but I do believe that the expectation of academic preparedness at an earlier and earlier age is partly to blame. There is ample evidence that structured academics at too early of an age as well as early separation from parents is physically, intellectually, socially, and emotionally harmful to young children. The best environment for young children, and the one most supported by child psychologists, is with loving parents in a secure and nurturing home, learning through natural experience, exploration and imaginative play. This environment does not require taxpayer funded, expensive "professional" guidance. As for the case of a severely dysfunctional home, no amount of "professional" guidance from the department of education will remedy such a situation and it is another agency, the department of youth and family services that is better suited to give assistance in such cases.

As a mother, teacher and taxpayer, I am against public money being used for a "voluntary" parent education home visitation program which I fear won't remain voluntary for long. I also believe this is in great part a push by the NEA for more head counts resulting in more membership, hence more funds routed their way. The state should not be raising our children!! Soon we'll be required to have a taxpayer funded education "expert" in the delivery room. Parenting is a God given right and responsibility given to parents, not the state.

The more responsibility you take from people the more irresponsible they will become. Give responsibility back and you might be surprised at the results. It's funny that all the parenting books we are encouraged to read as parents tell us not to do for our children what they can do from themselves – ie. teaching responsibility, yet the state is so willing to swoop in and snatch away responsibility from parents to raise their own children.

Respectfully,

Rhonda L Stark

Rhonda Stark

Memo

From: Louie Flora, Staff, Rep. Seaton
To: Legal Services
RE: final bill request
Date: April 10, 2009

The attached amendment was incorporated into HB 69 version 26-LS0281\C which was adopted by the House Education Committee and passed from committee this morning.

Please incorporate into a final to be read across the floor as soon as possible.

Also, the committee adopted an amendment to fix a typo in version C occurring on page 2, line 18 changing "indentified" to "identified"

Thanks,

Louie

Louie Flora

From: ahensley@gci.net on behalf of Abbe Hensley [ahensley@akhf.org]
Sent: Friday, April 10, 2009 6:55 AM
To: Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Bryce Edgmon; Rep. Wes Keller; Rep. Peggy Wilson; Rep. Bob Buch; Rep. Berta Gardner
Cc: Melissa Pickle; Joy Lyon
Subject: HB 69
Importance: High

Dear members of the House Education Committee,

I strongly encourage you to support HB 69, establishing a voluntary home visiting program for parents of young children. An evidence-based option for families like this is a critical component of a comprehensive early childhood system in our state. Best Beginnings promotes parents as a child's first and most important teacher, and a program established through HB 69 will help parents who choose to participate to provide appropriate and foundational early learning experiences for their children.

Thank you for your consideration of this important issue.

Best,
Abbe Hensley

Please respond to ahensley@akhf.org.

Abbe Hensley
Executive Director, Best Beginnings
ahensley@akhf.org
907.297.3301 (direct line)
907.830.1234 (mobile)
907.297.3304 (fax)
3350 Commercial Drive, Suite 104A
Anchorage AK 99501

Best Beginnings is a public-private partnership that mobilizes people and resources to ensure all Alaska children begin school ready to succeed.

Louie Flora

From: Wendy McKinnis [schultzy@mtaonline.net]
Sent: Friday, April 10, 2009 1:43 AM
To: Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Bryce Edgmon; Rep. Wes Keller; Rep. Peggy Wilson; Rep. Bob Buch; Rep. Berta Gardner
Subject: Oppose HB 69 "Alaska Parents as Teachers Act"

Dear Chairman Seaton and Members of the House Education Committee:

Please oppose HB 69, Alaska's Parents as Teachers Act.

For many reasons we oppose the bill and consider its implementation a step backwards in actually accomplishing the state education goal of achieving student academic excellence. Overall state graduation rates are abysmally and shamefully low (Service High School reported a forty- eight percent failure rate) and adding another program to our failing system will not be sufficient to revive it.

Putting aside the academic hurdle, however, we still must carefully evaluate the significant cost incurred to the state to implement and administer the program. It is certain to be astronomically and prohibitively high. Considering our state's dire financial situation I cannot see how adding this to the state budget is advisable.

Thank you for considering our view and we would appreciate voting NO on HB 69.

Sincerely,

Doug and Wendy McKinnis

Louie Flora

From: Jessie [jessiechilstrom@chadstoolbox.com]
Sent: Thursday, April 09, 2009 11:37 PM
To: 'Jessie'; Rep. Les Gara; Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Bryce Edgmon; Rep. Peggy Wilson; Rep. Bob Buch; Rep. Berta Gardner
Subject: RE: STOP hb69 (big brother)

Representatives,

Hb69 is parental invasion. Please don't listen to lobbyists from certain programs, departments, and organizations who will benefit financially from this bill!! Taxpayers money should not be spent on Case workers checking up on parents in their own homes. I realize that this bill states that this is volunteer only, but this bill will be the first step of Government mandate in future legislative sessions. -A total violation of parental rights! There is not sufficient evidence that a program like this is even needed! It may be true, that children who get an early start at home happen to do better in school, but its not because they had 'an early start' its because they have parents that spend time with them. The real studies show that children who do poorly in school aren't dumb, or deprived of preschool, they have a dysfunctional home life. Early childhood education is the sole responsibility of the parents, however they see fit. I believe the whole premise behind the "Early Childhood Development movement" is parents wanting their children to be educated in daycare, so they both can go to work, so they can have their big house and toys and assume they won't feel guilty about leaving them if they are being well educated.

If I was to spend lots of loving time with my children, and not teach them a single shape/color/letter/number before they turn 6, I know they would still would do exceedingly well in school, because they will come from a loving family and be old enough to process the information -Without government control!

Please don't waste tax payer $$ on this, or your precious legislative time, please work on something that is actually beneficial. A great idea for an educational program would be to continue programs like ECFE (early childhood family education) where parents bring their children to a school and meet with a government paid mom and tot class. Also; a "Why Mothers should stay at home with their children" workshop. Couple that with an extensive abstinence program for the unmarried (that doesn't involve handing out condoms to kids and teaching them that a baby is merely a couple of cells) and that would be a great way to spend tax payers money, (and save a lot of money in the long run)

:)
Jessie Chilstrom

Mother of 4 who enjoys not having big brother watching me parent!

I support the new Freedom of Choice Act for women:

2 Choices:

1. Leave clothes on?
2. Take clothes off?

Beyond that **-there is no more choice for you!!**
(notice- murder isn't on the list)

Louie Flora

From: Robert & Donna Dehart Sr [robart@cfaith.com]
Sent: Thursday, April 09, 2009 7:36 PM
To: Rep. Paul Seaton
Subject: I APPOSE HB 69!

Dear Representative Seaton,

Please vote NO! I urge you NOT to pass HB 69. I believe it would be a step in the wrong direction for the state of Alaska.

Thank you for hearing the voice of the people you represent.

God Bless,

Donna DeHart

26-LS0281\C
Mischel
2/9/09

CS FOR HOUSE BILL NO. 69( )

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SIXTH LEGISLATURE - FIRST SESSION

BY

Offered:
Referred:

Sponsor(s): REPRESENTATIVES TUCK, PETERSEN, KAWASAKI AND GARA

A BILL

FOR AN ACT ENTITLED

"An Act establishing in the Department of Education and Early Development a voluntary parent education home visiting program for pre-elementary aged children."

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

*** Section 1.** The uncodified law of the State of Alaska is amended by adding a new section to read:

SHORT TITLE. This Act may be known as the Alaska Parents as Teachers Act.

*** Sec. 2.** The uncodified law of the State of Alaska is amended by adding a new section to read:

FINDINGS. The legislature finds that

(1) a parent is a child's first and most influential teacher;

(2) a parent's ability to enhance a child's development and ability to enter school ready to succeed can be significantly enhanced through parent education and family support that will help parents prepare their child to succeed in school;

(3) undiagnosed and unaddressed developmental and health problems can

impede overall development and school readiness and can contribute to grade retention for a child;

(4) early childhood home visits can lead to positive outcomes for children and families, including increased school readiness, sustained school success, improved child health and development, positive parenting practices, and reductions in child maltreatment.

*** Sec. 3.** AS 14.03 is amended by adding a new section to article 1 to read:

Sec. 14.03.165. Parent education home visiting program. (a) The statewide voluntary parent education home visiting program is established in the department. The program shall be implemented through an implementation plan submitted by a local agency and approved by the department to provide home visits and resource information to participating families of a pre-elementary aged child, birth through five years of age.

(b) The program must include

(1) an opportunity for a participating family to receive home visits to a participating family's home or a mutually agreed on location by a trained parent educator employed by the department or a local agency once a month unless the trained parent educator determines that more frequent visits are required to provide indentified services, in which case, the family must be afforded the opportunity to receive more frequent home visits;

(2) parent group meetings, arranged by the local agency, to occur not less than once a month;

(3) annual developmental and health screenings as recommended by the Department of Health and Social Services;

(4) referrals to and information on available community resources;

(5) research and evidence based interventions;

(6) program outcomes that demonstrate, five years or less after implementation of the program,

(A) enhanced school readiness;

(B) increased parent understanding of child development and developmental milestones;

(C) a reduction in the incidence of child abuse and neglect;

(D) increased identification of health problems and developmental delays through regular screenings;

(E) improvement of child health indicators, including immunization rates; and

(F) increased parental involvement.

(c) A local agency may apply for funding to provide services under the program by submitting an implementation plan for review and approval by the department. The implementation plan must include

(1) an outline of the agency's plans for delivering the services required for the program under (b) of this section;

(2) a description of the collaborative agreements the agency will form with community service providers to meet the needs of the families participating in the program;

(3) a needs assessment for the community to be served by the agency;

(4) an annual evaluation of and reporting on the program that includes the

(A) number of families and children served;

(B) number of aggregate visits and average number of visits conducted for each family;

(C) demographic information for participating families;

(D) number and type of health and developmental delays identified;

(E) number of group parent meetings held;

(F) average cost for each family served;

(G) number of children screened and receiving referrals for further evaluation; and

(H) the number of referrals to other community organizations and resources.

(d) The department shall adopt regulations to implement this program, including standards for the qualification and approval of trained parent educators that require fingerprinting and criminal justice history screening of applicants.

(e) In this section,

(1) "developmental and health screening" means the process of measuring the progress of a child to determine whether the child suffers a delay or potential delay in normal development or is advanced in one or more areas of development including understanding and use of language, perception through sight or hearing, motor development and hand-eye coordination, health, and physical development;

(2) "family" means one or more biological or adoptive parent and one or more of the parent's pre-elementary aged children;

(3) "local agency" means a school district, regional educational attendance area, or a not for profit organization that provides community services;

(4) "trained parent educator" means a person employed by the department or a local agency who has been trained and approved to provide parent education under the program.

* **Sec. 4.** AS 14.07.020(a) is amended to read:

(a) The department shall

(1) exercise general supervision over the public schools of the state except the University of Alaska;

(2) study the conditions and needs of the public schools of the state, adopt or recommend plans, administer and evaluate grants to improve school performance awarded under AS 14.03.125, and adopt regulations for the improvement of the public schools;

(3) provide advisory and consultative services to all public school governing bodies and personnel;

(4) prescribe by regulation a minimum course of study for the public schools; the regulations must provide that, if a course in American Sign Language is given, the course shall be given credit as a course in a foreign language;

(5) establish, in coordination with the Department of Health and Social Services, a program for the continuing education of children who are held in detention facilities in the state during the period of detention;

(6) accredit those public schools that meet accreditation standards

prescribed by regulation by the department; these regulations shall be adopted by the department and presented to the legislature during the first 10 days of any regular session, and become effective 45 days after presentation or at the end of the session, whichever is earlier, unless disapproved by a resolution concurred in by a majority of the members of each house;

(7) prescribe by regulation, after consultation with the state fire marshal and the state sanitarian, standards that will assure healthful and safe conditions in the public and private schools of the state, including a requirement of physical examinations and immunizations in pre-elementary schools; the standards for private schools may not be more stringent than those for public schools;

(8) exercise general supervision over pre-elementary schools that receive direct state or federal funding;

(9) exercise general supervision over elementary and secondary correspondence study programs offered by municipal school districts or regional educational attendance areas; the department may also offer and make available to any Alaskan through a centralized office a correspondence study program;

(10) accredit private schools that request accreditation and that meet accreditation standards prescribed by regulation by the department; nothing in this paragraph authorizes the department to require religious or other private schools to be licensed;

(11) review plans for construction of new public elementary and secondary schools and for additions to and major rehabilitation of existing public elementary and secondary schools and, in accordance with regulations adopted by the department, determine and approve the extent of eligibility for state aid of a school construction or major maintenance project; for the purposes of this paragraph, "plans" include educational specifications, schematic designs, and final contract documents;

(12) provide educational opportunities in the areas of vocational education and training, and basic education to individuals over 16 years of age who are no longer attending school;

(13) administer the grants awarded under AS 14.11;

(14) establish, in coordination with the Department of Public Safety, a

school bus driver training course;

(15) require the reporting of information relating to school disciplinary and safety programs under AS 14.33.120 and of incidents of disruptive or violent behavior;

(16) establish by regulation criteria, based on low student performance, under which the department may intervene in a school district to improve instructional practices, as described in AS 14.07.030(14) or (15); the regulations must include

(A) a notice provision that alerts the district to the deficiencies and the instructional practice changes proposed by the department;

(B) an end date for departmental intervention, as described in AS 14.07.030(14)(A) and (B) and (15), after the district demonstrates three consecutive years of improvement consisting of not less than two percent increases in student proficiency on standards-based assessments in math, reading, and writing as provided in AS 14.03.123(f)(2)(A); and

(C) a process for districts to petition the department for continuing or discontinuing the department's intervention;

(17) notify the legislative committees having jurisdiction over education before intervening in a school district under AS 14.07.030(14) or redirecting public school funding under AS 14.07.030(15)**;**

(18) establish standards and provide technical assistance and oversight for the statewide parent education home visiting program under AS 14.03.165.

Louie Flora

From: Rep. Paul Seaton
Sent: Monday, February 16, 2009 8:11 AM
To: Louie Flora
Subject: FW: HB 69 Participation Rates

From: NicShelt9@aol.com [mailto:NicShelt9@aol.com]
Sent: Sunday, February 15, 2009 10:39 PM
To: Rep. Paul Seaton; Rep. Berta Gardner; Rep. Bob Buch; Rep. Bryce Edgmon; Rep. Cathy Munoz; Rep. Chris Tuck; Rep. Peggy Wilson; Rep. Wes Keller
Subject: HB 69 Participation Rates

Good Morning,
Thank you for the opportunity to address the Education Committee on Friday regarding HB 69.

Currently, 85% of Hoonah's children receive some level of Parents as Teachers services. Parents decide which activities in which to participate. Some families attend all activities and have more frequent visits, while others have other levels of participation depending upon their employment, obligations with older children, and family circumstances. There is no penalty for families who miss personal visits or cannot attend play groups, Family Nights, screenings, or other program activities. Participation is completely voluntary at all levels.

I strongly urge passage of HB 60. If I can provide any further information regarding the Parents as Teachers components or the parent educators, please don't hesitate to contact me.

Thank you for your diligence on behalf of Alaska's children.

Nicki Shelton, National Trainer
Parents as Teachers
PO Box 101
Hoonah, AK 99829

(907) 945-3380

****
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(http://pr.atwola.com/promoclk/100126575x1218822736x1201267884/aol?redir=http://www.freecreditreport.com/pm/default.aspx?sc=668072%26hmpgID=62%26bcd=febemailfooterNO62)

Louie Flora

From: Rep. Paul Seaton
Sent: Monday, February 16, 2009 8:19 AM
To: Louie Flora
Subject: FW: House Bill 69

From: Heidi York [mailto:heidiayorkcmc@yahoo.com]
Sent: Thursday, February 12, 2009 7:28 PM
To: Rep. Paul Seaton
Subject: House Bill 69

Dear House Education Chairman Paul Seaton,

We sincerely oppose the HB 69 that is currently on the table.

My husband and I feel that even with the amendments that there is no room for this sort of legalistic overseer mentality of the state into private homes if there is no other record of children not thriving.

The God given ablility to raise children falls first and foremost to all parents unless given up by said parents, NOT the state. This is America we live in not a socialist society.

Please encourage members of your committee to re-evaluate their postitions regarding this ridiculous bill. There is surely a better way to help children in our state without such a program.

Even though it is stated as volenteer, it's a well know fact that many of our 'volenteer' programs become mandated. There is absolutely NO WAY to provide such a service as this without bias which further leads to our desire for this bill to be thrown out completely.

Please refocus your efforts so that we may support you in the future.

Sincerely,
Dr. Brian M. York, M.D. Major USAF
Heidi York

Brian & Heidi York
20484 Driftwood Bay Drive
Eagle River , AK 99577
USA
HM: 907-622-1248
Cel: 907-317-4414(Heidi) ; 317-4416(Brian)

Louie Flora

From: Rep. Paul Seaton
Sent: Monday, February 16, 2009 8:18 AM
To: Louie Flora
Subject: FW: HB 69

-----Original Message-----
From: thetaylors@gci.net [mailto:thetaylors@gci.net]
Sent: Thursday, February 12, 2009 7:57 PM
To: Rep. Paul Seaton
Subject: HB 69

Representative Seaton,

Thank you for your service to the people of the state of Alaska. I am writing to voice my opposition HB 69 - Early Childhood Ed: Rating & Home Visits and I would urge you to vote against it.

I agree that parents are the first and most influential teacher in child's life. However, parents, not state bureaucrats, are also the best qualified to determine what is best for their individual children.

In the absence of evidence of abuse or neglect, state officials should not interfere with the upbringing of children by their parents. HB 69 is an infringement of parental rights. What is voluntary today often becomes mandatory tomorrow. The cost of $3000 per child or family to administer this program is too great. In these challenging economic times we should not be implementing programs that would have to be in place in every city or village whether the parents want the services or not.

Thank you for your consideration.
Sincerely,
Stephanie Taylor
8050 Pioneer Dr. #1201
Anchorage, AK 99504
333-1297

Louie Flora

From: Rep. Paul Seaton
Sent: Monday, February 16, 2009 8:18 AM
To: Louie Flora
Subject: FW: HB 69

From: Chris Davis [mailto:ctdavis@ieee.org]
Sent: Thursday, February 12, 2009 8:10 PM
To: Rep. Paul Seaton
Subject: HB 69

You may have already received an email from my wife on this subject from this email, but I want to reaffirm that both me and my wife feel this is a bad idea for the state and for the people's rights.

- I believe this is intrusion into parents rights to raise their child as they feel best.
- This increases the size of government at a time when Alaska has a projected budget short-fall. An increase in government is not in the best interest of Alaska. I am against larger government.
- The bill will be very difficult to enforce and
- The "Voluntary" program is simply a lead-in for a mandatory program once the "bugs" are worked out.
- Monthly meetings with a "qualified caseworker" can be very subjective.

Sincerely,

Christopher T. Davis, P.E.

From: "peacemkr" <peacemkr@wildak.net>
To:Representative

We would like to express our OPPOSITION to HB 69. It is a bold = step for the government to step in and dictate this into law. The = government officials need to look at their current statistics in the = role they are performing in the education realm. The percentages of = children's scores on tests, the percentage graduating in relation to the = number who started kindergarten, and those matriculating on after = graduation...it's not too impressive. Leave the children to those who = know best...the parents.

Cordially,
Cliff and Maureen Henry

Louie Flora

From: Rep. Paul Seaton
Sent: Monday, February 16, 2009 8:18 AM
To: Louie Flora
Subject: FW: House Bill 69

From: brian casey [mailto:caseyski@mtaonline.net]
Sent: Thursday, February 12, 2009 9:55 PM
To: Rep. Paul Seaton
Subject: House Bill 69

Representative Seaton,

We are writing to you to express our ***strong opposition*** to House Bill 69. There are many places available for parents to take their young children to be evaluated if there are concerns. i.e.; community health centers, doctors, midwives, schools, churches ect.. Therefore it is not necessary or wise to make intrusions upon individual households even on a voluntary basis. The money that would be used for this could benefit children in a much more efficient and practical manner by simply giving them the basic necessities that they require such as food, warm clothing, shelter and heat. Help a family with basic necessities and leave the parenting decisions to the parent, NOT the state.

Sincerely,

Mr. and Mrs. Brian Casey

Louie Flora

From: Rep. Paul Seaton
Sent: Monday, February 16, 2009 8:17 AM
To: Louie Flora
Subject: FW: HB69

From: Swanson [mailto:akaloha8@gmail.com]
Sent: Thursday, February 12, 2009 10:20 PM
To: Rep. Paul Seaton
Subject: HB69

Dear Representative Seaton,

Even in the amended form, this bill is not one I would like to see passed. My personal objection is that of funding for the bill at a time when our ecomony is so bad. Secondly, I do not believe parents need to have someone come to their home to instruct them in how to be "good parents".

PLEASE OPPOSE THIS BILL.

Sincerely,

Kim Swanson

Louie Flora

From: Rep. Paul Seaton
Sent: Monday, February 16, 2009 8:17 AM
To: Louie Flora
Subject: FW: HB69

From: Donna W [mailto:soccermomof03@lycos.com]
Sent: Friday, February 13, 2009 1:56 AM
To: Rep. Paul Seaton
Subject: HB69

I would like to say that I hope you'll make the sensible decision to vote against HB69. Most importantly, with today's financial and budgetary cut backs it would not make sense to pass a bill that would have an endless need for funds. Especially for curriculum covering prenatal through age 5! Any parent who cares about their children will pay attention to them, read to them, keep their expanding minds stimulated and love them with enough attention to help them prepare to be a life long learner. It's parents like these who already have nurturing skills who would seek out such programs, not the neglectful, abusive parents the supporters of HB69 think they're reaching out to. They won't seek out accountability. Not only is there no reason for a curriculum, but people with only 37 or so hours of training are not the level of skilled professionals I'd want the children of my country to rely on. There are already many different groups parents can join through doctors' offices,! nurses, churches, not to mention friends and family.

If this group is so certain they have THE answers to raising everyone's children, why don't they create their course for parents to purchase or check out at the library! It could be the entire 37 hours-5hours per week for 8 weeks!

I listened to the presentation on February 11, 2009, and it sounds to me like this group would like to set up a big bureaucracy to oversee the many programs that are already out there. And they would of course be in charge! And they want the Alaska budget to pay for their entry into this field of influence, when they themselves state that parents are the most influential with their children. It sound like this group would like to become most influential.

While I'm sure that intentions are truly honorable, I believe this would turn into a mess. When I watch the news and see the mayor take away funding for fire fighters, in other words public safety items of the budget, as a beginning way to balance the budget, I lose patience with politics. Instead, lets not add HB69 to our budget. Schools keep getting more money without proving their worth with results. (Firefighters and medics save lives every day.) This will be more of the same. Parents are best at raising their children by their own creative solutions. They can make the best choices for their children, whom no one but God loves more than they do.

Please vote no on HB69.

Thank you for your time.

Sincerely,
Donna Worthen
(mother of 3 wonderful people)

Louie Flora

From: Rep. Paul Seaton
Sent: Monday, February 16, 2009 8:17 AM
To: Louie Flora
Subject: FW: HB 69

From: Ingrid Gavalya [mailto:gavalya@mtaonline.net]
Sent: Friday, February 13, 2009 7:35 AM
To: Rep. Paul Seaton
Cc: Rep.Bill.Stoltz@legis.state.ak.us
Subject: Fw: HB 69

Dear Mr. Seaton & Stoltz:

I am forwarding an e-mail I sent to Rep. Fairclough. Through communication with her office I was told she is no longer on Ed. committee.

I don't know what studies the authors of HB 69 are siting. I looked up several on Wed. & the common factor appeared to be parent involvement and not any particular program.

I know from speaking with teachers that parent involvement is key to a child succeeding in school. I don't know if that involvement can be legislated. If a parent doesn't have any interest in helping with homework, feeding their children nutritious food, and making sure their children get appropriate amounts of sleep, it is going to be difficult for the best of teachers.

I come from a long line of individuals that never participated in a pre-k program, but still pursued higher education because it was a value in our family. The government didn't step in telling us how to do it.

We should not have laws based on those that won't step up to encourage their children to receive the free education offered in our state. The more people that won't take personal responsibility force the rest of us to be under government control.

Wouldn't the money be better spent with children that have already come through pre-k & elementary school but are slipping off during jr. & sr. high?

I apologize for the somewhat incoherent ramblings. I have my own family that I am in a hurry to tend to.

I hope that you will consider what I have said.

Sincerely,
Ingrid Gavalya

----- Original Message -----
From: Ingrid Gavalya
To: Representative_Anna_Fairclough@legis.state.ak.us
Sent: Wednesday, February 11, 2009 7:39 AM
Subject: HB 69

Dear Ms. Fairclough,

I have a number of objections to HB 69. First of all, I thought that there was a budget crisis in our state. I don't think state dollars will be best utilized on something parents and their family doctors are already able to do. When children are school age any issues that are present will be detected and addressed.

My biggest objection to this bill is the governments intrusion to families. I understand that it is "voluntary" but, for how long.

My now 11 yr old daughter was told when she was 3 that she had AD/HD. We were at a Halloween party and another guest, an ophthalmologist that was some how partnered with the school district, told me she had training with ADD & AD/HD. She was very intent on telling me to get my daughter help. I took it seriously & spoke to my pediatrician's office nurse. She laughed! My daughter had been their patient since birth & they saw no indicators through our visits or conversations. This nurse told me after raising 4 children of her own & being a pediatric nurse for years, her experience was all 3 yr olds have "AD/HD". Needless to say my daughter does not have AD/HD. She excels in academics and is definitely high energy so she swims, runs, & hikes.

If a counselor came into my home to so my then toddler in one snippet of life would we have decided to medicate & treat her like she had a disorder? I have 2 more children with different personalities. My 8 yr. couldn't read when she started kindergarten would we have labeled her & put her into another program? My third child is 3 yrs old, and is prone to temper tantrums. Should I put her in an anger management program? My dog doesn't always come when she calls. Does she need a hearing program or is she passive aggressive? Maybe I am the common factor & need to begin **mandatory** parenting classes accompanied by shock therapy. Where does the insanity end?!?!

Sincerely,
Ingrid Gavalya

Louie Flora

From: Jen & Martin Babcock [akbabcock@acsalaska.net]

Sent: Tuesday, April 07, 2009 1:58 PM

To: Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Bryce Edgmon; Rep. Wes Keller; Rep. Peggy Wilson; Rep. Bob Buch; Rep. Berta Gardner

Subject: House Bill 69

I am writing to urge you to please vote against House Bill 69, The Alaska Parents as Teachers Act, which would interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children.

Thank you
Jen Babcock
1724 Cedrus Circle
Anchorage AK 99507
(907) 783-3008

Louie Flora

From: Dave & Chris Cvancara [silentc@hotmail.com]
Sent: Sunday, March 08, 2009 8:23 AM
To: Rep. Paul Seaton; Rep. Cathy Munoz; Representative_Bryce_Edgemon@legis.state.ak.us; Rep. Wes Keller; Rep. Peggy Wilson; Rep. Bob Buch; Rep. Berta Gardner
Subject: Fw: Oppose House Bill 69

Follow Up Flag: Follow up
Flag Status: Blue

> Representatives;
>
> Please add me to the voice of those opposed to House Bill 69, also
> known as the "Alaska Parents as Teachers Act." In this time of
> fiduciary responsibility, we need less government "programs" that
> involve extra funding. Furthermore, parents are still the only and
> best institution that should determine what is best for their children.
>
>
> v/r
David "Cvan" Cvancara
Anchorage, Alaska

>
>

4831

Dear Representatives

Thank you for your work for Alaska Children's Pact. I am a parent in the Hoonah Pat Center. The program has Helped me in many ways such as from the time I got pregnant with my childe they gave me all the information I need to learn what I was to expect. an everymonth they give me Stuff on what my child Should Be doin

I am thankful to have this program here they teach me on how to deal with my Kids when they are Bad this program makes my life easyer. Thank you again

Thank you
Amelia Lafferty
PO Box 425
Hoonah AK 99829
945-3126

Dear Representatives, Feb. 19. 2009

First and Foremost, thankyou for your work with Alaskan children. I am writing you to ask for your support, and vote on house Bill 169 (Alaska Parent as teachers).

I am a parent activley involved in Hoonah's PAT program. This program has helped me become the parent I am today. I have learned patience, love, and how to help my children learn and grow.

P.A.T offers several programs such as handling pregnancy, breastfeeding, and learning the developmental stages of your child. They offer a tots clinic to conduct an ages and stages screening at no cost to my family.

I have two daughters and one son. My daughter Zada is seven years old, My Second daughter Shayla is five. I have one son named Mitchel 3½ months. All of my children have participated in P.A.T All of my children enjoy family fun nights, which is also presented by the Hoonah PAT.

All parent educators have worked hard to ~~be~~ answer my questions. It

really helps me be the confident parent I want to be!

Please consider a yes vote to house bill 169!

Melissa Thaalesen
Po box 513
Hoonah, Alaska 99829
1-907-209-8745

Dear representatives,

I'm a father of two. My name is Casey and my family are involved in P.A.T. in Hoonah Alaska. We enjoy the program. I want you to support House Bill 69. I am learning alot about my own children and how do deal with the issues you could have from being a father of two girls. I and also learning more about babys & mothers then I ever thought possible .. I hope H.B. 69 passes..

Casey Bodle

P.O. Box 418

Hoonah, Alaska 99829

Dear Representative,

I am pleased with the program parents as teachers. The one in Hoonah is helping. It helps the children there in school and at home.

The classes they have is helpful, and family time is being together at meal time & play time.

I've worked with my boys and later their children and even my Great children. I am a great Grant parent.

Deborah A. Dalton
ph. 945-3360
post office Box 154
Hoonah, AK 99829

Feb 19 2009

Dear Representatives

Me gusta esté programa porqué se trata de ayudar a los niños y padres de familia. a como Tratar de educar o enseñar a sus hijos lo cual a mi persona creo que es un excelente programa para todo el pueblo que tanto lo necesitan y pienso que todos los niños estan felices de venir o que lo visiten a su hogar para brindales su gran ayuda

Vote ayes on HB 69 Alaska parents as teachers. Andrea Atkinson

Feb 19 2009

Dear Representatives

I like this program because it helps children and parents of the family to teach their children. The program helps parents to educate and teach their children. For this I personally feel that it is a ~~elegant~~ program for the whole community. Please think of how happy it makes the children when they come to the program and when Parent Educators visit their homes. We need your help.

Vote Yes on HB 69 Alaska Parents As Teachers.

Andres Espinora Solano
Po box 453
Hoonah Ak 99829

(Translated by Talina Sky Espinora)

Feb 19, 09

Dear Representatives,

Thank you for your work for Alaska children. It is programs such as PAT that help provide the educational programs a child needs to succeed in the (school) K-12 levels.

Please support House Bill 69 Alaska parents as Teachers. The program PAT has become wide spread and is fairly new, I know it is greatly important to have such programs to help children develope a stable education.

I am a parent in Hoonah PAT and the program has helped my son in many ways, Social interaction, Communication, and helped in preparing him for the school setting.

Thank You

Carrie Lindoff
BOX 221
Hoonah, Alaska
99829

Dear Representatives

Thank you for your work with Alaska's children. Please support House Bill 69 Alaska's Parents As Teachers Program

We are parents concerned over funding for the Parents As Teachers programs here in Alaska. We strongly believe that through programs like these new parents like us could benifit.

This Program has helped us out with a prenatel program, lamaze, that helped out a lot during labor. Helped with our daughters learning & Social skills, provided reading material to check out. Family nights where we can Socialize with other families & make toys and games for our children.

Also taught classes to make regelia and how to weave something that we can pass on to our child. We think it's an excellent program

Christine & Warren Belford
P.O Box 335
Huonah, Ak
99829

Dear Representatives,

My name is Wilma G. Davis, As a former Parents As Teacher Educator, I would like to thank you all for your support for our Alaska children. My experience as Parent Educator gave me the advantage of having a very successful child care program in Juneau. I became a strong advocate of young children and their families.

The PAT program gave me all the knowledge and the information about early childhood education and the importance of age appropriate activities to enhance their development. Being

there for the parents make a big difference on how they worked with their children at home. Reassuring them that they are their children's best teacher is the greatest job of the Parent Educator.

Thank You Again...

Respectfully Yours,
Wilma G. Davis
P.O. Box 592
Hoonah AK. 99829

P.S.
Please support / vote yes on HB 69

Alaska Parents As Teacher.

Dear Alaska State Representatives:

First, I would like to thank you - each one of you, for your time and efforts toward improving life for Alaskans, especially Alaskan youth.

I am writing to ask that you please VOTE YES on HB69 Alaska Parents As Teachers. I am a parent that participates and benefits from Hoonah Parents As Teachers.

PAT has helped me from the time I was pregnant with my son until present (my son is 4½ years old now) with being an effective parent and teacher to my son. PAT has trained staff and a wonderful resource library to draw from. Home visits are so helpful and Parent-Child Playgroups are well planned, educational and fun for kids. My son's favorite place to go during the week is to his playgroup on Fridays.

Thank you for supporting HB69 - Vote Yes.

Marlene Durrell
PO Box 313, Hoonah, AK 99829
907-945-3330

(907)945-3380 Nicki Shelton Jul 22 08 12:11a

Feb. 19, 2009

Dear Representatives,

My name is Mónica Zaragua and I live in Hoonah. I am a parent and am actively involved in the Hoonah Parents as Teachers (PAT) program. I am writing this letter to ask that you support and vote yes on House Bill 69.

My son Jaden and I have been attending PAT since he was born and he is now 3 years old. I really enjoy all of the fun things that they offer my family.

PAT is a wonderful organization that offers many helpful things to me and my son. They do a Tots clinic which is a clinic that allows me to have my son checked by very skilled proffessionals at no cost to me which I greatly appreciate. They also have a family fun night every month where my son and I can have dinner and play games and also do arts and crafts with other families from the community who are also involed in the PAT.

PAT has helped me with many things. I have learned a lot from these caring and wonderful people. They work very hard to answer all of my questions so that I can be the best parent and teacher for my young son. My son Jaden also loves

coming to PAT for our home visits and for Family fun night. We are all like one big happy family.

I really hope you consider this and vote yes on House Bill 69.

Thank you

Sincerely,
Monica J. Zarazua
& Jaden L. Washington

Monica Zarazua
P.O. Box 534
Hoonah, AK 99829
(907) 957-6349

Feb. 19, 2009

Dear Representatives,

My name is Mónica Zarazua and I live in Hoonah. I am a parent and am actively involved in the Hoonah Parents as Teachers (PAT) program. I am writing this letter to ask that you support and vote yes on House Bill 69.

My son Jaden and I have been attending PAT since he was born and he is now 3 years old. I really enjoy all of the fun things that they offer my family.

PAT is a wonderful organization that offers many helpful things to me and my son. They do a Tots clinic which is a clinic that allows me to have my son checked by very skilled proffessionals at no cost to me which I greatly appreciate. They also have a family fun night every month where my son and I can have dinner and play games and also do arts and crafts with other families from the community who are also involved in the PAT.

Louie Flora

From: Nicole Kirk [NicoleKirk@acsalaska.net]
Sent: Tuesday, February 17, 2009 9:50 PM
To: Rep. Paul Seaton
Subject: Vote Against House Bill 69

Rep. Paul Seaton,

Please vote against House Bill 69, the Alaska Parents as Teachers Act, which would interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children.

Nicole Kirk
PO Box 376
Girdwood, AK 99587
nicolekirk@acsalaska.net

Louie Flora

From: Danny and Linda [lstotler@mtaonline.net]
Sent: Tuesday, February 17, 2009 7:18 PM
To: Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Bryce Edgmon; Rep. Wes Keller; Rep. Peggy Wilson; Rep. Bob Buch
Subject: FW: HB 69

-----Original Message-----
From: Danny and Linda [mailto:lstotler@mtaonline.net]
Sent: Tuesday, February 17, 2009 7:16 PM
To: 'Rep. Berta Gardner'
Subject: RE: HB 69

While I appreciate the information that you e-mailed me showing support for HB69, I must emphasize that these families all have children who were only introduced into the PAT program AFTER having been diagnosed by a physician or educational program such as the ILP (Infant Learning Program). The bill being put forth by the House does not recommend follow-up by PAT representatives as your e-mails suggest, but, instead, immediately filters 'professionals' into the families lives without referral or provocation.

If I had a DOWNS child or a severely special needs child, I would appreciate and accept any and all interventions available to me to include those into my home. HOWEVER, this bill does not claim to represent strictly the disabled child nor does it present itself as a PAT program which is dependent on the referrals of other professionals for in-home consultation.

HB69 says NOTHING about whether or not a child needs special accommodations in order to present the professional in the home of the family. It also says NOTHING about the IEP/ILP process that would be in place for said individuals.

IF it is the House intent to propose a bill that would allow professionals into a house/family environment based on a NEEDS ASSESSMENT, it would be more welcomed than a BLANKET "we have the right" statement.

The letters of support that were sent to me are all from a NEEDS ASSESSED HOME in one fashion or another. NOT EVERY FAMILY HAS A NEEDS ASSESSED SITUATION AND NOT EVERY FAMILY SHOULD BE THROWN INTO THAT ARENA WITHOUT THEIR CONSENT. Consent is REQUIRED for any meeting regarding a child with regard to service to be provided. HB69 would violate that notice of intent and consent for services that are now mandated by the Federal Government.

I still stand in opposition to this program due to the amount of funding it would require, the limited professionals that are currently handling cases and the fear that they would be over loaded, and the obvious (to me) intrusion into my personal life and that of my family. If I asked for help, great, but DO NOT THROW YOURSEVES AT ME AND DEMAND THAT I ACCEPT.

> -----Original Message-----
> **From:** Rep. Berta Gardner [mailto:Representative_Berta_Gardner@legis.state.ak.us]
> **Sent:** Tuesday, February 17, 2009 2:27 PM
> **To:** undisclosed-recipients:
> **Subject:** HB 69
>
> Dear Alaskans Concerned about HB 69,
>
> HB 69, legislation relating to a voluntary home visiting program for pre-elementary aged children, has certainly engendered a huge amount of concern. This is not surprising, given that the proposal relates to having a quasi-government person in private homes, working to address the needs of young children. I

did not initially feel very positive about supporting such a policy, even leaving aside the question of cost in the current fiscal climate.

However, I was very much surprised to learn at the first hearing that the program has been functioning for 14 years in Alaska and that there are currently about 47 "Parents as Teachers" around the state, many of them operating through school districts or Head Start programs, and most of them funded by federal grants. It turns out that the reason HB 69 was filed was not to implement the program but rather to bring it under the Department of Education and to provide the relative stability of state funding.

So, in my mind there are two questions:

1. Is this good policy for Alaska?
2. Is this the best use of our limited financial resources?

I have not fully answered those questions yet for myself, but I ask you to please read the attached document. It consists of four supportive emails, each providing a unique perspective. The comments which have contact information have been included with the express permission of the original authors. I think you will see that while the program may not be needed at all for your children or your families, it is immensely valuable to other families.

Thank you, always, for sharing your concerns.

Berta

Rep.Berta.Gardner@legis.state.ak.us
State Capitol, Rm 424
Juneau AK 99801
800-331-4930
907-465 4930

Louie Flora

From: Nicole Creek [mamacreek@yahoo.com]

Sent: Saturday, February 14, 2009 12:48 PM

To: Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Bryce Edgmon; Rep. Wes Keller; Rep. Peggy Wilson; Rep. Bob Buch; Rep. Berta Gardner

Cc: Rep. Chris Tuck

Greetings,

I would like to tell my parent story about Parents As Teachers and why I feel that it is important to our state to fund this program. I am a mother who works full-time and has an Associate degree in Early Childhood Education. Although I have firsthand knowledge about child development, I still feel that I can utilize the program for support and access new resources and information for my own children.

Last year, my child was diagnosed with Autism. I felt both devastated and completely helpless. The doctor recommended 10 hours weekly of Speech, Physical and Occupational Therapy for him to be able to catch up to his peers. At that time, he was getting about 1 hour weekly of Speech Therapy from the School District, and I could not afford nor take the time off work to be able to take him to weekly appointments for specialized therapies.

I began working with my child at home in earnest with the Parents as Teachers program, tailoring the activities to his IEP goals. He also attends Head Start, along with the School District preschool. These three programs work so well together, individualizing for his needs at school as well as PAT providing activities to work on at home with him. I can see the progress that he makes through the monthly visit summaries, helping me to track his development.

Our Parent Educator brings information on child development, books for literacy and songs and fingerplays to practice with him. We are also able to attend group meetings, which are social groups of PAT families doing activities with and for our children. Our PAT program has a book incentive program, where for each home visit or group meeting attended, you can receive a ticket, which you can then trade for books at the center. My little boy loves to go in and choose his own books to take home, which helps me feel like I am giving him a love of literacy.

Today my 4 year-old son is almost speaking in full sentences, where just a year ago he was averaging one word sentences. His social skills have greatly improved, he is now able to play with his peers and interact in a playgroup. Although we still have a ways to go to reach our goals for him, the PAT program has given me the support and resources I

needed to help my child overcome these obstacles.

I believe that state funding is imperative to help this program achieve funding stability and to reach all children 0-5 in the state of Alaska. This is a research based program that has been proven time and time again to help parents form good foundations in strenghtening the development of their children. When we give parents the right tools to teach their children, we are investing in the future.

Thank you,

Nicole Creek

Louie Flora

From: Danny and Linda [lstotler@mtaonline.net]

Sent: Friday, February 13, 2009 10:04 AM

To: Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Bryce Edgmon; Rep. Wes Keller; Rep. Peggy Wilson; Rep. Bob Buch; Rep. Berta Gardner

Subject: HB69 Comments

Importance: High

Dear Legislative Staff,

As a parent, this type of legislation seems a LOT over the top. I have read the House Bill as presented and have not been able to pinpoint any additional benefit to any individual or family within the state.

We already have the Infant Learning Program which benefits children age 0-3, the Child Find program which is available to parents from ages 3-5 and the educational school setting for children ages 5-21.

The above mentioned programs continually struggle for enough money to meet the known needs of the communities they serve. Our community (Mat-Su Area) currently only holds 2 Child Find weekends per year due to lack of funding and resources for those children determined in need of services. It takes an average of 3 months to get children determined in need of services though this specific program INTO the schedule of the therapist or teacher due to the high need and minimal professionals on staff.

HB 69 reads that DOE will have oversight of all educational facilities within the state with exception to UAA/UAF. However, DOE is CURRENTLY required to meet the needs set out in this bill for all public educational facility within the state, and any additionally accredited facility – secular or non which has petitioned for accreditation. SO this is NO CHANGE.

HB 69 will require that millions of dollars be spent on Health and Social Services which is already a bedraggled, under-funded department within our state.

How much money will we throw at a 'new' program rather than work within the means of the programs we currently have that DO work? The idea that every family in the state will be visited by a 'qualified caseworker' on a 'monthly' basis is fiscally irresponsible. Also, offering grants to individuals or programs to offer services which would otherwise be under the umbrella of the above 3 programs would under cut the professionalism of the current offerings. Instead, why do we not offer more support to the programs that are working? Why do we not have more therapists in the school systems to help alleviate top heavy caseloads or to allow more students to actively participate in them? This would allow more Child Find Intakes throughout the year where more children could be seen and entered into an educational setting.

It is unreasonable to believe that EVERY household in the state would be visited on a monthly basis by a 'volunteer' (paid by the state in some fashion). I am completely disenchanted with our current government if they TRULY BELIEVE that this Bill will 'fix' what is apparently 'wrong' with our families.

Not only is it unreasonable, it is an invasion of personal privacy and I take a offense to the thought that a state representative will be empowered at any time to come into my home and 'educate' me on how to properly raise my children.

As a tax payer, I don't want to spend nor do I authorize my legislature to spend millions or possibly billions of dollars to send a caseworker to EVERY home EVERY month for a minimum of 5 YEARS – Estimated out at $50.00/hour for 2 hours per month for 12 months per family over the 5 year period that would equal not less than $6,000.00 per child per annum. This does not include paperwork time, drive time/fuel costs, or any overhead related to said employee.

I can not express enough how against this type of legislation I am.

If you have any questions please call me at (907) 244-7486. Or you may e-mail me at lstotler@mtaonline.net in

response.

I can only hope that my comments are not too late and that they do not fall on deaf ears.

Sincerely,

Linda Stotler

Louie Flora

From: Sean Mesloh [5meslohs@acsalaska.net]
Sent: Friday, February 13, 2009 9:58 AM
To: Rep. Paul Seaton
Subject: House Bill 69

Please vote against House Bill 69, the Alaska Parents as Teachers Act, which would interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children.

Home schooling mom,
Danielle Mesloh

Louie Flora

From: beavandmichele [beavandmichele@gci.net]
Sent: Tuesday, February 17, 2009 3:31 PM
To: Rep. Paul Seaton
Subject: Please vote against House Bill 69

Dear Rep. Seaton,

We are writing to you to express our overwhelming concern regarding the negative effect House Bill 69 will have on our state's families. This is the first time we have written to you, which indicates the seriousness with which we view this bill.

Please vote against House Bill 69, the Alaska Parents as Teachers Act, which would interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children.

There are already many resources available from many private sources, if parents feel the need for assistance in raising their children. Please fight to stop this step toward government intrusion into our families, and let us know how you have responded

Sincerely,
Dennis Deering
Michele Deering, PhD
Anchorage, AK

Louie Flora

From: NicShelt9@aol.com

Sent: Monday, February 16, 2009 7:07 PM

To: Rep. Paul Seaton; Rep. Chris Tuck; Rep. Bob Buch; Rep. Bryce Edgmon; Rep. Wes Keller; Rep. Cathy Munoz; Rep. Peggy Wilson

Subject: HB 69 Alaska Parents as Teachers

Representatives of the House Education Committee,

I needed to summarize for other public uses my last week's testimony regarding Parents as Teachers. I thought it may be of some use to you for your future deliberations on HB 69.

I have worked in the Parents as Teachers program for the past 14 years. I was fortunate enough to be the first parent educator hired when Hoonah implemented PAT in 1995, the first program in Alaska. The program has now expanded to 47 communities across Alaska.....because it works!

PAT is a win-win program: parents are empowered to take control of their children's learning from birth. Parent educators offer families personalized visits, which are conducted at the location of the parents' choosing. Usually it is in the home, but visits also occur at Head Start, child care centers/homes, McDonald's, or church basements. Visits occur where the families choose to visit. The advantage of the homes is that parent educators can coach the parent with the parent-child activity using the materials normally found in the child's environment. 70% of Hoonah's visits occur at homes; 30% occur at other places.

PAT is a "strengths model" which stresses that parents are the experts of their children, and that families will set their own goals for their children. Empowerment results when the parent educator is the resource who offers research-based strategies and options. It is the parents who choose which options are appropriate for their family and circumstances.

I became a National Trainer for the Parents as Teachers National Center in 1995. I periodically train new parent educators in Alaska and the lower 48, although Alaska is my priority. The training is intense, and parent educators must pass daily assessments, a role-play of a personal visit with a family, and be evaluated as competent to deliver the PAT services to families. Not every participant in the trainings is certified, and the standards are strict. Parent educators are not state employees or caseworkers, but are local residents hired by the local program who operates Parents as Teachers.

Parents as Teachers works with all family configurations: single parents, teen parents, grandparents raising grandchildren, foster and adoptive parents, and extended families rearing children. Each family's goals are different; each personal visit is different as a result.

Parents as Teachers works equally well with families who choose differing education avenues for their children: home schooling, public schools, or private schools. PAT is the first step in parents taking control of their children's learning at birth. Private schools aren't an option in Hoonah, but PAT has been popular with home-schooling parents here. One of our current PAT parent educators and one of our previous parent educators also homeschooled their children, a clear indication

that the partnership works very well.

School readiness is so vital to children. Independent research shows that children who participate in Parents as Teachers enter Kindergarten ready to learn, and they have great success throughout their elementary years. This is true regardless of which educational option families choose at age 5.

I urge you to vote yes on HB 69. The Parents as Teachers' vision is that "All children will learn, grow, and develop to their full potential." All Alaskan communities can achieve this as a reality through Parents as Teachers.

If I can provide any information about the Parents as Teachers program, the training component, or other aspects of PAT, please don't hesitate to contact me.

Thank you for your time and for your work on the Education Committee on behalf of Alaska's youngest citizens.

Nicki Shelton, National Trainer
Parents as Teachers
PO Box 101
Hoonah, AK 99829

(907) 945-3380

****
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Representative Chris Tuck
State Capitol Building
4th Floor, Room 426
Juneau, AK 99801
Phone: (907) 465-2095

Dear Representative Chris Tuck,

I am writing to ask you to support continued funding for the RurAL CAP Parents as Teachers (PAT) Program. My daughter and I are participants in the Anchorage PAT Program and I want to share with you some of the ways the program has impacted our lives.

Our PAT Family Visitor provides home visits every other week. At each visit she shares information on brain development and how I can foster my daughter's growth and development. We always learn a new activity that is specific to my daughter and her milestones. Each visit also includes a book or literacy activity and often we get a book to keep and add to our own collection. We enjoy each visit and the fun activities our PAT Family Visitor shares with us.

The PAT Program holds group socializations at least twice every month. These provide opportunities for children and parents to get together, play, learn something new and have fun! We are looking forward to our next group social at the public library where we will learn about all of the activities they provide for children.

Our PAT Family Visitor has also been a huge support to me in the loss of one of my children. She has offered me resources and even more importantly an ear to listen when I'm having a rough day. Although I don't think I will ever completely heal from this loss; the PAT Program has provided me with some of the tools I need to be the best mother I can be for my daughter.

The PAT Program has taught me that I am my daughter's first and best teacher. My daughter was born 10 weeks premature and is flourishing; I am certain that our participation in the PAT Program has given her an advantage and has given me the tools and resources I need to better support her growth and development. The PAT Program has empowered me to be an advocate for my daughter.

I hope that you will share this with your colleagues and please encourage them to also support funding for the RurAL CAP PAT Program.

Sincerely,

Alicia Notti

RurAL CAP PAT Parent

Louie Flora

From: Melissa Pickle [mpickle@ruralcap.com]

Sent: Tuesday, February 17, 2009 7:49 AM

To: Rep. Chris Tuck; Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Bryce Edgmon; Rep. Wes Keller; Rep. Peggy Wilson; Rep. Bob Buch; Rep. Berta Gardner

Subject: FW: in support of HB69

This mother gave me permission to share this with all of you. Thank you.

Melissa Pickle
Parents as Teachers Alaska State Coordinator
Telephone: (907) 865-7345
Fax: (866)-368-5409

From: Stacey Lane [mailto:lanes907@hotmail.com]
Sent: Wednesday, February 11, 2009 9:44 AM
To: louie_flora@legis.state.ak.us
Subject: in support of HB69

I was hoping to give a verbal testimony, but I've got to get to work now. So please accept this e-mail as my testimony of support for this house bill.

A little background information:

My name is Anastasia Lane. I was raised in Seward, and am now raising my own family here as well. I have two children who have been involved in the local Head start program and parents as teachers programs. As many of you know, developmental disorders and learning disabilities are on the rise. My oldest child is on the Autism Spectrum, and it was from the wonderful educators in the Head start program that first to alerted me that my child was significantly behind her peers in her development. On the other hand, the year before she was enrolled in Head Start, the "educators" at a different daycare/preschool program repeatedly told me that my child was "just fine"... "and I was worrying over nothing". This was obviously detrimental to my daughters' future as I chose to believe them, because that's what I wanted to hear. Had I not been told by these so-called "educators" that she was "just fine" ; we would not have lost over a year of therapies that could have significantly helped her. I am truly grateful to the teachers at Head Start for seeing what other educators could not. I fully believe in a "checks and balance" system, because of my personal experiences. I believe that an agency or person who wants to be an early childhood educator should be held accountable for their success or failure as an educator as well as supports be in place for them.

When my second child was born, the Head start program had already been removed. I signed up for voluntary Parents as teacher program because I was very concerned about his development. I didn't know what "typical development" was as my experiences thus far had been significantly skewed. I truly welcomed our "home visits" and not for one moment did I feel it was an invasion

of my privacy. I would save up my questions throughout the week to ask at our "home visits" and absorbed the information like a sponge. Those home visits were a ray of sunshine in an otherwise frightening time for my family. I believe the teachers and agencies who provide these services should be held accountable; whether it be an agency, an individual, or a parent. I am in support of establishing a rating system for early childhood education; and hope you will pass HB69 in support of many families in Alaska.

Sincerely,

Anastasia Lane
907-224-8626

Want to do more with Windows Live? Learn "10 hidden secrets" from Jamie. Learn Now

My name is Jane Sullivan,

I have my degree in ECE. I am a home school parent of five children. I have also worked as a parent educator for Hoonah PAT.

My husband and I decided to HS our children because we felt we could provide their best educational opportunities at home. This decision was based on their individual learning styles, their interest in different subjects and our learning goals for each child. Home schooling is not easy, it requires discipline, organization and a willingness to understand that I could not do it all myself. I utilized the local school resources often, the library, auto shop classes, writing workshops, science fairs and of course curriculum materials. I participated in state and federal required testing; this provided us with the opportunities to verify our children were learning at or above their grade level.

Our oldest two children are

college graduates, dean's list students and scholarship recipients

I see PAT as an extension of these same dynamics.

PAT encourages the parents to understand that they are their child's first teacher. Parents see themselves as being vital and important to their child's development and learning ability. Parents want their children to learn, they want to understand how their child is developing, if their child is bonding appropriately, crying too much, crawling at the right time, walking or even holding an object correctly. PAT educators do exactly that. Educating parents about what is happening, what to expect, how to respond and where to find resources when they need assistance. IE: interactive play groups, workshops, education opportunities.

I saw my PAT role as a facilitator; to help parents understand the incredible impact, joy and pride they can experience as parents of young children. The parents I worked with recognized the positive effect that early learning had on their children.

Testimony given 2/13/09 reg: HB69

FISCAL NOTE

STATE OF ALASKA
2009 LEGISLATIVE SESSION

Fiscal Note Number:
Bill Version: **HB69**
() Publish Date:

Identifier (file name): HB069-EED-TLS-2-10-09
Dept. Affected: Education & Early Development
Title: An Act establishing in the Department of Education and Early Development a voluntary parent education home visiting program for ....
RDU: Teaching & Learning Support
Component: Early Learning Coordination
Sponsor: Representative Tuck, Petersen and Gara
Requester:
Component Number: 2912

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2010**	**FY 2010**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**
Personal Services	102.4	0.0					
Travel	20.0	0.0					
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims	16,800.0						
Miscellaneous							
TOTAL OPERATING	**16,922.4**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES ( )							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	16,922.4	0.0					
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**16,922.4**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

Estimate of any current year (FY2009) cost:

POSITIONS

Full-time	1.0						
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

The Alaska Parents as Teachers Act, provides for a competitive grant for pre-elementary students to receive teaching services through the student's respective parent/guardian and support by EED. Cost were determined as follows:
Approximately: 9,600 pre-elementary students;
of those approx: (3,500) students receive Headstart services;
Approximately: (500) will be covered under the Governor's proposed pilot pre-kindergarten program
Resulting in: 5,600 pre-elementary students that could qualify for this grant.
Approximately: $3,000 per student cost.
$16,800,000 TOTAL GRANT
In addition to the grant the department will need to hire one position to oversee and service this program.
Education Administrator I at $102,400 plus travel at $20,000 = **$122,400**

Prepared by: Eddy Jeans, Director — Phone 465-8679
Division: School Finance — Date/Time 2/10/09 12:00 AM
Approved by: Larry LeDoux, Commissioner — Date 2/10/2009

(Revised 9/10/2008 OMB)

4863

Representative Chris Tuck

Alaska State Legislature

District 29 - Representing Dimond Estates, Foxridge, Taku, Southwood Manor, Campbell, and Independence Park

MEMORANDUM

Date: February 12, 2009

To: Louie Flora

From: Aurah Landau

RE: HB 69

Louie, here are answers to a few HB69 Parents as Teachers questions that Representative Seaton and I discussed today.

State Capitol Bldg. Rm 426
Juneau, AK 99801-1182
Representative_Chris_Tuck@legis.state.ak.us

Phone (907) 465-2095
Fax (907) 465-3810
Toll-free (866) 465-2095

- There are approximately 65,000 children ages 0-5 in Alaska, living in 48,507 households.[i]
- An average of 1.34 children ages 0-5 live in these households.[ii]
- Based on census data and estimates from the long-established universal-access Parents as Teachers program in Fairbanks[iii], about 4.4% of families who qualify for Parents as Teachers would actually use the program.
- Rural participation might be slightly higher, but current and detailed census data is unavailable by town.
- This indicates that HB 69 would serve roughly 2,860 children in 2,134 households each year.
- Already, roughly 800 families are served by existing federally-funded Parents as Teachers Programs.[iv]
- With an average Parents as Teachers program cost of $3000 per family household applied to families not currently in a Parents as Teachers program[v], the Department of Education grant for HB69 is more accurately estimated at $3.98 million.

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[i] Calculated from *Economic Impact of Early Education and Child Care in Alaska.* McDowell Group, Inc. July 2006. Page 1.
[ii] *Economic Impact of Early Education and Child Care in Alaska.* McDowell Group, Inc. July 2006. Page 7.
[iii] The Fairbanks Parents as Teachers program has been in operation for XX years, and has a stabilized demand for services. Fairbanks has 10,072 children of 0-5 years of age, according to the Bureau of Vital Statistics. (Total number of 0-4 year olds in Fairbanks is 6,722. Estimate for the number of 5-year olds was determined by averaging the number of children of each age in the 0-9 range). Currently, 375 children are enrolled in Parents As Teachers and another 50 families are on the wait list.
[iv] *Parents As Teachers Alaska, 2008 Factsheet.*
[v] Presentation by Melissa Pickle, Parents As Teachers Alaska State Coordinator, before the House Committee on Education. February 11, 2009.

PARENTS AS TEACHERS ALASKA

2008 FACT SHEET

Parents as Teachers (PAT) is an evidence based international home visitation program dedicated to providing parent education services to families with children prenatal to five years of age through home visits and group meetings.

2008 HIGHLIGHTS

Services for Children and Families 2007-2008:

- 31 communities served
- 809 families served
- 963 children served
- 36 prenatal women served
- 95 homeless families were served
- 573 Alaska Native/American Indian children served
- 726 children received developmental screenings with 71 found to need further evaluation
- 239 families linked to other services

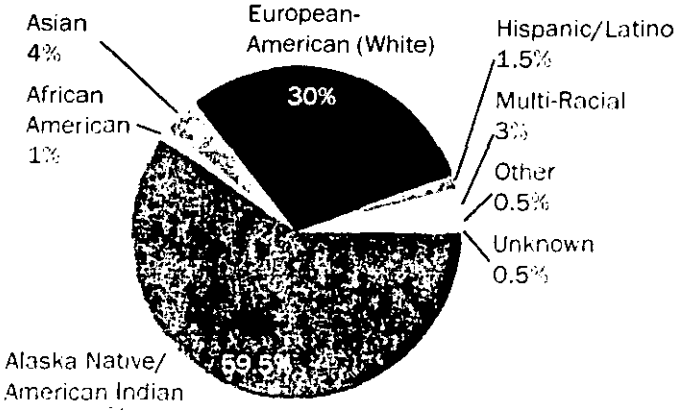
Percentages of Enrolled Children by Agency/ Organization:

- 19% school districts
- 79.5% non-profit organizations
- 1.5% military programs

Professional Development:

- Trained and certified 32 Parent Educators and 7 supervisors in the Prenatal to 3 Years Curriculum
- Certified and trained 24 Parent Educators in the 3 Years to Kindergarten Curriculum
- 496 participants from 41 Communities attended PAT workshops/training institutes

ETHNICITY OF CHILDREN SERVED



Parents as Teachers State Office:
Melissa Pickle, c/o RurAL CAP
PO Box 200908
Anchorage, AK 99520-0908
Phone (907) 865-7345
mpickle@ruralcap.com

This information is provided by the PAT Alaska State Office. The PAT Alaska State Office is located within the Child Development Division of the Rural Alaska Community Action Program, Inc. and funded through the Alaska Parent Information and Resource Center. The role of the State Office is to plan and coordinate curriculum training institutes, conduct annual recertification, collate data for statewide reports and provide on-going communication and technical assistance for affiliated programs.

Economic Impact of Early Education and Child Care Services in Alaska

Final Report

PREPARED FOR:
System for Early Education Development (SEED)
University of Alaska Southeast

Research-Based Consulting

Juneau
Anchorage
Kodiak

July 2006

4867

Economic Impact of Early Education and Child Care Services in Alaska

Final Report

PREPARED FOR:

ALASKA SEED

System for Early Education Development

University of Alaska Southeast

Bill Ray Center

1108 F Street

Juneau, Alaska 99801

907-796-6414

PREPARED BY:

McDowell GROUP

Juneau • Anchorage • Kodiak

July 2006

Acknowledgements

The McDowell Group study team would like to acknowledge the invaluable assistance provided by the Project Steering Committee. The Committee included Mary Lorence (Manager, Alaska Child Care Programs, Department of Health and Social Services), Joy Lyon (Executive Director, Association for the Education of Young Children, SE Alaska), Mary Lou Madden (Madden Associates), and Carol Prentice (SEED Program Manager).

Alaska SEED
System for Early Education Development

SEED Council Members

SEED Council Chair:
Patty Meritt, Associate Professor, Coordinator, Early Childhood Program, Tanana Valley Campus, UA Fairbanks
Chair Elect:
Candace Winkler, Chief Executive Officer, Child Care Connection

SEED Council Members:
Diedre Bailey, Youth Programs Manager, Department of Labor and Workforce Development
Margaret Bauer, Director, Worklife Services, Center for Child Development, Providence Alaska Medical Center
Marcey Bish, Child Care Licensing Manager, Department of Health and Social Services
Gara Bridwell, Executive Director, Play 'N Learn, Inc.
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The purpose of this study was to measure the economic impacts of business, organizations and individuals that provide early education and child care services to Alaskan children under six years of age. Economic impacts are measured in terms of employment, spending on child care services, and the role that child care services play in making it possible for Alaska families to earn income. From this study, three key conclusions can be drawn about Alaska's early education and child care industry:

- Early childhood education and child care services play a critical role in Alaska's economy.
- Alaskans place a high priority on funding for education, including early childhood education.
- The availability of quality, affordable child care remains a challenge for many Alaska families.

Detailed study findings are summarized below.

Demographics

- In 2004, Alaska's population included 62,913 children under six years of age, according to State of Alaska estimates.
- Approximately 63 percent (39,400 children) are living in households where all available parents are in the labor force. These children resided in approximately 29,400 Alaska households.
- Among Alaska households where all available parents are in the labor force, 26 percent are single-parent families, including 18 percent where the mother is the only parent at home and 8 percent where the father is the only parent at home.

Economic Impacts

The economic impact of the early education/child care sector includes jobs for thousands of Alaskans, millions of dollars in spending by households and governments, and indirect contributions of Alaska's resident labor force and family income.

- At least 6,500 Alaskans directly participate in the child care sector workforce. Total direct and indirect employment is estimated at 7,400 jobs, accounting for $124 million in annual payroll.
- In Alaska, State and federal government spending totaled approximately $88 million on early education/child care programs and child care assistance in FY 2005. The Federal government contributed 85 percent of this total ($75 million), while the state contributed 15 percent ($13 million).
- Alaska families spend approximately $130 million on child care services in Alaska annually. The cost of full-time child care in Alaska generally ranges

from $400 to $900 per month, depending on the age of the child and the location of the care. Working parents with two children under six years of age may spend $15,000 or more a year on child care services.

- In total, approximately $240 million is spent annually on early education and child care services, including household and government spending.

- There are 29,400 Alaskans in the workforce because child care services are available to them. This accounts for 8.2 percent of the Alaska resident workforce.

- Though specific data is not available, based on economy-wide averages, families using child care services earned total annual wages estimated at $850 million. This is an average of $28,820 per family in additional annual income indirectly made possible by child care services, equal to approximately 40 percent of Alaska's mean family income in 2003.

This study also examines research conducted elsewhere in the U.S. that measures the broader societal economic benefits stemming from quality child care services. This research has shown conclusively that although investment is required to provide quality early care to infants, toddlers, and preschoolers, the rate of return far exceeds that initial investment. Benefits include:

- increased earnings capacity projected from higher educational attainment along with higher taxes paid from better paying jobs,

- lower criminal justice system costs,

- reduced welfare costs, and

- savings on school remedial services budgets.

Household Survey Findings

This study included a telephone survey of 725 randomly selected Alaska households from across the state. The primary purpose of the survey was to collect information on the types of child care services Alaska families use and how much households spend on child care services. The survey also collected information on Alaskans' attitudes about the importance of state government funding for early education and child care services.

The survey sample included 323 Alaska households with a total of 459 children under six. About two-thirds (65 percent) of these children were less than 4 years of age, and one-third (35 percent) were 4 or 5 years old.

Alaska household use of child care services

- Approximately 58 percent of children in the surveyed households received child care services of some type during the month of January 2006 (the time period considered in the survey). This includes 54 percent of the children under 4 years of age and 62 percent of children aged 4 or 5.

- Among children in child care services, 49 percent were in a preschool or child care center. Just under one-third (31 percent) were being cared for at someone else's home. Just over one-quarter (27 percent) were receiving child care services in their own home. Eight percent were in a Head Start program.

Some children were cared for in more than one setting, such as Head Start and home care.

- Children spent an average of 26 hours per week in a preschool or child care facility (among children enrolled in preschool or a child care center). The average was 25 hours for care at someone else's home, 20 hours for in-home care, 18 hours in a Head Start program, and 11 hours in a before or after school care program. Again, some children are cared for in more than one setting.

- Forty-five percent of Alaska households with children under six in a child care situation found it difficult or very difficult to find acceptable child care. About the same percentage (49 percent) found it either easy or very easy to find acceptable child care.

- Among Alaska households with children under six, 36 percent reported that the quality, cost or availability of child care services had prevented someone in their household from seeking employment or had in some way restricted the number of hours they could work.

- When asked which factor had the greatest impact on ability to find acceptable child care, cost was most often cited. Half (50 percent) indicated that cost had the greatest impact, while 26 percent cited quality and 23 percent cited availability. Cost is the more critical issue in urban Alaska while availability is the more important issue in rural Alaska.

- About one in seven households with children in child care services received some form of child care assistance during the month of January.

Government funding priority for early education/child care

- Nearly nine out of ten Alaska residents (87 percent) think it is important or very important for state government to provide financial support for early education and child care.

- When compared to other government services, Alaskans also give early learning a high priority for state funding. Two-thirds (66 percent) of Alaskans feel that the state should give early learning and child care a high funding priority. Among the categories of government spending presented to survey respondents, only K-12 education earned more "high priority" ratings.

- More than three-quarters of Alaska residents feel that early learning and child care is more important to fund than support for local government or construction of new roads and highways. Only K-12 education was rated as more important to fund than early learning, child care by more Alaskans, among the categories of government spending presented to survey respondents.

CHAPTER I. INTRODUCTION AND INDUSTRY PROFILE

Scope of Study

The purpose of this study is to measure the economic impacts of the early education and child care sector of Alaska's economy. This study focuses on education and care of children under six years of age. Economic impacts are measured in terms of employment, spending on child care services, and the role that child care services play in making it possible for Alaska families to earn income. This study also examines research conducted elsewhere in the U.S. that measures the broader societal economic benefits stemming from quality child care services.

A key component of this project was a telephone survey of 725 randomly selected households. The primary purpose of the survey was to collect information on the types of child care services Alaska families use and how much households spend on child care services. The survey also collected information on Alaskans' attitudes about the importance of state government funding for early education and child care services.

Industry Profile

Alaska's early education and child care sector includes a wide variety of service providers. It includes any program providing care for children birth to age 6. Examples of these programs include center-based child care, family child care, Head Start, Early Head Start, private and public preschools, Montessori programs, and Pre-kindergarten services. It includes licensed and unlicensed providers.

The State of Alaska approves or licenses six types of providers; Approved Provider, Approved Relative, Approved In-home, Licensed Center, Licensed Group Homes and Licensed Home. The Municipality of Anchorage licenses child care facilities within its boundaries. The military also certifies child care providers serving the military population in Alaska. Child care providers must be Approved, Licensed, or certified by the military to participate in the state's child care assistance program.

Approved Provider: Provides child care for up to and including four children unrelated to the provider. Approved Providers may care for no more than a total of five different children under 12 years of age, including the provider's own children. No more than two of these children may be under 30 months of age. This category of provider needs to be licensed within 12 months to continue to be eligible for payment through the Child Care Assistance Program. There are 288 approved providers in Alaska.

Approved Relative: Has the same requirements as Approved Provider except the only eligible children are the caregiver's grandchildren, great-grandchildren, sibling (only if living in a separate residence), niece or nephew (not great niece or nephew). These providers are not required to be licensed to continue to be eligible for payment through the Child Care Assistance Program. There are 572 approved relative providers in Alaska.

Approved In-home Provider: Provides child care in the child's own home. There are 387 in-home providers approved by the state of Alaska.

Licensed Center: A licensed child care facility for 13 or more children. There are 217 licensed centers in the state.

Licensed Group Home: A licensed child care facility for nine through 12 children and may be in an occupied residence. There are 88 licensed group homes in Alaska.

Licensed Home: A licensed child care facility, usually in an occupied residence, for no more than eight children. There are 435 licensed homes in Alaska.

A total of approximately 2,000 approved or licensed providers are included in the preceding categories.

Other providers: There are a variety of other child care providers in Alaska that may not be recorded in the state's data, including providers that do not require state approval or licensing. These include:

- **Facilities on military bases** (Fort Richardson, Eielson Air Force Base, Fort Wainwright, Elmendorf Air Force Base and the Kodiak Coast Guard Base all have child care centers and family child care homes that are certified by the military.)
- **Tribal groups** (There are 136 family child care providers who are tribally approved, but not state approved or licensed. There are also 142 tribally-approved in-home child care providers.)
- **Head Start programs** (There are 18 Head Start grantees in Alaska, which operate 138 programs in 106 communities across Alaska. Sixteen (16) Head Start programs are also licensed as child care programs by the state.)
- **Preschools** (There are 22 certified preschools in Alaska including four preschools that are also licensed as child care facilities. There are also 41 school districts that offer preschool programs for children with special needs and their peers.)
- **Legally exempt providers** (Child care providers are legally exempt from licensing requirements as long as they care for no more than four children unrelated to them. The number of such providers in Alaska is not known.)
- **Others** (Providers who are not licensed or approved by the State of Alaska or the Municipality of Anchorage who care for more than four unrelated children are considered to be operating illegally. No doubt such providers exist, but the number is unknown.)[1]

Demographic Profile

According to Alaska Department of Labor and Workforce Development (DOLWD) estimates, in 2005 there were 63,785 children under six years of age residing in Alaska. This component of Alaska's population has been growing at an annual rate of 1.7 percent since 2001, slightly faster than the overall population growth rate of 1.2 percent. In 2004, there were 62,913 children under six years of age in Alaska, according to DOLWD estimates.

[1] Source: http://health.hss.state.ak.us/dpa/programs/ccare/eligible-providers.html

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U.S. Census data for 2000 provides more detailed data on Alaska's population of children under six years of age. In 2000, Census data indicates there were 57,620 children under six years of age living in Alaska.[2] Just over 90 percent lived with their own parents, while 8 percent lived with other relatives, 2 percent with non-relatives, and less than 1 percent in group quarters.

Alaska's Population of Children Under 6 Years of Age, by Living Arrangement, 2000 Census

Living Arrangement	Number of Alaska Children Under 6 Years of Age	Percent of Total
With Own Parents (or parent)	51,908	90.1%
With Other Relatives	4,437	7.7%
With Non-Relatives	1,074	1.9%
In Group Quarters	201	0.3%
Total	**57,620**	**100%**

Source: 2000 Census, Summary File 1. Table P29, Relationship by Age For the Population Under 18 Years.

Also according to Census data, in 2000 there were 41,915 families in Alaska with related children under six years of age.[3] This includes married couple families and single householder families. This indicates that households with children under six years of age had an average of 1.34 children under 6.[4]

Alaska Families with Related Children Under 6 Years of Age, by Family Type, 2000 Census

Family Type	Number of Alaska Families with Children Under 6 Years of Age	Percent of Total
Married-couple families	30,367	72.4%
Male Householder, no wife present	3,467	8.3%
Female Householder, no husband present	8,081	19.3%
Total	**41,915**	**100%**

Source: 2000 Census, Summary File 3. Table P17, Family Type by Presence of Related Children Under 18 Years of Age by Age of Related Children.

Alaska's population of children under six years of age included 32,463 children living in households with their own parents, where both parents were in the labor force, or in the case of single parent households, that parent was in the labor force.[5] Based on data for children that are living with their own parents, almost two-thirds (62.5 percent) of Alaska's children under six years of age lived in families where all parents were in the labor force (as of 2000). If it is assumed that this held true for all children under six, including those living with relatives or non-relatives (rather than with their own parents), the total number of children in households where all available adults are in the labor force would have been 35,887 in 2000.

[2] Source: 2000 Census, Summary File 1. Table P29, Relationship by Age For the Population Under 18 Years.

[3] Source: 2000 Census, Summary File 3. Table P17, Family Type by Presence of Related Children Under 18 Years of Age by Age of Related Children

[4] Based on Census data there were 56,345 children under six living their parents or parent, or with a relative. These children resided in 41,915 households, for an average of 1.34 per household.

[5] Source: 2000 Census, Summary File 3. Table P46. Age of Own Children Under 18 Years in Families and Subfamilies by Living Arrangements by Employment Status of Parents.

Alaska Children Under 6 Years of Age, by Employment Status of Parents, 2000 Census

Family Type	Number of Alaska Families with Children Under 6 Years of Age	Percent of Total
Living with two parents, both in labor force	21,098	65%
Living with father, in labor force	3,781	12%
Living with mother, in labor force	7,584	23%
Total	**32,463**	**100%**

Source: 2000 Census, Summary File 3, Age of Own Children Under 18 Years in Families and Subfamilies by Living Arrangements by Employment Status of Parents.

If the average of 1.34 children under six years of age per household is assumed to hold true for households where all parents are in the labor force, in 2000 there would have approximately 26,800 Alaska households in need of child care services of some type.[6]

The Census Bureau's 2004 American Community Survey provides more recent data. According to that data, there were 55,308 children under 6 years of age living with their own parents, including 35,608 children living in households where all parents are in the labor force.[7] This is a 9.7 percent increase over 2000 in the number of children living in households where all parents are in the labor force.

Applying this percentage increase to the number of households in need of child care services indicates that in 2004, there were 29,400 Alaska households in need of child care services for their children under six years of age.

In summary, in 2004, Alaska's population included 62,913 children under six years of age. Approximately 63 percent (39,400) of these children live in households where all available parents are in the labor force. These children reside in 29,400 Alaska households. This suggests that in 2004 there were 29,400 Alaska households potentially in need of child care services. For several reasons, which are described in the next chapter, the number of households actually requiring child care services is likely somewhat higher than this estimate.

[6] An estimated 35,387 children in households where all parents are in the labor force divided by an average of 1.34 children under six per household.

[7] Source: U.S. Census Bureau, 2004 American Community Survey, Alaska, Selected Economic Characteristics: 2004.

CHAPTER II. ECONOMIC IMPACT ANALYSIS

This chapter examines the economic impact of the early education and child care sector in Alaska. The chapter begins with an overview of published employment data, followed by an assessment of employment based on licensing and other data. Following that is an analysis of published wage and earnings data. In addition, total household and government spending on child care services and programs are estimated. Finally, several landmark studies conducted elsewhere in the country, which assessed broader socioeconomic benefits of quality child care services, are summarized. Though not specific to Alaska, the findings of these studies are certainly relevant to this project.

Employment

This analysis indicates that 6,400 Alaskans participate in the state's early education and care workforce. This estimate is derived from a variety of published and unpublished data sources, as described below.

Data Sources

There are a number of government data sources for employment in the child care sector in Alaska. For reasons described below, all provide an incomplete picture of the number of people who earn income providing child care. It is important to describe these data sources, however, as they are often cited in discussions about the role of child care employment in the economy.

State of Alaska data sources: The Alaska Department of Labor and Workforce Development (DOLWD) compiles and publishes employment data for non-agricultural wage and salary employers in Alaska. For 2004 (the latest available full-year data), DOLWD reports 167 employers in the "Child Day Care" sector (classification number 6244 in the North American Industry Classification System, NAICS[8]). These employers reported total average monthly employment of 1,532 workers. Peak month employment occurred in May at 1,603 workers, and low-month employment occurred in July at 1,376 workers.

This data presents only a partial picture of employment in child care services in Alaska, for two reasons. First, it excludes self-employed workers, who account for a significant portion of the child care workforce. Second, it fails to capture child care workers employed by larger organizations or businesses, for which employment is reported in other sectors of the economy. For example, child care employment in a hospital would most likely be reported in the health care sector rather than the child care sector. This is not a matter of misreporting by DOLWD, but rather a matter of how organizations and businesses report their employment to DOLWD.

To estimate child care-related employment not captured in DOLWD data for the child care services sector, the study team examined licensing data provided by Alaska Department of Health and Social Services Child Care Program Office. By cross checking that licensing data with DOLWD employment data for all employers in the state, the study team was able to identify licensed child care centers whose employment was not captured in the DOLWD data for the child care sector. That analysis identified another 1,100 workers (annual average) employed by

[8] This sector is comprised of "establishments primarily engaged in providing day care of infants or children. These establishments generally care for preschool children, but may care for older children when they are not in school and may also offer prekindergarten education programs." http://www.census.gov/epcd/naics02/naics02/622441.htm

organizations such as health care facilities, school districts, private schools, university campuses, recreation centers, for-profit businesses and others.

Federal government data sources: The U.S. Department of Labor, Bureau of Labor Statistics (BLS), published similar data. For 2004, BLS reports 1,535 employees with 155 private establishments and 50 employees with one federal government establishment. This data suffers from the same limitations as DOLWD data in that it does not include the self-employed, and it does not capture misclassified employment.

The U.S. Census Bureau publishes data on non-employers – those self-employed child care providers that have no paid employees. The Bureau's 2003 Nonemployer Statistics show that in sector 6244, Child day care services, there were 2,118 nonemployer establishments in Alaska in 2003.

Other data sources: State licensing data probably provides the most comprehensive data on child care industry employment in Alaska. The state's licensed and approved provider database includes the number of employees for each provider. That data indicates that licensed centers had total staff of 3,621, licensed group homes had staff of 184, and licensed homes had staff of 411. (It is important to note that this data is not comparable with DOLWD data because it is a measure of the total number of participants, not annual average employment.) State data also indicates that are 351 approved providers/relatives and 391 in-home care providers.

However, this data is also incomplete in that it excludes a number of providers who are not required to have state approval or licenses. This includes Head Start programs, military establishments, tribal providers, certified preschools, school district preschools, and others.

Head Start programs account for significant employment in Alaska. According to data provided by the Alaska Department of Education and Early Development, Head Start programs around the state were staffed by a total of 901 workers in 2004-2005.[9]

Certified pre-schools in Alaska had total staff of 113. Some of this employment is captured in the state licensing data. Employment data for school district preschools is not available and therefore was not included in this report.

Employment at child care facilities on military bases includes 75 caregivers at Fort Richardson Army Base, 87 at Eielson Air Force Base, 26 at the Kodiak Coast Guard base, 83 at Fort Wainwright and 219 at Elmendorf Air Force Base. These estimates include providers in center-based facilities as well as certified home care providers.

Tribal organizations that are not state approved or licensed account for approximately 278 workers.

Finally, there are 33 people employed by the State of Alaska Child Care Program Office; 20 people employed by the Municipality of Anchorage child care licensing office; 38 people employed by the three child care resource and referral agencies; 42 people employed by grantees who determine child care assistance eligibility; 16 people employed by child care food programs; and at least 12 people employed by Tribal organizations to administer their federal child care funds – for a total of 162 people in program administration, licensing, etc.

[9] Source: Head Start Program Information Reports, Alaska Department of Education and Early Development.

Employment Summary

The various sources of child care sector employment described above account for just over 6,900 jobs. There is, however, some duplication among the data sets (several Head Start programs and preschools are captured in the state licensing data, for example). After adjusting for this duplication, it is estimated that at least 6,500 Alaskans participate in the child care sector workforce. This should be viewed as a very conservative estimate in that it does not include an undetermined number of at-home providers who care for four or fewer unrelated children or any number of related children and therefore are not required to be licensed.

Child Care and Early Education Employment in Alaska, 2005

	Employment
Licensed Centers	3,621
Licensed Group Homes	184
Licensed Homes	411
Approved Provider/Relative	351
Head Start Programs	901
Certified Preschools	113
State In-home Care Providers	391
Military Facilities	490
Tribally-approved family child care and In-home providers	278
Program Admin., Resource and Referral Staff	162
Total	**6,902**
Net Total (after adjustment for double-counting)	**6,500**

In 2004, the Alaska economy included 428,000 jobs. Though child care and early education account for a small portion of total employment (1.5 percent), the sector's employment is comparable to other significant industries in Alaska.[10] For example, the residential and nonresidential building construction sector employed an average of 6,000 workers in Alaska in 2004. Alaska's air transportation sector employed an average of 6,400 workers that year.

Wages and Revenue

Wage Data

Published wage data for Alaska (and for other states) is incomplete. Much of the payroll earned in the sector is misclassified in other sectors of the economy, and much of the income is not reported at all. Nevertheless, a review of available data is informative.

DOLWD payroll data indicates that the 1,532 workers employed in the "child day care" sector earned a total annual payroll of $24.7 million in 2004. The average monthly wage was $1,342. This average is well below the average for all sectors of the Alaska economy. In 2004, the average monthly wage in Alaska was $3,218.

[10] Includes wage and salary employment and proprietors employment, from the Bureau of Economic Analysis.

BLS also reports total wages in private child care establishments of $24.7 million plus $1,133,000 in wages at the one reported federal government establishment. BLS also reports an average weekly wage of $309 for employees of private establishments and $434 in the federal facility in 2004. Average annual pay was $16,093 in private establishments and $22,547 in the federal facility.[11]

DOLWD publishes wage data for several hundred occupations in Alaska, including workers in the child care sector. Child care workers earned an average hourly wage of $9.87 in 2004, while administrators in preschool and child care programs earned an average wage of $19.07[12] The average hourly wage in all sectors of the Alaska economy is approximately $20 per hour.

Hourly Wage Rates in Alaska's Child Care Sector

	Mean	Median	Mean Entry	Mean Experienced
Ed Admin, Preschool & Child Care Center/Program	$19.07	$16.90	$11.67	$22.76
Child Care Workers	$9.87	$9.11	$7.89	$10.86

Source: Alaska Department of Labor and Workforce Development

Child Care Provider Revenue and Government Funding

There are two sources of spending on early education and child care services, government funding for child care assistance programs and program administration, and spending by parents on child care services. Again, published data portrays only a partial picture. This section describes the published data, summarizes government program spending, and assesses household spending on child care services, based on survey results and other demographic data.

Published Data

U.S. Census Bureau 2002 Economic Census data indicates that businesses engaged in providing child care services in Alaska had total receipts of $45.1 million in 2002. This data is for 174 establishments.[13] This data is incomplete in that it excludes revenue for child care services offered by larger organizations or businesses outside the child care sector. These revenues are reported in other sectors of the economy. It also excludes non-employer establishments. U.S. Census Bureau non-employer statistics indicate that Alaska's 2,118 non-employer establishments engaged in child care had $25.2 million in receipts in 2003.[14]

State and Federal Government Spending

The State of Alaska Department of Health and Social Services Child Care Program Office has a FY 2006 budget of $44.7 million. This includes $37.7 million in federal funds and $7 million in State funds.[15]

Of the Program's total budget $32.6 million is spent as payments to child care providers on behalf of parents who qualify for financial assistance. The remaining $12.1 million is spent on child care licensing and Child Care Grant programs, grants

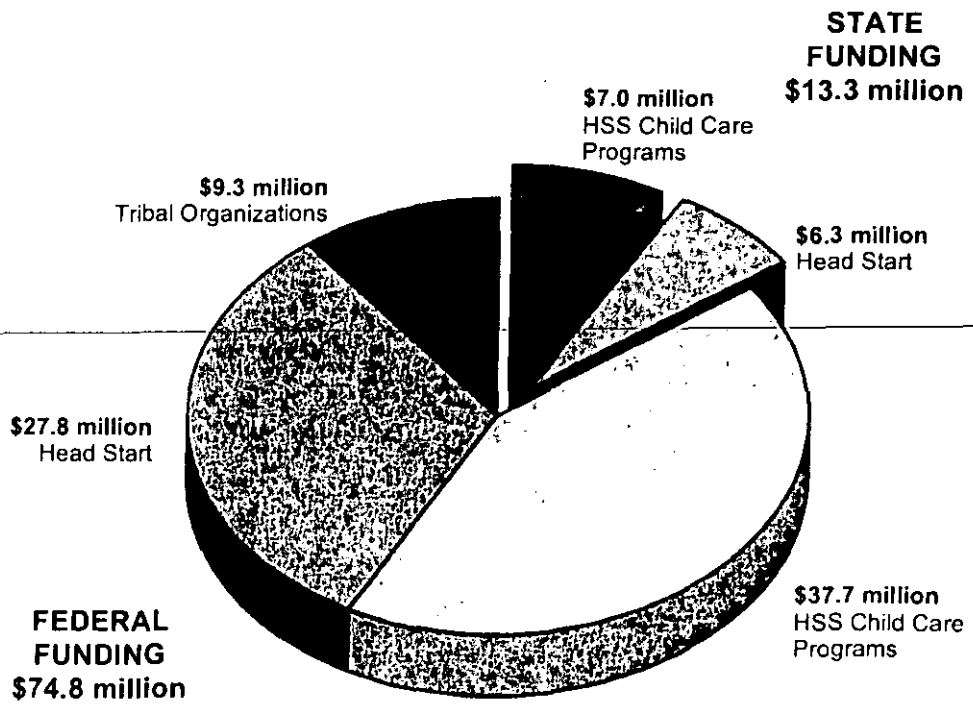
[11] Source: http://data.bls.gov/PDQ/servlet/SurveyOutputServlet
[12] Source: http://www.laborstats.alaska.gov/research/wage/ssocs.htm#39-9011
[13] Source: http://www.census.gov/econ/census02/data/ak/AK000_62.HTM
[14] Source: http://www.census.gov/epcd/nonemployer/2003/ak/AK000_62.HTM
[15] A portion of child care program funding is spent on services for children six years of age and over. Though no detailed data is available, it is estimated that approximately one-quarter of this spending is on children six years of age and over.

to determine child care assistance eligibility, child care resource and referral agencies, special child care initiatives, and the Child Care Program Office.

The federal government gives $9.3 million directly to tribal organizations in Alaska for child care services. Federal allocations to Alaska tribal organizations range from $24,000 to $1.7 million. Among the tribal organizations receiving over $1 million in funding include the Association of Village Council Presidents, Cook Inlet Tribal Council, Tanana Chiefs Council, and Central Council of Tlingit & Haida Indian Tribes of Alaska.

State and federal government funding for Head Start programs in Alaska totals $34 million for FY 2006. This includes $27.8 million in federal funds paid directly to grantees and $6.3 million in state funds.

State and Federal Funding for Child Care Services in Alaska



Survey Results

Data from the telephone survey of 725 Alaska households provides an indication of how much money Alaska households spend on child care services each year (detailed survey results are provided in Chapter III). Among the 725 households in the survey sample:

- 323 households reported children under six years of age
- These households reported 459 children under six years of age (1.4 per household)
- 58 percent of these children (266 children) were receiving child care services.

This survey data is consistent with demographic data available from the Census. In 2000, the Census recorded 38,758 families with children under 6 years of age and a total of 51,908 children under six residing in Alaska (counting only children living with their parents), or 1.34 children under six per household. Among children under six, 32,463 children, or 63 percent, were in households where all available parents were in the labor force.

Survey results indicate that households spent approximately $318 per month per child for child care. This average includes full-time and part-time care in all types of settings, including centers, others' homes, in-home, Head Start (for which there is generally no cost to parents) and others.

Applying the $318 per month average to all children under six in households where all parents are in the labor force indicates total Alaska household spending on child care of approximately $150 million annually. This is based on the estimate that in 2004, there were 39,400 children living in households where all available parents were in the labor force.

There are several reasons why this estimate of total spending on child care services could either understate or overstate actual spending on child care services. This estimate may slightly overstate spending in that it is possible for a parent or both parents to be in the labor force and not need paid child care services. For example, parents could work different times of day, each looking after children when not at work. Similarly, in single parent households, the parent could stay home with children during the school day then work during hours when older siblings are available to provide care. It is also true that not all people in the labor force are actually employed. Depending on the time year and location around the state, unemployment rates can vary from 5 percent to 15 percent (or higher in rural areas).

At the same time, this estimate of total household spending on child care does not include money spent on child care by parents on who are in school or otherwise engaged in training programs. Further, the total estimate does not capture child care expenditures where the mother or father are not in the labor force but nevertheless occasionally or regularly enroll their children in a child care service. Nationally, 31 percent of the 8.2 million preschoolers (children under five) of non-employed mothers were in at least one child care arrangement on a regular basis.[16]

Another source of uncertainty around the spending estimate is the seasonality of child care expenditures. The $318 per month estimate is for the month of January. For many households the need for child care spending changes in the summer, when children are out of school. Further, many local economies in Alaska are very seasonal, with seafood industry, tourism and other economic activity occurring primarily in the summer. For parents employed in these industries, the need for child care services can be greatest in the summer.

In any case, the $318 per month average expenditure, which includes full-time, part-time and unpaid care (such as Head Start), is reasonable given child care services rates around Alaska. The following table provides data on prevailing child care rates in Alaska.

[16] Source: "Who's Minding the Kids? Child Care Arrangements: Winter 2002," U.S Census Bureau, October 2005.

Current Child Care Rates in Alaska

Full Time	Infant	Toddler	Preschool Age
Licensed Center Care & Group Home	$480-$900	$475-$810	$375-$775
Licensed Home	$480-$970	$440-$921	$300-$850
Approved Care	$464-$600	$400-$500	$400-$500
Part Time	**Infant**	**Toddler**	**Preschool Age**
Licensed Center Care & Group Home	$250-$600	$237-$550	$205-$550
Licensed Home	$200-$720	$200-$700	$180-$700
Approved Care	$303-$400	$295-$361	$240-$293

Source: HSS Child Care Program Office.

The average rate for full time infant care was $655, for toddlers $572, and for preschoolers $572, according to data from the 2005 Market Rate Survey.

National data also generally supports the $318 per month estimate used in this study. For example, data published by the Congressional Research Service indicates median child care payments for families with children under five years of age with working mothers averaged $69 per week in 1999, or approximately $310 per month. Converting this to 2005 dollars suggests median monthly spending of $362.[17] This estimate (and the 1999 estimate) is total family payments and may include families with two children under five years of age. Nationally, there were 1.42 children under six years of age in households with any children under six.[18] The average number of children under five would be somewhat lower. Nevertheless, if we assume an average of 1.4, median per child spending would be approximately $260, slightly below the average calculated in this study for Alaska families.

Summary

In Alaska, revenue to child care providers for the direct care of children includes household spending on child care and government spending on child care assistance programs. Based on the preceding analysis, Alaska households may be spending $150 million annually on child care services for children under six years of age. Government spending on child care totals $88 million for FY 2006 (government spending that goes directly to providers is estimated at $77.5 million annually, also based on FY 2006 budgets).[19] Together, approximately $238 million is spent in Alaska on child care services for young children, including $228 million in total revenue to providers.

Summary of Employment, Income and Spending

The preceding analysis indicates that direct employment in Alaska's child care sector totaled 6,500 jobs in 2004 and $228 million in provider revenue. Using IMPLAN, an input/output economic impact model widely used in Alaska and elsewhere, it is possible to estimate other aspects of the child care sector's economic impact in Alaska, including indirect and induced effects. Indirect impacts occur when child care providers (businesses) spend money in support of their businesses, for example, on rent, food or other supplies related to providing child care services. This

[17] Inflation adjustment based on Consumer Price Index – All Urban Consumers, 1999 – 2005, U.S. City Average. From U.S. Department of Labor, Bureau of Labor Statistics.

[18] Census 2000 Summary File 3, Tables P15 and P16.

[19] This includes $32.6 million through the State of Alaska, $33 million for Head Start programs, and 90 percent of $9.3 million in funding to tribal organizations (assuming 10 percent is spent on program administration).

spending creates additional jobs and income in the support sector. Induced impacts occur when employees in the child care sector spend their payroll dollars on goods and services.

IMPLAN indicates the total direct, indirect and induced impact of the child care sector in Alaska is 7,400 jobs and $124 million in total annual labor income (employee payroll and income for proprietors).[20] This estimate of labor income includes $96 million in direct income and $28 million in indirect and induced income.

Contribution to Alaska's Labor Force and Household Income

Child care providers make it possible for 29,400 Alaskans to enter the labor force (one adult for each household with children under six years of age where all parents are in the labor force). The particular employment status and characteristics of these parents are unknown. However, it is possible to broadly approximate the income implications of child care services for these households.

According to DOLWD data, in 2003, Alaska's workforce included 309,000 Alaska residents (81.9 percent of the state's total labor force). These residents earned $8.92 billion in wages.[21] The 29,400 Alaskans (a 2004 estimate) that are in the workforce because child care services are available to them account for 9.5 percent of the Alaska resident workforce. If these working parents also account for 9.5 percent of all Alaska resident wages, their total annual wages would be just under $850 million (based on 2003 wage data). This indicates an average of $28,820 per family in additional Alaska annual income indirectly made possible by child care services, equal to approximately 40 percent of Alaska's mean family income in 2003.[22]

Other data suggests a similar household income impact related to adding a second wage earner. In 2004, median family income for families with one wage earner was $43,709. Median family income for families with two wage earners was $77,159, a difference of $33,450.[23]

This analysis of course assumes that the typical parent who is in the labor force because child care services are available to him or her earns the same wages as the average Alaska worker. This may or may not be true given the demographics of families with young children. Nevertheless, it is clear that the availability of child care has major implications on income for Alaska residents in general and on family household income in particular.

National Research on the Economic Benefits of Child Care

A host of studies have been done to track the long term economic impacts of high quality early childcare development on society. Though none of these studies focuses on Alaska, the implications for Alaska are relevant.

[20] IMPLAN analysis indicates that $225 million in provider revenue should directly account for 6,045 jobs, quite close to the employment measured in this study. This estimate does not include government program administration or resource referral jobs, which are theoretically captured in the measure of indirect impacts.

[21] Source: *Alaska Labor Force Working to Its Best – 2003*, Alaska Department of Labor and Workforce Development, January 2005.

[22] Based on 2003 mean family income $71,532, from 2003 American Community Survey, U.S. Census Bureau.

[23] U.S. Census Bureau, American Community Survey, 2004, Table B19121, Median Family Income in the Past 12 Months (In 2004 Inflation-Adjusted Dollars) by Number of earners in Family.

The results of these studies have shown conclusively that although investment is required to provide quality early care to infants, toddlers, and youths, the rate of return far exceeds that initial investment. The largest benefit by those provided with quality early care was increased earnings capacity projected from higher educational attainment along with higher taxes paid from better paying jobs. Other benefits are lower criminal justice system costs, reduced welfare costs, savings for crime victims, and savings on school remedial services budgets. The results of several studies are described below.

Return on investment

The Ypsilanti/Perry Study, which tracked 58 low-income children who participated in a two-year program starting at age three, shows a nearly 13:1 cost-benefits ratio ($12.90 per dollar spent) after tracking the participants up to age 40. This calculates to a benefit of $258,888 per participant.[24]

The Chicago Longitudinal Study, which tracked 1,400 low-income children who participated in a one and a half year early-childhood intervention programs, shows a 7:1 cost-benefits ratio, or $47,559 in benefits to society per participant.[25]

A recent California study by RAND Labor and Population examining the impact of instituting a one-year public preschool program in that state determined that California would receive a return of $1.95 to $4.21 for every dollar invested, with an average rate of return of $2.62. To understand the lower ratio it should be noted that the California program, unlike the Chicago and Ypsilanti programs, would not focus only on children from low-income families. The California study also focused on a shorter program span.[26]

Studies also note that expenditures on education that are focused on K-12 may be misplaced given that brains develop rapidly in the early years (0-4), then develop at a much slower pace from age 4 through 18. The implication is that the earlier the investment on early education, the higher the return on investment will be.

High school graduation rates

Studies indicate early education results in higher achievement, grade retention, and less need for special education placement, resulting in students more likely to graduate from high school. Long-term studies in five school systems (Louisville, Kentucky; Rome, Georgia; Chicago, Illinois; Ypsilanti, Michigan; and Baltimore, Maryland) show a significant positive effect on the high-school graduation rate. The Chicago Longitudinal Study showed a high-school completion rate of 29 percent higher than the comparison group that does not have the benefit of quality early care

[24] In the 1960s, the High/Scope Perry Preschool Project targeted children from low-income African-American families. Children were provided with a comprehensive preschool program including education and health and family support services. Three- and four-year-old children attended the preschool program five days a week, two and one half hours a day, for three quarters of the year. The high-quality preschools were staffed by teachers who were well-qualified, who served no more than eight children at a time, and who visited these families as part of the program to discuss their child's development. The two-year cost of the program was $14,400 per child and was funded by the state of Michigan. Source: Schweinhart, Lawrence J. "The High/Scope Perry Preschool Study Through Age 40: Summary, Conclusions, and Frequently Asked Questions." Ypsilanti, MI: High/Scope Press, November 2004. Available at: *www.highscope.org/Research/PerryProject/PerryAge40_SumWeb.pdf*

[25] Source: A. Reynolds et. al., "Age 21 Cost-Benefit Analysis of the Title I Chicago Child-Parent Center Program: Executive Summary," June 2001. The Chicago Longitudinal Study. Available at: *www.waisman.wisc.edu/cls/cbaexecsum.htm*

[26] Source: Karoly, Lynn A. & Bigelow, James H. "The economics of investing in universal preschool education in California." Rand Corporation, March 30th 2005. Available at: www.rand.org/pubs/monographs/2005/RAND_MG349.pdf

(50 percent compared to 39 percent). In the Ypsilanti study, individuals who participated in the early care project significantly outperformed those who had not academically, with 65 percent of early care participants finishing high school compared with 45 percent of the control group. This difference was even greater when it came to females, with 84 percent of early care females graduating versus 32 percent of others.

Teenage birth rates

In a study at the University of North Carolina at Chapel Hill, young adults in the intervention group were, on average, two years older (19 years) when their first child was born compared with those in the control group (17 years). This study, called the Abecedarian Project, followed 111 infants from low-income families through their childhood, with half given early intervention child care for five years.

In the Ypsilanti study, rates of teenage pregnancy were also dramatically lower.

College attendance

The Abecedarian study provided low-income infants with five years of high quality early education. Those with early care were significantly more likely still to be in school at age 21: 40 percent of the early care group compared with 20 percent of the control group. A significant difference was also found for the percent of young adults who ever attended a four-year college. About 35 percent of the young adults in the early care group had either graduated from or were at the time of the assessment attending a four-year college or university. In contrast, only about 14 percent in the control group had done so.

Cost of grade retention and special education

Sixteen studies of early childhood programs show a reduction in grade retention and special education rates. The studies were conducted in school systems in Chicago, Houston, Milwaukee, Harlem, Washington, DC, and Pittsburgh. The Chicago Longitudinal Study, one of the nation's largest and longest studies of public early-childhood education, showed a 40 percent drop in retention and in special education placement. Further, a study of the Pittsburgh Early Care Initiative (ECI) found that in school districts within ECI communities the average primary grade retention rate was 23 percent; for ECI children, the rate was less than 2 percent. In these same Pittsburgh communities, the average special education placement rate was 21 percent; for ECI children, the rate was less than 1 percent.

Crime

Long-term studies show that preschool programs significantly reduce the juvenile crime rate and had found that the risk of arrest for teens and young adults can be cut in half by enrollment in quality early care. Studies show that children without early care were 70 percent more likely to be arrested for violent crimes by the age of 18 than those with early care. The Ypsilanti Study shows significantly fewer lifetime arrests and significantly fewer arrests for violent crimes, property crimes, and drug crimes.

Welfare

The Ypsilanti study showed that fewer participants received welfare benefits (59 percent versus 80 percent for the control group). It shows that many more women participants were married (40 percent versus 8 percent) and that fewer women participants had children born out of wedlock (57 percent versus 83 percent).

Employment rate, earnings, and home ownership

Studies, including a 1997 report by the National Conference of State Legislatures, have concluded that early childhood education is critical to the productivity and earnings-power of the workforce and the nation's economic health. An analysis of the Abecedarian study found that children in high quality early care programs can expect to make roughly $143,000 more over their lifetimes than children not receiving these benefits, and that mothers of these same children can expect higher earnings – about $133,000 more over their lifetimes. The Ypsilanti Longitudinal Study found that at age 27, participants earned $2,000 more per year than the nonparticipating control group. By age 40, 60 percent of the participants earned more than $20,000 per year compared to just 40 percent of the non-participants.

In the Abecedarian study, young employment rates were higher (65 percent) for the treatment group than for the control group (50 percent). In the Ypsilanti project, significantly more members of the program group were employed at age 40 (76 percent versus 62 percent) than the non-program group.

Many more members of the Ypsilanti project early care participants owned their own homes. At age 27, 27 percent of participants owned their own home versus 5 percent of non-participants, and at age 40, 37 percent of participants owned their own home versus 28 percent of non-participants. In the Chicago Longitudinal Study, the per capita tax revenue from the improved earning power of preschool attendees was projected to be over $20,000.

In February 2006, the McDowell Group conducted a telephone survey of 725 randomly selected households from throughout Alaska. The sample included 462 households from urban Alaska, defined as all communities with more than 8,000 residents. The sample also included 111 surveys from households in communities with between 2,000 and 8,000 residents (labeled "Rural I") and 151 surveys from households in communities with fewer than 2,000 residents (labeled "Rural II"). In conducting statewide analysis of survey results, data from these areas of the state were weighted to reflect their actual proportion of the state's population.

The survey asked all households a series of questions about state funding support for early learning and child care services in Alaska. Households with children under six years of age were asked about their use of child care services. Households with children under six years of age that were receiving child care services were asked a series of questions about the nature and cost of that child care.

For the total survey sample, the maximum margin of error is ±3.8 percent at the 95 percent confidence level. The margin of error is higher for survey subsamples, as illustrated in the following table.

***Maximum* Margin of Error by Survey Sample Size at the 95% Confidence Level**

Sample Size ("n")	Maximum Margin of Error
700	±3.8%
500	±4.5%
400	±5.0%
300	±5.8%
200	±7.1%
100	±10%

Survey results are provided below. Sample sizes for each subgroup are reported as the "n". For example, for the Rural I subsample described above, the n is equal to 111. A copy of the survey instrument is provided in the appendix to this report.

Perceived Importance of State Funding for Early Education and Child Care Services in Alaska

Nearly nine out of ten Alaska residents (87 percent) think it is important or very important for state government to provide financial support for early education and child care. Among residents with children under six years of age, 94 percent think state support is important or very important. Even among residents without young children, 86 percent think state financial support is important or very important. Further, urban and rural residents alike feel it is important for state government to provide funding for early education and child care.

How important do you think it is for State government to provide financial support for early learning and childcare for children under 6 years old?

	Total (n= 725)	With children <6 yrs (n=323)	Without children <6 yrs (n=402)	Urban (n=464)	Rural I (n=111)	Rural II (n=151)
Very important	56%	72%	53%	55%	69%	56%
Important	31	22	33	31	28	37
Not important	8	3	9	9	4	4
Not at all important	4	3	4	5	0	3
Don't Know/Refused	1		1	1	0	0

Residents in communities with populations of between 2,000 and 8,000 residents (Rural I) were more likely to consider government funding for early education and child care very important: 69 percent compared to the statewide average of 56 percent.

A variety of other population subgroups expressed above average support for state funding of early education and child care. They include:

- Alaska residents aged 45 to 54 (66 percent stating "very important").
- Female residents (64 percent stating "very important," compared to 46 percent for males).
- Residents with annual household income under $25,000 and residents with income greater than $75,000 (both groups were at 63 percent "very important")

Other subgroups expressed below average support for state funding of early education and child care, including:

- Residents less than 25 years of age (47 percent stating "very important").
- Residents over 65 (41 percent stating "very important").

Funding Priority

Alaskans also give early learning a high priority for state funding. Two-thirds (66 percent) of Alaskans feel that the state should give early learning and child care high funding priority. Among the categories of spending presented to survey respondents, only K-12 education was rated as a high priority more often.

I'm going to read you a list of state-funded programs. Please tell me what level of funding priority you think the state should give to each program: high, medium, or low.

	All Households (n=725)			
Funding Priority	High	Medium	Low	Don't know
K-12 education	88%	10%	1%	1%
Early learning and childcare	66	23	10	1
University education	57	35	6	2
New roads/highways	31	52	16	1
Support local government	31	51	17	1

Subgroups that placed the highest priority on early learning and child care include:

- Households with children under six (76 percent rating high priority)
- Female residents (72 percent)
- Residents aged 35 to 44 years (77 percent)
- Low income residents (<$25,000 annual income, 76 percent)
- High income residents (>$100,000 annual income, 73 percent).

Subgroups that placed lower than average priority on funding for early education and child care included:

- Residents aged 65 or over (42 percent)

Relative Importance

A third question regarding Alaskan's perception of the importance of funding for early and child care focused on relative importance. More than three-quarters of Alaska residents feel that early earning and child care is more important to fund than support for local government or construction of new roads and highways. Almost two-thirds (63 percent) feel that funding for early leaning and child care is more important than funding for university education. Among the various programs, only K-12 education is viewed as more important than early learning and child care (only 25 percent of households thought it more important to fund early learning and child care than K-12 education).

Which do you think is more important to fund, early learning and child care or...

	Percent stating early learning is more important to fund
Support for local government	78%
Construction of new roads and highways	76
University education	63
K-12 education	25

This series of questions regarding perceived importance of State funding for early education and child care services in Alaska indicates that Alaskans place a high priority on funding for education in Alaska, including early education and child care. Additional survey research would be warranted to further prioritize early education spending relative to a broader range of state-funding programs (including health and social services, public safety, etc.), identify specific early education and child care programs that residents feel are most important to fund, and identify preferred funding sources for early education and child care programs.

Child Care Services Used by Alaskan Families

Type of Care

The survey sample included 323 households with children under 6 years of age. These households included a total of 459 children under 6. About two-thirds (65 percent) of these children were less than 4 years of age, and one-third (35 percent) were 4 or 5 years old.

Approximately 58 percent of children in the surveyed households received child care services of some type during the month of January, 2006.[27] This includes 54 percent of the children under 4 years of age and 62 percent of children aged 4 or 5.

Among the 42 percent of children who did not receive child care services in January, about 10 percent were not in a child care setting because such services were either too expensive, not available, of poor quality, or some combination of these factors.

Among those children receiving child care services, 49 percent were in a preschool or child care center. Just under one-third (31 percent) were being cared for at someone else's home. Just over one-quarter (27 percent) were receiving child care services in their own home. Eight percent were in a Head Start program.

Type of Child Care Services Used by Alaska Households*

Types of Child Care	Total (n= 268)	Urban (n=117)	Rural I (n=32)	Rural II (n=40)
Preschool or child care center	49%	43%	27%	36%
Care at someone else's home	31	42	52	22
Care in your home	27	34	26	21
Head start	8	0	8	32
Before or after school care	8	7	11	2
Other	1	0	0	3
Don't know	0	0	0	0

*Percentages do not add to 100% because households may have children in more than one child care setting. Sample sizes ("N") for Total are number of children under six years of age. Sample sizes for subgroups are number of households.

Survey results show some regional variation in types of child care used. First, households in communities with populations of between 2,000 and 8,000 residents (Rural I) appear to be less likely to utilize preschool or child care centers. Also, households in communities of under 2,000 residents are much more dependent on Head Start programs. Caution is urged, however, in drawing any firm conclusions from this data due to small sample sizes.

Among children in preschool or a child care center, an average of 26 hours per week was spent in a preschool or child care facility. The average was 25 hours for care at someone else's home, 20 hours for in-home care, 18 hours in a Head Start program, and 11 hours in a before or after school care program.

Average Hours per Week in Care By Type of Care

Type of care	Average Hrs.
Preschool or childcare center (n=117)	26
Care at someone else's home (n=93)	25
Care in your home (n=69)	20
Head start (n=25)	18
Before or after school care (n=18)	11

[27] The survey asked households about their child care usage during the month of January, 2006, the month preceding the date of the survey.

Finding Acceptable Child Care

About as many Alaskans found it difficult to find acceptable child care as found it easy. Forty-nine (49) percent of households with children under six in a child care situation found it either easy or very easy to find acceptable child care. Forty-five (45) percent found it difficult or very difficult.

In general, how easy or difficult is it for you to find acceptable childcare?

	Total (n= 268)
Very easy	19%
Easy	30
Difficult	29
Very difficult	16
Don't know	2
Refused	4

Urban households apparently found it somewhat easier to find acceptable child care than rural households. For example, 15 percent of urban households found it very easy, while 6 percent of Rural I households and 7 percent of Rural II found it very easy.[28]

Among households with children under six years of age, 36 percent reported that the quality, cost or availability of child care services had prevented someone in their household from seeking employment or had in some way restricted the number of hours that they could work.

In the last 12 months, has the quality, cost or availability of child care prevented anyone in your household from seeking employment or restricted the number of hours that they could work?

	Total (n=324)	Urban (n=196)	Rural I (n= 49)	Rural II (n=79)
Yes	36%	37%	37%	26%
No	62	62	63	62
Don't know/Refused	2	1	-	2

Among households in Alaska's smallest communities (the "Rural II" areas, or communities under 2,000 residents), 26 percent reported that the quality, cost or availability of child care services had prevented someone in their household from seeking employment or had in some way restricted the number of hours that they could work. This difference (to the extent that it is statistically significant) between rural and urban in this regard is probably not due to better child care service in rural areas, but rather to the fact that rural areas have fewer employment opportunities available.

Among those households where cost, quality or availability of child care services have been a constraint, cost was a major factor for 78 percent of households. Availability had a major impact on 56 percent of households and quality on 48 percent.

[28] Data in the tables is for children under six in a child care situation, while regional data is for households with children under six, thus the household average is slightly less than the average for all children under six.

4893

Factors Affecting Ability to Find Acceptable Child Care

(n=116)	Major Impact	Minor Impact	No Impact	Does not apply
Cost	78%	12%	7%	3%
Availability	56	28	11	2
Quality	48	35	12	3

When asked which factor had the greatest impact on their ability to find acceptable child care, cost was most often cited. Half (50 percent) indicated that cost had the greatest impact on their ability to find acceptable child care, while 26 percent cited quality and 23 percent cited availability.

Cost is apparently more of an issue in urban Alaska while availability is more of an issue in rural Alaska. Just over half of urban households (54 percent) indicated that cost had the greatest impact, compared to 29 percent in Rural I areas and 21 percent in Rural II areas. Conversely, within Rural II areas, just over half of households reported that availability had the greatest impact, compared to 43 percent of Rural I and only 19 percent of urban areas. (Caution is urged in interpreting this data due to small subsample sizes.)

Which of these three factors, quality, cost, or availability, has the greatest impact on your ability to find acceptable child care?

	Total (n=116)	Urban (n=75)	Rural I (n= 19)	Rural II (n=22)
Cost	50%	54%	29%	21%
Quality	26	26	28	26
Availability	23	19	43	53
Don't know/Refused	1	1	-	-

Spending on Child Care

Alaska households with children under six years of age in child care services spent an average of $318 on child care in January. This is a weighted average based on the number of children in each type of child care setting multiplied by the average monthly expenditure for that type of service. Average expenditures for each type of service are shown in the following table. These averages include children receiving care ranging from just a few hours per week to full-time.

Average Monthly Spending on Child Care by Type of Care and Age of Child

	Total	0-3 years	4-5 years
Head start (n=25)	$15	$48	$-
Preschool or childcare center (n=117)	334	406	258
Before or after school care (n=18)	239	-	239
Care at someone else's home (n=93)	293	318	233
Care in your home (n=69)	161	212	87
Other (n=3)	17	10	55

Among survey respondents, the cost of full-time care (31 or more hours per week) in a child care center averaged $517 per month. The cost of full-time care in someone else's home averaged $429 per month.

Financial Assistance

About one in seven households with children in child care services received some form of child care assistance during the month of January. As would be expected, survey data also indicates that financial assistance is concentrated in lower-income households.

Financial Assistance for Child Care Services By Household Income Level*

Financial Assistance?	Total (n= 268)	<$25,000 (n=34)	$25-$35K (n=19)	$35-$50K (n=24)	$50-$75K (n=42)	$65-$100K (n=37)
Yes	14%	29%	38%	31%	0%	0%
No	78	67	62	47	97	88
Don't know/Ref.	8	5	0	22	3	12

*Sample sizes ("N") for Total are number of children under six years of age. Sample sizes for subgroups are number of households.

Among the small number of households in the survey sample receiving financial assistance for child care services, the average assistance for the month of January was $539.

Additional Survey Results: Importance of Child Care Funding

How important do you think it is for State government to provide financial support for early learning and childcare for children under 6 years old?

	Total (n= 725)	Male (n=299)	Female (n=425)	Married (n=446)	Not Married (n=265)
Very important	56%	46%	64%	57%	55%
Important	31	37	27	26	39
Not important	8	11	6	12	3
Not at all important	4	6	3	5	3
Don't know/Refused	1	1	0	0	0

	Total (n= 725)	<25 years (n=71)	25-34 years (n=170)	35-34 years (n=159)	45-54 years (n=159)	55-64 years (n=93)	65+ years (n=69)
Very important	56%	47%	59%	60%	66%	50%	41%
Important	31	45	32	31	25	28	36
Not important	8	3	5	9	4	11	20
Not at all important	4	5	2	1	3	10	2
Don't know/Refused	1	0	2	0	1	1	1

	Total (n= 725)	<$25,000 (n=138)	$25K-$35K (n=77)	$35K-$50K (n=99)	$50K-$75K (n=137)	$75K-$100K (n=109)	Over $100K (n=98)
Very important	56%	63%	46%	50%	50%	63%	63%
Important	31	29	34	37	42	25	25
Not important	8	2	11	13	4	7	11
Not at all important	4	5	9	0	4	4	1
Don't know/Ref.	1	0	1	0	0	1	1

Demographics

Demographics of Survey Respondents

Annual Income	Total n=726
Less than $15,000	12%
$15,0000 to $25,000	7
$25,000 to $35,000	9
$35,000 to $50,000	13
$50,000 to $75,000	17
$75,000 to $100,000	16
Over $100,000	14
Don't know	3
Refused	9
Gender	
Male	44%
Female	56
Marital Status	
Married	56%
Divorced	11
Widowed	4
Single	26
Other	2
Refused	1

Investment in *Parents as Teachers*: Results for Children, Families and Communities

Benefits Parents as Teachers is an evidence-based home visiting program with demonstrated positive outcomes for children, families and communities.

What Experts Say: An Independent Cost-Benefit Analysis

Very early investment in children produces significant long-term impacts for individuals and communities.[1] A 2004 study conducted by the Washington State Institute for Public Policy titled "Benefits and Costs of Prevention and Early Intervention Programs for Youth[2] found that:

- The benefit of Parents as Teachers is estimated at $4,300 per child from higher test scores alone.
- Parents as Teachers realized an $800 per child return on investment (ROI) for communities ($4,300 in benefits of the program minus cost over 2.5 years).
- For children up to age three, Parents as Teachers had the largest benefit per dollar of cost ($1.23) of all reviewed pre-kindergarten education programs.

Investment in Parents as Teachers has Huge Potential Impact for Children

There is a 'time-value of early education' with early investment producing the most significant results.

- Every year 4 million children are born in the United States; if each of these children participated in Parents as Teachers, **more than 17 billion dollars in benefits could be realized.** [3,4]
- With no specified parental age or income eligibility criteria, all parents of young children can be served, thereby increasing the program's impact exponentially.

How Parents as Teachers Makes the Difference:

↑Parent knowledge of child development, improve parenting practices

- Most brain development occurs in the first few years of a child's life and parents are the most important influence for children during this critical period. Children's early learning and brain development prepare them for school and life success; insufficient supports for development diminish children's potential.

↑Early detection of developmental delays and health issues

- Allows for early intervention which is more cost effective and successful for children, reducing the need for costly remedial and special services in schools.

↓Child abuse and neglect

- Safe, healthy and cared for children are able to put all their energy into learning and growing in order to be ready to succeed in school. Children who have been abused and neglected have higher rates of juvenile delinquency, teen pregnancy, school failure, alcohol use, and psychiatric illness.[5]

↑School readiness and school success

- Children who are prepared for kindergarten continue to do well in the early grades of elementary school and then are more likely to graduate from high school and to go on to be successful in life.[6]

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[1] Cunha, F., Heckman, J., (2007) Conference Presentation., research funded by Partnership for America's Success
[2] Washington State Institute for Public Policy, 2004 Report http://www.wsipp.wa.gov/pub.asp?docid=04-07-3901 and U.S. Census data
[3] U.S. Dept of Education Office of Special Education and Rehabilitative Services, A New Era: Revitalizing Special Education for Children and Their Families. http://www.ed.gov/inits/commissionsboards/whspecialeducation/
[4] Annie E. Casey Foundation, Kids Count 2004 data www.kidscount.org
[5] Child Welfare Information Gateway, http://www.childwelfare.gov/pubs/factsheets/long_term_consequences.cfm
[6] Snow, C.E., Burns, M., and Griffin, P., (1998) Preventing reading difficulties in young children

Home Visiting is Integral to High-quality Preschool Programs

Research shows that children who participate in high-quality preschools receive immediate benefits from improved kindergarten readiness and long-term benefits from improved achievement, better employment and reduced delinquency and criminal behavior; there is a strong return on investment (ROI). [7]

- Home-visiting was included in all the preschool programs with demonstrated results and the benefits from home visiting cannot be separated from the rest of the program - Perry/High-Scope (1960s), Abecedarian (1970s), Chicago Parent-Child Centers (1980s)
- Parents as Teachers has been chosen by many preschool programs as the home visiting curriculum to support their other early childhood services.

Parents as Teachers Addresses Delays Early

Parents as Teachers detects delays and refers children for early intervention which results in long-term savings: [8,9]

Annual special education costs per student = **$8,080** [10]
Annual cost for non-special education student = **$4,394**

Parents as Teachers screens children for delays and provides referrals to appropriate resources so children can receive early intervention. In the 2005-2006 program year:

- Thousands of delays were identified:[11]
  - 3,686 social emotional problems
  - 5,129 vision problems
  - 5,838 physical delays and health problems
  - 6,640 hearing problems
  - 30,134 developmental delays
  - 18,779 children with delays accessed specialized follow-up services
- More than 100,000 families were connected to a community resource.

Parents as Teachers: Focused on Parents and Children from All Kinds of Families

Parents as Teachers has been shown to be effective for high risk families as well as those without multiple risk factors.

- Recent studies have demonstrated a PAT-impact for children of all socio-economic groups.[12]
- Parents as Teachers shows promise in narrowing the achievement gap between poor children and their more affluent peers.
- Participation in Parents as Teachers increases a child's chance of attending preschool.[13]
- Parents who participated in Parents as Teachers were more involved in their child's school, which increases the chances of long-term academic success.[14]

By promoting good brain development and positive parenting, Parents as Teachers sets children on successful educational paths, which ultimately decreases public spending and promotes stronger communities.

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[7] Washington State Institute for Public Policy, 2004 report. http://www.wsipp.wa.gov/pub.asp?docid=04-07-3901

[8] Drazen, S.M. & Haust, M. (1994). *Preventing Special Education Costs via Early Intervention.* Paper presented at the Annual Meeting of the American Education Finance Association, Nashville, TN. Savings of over $97,000 was reported for the 1993-1994 school year in a program which served 43 children in Binghamton, NY.

[9] Pfannenstiel, J.C. & Zigler, E. (2007). *Prekindergarten experiences, school readiness and early elementary achievement.* Unpublished report prepared for Parents as Teachers National Center. PAT participation related to higher kindergarten readiness for children with special needs. Early identification of special services for minority children helped reduce the minority gap in school-aged special education placement. Since special education costs are more than double that of regular education, PAT services provide considerable educational savings.

[10] .S. Department of Education Office of Special Education and Rehabilitative Services, A New Era: Revitalizing Special Education for Children and Their Families. Washington, DC, 2002. http://www.ed.gov/inits commissionsboards/whspecialeducation/ reports/images/Pres_Rep.pdf

[11] Parents as Teachers 05-06 Annual Program Report

[12] Zigler, E., Pfannienstiel, J., Seitz, V., accepted for publication in the Journal of Primary Prevention

[13] ibid.

[14] Pfannenstiel, J. Lambson, T. and Yarnell, V. (1996). Second Wave Study of the Parents as Teachers Program

Louie Flora

From: Karen Pauley [pauley28@gci.net]
Sent: Wednesday, February 11, 2009 7:18 AM
To: Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Bryce Edgmon; Rep. Wes Keller; Rep. Peggy Wilson; Rep. Bob Buch; Rep. Berta Gardner; Rep. Nancy Dahlstrom
Subject: House Bill 69

Please oppose House Bill 69, the Alaska Parents as Teachers Act. Parents are best suited to direct the rearing of their own children and government involvement and intervention is not necessary in most cases.

Thank you,

Karen Pauley (House District 18)
5058D Bong Avenue
Elmendorf AFB, AK 99506
pauley28@gci.net

4900

Louie Flora

From: Kimberly Pullen [pulleninalaska@gci.net]
Sent: Wednesday, February 11, 2009 6:59 AM
To: Rep. Paul Seaton
Subject: House Bill 69

> "Please vote against House Bill 69, the Alaska Parents as Teachers
> Act, which would interfere with the right of parents to direct the
> upbringing of their children. Parents, not state officials, are best
> qualified to determine what is best for their individual children."

Louie Flora

From: jrockclimb@aol.com
Sent: Wednesday, February 11, 2009 6:09 AM
To: Rep. Paul Seaton
Subject: HB 69

Dear Mr. Seaton,

Please vote against House Bill 69, the Alaska Parents as Teachers Act, which would interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are the best qualified to determine what is best for their individual children.

Mr. Seaton, though this is masked in 'voluntary participation' right now, it is not necessary and wasteful spending. Anyone I know with kids 0-5 actively seeks out opportunities and does not need this service.

Thank you for your time,

Respectfully,

Erica Johnson
277-1095

A Good Credit Score is 700 or Above. See yours in just 2 easy steps!

Louie Flora

From: Kenneth J Kroeker [kroeker@mtaonline.net]
Sent: Wednesday, February 11, 2009 12:30 AM
Cc: Sen. Charlie Huggins; Rep. Bill Stoltze
Subject: Parent of 8 --house bill 69

Hello,
I'm a parent of eight. I have 2 children under 5 right now. I love this state and having my family here is extremely important to me. I hope all my kids raise families in this state. I figure I have nearly 150 family members in this state currently plus extended family from family. Why would I want the state to create more government? Why would I want to fund more government? When has the state been better for my kids than me and my husband or additional family? Would you want someone coming into your home and watching you? Just because parenting does not come with a complete set of manuals -- does not mean that we want to create programs that could very easily become required participation intrusions. No one says that is what will happen but it will... given time.

Please, for the benefit of current families and families to come, do not vote for the Alaska Parents as Teachers Act. It is a terrible way to spend resources and it is not helping parents and children grow into families. Government really does need to stay out of the home.
Remember that working on these committees and in our government does not mean that it is your responsibility to grow programs - we voted you there for many other reasons... Cutting things is fine with me (programs and taxes/fees).

"Please vote against House Bill 69, the Alaska Parents as Teachers Act, which would interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children."

Thank you for your service. Our family appreciates your willingness to serve this great state. Your self sacrifice is a blessing to me. It allows me the privilege to work with my family and do community service in my local area. I appreciate you doing your part and really -- you are doing even more. THank you for all the time and energy you give toward learning, doing, and helping us all. We put a lot of trust in your discernment. I know discernment is a big, very giant part of what a legislator needs to have and I hope you each have a been blessed with an over flowing amount of it. Protect our families and this state.

Thank you again,
Hiedi Kroeker
Chugiak, AK

PS -- and to any staff that has to deal with the emails or this topic, thank you for your hard work as well. You are the glue that holds our state all together. You are awesome!

Louie Flora

From: J. Gondek [mr_gondek@yahoo.com]
Sent: Tuesday, February 10, 2009 11:58 PM
Subject: House Bill 69, Statement of Opposition

Please vote against House Bill 69, the Alaska Parents as Teachers Act, which would interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children.

V/R,

Jess Gondek
PO Box 834
Valdez, AK 99686
907-835-3852

Louie Flora

From: Frank and Kim [frankandkim@acsalaska.net]
Sent: Tuesday, February 10, 2009 11:54 PM
To: Rep. Paul Seaton
Subject: Concerning HB69
Importance: High

Dear Mr. Seaton,

Thank you for your willingness to serve our state. I am writing you in reference and concern to Bill HB69. I have grown up in a good family and a fine education neither of which has been controlled by the government. I will never excuse abuse of a child and I know there is measures needed in such cases. I have also seen families who have been torn apart by what the government thought were good choices. I urge you to please vote NO on this bill because even though the government may mean well, they are continuing to take away the rights of the parent to raise their children. Our America was built on the freedoms that made it great. Please stand to fight for that freedom. Thank you for your time!

Sincerely,
Kim Bodiker

_____ Information from ESET NOD32 Antivirus, version of virus signature database 3844 (20090211) _____

The message was checked by ESET NOD32 Antivirus.

http://www.eset.com

Louie Flora

From: bjorklundsinalaska@juno.com
Sent: Tuesday, February 10, 2009 11:42 PM
To: Rep. Paul Seaton
Subject: hb69

Please vote against House Bill 69, the Alaska Parents as Teachers Act. I believe this act will interfere with my right as a parent, and the rights of other parents, to direct the upbringing of our children. **Parents**, not state officials, are best qualified to determine what is best for their individual children.

Thank you for your time,

Gayle Bjorklund,
parent in Salcha, AK

FTD.com
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Louie Flora

From: Wendy McKinnis [schultzy@mtaonline.net]

Sent: Tuesday, February 10, 2009 11:34 PM

To: Rep. Pete Petersen; Rep. Anna Fairclough; Rep. Peggy Wilson; Rep. Wes Keller; Rep. Paul Seaton; Rep. Carl Gatto; Rep. Sharon Cissna; Berta Gardener; Rep. Les Gara; Rep. Cathy Munoz; Rep. Bob Buch; Rep. Chris Tuck; Rep. Scott Kawasaki; Bryce Edgemon

Cc: Doug and Wendy McKinnis; board@aphea.org

Subject: Please Reject HB 69

Dear State Representatives:

Our comments below relate to **House Bill 69, the Alaska Parents as Teachers Act.**

Please stop progress of this intrusive and financially onerous bill.

First:

Please note the title of the bill: "Alaska Parents as Teachers Act" The bill's title sounds great, but after a careful reading of the bill's contents, is clearly misleading. Parents **are,** as the bill states, their children's first teacher. We would like to add for clarity, however, the important accompanying parental role of principal, and think it reasonable that during the first five years of a child's life, parents should, except in rare cases, clearly fill both of these roles.

It is important to note the bill's purpose is not to propose legislation declaring the rights of parents as primary governor of their young children's education. Ironically, it instates a bureaucrat to oversee the parents, effectively stripping them of their reasonable and traditional role of principal overseer and giving it to one or several state government agencies.

The bill should instead be titled: Alaska Parents are No Longer Principals Act, because, if approved by law and taken advantage of by parents, the state would assume the role of the children's principal, leaving the remaining duty of teacher to the parent.

Seeing it this way, the bill's title is true as the parent indeed would be the teacher, but absent from the title is the implication that the government would replace the parental role as principal.

The home visiting program establishes voluntary, regularly scheduled state involvement. At intervals of **no less than** once per month, a state representative would visit the home of the child. This is unacceptable.

Due to the progressively invasive and expanding nature of government, the program is likely to turn into a mandatory program.

This bill opens the door to eradicating or at least obscuring already codified, state-recognized rights of parents, **as principals**, to decide the educational path their children take and could transfer education rights away from the parents to the state. This must never happen in our free society.

Second:

To approve this financially onerous bill is irresponsible.

How much will this program cost? How many new hires? Training costs? Transportation costs? Per diem? Record keeping? Judiciary concerns?

Can you justify the cost even if you like the provisions of the bill?

Third:

Implementation of this bill will not likely improve the horrible performance and graduation record the state public education system has earned during recent evaluations. Since the state of Alaska has not provided, as a whole, quality education over twelve years of a student's life, it is unlikely the addition of five or more years under the same system will salvage the woeful situation.

Again, please vote against HB 69.

Thank you for your time and consideration of our thoughts.

Sincerely,

Doug and Wendy McKinnis

Louie Flora

From: Gilliland [cgilliland@ideafamilies.org]
Sent: Tuesday, February 10, 2009 10:33 PM
To: Rep. Paul Seaton
Subject: Vote against House Bill 69

Representative Seaton:

Thank you for your dedicated service to the State of Alaska. I am writing to respectfully request that you please vote against House Bill 69, Alaska Parents as Teachers Act. This Bill proposes to remove a parent's right to be ultimately responsible for the upbringing of their children. Parents know their individual children infinitely better than any government official could (particularly one who would only see a child once a month as stated in the HB69 guidelines.) Parents are the most qualified to discern what is best for their children.

Furthermore, in these tough economic times, why create another expensive program for Alaska State Government to pay for when many of these services are currently available? It is already very easy for parents who want to get help to find answers to their questions. Additionally, there is a "safety network" of professionals already in place that is responsible to report signs of abuse.

Respectfully submitted,

Catherine Gilliland
17913B Pioneer Drive
Eagle River, AK 99577

Louie Flora

From: Andrea [lvgrrrrl@yahoo.com]
Sent: Tuesday, February 10, 2009 11:00 PM
To: Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Bryce Edgmon; Rep. Wes Keller
Subject: House Bill 69

Dear Representatives:

I'm writing to express my concerns over House Bill 69, which I understand you will be discussing tomorrow. I've read the bill, as well as Chris Tuck's sponsor statement, and while I recognize the good intentions, I'm concerned that this is an attempt at a quick fix to a vast problem which will create an invasive and meddling encroachment into family privacy instead of a fruitful program for parents and children. To be honest, this looks less like an early childhood education initiative than a way for CPS to cast a wider net.

It is concerning to me that, while this program is described as "voluntary", the way in which parents will be recruited isn't clearly outlined, a target demographic isn't specified, and the reasons for discontinuing the monthly visits does not include parental disinterest as an option. This makes me wonder how voluntary this program will really be, and if the goal is in fact to make it far-reaching and mandatory. I also imagine, given the program's vague descriptions and ambitious goals, that the reality will be overburdened caseworkers presenting parents with a basic and generic template for early childhood health and home preschool, utilizing the same sort of standards and methods that are mostly failing students in the K-12 programs instead of showing parents how to utilize their own life experience and easily accessible community resources (such as schools, parks, and libraries).

I've taken a quick look at the National "Parents as Teachers" program, as well as the Perry Preschool Project, and I understand the lure of what look like successful case studies in helping the most at-risk children succeed in school. But I hope you'll also consider studies that paint a different picture, like the Early Childhood Longitudinal Study conducted by the U.S. Department of Education in the late 1990's. I know of this study from a summary in the book *Freakonomics* by Steven D. Levitt and Stephen J. Dubner, in which they present a list of surprising findings. Briefly, this study found that there are eight factors in early childhood that actually have an impact, positive or negative, on later test scores:

-- highly educated parents

-- parents with high socioeconomic status

-- mother aged thirty or older at time of child's birth

-- low birthweight

-- parents speak English at home

-- child is adopted

-- parents are involved with the PTA

-- many books are present in the home.

On the other hand, there are eight other factors that have no correlation with with test scores:

-- family is intact

-- parents recently moved to a better neighborhood

-- mother stayed home between birth and kindergarten

-- Headstart attendance

-- regular museum attendance

-- regular spankings
-- television viewing frequency

-- child is read to daily or almost daily.

Levitt and Dubner provide analysis on these factors in greater detail, coming to the following conclusion: "Here is the conundrum: by the time most people pick up a parenting book, it is too late. Most of the things that matter were decided long ago – who you are, whom you married, what kind of life you lead... It isn't so much a matter of what you *do* as a parent; it's who you are."

Please also consider the following sources for ideas on why families should choose their own early childhood education solutions, and why less is often more:

The Case Against Universal Preschool:

http://reason.tv/video/show/576.html

The Myth of Three

http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/interviews/bruer.html

The First Years Fallacy

http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/science/firstyears.html

Finally, please forgive my haste in drafting this email. I just found out today about a bill you are

discussing tomorrow.

Sincerely,

Andrea Gregovich

9940 Whitefish Circle

Anchorage, AK 99515

907-245-0191

Louie Flora

From: ELIZABETH-TALLAK MAAKESTAD [tuckbeth@gci.net]
Sent: Tuesday, February 10, 2009 10:30 PM
To: Rep. Paul Seaton
Subject: HB 69

Hi,

I oppose House Bill 69. It is intrusive, wasteful of taxpayers' hard earned money, and unneccessary. Please vote no on this bill.

Thank you,

Tallak D. Maakestad
17620 Pioneer Drive
Eagle River, AK 99577
(907) 529-4324

Louie Flora

From: Joshua Geibe [jdsgeibe@yahoo.com]
Sent: Tuesday, February 10, 2009 9:56 PM
To: Rep. Paul Seaton
Subject: Vote no against House bill 69

Please vote against House Bill 69, the Alaska Parents as Teachers Act.

Thank you,

Jessica Geibe

4103 Mattox Rd Apt 2

Homer

Josh & Jess

Louie Flora

From: thebullers@alaska.net
Sent: Tuesday, February 10, 2009 9:49 PM
To: Rep. Paul Seaton

"Please vote against House Bill 69, the Alaska Parents as Teachers Act, which would interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children."

Susan and Dennis Buller

Louie Flora

From: nicshelt9@aol.com
Sent: Tuesday, February 10, 2009 9:22 PM
To: Rep. Paul Seaton
Subject: Please vote yes on HB 69

Good morning,
I have worked in the Parents as Teachers program for the past 14 years. I was fortunate enough to be the first parent educator hired when Hoonah implemented PAT in 1995, the first program in Alaska. The program has now expanded to 46 communities across Alaska.....because it works.

PAT is a win-win program, parents are empowered to take control of their children's learning from birth. Parent educators offer families personalized visits, which may be conducted at the location of the parents' choosing. Usually it is in the home, but visits also occur at Head Start, child care centers/homes, McDonald's, or church basements. It's where the families choose to visit.The advantage of the homes is that parent educators can coach the parent with the parent-child activity using the materials normally found in the child's environment.

PAT is a "strengths model" which stresses that parents are the experts on their children, and that the families will set their own goals for their children and family. Empowerment results when the parent educator is the resource who offers research-based strategies and options. It is the parents who choose which options are appropriate for their family and circumstances.

I became a National Trainer for the Parents as Teachers National Center in 1995. I periodically train new parent educators in Alaska and the lower 48, although Alaska is my priority. The training is intense, and parent educators must pass daily assessments, a role-play of a personal visit with a family, and be evaluated as competent to deliver the PAT services to families.
Not every participant in the trainings are certified, and the standards are strict

I plan to testify at the House Education Committee hearing on Wed morning. I anticipate there may be more questions that just will not be covered within the time period. I will be very glad to provide information to you or your staff at any point. Please don't hesitate to call me

School readiness is so vital to children. Independent research shows that children who participate in Parents as Teachers enter Kindergarten ready to learn, and they have great success throughout their elementary years. I would be very happy to get summaries of the research to you as you desire.

Please vote yes on HB 69. The Parents as Teachers' vision is that "All children will learn, grow, and develop to their full potential." All Alaskan communities can acheive this as a reality through Parents as Teachers.

Thank you for your time.

Nicki Shelton, National Trainer
Parents as Teachers
PO Box 101
Hoonah, AK 99829

(907) 945-3380
(907) 209-1620 cell.

Louie Flora

From: Barry Corbin [barry.corbin@hotmail.com]
Sent: Tuesday, February 10, 2009 8:57 PM
To: Rep. Paul Seaton
Subject: House Bill 69

Please vote against House Bill 69, the Alaska Parents as Teachers Act, which would interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children. It does not "take a village to raise a child". It takes parents to raise a child in a free society and the State of Alaska better always respect that fact!

BARRY D. CORBIN
Mile 289.5 Parks Highway
Clear, AK 99704

Louie Flora

From: flythesky@gci.net on behalf of D. Dorsey [flythesky@gci.net]

Sent: Tuesday, February 10, 2009 8:43 PM

To: Rep. Paul Seaton

Subject: Please vote NO on House Bill 69

Dear Rep. Seaton,

Please vote NO on House bill 69, Alaska Parents as Teachers Act. It will interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children. Thank you.

Debra Dorsey

Louie Flora

From: Thor & Sue Ryan [thorman@mac.com]
Sent: Tuesday, February 10, 2009 8:28 PM
To: Rep. Paul Seaton
Subject: HB 69
Signed By: thorman@mac.com

Dear Representative Seaton,

Please vote against House Bill 69, the Alaska Parents as Teachers Act, which would interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children.

Thank you for your consideration!

Sincerely,
Sue Ryan
Wasilla, AK

Louie Flora

From: huberclan3@gci.net on behalf of Momoko [huberclan3@gci.net]
Sent: Tuesday, February 10, 2009 7:54 PM
To: Rep. Paul Seaton
Subject: House Bill 69

Dear Mr Seaton,

I am writing you to voice my strong opinion against House Bill 69. Not only is it an invasion of privacy; it is not the responsibility of the government to raise anyone's children. Please oppose this bill.

Sincerely,
Allison Huber

Louie Flora

From: Nick & Theresa Wojcik [nmtaw1996@yahoo.com]
Sent: Tuesday, February 10, 2009 7:50 PM
To: Rep. Paul Seaton
Subject: HB 69

Dear Representative Seaton,

We are writing you to ask that you please vote against House Bill 69, the Alaska Parents as Teachers
Act. We feel that this bill would interfere with the right of parents to direct the upbringing of their children.
It is our strong belief that parents, not state officials, are best qualified to determine what is best for their individual children.

Thank you,
Nick & Theresa Wojcik
Ketchikan, AK

Louie Flora

From: Jennifer Williams [jjwforgiven757@yahoo.com]
Sent: Tuesday, February 10, 2009 7:45 PM
To: Rep. Paul Seaton
Subject: Please vote against House Bill 69

Dear Sir, I am writing to ask you to vote against House Bill 69. It would be too vulnerable to abuse. I know you're short on time so that's all I'll write. Please consider.

Louie Flora

From: Jessie [jessiechilstrom@chadstoolbox.com]

Sent: Tuesday, February 10, 2009 7:18 PM

To: Rep. Les Gara; Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Bryce Edgmon; Rep. Peggy Wilson; Rep. Bob Buch; Rep. Berta Gardner

Subject: stop hb69 (big brother)

Representatives,

Taxpayers money should not be spent on Case workers checking up on parents in their own homes. I realize that this bill states that this is volunteer only, but this bill could be the first step of Government mandate in future legislative sessions. – Violating parental rights. There is not sufficient evidence that a program like this is even needed! It may be true, that children who get an early start at home happen to do better in school, but its not because they had 'an early start' its because they have parents that spend time with them. The real studies show that children who do poorly in school aren't dumb, or deprived of preschool, they have a dysfunctional home life. Early childhood education is the sole responsibility of the parents, however they see fit. I believe the whole premise behind the "Early Childhood Development movement" is parents wanting their children to be educated in daycare, so they both can go to work, so they can have their big house and toys and assume they won't feel guilty about leaving them if they are being well educated.

If I was to spend lots of loving time with my children, and not teach them a single shape/color/letter/number before they turn 6, I know they would still would do exceedingly well in school, because they will be old enough to process the information –Without government control!

Please don't waste your precious legislative time on this, work on something that is actually beneficial, a great idea for an educational program would be "Why Mothers should stay at home with their children." Couple that with an extensive abstinence program for the unmarried (that doesn't involve handing out condoms to kids) and that would be a great way to spend tax payers money, (and save money in the long run)

:)
Jessie Chilstrom
Mother of 4 who enjoys <u>not</u> having big brother watching me parent!

I support the <u>new</u> Freedom of Choice Act for women:

2 Choices:

1. Leave clothes on?
2. Take clothes off?

Beyond that -**there is no more choice for you!!**
(notice- murder isn't on the list)

Louie Flora

From: Massong [massong@mtaonline.net]
Sent: Tuesday, February 10, 2009 6:30 PM
To: Rep. Paul Seaton
Subject: House Bill 69

Representative Paul Seaton,

Please vote against House Bill 69, the Alaska Parents as Teachers Act, which would interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children. I feel that the resources are already available for parents to access a free evaluation, if they are concerned or would like additional support information regarding parenting or their child's developmental needs. These services are available for children birth up to three years of age through local infant learning programs and through the school district for children three to five years of age. I work in the field of early intervention as a speech pathologist and if additional money were spent on advertising to help parents know that these resources already exist, then there would not be a need to mandate or offer anymore than what is already available.

Thank you for considering my thoughts.

Sincerely,

Sheri Massong

Louie Flora

From: Kimberly Lorentzen [aklorentzen@gmail.com]
Sent: Tuesday, February 10, 2009 6:12 PM
To: Rep. Paul Seaton
Subject: HB69

Please vote against House Bill 69, the Alaska Parents as Teachers Act, which would interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children.

Kimberly Lorentzen
Lifelong Alaska Resident

Louie Flora

From: Davebekki@aol.com
Sent: Tuesday, February 10, 2009 5:43 PM
To: Rep. Paul Seaton
Subject: Please vote against House Bill 69

Dear Mr. Seaton,

Please vote against House Bill 69. I feel that parents are better qualified to determine the needs of their children than are state officials.

Thank you,
Rebekah McClain

Nothing says I love you like flowers! **Find a florist near you now**.

Louie Flora

From: Barbara Andersen [bandersenz@yahoo.com]
Sent: Tuesday, February 10, 2009 1:38 PM
To: Louie Flora
Subject: Please oppose HB 69

Representative Seaton,

Please consider opposing HB 69, the Parents as Teach Act.

I feel this Act would impose an invasion of privacy toward citizens in the state of Alaska.

The formative years (ages 0 through 5) are crucial in the upbringing of children. Submitting them to home
visits, mandatory checks, health screenings would create an insecure environment for the parents as well as the child. With government officials constantly entering homes, an attitude of dependency on the government will result allowing the inability to perform as responsible adults in the upbringing of children.

This type of intrusion is considered, in my opinion, as a move toward socialism.

Thank you
Barbara Andersen
Seward, Alaska

Louie Flora

From: Michael & Sharon Aubrey [smaubrey@mtaonline.net]

Sent: Tuesday, February 10, 2009 12:19 PM

To: Rep. John Harris; Rep. Anna Fairclough; Rep. Bob Herron; Rep. Mark Neuman; Rep. Paul Seaton; Rep. Peggy Wilson; Rep. Les Gara; Rep. Pete Petersen

Subject: Housebill 69

Dear Education Committee:

We are strongly opposed to House Bill 69, called the "Alaska Parents as Teachers Act". We implore you to not allow this bill to pass. As we have seen from our legislative officials in the past, they often set up "voluntary programs" that turn into mandates within a just few years. The original bills pass on the ignorance of your constitutes to actually to believe these bills to be harmless or well meaning and that they won't ever be forced upon people but are rather to work in conjuction with their freedoms, like the seatbelt law. However, too often these 'first bills' are then twisted or extrapolated into mandates that constrict or eliminate our constitutional rights.

Do not pass this bill, for while the authors may have had good intentions, the implications as a forthcoming manadate are clearly seen and intrude upon the homeschooling freedoms our State has to offer.

Sharon Aubrey, Voter ID # 05833487
and Michael Aubrey Voter ID # 02041501
PO Box 505
Sutton, Alaska 99674

Louie Flora

From: Adison & Sandy Martin [texan7981@yahoo.com]
Sent: Tuesday, February 10, 2009 12:17 PM
To: Rep. Paul Seaton
Subject: house bill

Please vote against House Bill 69, the Alaska Parents as Teachers

Act, which would interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children."

Louie Flora

From: Dave and Hester Sanders [daveandhester@gmail.com]
Sent: Tuesday, February 10, 2009 11:59 AM
To: Rep. Paul Seaton
Subject: House Bill 69

I wanted to let you know that I oppose this House Bill. I hope that as my representative that you can hear my voice and squash House Bill 69 Thank you Hester Sanders Anchorage, AK

Louie Flora

From: Michael & Sharon Aubrey [smaubrey@mtaonline.net]

Sent: Tuesday, February 10, 2009 12:19 PM

To: Rep. John Harris; Rep. Anna Fairclough; Rep. Bob Herron; Rep. Mark Neuman; Rep. Paul Seaton; Rep. Peggy Wilson; Rep. Les Gara; Rep. Pete Petersen

Subject: Housebill 69

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Sharon Aubrey, Voter ID # 05833487
and Michael Aubrey Voter ID # 02041501
PO Box 505
Sutton, Alaska 99674

Louie Flora

From: Adison & Sandy Martin [texan7981@yahoo.com]
Sent: Tuesday, February 10, 2009 12:17 PM
To: Rep. Paul Seaton
Subject: house bill

Please vote against House Bill 69, the Alaska Parents as Teachers

Act, which would interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children."

Louie Flora

From: Dave and Hester Sanders [daveandhester@gmail.com]
Sent: Tuesday, February 10, 2009 11:59 AM
To: Rep. Paul Seaton
Subject: House Bill 69

I wanted to let you know that I oppose this House Bill. I hope that as my representative that you can hear my voice and squash House Bill 69 Thank you Hester Sanders Anchorage, AK

Louie Flora

From: Matt and Carole Scherrer [scherrer@mtaonline.net]
Sent: Tuesday, February 10, 2009 12:21 PM
To: Rep. Paul Seaton
Subject: House Bill 69

Rep. Seaton,

Please vote against House Bill 69, the Alaska Parents as Teachers Act, which would interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children.
Sincerely,
Carole Scherrer

Louie Flora

From: DJ and Robin Angaiak [angaiak7@mtaonline.net]

Sent: Tuesday, February 10, 2009 12:23 PM

To: Rep. Peggy Wilson; Rep. Wes Keller; Rep. Paul Seaton; Rep. Berta Gardner; Rep. Bryce Edgmon; Rep. Cathy Munoz; Rep. Bob Buch

Subject: House Bill 69-Alaska Parents as Teachers Act

Importance: High

Dear House Education Committee,

Please vote *AGAINST House Bill 69* on behalf of all Alaskan Parents and Children.

I believe that this Act is a direct interference in the rights/responsibility of parents to be the "teacher" of their child as this Bill seemingly infers.

There are already other avenues provided by the state for parents that are unwed/young/ or without a support group to receive assistance in raising their children so they have every opportunity to achieve their greatest potential in safety, health and academics!

It appears to me that this bill would like to use Alaskans' money to 'assess' early readiness for school, determine if the medical needs of the child are being met and reduce neglect and maltreatment of children with additional guidelines, checklists, and monitoring. All of these needs are met in other departments in this state.

I ask you not to further negate the role of the parents (by invoking government agendas and goals into a family unit- this Bill did not state a time when the voluntary visits could be ended by the family) by allowing this legislation to be passed.

Children are uniquely like their parents. Parents are uniquely qualified to aid them in their whole development as no government agency or official could ever hope to be.

Thank you for your time and commitment to represent those your serve,

Robin Angaiak

Louie Flora

From: Garrison Matthew W LCDR USN PACOM ALCOM/JTF-AK J39 - RM B116 [matthew.garrison@elmendorf.af.mil]
Sent: Tuesday, February 10, 2009 12:43 PM
To: Rep. Paul Seaton
Subject: Oppose HB 69

Representative Seaton,

I wanted to write to you and encourage you to oppose House Bill 69.
This bill is the last thing Alaska home school families need. In light of our current economic situation, we don't need another government program to drain funding from our already sagging educational system.
Many military families choose to home school our children for the flexibility and stability it provides. Instead of having a child change schools every two or three years, they get the benefit of an enthusiastic, caring teacher as well as a very low student-to-teacher ratio. This bill proposes monthly monitoring of young children, many who are not even of school age, by a state official, in addition to progress updates already in place with other state-run programs.

Bottom line, oppose this effort to put in place another wasteful system on top of other systems already working. More systems, more money and more programs is NOT the path to successfully educating our youth.
Thank you for your time and service.

Vr,

LCDR Matt "Gumby" Garrison
ALCOM/JTF-AK J35
Comm: 907-552-5434
DSN: 317-552-5434
matthew.garrison@elmendorf.mil

Louie Flora

From: Greg Wohrle [gwohrle@gci.net]

Sent: Tuesday, February 10, 2009 12:52 PM

To: Rep. Paul Seaton

Subject: HB 69

We are writing to you to inform you that we do not support HB 69 concerning a proposed monthly visit into the homes w/ children 5 and under. We know that it is currently being introduced as volunteer program; however, we see it as a potential stepping stone to a mandated program. We do realize that there is abuse in some homes and those children need to be protected. Do you think that those families are going to be the families who "volunteer" to have government step into their homes? For those who would like governmental support, let them request help from the social services that are already in place. Rather than instituting more programs, perhaps more funding and support from the government should be directed toward our current social service agencies for such requests.
We do not support governmental intrusion and control when it crosses over the threshold of our home. For the majority, parents and families know best how to care for, teach and instill social behaviors into our children.
Please do not vote for HB 69.

Thank you,

Greg and Julie Wohrle

Louie Flora

From: f15cricket@aol.com
Sent: Tuesday, February 10, 2009 12:55 PM
To: Rep. Paul Seaton
Subject: House Bill 69

Please vote against House Bill 69, the Alaska Parents as Teachers Act, which would interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children.
Thank you,
Conny Renner

A Good Credit Score is 700 or Above. See yours in just 2 easy steps!

Louie Flora

From: Bridget Piscoya [dietzpiscoya@yahoo.com]
Sent: Tuesday, February 10, 2009 1:00 PM
To: Rep. Paul Seaton
Subject: House Bill 69

Dear Representative Seaton,

Please vote against House Bill 69, The Alaska Parents as Teachers Act, which would interfere with a parent's right to bring their children up as they see fit. It is not the State's job to decide what is best for children, it is the parents' right. Thank you.

Sincerely,
Bridget M. Piscoya
Fairbanks

Louie Flora

From: Joyce Plummer [bobnjoyce97@yahoo.com]
Sent: Tuesday, February 10, 2009 1:13 PM
To: Rep. Paul Seaton
Subject: Oppose Government Nanny Bill

Please vote against House Bill 69, the Alaska Parents as Teachers Act, which would interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children.

Louie Flora

From: Kirk Chuckran [cohojim@acsalaska.net]
Sent: Tuesday, February 10, 2009 1:30 PM
To: Rep. Paul Seaton
Subject: House Bill 69

Dear Representative Seaton,
Please vote against House Bill 69, the Alaska Parents as Teachers Act, which would interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children. Also, this would require additional costly funds that the State of Alaska can not afford.
Very Respectfully, Veronica Chuckran

Louie Flora

From: Danielle O'Neill [akoneills@gmail.com]
Sent: Tuesday, February 10, 2009 1:31 PM
To: Rep. Paul Seaton
Subject: HB 69

Dear Representative Paul Seaton,
As a member of the House Committee, you will soon be asked to vote for or against HB 69 which is a voluntary request for parental meetings, child screenings and annual development analysis of the children involved in and taught by their parents. These are the normal concerns of any parent and especially a home schooling parent for their child/student. If a parent determines their child is developmentally lagging the parent will take necessary action. To assume otherwise is to completely misunderstand the intent of parents who choose to home school.It requires serious sacrifice, the ablitlily to live on one income, amazing organizational skills and determination to persevere in times of challenge, illness or stress. Anyone who is willing to dedicate themselves to home school their child (ren) has a desire to see their child succeed and would take every step necessary to promote the normal development and health of their child. It is an insult to home school parents to have the state assume otherwise. I realize that this is a voluntary program at this time but history shows that what begins as voluntary often leads into mandatory. The Alaska Constitution states that parents may teach their children and let us not infringe on that right by instituting actions on behalf of the state that will lead to a step by step reduction in this parental right. The overloaded public classrooms should be more of a concern than the individualized attention of the parent for their child's education.Thank you very much for your attention to this matter.
Danielle O'Neill

Louie Flora

From: gnerfy [nerfys@mtaonline.net]
Sent: Tuesday, February 10, 2009 1:41 PM
To: Rep. Paul Seaton
Subject: HB 69

Representative Seaton,

Greetings. I have been informed of a new House Bill (HB 69) which would be known as "Alaska Parents as Teachers Act." I'm asking you to please oppose this bill as I believe that parents, not state officials, are best qualified to determine what is best for their children.

Thank you,
Sandra Murphy

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Louie Flora

From: hillclanak@gci.net on behalf of Gordon and Linda Hill [hillclanak@gci.net]
Sent: Tuesday, February 10, 2009 1:42 PM
To: Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Bryce Edgmon
Subject: HB69

Dear Sirs and Madam,

I am writing to you in regards to House Bill 69, the Alaska Parents as Teachers Act. I believe that this bill would interfere with the right of parents to direct the upbringing of their children. I would encourage you to vote against the passage of this bill.

It is the parents and not state officials that are best qualified to determine what is best for their individual children. As a parent of six children, two of which are special needs, I knew when there was a problem long before any professional. I have tailored the raising of my children, all of them, to their own uniquie talents and ablilities. There is no way that a "specialist" would know more about my childrens unique personalities than their father or I. We have raised each child with the same love and care, but have also worked with each child to develope that child's unique needs. There is no "specialist" that can do that any better. They do not live with other people's children on a 24/7 basis. They may have a basic understanding of child behavior and development, but that does not mean that they know what is best for an individual child. I have been involved with each of my children from before they were born. I have received advice on raising of my children from parents, friends and even strangers, but in the end it all comes down to what I know of each of my children and how any advice received would best work for that child or not even work at all. There is no one that is better qualified in the raising of the six children that God has blessed my husband and I with.

Again,I would encourage you to vote against the passage of House Bill 69. In the absence of any abuse or neglect, state officials shoould not interfere with the upbringing of children by thier parents.

Thank you for your time and attention.

Sincerely,
Linda Hill

Louie Flora

om: Lisa Corliss [lisa@corlissfamily.org]
ent: Tuesday, February 10, 2009 1:46 PM
To: Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Bryce Edgmon
Subject: House Bill 69

Good Afternoon,

I am writing to oppose House Bill 69, and ask that you do the same.
It's grossly intrusive and unnecessary. It leaves the determination to the state of Alaska whether children are being educated properly from infancy. It infringes upon parental rights to educate their children as they see fit. While it is only voluntary initially, I don't trust that some misguided legislator down the pike would make it a hard requirement for all families.

I believe that parents, not state bureaucrats, are best qualified to determine what is best for their individual children. In the absence of evidence of abuse or neglect, state officials should not interfere with the upbringing of children by their parents. While this bill may have been crafted with good intention, it is short sighted and the unintended consequences may have lasting, ultimately damaging ripple effects.

Frankly put, parents who are interested in teaching their child the basics at home to prepare them for school will take the initiative to teach them. They don't need government representatives showing up unannounced to gauge their progress or requiring them to show up at group meetings. There are more early education helps available, many for free, than at any other time in recent memory. Parents for whom this is important will do due diligence. No amount of legislation will modify behavior of parents for whom education is not a priority.

his plan is out of line not only for what it explicitly entails, but also for the otential abuses that can arise as a result of its passage.

I appreciate your time.

Lisa Corliss

--
"Every experience God gives us, every person He puts in our lives, is the perfect preparation for a future only He can see." - Corrie ten Boom

"Lord Almighty, King of Mysteries, the great I Am, who was and who is. Before the elements, before the ages. King Eternal, who reigns forever and ever, grant me three things: Keenness to discern your will, Wisdom to understand it, And the courage to follow where it leads." S. Lawhead

"Give thanks in ALL circumstances." 1 Thess. 5:18 (Emphasis mine)

Louie Flora

From: rumsey@gci.net on behalf of Greg & Deena Rumsey [rumsey@gci.net]
Sent: Tuesday, February 10, 2009 1:44 PM
To: Rep. Paul Seaton
Subject: Vote NO on HOUSE BILL 69

"Please vote against House Bill 69, the Alaska Parents as Teachers Act, which would interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children."

Deena Rumsey

Louie Flora

From: Beaver [jcb@alaska.net]

Sent: Tuesday, February 10, 2009 1:58 PM

To: Rep. Paul Seaton

Subject: Regarding: House Bill 69, the "Alaska Parents as

Dear Representative Seaton,
Please, at tomorrow's meeting of the House Education Committee, give opposition to House Bill 69, the Alaska Parents as Teachers Act. Parents are the best ones to determine their childs well being, and not the State. I know this is a "voluntary" at this point, part of this bill, but, I know that will just 'open the doors' for mandatory intervention and State powers, before too long. Please, vote **against** this intrusion into families lives. Though I have no children in this age group, I have grandchildren who will fall into this, should it ever become mandatory.
Thank you,
Sincerelly,
Carol Broussard
Nikiski, Alaska
907 776 8676

Louie Flora

From: rod perry [rperry_ak@hotmail.com]

Sent: Tuesday, February 10, 2009 2:21 PM

To: Rep. Peggy Wilson; Rep. Bob Roses; Rep. Anna Fairclough; Rep. Wes Keller; Rep. Paul Seaton; Rep. Sharon Cissna; Rep. Berta Gardner; karen perry

Dear Representatives:

Re: HB 69, the so-called "Nanny Bill"

Outside of the obvious need for intervention in cases of child abuse, I view even the slightest suggestion of this government interference in the home life of Alaskans as an affront to the intelligence and a denigrating of the personal capabilities of her citizens . Do you, our representatives, those we have sent to Juneau to work for us, feel so superior and have so little regard for the quality of your constituents? Do you really think any government employee is superior in even one aspect of parenting to a child's parents? Do you actually think that we parents are so incompetent as to need government oversight to successfully raise our children? If you can't answer a resounding "Yes!" to any of those questions, then why are you proposing such legislation??

George Washington described government as "Brute Force." HB 69 goes way beyond mere garbage and gets into Washington's definition. And don't tell me it's not at all like that, that it's only "voluntary." No person who has watched government and studied history should ever be naive enough to believe such a thing would not eventually become mandatory. In that case, Alaska does not have enough court time or jail space to accommodate the multitudes who would meet government intruders with force at the edge of their property.

You probably think that those of us who voted you into office were pretty smart for making such a brilliant choice. If we're bright enough to vote you in, don't you think we can do a better job raising these children we value more than life itself, do a better job than can our representatives and agency hirelings? I encourage you to oppose this junk bill before it goes any farther.

Sincerely,

Roderic H. Perry

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Louie Flora

om: Don Kashevaroff [kash@kash.net]
ent: Tuesday, February 10, 2009 2:28 PM
To: Rep. Paul Seaton
Subject: oppose HB 69

Hi Paul,

I am concerned with HB 69 "Alaska Parents as Teachers Act" in front of your House Education committee. I would urge you to oppose this bill. I am a strong supporter of either the State or Tribe stepping into the home when there is evidence of abuse or neglect, but I do not support allowing the State to interfere with families even on a volunteer bases (things that are voluntary quickly become mandatory.) This bill would impact the rights of parents to direct the up bringing of their own children, as a father of a 3 and 4 year old, this makes me worried.

Thanks for your understanding
Don

Louie Flora

From: Roy and Nore Butler [rbutler474@earthlink.net]
Sent: Tuesday, February 10, 2009 2:40 PM
To: Rep. Paul Seaton
Subject: House Bill 69

Dear Rep. Seaton,
We would like to voice our opposition against House Bill 69. We do not oppose parents as teachers, but rather the state coming in to private homes. We believe parents are in position to make the best decisions for their children, not the state. Although the program would be voluntary if put in place, our fear is that it would eventually become mandatory, thus violating parental rights.
We hope you will sincerely consider our views.

With kind regards,
Roy, Eleonore, Vincent and Mitchell Butler

Louie Flora

om: Robin Spencer [8spencer@mtaonline.net]
ent: Tuesday, February 10, 2009 2:48 PM
To: Rep. Paul Seaton
Subject: HB 69 Alaska Parents as Teachers Act

Representative Paul Seaton,

I called your office yesterday to ask your thoughts and to give you mine on HB 69, but, you were unavailable. I spoke with Mr. Flora, instead. I thought that I would send you an e-mail today to follow up. I am opposed to this, or any other bill, that would create another layer of bureaucracy or agency and could infringe on the rights of parents to raise their children as they see fit. I don't believe the state has extra money to be wasting on new programs that do the same thing that programs that are already in existence are doing, whether in the private sector, by volunteer agencies or existing government programs. Not only would HB 69 waste money and enlarge state government, it could become a mandatory program, as many pieces of legislation without a sunset clause do. In this case, it would infringe on my rights and the rights of my children, if they have kids, to raise our families as we see fit. I think this is a bad piece of legislation and should be killed in committee.

Thanks for your time,
Bill Spencer

Louie Flora

om: Young, Wendy A Mrs DoD Ben [wendy.young@us.army.mil]
ent: Tuesday, February 10, 2009 2:55 PM
To: Rep. Paul Seaton
Subject: Vote Against House Bill 69

Dear Representative Paul Seaton,

Please vote against House Bill 69, the Alaska Parents as Teacher's Act.

I believe that parents, not state bureaucrats, are best qualified to determine what is best for their children. In the absence of evidence of abuse or neglect, state officials should not interfere with the upbringing of children by their parents.

Thanks in advance for your consideration.

Wendy Young
Alaska Resident
wendy.young@us.army.mil

Louie Flora

From: Terri Budke [terbud61@gmail.com]
Sent: Tuesday, February 10, 2009 2:47 PM
To: Rep. Paul Seaton
Subject: HB 69

Dear Representative Paul Seaton,

As a concerned long time Alaska resident, I am asking that you oppose House Bill 69. I don't like the movement this could take in the future. Please let the parents be the caretakers of our children and not the State.

Thank You,

Terri Budke

Louie Flora

From: Anthea Shirk [shirk@alaska.net]

Sent: Tuesday, February 10, 2009 2:56 PM

To: Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Peggy Wilson; Rep. Bob Buch; Rep. Berta Gardner

Subject: House Bill 69

As an Alaskan and a mother of two, I am very concerned about House Bill 69 which institutes a program in which the state begins to meddle in people's homes and the upbringing of their children. This is a dangerous precedent in that it increases dependence on state "experts" to tell parents what is and is not allowed or acceptable in the home. Rather than encouraging this kind of dependence, state legislators should be encouraging parents to study childcare and education on their own and to make their own informed decisions in cooperation with their doctors, families, churches/places of worship, and teachers. The state has absolutely no place in my home or any other person's home, especially not when it concerns the way our children are raised. Please vote against House Bill 69, the Alaska Parents as Teachers Act, which would interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children.

Sincerely,

Anthea Shirk
2610 Stellar Way
Fairbanks, AK 99712

Louie Flora

From: Robert & Donna Dehart Sr [robart@cfaith.com]
Sent: Tuesday, February 10, 2009 3:12 PM
To: Rep. Paul Seaton
Subject: HOUSE BILL 69

Dear Rep. Seaton,

Would you please vote against House Bill 69, the Alaska Parents as Teachers Act, which would interfere with the right of parents to direct the upbringing of their children? Parents, not state officials, are best qualified to determine what is best for their individual children. Thank you for

representing the citizens of Alaska.

Sincerely,

Donna & Robert DeHart, Sr.

Louie Flora

From: Lisa Gillispie [gillispiefam2004@yahoo.com]
Sent: Tuesday, February 10, 2009 3:22 PM
To: Rep. Paul Seaton

"Please vote against House Bill 69, the Alaska Parents as Teachers

Act, which would interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children."

Louie Flora

From: Chris Davis [ctdavis@ieee.org]
Sent: Tuesday, February 10, 2009 3:40 PM
To: Rep. Paul Seaton
Subject: Vote No on Bill 69

Please vote against House Bill 69, the Alaska Parents as Teachers Act, which would interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children.

Louie Flora

From: Shanna Switzer [shanandnate@yahoo.com]
Sent: Tuesday, February 10, 2009 3:48 PM
To: Rep. Peggy Wilson
Cc: Rep. Bob Buch; Rep. Berta Gardner; Rep. Sharon Cissna; Rep. Paul Seaton; Rep. Cathy Munoz
Subject: House Bill 69

Dear Sirs,

I'm writing to ask you to please vote against House Bill 69, the Alaska Parents as Teachers Act, which would interfere with the right of parents to direct the upbringing of their children.

Parents, not state officials, are best qualified to determine what is best for their individual children.

Sincerely,

Shanna Switzer
4810 Snow Cir
Anchorage, AK
(907) 929-1837

Louie Flora

From: Ric Plate [ricp@alaska.net]
Sent: Tuesday, February 10, 2009 3:55 PM
To: Rep. Paul Seaton
Subject: House Bill 69

Dear Representative Seaton,

I am writing to ask you to oppose House Bill 69. I am sure the Department of Education is presenting this bill as a wonderful way to involve children ages 1-5 in education but **it will be very intrusive in private lives, un-needed, and very costly**. There are much better ways for the Department of Education to improve our educational system.

Please oppose HB 69.

Thank you,
Ric Plate

Louie Flora

om: Grace Schumacher [grace@schu.net]
ent: Tuesday, February 10, 2009 3:54 PM
To: Rep. Paul Seaton
Subject: Please oppose HB 69

4961

Louie Flora

'om: vassar@gci.net
ent: Tuesday, February 10, 2009 3:56 PM
To: Rep. Paul Seaton
Subject: House Bill 69

Representative Seaton,

I am writing regarding your upcoming meeting regarding House Bill 69.
Please vote against House Bill 69, the Alaska Parents as Teachers Act. I feel very strongly that this bill would interfere with the right of parents to direct the upbringing of their children. In the absence of abuse, the state does not need to intefere with each individual family.
Parents, not state officials, are best qualified to determine what is best for their individual children."

Sincerely,
Angela Vassar
Chugiak, Alaska

Louie Flora

From: wintherj@alaska.net
Sent: Tuesday, February 10, 2009 4:05 PM
To: Rep. Paul Seaton
Subject: House Bill 69

Dear Representative Paul Seaton,

Please vote against House Bill 69, the Alaska Parents as Teachers Act, which would interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children.

Sincerely,
Janice Winther

Louie Flora

From: Delois McWilliams [forgiveness_2000@hotmail.com]
Sent: Tuesday, February 10, 2009 4:21 PM
To: Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Bryce Edgmon
Subject: House Bill 69

Dear Representatives,

I am writing to ask you to oppose House Bill 69, the Alaska Parents as Teachers Act.

As a parent and citizen of Alaska, I believe that parents, not state bureaucrats, are best qualified to determine what is best for their individual children. In the absence of evidence of abuse or neglect, state officials should not interfere with the upbringing of children by their parents.

Additionally, I realize that this program is to begin as a voluntary program, but I know that these things have a way of becoming mandatory.

I thank you all for working to make Alaska a state where individual freedoms are upheld and promoted.

Sincerely,
Delois McWilliams
6711 Baby Bear Dr.
Anchorage, AK 99507

Phone: 907-258-0052

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Louie Flora

From: Jon and Karen Cress [jkcress@acsalaska.net]
Sent: Tuesday, February 10, 2009 4:38 PM
To: Rep. Paul Seaton
Subject: Opposing House Bill 69

Rep. Paul Seaton, Chairman of the House Education Committee:
"Please vote against House Bill 69, the Alaska Parents as Teachers Act, which would interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children."
Thank you for your time and consideration,
Sincerely,
Jon and Karen Cress

Louie Flora

From: Twohy Family [twohy1@mtaonline.net]
Sent: Tuesday, February 10, 2009 4:47 PM
To: Rep. Paul Seaton
Subject: House Bill 69.....

Dear Representative Seaton,
Please for against the above mentioned bill; Ak Parents as Teachers Act. We feel that parents alone should raise their children without the interference of the government.
Thank you.

Brian and Sonia Twohy

Louie Flora

From: Barbara Andersen [bandersenz@yahoo.com]
Sent: Tuesday, February 10, 2009 1:38 PM
To: Louie Flora
Subject: Please oppose HB 69

Representative Seaton,

Please consider opposing HB 69, the Parents as Teach Act.

I feel this Act would impose an invasion of privacy toward citizens in the state of Alaska.

The formative years (ages 0 through 5) are crucial in the upbringing of children. Submitting them to home
visits, mandatory checks, health screenings would create an insecure environment for the parents as well as the child. With government officials constantly entering homes, an attitude of dependency on the government will result allowing the inability to perform as responsible adults in the upbringing of children.

This type of intrusion is considered, in my opinion, as a move toward socialism.

Thank you
Barbara Andersen
Seward, Alaska

Louie Flora

From: James & Lisa [jameslisah@acsalaska.net]
Sent: Tuesday, February 10, 2009 3:14 PM
To: Louie Flora
Subject: House Bill 69

I am writing to ask you to vote no on House Bill 69. I know that is sounds like a great program to help children but it has so many ideals that just aren't right. If a program is voluntary then it should be outside of a person's home. These lessons should be held in a more neutral place, where parents can schedule it into their time and where precious family time is not imposed upon. More and more appointments and hectic schedules are already ruining families. And everyone knows that people are not going to act naturally when a stranger enters their home.

Moral questions also arise like what if the parent disagrees with the social worker? What if they just don't see eye to eye, who does that put at fault and what would the implications of that be.

The bottom line is that parents are best qualified to know the needs of their individual children. I am the parent of 6 and none of them are the same in any way. What works with one doesn't always work with the other. Classes are great. Help is great but a government worker entering a home should always raise flags of caution.

I love living in Alaska because I feel like it is one of the most politically free places on earth. I hope to fight to keep it that way. Thank you, Lisa Henderson

Louie Flora

From: Craig and Sonna Hanson [cshanson@mtaonline.net]

Sent: Tuesday, February 10, 2009 4:58 PM

To: Rep. Paul Seaton

Subject: opposing HB 33, and HB 59/69

Honorable Representative Seaton:

I am writing to you requesting that you consider rejection of HB33 that would raise the age of compulsory attendance for students.

There is no evidence, through research or history, that forcing students to remain in school longer will reduce the dropout rate

The power and decision making for our children's education should be left in the hands of the parents and not the government. Let us decide as parents when formal education should begin for our young children..

Compulsory education has resulted in excessive government control and expanding it will not lower the drop out rate but only be more costly to taxpayers.

Also, that you would reject HB 59/69 which is a voluntary parent education home visiting program for children from birth to age five.

Although this would begin as a voluntary program, it is most likely the first step to a mandatory program. I believe that parents, not state officials, are best qualified to determine what is best for their children.

I am vehemently against HB33 and HB 59/69 and am asking you to please vote against both of these bills.

Respectfully,

Sonna Hanson
P.O. Box 4107
Palmer, AK 99645

Louie Flora

From: Robin Spencer [8spencer@mtaonline.net]
Sent: Tuesday, February 10, 2009 4:01 PM
To: Louie Flora
Subject: HB 69 Alaska Parents as Teachers Act

Mr. Flora,

It was nice to visit with you about HB 69 yesterday. As I told you on the phone I am opposed to this piece of legislation and think it would waste state money on an unnecessary intrusion into families lives. This bill would create state duplication of services that are already available through existing agencies and private charitable organizations. I think with the forecast budget shortfalls the state is facing we don't need to be increasing the scope of government programs.

Thanks,
Bill Spencer

Central Council
Tlingit and Haida
Indian Tribes of Alaska

CENTRAL COUNCIL
tlingit and haida indian tribes of alaska
ANDREW P. HOPE BUILDING
320 West Willoughby Avenue • Suite 300
Juneau, Alaska 99801-1726

February 12, 2009

Dear Honorable Legislators:

As the elected President of the Central Council of Tlingit and Haida Indian Tribes of Alaska (Central Council), I am writing to express my support for House Bill No. 69 (HB 69), an act "establishing in the Department of Education and Early Development a voluntary parent education home visiting program for pre-elementary aged children and establishing a rating system for early childhood education."

Alaska's children represent our future and with our poor graduation rates, it is important that we support any attempts to improve our children's success in education. HB 69 would give thousands of Alaskan parents a chance to provide their children with the benefits of early education. Studies have shown that children's intellectual development is especially important before age six and early childhood education has proven to have great outcomes as it has shown to increase graduation rates, college attendance, and job earning potential.

I hope that the Alaska State Legislature will consider the positive outcomes of early education and support our parents in the effort to insure a bright future for our children and Alaska.

Sincerely,

William E. Martin
President

Louie Flora

From: Ingrid Gavalya [gavalya@mtaonline.net]
Sent: Friday, February 13, 2009 7:35 AM
To: Rep. Paul Seaton
Cc: Rep.Bill.Stoltz@legis.state.ak.us
Subject: Fw: HB 69

Dear Mr. Seaton & Stoltz:

I am forwarding an e-mail I sent to Rep. Fairclough. Through communication with her office I was told she is no longer on Ed. committee.

I don't know what studies the authors of HB 69 are siting. I looked up several on Wed. & the common factor appeared to be parent involvement and not any particular program.

I know from speaking with teachers that parent involvement is key to a child succeeding in school. I don't know if that involvement can be legislated. If a parent doesn't have any interest in helping with homework, feeding their children nutritious food, and making sure their children get appropriate amounts of sleep, it is going to be difficult for the best of teachers.

I come from a long line of individuals that never participated in a pre-k program, but still pursued higher education because it was a value in our family. The government didn't step in telling us how to do it.

We should not have laws based on those that won't step up to encourage their children to receive the free education offered in our state. The more people that won't take personal responsibility force the rest of us to be under government control.

Wouldn't the money be better spent with children that have already come through pre-k & elementary school but are slipping off during jr. & sr. high?

I apologize for the somewhat incoherent ramblings. I have my own family that I am in a hurry to tend to.

I hope that you will consider what I have said.

Sincerely,
Ingrid Gavalya

----- Original Message -----
From: Ingrid Gavalya
To: Representative_Anna_Fairclough@legis.state.ak.us
Sent: Wednesday, February 11, 2009 7:39 AM
Subject: HB 69

Dear Ms. Fairclough,

I have a number of objections to HB 69. First of all, I thought that there was a budget crisis in our state. I don't think state dollars will be best utilized on something parents and their family doctors are already able to do. When children are school age any issues that are present will be detected and addressed.

My biggest objection to this bill is the governments intrusion to families. I understand that it is "voluntary" but, for how long.

My now 11 yr old daughter was told when she was 3 that she had AD/HD. We were at a Halloween party and

another guest, an ophthalmologist that was some how partnered with the school district, told me she had training with ADD & AD/HD. She was very intent on telling me to get my daughter help. I took it seriously & spoke to my pediatrician's office nurse. She laughed! My daughter had been their patient since birth & they saw no indicators through our visits or conversations. This nurse told me after raising 4 children of her own & being a pediatric nurse for years, her experience was all 3 yr olds have "AD/HD". Needless to say my daughter does not have AD/HD. She excels in academics and is definitely high energy so she swims, runs, & hikes.

If a counselor came into my home to so my then toddler in one snippet of life would we have decided to medicate & treat her like she had a disorder? I have 2 more children with different personalities. My 8 yr. couldn't read when she started kindergarten would we have labeled her & put her into another program? My third child is 3 yrs old, and is prone to temper tantrums. Should I put her in an anger management program? My dog doesn't always come when she calls. Does she need a hearing program or is she passive aggressive? Maybe I am the common factor & need to begin **mandatory** parenting classes accompanied by shock therapy. Where does the insanity end?!?!

Sincerely,
Ingrid Gavalya

Louie Flora

From: Donna W [soccermomof03@lycos.com]
Sent: Friday, February 13, 2009 1:56 AM
To: Rep. Paul Seaton
Subject: HB69

I would like to say that I hope you'll make the sensible decision to vote against HB69. Most importantly, with today's financial and budgetary cut backs it would not make sense to pass a bill that would have an endless need for funds. Especially for curriculum covering prenatal through age 5! Any parent who cares about their children will pay attention to them, read to them, keep their expanding minds stimulated and love them with enough attention to help them prepare to be a life long learner. It's parents like these who already have nurturing skills who would seek out such programs, not the neglectful, abusive parents the supporters of HB69 think they're reaching out to. They won't seek out accountability. Not only is there no reason for a curriculum, but people with only 37 or so hours of training are not the level of skilled professionals I'd want the children of my country to rely on. There are already many different groups parents can join through doctors' offices,! nurses, churches, not to mention friends and family.

If this group is so certain they have THE answers to raising everyone's children, why don't they create their course for parents to purchase or check out at the library! It could be the entire 37 hours-5hours per week for 8 weeks!

I listened to the presentation on February 11, 2009, and it sounds to me like this group would like to set up a big bureaucracy to oversee the many programs that are already out there. And they would of course be in charge! And they want the Alaska budget to pay for their entry into this field of influence, when they themselves state that parents are the most influential with their children. It sound like this group would like to become most influential.

While I'm sure that intentions are truly honorable, I believe this would turn into a mess. When I watch the news and see the mayor take away funding for fire fighters, in other words public safety items of the budget, as a beginning way to balance the budget, I lose patience with politics. Instead, lets not add HB69 to our budget. Schools keep getting more money without proving their worth with results. (Firefighters and medics save lives every day.) This will be more of the same. Parents are best at raising their children by their own creative solutions. They can make the best choices for their children, whom no one but God loves more than they do.

Please vote no on HB69.

Thank you for your time.

Sincerely,
Donna Worthen
(mother of 3 wonderful people)

Louie Flora

From: Swanson [akaloha8@gmail.com]
Sent: Thursday, February 12, 2009 10:20 PM
To: Rep. Paul Seaton
Subject: HB69

Dear Representative Seaton,

Even in the amended form, this bill is not one I would like to see passed. My personal objection is that of funding for the bill at a time when our ecomony is so bad. Secondly, I do not believe parents need to have someone come to their home to instruct them in how to be "good parents".

PLEASE OPPOSE THIS BILL.

Sincerely,

Kim Swanson

Louie Flora

From: brian casey [caseyski@mtaonline.net]
Sent: Thursday, February 12, 2009 9:55 PM
To: Rep. Paul Seaton
Subject: House Bill 69

Representative Seaton,

We are writing to you to express our ***strong opposition*** to House Bill 69. There are many places available for parents to take their young children to be evaluated if there are concerns. i.e.; community health centers, doctors, midwives, schools, churches ect.. Therefore it is not necessary or wise to make intrusions upon individual households even on a voluntary basis. The money that would be used for this could benefit children in a much more efficient and practical manner by simply giving them the basic necessities that they require such as food, warm clothing, shelter and heat. Help a family with basic necessities and leave the parenting decisions to the parent, NOT the state.

Sincerely,

Mr. and Mrs. Brian Casey

Louie Flora

From: peacemkr [peacemkr@wildak.net]
Sent: Thursday, February 12, 2009 8:25 PM
To: Rep. Paul Seaton
Subject: HB 69
Attachments: HB 69.html

Louie Flora

From: Chris Davis [ctdavis@ieee.org]
Sent: Thursday, February 12, 2009 8:10 PM
To: Rep. Paul Seaton
Subject: HB 69

You may have already received an email from my wife on this subject from this email, but I want to reaffirm that both me and my wife feel this is a bad idea for the state and for the people's rights.

- I believe this is intrusion into parents rights to raise their child as they feel best.
- This increases the size of government at a time when Alaska has a projected budget short-fall. An increase in government is not in the best interest of Alaska. I am against larger government.
- The bill will be very difficult to enforce and
- The "Voluntary" program is simply a lead-in for a mandatory program once the "bugs" are worked out.
- Monthly meetings with a "qualified caseworker" can be very subjective.

Sincerely,

Christopher T. Davis, P.E.

Louie Flora

From: Connie [montana.girl@yahoo.com]
Sent: Thursday, February 12, 2009 8:06 PM
To: Rep. Paul Seaton
Subject: House Bill 69

Feb. 12, 09

Dear Mr. Seaton,
Please reject House Bill 69 and any other legislation that involves home visits for "help in parenting". The end result of this will be eventual State influence or control of our families. The State can't manage itself, and I have no faith that it can do much good for Alaskan families. If a parent desires help in parenting, there are already many services in place to assist them: pediatricians, grandparents and other relatives, neighbors and friends, day care providers, etc.

If the State wants to assist in parenting, it can work with local governments to cut property and sales taxes so that families can more easily afford for mothers to stay home and care for their children.

Thank you.
~Connie Akers
Homer
235-9039

"Woe to those who call evil good and good evil, who put darkness for light and light for darkness, who put bitter for sweet and sweet for bitter...They have rejected the law of the Lord Almighty." Isaiah 5

Louie Flora

From: thetaylors@gci.net on behalf of thetaylors [thetaylors@gci.net]
Sent: Thursday, February 12, 2009 7:57 PM
To: Rep. Paul Seaton
Subject: HB 69

Representative Seaton,

Thank you for your service to the people of the state of Alaska. I am writing to voice my opposition HB 69 - Early Childhood Ed: Rating & Home Visits and I would urge you to vote against it.

I agree that parents are the first and most influential teacher in child's life. However, parents, not state bureaucrats, are also the best qualified to determine what is best for their individual children.

In the absence of evidence of abuse or neglect, state officials should not interfere with the upbringing of children by their parents. HB 69 is an infringement of parental rights. What is voluntary today often becomes mandatory tomorrow. The cost of $3000 per child or family to administer this program is too great. In these challenging economic times we should not be implementing programs that would have to be in place in every city or village whether the parents want the services or not.

Thank you for your consideration.
Sincerely,
Stephanie Taylor
8050 Pioneer Dr. #1201
Anchorage, AK 99504
333-1297

Louie Flora

From: Beaver [jcb@alaska.net]
Sent: Thursday, February 12, 2009 4:25 PM
To: Rep. Paul Seaton
Subject: Regarding HB 69

Dear Representative Seaton,
Please **oppose HB 69**, the Parents as Teachers bill, at the meeting Friday, February 13th at the hearing.
No ammendments to this bill would make it acceptable to responsible families. You know it would not be a good idea to have government officials coming into someone's home and instructing them on how to be a "good"(by whose standards) parent.
Sincerely,
Carol and John Broussard
Nikiski, Alaska
907 776 8676

Louie Flora

From: Jennifer Cox [newfrontiersacademy@yahoo.com]
Sent: Wednesday, February 11, 2009 10:42 AM
To: Sen. Kim Elton; Rep. Beth Kerttula; Rep. Cathy Munoz
Cc: Rep. Paul Seaton; Rep. Bryce Edgmon; Rep. Wes Keller
Subject: House Bill 69, the "Alaska Parents asTeachers Act

Please vote against House Bill 69, the Alaska Parents as Teachers Act, which would interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children.

Jennifer Cox
Juneau, AK

Louie Flora

From: Melinda Storen [mstoren@ruralcap.com]
Sent: Wednesday, February 11, 2009 10:18 AM
To: Rep. Paul Seaton
Subject: Alaska needs House Bill 69

Our families in Alaska need House Bill 69. Parents as Teachers is an amazing resource that Alaska needs to adopt for the assurance of our children's success! The answer to change the struggles that our school districts face today is to educate and empower parents to be involved in their child's educations, from the beginning! Parents as Teachers is the vehicle that can facilitate that change.

Melinda Storen
Parents as Teachers Coordinator
907-865-7362
mstoren@ruralcap.com

Louie Flora

From: Eileen Ward [eward@mtaonline.net]
Sent: Wednesday, February 11, 2009 10:02 AM
To: Rep. Paul Seaton
Subject: HB69

Please vote against HB69, the Alaska Parents as Teachers Act. This is a ridiculous bill. It would interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children. It is rightly called the Government Nanny Bill. Give me a break!

Sincerely,

Eileen Ward

Louie Flora

From: vg4 [vgfour@alaska.com]
Sent: Wednesday, February 11, 2009 9:49 AM
To: Rep. Paul Seaton

Please vote no on House Bill 69 the Alaska Parents as Teachers Act. This is another ridiculous California style big government attack on families and our children's education.

Sincerely

Vince and Shannon Guerra

Louie Flora

From: Jennifer West [CJWest7@alaska.net]
Sent: Wednesday, February 11, 2009 9:33 AM
To: Rep. Paul Seaton
Subject: Bill 69

I am writing to encourage you to vote against House Bill 69, the Alaska Parents as Teachers Act. Although this sounds like a great opportunity on paper, it interferes with the rights of parents to direct the upbringing of their children. Parents, not state officials, and not so-called professionals are best qualified to determine what is best for **their** individual children.

Thank you,
Chris and Jennifer West

Louie Flora

From: rtbunn@ptialaska.net
Sent: Wednesday, February 11, 2009 9:16 AM
To: Rep. Paul Seaton
Subject: House Bill 69

Please vote against House Bill 69, the Alaska Parents as Teachers Act, which would interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children.

This bill concerns me greatly on many levels. Who would "pay" for all of the people to perform these "in home visits." How will it be determined that they are qualified to meet each child's individual needs? Who knows their own child best? A state worker? Or the parent?

It sickens me that our great state of Alaska, the last frontier, the smaller government state has even contemplated this type of legislation. I vote in every primary. I vote in ever official election. I guarantee that whoever votes for this bill will NEVER receive a vote from me or my family members. I will do my best to make sure my friends know who not to vote for as well.

Please vote against House Bill 69

Randall E. and Tammy M. Bunn

Louie Flora

From: huberclan3@gci.net on behalf of Momoko [huberclan3@gci.net]
Sent: Wednesday, February 11, 2009 8:15 AM
To: Rep. Paul Seaton
Subject: House Bill 69

Dear Mr Seaton,

I am writing you to voice my strong opinion against House Bill 69. Not only is it a violation of privacy, but it is not the responsibility of the government to raise anyones children. Please say no to House Bill 69.

Sincerely,
Allison Huber

Louie Flora

From: schulz@gci.net on behalf of Sallie Schulz [schulz@gci.net]
Sent: Wednesday, February 11, 2009 8:08 AM
To: Rep. Paul Seaton
Subject: House Bill 69

Please vote against House Bill 69, the Alaska Parents as Teachers Act, which would interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children.

Sallie Schulz

Louie Flora

From: The McElroys [themcelroy@hotmail.com]
Sent: Wednesday, February 11, 2009 8:05 AM
To: Rep. Paul Seaton
Subject: No Nanny Bill

We will not support any legislation that infringes on parent's rights to parent their own children. There are already government programs in place to deter abuse. If there is no evidence of abuse or neglect, there should be no government intervention whatsoever. Our state has needs that would be better served with the prodigious budget that would be needed to support such a program.
Thank you for your service to our state-
Dr. Teresa L. McElroy
Palmer, AK

Louie Flora

From: Karen Pauley [pauley28@gci.net]
Sent: Wednesday, February 11, 2009 7:18 AM
To: Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Bryce Edgmon; Rep. Wes Keller; Rep. Peggy Wilson; Rep. Bob Buch; Rep. Berta Gardner; Rep. Nancy Dahlstrom
Subject: House Bill 69

Please oppose House Bill 69, the Alaska Parents as Teachers Act. Parents are best suited to direct the rearing of their own children and government involvement and intervention is not necessary in most cases.

Thank you,

Karen Pauley (House District 18)
5058D Bong Avenue
Elmendorf AFB, AK 99506
pauley28@gci.net

Louie Flora

From: Kimberly Pullen [pulleninalaska@gci.net]
Sent: Wednesday, February 11, 2009 6:59 AM
To: Rep. Paul Seaton
Subject: House Bill 69

> "Please vote against House Bill 69, the Alaska Parents as Teachers
> Act, which would interfere with the right of parents to direct the
> upbringing of their children. Parents, not state officials, are best
> qualified to determine what is best for their individual children."

Louie Flora

From: jrockclimb@aol.com
Sent: Wednesday, February 11, 2009 6:09 AM
To: Rep. Paul Seaton
Subject: HB 69

Dear Mr. Seaton,

Please vote against House Bill 69, the Alaska Parents as Teachers Act, which would interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are the best qualified to determine what is best for their individual children.

Mr. Seaton, though this is masked in 'voluntary participation' right now, it is not necessary and wasteful spending. Anyone I know with kids 0-5 actively seeks out opportunities and does not need this service.

Thank you for your time,

Respectfully,

Erica Johnson
277-1095

A Good Credit Score is 700 or Above. See yours in just 2 easy steps!

Louie Flora

From: Kenneth J Kroeker [kroeker@mtaonline.net]
Sent: Wednesday, February 11, 2009 12:30 AM
Cc: Sen. Charlie Huggins; Rep. Bill Stoltze
Subject: Parent of 8 --house bill 69

Hello,
I'm a parent of eight. I have 2 children under 5 right now. I love this state and having my family here is extremely important to me. I hope all my kids raise families in this state. I figure I have nearly 150 family members in this state currently plus extended family from family. Why would I want the state to create more government? Why would I want to fund more government? When has the state been better for my kids than me and my husband or additional family? Would you want someone coming into your home and watching you? Just because parenting does not come with a complete set of manuals -- does not mean that we want to create programs that could very easily become required participation intrusions. No one says that is what will happen but it will... given time.

Please, for the benefit of current families and families to come, do not vote for the Alaska Parents as Teachers Act. It is a terrible way to spend resources and it is not helping parents and children grow into families. Government really does need to stay out of the home.
Remember that working on these committees and in our government does not mean that it is your responsibility to grow programs - we voted you there for many other reasons... Cutting things is fine with me (programs and taxes/fees).

"Please vote against House Bill 69, the Alaska Parents as Teachers Act, which would interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children."

Thank you for your service. Our family appreciates your willingness to serve this great state. Your self sacrifice is a blessing to me. It allows me the privilege to work with my family and do community service in my local area. I appreciate you doing your part and really -- you are doing even more. THank you for all the time and energy you give toward learning, doing, and helping us all. We put a lot of trust in your discernment. I know discernment is a big, very giant part of what a legislator needs to have and I hope you each have a been blessed with an over flowing amount of it. Protect our families and this state.

Thank you again,
Hiedi Kroeker
Chugiak, AK

PS -- and to any staff that has to deal with the emails or this topic, thank you for your hard work as well. You are the glue that holds our state all together. You are awesome!

Louie Flora

From: J. Gondek [mr_gondek@yahoo.com]
Sent: Tuesday, February 10, 2009 11:58 PM
Subject: House Bill 69, Statement of Opposition

Please vote against House Bill 69, the Alaska Parents as Teachers Act, which would interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children.

V/R,

Jess Gondek
PO Box 834
Valdez, AK 99686
907-835-3852

Louie Flora

From: Frank and Kim [frankandkim@acsalaska.net]
Sent: Tuesday, February 10, 2009 11:54 PM
To: Rep. Paul Seaton
Subject: Concerning HB69
Importance: High

Dear Mr. Seaton,

Thank you for your willingness to serve our state. I am writing you in reference and concern to Bill HB69. I have grown up in a good family and a fine education neither of which has been controlled by the government. I will never excuse abuse of a child and I know there is measures needed in such cases. I have also seen families who have been torn apart by what the government thought were good choices. I urge you to please vote NO on this bill because even though the government may mean well, they are continuing to take away the rights of the parent to raise their children. Our America was built on the freedoms that made it great. Please stand to fight for that freedom. Thank you for your time!

Sincerely,
Kim Bodiker

_____ Information from ESET NOD32 Antivirus, version of virus signature database 3844 (20090211) _____

The message was checked by ESET NOD32 Antivirus.

http://www.eset.com

Louie Flora

From: bjorklundsinalaska@juno.com
Sent: Tuesday, February 10, 2009 11:42 PM
To: Rep. Paul Seaton
Subject: hb69

Please vote against House Bill 69, the Alaska Parents as Teachers Act. I believe this act will interfere with my right as a parent, and the rights of other parents, to direct the upbringing of our children. **Parents**, not state officials, are best qualified to determine what is best for their individual children.

Thank you for your time,

Gayle Bjorklund,
parent in Salcha, AK

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Louie Flora

From: Wendy McKinnis [schultzy@mtaonline.net]

Sent: Tuesday, February 10, 2009 11:34 PM

To: Rep. Pete Petersen; Rep. Anna Fairclough; Rep. Peggy Wilson; Rep. Wes Keller; Rep. Paul Seaton; Rep. Carl Gatto; Rep. Sharon Cissna; Berta Gardener; Rep. Les Gara; Rep. Cathy Munoz; Rep. Bob Buch; Rep. Chris Tuck; Rep. Scott Kawasaki; Bryce Edgemon

Cc: Doug and Wendy McKinnis; board@aphea.org

Subject: Please Reject HB 69

Dear State Representatives:

Our comments below relate to **House Bill 69, the Alaska Parents as Teachers Act.**

Please stop progress of this intrusive and financially onerous bill.

First:

Please note the title of the bill: "Alaska Parents as Teachers Act" The bill's title sounds great, but after a careful reading of the bill's contents, is clearly misleading. Parents **are,** as the bill states, their children's first teacher. We would like to add for clarity, however, the important accompanying parental role of principal, and think it reasonable that during the first five years of a child's life, parents should, except in rare cases, clearly fill both of these roles.

It is important to note the bill's purpose is not to propose legislation declaring the rights of parents as primary governor of their young children's education. Ironically, it instates a bureaucrat to oversee the parents, effectively stripping them of their reasonable and traditional role of principal overseer and giving it to one or several state government agencies.

The bill should instead be titled: Alaska Parents are No Longer Principals Act, because, if approved by law and taken advantage of by parents, the state would assume the role of the children's principal, leaving the remaining duty of teacher to the parent.

Seeing it this way, the bill's title is true as the parent indeed would be the teacher, but absent from the title is the implication that the government would replace the parental role as principal.

The home visiting program establishes voluntary, regularly scheduled state involvement. At intervals of **no less than** once per month, a state representative would visit the home of the child. This is unacceptable.

Due to the progressively invasive and expanding nature of government, the program is likely to turn into a mandatory program.

This bill opens the door to eradicating or at least obscuring already codified, state-recognized rights of parents, **as principals**, to decide the educational path their children take and could transfer education rights away from the parents to the state. This must never happen in our free society.

Second:

To approve this financially onerous bill is irresponsible.

How much will this program cost? How many new hires? Training costs? Transportation costs? Per diem? Record keeping? Judiciary concerns?

Can you justify the cost even if you like the provisions of the bill?

Third:

Implementation of this bill will not likely improve the horrible performance and graduation record the state public education system has earned during recent evaluations. Since the state of Alaska has not provided, as a whole, quality education over twelve years of a student's life, it is unlikely the addition of five or more years under the same system will salvage the woeful situation.

Again, please vote against HB 69.

Thank you for your time and consideration of our thoughts.

Sincerely,

Doug and Wendy McKinnis

Louie Flora

From: Andrea [lvgrrrrl@yahoo.com]
Sent: Tuesday, February 10, 2009 11:00 PM
To: Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Bryce Edgmon; Rep. Wes Keller
Subject: House Bill 69

Dear Representatives:

I'm writing to express my concerns over House Bill 69, which I understand you will be discussing tomorrow. I've read the bill, as well as Chris Tuck's sponsor statement, and while I recognize the good intentions, I'm concerned that this is an attempt at a quick fix to a vast problem which will create an invasive and meddling encroachment into family privacy instead of a fruitful program for parents and children. To be honest, this looks less like an early childhood education initiative than a way for CPS to cast a wider net.

It is concerning to me that, while this program is described as "voluntary", the way in which parents will be recruited isn't clearly outlined, a target demographic isn't specified, and the reasons for discontinuing the monthly visits does not include parental disinterest as an option. This makes me wonder how voluntary this program will really be, and if the goal is in fact to make it far-reaching and mandatory. I also imagine, given the program's vague descriptions and ambitious goals, that the reality will be overburdened caseworkers presenting parents with a basic and generic template for early childhood health and home preschool, utilizing the same sort of standards and methods that are mostly failing students in the K-12 programs instead of showing parents how to utilize their own life experience and easily accessible community resources (such as schools, parks, and libraries).

I've taken a quick look at the National "Parents as Teachers" program, as well as the Perry Preschool Project, and I understand the lure of what look like successful case studies in helping the most at-risk children succeed in school. But I hope you'll also consider studies that paint a different picture, like the Early Childhood Longitudinal Study conducted by the U.S. Department of Education in the late 1990's. I know of this study from a summary in the book *Freakonomics* by Steven D. Levitt and Stephen J. Dubner, in which they present a list of surprising findings. Briefly, this study found that there are eight factors in early childhood that actually have an impact, positive or negative, on later test scores:

-- highly educated parents

-- parents with high socioeconomic status

-- mother aged thirty or older at time of child's birth

-- low birthweight

-- parents speak English at home

-- child is adopted

-- parents are involved with the PTA

-- many books are present in the home.

On the other hand, there are eight other factors that have no correlation with with test scores:

-- family is intact

-- parents recently moved to a better neighborhood

-- mother stayed home between birth and kindergarten

-- Headstart attendance

-- regular museum attendance

-- regular spankings
-- television viewing frequency

-- child is read to daily or almost daily.

Levitt and Dubner provide analysis on these factors in greater detail, coming to the following conclusion: "Here is the conundrum: by the time most people pick up a parenting book, it is too late. Most of the things that matter were decided long ago – who you are, whom you married, what kind of life you lead... It isn't so much a matter of what you *do* as a parent; it's who you are."

Please also consider the following sources for ideas on why families should choose their own early childhood education solutions, and why less is often more:

The Case Against Universal Preschool:

http://reason.tv/video/show/576.html

The Myth of Three

http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/interviews/bruer.html

The First Years Fallacy

http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/science/firstyears.html

Finally, please forgive my haste in drafting this email. I just found out today about a bill you are

discussing tomorrow.

Sincerely,

Andrea Gregovich

9940 Whitefish Circle

Anchorage, AK 99515

907-245-0191

Louie Flora

From: Gilliland [cgilliland@ideafamilies.org]

Sent: Tuesday, February 10, 2009 10:33 PM

To: Rep. Paul Seaton

Subject: Vote against House Bill 69

Representative Seaton:

Thank you for your dedicated service to the State of Alaska. I am writing to respectfully request that you please vote against House Bill 69, Alaska Parents as Teachers Act. This Bill proposes to remove a parent's right to be ultimately responsible for the upbringing of their children. Parents know their individual children infinitely better than any government official could (particularly one who would only see a child once a month as stated in the HB69 guidelines.) Parents are the most qualified to discern what is best for their children.

Furthermore, in these tough economic times, why create another expensive program for Alaska State Government to pay for when many of these services are currently available? It is already very easy for parents who want to get help to find answers to their questions. Additionally, there is a "safety network" of professionals already in place that is responsible to report signs of abuse.

Respectfully submitted,

Catherine Gilliland
17913B Pioneer Drive
Eagle River, AK 99577

Louie Flora

From: ELIZABETH-TALLAK MAAKESTAD [tuckbeth@gci.net]
Sent: Tuesday, February 10, 2009 10:30 PM
To: Rep. Paul Seaton
Subject: HB 69

Hi,

I oppose House Bill 69. It is intrusive, wasteful of taxpayers' hard earned money, and unneccessary. Please vote no on this bill.

Thank you,

Tallak D. Maakestad
17620 Pioneer Drive
Eagle River, AK 99577
(907) 529-4324

Louie Flora

From: Joshua Geibe [jdsgeibe@yahoo.com]
Sent: Tuesday, February 10, 2009 9:56 PM
To: Rep. Paul Seaton
Subject: Vote no against House bill 69

Please vote against House Bill 69, the Alaska Parents as Teachers Act.

Thank you,

Jessica Geibe

4103 Mattox Rd Apt 2

Homer

Josh & Jess

Louie Flora

From: thebullers@alaska.net
Sent: Tuesday, February 10, 2009 9:49 PM
To: Rep. Paul Seaton

"Please vote against House Bill 69, the Alaska Parents as Teachers Act, which would interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children."

Susan and Dennis Buller

Louie Flora

From: nicshelt9@aol.com
Sent: Tuesday, February 10, 2009 9:22 PM
To: Rep. Paul Seaton
Subject: Please vote yes on HB 69

Good morning,
I have worked in the Parents as Teachers program for the past 14 years. I was fortunate enough to be the first parent educator hired when Hoonah implemented PAT in 1995, the first program in Alaska. The program has now expanded to 46 communities across Alaska.....because it works.

PAT is a win-win program, parents are empowered to take control of their children's learning from birth. Parent educators offer families personalized visits, which may be conducted at the location of the parents' choosing. Usually it is in the home, but visits also occur at Head Start, child care centers/homes, McDonald's, or church basements. It's where the families choose to visit.The advantage of the homes is that parent educators can coach the parent with the parent-child activity using the materials normally found in the child's environment.

PAT is a "strengths model" which stresses that parents are the experts on their children, and that the families will set their own goals for their children and family. Empowerment results when the parent educator is the resource who offers research-based strategies and options. It is the parents who choose which options are appropriate for their family and circumstances.

I became a National Trainer for the Parents as Teachers National Center in 1995. I periodically train new parent educators in Alaska and the lower 48, although Alaska is my priority. The training is intense, and parent educators must pass daily assessments, a role-play of a personal visit with a family, and be evaluated as competent to deliver the PAT services to families.
Not every participant in the trainings are certified, and the standards are strict

I plan to testify at the House Education Committee hearing on Wed morning. I anticipate there may be more questions that just will not be covered within the time period. I will be very glad to provide information to you or your staff at any point. Please don't hesitate to call me

School readiness is so vital to children. Independent research shows that children who participate in Parents as Teachers enter Kindergarten ready to learn, and they have great success throughout their elementary years. I would be very happy to get summaries of the research to you as you desire.

Please vote yes on HB 69. The Parents as Teachers' vision is that "All children will learn, grow, and develop to their full potential." All Alaskan communities can acheive this as a reality through Parents as Teachers.

Thank you for your time.

Nicki Shelton, National Trainer
Parents as Teachers
PO Box 101
Hoonah, AK 99829

(907) 945-3380
(907) 209-1620 cell.

Louie Flora

From: Barry Corbin [barry.corbin@hotmail.com]
Sent: Tuesday, February 10, 2009 8:57 PM
To: Rep. Paul Seaton
Subject: House Bill 69

Please vote against House Bill 69, the Alaska Parents as Teachers Act, which would interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children. It does not "take a village to raise a child". It takes parents to raise a child in a free society and the State of Alaska better always respect that fact!

BARRY D. CORBIN
Mile 289.5 Parks Highway
Clear, AK 99704

Louie Flora

From: flythesky@gci.net on behalf of D. Dorsey [flythesky@gci.net]

Sent: Tuesday, February 10, 2009 8:43 PM

To: Rep. Paul Seaton

Subject: Please vote NO on House Bill 69

Dear Rep. Seaton,

Please vote NO on House bill 69, Alaska Parents as Teachers Act. It will interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children. Thank you.

Debra Dorsey

Louie Flora

From: Eileen Ward [eward@mtaonline.net]
Sent: Wednesday, February 11, 2009 10:05 AM
To: Louie Flora
Subject: HB69

I hope Rep. Seaton will vote against HB69, the Alaska Parents as Teachers Act, which would interfere with the right of parrents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their children. This is truly a government nanny bill.

Sincerely,
Eileen Ward

Representative Chris Tuck

Alaska State Legislature

District 29 - Representing Dimond Estates, Foxridge, Taku Southwood Manor, Campbell, and Independence Park

Date: February 9, 2009

To: Representative Paul Seaton, Chair
House Education Committee

From : Representative Chris Tuck
House District 29

RE: Description of Differences between HB 69 and HB 69 CS

The committee substitute for House Bill 69, "Alaska Parents as Teachers Act" contains several minor technical changes to House Bill 69. The changes in the committee substitute are as follows:

- Uses the phrase "participating family" in place of "participant" throughout.
- Page 2, lines 15-20 – Amended to make educator-parent visits optional, and allow for parents to opt into more than one meeting per month, and deletes references to cost considerations for reducing visits.
- Page 4, lines 9-10 – Definition of "family" added for clarification of program inclusion.
- Page 4, Line 12 – Added subsection (4) – "'trained parent educator' means agency employee trained and certified in the program curriculum."

The committee substitute also removes the section establishing a pre-K program rating system. Changes related to that are as follows:

- Page 1, Line 3 – Deleted "and establishing a rating system for early childhood education."
- Page 6, Line 18-21 – Deleted section 18.

State Capitol Bldg. Rm 426
Juneau, AK 99801-1182
Representative_Chris_Tuck@legis.state.ak.us

Phone (907) 465-2095
Fax (907) 465-3810
Toll-free (866) 465-2095

Representative Chris Tuck

Alaska State Legislature

District 29 - Representing Dimond Estates, Foxridge, Taku Southwood Manor, Campbell, and Independence Park

HB 69: Alaska Parents as Teachers Act

Sponsor Statement

Every parent has the same desire – to see their children receive the foundations for a successful future. Unfortunately, not all parents have the resources to put their children into preschool or other early education programs. HB 69 will provide educational services as early as possible, to those who need it and want it, right into their home.

Alaska's children represent the security and future opportunities for our families, communities and our state. Yet Alaska remains among less than 10 states that do not provide statewide pre-kindergarten education to its children. This bill is an attempt to implement cost-effective, fact-based solutions to Alaska's poor graduation rates. Enhancing parental involvement in the homes of children who could benefit from it is consistent with the views of many Alaskans, across the political spectrum.

HB 69 seeks to add Alaska to the ranks of the vast majority of states that have recognized the validity of studies showing that children who benefit from early education earn more money as adults, enter the job market in much larger numbers, obtain college education in higher numbers, remain off public assistance in greater numbers, and remain out of jail in much greater numbers.

Alaska has a responsibility to provide the best education possible for its children. Currently, outside of a few school district classrooms, the state only provides pre-K education through the Head Start program, which is only available to the poorest students, and which is underfunded. Currently there are close to 1,000 Alaska children on Head Start Waiting lists, and Head Start isn't available in many Alaska communities.

HB 69 fills the pre-K education gap by providing parents with expert advice and educational materials to use while instructing their children in their home. The plan also offers health and developmental screenings to indentify problems early which is more cost-effective and successful for children. In home education is far less expensive than traditional educational efforts that require building construction and student transportation. It is not a replacement for effective pr-kindergarten classrooms, but is a cost-effective alternative, and is needed as long as Alaska remains far from implementing a statewide pre-kindergarten plan that makes pre-k education available to all Alaska families who wish to participate.

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Extensive research shows that a child's intellectual development is especially important before age six. A study by the Parents as Teachers National Center in 2007 found that children who participated in parentally guided in-home pre-Kindergarten programs were more prepared upon entering kindergarten and performed better on achievement tests than those children not receiving in–home pre-K education. Young children who receive high quality early education do better in school academically, are better behaved in classes, and are more likely to stay in school, graduate, and go on to attend college.

The beneficial impact of early education also extends to the economy with multiple studies showing that funds invested in early education pay dividends in the long run. Every dollar invested in high-quality pre-kindergarten programs save taxpayers up to $7. Pre-K results in savings by reducing the need for remedial and special education, welfare, and criminal justice services. An ongoing study of 40-year-old adults in Michigan who participated in the 1962 Perry Preschool Project found that adults with pre-K were more likely to be employed and earned 33 percent higher average income than their peers who did not have state-funded early education.

Additionally, a study prepared for the SEED program at the University of Alaska Southeast states that 87 percent of Alaska residents think it is important for state government to provide financial support for early education and child care.

Please contact our offices if you have any questions or need any information.

LEGAL SERVICES

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LEGISLATIVE AFFAIRS AGENCY
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MEMORANDUM January 22, 2009

SUBJECT: Sectional Summary of HB 69 (Work Order No. 26-LS0281\S)

TO: Representative Chris Tuck

FROM: Jean M. Mischel
Legislative Counsel

You have requested a sectional summary of the above-described bill.

As a preliminary matter, note that a sectional summary of a bill should not be considered an authoritative interpretation of the bill and the bill itself is the best statement of its contents. If you would like an interpretation of the bill as it may apply to a particular set of circumstances, please advise.

Section 1. Provides a short title for the bill.

Section 2. Sets out legislative findings related to the bill.

Section 3. Establishes a home visiting program in the Department of Education and Early Development for the benefit of families with children ages birth through five. Provides for implementation through local agencies, as defined, using an implementation plan and state funding applied for by the local agency. Describes specified program components.

Section 4. Adds two mandates to the Department of Education and Early Development: (1) to establish a preschool rating system; and (2) to provide technical assistance and monitoring of the program established under section 3.

JMM:ljw
09-035.ljw

FISCAL NOTE

STATE OF ALASKA
2009 LEGISLATIVE SESSION

Fiscal Note Number:
Bill Version: HB069
() Publish Date:

Identifier (file name): HB069-DHSS-ILPG-02-09-09
Dept. Affected: Health & Social Services
Title: Early Childhood Ed:Rating & Home Visits
RDU: Children's Services
Component: Infant Learning Program Grants
Sponsor: Tuck, Petersen
Requester: House EDC
Component Number: 298

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2010**	**FY 2010**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**
Personal Services							
Travel							
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims							
Miscellaneous							
TOTAL OPERATING	***	***	***	***	***	***	***
CAPITAL EXPENDITURES							
CHANGE IN REVENUES (							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF							
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	***	***	***	***	***	***	***

Estimate of any current year (FY2009) cost:

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

House Bill 69 would create a voluntary parent education home visiting program for pre-elementary aged children and establish a rating system for early childhood education. This program would be located in the Department of Education and Early Development (DEED).

A parent education home visiting program has the potential to create more referrals to the Department's Infant Learning Program, but there is no way to estimate the number of additional children that might be referred. This creates an indeterminate fiscal impact for the Department.

Prepared by: Tammy Sandoval
Phone 465-3191
Division: Office of Children's Services
Date/Time 2/6/09 12:00 AM

Approved by: Alison Elgee, Assistant Commissioner
Date 2/9/2009
DHSS Finance Management Services

(Revised 9/10/2008 OMB)

5015

FISCAL NOTE

STATE OF ALASKA
2009 LEGISLATIVE SESSION

Fiscal Note Number:
Bill Version: HB069
() Publish Date:

Identifier (file name): HB069-DHSS-N-02-09-09
Dept. Affected: Health & Social Services
Title: Early Childhood Ed:Rating & Home Visits
RDU: Public Health
Component: Nursing
Sponsor: Tuck, Petersen
Requester: House EDC
Component Number: 288

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2010**	**FY 2010**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**
Personal Services							
Travel							
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims							
Miscellaneous							
TOTAL OPERATING	***	***	***	***	***	***	***
CAPITAL EXPENDITURES							
CHANGE IN REVENUES (							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF							
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	***	***	***	***	***	***	***

Estimate of any current year (FY2009) cost:

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

House Bill 69 would create a voluntary parent education home visiting program for pre-elementary aged children and establish a Dept. Education & Early Development rating system for early childhood education.

Section 14.03.165 (3) includes "annual developmental and health screenings as recommended by the Department of Health and Social Services." Alaska has approximately 47,500 children ages 0-4 years, and approximately 10,000 new babies are born in Alaska each year. Until we can determine the number and location of the children who may become enrolled in this program, there is no way to estimate the fiscal impact of this bill. This creates an indeterminate fiscal impact for the Division of Public Health.

Prepared by: Beverly Wooley, Director
Phone 269-8126
Division: Division of Public Health
Date/Time 2/6/09 12:00 AM

Approved by: Alison Elgee, Assistant Commissioner
Date 2/9/2009
DHSS Finance Management Services

(Revised 9/10/2008 OMB)

5016

Representative Chris Tuck

Alaska State Legislature

District 29 - Representing Dimond Estates, Foxridge, Taku Southwood Manor, Campbell, and Independence Park

Date: Thursday, January 22, 2009

To: Representative Paul Seaton, Chair
House Education Committee

From : Chris Tuck
Representative District 29

RE: House Bill 69

Index of background materials:

1. Letters of Support
2. Parents as Teachers - Summary of successes of Parents as Teachers program
3. PAT Alaska – Description of Parents as Teachers program
4. Alaska Governor's Summit on Early Learning 2007 – Summit recommendations match Alaska Parents as Teachers objective
5. Executive Summary Ready to Read, Ready to Learn Task Force Report and Recommendations – Description of state of Alaska's education
6. Education Begins at Home Act (S. 667 / H.R. 2343) – description of federal Parents as Teachers program
7. Helping Your Child Learn About Shapes and Space – sample curriculum
8. Math Shapes and Space – another sample curriculum

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Kake City School District

P.O. Box 450
Kake, Alaska 99830
(907) 785-3741

February 7, 2009

Representative Chris Tuck
Capitol Building Room: 426
Juneau, AK 99801

Dear Representative Tuck:

I write this letter in support of House Bill 69: Parents as Teachers. It is well known that parents are their children's first teachers. Sadly, however, many parents lack the skills and/or knowledge to send their children to school ready to learn. The voluntary Parents as Teachers home visiting program for families with children prenatally up to kindergarten entry age highlighted in HB 69 appears ideally suited to fill this gap.

Please know that the Kake City School District fully supports HB 69 and urges its passage. The future of our community, state and nation requires our best efforts to secure rich educational opportunities for our children beginning at the earliest possible age, ideally in the family home.

We in Kake are thankful for the current Parents as Teachers and Head Start programs operating in our district and feel that an expansion of the Parents as Teachers program state wide would bring forth results far exceeding the funds required to implement the program. Please contact our district office if we can provide additional support.

Respectfully,

Ralph O. Crosslin

Ralph O. Crosslin
Superintendent

Kake City School District is an Equal Opportunity Employer

Cathy Henderson
P O Box 505
Kake, AK 99830

February 5, 2009

Representative Chris Tuck
Fax (907) 465-3810
Attn: Aurah Laneau

Dear Rep. Tuck,

I am a Head Start Teacher Aide in Kake. Our program has received four three year old children in the past two to three years as early entries to our program which serves ages three to five year old children. The early entry children have entered our program as soon as they turn three vs. having to wait on the calendar school year before they can start. The reason for their early entry is because they have been identified as having some sort of developmental or physical delays. These children are identified through either the Early Infant Leaning Program or the Parents as Teachers Program. The early intervention they have received has allowed them to overcome delays that left unaddressed likely would be carried with them throughout their lives. While children are still young they can learn to correct behaviors and impediments. If not addressed early problems become habit.

I feel early identification of correctable concerns is the primary asset to having the Parents as Teacher Program (PAT). In addition, the program is a very much needed partnership with the parent. Most parents have no idea what is developmentally appropriate for their children. Developmentally appropriate means knowledge of: at what stage a child is ready to learn what, when it is best to introduce new things and how to do so in order for the child to best ingest it. To put it as simple as possible, the PAT program can help a parent see that the basics like talking to, interacting with and reading to your child from the beginning of life is instrumental to their learning ability.

Please, on behalf of Alaska's children; help provide this valuable tool to the communities that have no idea what they are missing.

Sincerely,

Cathy Henderson

Cathy Henderson

February 9, 2009

Dear Representative Tuck,

Hello, my name is Wanda Friday and I am the Teacher Director at the Head Start Center here in Kake. I am writing in support of the Parents As Teachers program (House Bill 69). I think it is a very valuable program – it not only benefits the infants/toddlers & their families, but parents and parents-to-be as well! I am the PAT home visitor's supervisor here in Kake and I am required to accompany her on 3 home visits & to observe three of her group socials. I have seen first hand what activities and information is provided to parents & children. The home visitor wears many, many hats! She provides activities for the parents to do with their child on the visit & for them to also continue doing throughout the week (until their next visit) which helps the child strengthen & develop specific skills. The home visitor also provides parents with information about their child's development. On every visit, each child receives a storybook that they get to keep, which promotes literacy! Last, but not least, the home visitor is an advocate for children & parents, whether it is helping families with an immediate need (such as emergency assistance for fuel or food) or helping them get a referral for medical services.

The PAT program is valuable to me because they help us find children for our program. Most importantly, the PAT program works with the Infant Learning Program to help identify children with special needs and they both work together to make sure children and their families receive all of the services they need. We have wonderful success stories here in Kake regarding children who have transitioned from Infant Learning & the Parents As Teachers program into our center. The sooner needs are identified, the sooner children can receive the services they need to help them succeed in school and in life. Thank you for your time and thank you for supporting this wonderful program!

Sincerely, Wanda R. Friday

Wanda R. Friday, TD

Rural Alaska Community Action Program, Inc.

P.O. Box 200908, Anchorage, AK 99520-0908
(907) 279-2511 ◆ Fax: (907) 278-2309
www.ruralcap.com

January 22, 2009

Representative Les Gara
State Capitol, Room 500
Juneau, Alaska 99801-1182

Dear Representative Gara,

Early learning begins in the home. Recognizing the invaluable role parents have in leading their young child's education is an important indicator of future school success. As our state begins to shape a high quality voluntary pre-kindergarten system, we must include opportunities for parents to assume and expand their role as their child's primary teacher.

Based on RurAL CAP's forty-three year history of providing early childhood services in Alaska, we highly support your efforts to provide Parents as Teachers services to families with children prenatal to age five. The Parents as Teachers model ensures all children enter kindergarten prepared to learn; engages parents in their child's education; provides access to important brain research on the early years; and connects parents to an ongoing source of community support as their child undertakes their K-12 education.

We applaud you and your colleagues for recognizing the importance of the early years as critical years in a child's development. We must set state priorities that reflect this awareness. We look forward to the opportunity to share testimony with the legislature about the effectiveness of the Parents as Teachers model. No other model produces such strong outcomes for children and families with such a modest investment of resources.

Sincerely,

Debi Baldwin
Child Development Division Director
Rural Alaska Community Action Program, Inc.
907-865-7317

Southwest Region School District

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Clark's Point

Ekwok

Koliganek

Manokotak

New Stuyahok

Togiak

Twin Hills

Southwest Region School District
574 Kenny Wren Rd
Dillingham, AK 99576

January 22nd, 2009

Representative Les Gara
716 W 4th Ave #310
Anchorage, AK 99501

Dear Representative Gara,

As members of the Southwest Region School District team, we are writing to ask for your support of the legislation supporting the Parents as Teachers program. This bill would support funding for Parents as Teachers programs in the communities that our school district serves.

The district knows the importance of the development of young children's minds during the first few years of life and the priorities of the state need to support that development. The Parents as Teachers program has had a positive impact on the children in the communities of Southwest Region School District. The program has increased the school readiness component of the children's early education, which has a positive effect on improving school success in later years and increasing parents' involvement in their child's education. This legislation would help children start school ready to learn.

We urge you to support this legislation. The investment of educational resources into the early years of children's lives and parental involvement will benefit those parents and children for a lifetime.

Cordially,

Jack Foster, Superintendent

David Piazza, Director of Instruction & Information Services

Jon Clouse, Federal/State Programs Director

KODIAK INFANT LEARNING PROGRAM
KANA - 3449 REZANOF EAST
KODIAK, ALASKA 99615
(907) 486-4643
Fax (907) 486-3921
Email: Nancy.Wells@kanaweb.org

January 21, 2009

Representative Les Gara
Alaska State Legislature
Juneau, AK

Dear Representative Gara,

On behalf of all families with young children, thank you for your support for expansion of the Parents as Teachers (PAT) Program. As a nation we have spent millions of dollars doing research on how young children learn and develop. We have the information proving that learning in the early years is critical to developing the ability to become a life long learner. We have the information proving that in the first years of life a child learns through active engagement with a consistent, caring parent. In this age of technology and TV babysitting it is imperative that parents have the opportunity to learn how to engage their children in age-appropriate activities that foster optimal development.

The PAT program fills this critical need in our community. It provides families with crucial, scientifically based information presented in a way that is culturally appropriate. The bi-monthly home visits and weekly group socializations offer an opportunity for parents to understand the growth and development of their children. PAT helps to build the early foundation skills that both children and families need to ensure early learning, school readiness and success.

The PAT program has become an invaluable community partner for Infant Learning. PAT expands health and developmental screenings for children and helps identify children who may need additional support at an early age. PAT teachers are an important referral source for ILP. We offer our full support to this valuable program, both in our community and statewide and look forward to many years of continued collaboration.

Sincerely,

Nancy Wells

Nancy Wells
KANA Kodiak ILP Coordinator

Aurah Landau

From: David Theriault
Sent: Thursday, January 22, 2009 8:15 AM
To: Aurah Landau
Subject: One more letter of support

Dear Representative Gara,

I am writing this letter in support of establishing voluntary Parents As Teachers home visiting programs for children ages prenatally to age five in the state of Alaska.

I am the Director of Homer Children's Services/Birth 2 Three, an Early Intervention-Infant Learning Program in Homer, Alaska. I am also a Developmental Specialist for this agency. We currently provide early intervention services such as physical therapy, speech therapy, occupational therapy, special instruction and family service coordination to children in southern Kenai Peninsula that are experiencing developmental delays.

We also have a "Universal Access" program, which is operated under our "Parents As Teachers" program model. This program is offered to children and families prenatally to age three, regardless of delay. We team this program with our weekly playgroup activities, and have had huge success with identifying and meeting the needs of families in our community whose children may not meet the 50% developmental delay requirement that "Part C" early intervention dictates.

Our agency educator provides home visiting services utilizing "Parents as Teachers" curriculum as an added service to our weekly playgroup activity. This service is offered universally to families, with the only requirement being age (prenatal to age three for our agency).

The benefits of having this service available to families has been astonishing, to say the least. I can tell you with all certainty that this truly falls in the category of "proactive" care and support to families with young children. We are able to begin the journey with the family right from the start; ideally prenatally. This journey includes education in prenatal topics, breastfeeding, preparing for your newborn, fatherhood, postpartum depression, child development, parenting techniques, etc. The journey with our agency's home visitor/educator includes family support, community resource connection, a rich lending library of toys/equipment/books and other educational resources. We also join with other related agencies such as Public Health Nurses, to offer joint home visits to further support child and family needs.

The results of this effective service have been exciting. Our agency is able to establish a relationship early with a family, helping them to become more familiar with child development and early education needs. We are involved early in the child's life, and therefore if we have concerns about development, we can address the needs quickly and often with results that will bring the child to age appropriate development in a shorter span of time. We have been able to identify children and refer them to early intervention through this program.

Additionally, our program offers services of developmental screening through the Child Abuse Prevention and Treatment Act (CAPTA), which is an unfunded mandate. We have seen an increase in the number of referrals to our agency over the past year by 300%. The referrals are received from our local Office of Children's Services, and are children under the age of three that have experienced substantiated abuse or neglect. In other words, they are the children who are under age three, whose families are referred to OCS. Birth 2 Three provides developmental screening to these children and provides services as appropriately determined by the results of the screening.

Many of these children are not yet significantly delayed in development, but are living within a family that poses a high risk environment. It may just be a matter of time until a developmental delay exists with many of these children. The "Parents As Teachers" home visiting program is often a great fit for these families, whose child may not qualify for early intervention. Home visiting allows for relationship building with the family, support and mentorship. The burden that this lifts from our OCS system has been established already and results have been positive.

As wonderful as this sounds, I would like to address the limitation that our agency is experiencing. This involves adequate funding of our "Parents As Teachers" home visiting program. We must locate other sources of funding, which for Homer Children's Services/Birth 2 Three, is sought after through United Way of Kenai Peninsula and the City of Homer. Although very much appreciated, this has not adequately funded the need of the "Parents As Teachers" program. We could be offering a great deal more to families; frequency of home visits, more resources, educational materials, activities, and increasing our enrollment of families. Additionally, our funds for this program are being threatened with the existing trends of the economy. Birth 2 Three may not be able to continue to offer this service to families in the future without support.

"Parents As Teachers" is a program that is modeled after best practices, is family-centered and family-strengthening. I believe that if we can get behind this initiative and bring this home visiting model to our state of Alaska, while funding it appropriately, we will see positive results. These results could be obtained within a fairly short time-span and with cost-effectiveness, quite possibly acting as the catalyst in moving our state toward reducing the incidence of child abuse and neglect.

Thank you for your consideration, passion and hard work on this initiative. If you have any questions, comments, or need further information, please don't hesitate to call me.

Respectfully,

Jan Thoemke, Director
Homer Children's Services/Birth 2 Three
3691 Ben Walters Lane, Suite #4
Homer, Alaska 99603
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(907) 235-2644 fax
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January 15, 2009

The Honorable Les Gara
Alaska House of Representatives
State Capitol, Room 500
Juneau, AK 99801-1182

Dear Representative Gara:

Parents as Teachers National Center enthusiastically endorses the legislation that you have introduced in the current session of the Alaska legislature to expand the availability of Parents as Teachers services for families with young children in your state. We applaud your commitment to help Alaska parents be their child's first and most important teacher.

Established in Missouri 25 years ago, Parents as Teachers has grown to be the largest evidence-based home visitation program in the nation; currently serving one third of a million children each year in the United States. More than 3,000 programs provide Parents as Teachers services to families in all 50 states and eight countries outside the United States. Because of this longevity and broad implementation of Parents as Teachers, we have considerable experience implementing the model with families from a range of cultural and demographic backgrounds such as Native American, military, rural, and low income.

Parents as Teachers is a proven home visitation program that produces measurable outcomes for children and families in a range of areas:

Increased School Readiness

- 7,710 Missouri public school children were examined at kindergarten entry and at the end of third grade. Results showed that participation in Parents as Teachers, together with preschool, not only positively impacts children's school readiness and school achievement scores, but also narrows the achievement gap between children in poverty and those from non-poverty households.
- Parents as Teachers children showed better school readiness at the start of kindergarten, higher reading and math readiness at the end of kindergarten, higher kindergarten grades, and fewer remedial education placements in first grade.

Sustained School Success

- Parents As Teachers children scored significantly higher on standardized measures of reading and math at the end of first grade than did comparison children.

- Parents As Teachers children continued to perform better than non-Parents As Teachers children on standardized tests of reading and math achievement in second grade.

Prevention of Child Abuse and Neglect

- Adolescent mothers who received Parents as Teachers services and case management were significantly less likely to be subjected to child abuse investigations than control group mothers who received neither case management nor Parents as Teachers services.
- Adolescent mothers in an urban community who participated in Parents as Teachers scored lower on a child maltreatment precursor scale than mothers who did not participate in Parents as Teachers.

Increased Parental Involvement

- Parents as Teachers parents demonstrated high levels of school involvement, which they frequently initiated, and supported their children's learning in the home.
- A significantly higher proportion of Parents as Teachers parents initiated contacts with teachers and took an active role in their child's schooling.

Improved Child Health and Developmental Outcomes

- Children participating in Parents as Teachers were much more likely to be fully immunized for their given age, and were less likely to be treated for an injury in the previous year.

Parents as Teachers is committed to conducting ongoing research evaluations of our programs, not only to exhibit our effectiveness, but to continually improve our program to ensure that we provide the highest quality services possible to meet the needs of families. The attached summary provides more detailed information and citations for these and other Parents as Teachers research studies.

Complementing these Parents as Teachers specific research outcomes, is the growing body of research that shows an impressive return on investment for quality early childhood programs. Some studies show that for every dollar invested in quality early childhood programs particularly for children living in low income families, there is up to a $17 return on investment. Art Rolnick, Ph.D., Director of Research at the Minneapolis Federal Reserve Bank, argues that, "Investing in human capital is economic development. And you get the most payoff the earlier you invest."

We stand ready to work with you and your colleagues in Alaska to support this bill through enactment and look forward to working with the state and local organizations to ensure effective program implementation. Please feel free to contact us if you have any questions or if we can be of further assistance.

Sincerely yours,

Susan S. Stepleton, Ph.D.
President and CEO
Parents as Teachers National Center

Aurah Landau

From: David Theriault
Sent: Wednesday, January 21, 2009 5:06 PM
To: Aurah Landau
Subject: FW: Letter of Support

From: Mary J. Kasayulie [mailto:mkasayulie@bbahc.org]
Sent: Wednesday, January 21, 2009 4:15 PM
To: David Theriault
Subject: Letter of Support

Hi, my name is Mary Jane Kasayulie. I am a former PAT teacher and a former mom of a child that was in PAT. I would fully support the PAT program. I am a firm believer in the PAT program. I have a daughter and my family benefited from the program. I have been working in Early Childhood Program for most of my career and I believe earlier the interventions the more a child can benefit from any schooling because it is the foundation of a childs learning skills.

I know work for the Infant Learning Program here in Dillingham and I know that it is making a difference in children's lives. I know that I t also helps parents understand the importance of what more their children can have. Being from a small community they don't have all the programs at their grasp and to bring out Parents As Teacher educators it would make it a lot better. Teach young as the baby in the mother womb. As early childhood educators I know we can make a difference in a child. One think I look at and let parent know if deal with the issues young and help make brighter children. As children get older they have issues with being embarrassed of being in a program but when they are young, they are just happy that someone wants to play with them.

Thank you,

Mary Jane Kasayulie

PO BOX 130

Dillingham Alaska, 99576

1-888-648-4325 or local 842-3398

FAX 1-907-842-2039

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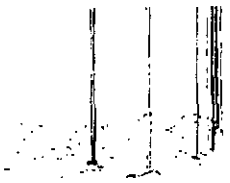

Debi Baldwin
Child Development Division Director
RurAl CAP
731 E. 8th Ave.
Anchorage, AK 99501

Dear Debi,
This letter is in support of RurAL CAP's Parents As Teachers (PAT) program to provide home-based services for families with children aged birth the three years old.

There is a need in the community for such apparent education and support program for families.

RurAL CAP's PAT program will provide families with crucial, scientifically based information on how children grow and learn. The ideas, suggestions, and activities that well trained local staff provides will help parents. There is need for consistent services to parents like workshops on Parenting Skills, Health, Nutrition, and Prenatal and Newborn Care in our community.

The program provides regular home visits that build on families' strengths and support parents in enhancing their children's early development. The program also provides health and developmental screening of children, identifying children who may need additional support at and early age. The earlier health or developmental needs are identified, the better the chance that intervention will be successful.

Sincerely,
Augusta M Askoak
Augusta Askoak

002 RURALCAP 01/22/2008 10:36 FAX 907 278 2309

Parents as Teachers Alaska State Office

Rural Alaska Community Action Program, Inc. • P.O. Box 200908, Anchorage, Alaska 99520
(907) 865-7345 • Fax: (907) 278-2309
www.ruralcap.com

January 13, 2009

Representative Les Gara
State Capitol, Room 500
Juneau, AK 99801-1182

To Representative Gara:

I am writing in regards to the proposed legislation to establish voluntary Parents as Teachers home visiting programs for families with children prenatally up to kindergarten entry age. As the Parents as Teachers Alaska State Coordinator I fully support the designation of state funds to support this important program and the services it provides to the children and families.

In 2007, the Alaska Governor's Summit on Early Learning recommended in the home services that would provide all parents with access to home-based education and support. Parents as Teachers is an established research based home visiting program that meets that recommendation. Research has shown that families that participate in Parents as Teachers programs engage in more language and literacy promoting behaviors with their children. Furthermore, children who were involved in Parents as Teachers score higher on kindergarten readiness tests and on standardized measures of reading, math and language in the elementary grades.

In addition to these positive outcomes for children and families, Parents as Teachers has also been shown to provide an excellent return on investment; meaning the program makes economic sense. By creating opportunities for Parents as Teachers in Alaska, not only will our state will be providing families with the opportunity to better prepare their children for entering into kindergarten and to lay a solid foundation for future learning, but also making a solid investment in our future. Thank you.

Sincerely,

Melissa Pickle

Melissa Pickle
Parents as Teachers Alaska State Coordinator

AKPIRC

Aurah Landau

From: David Theriault
Sent: Thursday, January 22, 2009 9:16 AM
To: Aurah Landau
Subject: They keep on coming...

-----Original Message-----
From: Jane Bailey [mailto:jbailey@chugachschools.com]
Sent: Thursday, January 22, 2009 9:03 AM
To: David Theriault
Cc: mpickle@ruralcap.com; bcrumley@chugachschools.com; dtreece@chugachschools.com
Subject:

I am writing in support of Alaska's Parents As Teachers.

Twenty-one employees from our Early Childhood Partnership districts (Chugach School District, Bering Strait School District, Kuspuk School District, and Lake and Peninsula School District) were able to participate in an excellent training provided by RurAL Cap called Parents As Teachers November 3-11, 2008. The PAT home intervention program and family group meetings are being implemented in 14/24 sites (58.33%) in the partnership districts. It will be implemented next year in the remaining sites. Our partnership currently serves 150 students ages 3 and 4.

We were only able to offer this service due to an ANE grant we received.
We are currently in funding year 1 of 3.

The following are quotes by participants in the training:

[redacted]alie Egli, Unalakleet: "I believe with proper implementation, PAT may be the answer to our search for a quality research-based program to help our preschool children transition successfully into kindergarten."

Tonya Christensen, Port Heiden: "If we can get parents more involved, children will have more success in school."

Evelyn Chamberlain, Aniak: "PAT has lots of ideas on how to read to a child to issues such as toilet training biting, etc."

Valerie Engebretson, Nondalton: "There is so much we take for granted in our busy lives that we don't see all the great things we can share and learn with our children. PAT is a great experience for you to share with your child."

LeeAnn Galusha, Chenega Bay: "I love the resources that PAT provides."

Anna Gregorieff, Tatitlek: "Great material, great info!"

Unknown: "PAT empowers parents and gives our children the early interventions they need."

Waynna Fremin, Aniak: "The children in our communities deserve to be given this opportunity! Thanks for providing our district with this training."

Glenda Egli, King Salmon: "PAT provides a wealth of resources to support parents with their child's early learning and growth."

--
[redacted]ane Bailey
[redacted]E Early Childhood Co-Coordinator
OIE Brighter Beginnings Coordinator
Chugach School District

5031

--
Jane Bailey
ANE Early Childhood Co-Coordinator
OIE Brighter Beginnings Coordinator
Chugach School District
907-522-7400

-----Original Message-----
From: Jane Bailey [mailto:jbailey@chugachschools.com]
Sent: Thursday, January 22, 2009 9:03 AM
To: David Theriault
Cc: mpickle@ruralcap.com; bcrumley@chugachschools.com; dtreece@chugachschools.com
Subject:

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--
Jane Bailey
ANE Early Childhood Co-Coordinator
OIE Brighter Beginnings Coordinator
Chugach School District

From: Jan Thoemke [mailto:jlthoemke@atsi.tv]
Sent: Thursday, January 22, 2009 12:32 AM
To: David Theriault
Subject: Parents As Teachers Program

Dear Representative Gara,

I am writing this letter in support of establishing voluntary Parents As Teachers home visiting programs for children ages prenatally to age five in the state of Alaska.

I am the Director of Homer Children's Services/Birth 2 Three, an Early Intervention-Infant Learning Program in Homer, Alaska. I am also a Developmental Specialist for this agency. We currently provide early intervention services such as physical therapy, speech therapy, occupational therapy, special instruction and family service coordination to children in southern Kenai Peninsula that are experiencing developmental delays.

We also have a "Universal Access" program, which is operated under our "Parents As Teachers" program model. This program is offered to children and families prenatally to age three, regardless of delay. We team this program with our weekly playgroup activities, and have had huge success with identifying and meeting the needs of families in our community whose children may not meet the 50% developmental delay requirement that "Part C" early intervention dictates.

Our agency educator provides home visiting services utilizing "Parents as Teachers" curriculum as an added service to our weekly playgroup activity. This service is offered universally to families, with the only requirement being age (prenatal to age three for our agency).

The benefits of having this service available to families has been astonishing, to say the least. I can tell you with all certainty that this truly falls in the category of "proactive" care and support to families with young children. We are able to begin the journey with the family right from the start; ideally prenatally. This journey includes education in prenatal topics, breastfeeding, preparing for your newborn, fatherhood, postpartum depression, child development, parenting techniques, etc. The journey with our agency's home visitor/educator includes family support, community resource connection, a rich lending library of toys/equipment/books and other educational resources. We also join with other related agencies such as Public Health Nurses, to offer joint home visits to further support child and family needs.

The results of this effective service have been exciting. Our agency is able to establish a relationship early with a family, helping them to become more familiar with child development and early education needs. We are involved early in the child's life, and therefore if we have concerns about development, we can address the needs quickly and often with results that will bring the child to age appropriate development in a shorter span of time. We have been able to identify children and refer them to early intervention through this program.

Additionally, our program offers services of developmental screening through the Child Abuse Prevention and Treatment Act (CAPTA), which is an unfunded mandate. We have seen an increase in the number of referrals to our agency over the past year by 300%. The referrals are received from our local Office of Children's Services, and are children under the age of three that have experienced substantiated abuse or neglect. In other words, they are the children who are under age three, whose families are referred to OCS. Birth 2 Three provides developmental screening to these children and provides services as appropriately determined by the results of the screening.

Many of these children are not yet significantly delayed in development, but are living within a family that poses a high risk environment. It may just be a matter of time until a developmental delay exists with many of these children. The "Parents As Teachers" home visiting program is often a great fit for these families, whose child may not qualify for early intervention. Home visiting allows for relationship building

with the family, support and mentorship. The burden that this lifts from our OCS system has been established already and results have been positive.

As wonderful as this sounds, I would like to address the limitation that our agency is experiencing. This involves adequate funding of our "Parents As Teachers" home visiting program. We must locate other sources of funding, which for Homer Children's Services/Birth 2 Three, is sought after through United Way of Kenai Peninsula and the City of Homer. Although very much appreciated, this has not adequately funded the need of the "Parents As Teachers" program. We could be offering a great deal more to families; frequency of home visits, more resources, educational materials, activities, and increasing our enrollment of families. Additionally, our funds for this program are being threatened with the existing trends of the economy. Birth 2 Three may not be able to continue to offer this service to families in the future without support.

"Parents As Teachers" is a program that is modeled after best practices, is family-centered and family-strengthening. I believe that if we can get behind this initiative and bring this home visiting model to our state of Alaska, while funding it appropriately, we will see positive results. These results could be obtained within a fairly short time-span and with cost-effectiveness, quite possibly acting as the catalyst in moving our state toward reducing the incidence of child abuse and neglect.

Thank you for your consideration, passion and hard work on this initiative. If you have any questions, comments, or need further information, please don't hesitate to call me.

Respectfully,

Jan Thoemke, Director
Homer Children's Services/Birth 2 Three
3691 Ben Walters Lane, Suite #4
Homer, Alaska 99603
(907) 235-6044
(907) 235-2644 fax
jthoemke@acsalaska.net

From: Mary J. Kasayulie [mailto:mkasayulie@bbahc.org]
Sent: Wednesday, January 21, 2009 4:15 PM
To: David Theriault
Subject: Letter of Support

Hi, my name is Mary Jane Kasayulie. I am a former PAT teacher and a former mom of a child that was in PAT. I would fully support the PAT program. I am a firm believer in the PAT program. I have a daughter and my family benefited from the program. I have been working in Early Childhood Program for most of my career and I believe earlier the interventions the more a child can benefit from any schooling because it is the foundation of a childs learning skills.

I know work for the Infant Learning Program here in Dillingham and I know that it is making a difference in children's lives. I know that I t also helps parents understand the importance of what more their children can have. Being from a small community they don't have all the programs at their grasp and to bring out Parents As Teacher educators it would make it a lot better. Teach young as the baby in the mother womb. As early childhood educators I know we can make a difference in a child. One think I look at and let parent know if deal with the issues young and help make brighter children. As children get older they have issues with being embarrassed of being in a program but when they are young, they are just happy that someone wants to play with them.

Thank you,

Mary Jane Kasayulie
PO BOX 130
Dillingham Alaska, 99576
1-888-648-4325 or local 842-3398
FAX 1-907-842-2039

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From: rperry [rperry@mtaonline.net]
Sent: Friday, February 06, 2009 1:26 PM
To: Rep. Anna Fairclough
Cc: Rep. Paul Seaton; Rep. Cathy Munoz; Representative_Bryce_Edgemon@legis.state.ak.us; Rep. Wes Keller; Rep. Peggy Wilson; Rep. Bob Buch; Rep. Berta Gardner; Rep. Les Gara; Rep. Chris Tuck; Rep. Scott Kawasaki; Rep. Pete Petersen
Subject: House Bill 69
Importance: High
Follow Up Flag: Follow up
Flag Status: Flagged

Dear Ms. Fairclough,

I have grave concerns about this HB69...even though it is supposed to be a "volunteer"
situation, too often it is the first step into a mandatory situation.

I don't believe that the government needs to decide what is best for my child and I REFUSE to have
any government official step foot in my home, voluntarily or for any other reason. Government has no right to enter
our home without cause (ie: crime committed) and if this bill passes, there will be all kinds of lawsuits when you decide to make it a mandatory program which we all know that this is where it is headed!

It is time for government to STEP back from interfering with families and the choices they make.
This is just another example of Government overreaching into our lives. This is beyond the scope of your reason for being in Juneau and if you pass this, I will do everything in my power to make sure you do NOT go back for another term! Trust me, you should know how independent Alaskans are and how we detest governmental interference in our life and our choices. If you want to commit political suicide, then go ahead and pass it.....there are too many of us that care too much to just let this slide. We send you to Juneau to REPRESENT us, not to DICTATE to us!

I recognize that the Dept. of Education would love to do away with home-educators and this is the first step to try and trample more of our Constitutional choice of parents choosing what is best for his/her child. With Obama as president, we are sliding faster and faster toward Socialism and Communism and this is one of those first steps toward that end.

This country was founded as a REPUBLIC which has to do with governing by law, not a government interfering in
our lives. If you don't understand how a Republic works, then you don't need to be in Juneau representing
Alaskans.

I not only ask this HB69 be voted down if it comes up for a vote, but I PLEAD with you to vote NO on it.
It sets up a very dangerous precedent and its time to stop it NOW!

Please respond.

Sincerely,
Rod Perry
Karen Perry

From: Leonard LaForest [mailto:lenlaforest@mtaonline.net]
Sent: Tuesday, February 03, 2009 11:28 PM
To: Rep. Wes Keller
Cc: Rep. Bob Buch; Representative_Bryce_Edgemon@legis.state.ak.us; Rep. Anna Fairclough; Rep. Les Gara; Rep. Berta Gardner; Rep. Bob Herron; Rep. Cathy Munoz; Rep. Mark Neuman; Rep. Pete Petersen; Rep. Paul Seaton; Rep. Peggy Wilson
Subject: HB 59 & 69

Honorable Representative Keller,
I am writing to you to request that you consider opposing House Bills 59 & 69. These two bills greatly undermine the integrity of the home by restricting the autonomy and authority of the parent's rights to both educate themselves and their children alike. Both of these bills reflect the growing belief that the government and/or the experts know what is best for the family and especially for children. House Bill 69 states, "a parent is a child's first and most influential teacher" if this is the truth upon which this bill is based then I implore you to vehemently oppose this bill by voting against it. Protect the rights of parents to raise, train, and direct their children's education without the interference of overbearing government unlike many European nations are now experiencing. I am pasting to this email an article from parentalrights.org reporting on Belgium's educational system for they, too, adapted a similar policy which has now led to the termination of children up to one year of age if found to have any diminished quality of life; all without parental consent. Is the right to kill our children really the mark of progress to a better society as this article states or is it barbarism pure and simple? This all began with government reaching it's unrestrained arm into the educational system under the guise of government, not parents, knowing what is best for themselves and their children. I strongly encourage you to read carefully the content of this article then vote against Bills 59 & 69 for passing these bills will only place our state and our country one step closer to the realities that Belgian parents face today.
Respectfully,
Pauline LaForest
Palmer, Ak

UN Report: Belgium

Posted by: Peter Kamakawiwoole on December 15th, 2008
Tag(s): Belgium • Country Reports • UNCRC

Watching Out for Her Little Ones
Belgium and the UN Convention on the Rights of the Child

Winter is finally upon us, ushering in the joys of the holidays and, at least for most of the country, the arrival of cold weather. As the temperature falls and the days get shorter, Moms and Dads brace themselves for the first signs of inevitable winter sicknesses: everything from a simple cough and cold to wheezing, strep, and the dreaded stomach flu. For many Americans, the solution to these illnesses is a simple medication, or

perhaps vaccination in certain cases, but the choice of proper treatment is left to the parents.

Now imagine a place where the government threatens parents with fines, or even jail time, if they refuse to vaccinate their children - all in the name of "watching out" for the best interests of "its" children. Imagine a country that permits doctors to terminate the lives of "deficient" children up to a year old, even without parental consent, for the sake of "a better society". To find such a place, you need look no further than the nation of Belgium.

This Won't Hurt a Bit . . .

In March 2008, Belgium made international headlines when it sentenced two sets of Belgian parents to five months in prison, and fined them 4,100 euros ($8,000).[1] The crime? Failing to vaccinate their children against polio. The government, hiding behind privacy laws, declined to comment on why the parents had refused the vaccine in the first place, or how long a reprieve they had been given in which to comply before going to jail.[2]

Unlike the United States, which allows most parents to refuse vaccinations based on religious or philosophical objections, Belgian parents can only opt-out of vaccinations if they can prove that their child might have a bad physical reaction to the vaccine.[3] In the absence of such proof, Belgian parents have no choice but to either consent to vaccinations, or accept the criminal punishments that accompany refusal.

Monitoring Their Education

According to the United Nations, Belgium has the best education system among all developed nations.[4] The Belgian government is also deeply involved in education. Parents can place their children in community schools, or in public or private schools.[5] Unlike their American counterparts, however, Belgium's "private schools" are not strictly run by private individuals, but receive subsidies from the government, along with significant oversight from national and local education ministries.[6] All schools - even within the home - are required to teach children "respect for human rights and fundamental freedoms and the cultural values of the child and others," under Article 29 of the UN Convention on the Rights of the Child.[7] Public, private, and home schools are all inspected by the government to insure compliance, and disobedience could result in the children being placed in a school of the government's choosing.[8]

Unfortunately, Belgians are discovering too late that it is difficult to rein in the government once it gains power in all schools. In September 2006, the town of Merchtem banned all persons in local schools from speaking French, even though the town is only nine miles from Brussels, a French-speaking metropolis.[9] Anyone caught speaking anything other than Dutch on school premises - even parents picking up their children - is subject to reprimands.[10] Parents are not even allowed to have parents' meetings in their native language, but must use an interpreter instead.[11]

In 2008, the town of Liedekerke - also near Brussels - followed suit by banning French-speaking children from holiday outings.[12] According to Marc Mertens, secretary of Liedekerke's town council, public outings should have "a Dutch character," and monitors should be able to "refuse children who 'disturb' the outings." Of course, Mr. Mertens said, smiling, "one can understand 'disturb' in different ways."[13]

Building a Better Society

The Belgian government's authority over the health and education of its children is deemed by many as a mark of progress toward a "better society" where children's rights are properly recognized and protected. Those that satisfy the government's standards live in peace. For the rest, there is no peace, and sometimes, they are not even allowed to live.

Since 2002, Belgium has allowed doctors to terminate the lives of infants under the age of 12 months if they feel the baby is somehow disabled or deficient, and is likely to suffer in life as a result.[14] More than half of the Belgian babies who die before they are a year old are killed by deliberate medical intervention.[15] In 16% of cases, parental consent was not even considered.[16] To put these numbers in perspective, the CIA World Fact Book estimates that roughly 106,000 babies are born in Belgium each year.[17] Even using conservative estimates of Belgium's rate of assisted-suicide in infants, one can estimate that some 470 children will die before they celebrate their first birthday. Of these 470, more than 200 will die not from natural causes, but from direct medical intervention. Forty (40) of them will die regardless of their parents' wishes, objections, or pleadings. Such a program might produce a "better society," but one is left in horror at the ultimate sacrifice of innocent babies.

Unfortunately, the program has been deemed so "successful" in Belgium that in March 2008, the government began considering legislation that would also make assisted-suicide available to teenagers and younger children who are terminally-ill.[18]

In Belgium's Shadow

Although much of American society still largely resists government control of children and their families, shadows of Belgium's pro-government approach are being cast upon our shores. In November 2007, parents in Prince George's County, Maryland were shocked and outraged when they were ordered to take their children in for shots, or face fines and jail time.[19] "Our goal is to get kids in school, not to put parents in jail," said Glenn Ivey, the county's attorney, "but if parents continue to be recalcitrant, they face up to 10 days in jail and a $50 a day fine."

The drastic measures had parents and physicians up in arms. Dr. William Schaffner of the Vanderbilt University School of Medicine described the county's hard-nosed stance as "grabbing the parents by the collars and saying, 'You must vaccinate your children.'"[20] Dierdre Young, the mother of a high school freshman and junior, agreed: "What good are you going do if you lock up the parents? Then the parents can't feed [their children].

They still can't come to school. They still don't have their shots. So what have you solved?"[21]

Someone in Belgium must have forgotten to ask that question.

Notes

1. Maria Cheng, "Parents may be jailed over vaccinations," The Associated Press (March 12, 2008) <http://news.yahoo.com/s/ap/20080312/ap_on_he_me/polio_vaccine_prison> (accessed 03 December 2008).
2. Cheng 2008.
3. Cheng 2008.
4. AngloInfo.com, "Education and Schooling in Belgium" <http://belgium.angloinfo.com/countries/belgium/schooling.asp> (accessed 03 December 2008).
5. AngloInfo.com.
6. The United Nations Children's Fund, "An overview of child well-being in rich countries: A comprehensive assessment of the lives and well-being of children and adolescents in the economically advanced nations," Innocenti Report Cards, No. 7 (Jan. 2007): p. 34, 37. <www.unicef-irc.org/publications/pdf/rc7_eng.pdf> (accessed 03 December 2008).
7. Expatica.com, "Expats and home-schooling" (July 19, 2006) <http://www.expatica.com/be/survival/education/expats-and-home-schooling-31671.html> (accessed 03 December 2008).
8. Expatica.com (2006).
9. BBC News, "Belgian town bans school French" (September 1, 2006) <http://news.bbc.co.uk/1/hi/world/europe/5305484.stm> (accessed 03 December 2008).
10. BBC News (2006).
11. BBC News (2006).
12. Steven Erlanger, "Seams of Belgium's Quilt Threaten to Burst," New York Times (May 14, 2008) <http://www.nytimes.com/2008/05/14/world/europe/14belgium.html?partner=rssnyt&emc=rss&pagewanted=all> (accessed 03 December 2008)
13. Erlanger 2008.
14. Bruno Waterfield, "Teens need right to 'medically assisted suicide'," The Telegraph (UK) (March 26, 2008) <http://www.telegraph.co.uk/news/worldnews/europe/belgium/1582882/Teens-need-right-to-%27medically-assisted-suicide%27.html> (accessed 03 December 2008).
15. Waterfield 2008.
16. Waterfield 2008.
17. Central Intelligence Agency, "The World Fact Book: Belgium" <https://www.cia.gov/library/publications/the-world-factbook/geos/be.html> (accessed 03 December 2008)
18. Waterfield 2008.
19. ABC News, "Md. Officials: Vaccinate Your Kids or Face Jail" (November 17, 2007) <http://abcnews.go.com/GMA/WaterCooler/Story?id=3880578&page=1> (accessed 03 December 2008).
20. ABC News 2007.
21. ABC News 2007.

From: Dan & Cynthia Carlson-Google [dcejcarlson@gmail.com]

Sent: Monday, February 09, 2009 6:53 AM

To: Rep. Paul Seaton; Rep. Cathy Munoz; Representative_Bryce_Edgemon@legis.state.ak.us; Rep. Wes Keller; Rep. Peggy Wilson; Rep. Bob Buch; Rep. Berta Gardner

Subject: Please Oppose HB69

Please oppose HB69. There are private avenues available for parents to receive help if they desire additional instruction in parenting skills. There are more urgent needs on which to spend public funds instead of this program, and it is beyond the scope of what government needs to be involved in.

Cynthia Carlson
Wasilla

From: sundog@ak.net on behalf of Cathy Law [cathy@sundogmedia.com]
Sent: Monday, February 09, 2009 7:35 AM
To: Rep. Paul Seaton
Subject: Oppose House Bill 69

Representative Paul Seaton

Please oppose house bill 69 ~ establishing a voluntary parent education home visiting program for children from birth to age five administered by the Department of Education and Early Development. Although this would begin as a voluntary program, it is most likely the first step to a mandatory program. Most parents, not state officials, are best qualified to determine what is best for their children and establishing a parent parent education home visiting program for children from birth to age five administered by the Department of Education and Early Development will be both costly and unnecessary.

Thank you

Cathy Law
5033 Sillary Circle
Anchorage Alaska 99508

Stop Spam ~ use SpamArrest ~ http://spamarrest.com/affl?1201204

From: Karen & Richard McGahan [boulderpoint@alaska.net]
Sent: Monday, February 09, 2009 8:36 AM
To: Rep. Paul Seaton
Subject: HB 69

Please DO NOT PASS HB 69.

Thank you,
Karen Mc Gahan
54025 Kenai Spur Hwy.
Kenai, Alaska 99611

From: Aaron Lorentzen [aaron_lorentzen@yahoo.com]
Sent: Monday, February 09, 2009 1:14 PM
To: Rep. Paul Seaton
Subject: HB 69
Attachments: HB69.doc

Dear Representative Paul Seaton,

I am writing to strongly encourage you to oppose HB69 – the Alaska Parents and Teachers Act. While the state of Alaska is facing a tremendous annual budget shortfall of greater than a billion dollars, adding spending for unnecessary and unrequested services is irresponsible. We need to focus on maintaining the infrastructure we have and not expanding the government in the face of unprecedented economic times. The State's fiscal responsibility however, concerning this bill is the least of my concern.

While I agree with helping and improving the lives of our children in any way we can, I believe that this bill, if passed, will have frightening unintended consequences. What starts out as voluntary, history has proven to often become mandatory down the road. I see no provisions to protect parents from potential abuses of the power given to the State. Consider the following questions:

- Who determines what "school ready" means? A child who is highly active may not be considered school ready until he/she is "calmed down" through the use of controversial drugs such as Ritalin. Do parents lose all choice in matters like this if the case worker determines it is necessary? And if parents trump the "professional decision" what kind of repercussions might they experience if a type of vendetta attitude arises in the case worker?

-There are many different philosophies on raising and teaching children – just look at all the books written on the subject. Which one is correct? Who determines this – the case worker or the parent?

-Consider the possibility of personality conflicts between parents and case workers. What protections are there in this bill for parents from State abuses?

-Can a parent cancel the visits at any time without repercussions?

-HB 69 cites "a reduction in the incidence of child abuse and neglect". Does this mean that parents who voluntarily participate in the program are then under investigation for child abuse and/or neglect? To answer "no" to this is not credible – the statement implies that it is true.

On the surface HB 69 looks wonderful, but in truth it opens the door for a number of possible abuses with no provisions to protect the parents. Additionally, for this to become an acceptable bill there would have to be language stating that this bill cannot and will never be amended from a "voluntary" program to a mandatory program".

Please keep all of this in mind as you make your decision on this matter. I urge you to oppose this bill in its current form.

Sincerely,
Aaron Lorentzen
Box 1193
Sterling, Alaska 99672

From: Kimberly Lorentzen [aklorentzen@yahoo.com]
Sent: Monday, February 09, 2009 1:40 PM
To: Rep. Paul Seaton
Subject: HR 69

Dear Representative Paul Seaton,

I am writing to strongly encourage you to oppose HB69 – the Alaska Parents and Teachers Act. While the state of Alaska is facing a tremendous annual budget shortfall of greater than a billion dollars, adding spending for unnecessary and unrequested services is irresponsible. We need to focus on maintaining the infrastructure we have and not expanding the government in the face of unprecedented economic times. The State's fiscal responsibility however, concerning this bill is the least of my concern.

While I agree with helping and improving the lives of our children in any way we can, I believe that this bill, if passed, will have frightening unintended consequences. What starts out as voluntary, history has proven to often become mandatory down the road. I see no provisions to protect parents from potential abuses of the power given to the State. Consider the following questions:

- Who determines what "school ready" means? A child who is highly active may not be considered school ready until he/she is "calmed down" through the use of controversial drugs such as Ritalin. Do parents lose all choice in matters like this if the case worker determines it is necessary? And if parents trump the "professional decision" what kind of repercussions might they experience if a type of vendetta attitude arises in the case worker?

-There are many different philosophies on raising and teaching children – just look at all the books written on the subject. Which one is correct? Who determines this – the case worker or the parent?

-Consider the possibility of personality conflicts between parents and case workers. What protections are there in this bill for parents from State abuses?

-Can a parent cancel the visits at any time without repercussions?

-HB 69 cites "a reduction in the incidence of child abuse and neglect". Does this mean that parents who voluntarily participates in the program are then under investigation for child abuse and/or neglect? To answer "no" to this is not credible – the statement implies that it is true.

On the surface HB 69 looks wonderful, but in truth it opens the door for a number of possible abuses with no provisions to protect the parents. Additionally, for this to become an acceptable bill there would have to be language stating that this bill cannot and will never be amended from a "voluntary" program to a mandatory program".

Please keep all of this in mind as you make your decision on this matter. I urge you to oppose this bill in its current form.

Sincerely,
Aaron Lorentzen
Box 1193
Sterling, Alaska 99672

From: Rory Schneeberger [gonefishing08@hotmail.com]
Sent: Monday, February 09, 2009 4:51 PM
To: Rep. Wes Keller; Rep. Cathy Munoz; Rep. Berta Gardner; Rep. Paul Seaton
Subject: PLEASE OPPOSE HB 69

I am grateful for ALL you do to ensure Alaska citizens their/our freedoms.
In this same fashion, please do the right thing and ***oppose*** HB 69; after reading the bill, it appears to be one more government intrusion into the lives of private families, unless you can name me ONE government "education" program that has been successful. Just one!

Although "voluntary" upfront, you know full-well how government "creeps" into our lives through "voluntary" back doors. This MUST STOP if we are to return to the Founders original intent regarding CIVIL GOVERNMENT.

PLEASE, ***less*** is more.

Thank you for your attention to Alaskan family freedoms.

Rory Schneeberger, Ed.D. (Ret)
Hoonah (Southeast)

From: Rep. Paul Seaton
Sent: Tuesday, February 10, 2009 10:58 AM
To: Louie Flora
Subject: FW: HB 69

From: christine garrison [mailto:garrisonchristine@hotmail.com]
Sent: Tuesday, February 10, 2009 10:43 AM
To: Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Bryce Edgmon; Rep. Wes Keller; Rep. Peggy Wilson; Rep. Bob Buch; Rep. Berta Gardner; Rep. Anna Fairclough
Subject: HB 69

Dear House Education Committee Members and Representative Fairclough (my representative),

I am writing to express my thoughts about House Bill 69 that is up for vote soon. I am really curious why you feel the need to implement such a program, especially when our economy is troubled and budget cuts are being made all over the place! There are much more needed programs that are being cut or reduced because of our current financial state. What exactly is your purpose in starting such a program? Parents have taken care of and been responsible for their children since the beginning of time and I don't know why you feel that government money should be spent on a program that would send someone into homes to monitor families that choose to participate. The family unit is something that doesn't require government supervision or checks unless there are significant red flags! Our family has actually been able to experience both sides of this coin. Growing up we were a foster home and took in children who were taken from their parents by the state for many various reasons. It was quite an education and taught me a lot. After I was married and had my own children, one of them fell and broke his leg at a young age. Our ER doc, who wasn't even familiar with his medical history, accused us on the spot of child abuse and called us in. What a journey that was! They almost took our sick son away from us to put him with strangers who didn't know anything about his medical history based on what one doctor who had never even laid eyes on him before said. I feel I have a unique perspective because I've seen both sides of the process. There are parents who abuse and don't care for their children, yes! Should we turn a blind eye, no! But, there are also parents who love their children and do what they feel is best for their children and I believe that most parents fall into this category. It was a very traumatic experience that we walked through and thankfully the case was closed with no findings, but it has forever changed me. In a country that is supposed to be "free" how can you justify sending someone into a family's home to "monitor" their children at such a young age. There are so many variables that can make each child present so differently, yet you must admit that the overwhelming majority of parents really is going to do the best that they know how for their children! Why is an employee of the state (who may or may not even have children of their own - which by the way will teach you a lot more about parenting than any textbooks) be more justified to decide what's right for a child than their own parents who are with them every single day? I feel strongly that spending money that we don't have on a program that isn't necessary is a big waste! Thank you for your time and attention and for your service to our state and our country!

Sincerely,
Christine Garrison

From: Rep. Paul Seaton
Sent: Tuesday, February 10, 2009 10:58 AM
To: Louie Flora
Subject: FW: HB 69

From: Nick & Theresa Wojcik [mailto:nmtaw1996@yahoo.com]
Sent: Tuesday, February 10, 2009 10:50 AM
To: Rep. Paul Seaton
Subject: HB 69

Dear Representative Seaton,

We are writing you to ask that you please vote against House Bill 69, the Alaska Parents as Teachers
Act. We feel that this bill would interfere with the right of parents to direct the upbringing of their children.
It is our strong belief that parents, not state officials; are best qualified to determine what is best for their individual children.

Thank you,
Nick & Theresa Wojcik
Ketchikan, AK

From: Rep. Paul Seaton
Sent: Tuesday, February 10, 2009 10:58 AM
To: Louie Flora
Subject: FW: House Bill 69

From: Fisher Family [mailto:fisher@xyz.net]
Sent: Tuesday, February 10, 2009 10:54 AM
To: Rep. Paul Seaton
Subject: House Bill 69

Just an opinion from Homer, Alaska...

Please vote against House Bill 69, the Alaska Parents as Teachers Act, which I feel would interfere with the right of parents to direct the upbringing of their children. God gave children to parents, not to the state, and for this reason I believe parents are better qualified than state officials to determine what is best for each of their own children. I strongly oppose this bill.

Thank you,
Sally Fisher

From: Teresa Hanson [sorensen_hanson@hotmail.com]

Sent: Tuesday, February 10, 2009 11:11 AM

To: Rep. Peggy Wilson; Rep. Bob Roses; Rep. Anna Fairclough; Rep. Wes Keller; Rep. Paul Seaton; Rep. Sharon Cissna; Rep. Berta Gardner

Subject: HB 69

Please vote against House Bill 69, the Alaska Parents as Teachers Act!!!! This interferes with our rights as parents to raise our children our way. We are much better equipped to raise our children because we know them individually. State officials do not, nor do I think their ability will improve by the passage of this bill. This is an invasion of our individual rights as Amereicans!!!

Thnak you for your time,
Teresa Hanson
Fairbanks

From: Rep. Paul Seaton
Sent: Tuesday, February 10, 2009 10:59 AM
To: Louie Flora
Subject: FW: HB 69 -- opposed

From: rlperson@gci.net [mailto:rlperson@gci.net]
Sent: Tuesday, February 10, 2009 10:24 AM
Subject: HB 69 -- opposed

Dear Representative --

As a parent and strong supporter of family and education, I am opposed to HB 69 - "Alaska Parents as Teachers Act."

We are a family in the Chugiak area and as such I would like my opinion to be known: that although some may mean well with the HB 69, I feel that it is an intrusion on parental rights. Even though it is a voluntary program in this initial form, I believe that it would only be a matter of time before it became a requirement for parents. There seem to be several programs that are currently available for parents who have a concern about the welfare of their child's mental or physical well being at the early stages of growth. I think that these options should be strengthened and made *readily available* to folks who have a concern for the child.

Sincerely,
Lillian Person
24120 Rambler Rd.
Chugiak, AK 99567
907-688-3678

From: Rep. Paul Seaton
Sent: Tuesday, February 10, 2009 10:58 AM
To: Louie Flora
Subject: FW: HB 69 Hearing Tomorrow

From: Sandi Moore [mailto:sandilee@fhmoore.net]
Sent: Tuesday, February 10, 2009 10:30 AM
To: Rep. Paul Seaton
Subject: HB 69 Hearing Tomorrow

There is a hearing scheduled before the Education Committee re: HB 69 tomorrow Wednesday, Feb. 11th at 8:00 AM. I would urge you to oppose this bill. I believe that parents, not state officials, are best qualified to determine what is appropriate and best for their children.

Thank you for listening to your constituents,
Sandi Moore
20444 Bree's Way
Eagle Rive, AK 99577

From: Yonder Alaska [yonderalaska@yahoo.com]
Sent: Tuesday, February 10, 2009 11:17 AM
To: Rep. Paul Seaton
Subject: House Bill 69

Dear Representative Seaton,

Please read the alert from Home School Legal Defense Association (HSLDA) regarding their concern with House Bill 69. Their concerns are the same as my own.

I hope that Alaska Representatives do not pass the bill.

Thank you for taking time to listen to Alaskan's concerns.

Lisa K. Hydock

February 10, 2009

Alaska--Calls Needed to Oppose Government Nanny Bill

Dear HSLDA Members and Friends:

Do you want the government to become your child's nanny?

Your calls are needed to stop House Bill 69, the "Alaska Parents as Teachers Act," which would establish a parent education home visiting program for children from birth to age 5. These visits would be conducted by the Alaska Department of Education and Early Development at least once every month. The program would involve monthly parent group meetings and annual developmental and health screenings of the children. Although this would begin as a voluntary program, it is most likely the first step to a mandatory program.

HSLDA believes that parents, not state bureaucrats, are best qualified to determine what is best for their individual children. In the absence of evidence of abuse or neglect, state officials should not interfere with the upbringing of children by their parents.

Lisa K. Hydock

"Honesty is the first chapter of the book of wisdom."

President Thomas Jefferson

From: James Bunting [Gnfishn@acsalaska.net]
Sent: Tuesday, February 10, 2009 11:25 AM
To: Rep. Paul Seaton
Subject: House Bill 69

Dear Representative Seaton,

Please vote against House Bill 69, the Alaska Parents as Teachers Act, which would interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children.

Respectfully,
Jean Bunting
907-966-2638
Sitka, AK

From: Ray Phelps [rphelps@matsumail.com]

Sent: Tuesday, February 10, 2009 11:28 AM

To: Rep. Peggy Wilson; Rep. Bob Roses; Rep. Anna Fairclough; Rep. Wes Keller; Rep. Paul Seaton; Rep. Sharon Cissna; Rep. Berta Gardner

Subject: vote against HB69

I have reviewed the text of House Bill 69, the Alaska Parents as Teachers Act. I believe this would interfere with the right of parents to direct the upbringing of their children. Parents, not state bureaucrats, are best qualified to determine what is best for their individual children. Please vote against this bill.

Ray Phelps

From: Rep. Paul Seaton
Sent: Tuesday, February 10, 2009 11:48 AM
To: Louie Flora
Subject: FW: Vote no against House bill 69

From: Mary Schrock [mailto:maryschrock_2000@yahoo.com]
Sent: Tuesday, February 10, 2009 11:46 AM
To: Rep. Paul Seaton
Subject: Vote no against House bill 69

Please vote against House Bill 69, the Alaska Parents as Teachers Act.
Thank you for your time,
Mary Schrock
54665 Newell Ct
Homer, AK 99603

From: akgramma@gci.net on behalf of Bonnie [akgramma@gci.net]
Sent: Tuesday, February 10, 2009 11:51 AM
To: Rep. Paul Seaton
Subject: Homeschooling

I am a grandmother of 12 wonderful grand chilldren.

Six of these grandchildren are home schooled.
I feel the parents know these children and doing the best for them,
not needing others to step in.

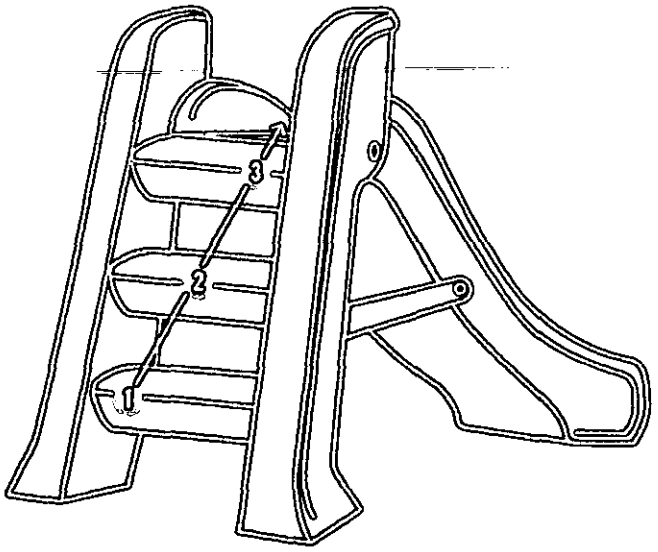
SIncerely, Bonnie Conkin (concerned for the rights of home schooling parents).

A Summarized Economic Impact Report on Early Education and Child Care Services in Alaska

step up early ed & child care

Based on the McDowell Group Report *July 2006*

PREPARED FOR:
SYSTEM FOR EARLY EDUCATION DEVELOPMENT (SEED)
UNIVERSITY OF ALASKA SOUTHEAST



5060 ⟹ Full Report Available at www.mcdowellgroup.net

step up early ed & child care

STUDY FINDINGS ARE DETAILED ON THE FOLLOWING PAGES:

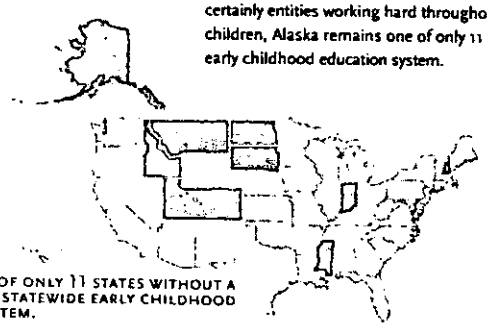
Demographics	Pg. 2
The Economic Impact on Alaska	Pg. 3
The Early Learning and Child Care Sector	Pg. 5
Impact on Alaska Families	Pg. 7
Alaskans Support Funding	Pg. 9

Why should you care about the availability of quality early education and child care in Alaska? Because stepping up early education for our children is critical for all of us.

LET US STEP YOU THROUGH THE FACTS.

1. Early childhood education and child care play a critical and measurable role in Alaska's economy
2. The availability of quality, affordable child care remains a challenge for many Alaska families
3. Alaskans across the state place a high priority on state funding for early education and child care

Until recently, there was no data specific to Alaska to demonstrate how the welfare of our youngest community members impacts the entire state – both in the short term and long term. But thanks to this study commissioned by the System for Early Education Development (SEED) and completed in July 2006 by McDowell Group, there is now local information to combine with the knowledge learned from national studies to provide an accurate baseline. What the statistics demonstrate is that Alaska lags behind much of the country in providing quality early education and child care to our residents. And while there are certainly entities working hard throughout Alaska to provide quality care for our children, Alaska remains one of only 11 states without a state-funded, statewide early childhood education system.



ALASKA IS ONE OF ONLY 11 STATES WITHOUT A STATE-FUNDED, STATEWIDE EARLY CHILDHOOD EDUCATION SYSTEM.

"I believe that high quality early childhood programs are critically important for the health and well-being of our community, and they are especially important for the health and well-being of our children. ... What can never be forgotten or taken lightly is that these programs provide a proven economic benefit to the organizations they serve. It is important that we recognize that. Research has shown that organizations who offer these services on-site for their employees retain these employees for an additional five years. The value of keeping these employees for this extended amount of time is immeasurable, and as a leader of an organization with more than 4,000 employees, I can tell you that recruiting talent is expensive, difficult and time consuming. Keeping our talent in the first place is without a doubt the best way to ensure we can sustain and live out our mission at Providence, and I'm grateful for the role our Center for Child Development plays in doing that each day."

AL PARRISH, CHIEF EXECUTIVE
PROVIDENCE HEALTH SYSTEM IN ALASKA

SCOPE OF THE ALASKA STUDY

The purpose of this study is to measure the economic impacts of the early education and child care sector on Alaska's economy. This study focuses on education and care of children under six years of age. Economic impacts are measured in terms of employment, spending on child care services, and the role that child care services play in making it possible for Alaska families to earn income.

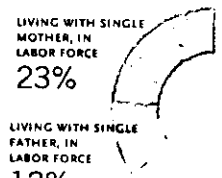
This study also examines research conducted elsewhere in the U.S. that measures the broader societal economic benefits stemming from quality child care services.

A key component of this project was a telephone survey of 725 randomly selected households. The primary purpose of the phone survey was to collect information on the types of child care services Alaska families use and how much money households spend on child care services. The survey also collected information on Alaskans' attitudes about the importance of state government funding for early education and child care services.

ALASKA WORKING PARENT DEMOGRAPHICS

To best understand the data, it is critical to first understand the scope of the population we are considering. In 2004, Alaska's population included 62,913 children under six years of age, according to the Alaska Department of Labor and Workforce Development (DOLWD). Of these children, approximately 63 percent (39,400 children) were living in households where all available parents were in the labor force, whether families were dual-income or single-parents. These children resided in 29,400 Alaska households, all of which were potentially in need of child care services.

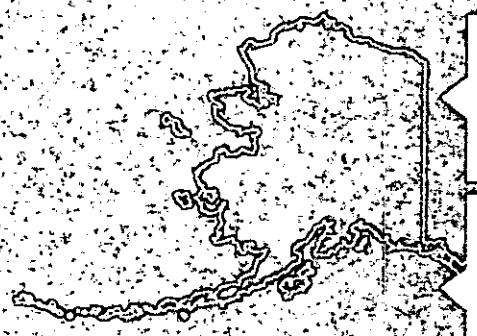
Detailed look at the 39,400 children under the age of six, where all available parents are in the workforce



step 1 EARLY CHILDHOOD EDUCATION AND CHILD CARE PLAY A CRITICAL AND MEASURABLE ROLE IN ALASKA'S ECONOMY.

THE ECONOMIC IMPACT ON ALASKA

Mounting evidence shows that investment in quality early learning and child care is critical to building and maintaining a viable state economy. The economic impacts of the early education and child care sector includes jobs for thousands of Alaskans, millions of dollars in spending by households and governments, and indirect contributions of Alaska's resident labor force and family income.



JOBS
DIRECT & INDIRECT:
7,400 in child care workforce

CONTRIBUTION TO THE WORKFORCE:
29,400 Alaskans can join the workforce because they have child care

WAGES
DIRECT & INDIRECT:
$124 million in child care workforce payroll

CONTRIBUTION OF HOUSEHOLD INCOME:
$850 million in annual wages paid to working families with child care

IMMEDIATE IMPACT OF QUALITY EARLY EDUCATION AND CHILD CARE

Child care providers make it possible for **29,400** Alaskans to enter the labor force (one adult for each household with children under age 13 in a case where all parents are in the labor force). The 29,400 Alaskans that are in the workforce because child care services are available to them, account for 9.5 percent of the Alaska resident workforce. If these working parents also account for 9.5 percent of all Alaska resident wages, their total annual wages would be just under $850 million. This translates to an average of $28,920 per family in additional Alaska annual income, undeniably made possible by child care services, is equal to approximately 20 percent of Alaska's mean family income in 2003.

Other data suggests a similar household income impact related to adding a second wage earner. In 2004, median family income for families with one wage earner was $33,709. Median family income for families with two wage earners was $77,159 - a difference of $33,972. This analysis assumes that the typical parent who is in the labor force because child care services are available to him or her earns the same wages as the average Alaska worker. This may or may not be true given the demographics of families with young children. Nevertheless, it is clear that the availability of child care has major implications on income for Alaska residents in general, and on family household income in particular.

step 1 →

"Investment in early childhood development programs brings a real (that is, inflation-adjusted) public return of 12%, and a real total return, public and private, of 16%. We are unaware of any other economic development effort that has such a public return ...."

ART ROLNICK
SVP AND DIRECTOR OF RESEARCH
FEDERAL RESERVE BANK OF MINNEAPOLIS

LONG-TERM ECONOMIC IMPACTS OF QUALITY EARLY EDUCATION & CHILD CARE

A host of studies have been done to track the long-term economic impact of high quality early child care development on society. Though none of these studies focuses on Alaska, the implications for Alaska are relevant. The results of these studies have shown conclusively that although investment is required to provide quality early care to infants, toddlers and youths, the rate of return far exceeds that initial investment.

The largest benefit provided by quality early care was increased earnings capacity projected from higher educational attainment, along with higher taxes paid from better paying jobs. Other benefits are lower criminal justice system costs, reduced welfare costs, savings for crime victims, and savings on school remedial services budgets. The results of several studies are highlighted below.

LONG-TERM BENEFITS OF EARLY EDUCATION AND CHILD CARE

29% higher **high school graduation rates**

20% higher **college attendance**

70% lower crime incidence

20% lower welfare dependence

$143,000 **additional earned income per capita, resulting from better employment**

Studies also note that expenditures on education that are focused on K-12 may be misplaced given that brains develop rapidly in the early years (0-4), then develop at a much slower pace from age 4 through 18. The implication is that the earlier the investment on early education, the higher the return on investment will be.

step 1 → EARLY CHILDHOOD EDUCATION AND CHILD CARE PLAY A CRITICAL AND MEASURABLE ROLE IN ALASKA'S ECONOMY.

THE EARLY LEARNING AND CHILD CARE SECTOR

When understanding the economic impact of early education and child care, the actual workforce in this field is often overlooked. Yet it has been found that at least 6,500 Alaskans participate in the child care sector workforce.

The estimate of 6,500 participants is derived from a variety of sources (as described in the full McDowell Group report). It must be understood that this is a conservative estimate, however. It does not include an unknown number of at-home providers who care for four or fewer unrelated children, or any number of related children, and therefore are not required to be licensed.

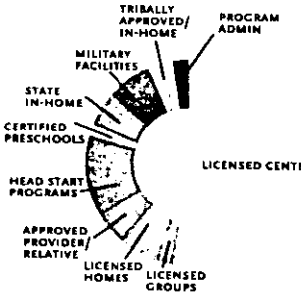
Yet, even without these added positions, the size of this workforce is comparable to other significant industries in Alaska. For example, the residential and non-residential building construction sector employed an average of 6,000 workers in Alaska in 2004, and Alaska's air transportation sector employed an average of 6,400 workers that same year.

SIZE OF COMPARABLE INDUSTRIES IN ALASKA

6,500 Workers in child care

6,400 Workers in air transportation sector

6,000 Workers in residential and nonresidential building construction



DETAILED LOOK AT THE CHILD CARE AND EARLY EDUCATION WORKFORCE IN ALASKA

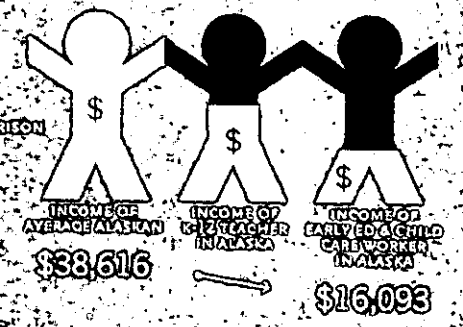
"As Executive Dean of the College of Rural and Community Development, I understand the importance of early childhood education. We have strong partnerships with the State of Alaska, tribal entities and Head Start organizations to train students who will serve as providers, educators and role models for their communities. It is impressive to see the impact early care and education has on Alaska's economy."

BERNICE JOSEPH,
EXECUTIVE DEAN
UNIVERSITY OF ALASKA FAIRBANKS
COLLEGE OF RURAL AND
COMMUNITY DEVELOPMENT

Not only is Alaska's early education and child care sector significant in size, it features a wide variety of service providers. It includes any program providing care for children from birth to age six. Examples of these programs include center-based child care, family child care, Head Start, Early Head Start, private and public preschools, Montessori programs, and pre-kindergarten services.

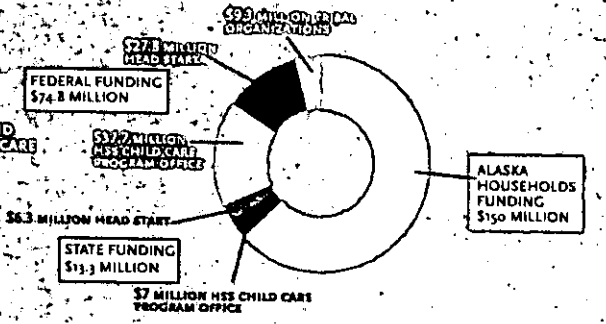
Despite the prominence of individuals employed in this workforce, there is a very low correlation in compensation. DOLWD payroll data indicated that the average monthly wage of an individual employed in this sector was $1,342. This is well below the average for all sectors of the Alaska economy; the average monthly wage in Alaska for this same time period was $3,218 – nearly three times that amount.

To put this in further context, it has been found that providers of early education and child care earn less than half of what the average elementary school teacher earns, even though the difference in age of those they teach may be less than one year.



CHILD CARE SERVICES REVENUE AND FUNDING

There are two sources of spending on early education and child care services – government funding and spending by parents on child care services. Based on the analysis of the McDowell Group report, Alaska households may be spending $150 million annually on child care services for children under six years of age. In comparison, government spending on child care totals $88 million in Alaska, with nearly $75 million of that contribution coming from federal funding. Together, approximately $240 million is spent in Alaska on child care services for young children.



step 2

THE AVAILABILITY OF QUALITY, AFFORDABLE CHILD CARE REMAINS A CHALLENGE FOR MANY ALASKA FAMILIES

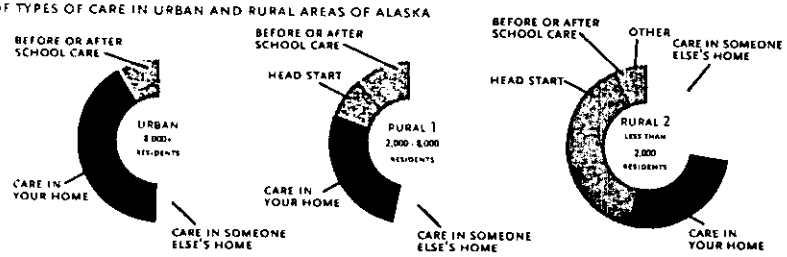
"I emphasize strongly how important it is to give the children the best start ... to have the children have a good early learning experience."

IMPACT ON ALASKA FAMILIES

To better understand how the early education & child care sector directly impacts families, 725 Alaska households were asked about their use of child care services as a part of this study's telephone survey. The findings of this study are understood to be the first set of data on this topic directly applicable to Alaska.

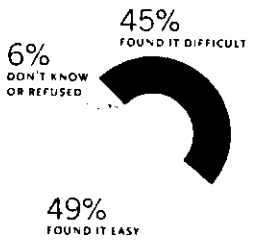
The survey sample included 323 households with children under six years of age. The sample included households from urban Alaska, defined as all communities with more than 8,000 residents. The sample also included surveys from households in communities with between 2,000 and 8,000 residents (labeled "Rural I"), as well as surveys from households in communities with fewer than 2,000 residents (labeled "Rural II"). In conducting statewide analysis of the survey results, data from these areas of the state were weighted to reflect their actual proportion of the state's population.

COMPARISON OF TYPES OF CARE IN URBAN AND RURAL AREAS OF ALASKA



Approximately 58 percent of children in the surveyed households received child care services of some type during the month of January 2006. Among those children receiving child care services, 49 percent were in a preschool or child care center. Just under one-third were being cared for in someone else's home, with over one-quarter receiving care in their own home. Eight percent were in a Head Start program. This total adds up to more than 100 percent, as some children received care in more than one setting.

FINDING ACCEPTABLE CHILD CARE



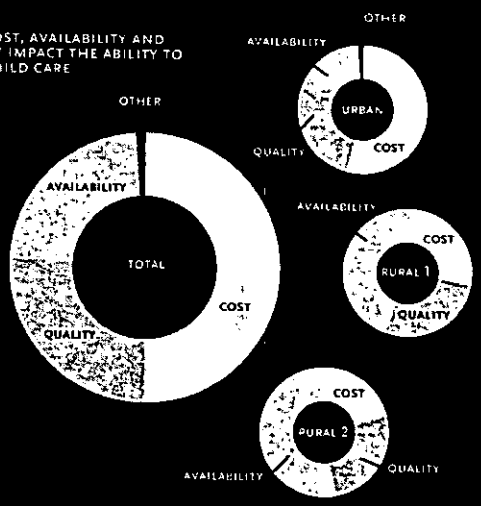
FINDING ACCEPTABLE CHILD CARE

This study also found that 45 percent of Alaska households with children under six in a child care situation found it difficult or very difficult to find acceptable child care. About the same percentage (49 percent) found it either easy or very easy to find acceptable child care.

Finding quality early education and child care programs proved to be an issue both in rural and urban areas of the state.

36% of households with children under the age of six reported that the quality, cost or availability of child care services had prevented someone in their household from seeking employment, or had in some way restricted the number of hours that they could work.

HOW COST, AVAILABILITY AND QUALITY IMPACT THE ABILITY TO FIND CHILD CARE



FACTORS AFFECTING ABILITY TO FIND ACCEPTABLE CHILD CARE

Among households in Alaska's smallest communities (the "Rural II" areas, or communities under 2,000 residents), 26 percent reported that the quality, cost or availability of child care services had prevented someone in their household from seeking employment, or had in some way restricted the number of hours that they could work. The difference between rural and urban in this regard is probably not due to better child care service in rural areas, but rather to the fact that rural areas have fewer employment opportunities available. Among those households where cost, quality or availability of child care services have been a constraint, cost was a major factor for 78 percent of households. Availability had a major impact on 56 percent of households, and quality on 48 percent.

COST MOST OFTEN CITED

When asked which factor had the greatest impact on their ability to find acceptable child care, cost was most often cited. Half (50 percent) indicated that cost had the greatest impact on their ability to find acceptable child care, while 26 percent cited quality, and 23 percent cited availability.

MONTHLY COST OF FULL-TIME CHILD CARE

Cost is apparently more of an issue in urban Alaska, while availability is more of an issue in rural Alaska. Just over half of urban households indicated that cost had the greatest impact, compared to approximately one quarter of those in rural areas. Conversely, within rural areas, approximately half the households reported that availability had the greatest impact, compared to only 19 percent of urban areas.

COST IS A LARGE ISSUE

It is not a surprise that cost is a significant issue. The cost of full-time child care in Alaska ranges from $400 to $900 per month, depending on the age of the child and the location of the care. Given these figures, it was perhaps surprising to find that just one in seven Alaska households with children in child care services received some form of child care assistance.

Just 1 in 7 Alaska households with children under six in child care services received financial assistance for child care

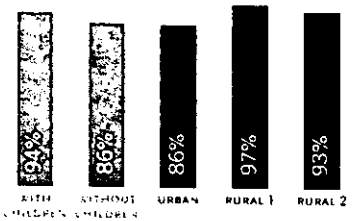
step 3 EARLY CHILDHOOD EDUCATION AND CHILD CARE PLAY A CRITICAL AND MEASURABLE ROLE IN ALASKA'S ECONOMY.

9 of 10 alaskans support funding

The telephone survey described earlier also asked all households a series of questions about state funding support for early learning and child care services in Alaska. Results showed overwhelming support for the funding of early education and child care.

Nearly nine out of ten Alaska residents (87 percent) think it is important or very important for state government to provide financial support for early education and child care. Among residents with children under six years of age, 94 percent think state support is important or very important. Even among residents without young children, 86 percent think state financial support is important or very important. Further, urban and rural residents alike feel it is important to provide funding for early education and child care.

THOSE STATING IT IS "IMPORTANT" OR "VERY IMPORTANT" FOR STATE GOVERNMENT TO PROVIDE FINANCIAL SUPPORT.



audiences who expressed above average support for early education and child care

Alaskans were also asked if the state should give early learning and child care high, medium or low funding priority. Two-thirds (66%) feel it should have high priority. A variety of population subgroups were more likely to give it a high priority. They include:

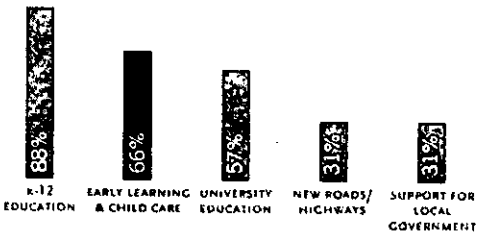
- 76% households with children under six
- 72% female residents
- 77% residents aged 35 to 44
- 76% low income residents <$25,000
- 73% high income residents >$100,000

"The data shows what I have also personally experienced – that the issue of quality early education and child care is one of the most important social issues facing us in Alaska today."

JIM CALVIN, MCDOWELL GROUP

alaskans place priority on funding early education and child care

Alaskans also give early learning a high priority for state funding, when compared to other state-funded programs. Among the categories of spending presented to survey respondents, only K-12 education was rated as a high priority more often.



THE RELATIVE IMPORTANCE OF EARLY EDUCATION AND CHILD CARE

To press this matter further, a third question regarding Alaskans' perception of the importance of funding for early learning and child care focused on relative importance. More than three-quarters of Alaska residents feel that early learning and child care are more important to fund than support for local government or construction of new roads and highways. Almost two-thirds (63 percent) feel that funding for early learning and child care is more important than funding for university education. Among the various programs, only K-12 education is viewed as more important than early learning and child care.

report conclusion - next steps

This series of questions regarding perceived importance of state funding for early education and child care services in Alaska indicate that Alaskans place a high priority on funding for education in Alaska, with a high interest in early education and child care.

end notes

This piece serves as a condensed summary of the July 2006 McDowell report titled "Economic Impact of Early Education and Child Care Services in Alaska." This complete study was commissioned and prepared for the System for Early Education Development (SEED), based at the University of Alaska Southeast. This publication is funded by a grant from the U.S. Department of Education, Fund for the Improvement of Education.

You may download a full copy of the report at http://seed.alaska.edu or request the full report from the SEED administrator at 907.796.6414.

We thank you for taking the time to review this report, which contains critical data regarding the future of Alaska's children and our economy.

The McDowell Group study team would like to acknowledge the invaluable assistance provided by the Project Steering Committee. The Committee included Mary Lorence *(Manager, Alaska Child Care Programs, Department of Health and Social Services)*, Joy Lyon *(Executive Director, Association for the Education of Young Children, Southeast Alaska)*, Mary Lou Madden *(Madden Associates)*, and Carol Prentice *(SEED Program Manager)*. In addition, SEED would like to recognize the contribution made by SEED Council members Candace Winkler and Cindy Harrington.

SEED also appreciates the collaboration with Alaska's *Ready to Read, Ready to Learn Task Force*, 28 Alaskan leaders dedicated to improving the literacy and learning skills of Alaska's pre-kindergarteners.

System for Early Education Development

UAS
UNIVERSITY OF ALASKA
SOUTHEAST

SEED COUNCIL MEMBERS

SEED COUNCIL CHAIR: **PATTY MERITT** Associate Professor, Coordinator, Early Childhood Program, Valley Campus, UA Fairbanks

CHAIR ELECT: **CANDACE WINKLER** Chief Executive Officer, Child Care Connection

SEED COUNCIL MEMBERS:

DIEDRE BAILEY Youth Programs Manager, Department of Labor and Workforce Development

MARGARET BAUER Director, Worklife Services, Center for Child Development, Providence Alaska Medical Center

MARCEY BISH Child Care Licensing Manager, Department of Health and Social Services

GARA BRIDWELL Executive Director, Play 'N Learn, Inc.

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CONSULTANTS AND STAFF:

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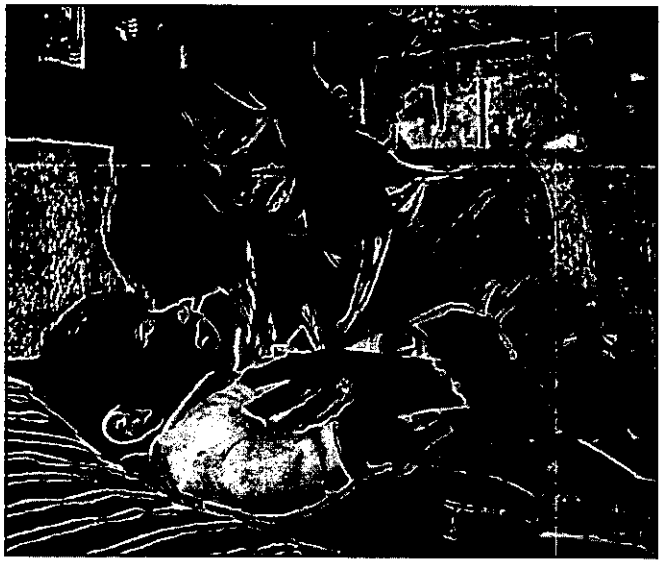
MARY LOU MADDEN Madden Associates, Evaluator

CAROL PRENTICE SEED Program Manager, University of Alaska Southeast

All children will learn, grow and develop to realize their full potential.



Parents as Teachers

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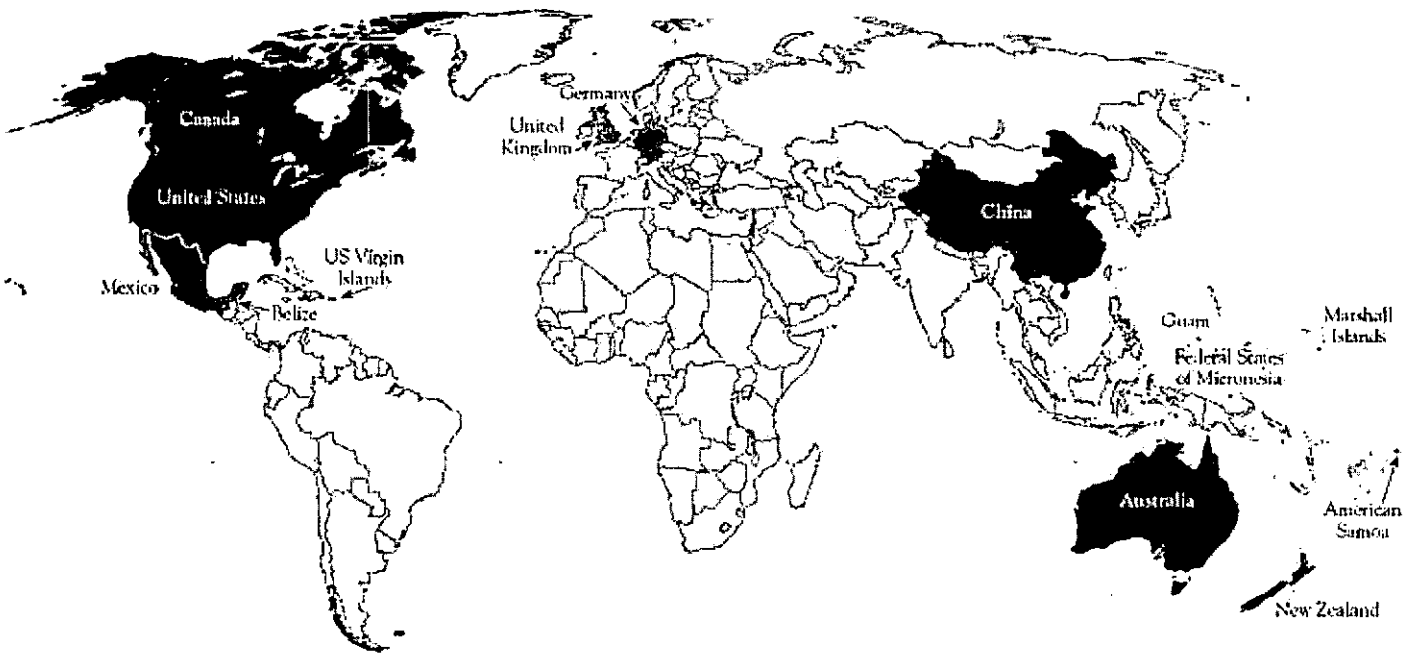
Parents as Teachers Programs Around the World



Parents as Teachers

Parents as Teachers

PARENTS AS TEACHERS

4 Components

- Personal visits
- Parent group meetings
- Screenings
- Resource referrals

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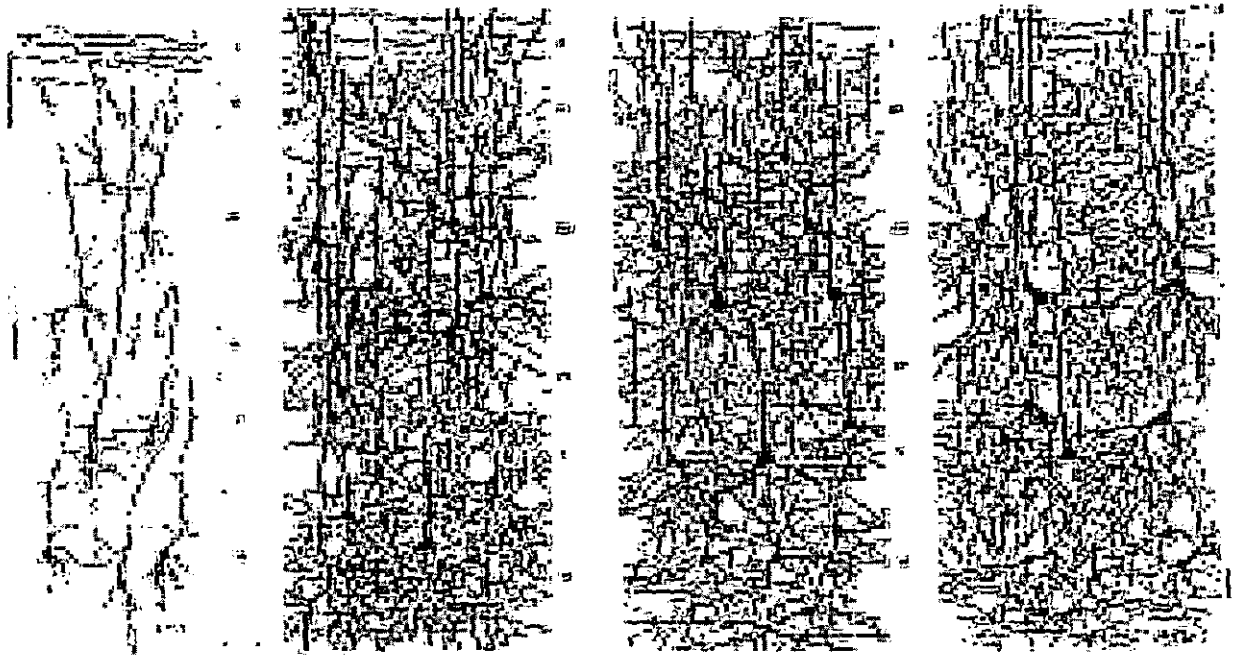
Mission: To provide the information, support and encouragement parents need to help their children develop optimally during the crucial early years of life.

Parents as Teachers

Development of the Human Cerebral Cortex



Newborn 2 years 4 years 6 years

Parents as Teachers

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Parents as Teachers Program Goals

1. Increase parent knowledge of early childhood development and improve parenting practices.
2. Provide early detection of developmental delays and health issues.
3. Prevent child abuse and neglect.
4. Increase children's school readiness and school success.

Proven Outcomes for Parents

- Increased knowledge of child development and child rearing practices
- Engage in more language and literacy promoting activities with their children
- Increased involvement in children's schooling
- PAT families have fewer documented cases of child abuse and neglect

Proven Outcomes for Children

- Exhibit higher levels of kindergarten readiness with these gains maintained through the 3rd grade

- Fewer special education and remedial education placements in Kindergarten through 3rd grade

Proven Outcomes for Children Continued

- More likely to display positive social and self help behaviors
- 4 - 5 months ahead in language development on the Preschool Language Scale at age 3

Alaska's Children

- Approximately 65,000 children 0 to 5 years of age
- Nearly half of Alaskan children entering school are unprepared to read or learn
- Among the highest rates of child abuse and neglect, with approximately 50% of reports of harm are for children 0 to 5 years of age
- Highest high school drop out rate in the country

A Call to Action

Ready to Read Task Force

- Provide in the home support to increase engagement of parents in their child's learning

Governor's Summit on Early Learning

- Provide all parents with access to home-based education and support

Alaska Education Plan

- Increase parent involvement

5079

An Investment in Alaska's Children

Average Cost Per Child: $3,000

Parents as Teachers

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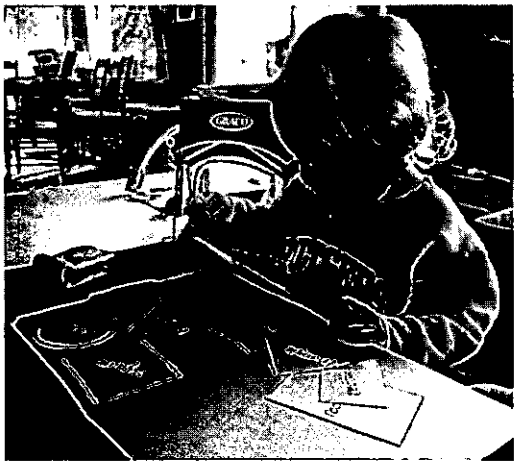
Parents as Teachers in Alaska



Parents as Teachers

5081

Melissa Pickle
(907) 865-7435
mpickle@ruralcap.com

Parents as Teachers

Parents as Teachers

Parents as Teachers: An Evidence-Based Home Visiting Program

A range of research studies conducted and supported through state governments, independent school districts, private foundations, universities and research organizations, demonstrate that Parents as Teachers makes a real difference in the lives of parents and their children.

Research Highlights

4 Independent Randomized Controlled Trials (RCT)
6 published reports; 5 of them peer-reviewed

Length of participation in PAT was a significant predictor of children's third grade achievement.

"...the PAT program improved parenting practices in ways that promote both school readiness and subsequent academic achievement." (p.116).

From: Zigler, E., Pfannenstiel, J.C., & Seitz, V. (2008). The Parents as Teachers program and school success: A replication and extension. *Journal of Primary Prevention*, 29, 103-120.

PAT parents were more involved in children's school activities and engaged their children more in home learning activities, especially literacy-related activities.

"...children of parents involved in a PAT program should enter school with 'stronger' readiness skills than their non-PAT peers."

From: Albritton, S., Klotz, J., & Roberson, T. (2004) The effects of participating in a Parents as Teachers program on parental involvement in the learning process at school and in the home. *E-Journal of Teaching and Learning in Diverse Settings, 1(2)*, 108-208. http://www.subr.edu/coeducation/ejournal/Albritton%20et%20al.Article.htm.

PAT parents read to their children more often and were more likely to enroll them in preschool, both of which increased school readiness.

"...the PAT program was highly effective in helping impoverished parents prepare their children to enter school."(p.81)

From: Pfannenstiel, J.C., Seitz, V., & Zigler, E. (2002). *Promoting school readiness: The role of the Parents as Teachers program. NHSA Dialog: A Research-to-Practice Journal for the Early Intervention Field, 6, 71-86.*

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More details about Parents as Teachers' evidence-based research outcomes from across the U.S.:

Parents as Teachers Helps All Children Enter School Ready to Learn

- 7,710 public school children from a stratified random sample of Missouri districts and schools were examined at kindergarten entry and at the end of third grade. Results showed that participation in Parents as Teachers, together with preschool, not only positively impacts children's school readiness and school achievement scores, but also narrows the achievement gap between children in poverty and those from non-poverty households. With at least 2 years of Parents as Teachers combined with a year of preschool, 82% of poor children were ready for school at kindergarten entry—a level identical to nonpoverty children with no Parents as Teachers or preschool.[i] A reanalysis using a subset of the above data strongly confirmed these findings.[ii]
- Parents as Teachers children showed better school readiness at the start of kindergarten, higher reading and math readiness at the end of kindergarten, higher kindergarten grades, and fewer remedial education placements in first grade.[iii]
- Children in high poverty schools who participated in Parents as Teachers were equivalent to those of children at low poverty schools with no preschool enrichment (Parents as Teachers or preschool). In addition, when children attending high poverty schools participated in both Parents as Teachers and preschool, their scores were

significantly higher than those of children in low poverty schools with no preschool enrichment (Parents as Teachers or preschool).[iv]

- 87% of Native American children served by Parents as Teachers through its Baby FACE program were ready for preschool by age 3.[v]

Parents as Teachers Supports Later School Achievement

- The aforementioned 2007 study of 7,710 Missouri public school children also showed that length of participation in PAT was a significant predictor of children's third grade achievement on the Missouri Assessment Program Communication Arts test.[vi]
- PAT children scored significantly higher on standardized measures of reading and math at the end of first grade than did comparison children. In addition, teachers rated PAT children's achievement progress higher than control group children's progress in all areas.[vii]
- PAT children continued to perform better than non-PAT children on standardized tests of reading and math achievement in second grade. Compared to non-PAT children, PAT children required half the rate of remedial and special education placements in third grade.[viii]

Parents as Teachers Prevents Child Abuse

- The U.S. Advisory Board on Child Abuse and Neglect states, "home visiting and center-based programs with a parental focus can help prevent child abuse and neglect."[ix] The Task Force on Community Preventive Services recommends early childhood home visitation as an effective method for preventing child abuse and neglect.[x]
- In a randomized trial, adolescent mothers who received case management and Parents as Teachers were significantly less likely to be subjected to child abuse investigations than control group mothers who received neither case management nor Parents as Teachers.[xi]
- In another randomized trial, adolescent mothers in an urban community who participated in Parents as Teachers scored lower on a child maltreatment precursor scale than mothers in the control group. These adolescent mothers showed greater improvement in knowledge of discipline, showed more positive involvement with children, and organized their home environment in a way more conducive to child development.[xii]
- Parents as Teachers families had fewer documented cases of abuse and neglect in comparison to the Missouri state average.[xiii]

Parents as Teachers Increases Parental Involvement

- Results of a multi-site randomized trial showed that for families with very low income, those who participated in Parents as Teachers were more likely to read aloud to their child and to tell stories, say nursery rhymes, and sing with their child.[xiv]
- A significantly higher proportion of Parents as Teachers parents initiated contacts with teachers and took an active role in their child's schooling. For example, 63% of parents of Parents as Teachers children versus 37% of parents of comparison children requested parent-teacher conferences.[xv]
- Parents as Teachers parents demonstrated high levels of school involvement, which they frequently initiated, and supported their children's learning in the home.[xvi]
- Parents as Teachers parents read more to their children, use more techniques to support book/print concepts, and have more children's books in the home.[xvii]

Parents as Teachers Improves Children's Health and Development Outcomes

- Annual health and developmental screenings is a core component of Parents as Teachers. Of the 200,000 plus children screened in the most recent program year, 13% were identified with possible health/developmental delays and were referred on for additional follow up services. 70% of those referred received follow-up services.[xviii]
- Children participating in Parents as Teachers were much more likely to be fully immunized for their given age, and were less likely to be treated for an injury in the previous year.[xix]
- At age 3, Parents as Teachers children performed significantly above national norms on a measure of school-related achievement, despite the fact that the sample was over-represented on all traditional characteristics of risk. More than one-half of the children with observed developmental delays overcame these delays by age 3.[xx]

[i] Pfannenstiel, J.C. & Zigler, E. (2007). Prekindergarten experiences, school readiness and early elementary achievement. Unpublished report prepared for Parents as Teachers National Center.
[ii] Zigler, E., Pfannenstiel, J.C., & Seitz, V. (2008). The Parents as Teachers Program and School Success: A Replication and Extension. *Journal of Primary Prevention, 29*, 103-120.
[iii] Drazen, S., & Haust, M. (1995). The effects of the Parents and Children Together (PACT) program on school achievement. Binghamton, NY.; Drazen, S. & Haust, M. (1996). Lasting academic gains from an early home visitation program. Paper presented at the annual meeting of the American Psychological Association, August 1996.
[iv] Pfannenstiel, J. C., Seitz, V., & Zigler, E. (2002). Promoting school readiness: The role of the Parents as Teachers program. NHSA Dialog: A Research-to-Practice Journal for the Early Intervention Field, 6, 71-86.
[v] Research and Training Associates, Inc. (2006). *BIA Baby Family and Child Education Program: 2005 Report. Executive Summary.*
[vi] Zigler, E. & Pfannenstiel, J.C., (2007).
[vii] Pfannenstiel, J. (1989). New Parents as Teachers project: A follow-up investigation. Overland Park, KS: Research & Training Associates.
[viii] Drazen, S., & Haust, M. (1995).
[ix] Panel on Research on Child Abuse and Neglect (1993), p. 169.
[x] Hahn, R.A., Bilukha, O.O., Crosby, A., Fullilove, M.T., Liberman, A., Moscicki, E.K., et al. (2003). First reports evaluating the effectiveness of strategies for preventing violence: Early childhood home visitation. Center for Disease Control, Morbidity and Mortality Weekly Report, 52, 109.
[xi] Wagner, M.M. & Clayton, S.L. (1999). The Parents as Teachers Program: Results from Two Demonstrations. The Future of Children: Home Visiting: Recent Program Evaluations, 9(1), 91-115.
[xii]Wagner, M., Iida, E. & Spiker, D. (2001). The multisite evaluation of the Parents as Teachers home visiting program: Three-year findings from one community. Menlo Park, CA: SRI International.
[xiii] Pfannenstiel, J., Lambson, T., & Yarnell, V. (1991). Second wave study of the Parents as Teachers program. Overland Park, KS: Research & Training Associates.
[xiv] Wagner, M. & Spiker, D. (2001). Multisite Parents as Teachers Evaluation: Experience and outcomes for children and families. Menlo Park, CA: SRI, Int'l www.sri.com/policy/cehs/early/pat.html
[xv] Pfannenstiel, J. (1998). New Parents as Teachers project: A follow-up investigation. Overland Park, KS: Research & Training Associates.
[xvi] Pfannenstiel, J., Lambson, T., & Yarnell, V. (1996). The Parents as Teachers program: Longitudinal follow-up to the second wave study. Overland Park, KS: Research & Training Associates.
[xvii] Research and Training Associates, Inc. (2006); Albritton, S., Klotz, J., & Roberson, T. (2004). The effects of participating in a Parents as Teachers program on parental involvement in the learning process at school and home. E-Journal of Teaching and Learning in Diverse Settings, *1*, 188-208.
[xviii] 2005-2006 Parents as Teachers Annual Program Report.
[xix] Wagner, M., Iida, E. & Spiker, D. (2001).
[xx] Pfannenstiel, J., Lambson, T., & Yarnell, V. (1991).

PAT Alaska

A Special Feature with Information on Parents as Teachers (PAT) Involvement and Early Childhood Development

Update

As a research-based parent education and family support program developed over 20 years ago, evaluation has been integral to the success of the Parents as Teachers program since its inception. The first evaluation of PAT was funded through a contract from the Missouri Department of Elementary and Secondary Education. Subsequent studies have been supported by the State of Missouri and other states, independent school districts, and private foundations. A few studies have been carried out by individual researchers. Overall, evaluations of PAT show these general outcomes for families:

OUTCOME: *PAT Parents are more involved in their children's schooling.*

PAT parents demonstrated high levels of school involvement, which they frequently initiated, and supported their children's learning at home. 95% of PAT parents attended special events at their schools, nearly 67% worked as volunteers in the school or classroom monthly, 75% participated in PTA and PTO meeting, and 67% communicated with their child's teachers by phone on average 4 times a year. Most parents (85%) initiated a contact with the school or teacher. 75% of parents always assisted with home activities related to school work.

Phannenstiel, J. Lambson, T. and Yarnell, V. The Parents as Teachers Program.: Longitudinal follow-up to the second wave study. Overland Park, KS: Research and Training Associates, 1996.

Participating parents were more likely to regard their school as responsive to their child's needs than were parents of comparison group children. 53% of PAT parents rated their district as "very responsive", versus 29% of comparison group parents.

Pfannenstiel, J. and Seltzer, D. Evaluation Report: New Parents as Teachers Project Overland Park, KS. Research and Training Associates, 1985; Phannenstiel, J., and Seltzer, D. New Parents as Teachers: Evaluation of an Early Parent Education Program.. Early Childhood Research Quarterly, 4, 1-18, 1989.

A significantly higher proportion of PAT parents initiated contact with teachers and took an active role in their child's schooling. For example, 63% of parents of PAT children versus 37% of parents of comparison children requested parent-teacher conferences.

Pfannenstiel, J. New Parents as Teachers Project: A Follow-Up Investigation. Overland Park, KS: Research & Training Associates, 1989.

More PAT parents attended parent conferences than parents in the comparison group. 9% of parents of PAT kindergartners "always" attended.

O'Brien, T., Garnett, D.M. and Proctor, K. (2002) Impact of the Parents as Teachers Program. Cañon City, CO (Fremont County) School Year 1999-2000. Center for Human Investment Policy, Graduate School of Public Affairs, University of Colorado at Denver

Parents as Teachers

A fun, early learning program for soon-to-be parents and parents with children up to five years of age.

Research Shows:

PATchildren outscored their peers on measures of school readiness and later school achievement.

PAT children were more advanced than other 3 year-olds in language and social development , problem-solving, and other intellectual skills.

PAT children performed better than non-PAT children in elementary school.

PAT parents took a more active role in special education; lower incidence of abuse and neglect.

What We Do:

Personalized home visits with a certified Parent Educator, trained in child development, who is eager to help give their children the best beginning.

Family Play Times where families can learn new things about children parenting and share experiences with other parents.

Regular Developmental Screenings to ensure children's development is on track and to detect possible delays.

A Resource Network that can help parents find services in their community, if needed, that are beyond what PAT can provide.

How to Contact Us:

Melissa Pickle- PAT Alaska State Coordinator at mpickle@ruralcap.com or (907) 865-7345

OUTCOME: *PAT parents engage in more language- and literacy-promoting behaviors with their children.*

PAT is as effective for the lowest-income families as for those with more moderate incomes. Of particular note were the positive effects on parenting behavior and the impacts made on language-and literacy-promoting behaviors for families with very low income. In families with very low income, those who participated in PAT were more likely to read aloud to their child and tell stories, say nursery rhymes, and sing with their child.

Wagner, M. and Spiker, D. Multisite Parents as Teacher Evaluation: Experience and Outcomes for Children and Families, 2001. www.sri.com/policy/cehs/early/pat.html

PAT parents engaged in a wide variety of activities that supported learning in the home. Over 75% of PAT parents reported taking their child to the library regularly, modeling enjoyment of reading and writing several times a week, and giving children the opportunities to purchase or receive books several times a month.

Phannenstiel, J., Lambson, T. and Yarnell, V. The Parents as Teachers Program: Longitudinal follow-up to the second wave study. Overland Park, KS: Research & Training Associates 1996.

OUTCOME: *PAT parents are more knowledgeable about child-rearing practices and child development.*

Parents who received the neuroscience infused *Born to Learn* curriculum showed improvements in parent knowledge (general development and neuroscience knowledge), parenting behavior, and parenting attitudes.

McGilly, K. (2000) Chicago Born to Learn Neuroscience Project: Final Report to Robert R. McCormick Tribune Foundation. St. Louise, MO: Parents as Teachers National Center, Inc.

95% of parents rate PAT as "very special" and over 85% report that they learned to more effectively interact with their child, understand child development more, and spend more time with their children.

Research and Training Associates (2002) BIA Family and Child Education Program: 2001 Report.

OUTCOME: *PAT children score higher on kindergarten readiness tests and on standardized measures of reading, math and language in first through fourth grades.*

PAT children scored significantly higher on standardized measures of reading and math at the end of first grade than did comparison children. Teachers rated PAT children's achievement progress higher than control group children's progress in all areas.

Phannenstiel, J. New Parents as Teachers Project: A Follow-Up Investigation. Overland Park, KS: Research & Training Associates, 1989.

PAT children were rated by their teachers as performing at high levels of proficiency in all areas assessed. When compared to their grade-level peers, 91% of PAT children were rated by their teachers as equal to or better than average. Overall, the relative level of achievement children demonstrated at age three on completion of the PAT program was maintained at the end of the first/second grade.

Phannenstiel, J. , Lambson, T. and Yarnell, V. The Parents as Teachers Program: Longitudinal follow-up to the second-wave study. Overland Park, KS: Research and Training Associates, 1996.

Third graders who had received PAT services with screening services from birth to age three scored significantly higher on standardized measures of achievement than their non-participating counterparts. PAT children had a national percentile rank of 81, while non-participating students rank of 63 on the Stanford Achievement Test. PAT graduates were less likely to receive remedial reading assistance or to be held back a grade in school. In fourth grade, PAT graduates still scored significantly higher overall and on all Stanford Achievement subtests (reading, math, language, science social studies) than did non-PAT fourth graders.

Coates, D. Early childhood evaluation. Missouri: A Report to the Parkway Board of Education, 1994; Coates, D. Memo on one-year update on Stanford scores of students early childhood evaluation study group; Parents As Teachers program leads to elementary school success, Parkway School District news, Spring, 1997.

Pre-kindergarten assessments showed that compared to matched comparisons, PAT children had better language skills and were twice as likely to be reading-ready by kindergarten.

Drazen, S and Haust, M. Raising reading readiness in low-income children by parent education. Paper presented at the annual meeting of American Psychological Association, August 1993.

PAT children showed better school readiness at the start of kindergarten, higher reading and math readiness at the end of kindergarten, higher kindergarten grades, and fewer remedial education placements in first grade. PAT children continued to perform better than non-PAT children on standardized tests of reading and math achievement in second grade. Compared to non-PAT children, PAT children required half the rate of remedial and special education replacements in third grade.

Drazen, S. and Haust, M. The effects of the Parents and Children Together (PACT) Program on school achievement. Binghamton, NY: Community Resource Center, 1995. Drazen, S. and Haust, M. Lasting academic gains from an early home visitation program. Paper presented at the annual meeting of the American Psychological Association, August, 1996.

Upon entry to kindergarten, PAT children scored significantly higher than children from the comparison groups on measures of language and self-help/ social skills.

Coleman, M. Rowland, B. & Hutchings, B. Parents as Teachers: Policy implications for early school intervention. Paper presented at the 997 annual meeting of the National Council on Family Relations, Crystal City, A, November, 1997; Parents as Teachers: Kindergarten screening final report. Rutherford County, VA: Rutherford County Schools, May 1998.

For all areas of development, teachers rated PAT children higher, with 5 of 8 areas achieving statistical significance. PAT children also had better attendance, with an average of 95%. 65% of the PAT third graders scored in the proficient or advanced categories of the Colorado Student Assessment Program (CSAP) achievement test, as compared to 54% of the comparison group. More than one-fourth of the comparison group scored in the unsatisfactory range on the CSAP, while only 3% of the PAT third graders scored in this range.

O'Brien, T., Garnett, D.M., and Proctor, K. (2002). Impact of the Parents as Teachers Program. Cañon City, CO (Fremont County) School Year 1999-2000. *Center for Human Investment Policy, Graduate School Public Affairs, University of Colorado at Denver.*

Findings from a school readiness assessment project involving 3,500 kindergartners in Missouri showed that Parents as Teachers achieves its goal of preparing children for success in school. Among children whose care and educa- were solely home-based, those whose families participated in PAT scored significantly higher on the School Entry Profile. However, the highest performing children were those who participated in PAT combined with pre-school, center-based child care, or both.

Children from high-poverty schools scored above average on all areas of development when they entered kindergarten with a combination of PAT and any other pre-kindergarten experience (preschool, center-based care, and/or home based care).

Phannenstiel, J. School Entry Assessment Project: Report of Findings, 1999. For the full School Entry Assessment Project report, go to http://www.patnc.org/researchevaluation.asp#beyond.

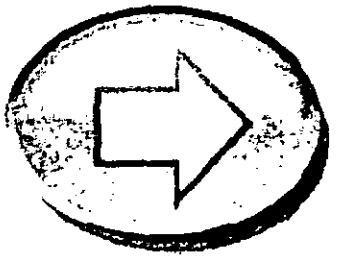
A recently published journal article reports that parent participation in PAT has important effects on children's school rediness and that PAT is "highly effective in helping impoverished parents prepare their children to enter school." The most powerful finding that emerged from the study was that the school readiness scores of children in high poverty schools with no pre-school enrichment (PAT or preschool). In addition, when children attending high poverty schools participated in both PAT and preschool, their scores were significantly higher than those of children in low poverty schools with no preschool enrichment (PAT or preschool).

Phannenstiel, J C., Seitz, V., & Zigler, E. (2002) Promoting school readiness. The role of Parents as Teachers Program. NHSA Dialog: A Research-to-Practice Journal for the Early Intervention Field, 6, 71-86.

Conclusion

In sum, PAT has a long history of evaluation research that reflects positive outcomes for families and young children.

How does PAT meet the definition of scientifically based research?

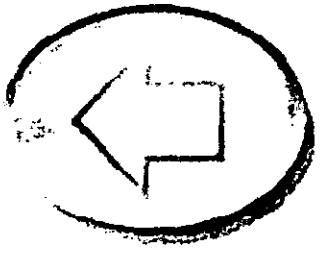


Parents as Teachers Born to Learn curricula content is based on reliable and current research in the areas of child development and neuroscience. The information shared with parents is not anecdotal information, but content based on the key characteristics of reliable research (studies that use the scientific method have been replicated, and generalizable, meet rigorous standards of peer review, and have converging results). Research on brain development confirms the critical nature of the early years. In collaboration with neuroscientists from Washington University School of Medicine in St. Louise, Parents as Teachers National Center, Inc. developed the *Born to Learn* curriculum to translate the latest neuroscience and child development is woven throughout the curriculum and is documented by scientific references.

Parents as Teachers Born to Learn curricula and training address what reliable research has identified as the essential components of school readiness. Based on research in child development and early education, the National Education Goals Panel identified five areas that play key roles in children's success in school. Measures of school readiness, the Panel determined, include physical well-being and motor development, social and emotional development, approaches to learning, language development, and cognition and general knowledge. The ***Born to Learn*** curricula and training are designed to support the development of the whole child and include visit plans and content that address each of these research-based school readiness dimensions.

Parents as Teachers places a premium on the kinds of experiences to which young children are exposed and affirms the crucial role of parents in orchestrating those experiences. Parents are the principle architects of their children's development. Reliable research indicates the important role of parents in young children's lives and that the more extensive the parent involvement in their children's education, the higher the student achievement. The Parents as Teachers model is designed to enhance parents' involvement in their children's education.

How does PAT fit with the No Child Left Behind Act?



- **NCLB empowers parents to get involved in their child's education. PAT engages parents in their child's development and education from the earliest years and increases parental involvement.**
- **NCLB requires stronger accountability for results. PAT has proven effective in increasing a child's school readiness and later school success.**
- **NCLB stresses using scientific -based research. PAT curricula are based on reliable and current research in the area of child development and neuroscience.**

The information in this Update was provided by Dr. Karen Guskin, Research and Quality Improvement Director, Parents as Teachers National Center

Alaska
GOVERNOR'S SUMMIT ON EARLY LEARNING
2007

Recommendations

The Alaska Governor's Summit on Early Learning brought together over 150 Alaskans from a wide variety of sectors across the state to develop recommendations for Governor Sarah Palin's early learning policy agenda. Participants were asked to address these goals:

Goal A **All children, especially those most in need, have access** to early literacy and learning opportunities in their home or in out-of-home settings;
Goal B **These services are coordinated**; and
Goal C **Parents, grandparents, and extended family are engaged** in young children's learning with needed support, resources, and incentives.

After hearing from national speakers on early learning and economic development, brain research and early learning, and early learning public policy, and from Alaskan leaders, participants broke into small groups. Participants discussed how to create a **System Infrastructure** for early learning in Alaska and how to provide early learning opportunities to children **In the Home** and to children in **Programs Outside the Home**. Their top recommendations include the following:

- **Implement a voluntary Quality Rating and Improvement System (QRIS)** which is a method to assess, improve, and communicate the level of quality in early care and education settings (addresses all three goals, and is a priority in the areas of both "System Infrastructure" and "Programs Outside the Home")

- **Conduct a comprehensive public engagement campaign** to inform parents, extended families, community members, and business about the economic and social "return on investment" in the early years and what they can do to support early learning (addresses Goal C, and is a priority in the area of "In the Home")

- **Increase funding for Head Start** to enable more low-income children to participate (addresses Goal A, and is a priority in the area of "Programs Outside the Home")

- **Increase the child care assistance reimbursement rates** (addresses Goal A, and is a priority in the area of "Programs Outside the Home")

Supported By BEST BEGINNINGS Alaska's Early Childhood Investment

- **Increase the eligibility guidelines for child care assistance** so more families can participate in the workforce (addresses Goal A, and is a priority in the area of "Programs Outside the Home")

Other Recommendations

System Infrastructure

- **Provide sustainable state resources** to support early learning (examples are an early learning endowment, a formula for funding, trust fund, or savings account)
- **Develop a public-private entity** to oversee and coordinate early learning activities (examples are the Denali Commission, cabinet level structure, new department, or single coordinating office with multiple departmental linkages)
- **Develop community-level database & coordinated system** to identify services and organizations that provide early learning services across Alaska
- **Conduct community needs assessments** to develop system of support for families and children (multi-agency system and strong community buy-in)

In the Home

- **Encourage employer flexibility and financial assistance** for parents of young children, (examples are tax credits, paid parental leave, parenting resources, flexible schedules, and other family-friendly policies)
- **Provide all parents with access to home-based education and support** (examples are expansion of home visiting, parenting classes, and financial supports)
- **Develop culturally relevant materials** (listening to groups, using technology, have incentives and mechanisms to share, template to produce own materials)

Programs Outside the Home

- **Create a statewide professional development plan** that ensures there are adequate supports to build an early care and education workforce (examples are wage incentive programs and financial supports for education and training)
- **Create a liability insurance pool for child care centers and a health insurance pool for child care workers, with financial support**
- **Provide incentives to businesses** to support the creation and maintenance of quality early care and education programs

EXECUTIVE SUMMARY

Ready to Read, Ready to Learn Task Force Report & Recommendations

Too many of our children are failing in school. The problem begins before age 6. As a result, almost half of Alaska children begin school unprepared to read or learn. They are set up for failure.

Common sense and science tell us we can do much better in preparing young children to be ready to read and ready to learn. It is a societal imperative and our obligation as Alaska's stewards to give our children the opportunity to succeed. Nothing else we do will have a more positive impact on Alaska's economic and social health.

The Alaska Ready to Read, Ready to Learn Task Force has charted a course for success in this report. During deliberations, the 27 members learned:

- Almost half of Alaska children enter school unprepared to read or learn. This is not the child's failure. Society – parents, educators, politicians and professionals – must accept responsibility.
- Scientific research shows critical brain development occurs between birth and age 6. Children are born ready, willing and able to learn.
- Investments in early childhood literacy and learning pay dividends many times over. Children will be more successful in school, be less likely to get into trouble, grow into more productive adults, and contribute to the common good of society. The bottom line: Every dollar invested in quality early learning programs will return $7 to $17.
- Alaska lags far behind most states in addressing early childhood literacy and learning issues.

The Task Force – business, civic, nonprofit, philanthropic, education and government leaders – met from November 2005 through the summer of 2006. In developing their recommendations, Task Force members were advised by Alaska and national experts in early childhood education.

The recommendations lay the foundation for success. There is much work to do and a role for everyone.

THE RECOMMENDATIONS

The Task Force has recommendations in three areas: In the Home, Out of the Home in Child Care & Early Education Programs, and Looking Ahead. The first two focus on children from birth to age 6 in their environments. The third focuses on long-term sustainability of the investment in Alaska's young children.

In the Home

Three recommendations increase early literacy skills, family literacy skills, early learning skills and parenting skills for all populations in Alaska:

1. Increase the engagement of parents, grandparents and extended family in their child's learning by providing resources and incentives.

2. Develop and increase access to quality, culturally engaging reading materials.

3. Increase proven, family centered literacy programs by partnering with other organizations.

Out of the Home in Child Care & Early Education Programs

Four recommendations increase access to voluntary, affordable and quality early care and education:

4. Distribute Alaska's Early Learning Guidelines (ELGs) in family friendly formats.

5. Implement a quality rating system (QRS) to help parents evaluate child care and early learning programs and to guide program improvement.

6. Increase the professional development opportunities and qualifications for early childhood educators and provide appropriate compensation.

7. Develop a statewide system of voluntary and affordable early childhood education.

"If you want to work on the core problem, it's early school literacy."

– James Barksdale, former CEO of Netscape

Looking Ahead

Four recommendations establish a sustainable early childhood literacy and learning system with accountability for outcomes:

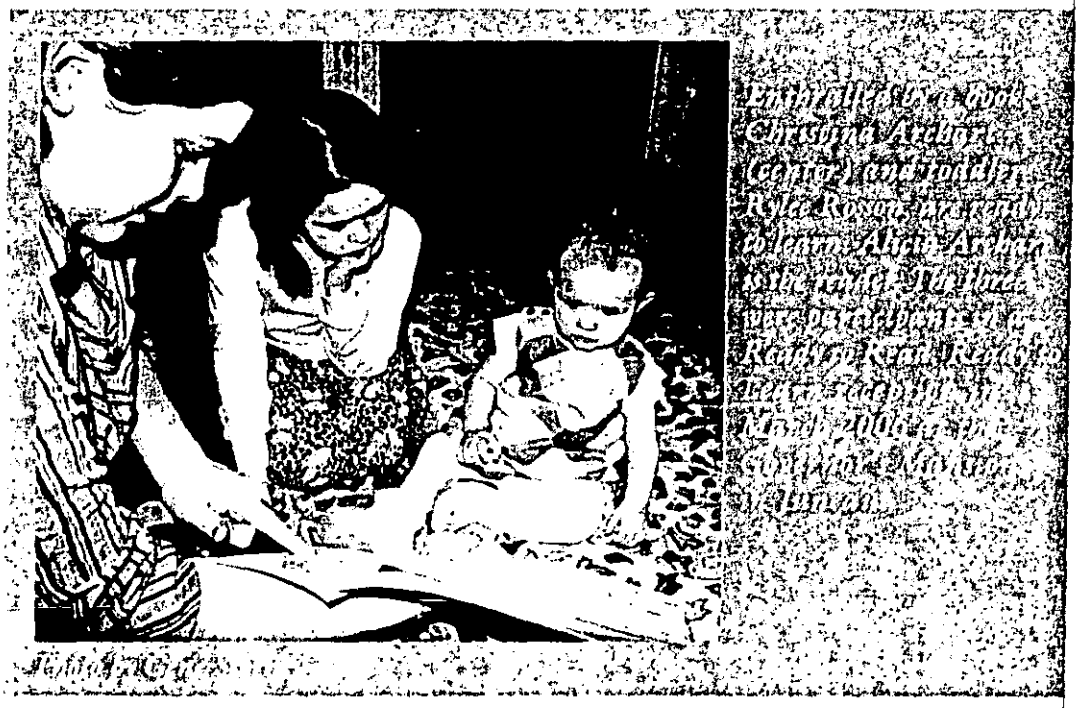
1. Create a commission, council, public-private consortium or other entity to implement Task Force recommendations.

2. Develop a multi-year work plan for implementing recommendations.

3. Educate Alaskans about the social imperative of preparing children from birth to age 6 to be ready to read and learn.

4. Ensure future funding from private, nonprofit, foundation and government sources.

These recommendations chart a course for the future. It is the responsibility of all Alaskans to prepare Alaska's young children to be ready to read and ready to learn.



"A failure establishes only this, that our determination to succeed was not strong enough."

– Christian Nevell Bovee, 19th century author

INTRODUCTION

Goal: Every child in Alaska arrives at school ready to read and ready to learn.

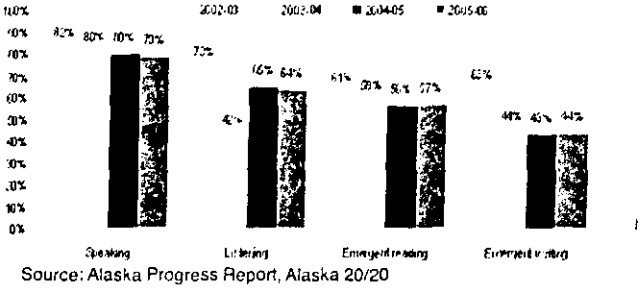
"If you look critically at the failure in our educational system, you must conclude that the child's failure and the school's failure are largely determined before the child enters the educational system at age 6."

– Irving Harris, former CEO, Procter & Gamble

The Problem

Alaska's young children have joined a disturbing national trend. They are entering school less and less prepared to succeed. This is cause for alarm and action. A battery of studies and data reinforce what parents instinctively know: An ill-prepared child is far more likely to fail in school and become a burden on society. Declining pre-kindergarten trends contribute to Alaska's low scores on standardized third-grade tests, poor performance on the High School Graduation Qualification Exams and an unacceptably high dropout rate.

Percentage of Alaska kindergartners showing desired learning and literacy skills.



Source: Alaska Progress Report, Alaska 20/20

The Growing Momentum

Concerned Alaskans met in August 2004 and May 2005 to discuss early childhood literacy and learning. At the May 2005 meeting, Gov. Frank Murkowski embraced the importance of the initiative and supported formation of a grassroots task force. Twenty-seven statewide leaders were assembled to draft a blueprint identifying what Alaskans could and should do to improve school readiness in young children. This report is their response. During the past seven months, the Ready to Read, Ready to Learn Task Force has immersed itself in this foundational issue. It has sought advice from national and Alaska experts, and has digested a large amount of data and research to develop a plan that will work in every community in the state. The plan for success is contained in this report.

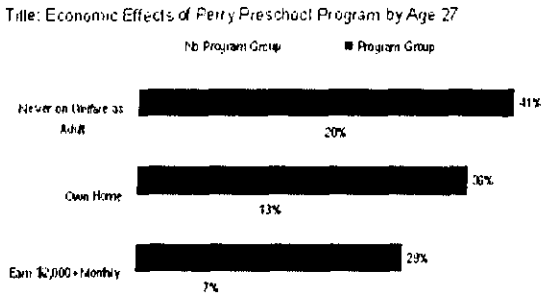
Most Alaskans agree there's a critical need to invest in young children. A report commissioned by the System for Early Education Development (SEED), *"Economic Impact of Early Education and Child Care Services in Alaska,"* found 87 percent of Alaskans surveyed thought early learning and child care were high priorities – higher than state funding for road construction, local government or university education. Only K-12 education rated higher.

Why this age group?

Recent research demonstrates what parents and early childhood educators have known for years: A critical period for brain development occurs between birth and age 6. Parents who read, tell stories and have positive daily interactions with their young child promote the child's brain development. Quality child care and early education do the same. Children gain the skills and confidence they need to succeed from these positive early experiences.

Why is this problem growing?

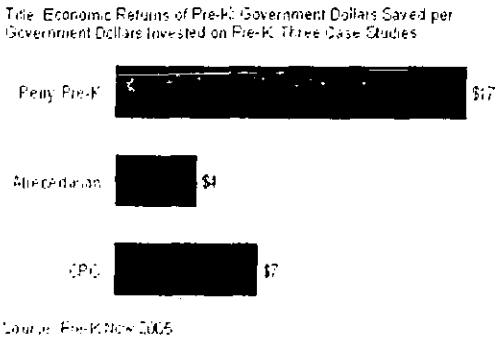
Many factors contribute to this problem. Parents often don't have the tools or resources they need. Being an effective parent takes skills often passed from generation to generation. Alaskans, a highly mobile and migrant population, are frequently separated from this rich source of parenting knowledge. Those who do have access to extended family may still struggle. An increasing need for families to earn multiple incomes places a premium on time, energy and other prerequisites for effective parenting. Also, quality early care and education is not affordable for many parents. Investing time and money in young children can counter this growing problem.



Source: National Institute for Early Education Research

Why is this my problem?

This trend impacts everyone, not just children and their families. Credible long-term studies such as the High/Scope Perry Preschool Project, the Carolina Abecedarian Project and Chicago's Child-Parent Centers (CPC) demonstrate children who are in quality early learning programs have higher literacy skills, increased graduation rates and better attitudes toward school. These children also grow into adults who are less likely to commit crimes, or require welfare assistance and who earn higher salaries.



Source: Pre-K Now 2005

Our children need to acquire the skills to make them successful in life. They represent Alaska's future as parents, employees, employers, citizens and leaders. It is imperative to increase the number of children arriving in kindergarten who are ready to read and learn.

"Today a reader, tomorrow a leader."

– Margaret Fuller, journalist

IN THE HOME

Parents are children's first and best teachers

"What a child doesn't receive, he can seldom later give."

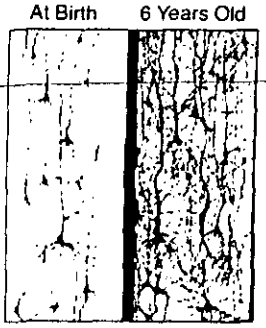
- P.D. James, novelist

Objective: Increase skills in early literacy, family literacy, early learning and parenting for all populations in Alaska.

We cherish the memories of stories told by our parents or of the books they read to us. Our child's delight and excitement captivate us as we pass down those stories and read some of the same books to them. These are precious moments of learning shared between a parent and a child. As parents, we are our children's first and best teachers.

We intuitively know these interactions within the family are critical in preparing children to read and learn. No technology or machine can replace this human process passed from one generation to the next. Some parents and families, however, need help in meeting the challenges of raising young children and fulfilling the role of first teacher. It is in Alaska's best interest to help.

Parents want their children to have a good start in life. Most parents are aware children learn from birth. What they may not know is how much the brain and lifelong learning capabilities develop in the first six years. Research shows brain connections grow dramatically from birth to age 6. Children need quality early literacy and learning environments during this period.



SYNAPTIC DENSITY: Synapses are created with astonishing speed in the first years of life. The more positive learning experiences children have, the more connections between brain cells will be made. This increases their ability to learn.

Drawing by H.T. Chugani

Task Force recommendations:

- Increase the engagement of parents, grandparents and extended family in their child's learning by providing resources and incentives.

- Develop and increase access to quality, culturally engaging reading materials.

- Increase proven, family centered literacy programs by partnering with other organizations.

Increase the engagement of parents, grandparents and extended family in their child's learning by providing resources and incentives.

Quality information about parenting should be available to all parents. This should be provided through parent resource centers, libraries, web sites, wellness visits with health care providers and other community sources. One example is the Ready To Learn Service provided by KAKM-TV, which offers educational television, outreach to parents and free children's books. These books help families build a home library. Incentives, including vouchers for goods and services, could be used to encourage parents and family members to seek these resources.

Develop and increase access to quality, culturally engaging reading materials.

Access to reading materials is an essential ingredient for early literacy and learning development. Many Alaska communities, particularly those in remote or rural areas, don't have bookstores or libraries with adequate collections. This limits available reading materials for families.

In both Alaska's rural and urban communities, there are few children's books that reflect the state's diverse cultures and life. Research shows young children learn best when books are relevant to their lives. It is important more reading materials be written and published that speak to the families of today's young children in Alaska.

Increase access to family centered literacy programs by partnering with other organizations.

Family centered literacy programs build literacy skills of parents and children. There are many such programs across Alaska; more are in use nationwide. The Task Force recommends selection of programs and approaches that can be shown to work best in Alaska settings. They can be made available statewide by partnering with existing organizations.

End Results

We'll know we're successful in improving childhood literacy and learning skills in the home when:

- Parents and extended families are actively engaged in developing their children's literacy and learning skills.
- All homes and community and school libraries have and share abundant, quality and culturally engaging reading materials for young children.
- Research-based family literacy programs are available in all communities and are affordable for those who want to use them.
- Community leaders and community organizations join to support and promote family literacy.
- Alaskans know what literacy and learning skills are necessary for children to enter school ready to read and ready to learn.

"No skill is more crucial to the future of a child, or to a democratic and prosperous society, than literacy."

– Los Angeles Times, "A Child Literacy Initiative for the Greater Los Angeles Area"

OUT OF THE HOME

Quality child care & early education programs promote successful children

"I love to see the spark in a child's eye when they accomplish something they haven't done before."

– Staff member, Clinton Early Learning Center, Clinton, NY

Objective: Increase access to voluntary, affordable and quality early care and education.

Today's reality is that many young children will spend more waking hours in child care and early learning settings than with their families. For many children this experience begins in infancy and continues until they enter school. These critical early experiences shape who these children become and how they learn.

If we nurture and teach our children at home, we should expect the same positive learning environment outside of the home. Research surrounding the significance of quality early childhood education on children's later development is indisputable. Alaska, however, is just beginning to look comprehensively at how to improve the early learning experience for children and families. One idea is to provide guidelines for parents and early educators about what young children should know and be able to do. Another is to help parents identify quality child care programs.

Child care affects many of our children. There were approximately 63,000 children younger than age 6 in Alaska in 2004, according to the SEED report. Approximately 60 percent were in child care or early education settings. The numbers can be expected to increase with Alaska's population growth and exacerbate the current shortage of spaces in those programs.

Young families at the beginning of their earning potential wrestle financially with child care and early learning costs. Many parents already are paying what they can afford. Also, those providing the care often aren't earning a living wage. The low pay and lack of benefits lead to an unacceptable turnover rate among child care providers, who often enter the field with minimal skills and education.

The high turnover and resulting inconsistency of caregiving also have negative effects on a child's development. Research shows the younger the child, the higher the impact on long-term learning by caregiver changes.

As a public investment, early childhood development pays better returns than most, up to $17, according to the Federal Reserve Bank of Minneapolis. Research such as this led the Bill & Melinda Gates Foundation to substantially invest in early childhood learning in Washington State. The foundation looked at what could be

done to have the greatest impact on children who were failing and becoming dropouts. They saw it was in early care and education. As a result, the Gates Foundation pledged $9 million for early learning initiatives.

Task Force Recommendations:

1. Distribute Alaska's Early Learning Guidelines (ELGs) in family friendly formats.

2. Implement a quality rating system (QRS) to help parents evaluate child care and early learning programs and to guide program improvement.

3. Increase the professional development opportunities and qualifications for early childhood educators and provide appropriate compensation.

4. Develop a statewide system of voluntary and affordable early childhood education.

Distribute Alaska's Early Learning Guidelines (ELGs) in family friendly formats.

ELGs help parents and caregivers understand the expectations for children's development and learning. They spell out goals for what young children should know, understand and be able to do at critical stages of development. The State Board of Education and Early Development recently endorsed Alaska's ELGs. The Task Force recommends ELGs be published in multiple languages, in easy-to-read formats and be made available to families with young children through early care and education programs, pediatricians, libraries, businesses and online.

Implement a quality rating system (QRS) to help parents evaluate child care and early learning programs and to guide program improvement.

A QRS is a tool to help parents evaluate the quality of child care and early learning programs, a difficult task without some guiding criteria. It serves as a consumer guide, a benchmark for child care improvement and an accountability measure for funding. Criteria include ratio of teachers to children, family involvement and the skill and education level of the staff. A QRS also instills market-based motivation for fostering improvements by the program providers. Many states have implemented a QRS. The Alaska Department of Health and Social Services is in the early stages of developing a statewide QRS.

Increase the professional development opportunities and qualifications for early childhood educators and provide appropriate compensation.

Early educators need greater access to professional development offered through a variety of delivery systems. These must address the challenges faced by providers across the state, whether in rural or urban communities, such as long workdays, inflexible schedules and too few opportunities to access training.

Based on significant research, many states support increased wages for child care providers to improve recruitment and retention. Most importantly, it improves child outcomes. Alaska should do likewise.

Develop a statewide system of voluntary and affordable early childhood education.

Thirty-eight states have implemented a model of state-funded pre-kindergarten, not including Head Start. (Alaska is not one of them.) These states provide funding for pre-kindergarten in a variety of ways and utilize approaches that meet their needs within financial and political constraints.

The Task Force recommends Alaska develop a system of affordable and voluntary early childhood education. Such a system could provide handsome returns on the investment.

The Task Force further recommends community-based discussion to design a system that is effective in both urban and rural areas. To begin shaping that discussion, the Task Force has identified elements key to the design of any system. They are:

- The approach is voluntary and parents retain the choice of whether to have their children participate.
- Families can select a pre-kindergarten program from available choices, including those privately owned, faith-based, run by the community, operated by nonprofit organizations or are part of public-school systems.
- Local leaders and families actively participate in developing effective pre-kindergarten options.
- Families are provided with financial support or incentives.
- The system is phased in to allow communities and programs time to ensure appropriate planning.

End Results

We'll know we're successful in improving childhood literacy and learning outside of the home when:

- Parents are educated consumers of child care and early learning programs.
- The quality of child care and other early learning settings improves.
- Quality early childhood education is available and affordable for all children from birth to age 6.
- Alaskans recognize the importance and value of early childhood education.

"There is no substitute for books in the life of a child."

– Mary Ellen Chase, author and educator

LOOKING AHEAD

Turning the vision into a reality

Vision without action is a daydream. Action without vision is a nightmare
– Japanese Proverb

Objective: Establish a sustainable early childhood literacy and learning system with accountability for outcomes.

This report completes the job of the Task Force. The work, however, has just begun. The recommendations in this report will not become reality without an ongoing effort to keep the Ready to Read, Ready to Learn issue high on Alaska's agenda.

Task Force recommendations:

1. Create a commission, council, public-private consortium or other entity to implement Task Force recommendations.
2. Develop a multi-year work plan for implementing these recommendations.
3. Educate Alaskans about the social imperative of preparing children from birth to age 6 to be ready to read and learn.
4. Ensure future funding from private, nonprofit, foundation and government sources.

Create a commission, council, public-private consortium or other entity to implement Task Force recommendations.

Alaska has benefited from the work of many people involved in early childhood issues, but there hasn't been a unified voice. Interested parties include the business community, philanthropies, government agencies, the nonprofit sector and, most importantly, parents. Other states have created a body to govern or oversee early learning activities. Through the Task Force efforts, Alaska is on track to establish an entity that will ensure a comprehensive, coordinated approach to improve early literacy and learning.

Develop a multi-year work plan for implementing recommendations.

This report to the public, the governor and elected officials is the first step in a work plan that covers several years. Key elements of the work plan developed by the Task Force include:

- Launch a public education campaign.
- Obtain public feedback on early literacy and learning initiatives.
- Develop resources to assist families with early childhood learning.
- Support work on a QRS.
- Distribute and encourage the use of ELGs.
- Develop a voluntary and affordable early childhood education system statewide.

Educate Alaskans about the social imperative of preparing children from birth to age 6 to be ready to read and learn.

A critical element in this effort is educating Alaskans about the importance of early childhood literacy and learning. A long-term public education campaign is needed to help Alaskans understand this issue is a societal imperative. This campaign will involve partnering with Alaska's media outlets and collaborating with funding sources to develop a campaign specific to Alaska. It must be culturally relevant and engaging. It should raise awareness of this unparalleled opportunity to improve school readiness for Alaska's young children.

Ensure future funding from private, nonprofit, foundation and governmental sources.

Funding is essential in moving this effort forward. Resources currently are provided by a partnership that includes private business, nonprofits, foundations and government. This cooperative partnership will continue and can leverage support from additional funding sources.

End Results

We'll know we've successful in making the vision a reality when:

- There is an entity to guide and implement Task Force recommendations.
- Funds are obtained and maintained to support early literacy and learning.
- Early childhood learning is a societal imperative in Alaska.
- Children arrive at school ready to read and ready to learn.

PARTNERING FOR SUCCESS

Young children & families need everyone's support

"If you do not seek out allies and helpers, then you will be isolated and weak."

– Sun Tzu, 6th Century BC Chinese philosopher

There is work for everyone to do. Just as these recommendations are the result of Alaska's many sectors coming together around an important issue, so too will the future of this effort depend upon the commitment of all Alaskans. Here are some of the ways we can support the effort to improve the school readiness of Alaska's youngest children.

Business

It is in the long-term interest of businesses to support school readiness, as it helps assure tomorrow's work force has the skills to be successful in a competitive world. Employers should consider providing supports such as flexible leave, health benefits and subsidies to help employees with young children balance the demands of work and family. Research shows employers who provide such supports have higher retention rates, greater employee loyalty and increased productivity. A growing number of Alaska employers are making these investments. BP Alaska, Credit Union 1 and Providence Alaska Medical Center are just a few who have demonstrated their commitment to parents with young children by providing quality, on-site child care for employees. Other Alaska companies also support families with young children.

Nonprofits

The nonprofit sector can provide leadership and administrative support for this initiative. These organizations understand community dynamics and can mobilize people into action. The Alaska Humanities Forum, United Way of Anchorage's Success By 6 Initiative, Child Care Connection, Inc. and First Alaskans Institute are committed to supporting implementation of the recommendations in this report. Other nonprofits are encouraged to join.

Foundations

The support and leadership of the Rasmuson Foundation and The CIRI Foundation in this initiative demonstrate philanthropic resources can help bring about change. This sector can galvanize financial and intellectual resources, command the attention of Alaska's political leadership, foster research and pilot demonstration projects to move this effort forward.

Government

The Federal Reserve Bank study shows the economic impact of supporting early learning and how government can save money by investing in young children. The SEED report shows the public overwhelmingly supports government investment in early childhood education. The State of Alaska has committed funding to support the Ready to Read, Ready to Learn recommendations. Government at every level must recognize supporting early childhood learning is a good investment. For example, publicly funded libraries are a mainstay in early literacy and learning. Children who have the ability to learn and succeed will contribute to the long-term economic and civic vitality of their local communities and Alaska.

Faith-Based Community

Alaska's faith-based community plays an important role for young children and their families through child care, early learning programs and support for families. These efforts will ensure more children will arrive at school ready to read and learn.

END RESULTS

We'll know we're successful when . . .

- Parents and extended families are actively engaged in developing their children's literacy and learning skills.
- All homes and community and school libraries have and share abundant, quality and culturally engaging reading materials for young children.
- Research-based family literacy programs are available in all communities and are affordable for those who want to use them.
- Community leaders and community organizations join to support and promote family literacy.
- Alaskans know what literacy and learning skills are necessary for children to enter school ready to read and ready to learn.
- Parents are educated consumers of child care and early learning programs.
- The quality of child care and other early learning settings improves.
- Quality early childhood education is available and affordable for all children from birth to age 6.
- Alaskans recognize the importance and value of early childhood education.
- There is an entity to guide and implement Task Force recommendations.
- Funds are obtained and maintained to support early literacy and learning.
- Early childhood learning is a societal imperative in Alaska.
- Children arrive at school ready to read and ready to learn.

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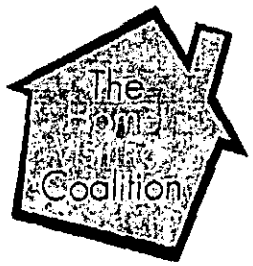

EDUCATION BEGINS AT HOME ACT (S. 667/H.R. 2343)

What is the "Education Begins at Home Act"?

The Education Begins at Home Act (S. 667 and H.R. 2343) is legislation reintroduced in the 110th Congress on February 16, 2007 by Senator Bond (MO) and Senator Clinton (NY) and on May 16, 2007 by Representative Davis (IL) and Representative Platts (PA). It is intended to give many more children a quality early childhood experience through the provision of home visitation services. The new funds will help states to establish or expand quality home visitation programs already underway in communities, and will target some specific groups of children and families for assistance. The legislation has been referred to the Senate Committee on Health, Education, Labor and Pensions and to the House Education and Labor and House Armed Services Committees.

What does the "Education Begins at Home Act" do?

The legislation will establish the first dedicated federal funding stream to support parents with young children through quality home visitation at the state and local level.

Specifically, the bill will:

- Provide $400 million over 3 years to states to expand access to parent education and family support services through quality early childhood home visitation programs;
- Provide $50 million over 3 years to partnerships at the local level to expand early childhood home visitation services to families with English language learners;
- Provide $50 million over 3 years to provide early childhood home visitation services to families with a family member in the Armed Forces; and
- Strengthen the early childhood home visitation component of Early Head Start.

Why is early childhood home visitation important?

The home is the first and most important learning environment for children, and parents are their child's most influential teachers. Home visitation delivers parent education and family support services directly to parents with young children, providing guidance on how parents can enhance their children's development from birth through kindergarten entry.

Home visitation is an effective, research-based and cost-efficient way to bring families and resources together to ensure that children grow up healthy and ready to learn. This legislation builds on existing models of quality early childhood home visitation programs, which together can help to meet the special needs of different children and families. This legislation will help states to create a system of early childhood home visitation that will ensure that families are receiving the most appropriate services to meet their needs.

What kinds of outcomes could one expect from early childhood home visitation programs?

A number of quality early childhood home visitation programs have yielded a range of positive outcomes for children and families. Because they have different areas of focus, different models may have a stronger impact on some outcomes than others, including:

- ***Improved children's readiness for school and success in school*** – Children whose parents participated in a quality home visitation program showed improved school readiness scores and higher scores on achievement and standardized tests and increased high school graduation rates.[1]
- ***Improved child health and development*** – Families who received quality home visitation were more likely to seek prenatal and well-child care and to have their children immunized.[2]
- ***Improved parenting practices*** – Parents participating in quality home visitation demonstrate more knowledge about child-rearing, have better communication skills and have less parenting stress.[3]
- ***Reductions in child maltreatment*** – Parents participating in quality home visitation had more age-appropriate expectations of their children and used more positive discipline. These indicators are which is important because a lack of appropriate expectations and use of negative discipline are shown to be precursors to abuse. In fact, the research shows fewer documented cases of abuse and neglect among children who received home visiting services .[4]

Under this legislation, what families will be eligible for home visitation services?

An eligible family is defined as a woman who is pregnant and the expectant father, and a parent or primary caregiver, including foster parents, kinship caregivers and certain non-custodial parents of a child until the child enters kindergarten. If they wish, states will be able to further define which families they serve with these new funds.

How will the funding be administered?

At the federal level, the Department of Health and Human Services (DHHS), in collaboration with the Department of Education, will make grants to states to establish or expand quality programs of early childhood home visitation. The funds can be used to supplement, not replace, existing state and local services for families. In each state, the

Governor will identify a state agency to take the lead in delivering early childhood home visitation services under this program.
Grants to serve families with English language learners will be made directly from DHHS to local entities. Grants to serve military families will be made by the Department of Defense to local entities.

How will funding be allocated to states?

Funds will be allocated to states based on the number of children from birth through age 5 who reside in that state, compared to the number of children of those ages who reside in all States that receive funds for the fiscal year. However, no state can receive more than $20 million in one fiscal year.

What will states be required to do to receive the funding?

To receive a state grant, a state will be required to submit an application that includes:

- A ***needs assessment*** describing the existing quality and capacity of early childhood home visitation programs and the families being served, and identifying gaps in services.
- A plan for ***how the state will implement one or more early childhood home visitation programs*** that help fill in its identified service gaps.
- A description of ***how the state will build on and promote collaboration among existing early childhood home visitation programs*** to ensure families are getting the most appropriate services to meet their needs.
- A description of ***how the state will promote channels of communication between staff of early childhood home visitation programs and staff of other early childhood education and early intervention programs*** such as Head Start, preschool programs, child care programs, and programs operating under the Individuals with Disabilities Education Act.
- A plan for providing ***training and technical assistance*** to staff of early childhood programs.

An ***evaluation plan*** that demonstrates how outcomes will be tracked and measured in the areas of: parent knowledge; children's health, cognitive, language, social-emotional and physical development indicators; child maltreatment indicators, school readiness indicators; and links to community services.

For what will states be able to use the funding?

States will be able to use the funding to:

- Provide eligible families with ***voluntary early childhood home visitation*** on at least a monthly basis, with a greater frequency for those families identified with additional needs;
- Offer ***annual health, vision, hearing and developmental screening*** for eligible children;

- Provide ***referrals*** for eligible families, as needed, ***to additional resources;***
- Offer ***group meetings*** to further enhance the information and skill-building addressed during home visits;
- Provide ***training and technical assistance*** to early childhood home visitation and early childhood care and education staff (required set-aside of 10%); and
- ***Coordinate various models of early childhood home visitation, early childhood education and care and early intervention*** to ensure families are receiving the most appropriate and effective services to meet their needs.

Are states required to use these funds for a particular home visitation model?

The legislation refers to establishing or expanding quality programs of early childhood home visitation. It is not limited to one particular model of service; instead the legislation details some of the characteristics of quality home visitation programs and limits the use of funds to programs with these components. A state will determine which model or models to utilize that meet those characteristics and best meet the needs of their families.

How will the implementation of quality home visitation programs be assured?

The legislation ensures implementation of quality home visitation programs through the application process, requirements regarding uses of the funds, and required evaluations and reporting. In particular:

- ***Applications will be reviewed by a peer review panel*** that includes representatives with backgrounds in the fields of home visitation and early childhood development
- States will be required to ***reserve 10 percent of the grant funds to provide training and technical assistance*** on topics such as effective methods of parenting education, home visiting and promoting early childhood development
- Grantees (state or local entity) will be ***required to provide a minimum of monthly visits***, with a greater frequency of services provided to families identified with additional needs
- Grantees (state or local entity) will be ***required to implement home visitation models that provide certain services*** as part of any home visit, such as providing parents with knowledge about age-appropriate child development and the skills to interact with their child to enhance age-appropriate development.
- Grantees (state or local entity) will be ***required to conduct an annual evaluation that includes tracking outcomes*** in the areas of: parental knowledge of early learning and development; child health, cognitive, language, social-emotional and physical development indicators; child maltreatment indicators; school readiness indicators; and links to community services.
- ***DHHS will be required to conduct an independent evaluation*** that, among other things, will track how grant funds have expanded access to early childhood home visitation programs, numbers of families served, impact of services on desired outcomes, the effectiveness of home visiting on different populations, the

effectiveness of training and technical assistance and will make recommendations for strengthening or modifying the Act.

What will be the reporting requirements for grantees?

State and local grantees will be required to submit an annual report to the Secretary. The reports will include a description of:

- the actual services delivered under the grant;
- outcomes for children and families served;
- the research based instruction, materials, and activities used; and
- the effectiveness of the training and technical assistance.

State reports must also include the following:

- after the second year of the grant, the results of the evaluations; and
- the annual program implementation costs, including the cost of providing services per family.

In addition, the Secretary will conduct an independent evaluation of the effectiveness of the Act.

Why include a section on strengthening Early Head Start?

Early Head Start is currently the largest federally-funded program that provides home visitation services to parents with young children. The proposed enhancements to the Early Head Start program are intended to incorporate best practices from the field of home visitation into the existing program.

Why is special attention given to families with English Language Learners and to military families?

Military families and families with English language learners face unique challenges when raising young children. Military families are frequently relocated and are often stationed far away from their natural support system of family and friends. Parents who serve in the military may also be separated from their spouses and children for long periods of time due to deployment. Parents who are English language learners must acclimate to a new country and culture, and learn how to navigate our education, health and social service systems. This legislation will target funding to help promote innovative home visitation approaches that will effectively reach and serve these families with unique needs.

[1] Pfannenstiel, J.C., Seitz, V., & Zigler, E. (2002) Promoting school readiness: the role of the Parents as Teachers Program. *NHSA Dialog: A Research-to-Practice Journal for the Early Intervention Field, 6, 71-86*; Arkansas Statewide Study of HIPPY, 1999, conducted by Dr. Robert Bradley of the University of Arkansas; Levenstein, P., Levenstein, S. & Oliver, D. (2002), First grade school readiness of former child participants in a South Carolina

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[2] Berkenes, J.P. (2001), HOPES Healthy Families Iowa FY 2001 Services Report; Klagholz & Associates (2000), Healthy Families Montgomery Evaluation Report Year IV; Greene et al. (2001), Evaluation Findings of the Healthy Families New York Home Visiting Program; Katzev, A., Pratt, C. & McGuigan, W. (2001), Oregon Healthy Start 1999-2000, Status Report.

[3] Pfannenstiel J. & Seltzer, D. (1989) New Parents as Teachers: Evaluation of an Early Parent Education Program, *Early Childhood Research Quarterly*, 4, 1-18; Wagner, M., Iida, E. & Spiker, D. (2001) The Multisite Evaluation of the Parents as Teachers Home Visiting Program: Three-Year Findings from One Community; Administration for Children and Families (2003) *Research to Practice: Early Head Start Home-Based Services*, Washington D.C.: DHHS,; Galano J. & Huntington, L. (1997) Year V Evaluation of the Hampton, Virginia Healthy Families Partnership; LeCroy & Milligan Associates, Inc. (2001) Healthy Families Arizona Evaluation Report; McLaren, L. (1988) Fostering mother-child relationships, *Child Welfare*, 67, 35-365.

[4] Centers for Disease Control and Prevention (2003) First reports evaluating the effectiveness of strategies for preventing violence: early childhood home visitation and firearms laws. Findings from Task Force on Community Prevention Services MMWR 52 (No. RR-14); Wagner, M., Iida, E. & Spiker, D. (2001) *The Multisite Evaluation of the Parents as Teachers Home Visiting Program: Three-Year Findings from One Community*. Menlo Park, CA: SRI International.

For more information about the collaborative work of these home visiting programs please contact:
Healthy Families America (312) 663-3520 www.healthyfamiliesamerica.org
Home Instruction for Parents of Preschool Youngsters (HIPPY) USA (212) 532-7730 www.hippyusa.org
Parents as Teachers (314) 432-4330 www.parentsasteachers.org
The Parent-Child Home Program (516) 883-7480 www.parent-child.org

Support the Education Begins At Home Act (EBAH)
S. 667/H.R. 2343
Senators Bond (R-MO) and Clinton (D-NY)
Representatives Davis (D-IL) and Platts (R-PA)

Home visiting delivers early education and support to families where they are—in their homes and on their terms. Through stand-alone programs or in partnership with center-based services, voluntary home visiting educates families, brings them up-to-date information about health, child development and school readiness, works with them to develop their child's literacy and language skills, and connects them to critical services. Home visiting is a bridge that links the resources of the community with the comfort of the home environment, empowering even hard-to-reach parents to build a better future for themselves and their children.

Home Visiting Is Based on Prevention

Home visitation is designed as part of a model of prevention. Home visitation aims to keep families safe, healthy, self-sufficient, and connected to support resources. This approach serves not only families directly, but broader communities as well; over time, the initial investment in home visitation serves to reduce future costs associated with health care, social services, criminal justice, special education, high school drop-outs and the child welfare system.

All home visiting programs focus on either pregnant women and/or parents with young children, age 0-5. While some home visiting programs target families deemed "at risk," all programs focus on parents, because of the parents' profound effect on their children's earliest years of life, and the crucial role they play on their children's future.

The Cost Effectiveness of Investing in Parents

In many ways, parenting is more difficult than ever before. Yet despite the overwhelming importance of parenting in the early years of a child's life, as a nation we invest few public resources on improving parenting practices through parent education and parent support.

In response, EBAH establishes the first dedicated federal funding stream to support the parents of young children through quality home visitation. In so doing, EBAH makes an early investment in parenting to help ensure healthy child development, school readiness and school success and stem the tide of a whole host of health care, social service, criminal justice, special education and child welfare costs in the future. Understanding that families with English language learners or with a parent in the military may face additional challenges, EBAH specifically targets funds for these families.

EBAH's Quality Controls

EBAH strives to insure that only the highest-quality programs are funded. To be eligible for grant funds, the Governor must designate a lead state agency such as the State education agency or State health and human services agency to carry out grant activities. Expert panels review and evaluate the quality of applications and make recommendations to the Secretary based on this review. Federal grants may only be used to fund home visitation programs that are grounded in empirically-based knowledge on home visiting and linked to determined outcomes. States are required to monitor program implementation to assure fidelity to the specified model. Programs must employ well-trained and competent staff and show strong organizational capacity to implement the program involved. In addition, participating home visitation programs must employ a solid referral network to other community resources and supports. Finally, EBAH requires independent evaluations at the state and federal levels, at the end of the grant's second year, which will assess outcomes consistent with program goals.

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PARENT HANDOUT

Helping Your Child Learn About Shapes and Space

Understanding shapes and developing spatial sense will help your child learn geometry when he gets older.

The experiences he has during these early years form important pathways in his brain. The more times these pathways are used the more efficient they become. Young children generally learn about shapes and space in a specific order. They learn by

- exploring and using solid (three-dimensional) shapes in play
- matching solid objects to pictorial (two-dimensional) shapes.
- identifying and naming pictorial shapes.

Math is learned in a sequence. If you miss a step, it becomes difficult to grasp later concepts in the sequence. Many parents start with the last step in the above sequence when they teach their children shapes. If your child has not had enough experience exploring solid shapes he may have trouble identifying and naming pictures of shapes in books. Even if he is able to memorize the names of shapes he may not have the understanding of them that will help him later in school.

What you can do

You can help your child by providing solid objects that represent shapes. With a little creativity you can find objects around your house. Cans of food are cylinders, balls are spheres, party hats are cones, boxes or blocks are cubes or rectangular prisms. At first your child will use his own words to describe the shapes of objects (ball-shaped or round, box-shaped, ice cream cone-shaped), but if you use the correct geometric terms he will become familiar with them.

When your child explores solids during play and everyday activities he learns that round objects roll, that flat ones can be stacked, that nesting toys are similar in shape and are graduated in size, and that puzzles consist of various shapes that fit together. When he creates shapes from play dough or pipe cleaners, he sees and feels their characteristics. Eventually he learns that shapes have specific necessary attributes. For instance, he learns that cones can vary in size, color, material, and weight, but they must have a circle on one end and a point on the other.

Another understanding your child will need for the study of math is spatial sense (a feel for his surroundings and the objects in them). Experiences that focus on direction, position, and relative shapes and sizes will help your child develop this sense. When he runs, climbs, swings, slides, plays with blocks, and puts puzzles together he is developing spatial sense. Using words to describe positions in space (for example, on, under, over, off, top, bottom, through, beside) of both your child and of objects he sees will help him understand their meanings. You can say, "You are on the slide. You put the doll under the blanket. I am standing beside the chair."

Ready for pictures

Once your child is familiar with solid shapes and their characteristics, he is ready to learn pictorial shapes (for example, circle, triangle, square, rectangle, oval). To help him make the move from objects to pictures, you can give him opportunities to trace around the solid objects so he can see how they look on paper. An easy way to do this is to help your child make solid shapes from playdough, use a plastic knife to slice them in half, and then match them to corresponding pictures. Dipping three-dimensional objects into paint and making prints with them also helps children understand the connection between solid items and their pictorial representations.

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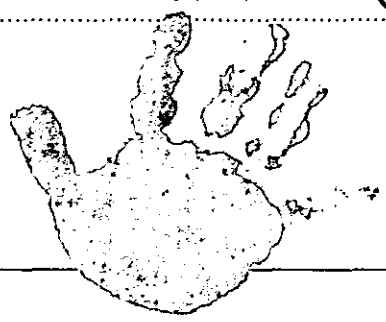

GAMES TO PLAY

There are many fun ways to give your child opportunities to learn shapes and to develop spatial sense. Provide blocks and puzzles in a variety of shapes and store them where your child can easily get to them. Ask your child to find specific shapes in your home or outside. Talk with him about how the shapes are alike and different.

- Make common shapes with your child—first three-dimensional, then two-dimensional. There are many ways to make two-dimensional shapes, including play dough, cookie dough, sponges, wet sand, toothpicks and marshmallows, pipe cleaners, heavy string, and even your bodies. You and your child can make 2-dimensional shapes using crayons, finger paint, markers, chalk, and other drawing materials. Have your child describe the shapes he makes so he becomes familiar with terms such as round, flat, corners, curved, sides, and cone.
- Playing with toys that are made up of parts that can be combined into a whole is a good way to help children understand shapes and space. These include dolls with clothes, models that come apart, blocks, Legos, puzzles, and paper dolls with clothes. Folding and cutting activities, such as making a snowflake, are helpful. Other suggested toys include nesting cups or boxes, cups or pitchers for sand and water play, and games that use a grid system (such as tic-tac-toe).
- Play a game of Simon Says with your child. Give him instructions that involve positional words, such as "put your hands *on* your hips, *over* your head, *under* your chin." Set up an obstacle course in which your child will crawl *under* a table, *over* a cushion, *through* a box. These activities help him develop spatial sense.
- Hold a stuffed bear or other animal over a basket and ask your child, "Where is the bear?" See if he can tell you it is over the basket. Move the bear to another position (for example, beside or next to the basket), and repeat the question. Continue the game, asking your child to describe the bear's position in relation to the basket (for example, *in* the basket, *under* the basket, or climbing *up, down,* or *across* the basket). A variation of this game is to take turns with your child tossing a beanbag at a basket and describing where it lands.
- Put an object that represents a solid shape (for example, square block, cone-shaped party hat, small can, ball) into the toe of an athletic sock or paper bag. Have your child reach into the sock and guess the shape. Tell him to describe what the shape feels like before he looks at it. Let him choose a different shape to put in the sock for you to guess. Continue taking turns guessing and describing the shapes.
- With your child, make pipe cleaners into various shapes and use them to blow bubbles. What shapes are the bubbles? Your child will discover that the bubbles always turn out to be spheres, but will have fun trying.

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Parents as Teachers

PARENT HANDOUT

Intellectual Development

YOUR CHILD – 4 YEARS

Look for your child to	Ways you can help
MATCHING, SORTING AND CLASSIFYING	
Put things into groups according to shape, size, or length.	Help your child start collections: rocks, leaves, bottle caps, buttons. Talk about how he might organize them. Use comparing words: bigger, smaller, longer, shorter.
Find which thing or picture does not belong.	Set out four items—three that are similar/same, and one that is different. Try a knife, fork, spoon, and crayon.
Sort things or pictures into two groups, according to category.	At the grocery store, point out how things are organized: produce here, books and magazines there, frozen foods there. At home, let him help you figure out where to put the things you bought. Talk about why they belong where he puts them.
Complete a 12- to 18-piece puzzle.	Buy a simple puzzle, or make one. Help your child choose a bright picture, glue it to a piece of cardboard, and cut it apart.
Pick out the *longest* item in a group.	Play a game of "drawing straws." Cut a drinking straw into three pieces. Place them in your fist so they appear to be the same length. Each pick one and compare. Longest straw "wins." Take turns.
Understand *more*, and be able to tell which of two groups has more.	Help your child sort a collection into two groups. Then suggest that he choose the group that has more, and you will use the group that has less.
CONCEPTS AND PATTERNS	
Name 8 basic colors.	Help your child make a book of colors.
Name penny, nickel, quarter, and dime.	Use coins to make patterns. Name the coins as you or your child set up a pattern: penny, penny, nickel, penny, penny, nickel...

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PARENT HANDOUT

Intellectual Development

YOUR CHILD 4 YEARS

Look for your child to	Ways you can help
CONCEPTS AND PATTERNS	
Name days of the week, in order.	Make a weekly schedule together. Make seven boxes across the page, and label them with the days of the week. Let your child help you write or draw in routines and special plans for each day.
Copy and continue a simple pattern.	Use beads or blocks to make a pattern for your child to copy. Name the colors and shapes as you place them: blue square, red square, blue square, red square.
Play a percussion instrument to the beat of familiar songs or speech patterns.	With your child, beat a spoon on a pan, in time to the rhythm of a favorite song.
Understand today, yesterday, and tomorrow.	Spend some time each night talking with your child about things that happened yesterday, today, and what may happen tomorrow.
Connects time with routine	Give him the idea of what to expect at different times in his day (e.g., bedtime is at eight).
Shows right hand/foot, left hand/foot upon request	Sing and dance the *Hokey Pokey*.
NUMBERS	
Count 10 items out loud	Play board games in which you have to count the squares to move ahead.
Recognize and name the numerals 1 through 5.	Borrow counting books from the library. Help your child make one of his own.
EXPLORE AND EXPERIMENT	
Enjoy learning about objects and materials by experimenting with them.	Let your child mix water and other "ingredients" together. What dissolves? What sinks? What floats? Encourage his exploration by using words like *wonder, predict, find out, try, observe*.

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Intellectual Development

YOUR CHILD 4 YEARS

Look for your child to	Ways you can help
REPRESENT IDEAS	
Begin to draw and build with an idea in mind.	Make drawing and building materials available for him to use in daily play. Ask him to tell you about his drawings and buildings. Write what he says on his drawings. Leave his buildings up when possible.
ATTENTION SPAN	
Keep his attention on something he chooses to do, unsupervised, for 10 minutes.	Give him uninterrupted time to play with open-ended materials that he enjoys: play dough, drawing materials, blocks, etc. Praise him for staying with the activity.

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Discussion points
- Immunizations
- Windows of opportunity
- Overhead batting

2 Months

Weekly Plan 2
(Bi-weekly Plan 2)

Parent educator resources
- *Preventable Diseases*
- *Critical Periods: Windows of Opportunity*

Parent handouts
- *Your Child* or *Your Baby, 1½ to 3½ Months: Intellectual Development*, p. D-81/D-91
- *Your Child* or *Your Baby, 1½ to 3½ Months: Motor Development*, p. D-85/D-95
- *Windows of Opportunity*
- *Immunizations Are Important!*

Video
Born to Learn™ Neuroscience Video: Segment #6, *Windows of Opportunity*

Materials
- The baby's own blanket
- A piece of yarn, ribbon, or elastic that will stretch across a crib
- Several of the baby's small toys or household items

Process

I. **Rapport-building**

II. **Observation.** Throughout the visit, consider the *whole child* as you share specific observations related to each domain of development.

III. **Discussion.** Incorporate throughout the visit.

A. **Review your previous visit using the Personal Visit Record.** Ask parents what they noticed as they practiced the parent follow-up activity(s).

B. **Parent comments and concerns.** Invite parents to share, now and throughout the visit.

C. **Developmental characteristics.** Use the handouts, *Your Child* or *Your Baby, Intellectual Development* and *Motor Development*. Ask which of these characteristics parents may be observing already. Record observations on the form, *Milestones: 1½ to 3½ Months* after the visit.

D. **Immunizations.** Use the handout, *Immunizations Are Important!* (Refer to the resource, *Preventable Diseases*.)
1. Discuss the importance of following the health care provider's immunization schedule.
2. Ask parents to tell you when the baby gets her shots. Note them in the home visit record.
3. Emphasize the importance of keeping careful records of immunizations. Ask the parents their plans for keeping track of their child's immunizations.

E. **Windows of opportunity.** Use the handout, *Windows of Opportunity*. (Refer to the resource, *Critical Periods: Windows of Opportunity*.)
1. There are periods of time in the development of the baby's brain when specific types of learning take place.
2. During these periods, the development of connections (synapses) between neurons is most sensitive to stimulation from the environment.
3. Once the sensitive period for an ability has passed, it is harder to change the structure of the brain to accommodate new learning. Synapses have become permanent and space in the brain has been taken up by synapses serving other abilities.

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4. These important periods of brain growth are called "windows of opportunity" because parents have great opportunities to help their baby's brain develop during these times.
5. With parents, view and discuss video segment #6, *Windows of Opportunity.*

F. **Overhead batting.** To be able to bat at objects while lying on his back, a child has to coordinate motor, intellectual, and visual skills. It is a step toward being able to reach for and grasp objects.
   1. Motor: The baby is overcoming newborn reflexes and gaining control over the movement of his arms.
   2. Intellectual: The baby is realizing that objects exist apart from his body. His curiosity leads him to try and reach interesting objects.
   3. Visual: The baby's eyes are beginning to work together to give a sharp image of an entire object and he can see farther. This age is the beginning of a window of opportunity for the development of vision. The baby's eyes should move together to focus on an object, so that vision centers in the brain can integrate images from both eyes.

IV. **Parent-child activity:** Bat Mobile

A. **Rationale.** Tell the parents why this activity is important.
   1. Batting play helps babies:
      a. gain control over their arms.
      b. feed their curiosity.
      c. practice moving both eyes together.
      d. begin to coordinate eyes and hands together for play.

B. **Parent-child interaction**
   1. Bat Mobile
      a. Tie the yarn, ribbon, or elastic between the legs of a swing or chair, or across a crib, so that the baby can be placed underneath.
      b. Help the parents find objects around the house that will interest the baby and can be hung from the yarn.
      c. Use more yarn to tie the objects to the first piece at a height that the baby can reach while lying on his back.
      d. Show the baby how to raise his arm to bat the objects. Emphasize that it may take a while for the baby to learn how to do this. At first it will happen accidentally.
   2. Book sharing
      a. Ask if the parents have been propping a book so that the baby can see it.
      b. Emphasize that the parents can read aloud material such as newspapers or magazines of interest to them to the baby.
   3. Parent follow-up activity. Ask the parents to do the following during the time between visits:
      a. Allow the baby to play under his bat mobile several times a day.
   4. Optional/extended activity. Use this activity if time remains in the visit.
      a. Move the baby so that his feet will hit the batting mobile when he kicks.
      b. With parents, watch to see if he accidentally hits a hanging item.
      c. Explain that after weeks of play, the baby will learn that her feet can cause the items to move. Then he will purposefully repeat these actions.

C. **Shared observation.** Help the parents observe their child's play and consider these questions:
   1. Did the baby accidentally hit a hanging object with a hand?
   2. Did he seem to notice if he made an object move?
   3. Did he seem able to focus on the object with both eyes?

V. **Summary**

A. **Key observations.** Restate one or two key observations about the child's development.

B. **Parents' strength.** Point out a strength of the parents.

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C. **Parent follow-up.** Remind parents to continue with the follow-up to the activity(s). Tell parents that you'll be eager to hear about their experiences with the follow-up activity(s) at your next visit. Review the following items with the parents before you leave:
   1. Resources/referrals
   2. Group meetings/community events
   3. Next visit

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CRITICAL PERIODS: WINDOWS OF OPPORTUNITY

Babies are born with millions and millions of connections (known as synapses) between neurons, but the nervous system is still quite immature. Between birth and adulthood many connections will strengthen, and others will disappear. Scientists now believe that there are two broad stages of the formation of synapses between brain cells. The early period occurs before birth, when experience is not yet required. During this early prenatal period, hundreds of millions of neurons are dividing from stem cells. These neurons then establish connections to set up brain circuits to control many unlearned, newborn behaviors and reflexes like breathing, heart rate, body temperature, blood pressure and reflexes. After birth, synapses begin to reorganize to strengthen some connections and eliminate others. This phase of development is very much dependent on experience.

Importance of stimulation in brain development

The later period of the reorganizing of connections between brain cells is very much controlled by the environment a baby experiences. Pathways that are used are integrated into the brain's permanent wiring. Connections that are not used appropriately are eliminated. It is essential that babies experience the world around them. Children reared in conditions of great deprivation and neglect have brains that show abnormalities that persist long after the deprivation is corrected.

Critical periods in brain development

Once the connections are stabilized between brain cells, there are limits to the brain's ability to rewire. There are time limits—critical periods—when environmental stimulation and practicing skills are most important. During these time periods, the brain is very active in making and breaking connections for particular abilities. These critical periods are "windows of opportunity." Nature flings these windows open at different times, some starting around birth, others later, and then either "closes," or at least "lowers" them as a child grows. While the windows are open, lack of appropriate stimulation or negative experiences can have great long-term impact. Brain development proceeds in waves. The timing of the "windows" is different for each skill a child develops.

Vision

In research with cats and monkeys, studies have shown that the two eyes compete for space in the cerebral cortex. If one eye has less visual experience than the other, for example by patching one eye, the closed eye loses out to the open eye. This means that if one eye is closed while the animal is between the ages of 3 and 12 weeks, the eye loses its synaptic connections and becomes blind. If the eye is unpatched before 12 weeks, the brain can recover from the deprivation. In a matter of days, new synapses form and the blind eye can see. If scientists waited too long, however, the loss of vision was irreversible.

Babies can see at birth, but not in detail, and lack depth perception, hand-eye coor-

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Windows of Opportunity

You have a golden opportunity to help your child's brain develop. Connections between brain cells are not formed haphazardly. They are promoted by your child's physical development, by her observation of what goes on around her, and by her active involvement with her world.

Window of opportunity defined

Vision, hearing, language, movement, problem solving—each of the areas in your child's brain responsible for different abilities has a sensitive period for development. During these prime times, your child's brain is most ready to make connections for learning new skills. These critical periods are called "windows of opportunity" because, during these times, parents have the opportunity to work with nature to help their baby develop the abilities she is acquiring.

How to tell when the window is open

Most prime times for learning begin very early, certainly during the first 3 years of life. By observing your baby, you can often tell what windows of opportunity are open at a given time.

For instance, your newborn stares intently into your face. She seems to concentrate on focusing her eyes a few feet away. Brightly contrasting patterns capture her attention. So, you can tell that the first few months are a prime time for your baby's brain to develop vision.

Consider your curious, active toddler. His body is always on the go and moving. He develops very inventive ways to get objects he desires. You see that the windows of opportunity are open for motor development and for such thinking skills as problem-solving. Connections for these abilities are forming at a fast rate.

My child's growing abilities:

_____

_____

_____

_____

_____

_____

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When the window closes

While learning takes place most easily during these prime times, the brain will continue to use the same process of forming connections to learn and refine most abilities later in your child's life. It may be more difficult and take more effort, but new connections can usually be made.

Take full advantage of an open window

Your loving relationship with your child makes it easy to take advantage of the windows of opportunity for brain development whenever they occur. When you observe your baby's interests and give her your attention, you can be sure you are making the most of the opportunities for learning that nature provides.

You are your child's first and most influential teacher. Enjoy the opportunity!

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1½ to 3½ MONTHS

YOUR CHILD'S SOCIAL-EMOTIONAL DEVELOPMENT

Look for your child to:	Ways you can help
Smile deliberately.	Eye contact and smiling are very important. Maintain eye contact with your baby while you feed or socialize with her. Always smile back when she smiles at you.
Become familiar with close family members.	Let your child feel secure in your love by cuddling, singing, rocking, and speaking softly to her.
Show excitement when seeing or hearing caregivers.	Offer her a lot of affection and attention while she is alert.
Use crying as a way to alert you to her needs.	Immediately respond to your baby when she cries. As she becomes confident that her needs will be met, she will cry less.
	Soothe and relax your baby when she is uncomfortable by gently massaging and stroking her back, shoulders, arms, and legs.
Use sucking to calm herself.	Allow her to suck to satisfy her emotional and sucking needs.

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1½ to 3½ MONTHS

Look for your child to:	Ways you can help
Imitate some facial expressions.	Watch as your baby imitates your facial expressions. Imitate her in a reciprocal way to encourage a give-and-take exchange.

YOUR CHILD'S BRAIN

- Makes connections for feeling secure when your child's needs are met.
- Produces feelings of trust when you keep taking good care of your child.

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Discussion points

- Early math concept development: Shapes and space
- Language development in relation to shapes and space
- Parenting topic

Math

Shapes and Space

Parent educator resources

- *Early Stages of Math Development: Shapes and Space*

Materials

- Unbreakable household objects that clearly represent geometric shapes; for instance, small cans (cylinders), balls (spheres), funnels or party hats (cones), blocks (rectangular prisms), boxes with equal sides (cubes). Include at least two of each shape.
- Washable markers
- Plain, unlined paper at least 8" x 11"
- Small sponges cut into geometric shapes such as a square and triangle (optional/extended)
- Large stamp pad (optional/extended)

Parent handouts

- *Your Child or Your Young Child, Intellectual and Language Development, 3, 4, or 5 Years*
- *Helping Your Child Learn About Shapes and Space*
- *Shapes and Space Activity Page*
- Related children's book about shapes
- Selection from *Rhymes and Songs*

Parenting topics to consider

- Electronic Media
- Safety

PROCESS

I. Rapport-building

II. Observation. Observations are made throughout the visit. Consider the whole child as you and the parent share specific observations related to each domain of development.

III. Discussion. Incorporate throughout the visit. Ask questions to understand what the parents already know about each topic and seek out their perspectives.

A. Review your previous visit using the Personal Visit Record. Ask parents what they noticed as they practiced the parent follow-up activity(s).

B. Parent comments and concerns. Invite parents to share, now and throughout the visit.

C. Developmental characteristics. Use the handouts, *Intellectual* and *Language Development* that are appropriate for the child's age. Ask which of these characteristics parents may be observing already. Record observations on the form, *Milestones: 3, 4, or 5 Years* after the visit.

D. Early math concept development: Shapes and space. Use the handout, *Helping Your Child Learn about Shapes and Space*, to discuss shapes. (Refer to the resource, *Early Stages of Math Development: Shapes and Space.*)

1. The math that we remember as geometry helps us to describe and classify our physical world. It involves understanding shapes and spatial relationships.
2. As children explore their world, they learn that some things have their own shape (solids) and that some take the shape of their container (liquids/gels).
3. Children learn the names of geometric shapes after they have come to understand the similarities and differences between solid shapes.

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4. Children need to have experiences that allow them to move themselves and objects so they can develop spatial sense. Activities, such as climbing and block play, help children conceptualize relationships of objects such as position (over, under) and direction (left, down).

E. Language development in relation to shapes and space. Use the handout, *Helping Your Child Learn about Shapes and Space*, to discuss shapes. (Refer to the resource, *Early Stages of Math Development: Shapes and Space.*)

1. Children need to learn mathematical words to help organize their thinking about shape, position, and direction.
2. Parents can use position words often (top, bottom, over, under, beside, through, up, down, above, below, right, left) during daily routines to help her understand their meanings. Some words, especially *right* and *left*, take a lot of exposure to comprehend.
3. Children use language to describe shapes (*flat*, *curved*, *ball-shaped* [sphere], *can-shaped* [cylinder], *box* [cube]). This descriptive language is an important part of shape identification.
4. Parents can ask questions that encourage children to talk about shapes and positions (How is that shape like this one? How is it different? What if I turn this shape? and Where have you seen this shape before?)

F. Parenting topic. Choose a topic from the Parenting Topics section of the guide based on the family's needs, interests, and goals. Refer to the resource box at the beginning of the plan for possible parenting topics to consider. Use the parent handout to discuss the topic. Include the child in the discussion as much as possible.

IV. Parent–child activity: Shapes and Space

A. Rationale. Tell the parents why this activity is important.

1. Holding and manipulating three-dimensional shapes helps a child learn their properties and how to identify similarities and differences.
2. Moving objects in space helps a child to see where things are in relation to other things.
3. Because the dendrites in the brains of preschoolers are growing rapidly and excess synaptic connections are being pruned, it's important that children this age have varied and repeated experiences with shapes and spatial sense to form and keep the pathways that will support later math skills.

B. Shapes and Space

1. Activity description. Use the handout, *Shapes and Space Activity Page*, to share the directions with the parents.
   a. While playing the games, *Does It Roll?* and *Does It Stack?*, the parent and the child will explore familiar items of different shapes to learn more about their physical characteristics.
2. Activity set up. Involve the child and parents as much as possible.
   a. Show the parent the items you have brought and ask him if he would like to add any objects from his home.
   b. Spread the objects out on the floor or table.
3. Steps to facilitate
   a. Encourage the parent and child to explore the objects before beginning a game.
   b. Introduce the game *Does It Roll?* Have the parent and child select objects and try to roll them a short distance along a flat surface. Encourage them to make two piles—objects that roll and those that don't.
   c. Then play *Does It Stack?* by identifying which items will stack on top of each other and which will not. Invite the parent and child to create a new game that helps them learn more about the shapes.
   d. Continue to explore the similarities and differences in shapes. Have the parent and child use the washable markers to trace around each object onto the paper. Then play a matching game with the

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three-dimensional objects and the two-dimensional tracings.

4. Strategies for supporting learning
   a. While the child is playing with the objects, encourage the parent to describe the objects using words such as *round*, *straight*, *curved*, or *flat*.
   b. Allow the child to take the lead in play. She will let you and the parent know when she is ready to move to the next part of the activity.
   c. Invite the child to share with you and the parent about what she is doing.
   d. Allow the child to make errors. Encourage the parent to model the appropriate response rather than correct his child.
   e. Model and encourage the parent to use open-ended questions to help the child organize and further her thinking. For example, "Why do you think it is not rolling straight?"

C. Book sharing/literacy experience

1. Give the book to the child and ask her to have the parent read it aloud.
2. Encourage the parent and child to find shapes in the illustrations.
3. If the child requests, have the parent re-read the book or give the book to the child to look at.
4. Go on a scavenger hunt and find the shapes in the book in the child's home environment. Have the parents and child refer to the book as a resource.
5. If desired, give the parent a page to add to the child's *Rhymes and Songs* book. Help the parent teach the rhyme or song to his child by repeating it several times.

D. Parent follow-up activity. Use the back of the *Shapes and Space Activity Page* to help the parent determine a follow-up activity. The following is a suggestion.

1. Take a walk around the home to find and name shapes in the environment. The child may want to hold an object of a certain shape and look for one that matches it.
2. Provide opportunities for the child to represent shapes and explore spatial relationships by drawing, building, and playing with puzzles.
3. Encourage play with big boxes or on playground equipment. Children learn about shapes and spatial relationships when they experience how they themselves fit in space as they go over, under, around, into, and through.

E. Optional/extended activity. Use this activity if time remains in the visit.

1. Introduce the sponges and stamp pad to the parent and child. Encourage them to select sponges and press them on the stamp pad and then onto the paper.
2. Ask the parent and child questions to get them to talk about the characteristics (straight, curved, flat, round, corners).
3. Ask the parent and child to name the two-dimensional shape that was created by the three-dimensional sponge. For example, a cone makes a triangle; a cube makes a square.

F. Shared observation. Help the parents observe their child's play. Use the back of the *Shapes and Space Activity Page* to summarize parents' observations.

1. In the area of intellectual development you and the parent may observe the child:
   a. exploring the objects using all her senses. She may demonstrate that she is noticing differences and similarities by sorting or matching the objects. She may not be able to identify the shapes by name.
   b. showing more of an awareness of spatial relationships by moving herself and objects over, under, around, and through things.
   c. finding a geometric shape when asked, but she may not be able to name it. She may have rigid beliefs about shapes (will only recognize a triangle if it has three equal sides).
   d. experimenting with rolling and stacking objects and sorting them by the results. She may try different ways to solve a problem or put a puzzle together.

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e. following the parent's directions to move an object in the environment or look for something by following directions (look under the bed and behind the box).

f. recognizing and identifying familiar geometric shapes in her environment, and understanding that there are many different forms of a specific shape. She will be able to match three-dimensional objects to two-dimensional shapes.

g. solving problems that deal with space such as fitting many blocks into a small container or putting puzzle pieces into a frame.

2. In the area of **language** development you and the parent may observe the child:

a. following the directions for the rolling and stacking games. She will demonstrate an understanding of familiar characteristics (e.g., locating a *round* object).

b. saying and responding to frequently used position words such as *on* and *under.*

c. describing how things are alike and different as she plays and using geometric shape words for objects in the environment.

d. using terms such as in *front of* and in *back of* or using the terms *first* and *last* to give directions.

e. using words, such as *beside*, *between*, and *middle*, to describe more complex spatial relationships.

f. experimenting with new, big words and making new words by combining ones she already knows.

3. Some questions you may want to ask the parent:

a. How did your child show her understanding of the similarities and differences in objects?

b. What describing words did your child use to show her understanding of shape?

c. How did your child show her understanding of position and direction?

V. Summary

A. Key observations. Restate one or two key observations about the child's development.

B. Parents' strength. Point out strengths you have observed.

C. Parent follow-up. Remind parents to continue with the follow-up to the activity(ies) and tell them that you'll be eager to hear about their experiences.

1. Parent follow-up activity(ies) for the next visit.
2. Review any action steps related to referrals or community resources.
3. Remind parents of upcoming group meetings or community events.
4. Set the date for the next personal visit.

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Early Stages of Math Development: Shape and Space

Children learn about mathematics through their everyday activities. They learn when they play with objects and people, solve problems, and make observations in their surroundings. In early childhood, children need extensive experiences manipulating real objects to develop a sense of shape and space. These experiences will provide the foundation for the more formal study of math later, including geometry, which deals with solid shapes and their surfaces.

In early childhood, children need extensive experiences manipulating real objects to develop a sense of shape and space.

Young children generally learn about shapes through observation and handling of three-dimensional (3-D) objects. It is natural for them to explore and manipulate objects during play and other everyday activities. They learn that round objects roll, but cannot be stacked. They learn that flat objects do not roll, but can be stacked. When they put puzzles together, they notice the shapes of objects. When they nest containers, they discover those that are similar in shape and are graduated in size will fit inside each other. Children also learn about shapes when they construct them from playdough, pipe cleaners, or heavy string. Eventually, they learn that shapes have critical attributes. For instance, a cube *can* be blue or made of wood, but it *must* have 6 square sides, 12 edges and 8 corners.

Developing spatial sense

Children develop spatial sense (an intuitive feel for one's surroundings and the objects in them), by experiences that focus on the direction, orientation, and perspectives of objects in space, the relative shape and sizes of figures and objects, and how a change in shape relates to a change in size. When children climb, swing, slide and run in playgrounds, or when they play with blocks and puzzles, they are developing spatial sense.

When parents use position words (in, on, over, under, top, bottom, through, up, down, etc) often to describe what children are doing during play, they help children to understand their meanings. Parents can say, "You put that block beside this one. You are crawling under the table." Children need to hear such descriptions often in order to learn position words.

Children need to hear such descriptions often in order to learn position words.

Understanding two-dimensional shapes

Once children understand the differences and similarities among solid shapes and can match and sort them with some success, they can begin to understand two-dimensional (2-D) shapes (a ball shape is a circle, a cone is a triangle, etc.). They use familiar words to describe shapes (ball, box-shaped, etc.), but with the help of adults children eventually can learn the geometric terms of both 3-D and 2-D shapes: sphere (circle), cube (square), rectangular prism (rectangle), cone (triangle). The more children hear these terms at home the easier it will be for them to learn them.

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Parent Educator Resource

Parents often instruct their children to copy and draw shapes. While important, this is a fine motor rather than a mathematical skill. Children should be familiar with both 3-D and 2-D shapes before they master drawing them. Parents of preschoolers should be made aware that the best way to help their children learn about shapes is by providing a variety of objects that are similar and different in shape. They also can point out shapes in the environment and talk about how they are alike and different. They can provide blocks in a variety of shapes and puzzles in places that are easily accessible to their children. They can make shapes with their children—first three-dimensional ones from playdough or pipe cleaners; then two-dimensional ones using crayons or fingerpaint. Children are naturally creative. They can find many ways to form shapes—even with their bodies!

Learning through play

Children learn best about shapes and space when they are involved in enjoyable, hands-on activities. Activities that are helpful in learning early geometry (appropriate for preschoolers) include:

- Building structures with various types of blocks, Legos, or toothpicks and marshmallows
- Playing with toys that are made up of parts that can be combined into a whole (puzzles, dolls and doll clothes, paper dolls, models that come apart)
- Folding and cutting activities (such as making a snowflake)
- Completing obstacle courses (crawling under the table, through the box tunnel, over the cushion, etc.)
- Playing Simon Says and being asked to "put your hands on your hips, your hands above your head, your feet apart"
- Playing with nesting toys or boxes of graduated sizes
- Playing with sand and water
- Exploring indoor and outdoor environments to identify shapes and angles made by people and nature
- Creating shapes from playdough, cookie dough, pipe cleaners, heavy string, sponges, or their bodies
- Tracing shapes onto paper
- Reading maps
- Making graphs
- Playing tic-tac-toe and other games that use a grid system

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Parent Educator Resource

Parent Educator Role

What to do

- Help parents understand that the best way to teach preschoolers about shapes and space (an important foundation for geometry) is to give them frequent opportunities to play with and create three-dimensional solid shapes, to see pictures of shapes, and to hear descriptions of shapes and position words.

How to do it

- Bring in a variety of objects that represent shapes, and help parents and children find them in their homes. Bring blocks, Legos, puzzles, and pictures of shapes. Describe shapes (is flat, has corners, is curved) and positions (on, under, over, between, beside).

Strengthening Families™

Programs that explain to parents the stages of math development and emphasize the parental role in helping children develop important early math concepts, such as shapes and space, strengthen parenting. Knowledge of parenting and child development is a protective factor in the prevention of child abuse and neglect.

To learn more about the Strengthening Families™ initiative, visit www.strengtheningfamilies.net

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* See page 3

RESEARCH SUMMARY

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The Cost of Crime: Could The State Reduce Future Crime and Save Money by Expanding Education and Treatment Programs?

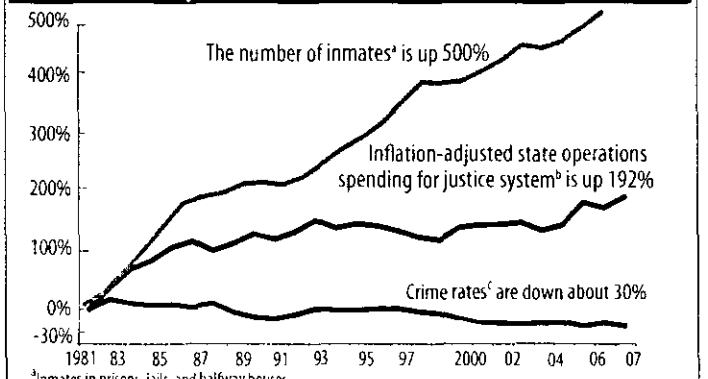
By Stephanie Martin and Steve Colt

Alaska's prison population is among the fastest-growing in the U.S., with five times more inmates in 2007 than in 1981. Spending for the state justice system has nearly doubled since 1981—but the crime rate has dropped only about 30%.

Here's the dilemma for the state, given the pattern shown in Figure 1: what can it do to hold down the number of inmates and stem the rising costs—while at the same time keeping the public safe and using tax dollars effectively?

Senator Hollis French asked ISER to project growth in the number of Alaska inmates and the associated costs—and then evaluate whether the state could reduce that growth by expanding intervention and prevention programs for people already in prison or at risk of ending up there. Alaska currently spends about $17 million a year for such programs, but they aren't available to many of those who might benefit from them.

Figure 1. Percentage Changes in Alaska Crime Rate, Spending for Justice System, and Number of Inmates, 1981-2007



[a]Inmates in prisons, jails, and halfway houses
[b]Spending for Departments of Corrections, Public Safety, and Law; court system; Division of Juvenile Justice; Public Defender Agency; and Office of Public Advocacy. Does not include capital spending or payment on debt.
[c]Rates per 100,000 for murder, rape, robbery, aggravated assault, burglary, larceny, and motor vehicle theft.
Sources: U.S. Department of Justice; state budget documents; Alaska Department of Corrections

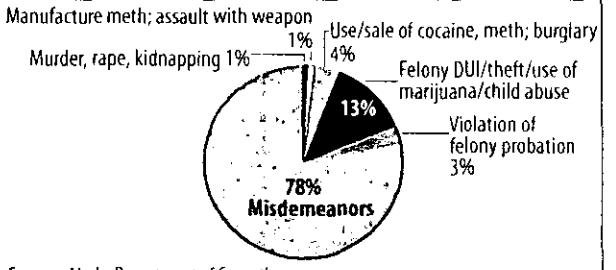
There are a wide range of such programs. But it is programs for adults who are already in prison or jail that have the most potential to save money and reduce crime in the next 20 years. That's because they can reach the most people.

We know that without any intervention, about two-thirds of those who serve their sentences and are released commit new crimes. Stopping at least some of them from committing more crimes would not only help improve public safety but also reduce growth in both the number of inmates and in spending.

Also, most of those released committed misdemeanors (Figure 2). Those who commit the most serious crimes serve long sentences and make up a small share of those released in any given year.

To analyze which programs have the most potential to reduce crime *and* save the state money, we worked with the Alaska Criminal Justice Working Group and the Washington State Institute of Public Policy. That institute did a similar analysis for Washington state and provided us with data it collected from program evaluations nationwide (see back page). What did our study show?

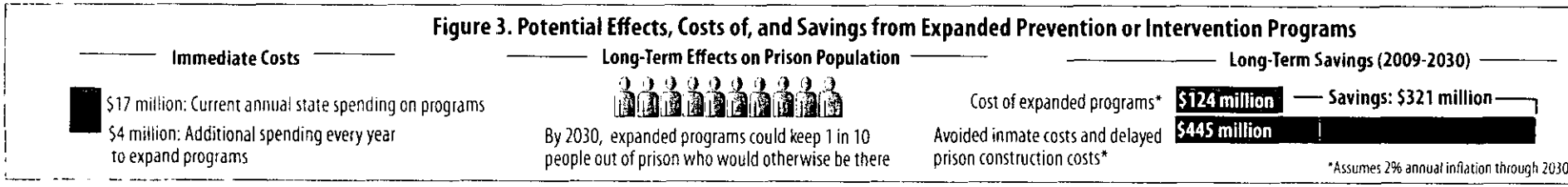
Figure 2. Who Gets out of Jail or Prison in Alaska?
(Total Releases, 2002-2007: 82,339)



Source: Alaska Department of Corrections

- *With no change in policies, the number of Alaska inmates is likely to double by 2030,* from 5,300 to 10,500.
- *If the state spent an additional $4 million a year to expand programs it already has, the prison population in 2030 might be 10% smaller* than projected—about 1,050 fewer inmates.
- *The state would spend about $124 million for expanded programs through 2030 but would avoid $445 million in costs—a savings of $321 million.* It would save money by incarcerating fewer people and by delaying prison construction costs. (Figures 3 and 8).
- *Education and substance-abuse treatment programs—in prison, after prison, and instead of prison—save the state two to five times* what they cost and reach the most people. Programs for teenagers are also very effective at reducing crime and saving money, but they reach fewer people.

Figure 3. Potential Effects, Costs of, and Savings from Expanded Prevention or Intervention Programs



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Why Consider Expanding Programs?

In 1980, 2 in 1,000 Alaskans were behind bars; today that share is approaching 10 in 1,000. The sharp increase started in the 1980s, when the state government began collecting large oil revenues. The state used some of that money to expand police agencies, courts, and other parts of the criminal justice system statewide. Also in the 1980s, it made sentencing for the most serious felonies more uniform and stiffened sentences.

The crime rate in Alaska has declined since the 1980s. But the number of Alaskans in prisons, jails, and halfway houses has increased much faster, as have costs for the state justice system. Alaska's prisons are full, and the 1,500-bed prison scheduled to open in 2012 is projected to be full soon after it opens.

Locking people up is expensive, whether their crimes are major or less serious. Alaska spends on average $44,000 a year per inmate in prisons, jails, and halfway houses. Adjusted for inflation, that's actually less than in the 1980s—but it's still a lot (Figure 4).

Studies in other states have shown that some intervention and prevention programs can help cut both costs and crime, either by keeping people who have served their sentences from committing new crimes after they're released, or preventing some people from going to prison in the first place.

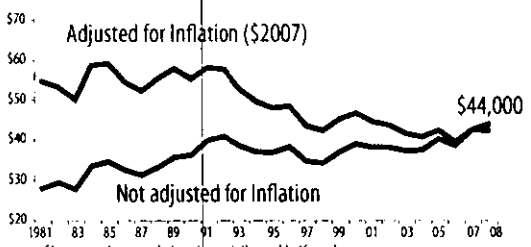
What Programs Did We Analyze?

The Alaska Criminal Justice Working Group gave us a list of programs to analyze. We looked for programs with the biggest potential payoff for the state—those that could reduce growth in both numbers of inmates and in spending for corrections, at a reasonable cost for the state.

Alaska already has a number of programs in place, and we found that expanding some of those would be most cost-effective. Table 1 lists the programs in our final analysis. As a guideline for what was a "reasonable" expansion, we used 10% to 20% of the eligible people not already served—except for very small programs that can't easily be expanded that much.

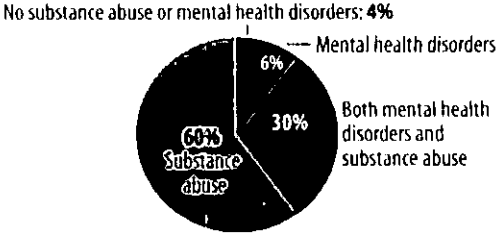
These programs would serve inmates, at-risk juveniles, and young children. They are all intended to reduce future crime in some way. Programs that treat substance-abuse or mental heath disorders have been shown to reduce recidivism—and as Figure 5 shows, almost all current inmates have those disorders.

Figure 4. Annual State Costs Per Inmate,* 1981-2008
(In Thousands of Dollars)



*Average cost of incarcerating people in prisons, jails, and halfway houses.
Source: Alaska Department of Corrections

Figure 5. How Many Alaska Inmates Have Substance Abuse or Mental Health Disorders?



Sources: Alaska Department of Corrections; Alaska Mental Health Trust

Table 1. Current Size and Potential Expansion of Intervention and Prevention Programs[a]

Programs	Currently serve	Reasonable expansion	Potentially eligible (2008)
Prison-based programs			
Education (adult basic; vocational)	More than 1,000	500	Almost all inmates (4,500)
Substance-Abuse (residential; intensive outpatient)	Close to 500	500	90% of inmates (approximately 4,000)
Sex-offender treatment[b]	0	50	10% of 500 eligible inmates
Transition from prison			
Transition for inmates with mental health disorders (Institutional Discharge Project)	70	100	36% of inmates (1,600)
Alternatives to Incarceration	500	500	Approximately 5,000[c]
Mental health, drug, alcohol courts; electronic monitoring; residential substance-abuse treatment			
Juvenile offenders	Approximately 500	1,000	Approximately 3,000
Aggression replacement training; family therapy; residential treatment; institutional transition			
Prevention	3,025	450	Approximately 8,000[e]
Head Start for 3- and 4-year olds from low-income families[d]			

[a]Programs included in our final analysis are those for which we found evidence that expansion would have significant pay-offs for the state at a reasonable cost. We evaluated additional programs not included here, either because there wasn't sufficient evidence to assess their effectiveness or because they weren't feasible to implement in Alaska at this time.
[b]To effectively reduce crime, sex offender treatment programs need to be offered in both prison and the community. Treatment is currently available only in the community, so the number served in prison is currently zero—but there are proposals to add treatment in prison.
[c]People facing low-level charges and with substance-abuse problems.
[d]Head Start is a federal program, but the state supplements federal money and Governor Sarah Palin has proposed additional state funding.
[e]We assume all children from families with up to double the poverty-level income would be eligible.

We looked at but excluded other programs from our final analysis. The criminal justice working group decided that a few programs, while effective elsewhere, wouldn't be feasible to implement in Alaska at this time. For other programs, there wasn't enough available evidence to judge how effective they were in saving money or reducing crime, or the available evidence showed them to be largely ineffective.

How Do the Programs Compare?

As Figure 3 (front page) shows, expanding programs to serve more of the eligible people would save the state about $321 million and reduce the projected number of inmates 10% by 2030. Figures 6 and 7 show how the various programs contribute to costs, savings, and reductions in the number of Alaskans behind bars.

- *Education and substance-abuse treatment programs for inmates save two to four times what they cost*, reduce recidivism by about four percentage points, and can reach the most people.

- *Intervention programs for juveniles who have committed crimes are very effective* at saving money and reducing recidivism, but they serve a much smaller number of people.

- *Programs that set up transition services for inmates with mental-health disorders* coming out of prison are among the most effective—but they can't readily be expanded to serve the many people who could benefit from them.

- *Alternatives to prison for some people charged with lesser offenses save the state money right away, and almost all reduce recidivism*. The exception is electronic monitoring, which is inexpensive but hasn't been shown to reduce future crime.

- *Treatment programs for sex offenders do reduce crime*, but they are very expensive and so don't save the state money.

- *Programs that prevent future crime by helping very young at-risk children are the most effective*. But the effects of spending for those programs aren't apparent until many years later.

Figure 6. How Effective Are Various Programs at Saving Money and Reducing Crime?

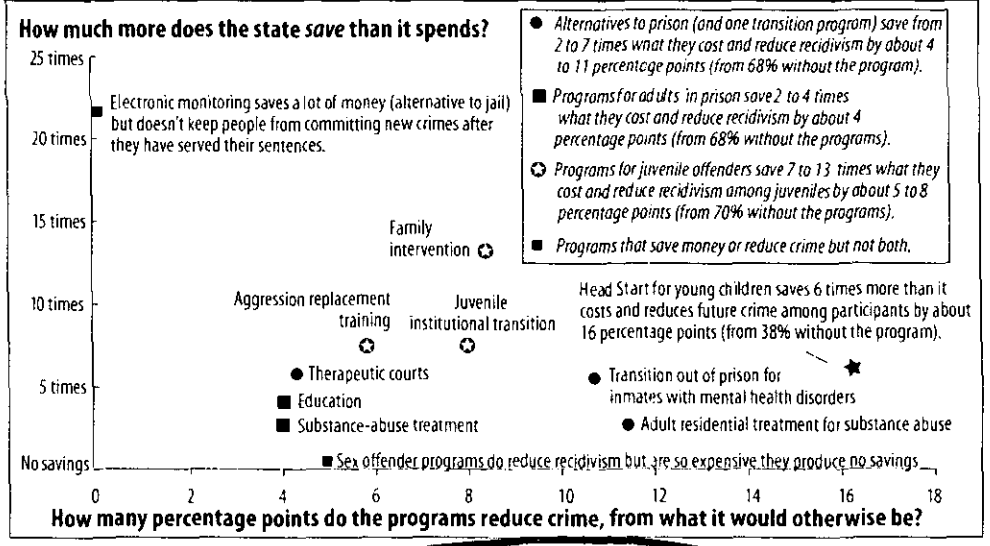
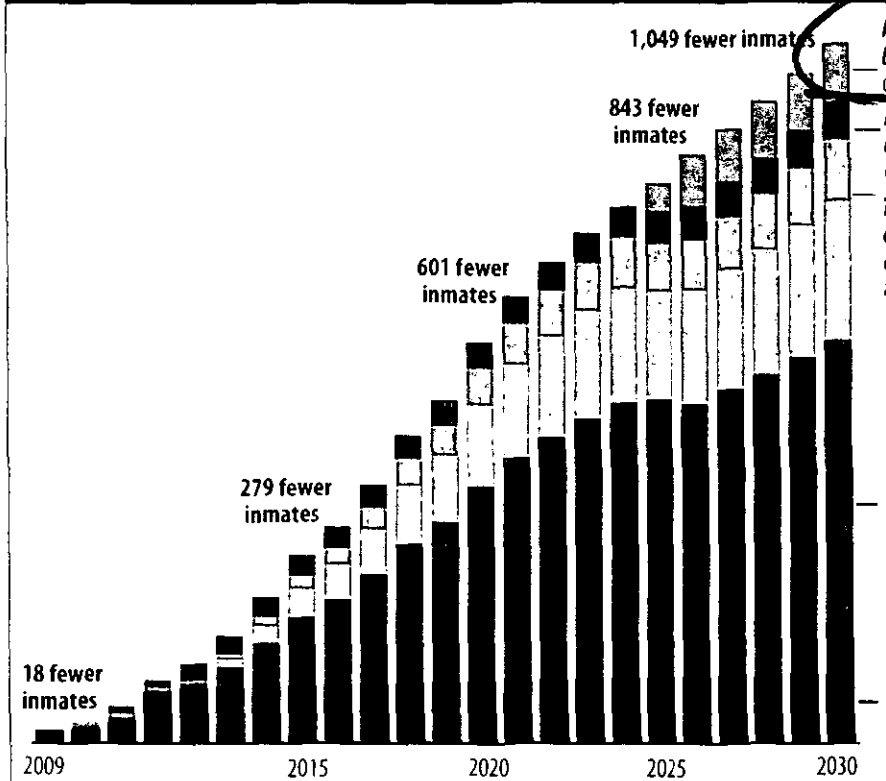


Figure 7. How Would Expanding Specific Programs Contribute to Reducing Growth in Numbers of Inmates?



Pre-school programs for at-risk children cost about $1,000 per child but save many times that much, by reducing future crime. The effects of the spending aren't apparent for years, until the children grow up.

Programs for juveniles offenders cost an average of about $2,500 per person, but save almost 10 times that much by keeping kids out of prison. They serve only a subset of the population of 12- to-17-year-olds.

Transition programs for people with mental health disorders are extremely effective, add about $2,000 per person to inmate costs, and save about four times that much. But the programs currently serve very few people and can't readily be expanded to serve large numbers.

Programs that treat inmates for substance abuse add about $2,000 a person to inmate costs, but over time save about twice as much. They are effective, but can't readily be expanded to reach all the people who need them.

Education and job training programs in prison add about $1,000 to inmate costs, but they reach the most people and save about four times more than they cost. Because they are offered in every facility, they can easily be expanded and can reach more people. (Reductions in the number of inmates as a result of the sex-offender treatment program are also included here, but are only one or two people a year.)

Programs that keep people out of prison save the state money right away, because they cost much less than the $44,000 per person the state spends to lock people up. They include therapeutic courts for substance abuse and mental health disorders, electronic monitoring, and residential substance-abuse treatment.

Conclusion

In conclusion, Figure 8 shows how Alaska's corrections system got where it is and where it's likely to go—if intervention and prevention program are kept at their current levels, and if the most effective programs are expanded to serve more of the eligible people.

We found that the state could both reduce the number of Alaskans in prison or jail and save considerable money over the next 20 years, by adding about $4 million a year to the $17 million it currently spends to keep people from returning to prison— or prevent them from ever going there at all.

Spending more for these programs even as oil prices and state revenues are falling may not seem like a good idea. But Alaska also needs to look to the future—and over time the benefits of strategically expanding those programs that reduce crime and keep more Alaskans out of prison far outweigh the costs.

Method of Analysis

Our job was to assess whether specific programs could reduce long-term state spending for corrections by reducing growth in the number of inmates. As a starting point, we needed evaluations of how effective various programs are at reducing future crime.

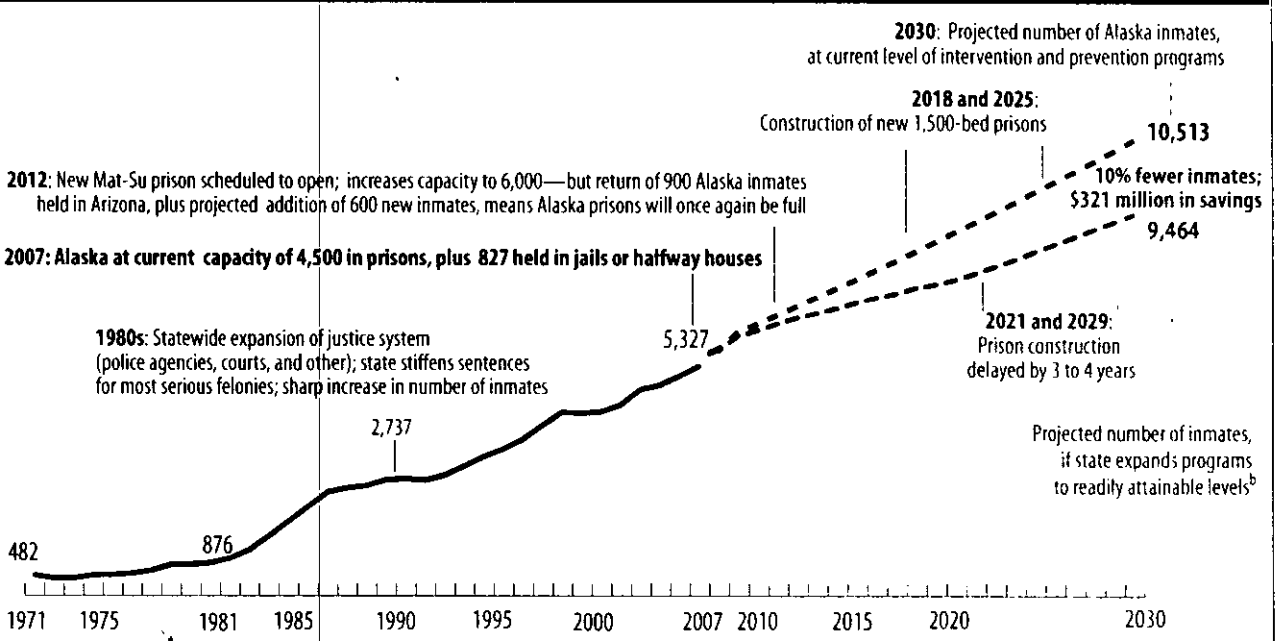
But except for some of the therapeutic court programs, most programs in Alaska have not been rigorously evaluated. Therefore, we used results of a Washington state assessment that systematically reviewed 571 program evaluations from around the country.

To be included, evaluations had to have carefully designed control groups, replicable results in multiple settings, and long-lasting effects. This method is evidence-based public policy, which merges research and practice. It is similar to clinical trials in medicine. Keep in mind that this is a new field, and only about 10% of programs in place nationwide have been evaluated at this standard.

With data from rigorous evaluations, the Washington State Institute of Public Policy created a model that estimated the effects of programs on recidivism—and then combined those results with a cost-benefit analysis to estimate the long-term effects on state spending and inmate populations.

We combined the institute's estimates of recidivism with Alaska data on program costs, eligible groups, and state population to estimate long-term effects on crime and state spending.

Figure 8. Average Number of Alaska Inmates,[a] 1971-2007, and Projected Number, 2008-2030



[a] Average daily number of people in prisons, jails, and halfway houses. [b] The number of people who could be readily added to program rolls varies considerably by program; see Table 1.

Sources: Alaska Department of Corrections; ISER projections of number of prisoners, based on Alaska Department of Labor projections of Alaska population 18-64 and assuming no change in current use of rehabilitation programs as well as expanded use; Washington State Institute of Public Policy

The authors thank the members of the Alaska Criminal Justice Working Group for their help in identifying programs to evaluate and for comments on drafts of this publication. The Alaska Legislature funded this group in 2007 and authorized the Alaska Judicial Council to act as its staff.

The group is chaired by a justice of the Alaska Supreme Court and Alaska's lieutenant governor. Other members include top policymakers from the departments of Corrections, Public Safety, Health and Social Services, and Law, as well as the Alaska Mental Health Trust Authority; the heads of the Alaska Public Defender Agency and the Office of Public Advocacy; the administrative and deputy directors for the Alaska Court System; the executive director of the Judicial Council, the U.S. attorney, and Anchorage's police chief.

This group meets monthly to talk about long-term justice issues, as well as to resolve any inter-branch issues that come up among the many agencies and organizations that deal with aspects of Alaska's justice system.

The authors also thank Elizabeth Drake and Steve Aos of the Washington State Institute of Public Policy for developing the methods and models we used and for helping us apply them to Alaska. For more information go to www.wsipp.wa.gov.

This research summary and many other publications on a wide range of topics are available on ISER's Web site:

www.iser.uaa.alaska.edu

Editor: Linda Leask Graphics: Clemencia Merrill

5140

Investing in Alaska's Young Children

January 2009

Alaska Early Care and Education
Public Policy Priorities for 2009

The following priorities are recommendations to assist public policy leaders in developing a system of early care and education to promote school readiness, strong families, and a strong workforce. These are advanced by a coalition of early care and education advocates working together to increase the accessibility and quality of early learning for young children and to strengthen families.

1. Denali KidCare: Increase the income eligibility guidelines for Denali KidCare (DKC) from 175% to a minimum of 200% of Alaska's federal poverty level (FPL). This change would restore eligibility to 1,300 children and 225 pregnant women. Children with access to preventative health care and developmental screenings have better outcomes for health and learning abilities throughout their lives.

2. Access to Quality Child Care: Increase child care reimbursement rates to the 75th percentile. This allows low-income children the opportunity to access higher quality programs, resulting in outcomes such as increased school readiness. Increase family eligibility to 85% of the state median income. This will enable the state to quantify and respond to support for families to enter or remain in the workforce.

3. Head Start: Increase Head Start funding by a total of $2,000,000. This will allow approximately 200 additional Alaskan children to receive Head Start services. Provide workforce development funds to enable Head Start staff to meet federal teacher qualification requirements.

4. Early Intervention: An increase of $2,000,000 will support currently enrolled children between the ages of birth and three who experience disabilities, and their families, and ensure a highly qualified staff as required in IDEA Part C. Due to flat funding since 2003, ILP programs are having difficulty covering operating costs and are unable to match the market's competitive wages making it increasingly difficult to recruit and retain qualified personnel. The funding increase will help expand staffing capacities to meet the demands of increased referrals, evaluations and therapy services for Alaska's young children.

5. Home Visiting: Establish research-based voluntary early childhood home visiting programs in Alaska, such as **Parents as Teachers**, with universal access for families with children prenatal up to kindergarten entry. Such programs increase parent knowledge of child development, improve

parenting practices, promote early literacy experiences, provide early detection of developmental delays and health issues, and increase children's school readiness and school success. Through these preventative programs, future costs such as special education and remedial education have been shown to be reduced.

6. Pilot Voluntary Pre-K program: Maintain the $2,000,000 in the current budget for a pilot voluntary pre-K program. The need for Early Childhood Education in our state exceeds the capacity of the current system. Any new legislation needs to ensure that a comprehensive statewide plan is in place to coordinate pre-K services, and eliminate duplication or competition in early childhood service delivery.

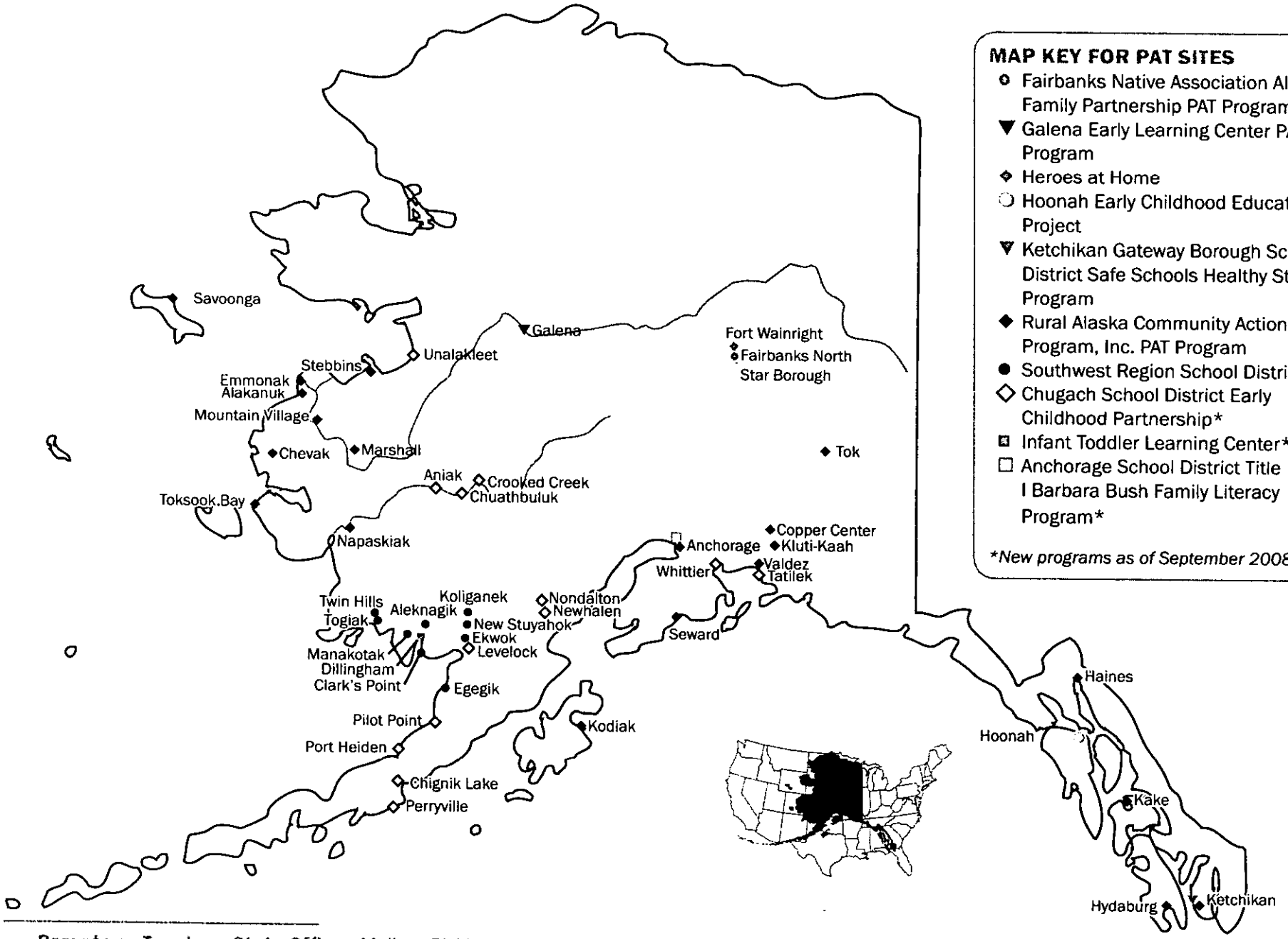
7. Best Beginnings: Increase the Early Learning Coordination funding by $400,000. This leverages funding from the private sector and helps support the public-private partnership working to create and sustain a comprehensive statewide early childhood system. Work includes engaging broad-based collaborations at the local community level; implementing a public engagement campaign to raise awareness of early learning and educate parents and others on brain development and early literacy; and coordinating and supporting early literacy efforts such as Dolly Parton's Imagination Library.

8. Quality Rating and Improvement System: A QRIS is an organized method to assess, improve, and communicate the level of quality in early care and education settings outside the home. The system would provide a roadmap for individual early learning programs to improve their quality of care, thereby increasing parent access to a larger supply of quality options. The system would provide greater accountability for policy makers who govern public investments in Alaska's early care and education system and would ensure that publicly funded Pre-K services can be delivered through a variety of delivery systems that meet the needs of parents. A QRIS has been developed for Alaska and the next step should be a field test at a cost of $1.2 million.

These recommendations were created and supported by these early care and learning community partners working together to ensure the best outcomes for Alaska's children. The above recommendations are strongly supported by:

Alaska Child Care Resource and Referral Network • Best Beginnings • Alaska Association for the Education of Young Children • Alaska Head Start Association • Alaska Infant Learning Program Association

2008 PARENTS AS TEACHERS COMMUNITIES IN ALASKA



MAP KEY FOR PAT SITES

- Fairbanks Native Association Alaska Family Partnership PAT Program
- Galena Early Learning Center PAT Program
- Heroes at Home
- Hoonah Early Childhood Education Project
- Ketchikan Gateway Borough School District Safe Schools Healthy Students Program
- Rural Alaska Community Action Program, Inc. PAT Program
- Southwest Region School District PAT
- Chugach School District Early Childhood Partnership*
- Infant Toddler Learning Center*
- Anchorage School District Title I Barbara Bush Family Literacy Program*

**New programs as of September 2008.*

Parents as Teachers State Office: Melissa Pickle, PAT Alaska State Coordinator, mpickle@ruralcap.com,
c/o Rural Alaska Community Action Program, Inc.; PO Box 200908; Anchorage, AK 99520-0908; Phone (907) 865-7354

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FAIRBANKS
Daily News - Miner

Alaska legislators push early education program

By Rena Delbridge

Published Thursday, February 12, 2009

FAIRBANKS - Time spent on a parent's lap with a book in hand and other early learning activities give children the tools they need to be successful in school.

Advocates seeking more state money to fund an early education program said a strong start often determines long-term success.

That in turn can help decrease drop-out rates, improve the prospects of higher education and good-paying jobs, reduce criminal behavior and save the state money down the road.

But it all starts at home, and Parents as Teachers program supporters want to give moms and dads the resources they need to start educating children as young as a couple of months.

House Bill 69 would funnel state money to the pre-kindergarten program, which already is running on federal grants in 47 Alaska communities. Local communities would apply to the state for program grants to serve parents with children up to 5.

"Parents are obviously the most influential people in children's lives," Rep. Pete Peterson, D-Anchorage, said. "They are their first teachers. What this bill does is just give the teachers some more building blocks to learn themselves what their children need to know so they can be more effective."

The House Education Committee heard the bill Wednesday, and is holding it for additional testimony.

Rep. Chris Tuck, D-Anchorage, is sponsoring the bill. He and co-sponsor Rep. Pete Peterson, D-Anchorage, held a press conference Tuesday detailing the bill. Rep. Scott Kawasaki, D-Fairbanks, and Rep. Les Gara, D-Anchorage, are co-sponsors.

They touted the legislation as a way to save Alaska money long-term by paying up front for

prevention, instead of down the road for intervention. Every $1 spent on early childhood education can net savings of $7 in the future as stronger students take their education further, stay out of the criminal justice system, and maintain steady, better-paying jobs, they said.

"It really does take more than one family member to raise a child," said Tuck, a former Anchorage school board member. "It takes a community."

The program will accomplish that, he said, and more. Parents will engage early in their children's education, increasing a student's likelihood of success long-term, he said.

The cost to the state would run in the millions each year, depending on how many families are served. Under Tuck's proposal, the Department of Education would administer the program, which could see more funding when state revenues are healthy.

The cost is little when the returns are considered, the legislators contend.

"This is an investment in the future of the state of Alaska," Peterson said. "Anything we can do to advance their education early on is just going to be better for the state."

Parents as Teachers sends trained, paid staff into private homes on request to guide parents in pre-kindergarten learning that helps kids develop the skills they will need in school. The program is available in 47 Alaska communities now, from the village of Hoonah in Southeast to Fairbanks.

But waiting lists can be long and federal funds are never certain year to year, program managers said.

Shirley Williams is director of Parents as Teachers in Fairbanks, where six trained educators are juggling to work a 50-family waiting list into their home visit schedules.

She noted strong results for children enrolled, and said most new families come to her through word-of-mouth, some signing up new babies before they're even born.

In Hoonah, director Lynne Osheim said the program is filling a major gap in education between age birth to 3.

Enrolled children could net 1,000 hours of "lap time" with parents and books before starting kindergarten, which can mean the difference between a basic vocabulary of 20,000 or 5,000 words.

"I've never met a parent — single, married, divorced, young, old, anything — who doesn't want what's best for their child," she said.

Nicki Shelton, a Parents as Teachers national trainer, shared a story of an Alaska child that, she said, is typical of many of the program participants.

The 2-year-old was enrolled speaking few words and with little vocalization. Weekly home visits from a parent educator helped the toddlers' parents understand what he needed to know and how to teach it.

At 4, the boy left the program.

"His language skills had reached the normal developmental level," Nikki said. "He was successful in kindergarten and all the way through elementary."

While parent educators do not diagnose developmental disabilities, they are trained to spot "red flags," she said. When such problems are caught and treated early, children have a better chance of learning the fundamentals that will carry them through the school years successfully.

"Our vision is that all children will learn, grow and develop to their full potential," Shelton said. "Every Alaskan child deserves this. With Parents as Teachers, every Alaskan community can make this a realistic goal."

Sarah Palin, Governor
State of Alaska

GOVERNOR'S COUNCIL ON DISABILITIES AND SPECIAL EDUCATION

P.O. Box 240249 • Anchorage, Alaska 99524-0249 • Phone: 907-269-8990 • Fax: 907-269-8995 • Toll Free 888-269-8990

February 5, 2009

The Honorable Chris Tuck
State Capitol, Room 426
Juneau, Alaska 9980-1182

Dear Representative Chris Tuck,

This letter is in support of House Bill 69, Alaska Parents as Teachers Act, establishing a voluntary parent education home visiting program for pre-elementary aged children and a rating system for early childhood education. The Governor's Council on Disabilities and Special Education (the Council) advocates for change that improves the lives of people with disabilities. One of the roles of the Council is to serve as Alaska's Interagency Coordinating Council for Infants and toddlers with Disabilities.

The Interagency Coordinating Council and parents as Teachers have two goals in common: (1) to ensure early detection of developmental delays and (2) increasing school readiness. The Council understands the importance of early detection of developmental delays and early intervention services for children. Many delays can be corrected before a child reaches school age, thus providing a cost saving for schools by decreasing the need for special education or remedial services. The Council also understands the importance of early detection and intervention for young children which leads to increased school readiness and later success in school.

The Early Intervention Committee of the Council recently completed an outreach trip to Haines to gather information on how early childhood intervention services are working for infants and toddlers with disabilities in rural communities. During our visit, we were impressed with the skills of Kim Phillips, Parents as Teachers staff in Haines. She was able to share with us her ability to help families identify the need for screenings if their child appears to have a delay. Then she assists them through the referral process, while continuing to provide support in the home environment during this stressful time. She works closely with the Infant Learning provider and the Headstart teachers to create a seamless early childhood system of services.

The Council supports the creation of a statewide Parents as Teachers program through House Bill 69 to provide families with early education including early detection of developmental delays and increased school readiness for young children.

If you have any questions, please feel free to contact me at (907) 269-8990.

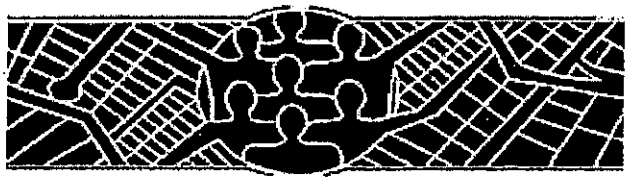
Respectfully,

Stacey Messerschmidt, Chair
Governor's Council on Disabilities and Special Education

Cc:
The Honorable Les Gara
State Capitol, Room 500
Juneau, Alaska 99801-1182

The Honorable James Petersen
State Capitol, Room 422
Juneau, Alaska 99801-1182

The Honorable Scott Kawasaki
State Capitol, Room 428
Juneau, Alaska 99801-1182



Center for Community
700 Katlian Suite B
Sitka, Alaska 99835
Phone: 907-747-6960
Fax: 907-747-4868

Early Learning Program

February 10, 2009

Dear Representative Chris Tuck,

This letter is to support House Bill 69 which would establish a voluntary Parents as Teachers home visiting program for families with children prenatally up to kindergarten entry age.

The Early Learning Program (ELP) based in Sitka serves children and families with special needs between the ages of birth and three. Since the children we serve are also served by the PAT program in a rural village that we service, collaboration between the programs is essential. To this end, the PAT teacher in Kake, Alaska has been exceptional in this area. When the PAT program began, the PAT teacher contacted the ELP program to see how the programs could work together. Over the past two years, the ELP and PAT program have developed a partnership in the following areas:

- Screening vision and hearing for all 0-3 children
- Conducting joint home visits for children enrolled in both the ELP and PAT
- Including the PAT program in the development of Individual Family Service Plans (IFSP's)
- Providing support to PAT teacher in the implementation of IFSP goals during home visits
- Assisting families in locating necessary resources such as Medicaid, Denali Kid Care and referrals to specialists (e.g., Ears, Nose and Throat doctors)

- Assisting families and children with special needs transitioning from ELP and PAT to the school district at the age of three

Prior to the PAT program starting up in Kake, the ELP, as an "outside" agency was not very successful in making contact with families. However, with the assistance of the PAT teacher, we were able to introduce our services and gain access to the children in need. The PAT program was the much needed bridge between the ELP program and families.

Along with the collaborative efforts, the PAT program provides the necessary supports and services to those children not eligible for the ELP. Eligibility for the ELP requires a delay of 50% or more in one or more areas of development. The PAT program is able to support all the children, particularly those who may be "at-risk" for developmental delay. Through the home visits and screening provided by the PAT program, children who might otherwise fall through the cracks are provided with necessary services and supports. In addition, the support for pre-natal families provides the opportunity for every infant to begin life in a supportive environment. The socializations provided by the program are instrumental in providing children with the chance to interact with other children and parents with the opportunity to meet other parents. There are no other programs in this particular village that provide the opportunity for these children to learn play skills and develop the social and emotional skills such as self-regulation, turn taking and sharing that are necessary for successful lives.

The Early Learning Program full supports House Bill 69. Without it many families will not receive the necessary support to enhance their child's growth and development.

Please do not hesitate to contact me at gtrujillo@cfc.org if you need any further information.

Sincerely,

Gail A. Trujillo

Gail A. Trujillo, M.Sc.
Early Learning Program Coordinator

Kake City School District

P.O. Box 450
Kake, Alaska 99830
(907) 785-3741

February 7, 2009

Representative Chris Tuck
Capitol Building Room: 426
Juneau, AK 99801

Dear Representative Tuck:

I write this letter in support of House Bill 69: Parents as Teachers. It is well known that parents are their children's first teachers. Sadly, however, many parents lack the skills and/or knowledge to send their children to school ready to learn. The voluntary Parents as Teachers home visiting program for families with children prenatally up to kindergarten entry age highlighted in HB 69 appears ideally suited to fill this gap.

Please know that the Kake City School District fully supports HB 69 and urges its passage. The future of our community, state and nation requires our best efforts to secure rich educational opportunities for our children beginning at the earliest possible age, ideally in the family home.

We in Kake are thankful for the current Parents as Teachers and Head Start programs operating in our district and feel that an expansion of the Parents as Teachers program state wide would bring forth results far exceeding the funds required to implement the program. Please contact our district office if we can provide additional support.

Respectfully,

Ralph O. Crosslin

Ralph O. Crosslin
Superintendent

Kake City School District is an Equal Opportunity Employer

Child Care
CONNECTION

February 5, 2009

Dear Representative Chris Tuck:

On behalf of Child Care Connection, Inc's Board of Directors and staff, I am writing to support current legislation to establish a voluntary parent education home visiting program for pre-elementary aged children and the implementation of a quality rating system for early childhood education in Alaska.

Home based education and support programs such as Parents as Teachers help parents understand what to expect during each stage of their young child's development, how to support their child's growth and learning, and how to prepare their young children for success in school. Parent success in this critical role largely depends on their understanding of child development, best parenting practice, how to detect their child's developmental delays and health issues, and their access to resources and supports in their community. Implementing a voluntary home visiting program in Alaska will provide parents, with access to expert guidance and assistance to ensure their child's healthy development and learning.

Beyond this critical parent education program, families with parents in the workforce need access to high quality early learning programs for their children while they work and contribute to Alaska's economy. Currently, Alaskan parents do not have a comprehensive way to objectively assess the overall quality of early learning programs in our communities. A Quality Ratings Improvement System (QRIS) would support parents in their search for high quality early learning programs through a five star rating scale evaluating the following factors: staff qualification and professional development, environment, curriculum and learning, leadership and management, and family engagement. A QRIS in Alaska would empower parents to become informed consumers who are better able to identify and seek high quality early learning programs for their children. The system would also provide a roadmap for individual early learning programs to improve their quality of care, thereby increasing parent access to a larger supply of quality options. Finally, the system would allow for greater accountability for policy makers who govern public investments in Alaska's early care and education system, providing coordinated support to all types of early education programs in Alaska.

As the leading agency of Alaska's Child Care Resource and Referral (AK CCR&R) Network, Child Care Connection staff talk with parents every day who share their concerns and challenges. Many parents we work with would benefit greatly from the support of the proposed home visiting program. Its early detection and screening component will be invaluable to the later success and wellbeing of each child touched by this program. Last year, our network worked with over 6,000 families as they struggled to find early learning programs that meet the needs of their children. Many of these parents need to find care for their children so they can go to work, but sometimes have to compromise the quality of their child's care because there are not enough quality programs to choose from. Parents who do find the quality care they need often cannot afford the cost of enrolling their child. I encourage you to support the creation of these two vital programs that will support families and young children both within their home environment, and within early learning programs statewide. Please contact me with questions or for further discussion regarding this letter of support. Thank you for your leadership on behalf of Alaska's young children.

Sincerely,

Candace Winkler
Chief Executive Officer
(907) 563-1977
cwinkler@childcareconnection.org

Advancing the quality of early education and child development by empowering parents, educating child care professionals, and collaborating with our communities.

P.O. Box 141689, Anchorage, AK 99514-1689
Tel 907.563.1966 Fax 907.563.1959
Toll Free 1.800.278.3723 Toll Free Fax 1.877.563.1959
www.childcareconnection.org EIN 920113419

United Way of Anchorage

Play N Learn
Community Head Start
1949 Gilliam Way Suite A
Fairbanks, AK 99701
(907) 452-4267 * Fax (907) 452-4203

Representative Les Gara
Rep Les Gara@legis.state.ak.us

January 23, 2009

Dear Representative Gara,

I am writing this letter in support of establishing voluntary Parents as Teachers home visiting programs. The philosophy of Parents as Teachers is parents are children's first and most important teachers; empowering families to begin a lifelong involvement in the learning of their child.

Our Head Start program uses the Parents as Teachers curriculum for home visiting and can see the benefits to children and families first hand. For one parent who was deployed, receiving mailings with updates and pictures of his child and the Parents as Teachers handouts about developmental milestones helped to keep him connected while away.

Families in Alaska can be isolated from others. Home Visitors offer child development knowledge, parent support and encouragement. The key to healthy development are care givers who provide safe, secure, nurturing environments for children, Parents as Teachers gives families the tools.

Sincerely,

Laura Frisone
Family Services Coordinator
Play N Learn Community Head Start

Alaska Infant Learning Program Association
Serving as an advocate for Infant Learning Program children, families and staff

700 Katlian St. Suite B Sitka, Alaska 99835
907-747-6960

February 10, 2009

Representative Chris Tuck
House of Representatives
State Capitol
Juneau, AK
99801-1182

Dear Representative Chris Tuck,

The Alaska Infant Learning Program Association is writing to support House Bill 69 which would establish a voluntary Parents as Teachers (PAT)home visiting program for families with children prenatal up to kindergarten entry age.

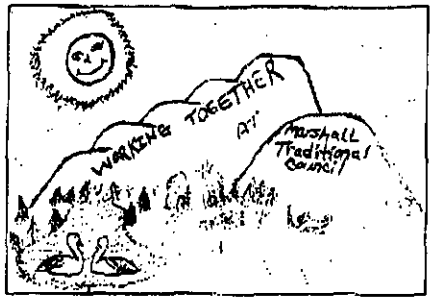
We know that the most important development of a young child occurs in the first few years of life, and our state priorities need to reflect this knowledge. Through the education and support of parents of young children, the Parents as Teachers program has proven effective in increasing children's school readiness, improving their later school success, and increasing their parents' involvement in school. If passed, this legislation would help Alaska's youngest start school ready to learn.

The PAT program provides the necessary supports and services to those children not eligible for Early Intervention/Infant Learning Programs (EI/ILP). In the State of Alaska, eligibility for EI/ILP requires a delay of 50% or more in one or more areas of a child's development. The PAT program is able to support the children who do not qualify, particularly those who may be "at-risk" for developmental delay. Through the home visits and screening provided by the PAT program, children who might otherwise fall through the cracks are provided with necessary services and supports. In addition, the support for pre-natal families provides the opportunity for every infant to begin life in a supportive environment. The socializations provided by the program are instrumental in providing children with the chance to interact with other children and parents with the opportunity to meet other parents. There are no other programs in Alaska besides PAT and EI/ILP that provide the opportunity for these children to learn play skills and develop the social and emotional skills such as self-regulation, turn taking and sharing that are necessary for successful lives.

Your ongoing support of Parents as Teachers is greatly appreciated!

Sincerely,

Gail A. Trujillo
Alaska Infant Learning Program Association



Native Village of Marshall
Marshall Traditional Council
P.O. Box 110
Marshall, AK 99585

Phone: (907) 679-6302 Fax: (907) 679-6187

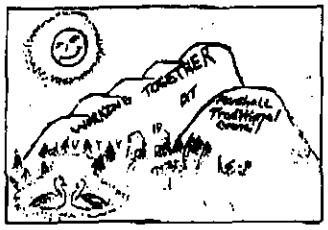
February 9, 2009

I am a proud parent that has a child that is involved in the Parents as Teachers Program. And, so far, I am very pleased at the way the program is run. My child is advanced than other kids his age. He is 19 months and knows how to count to five and refers to his fingers when counting.

He likes to talk a lot and tries to imitate what we are saying. When we tell him what a name for certain items or things and he is able to catch on fast.

So, I would really recommend Parents as Teachers program and would happily tell all people that have kids to let their kids get involved in this program

EPA Coordinator
Jeremy Woods



Native Village of Marshall
Marshall Traditional Council
P.O. Box 110
Marshall, AK 99585

Phone: (907) 679-6302 Fax: (907) 679-6187

From: Carmen Pitka, Social Service worker

Subject: HB 69 Parents as Teachers legislation/Hearing

February 9, 2009

Hello, my son is in the PAT program he will turn 2 this coming June and he enjoys his learning and play time and I truly believe that it starts from us the parents. He is 19 months old and he can count to five with our help and gives us a high five when we reach the fifth finger and he knows where his eyes, nose and ears are. We got him to say the letter S first and then he was able to pronounce words better, I fully support the program and we have a very encouraging lady who works for our local headstart.

Carmen Pitka

From: Stacey Lane [mailto:lanes907@hotmail.com]
Sent: Wed 2/11/2009 9:43 AM
To: louie_flora@legis.state.ak.us
Subject: in support of HB69

I was hoping to give a verbal testimony, but I've got to get to work now. So please accept this e-mail as my testimony of support for this house bill.

A little background information:

My name is Anastasia Lane. I was raised in Seward, and am now raising my own family here as well. I have two children who have been involved in the local Head start program and parents as teachers programs. As many of you know, developmental disorders and learning disabilities are on the rise. My oldest child is on the Autism Spectrum, and it was from the wonderful educators in the Head start program that first to alerted me that my child was significantly behind her peers in her development. On the other hand, the year before she was enrolled in Head Start, the "educators" at a different daycare/preschool program repeatedly told me that my child was "just fine"... "and I was worrying over nothing". This was obviously detrimental to my daughters' future as I chose to believe them, because that's what I wanted to hear. Had I not been told by these so-called "educators" that she was "just fine" ; we would not have lost over a year of therapies that could have significantly helped her. I am truly grateful to the teachers at Head Start for seeing what other educators could not. I fully believe in a "checks and balance" system, because of my personal experiences. I believe that an agency or person who wants to be an early childhood educator should be held accountable for their success or failure as an educator as well as supports be in place for them.

When my second child was born, the Head start program had already been removed. I signed up for voluntary Parents as teacher program because I was very concerned about his development. I didn't know what "typical development" was as my experiences thus far had been significantly skewed. I truly welcomed our "home visits" and not for one moment did I feel it was an invasion of my privacy. I would save up my questions throughout the week to ask at our "home visits" and absorbed the information like a sponge. Those home visits were a ray of sunshine in an otherwise frightening time for my family. I believe the teachers and agencies who provide these services should be held accountable; whether it be an agency, an individual, or a parent. I am in support of establishing a rating system for early childhood education; and hope you will pass HB69 in support of many families in Alaska.

Sincerely,

Anastasia Lane
907-224-8626

Louie Flora

From: kctj@gci.net on behalf of Bergstrom Family [kctj@gci.net]
Sent: Thursday, February 12, 2009 11:52 AM
To: Louie Flora
Subject: comments for the House Education Committee

Dear Mr. Flora,
While telephoning my comments to the offices of members of the House Education Committee, I was asked to consider sending my comments to you via email. It is my understanding that you serve as aide to the House Education Committee.

I am writing regarding House Bill 69. I have read this bill and oppose its passage. As I read through the bill, I tried to see what issues and problems the authors seemed to address with the proposed voluntary home visit program. As a generalization, I believe a parent, not government, is better able to direct the life of a child. I have a degree in Elementary Education and as an educator and parent of 3, I see no reason to create this program. I believe we have resources and programs already in place that address the same concerns that House Bill 69 appears to address.

Please spend our money improving programs and resources already in place. Please assist the families of Alaska in cost effective ways. Please assist the children of Alaska in ways that do not substitute leadership and care from a government sponsored visitor for leadership and care from a parent or parents.

Sincerely,
Cynthia K. Bergstrom
Eagle River, Alaska

Louie Flora

From: NSAS [nsas@mtaonline.net]
Sent: Thursday, February 12, 2009 11:06 AM
To: Louie Flora
Subject: Regarding HB69

Dear Representative Seaton,
I am writing this letter in regards to HB69. I do not support this bill. It's my opinion that this is yet another form of government getting too involved with our personal lives. I understand that there are children falling behind in school tests and scores and there is also problems with child abuse and neglect. I want our children to be safe and educated as much as everyone else does. In accomplishing this goal, I would think there are many other options and ideas that do not include government intruding on our parenting or in our personal lives. For instance, if the government wants to help the public so much with their young children, they could gather commitees together in individual towns and discuss ways the local people could help eachother. Then after some brainstorming and ideas are shared, we could do what we need to as a people for eachother without any further intervention from Big Brother except the usual child services when needed and other already in place programs for those who reach out for help or are reported for neglect or abuse. The point I'm trying to make is that we have the choice. If we need the help for specific situations, we will ask for it.
We don't need government forced parenting. This might sound outrageous or unpopular, but if you want to really help the children of Alaska, then help the marriages of Alaska. Get more drug and alcohol programs, promote homeschooling which I have found establishes a deep bound between parent and child. Encourage breastfeeding since it promotes bonding and helps the children to have higher IQ's and to be healthier. When supporting marriages and homeschooling and breastfeeding, do it in a non-forceful, non-bill anything way. We don't need more laws and government mandates, what we need is discussion tables at schools, correspondance programs, hospitals, counselors, and drug and alcohol facilities. How about some funding for marriage counseling. How about some vouchers for private schools including Christian Schools. There our children can learn about morals and values from the bible which says to love your neighbor and listen and learn from your elders who can later teach them about parenting. That's how the cycle should be. The older adults are supposed to train the younger adults. Not the government is supposed to train everybody. Also there should be encouragment for stay-at-home moms. The more a parent is around and active in the children's life, bonding and training the child, the better off the child will be emotionally and physically. Stay-at-home moms need encouragement and support like support groups with other moms.
These are ways that the government could help. It doesn't require bills or laws, it requires some time and energy to get the community working together to target areas which are positive in a child's life. I have many other ideas along with these but I feel like I've made my point for now.
Thank you for your time and I pray for your wisdom, Pamela Samash Nenana
832-2013

Louie Flora

From: Darlene K [neilsears@yahoo.com]
Sent: Thursday, February 12, 2009 9:33 AM
To: Rep. Paul Seaton
Subject: HB 69

Representative Seaton:

Please vote against House Bill 69, the Alaska Parents as Teachers Act, which would interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children.

Darlene
Anchorage ~~~

Louie Flora

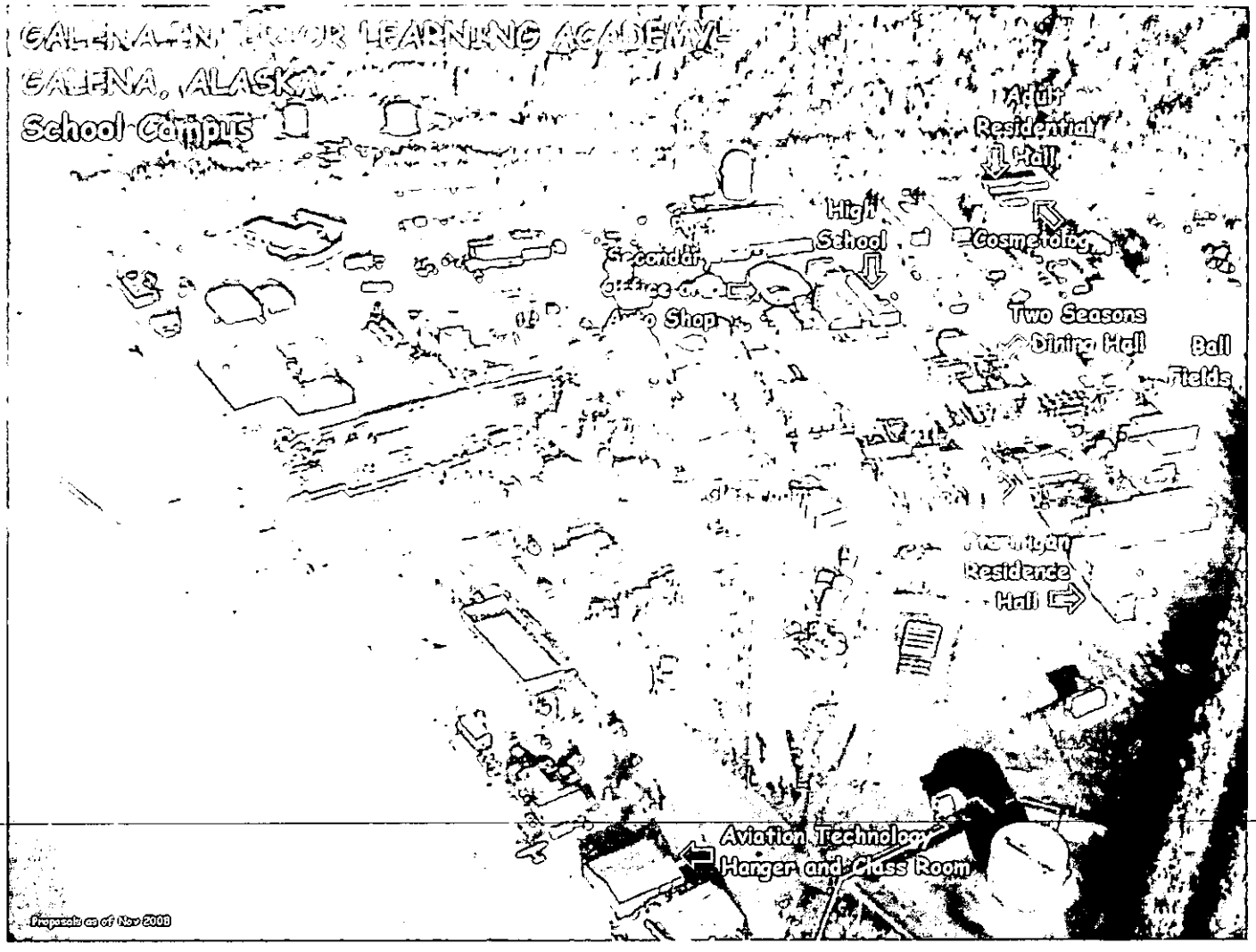
From: bitz7@juno.com
Sent: Thursday, February 12, 2009 8:46 AM
To: Rep. Paul Seaton
Subject: Support HB 69

Dear Paul,

I am a parent educator for the Parents as Teachers program in Hoonah, Alaska. Please support the HB 69. Parents as Teachers makes a huge difference here in Hoonah. We support our families with parenting tips and child development tips. Our families are very appreciative for this support. Our program has grown in the past years and many fathers are now involved in the program. It is vital to our community. Let's keep it going!

Sincerely, Judy Bitz

Click for online loan, fast & no lender fee, approval today



Galena City School District presentation to the House Education Committee February 4, 2009

Louie Flora

From: Kaari B [kaari_5@yahoo.com]
Sent: Wednesday, February 11, 2009 12:19 PM
To: Rep. Paul Seaton
Subject: Alaska Parents as Teachers Act
Follow Up Flag: Follow up
Flag Status: Yellow

Dear Representative Seaton,

I am opposed to the "Alaska Parents as Teachers Act" for the reason that I don't want the State to be involved within the home, or as an overseer for parents. Even though your office assured me that the version of this bill being discussed is purely on a voluntary basis, I am concerned about the incremental nature of government in people's private homes.

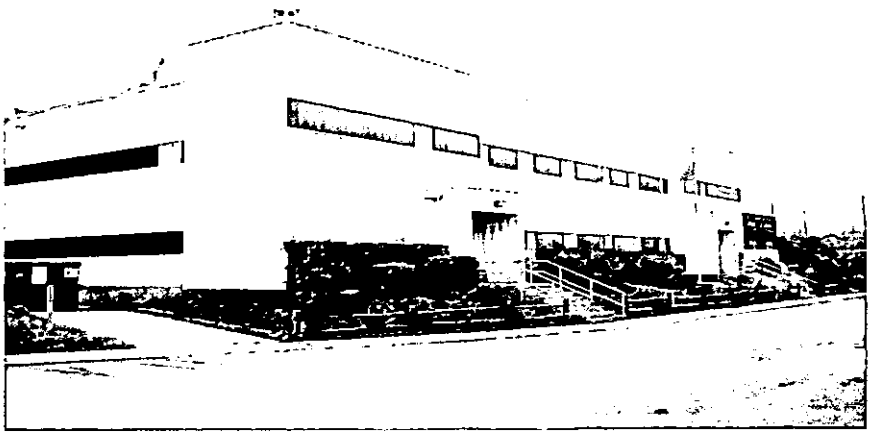
This bill sounds to me like a friendly piece of legislation to the U.N. Treaty on the Rights of the Child, which is very intrusive and completely removes the rights of the U.S. citizens. As a homeschooler I am both a parent and a teacher, and I see trouble down the road if legislation like this is approved.

Please oppose this bill. I strongly dislike it.

Sincerely,
Kaari Bouma in Homer

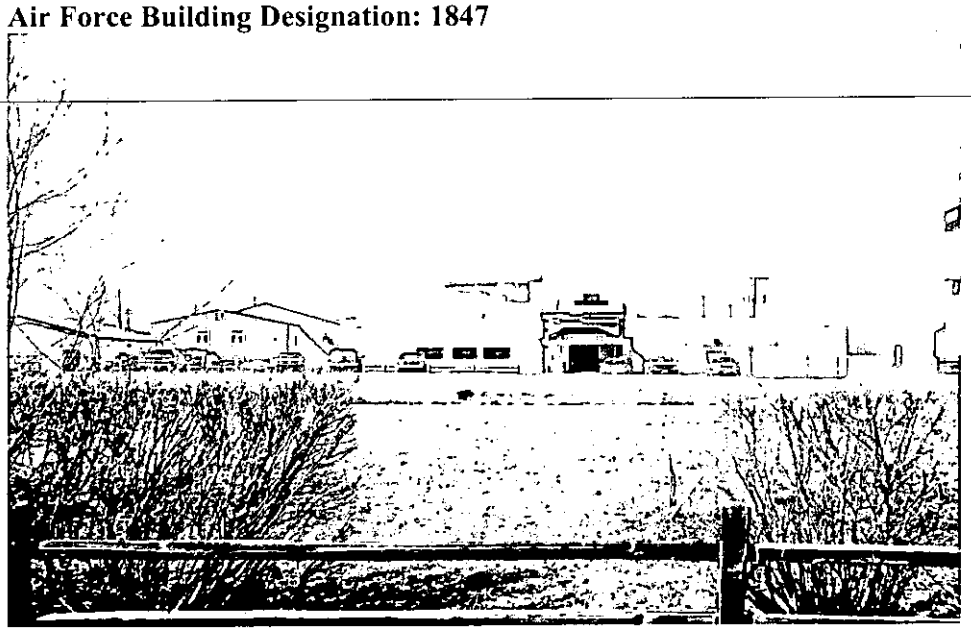
-Galena Interior Learning Academy Facilities-

Air Force Building Designation:1854



Building: Headquarters
Currently four classrooms and rental space for State Troopers
Square Feet: 12,000
Structure: Metal Framing
Year Constructed: 1984

Air Force Building Designation: 1847



Composite Building
Classrooms, Auditorium, Offices, Library
Square Feet: 16,700
Structure: Steel and wood
Year Constructed: 1985

Louie Flora

From: akmarble@mtaonline.net
Sent: Wednesday, February 11, 2009 11:06 AM
To: Rep. Paul Seaton
Subject: Parents as Teachers

Mr. Seaton,

I am writing to express my opposition to the Parents as Teachers bill 69 that is up for consideration in hopes that you vote against it. We strongly believe that our tax money would be better spent elsewhere, as parents and not state officials can best determine what is best for their own children.

Thanks for your kind consideration of my request,

Diane Marble

Louie Flora

From: silveira@gci.net on behalf of Silverias [silveira@gci.net]
Sent: Wednesday, February 11, 2009 2:54 PM
To: Rep. Paul Seaton
Subject: hb 69

Please vote against the house bill 69. I don't think we need another agency to tell parents how to raise their children. Thank you Sandy Silveira

Louie Flora

From: Jane-Mary Donelly [jamberryjane@yahoo.com]
Sent: Wednesday, February 11, 2009 1:46 PM
To: Rep. Paul Seaton
Subject: House bill 69

Dear representative,

I work for the Parent as Teachers program in a remote part of Alaska. Predominantly the population is Athabaskan. There is little employment in the winter months and families rely on welfare and subsistence hunting to survive. As well as almost zero employment in the long winter there are also other problems with alcohol and substance abuse.

My program is fully enrolled and I have a waiting list. Due to the high unemployment we have a high number of father's attend the visits I conduct at in homes. Parents truly embrace the opportunity to learn more about their developing child and I can see them making life changing choices about their problems and perspective on life.

Father's are stepping up to fulfill the parenting role so needed. My father's are reading more to their children, getting involved in group activities and joining in with the sessions we have. This is a wonderful outcome for families in my region.

Not only father's benefit, I see teenager who are developing parenting skills, support a grandmother who is raising her small granddaughter, One of my younger mother's who is a convicted felon is changing her life around and volunteering in my program to clean toys. There are so many stories.

Please come to Tok/ Tanacross and Tetlin to see how my families are doing. I am sure you will see the wonderful benefits that I am seeing with the work I am doing to engage families of young children. Please support the house bill 69 to assist all Alaskans.

Yours sincerely

Jane Teague
Parent Educator
Tok, Tanacross and Tetlin
P..O Box 391
Tok 99780
Alaska
(907) 883 5159

Louie Flora

From: Susan Nymeyer [susan.nymeyer@gmail.com]
Sent: Wednesday, February 11, 2009 12:22 PM
To: Rep. Paul Seaton
Subject: House Bill 69

Dear Representative Seaton,

Please vote against House Bill 69, the Alaska Parents as Teachers Act, which would interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children.

Thank you,

Susan Nymeyer
Kodiak, AK

Louie Flora

From: Kaari B [kaari_5@yahoo.com]
Sent: Wednesday, February 11, 2009 12:19 PM
To: Rep. Paul Seaton
Subject: Alaska Parents as Teachers Act

Dear Representative Seaton,

I am opposed to the "Alaska Parents as Teachers Act" for the reason that I don't want the State to be involved within the home, or as an overseer for parents. Even though your office assured me that the version of this bill being discussed is purely on a voluntary basis, I am concerned about the incremental nature of government in people's private homes.

This bill sounds to me like a friendly piece of legislation to the U.N. Treaty on the Rights of the Child, which is very intrusive and completely removes the rights of the U.S. citizens. As a homeschooler I am both a parent and a teacher, and I see trouble down the road if legislation like this is approved.

Please oppose this bill. I strongly dislike it.

Sincerely,
Kaari Bouma in Homer

Louie Flora

From: jennifer schultz [jenschultz4@yahoo.com]
Sent: Wednesday, February 11, 2009 12:05 PM
To: Rep. Paul Seaton
Subject: Bill 69

Please vote down the Parents as teacher act as I do not feel the state has the money nor should be involved in the raising of children (If no evidence of abuse or neglect). Pleuase vote no on Bill 69.
Thank you,
Jennifer Schultz

ALASKA DEPARTMENT OF REVENUE, TAX DIVISION
ADVISORY BULLETIN 2009 - 01

Subject: Production tax for gas used in the state under AS 43.55.011(o) and AS 43.55.900(24)

Alaska's Clear and Equitable Share (ACES) legislation enacted in December, 2007, included two amendments to the production tax statute dealing with gas used in the state. The statute at AS 43.55.011(o) allows a producer of gas used in the state and produced from a lease or property outside the Cook Inlet sedimentary basin the benefit of the tax ceiling under AS 43.55.011(j)(2).[1] The statute at AS 43.55.900(24) defines the phrase "used in the state" to mean delivered for consumption as fuel in the state, including as fuel consumed to generate electricity.

A manufacturing company, hereafter referred to as "the Company," has requested an Advisory Bulletin to clarify the meaning of gas used in the state. The Company uses gas for two purposes. A portion of the gas is used as a feedstock of raw material in the manufacturing process, by which gas is subjected to chemical reactions to synthesize another product. This gas is referred to as "process gas" or "feedstock gas". The remainder of the gas is used as fuel to run equipment such as heaters and compressors. This is referred to as "fuel gas". The Company raised the following question:

The definition of "used in the state" means delivered for consumption as fuel in the state. Under this definition would a nitrogen complex that uses natural gas to manufacture anhydrous ammonia qualify for "used in the state"?

Under the statutory definition of "used in the state," only that portion of the gas used as "fuel gas" by the Company would qualify. Gas is consumed as fuel when it is burned to provide energy. Gas used as a chemical feedstock is not gas consumed as fuel, as required by that definition. Therefore, the Company's feedstock gas produced outside the Cook Inlet sedimentary basin would not qualify for the production tax ceiling under AS 43.55.011(o).

We note that this limitation on the applicability of the tax ceiling applies only to gas produced from a lease or property outside the Cook Inlet sedimentary basin. Gas produced from a lease or property in the Cook Inlet sedimentary basin enjoys a tax ceiling under AS 43.55.011(j) regardless of whether it is delivered for consumption as fuel in the state.

This advisory bulletin is issued for the information and guidance of producers, explorers, and other interested persons. Opinions expressed here are strictly limited to the proposed conditions as presented above interpreted in accordance with existing Alaska production tax law. These interpretations do not address other possible effects under other tax types or other tax laws, and, as provided under AS 43.55.110(g), interpretations stated in this advisory bulletin are not binding on the Department or others.

Issued: February 10, 2009

Jonathan E. Iversen
Director

[1] The ceiling tax per Mcf (thousand cubic feet) under AS 43.55.011(j)(2) is derived by multiplying the average rate of tax that was imposed under AS 43.55 for taxable gas produced from all leases or properties in the Cook Inlet sedimentary basin for the 12-month period ending on March 31, 2006, times the average prevailing value for gas delivered in the Cook Inlet area for the 12-month period ending March 31, 2006, as determined by the Department of Revenue. The regulations at 15 AAC 55.440 provide that the average rate of tax for Cook Inlet for the 12-month period ending on March 31, 2006, was 4.947 percent and that the average prevailing value for gas delivered in the Cook Inlet area for the 12-month period ending March 31, 2006 was $3.585 per Mcf.

Louie Flora

From: The Sea Bean [seabeancafe@gmail.com]
Sent: Thursday, February 12, 2009 7:44 AM
To: Louie Flora
Subject: HB 69

Representative Seaton,

Please consider opposing HB 69, the Parents as Teachers Act.

I feel this Act would impose an invasion of privacy toward citizens in the state of Alaska.

The formative years (ages 0 through 5) are crucial in the upbringing of children. Submitting them to home visits, mandatory checks, health screenings would create an insecure environment for the parents as well as the child. With government officials constantly entering homes, an attitude of dependency on the government will result allowing the inability to perform as responsible adults in the upbringing of children.

Thank you
The Hershocks
Seward, Alaska

Louie Flora

From: Erin Briar [briarfamily@hotmail.com]
Sent: Wednesday, February 11, 2009 10:17 PM
To: Rep. Paul Seaton
Subject: No to Bill 69

Dear Representative Seaton,

Please vote against House Bill 69, the Alaska Parents as Teachers Act, which would interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children.

Respectfully,
David and Erin Briar
Alaska Voters and Parents

Louie Flora

From: glacierbear@alaska.com on behalf of Tom and Katie [glacierbear@alaska.com]
Sent: Wednesday, February 11, 2009 10:24 PM
To: Rep. Peggy Wilson; Rep. Bob Roses; Rep. Paul Seaton; Rep. Sharon Cissna; Rep. Berta Gardner
Subject: House Bill 69

Follow Up Flag: Follow up
Flag Status: Blue

Dear Representatives,

Although House Bill 69 was scheduled for a hearing before the House Education Committee today, Wednesday, February 11, I would like to voice my wishes regarding the aforementioned Bill. It is my hope that you voted against House Bill 69, the Alaska Parents as Teachers Act, which would interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children.

Sincerely,

Katherine A. Reed

Louie Flora

From:	Rory Schneeberger [gonefishing08@hotmail.com]
Sent:	Wednesday, February 11, 2009 5:45 PM
To:	Rep. Berta Gardner; Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Wes Keller; Rep. Bryce Edgmon; Rep. John Coghill; Rep. Bob Buch; representaive_mike_kelly@legis.state.ak.us; Rep. Bill Stoltze; Sen. Bettye Davis; Sen. Donny Olson
Cc:	Rep. Scott Kawasaki; Rep. Chris Tuck; Rep. Les Gara; representative_pete_peterson@legis.state.ak.us; Sen. Fred Dyson
Subject:	RE: After listening to HB 69 AM teleconference, STILL RESPECTFULLY OPPOSED
Follow Up Flag:	Follow up
Flag Status:	Blue

From: gonefishing08@hotmail.com
Subject: RE: After HB 69 AM teleconference, STILL OPPOSED
Date: Wed, 11 Feb 2009 17:14:45 -0900

Thank you, **Representative Gardner et al!** I appreciate your time and input and especially the testimony of Jeff, Kelly and Jillian (sp), however, many questions re: HB 69 beg definitive answers.

The issue as I read HB 69 *and sponsor statement* is **voluntary in-home educator-parent "visits."**
The majority of testimony I heard this morning echoed **MENTAL HEALTH ISSUES** almost from start to finish.

Please help me understand the motivation behind this bill:

Q1 - Are the "trained parent educator(s)" PARENTS THEMSELVES with PRACTICAL EXPERIENCE?
Q2 - Since the children affected by this proposal are NOT public school enrollees, why is my state taking on MORE rather than LESS oversight of those young Alaskan citizens NOT within the age-purview of our compulsory education law?
Q3 - Instead of "...an attempt to implement cost-effective, fact-based solutions to Alaska's poor graduation rates..." (Sponsor Statement), shouldn't the focus be on older, enrolled students in the public schools as per our Constitutional mandate AND the students' mastery of in-school course content?
Q4 - Couldn't faith-based and community agencies and NPOs continue their assistance in specific cases IF AND WHEN INVITED?
Q5 - As you know, the Alaska Constitution mandates *general* oversight of public schools. The children in question in HB 69 are **aged newborn to five.** The working definition of "general" is **not specialized or restricted**; **not detailed or precise** (Webster's Dictionary - emphasis mine). Are the lines once again becoming blurred between true parental control and autonomous family management vs more government intrusion, no matter how well-intentioned?
Q6 - *Instead of tightening up, why not lighten up on families* throughout our state?
Q7 - At what cost is HB 69 to the STATE OF ALASKA $$ coffers?

When what appears to be "broke" insists on trying to FIX something that may NOT be broken, my *Suspicious-of-Big-Brother* antennae start to vibrate! Please forgive me, yet it seems HB 69 is opening the door to more government "answers" when the state of public education in Alaska

proves our state government hasn't been too successful in finding a winning recipe for themselves and their already-enrolled students although I remain hopeful.

I'm not a Catholic, but I remember reading a poignant, pertinient vignette about Mother Theresa in which she "...refused to admit she was old and ugly and poor and powerless..." and in so doing, "...she forced the rest of us to acknowledge she wasn't any of those things (from *A Different Kind of Teacher* by John Taylor Gatto).

In the same vein, my educated guess is that most Alaskan famillies are not dumb, dumber, dumbest, out of control, dysfunctional, or asking for state "visits" into their private homes; they are not inviting the legislature's or the Department of Education's expanded intervention. The sooner we acknowledge this, the better. Please consider **backing off and/or backing down on legislation** concerning individual and private family freedoms, personal and traditional decisions on child-rearing, responsibility and accountability. Can we stick to rewarding the good and punishing evil as CIVIL LAW was intended and stop playing busy-body? We can't afford this legislation AND there are more important issues at hand.

In my humble experience with state and federal governmental powers, ***"Voluntary"*** *now smacks of* ***"Enforcement"*** *later.*

Please help me to understand the motivation behind this piece of legislation.
Thanks for reading and **THANKS FOR ALL YOU DO TO ENSURE OUR FREEDOMS now and forever.**

Remaining convinced that LESS GOVERNMENT IS MORE and that government should quietly disappear from education except for ***general*** oversight,

Rory Schneeberger, Ed.D. (Ret)
POB 232
Hoonah, AK 99829-0232

Louie Flora

From: housemajority_email@housemajority.org
Sent: Wednesday, February 11, 2009 8:46 PM
To: Rep. Paul Seaton
Subject: Parents as Teacher

Follow Up Flag: Follow up
Flag Status: Blue

+----------+
DO NOT REPLY DIRECTLY TO THIS EMAIL: your reply will go to enews@housemajority.org To correspond with the author Hit 'Reply' or 'Forward'.
Then change the TO: address to carlsons@cvinternet.net If suspected Spam please forward to: support@housemajority.org
+----------+

From: carlsons@cvinternet.net

Hi, I am from Kenny Lake Alaska a small community right before Chitina. We are on the road system but the road litterally ends 25 miles from our house. Isolation is definately a problem for young families out here. Parents as teacher's program is perfect for such rural communities as it connects families with each other as well as the school as well as other services, through home visiting and group socials it is a very effective program and it is proven that when families get involved with their children at an early age they stay involved with their children through the school years. Parent as teachers has made such a difference in our community. I have worked with this program for 9 years it is an amazing program with great information about brain development as well as practical things for parents to do at home. It recognizes parents as a child's first and most important teacher. I am proud to be a part of this program. I see time and time again what a difference this information and connections make in helping families and children suceed.

~ Jan Carlson
Zip Code: 99573

+----------+
DO NOT REPLY DIRECTLY TO THIS EMAIL: your reply will go to enews@housemajority.org To correspond with the author Hit 'Reply' or 'Forward'.
Then change the TO: address to carlsons@cvinternet.net If suspected Spam please forward to: support@housemajority.org
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Critical Questions and Comments in Opposition to
The (Proposed) Alaska Parents as Teachers Act – HB69

1. **Citizens of the State of Alaska are better served through enhancement and augmentation of pre-existing programs** and institutions as means to encourage good parenting and increase school readiness for children:
   (1) enhanced focus and better funding of existing school-based Parent-Teacher Associations; particularly to include parents of pre-school children
   (2) through better funding of existing "local agencies" towards better parenting
   (3) through better use of public service announcements that provide information of the SOA's existing resources for better parenting;
   (4) by producing and making available various media for parents in areas this Act is concerned with;

2. **The State of Alaska should continue to encourage the functionality of the family in other ways:** fund the "not for profit organization that provides community services" DIRECTLY instead of taking a hands-on role. What will become of this program if oil remains at $35/barrel?

3. Currently, this HB 69 lacks sufficient detail regarding the qualifications of caseworkers; especially for those not working for a public school.

4. It is not necessary, nor is it beneficial, for State of Alaska to institute such a program through HB69. Funds supplied directly to targeted regions around the State, by grants – not through direct control of the SOA, would be cheaper, more effective, and not expand the State's oversight into the homes of preschoolers. **A judge could easily latch onto this program and mandate it as a condition for those deemed at-risk, low income, or otherwise in need of more "help."**

5. The Bill unnecessarily, and possibly dangerously**, steps into areas of expertise that are better addressed directly through private (and possibly public) health care providers.** Specifically, the language stating that HB69 will promote "increased identification of health problems and developmental delays through regular screenings; improvement of child health indicators, including immunization rates . . ." Again, rather than use HB69 as a remedy for shortfalls in existing State programs, re-focus the existing programs to include the goals of HB69.

6. The Bill does not sufficiently define the criteria for a "not for profit organization that provides community services" in order to meet qualifications to receive program funding under this Bill.

7. **Although not mandatory for private schools, this Program would effectively rate non-participating schools as "unrated" or "non-**

participating;" effectively establishing non-performance criteria for non-participating schools.

8. The Bill does not specifically define how public and private pre-elementary programs will be rated on the one-to-five system.

OTHER QUESTIONS RE: HB69

(1) Is this Bill parent-teaching focused or child-observation-focused? If it is the goal of the State of Alaska to enhance parenting skills for their preschoolers, enhance funding to existing programs that target parenting skills. **Focus on our hospitals: Providence, Alaska Native Medical Center, etc. where there's an existing parent-child-care provider interface.**

(2) According to the language in the Bill, the effectiveness of the program would be determined partially by: "the number of children screened and receiving referrals for further evaluation; and the number of referrals to other community organizations and resources." **If the good intention of this Bill is to establish personal connections with existing community organizations and resources, why not encourage these existing organizations and resources through additional funding, PSA's, outreaches, etc., rather than create additional legislation?**

(3) Stated is that the Bill will "adopt regulations to implement this program." Why doesn't HB69 specify how implementation of the Program will occur?

(4) How will funding for this Program under HB69 be allocated when multiple local agencies (i.e., in geographic proximity to one another) apply to the Program for funding? Will city public schools be given preference, or rural educational associations? Will not-for-profit agencies be given equal consideration?

(5) What specific set of performance-based metrics are included in this legislation to track it's positive or negative impact on Alaskan citizens? According to the existing language of HB69, counselors must demonstrate intervention and referrals to prove their effectiveness – I feel these criteria has the potential, in some cases, to endanger the family's privacy, with the ultimate result being that families are disrupted rather than helped.

(6) Is it the State's intention, or could the State, mandate participation in this Program to citizens who receive State-sponsored health care, e.g., Denali Kid Care?

(7) The Bill does not specifically define how the ratings of public and private pre-elementary programs will be publicized – on the internet? Through our next election ballots? On TV? Pamphlets mailed to residents?

(8) The Bill lacks definition of "developmental and health screening." HB 69's scope is too broad; in particular, the definition of a "potential delay in normal development." **What are the repercussions to the child and family if a caseworker determines a "potential delay in normal development" for the child?**

Louie Flora

From: Garret Slaugenhoup [garretslaugenhoup@hotmail.com]

Sent: Wednesday, February 11, 2009 4:14 PM

To: Rep. Scott Kawasaki; Rep. Paul Seaton; Rep. Bryce Edgmon; Rep. Bob Buch; Rep. Cathy Munoz; Rep. Peggy Wilson; Rep. Berta Gardner; Rep. Les Gara; Rep. John Coghill

Subject: HB 69

Attachments: Critical Questions and Comments HB69.doc

All,

Regarding HB 69, attached are some specific questions and reservations I have at this time.

In summary, HB 69 is an unnecessary and detrimental expansion of government into the realm of the family. The State of Alaska should allocate resources to existing programs and organizations rather than create a new program.

Please do not proceed with HB 69.

Thank you for your hard work and for considering these comments and questions.

Respectfully,
Garret Slaugenhoup
531 East 10th Avenue
Anchorage AK 99501
907-980-1031

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PAT Alaska

A Special Feature with Information on Parents as Teachers (PAT) Involvement and Early Childhood Development

Update

No Child Left Behind and Parents as Teachers

The No Child Left Behind Act (NCLB) of 2001 empowers parents to get involved in their child's education, requires stronger accountability for results and stresses the use of scientific-based research. The Parents as Teachers program supports NCLB in the following ways:

Parents as Teachers has proven effective in increasing a child's school readiness and later school success. *Parent participation in the PAT program has important effects on children's school readiness and is "highly effective in helping impoverished parents prepare their children to enter school." 1 Kindergarten and third grade children who had participated in Parents as Teachers showed better outcomes in all areas of development and on standardized tests than a comparison group matched in gender, ethnicity, language and participation in the free/reduced lunch program. 2*

Parents as Teachers engages parents in their child's development and education from the earliest years and has proven effective in increasing parental involvement once the child reaches school age. *Research shows that parent involvement in their child's learning is positively related to achievement. Parents who participated in PAT demonstrated high levels of school involvement, which they frequently initiated, and supported their children's learning in the home. 3*

The Parents as Teachers Born to Learn curricula content is based on reliable and current research in the areas of child development and neuroscience . *The curricula was developed in collaboration with neuroscientists from the Washington University of School of Medicine in St, Louis and shares information with parents that is not anecdotal, but is content based on the key characteristics of reliable research.*

The Parents as Teachers supports the No Child Left Behind program goals of assisting young children and their parents prepare for academic success. *PAT can be funded by local school districts and/or operated in conjunction with programs such as Title 1; Parental Information and Resource Centers; William F. Goodling Even Start Family Literacy programs; Early reading First, and 21st Century Learning Centers.*

1 Phannenstiel, J. Seitz, V., Zigler, E., NHSA Dialog: A Research-to-Practice Journal for the Early Intervention Field, 2002, "Promoting School Readiness: The Role of the Parents as Teachers Program" p. 81 1 O'Brien, T., Garnett, D.M and Proctor, K. (2002). Impact of the Parents as Teachers Program. Ca_on City, CO, School Year 1999-2000. 1 Phannenstiel, J., Lambson, T. and Yarnell, V. The Parents As Teachers Program: Longitudinal follow-up to the seconf wave study. Overland Park, KS: Research & Training Associates,1996

Parents as Teachers

A fun, early learning program for soon-to-be parents and parents with children up to five years of age.

Research Shows:

PAT children outscored their peers on measures of school readiness and later school achievement.

PAT children were more advanced than other 3 year-olds in language and social development , problem-solving, and other intellectual skills.

PAT children performed better than non-PAT children in elementary school.

PAT parents took a more active role in special education; lower incidence of abuse and neglect.

What We Do:

Personalized home visits with a certified Parent Educator, trained in child development, who is eager to help give their children the best beginning.

Family Play Times where families can learn new things about children parenting and share experiences with other parents.

Regular Developmental Screenings to ensure children's development is on track and to detect possible delays.

A Resource Network that can help parents find services in their community, if needed, that are beyond what PAT can do.

How to Contact Us:

Melissa Pickle- PAT Alaska State Coordinator at mpickle@ruralcap.com or (907) 865-7345

What No Child Left Behind Funding Streams Can Support Parents As Teachers?

- **Title 1 (Title 1, part A)-** As the largest federal program supporting elementary and secondary education, Title 1 targets resources to districts and schools with high poverty rates. Title 1 has a parental involvement component which requires local school districts receiving Title 1 funds to develop a plan of parental involvement. *Schools receiving Title 1 funds may choose to use the funding to implement model parental involvement practices such as Parents as Teachers.*
- **Parental Assistance Information Centers (Title V, part D, Subpart 16) - -** This federal competitive grant program funds school-linked or school-based parental information and resource centers (PIRCs). These centers provide services that increase parental involvement in order to improve student academic achievement. Services include training, information, and support to parents, schools, and organizations that work with parents. *At least 30 percent of the grant awards must be used to establish, expand or operate early childhood parent educator programs— specifying Parents as Teachers and the Home Instruction Program for Preschool Youngsters. Over 50 of the PIRCs currently support Parents as Teachers programs.*
- **William F. Goodling Even Start Family Literacy Program (Title 1, part B, subpart 3) —** The Even Start Program provides low-income families with integrated literacy services for parents and their young children (birth through age 7). It is a state-administered grant program in which states award competitive grants. Local Even Start programs provide four core educational components: early childhood, adult education, parenting education, and parent-child activities. *The Parents as Teachers model incorporates and emphasizes early literacy throughout its parenting education and parent-child activities. Parents as Teachers programs often work in conjunction with adult literacy programs in the implementation of Even Start programs.*
- **Early Reading First (Title 1, part B, Subpart 2)** This program is a federally administered grant program. Grantees must use Early Reading First funds to provide preschool-age children with high quality oral language and literature-rich environments; provide staff professional development; provide scientifically based reading instructional materials; implement screening reading assessments or other appropriate measures; and integrate these materials, activities, tools and measures into the grantee's preschool program. *Parents as Teachers home visiting model can be used to support a preschool program's center-based early education by engaging parents as partners in creating a literacy-promoting environment for their children at home.*
- **21st Century Community Learning Centers (Title IV, part B) —** This program provides services during non-school hours to students and their families for academic enrichment. The services can be provided to parents of children that participate in the center or parents of pre-school age children that will be eligible for the center services. *The funds can support programs that promote parental environment and family literacy, such as Parents as Teachers.*

What is the Title 1 Decision-Making Process?

At the State level, no Title 1 money is specifically tied to parental involvement . However, there are no regulations preventing a state using Title 1 funds to support parenting education and parental involvement programs.

A school district and individual schools have this same option available. Additionally, a school district that receives over $500,000 in Title 1 funds is required to set aside 1% for parental involvement. In turn, the district must pass on 95% of the 1% to schools to support for parental involvement activities. Parents must be involved in the process that determines how these funds will be spent.

For more information or to submit a FAQ, contact Lynn Tiede, Public Policy Manager, Parents as Teach- National Center,

lynn.tiede@patnc.org

The information for this update is adapted from the Parents as Teachers National Center, St. Louis, MO.

investments in children are always investments in tomorrow.

* State funds are only one of many funding sources available to Parents as Teachers programs.

Guide to Funding

For Parents as Teachers programs

Parents as Teachers national center

FUNDING FOR PARENTS AS TEACHERS PROGRAMS

Running a successful PAT program depends on securing stable and diverse funding that can grow and expand to reflect the needs of the families served. In fact, the need for PAT programs to seek diversified funding sources for program growth is so important that it has been included as one of the standards in the "Program Design and Funding" section of *A Closer Look*, the National Center's guidelines for program quality standards.

There are two main categories of funding that support PAT programs: public and private funds. Each of these sources of funds has benefits and drawbacks, thus necessitating that PAT programs develop a mixture of funding that provides for both stability and growth. Ideally, no single funding source should account for more than 15% of a program's revenue in any single year. Therefore, PAT programs should continuously allocate both personnel time and resources to securing a mix of funding.

Tips for developing sustainable funding:

- **Be proactive.** Learn about different funding sources, beginning right in your own community. Become active in local and state initiatives that are working to support families with young children. Build relationships with your elected officials at the federal, state and local levels and identify private funders supporting family and childhood initiatives. Cultivate these relationships long before you are in "desperate need" of funding.

- **Think ahead.** Develop a 3-5 year funding plan now for your program's future. Ask questions like: what is the "lifespan" of our current funding? What do we need to do to be eligible for other kinds of funding or grants? What are the resources in our community to help with fund raising? What kinds of activities are covered by certain types of funding and which ones are not?

- **Budget time and money for fund raising.** Even the most effective PAT program can't succeed without adequate financial support. Allot time and money to write grants, research potential funding sources, and communicate with donors. Make it everyone's "job" to be on the lookout for funding ideas and sources.

- **Diversify your funding.** Develop a mix of sources that includes government, foundation, corporate, event, individual, and agency funding. Don't put all your funding "eggs" in one or two baskets.

- **Leverage your funding.** Funds from one source can often times be used to help secure funds from another source. Private funds from individuals and corporations can be used to leverage agency and government funds. Funders like to support a "winner." The more diversified your funding sources, the more attractive your program is to a new funder.

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PUBLIC FUNDING

Public funding, i.e. funding supported by public tax dollars, is the primary revenue source for most Parents as Teachers programs. Public funding can come from federal, state or local government sources, such as state or federal grants or your local school district's budget. Because Parents as Teachers outcomes cut across many fields, public funding can come from a variety of sources that are targeted towards a variety of "primary" purposes.

The purpose of this *Parents as Teachers Guide to Funding* is to provide a general idea of places to look for funding for your PAT program and to provide an overview of some of the major funding streams that PAT programs currently use. This is not intended to provide detailed information on each funding stream, but to give you enough information to help you decide which streams are a potential fit for your program.

It is important to learn about each funding source and seek only those funds that are appropriate to your PAT program and local community. If you either receive or are seeking public funding, you need to be prepared to:

- **Educate yourself about the funding source.** This will help you be more effective in getting and maintaining public funding. Learn who the decision-makers are for the funding you are receiving. Is it members of Congress, state legislators, your county commissioner, or your local school board? Keep in mind that the funding amounts and guidelines for spending public money may be set at one level (e.g., in Congress or your state legislature), but the final decision on what specific programs are supported may be determined at another level (e.g., by your county or local school district). You will need to know what decisions are made at what level and by whom!

- **Get ready to advocate!** Public funding is subject to shifts in needs, the political environment and/or turnover in elected positions or government agency personnel. For example, early education may be the "hot" issue one year, but something else may become "hot" the next year and funding may be reduced or eliminated. War time expenses or natural disasters may also cause shifts in spending. However, the needs of children do not change. Part of the responsibility of receiving public funding is to continuously advocate and to educate the appropriate decision-makers about the importance of their investment in young children and in Parents as Teachers specifically.

Help us make this guide even more useful to our Parents as Teachers programs!

This guide is considered a work in progress. We need to incorporate the knowledge from those of you "in the field" who have accessed—or tried to access—these funding streams. If you have any advice, comments or corrections, please do not hesitate to contact Lynn Tiede, Public Policy Manager, at Lynn.Tiede@ParentsAsTeachers.org. We would appreciate your input!

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LOCAL FUNDING

Although short, this is the most important section of the guide! Why? It's simple. Community-based programs need community-based support. Believe it or not, decisions about how public funds are spent—even state or federal funds—are often made at the local level or are dependent on local collaborations.

Regardless of where you seek funding, you need to start in your own backyard. Be proactive—start building relationships at your community and county level. In many cases, it is a local or county official that can help you access or "drawn down" state or federal funds to support your program. If you doubt this, read on to the descriptions of the state and federal funding streams and you will see the number of programs that require that you "start local."

A few places to seek out local funding/collaborative opportunities are:

- County health department
- Local school district
- Local children and family agencies and nonprofits
- Local mental health associations
- United Way
- Faith-based organizations
- Community early childhood initiatives

STATE FUNDING

By state funding we mean funding that comes directly from state revenues. States will have their own unique initiatives, programs and funding streams. It is impossible to cover all the state funding streams that could fund PAT programs, but here are a few general categories of funding that are often used. You will need to investigate further to find out what is available in your state.

State Early Childhood/ Community-based Initiatives: Many states have their own early childhood and/or community based initiatives. These initiatives may have specific goals around school readiness, or may have broader goals around support for families and children. In many cases, these funds can support Parents as Teachers programs at the local level.

A few examples of state early childhood/community-based initiatives are:

- *Smart Start* in North Carolina, which is designed to help ensure that young children enter school healthy and ready to succeed. The funds are administered through Local Partnerships that determine services based on local needs.
- The *Iowa Community Empowerment Initiative*, which created local community empowerment areas where citizens lead efforts to improve the well being of families with young children. Each community empowerment area establishes a board that is responsible for designing and funding services to meet local needs.
- The *Children and Families Commission in California*, which was created by Proposition 10. "Prop 10" was approved by California voters to add a tobacco tax that was then dedicated to help communities create comprehensive and integrated systems to support early childhood and school readiness. The funds are allocated to County Commissions, which plan and make decisions regarding how the

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money should be spent to best meet local needs.

Resource: The National Governors Association Center for Best Practices provide links to websites of state early childhood initiatives: http://www.nga.org/center/divisions/1,1188,C_ISSUE_BRIEF^D_1891,00.html

State Children's Trust Funds: All 50 States, the District of Columbia and Puerto Rico have created Children's Trust Funds. These organizations serve as a catalyst for the development of community-based child abuse and neglect prevention programs in their states. They are also incubators for programs and services related to strengthening families to prevent child abuse and neglect. State trust and prevention funds receive revenue from a variety of sources such as surcharge fees on marriage licenses or other vital records, individual and corporate fundraising, and State and Federal resources.

Resource: The National Alliance of Children's Trust Funds http://www.msu.edu/user/millsda/index.html

State revenues devoted to support home visitation and/or a specific home visitation program: In some states, the legislature has devoted state funds to support early childhood home visitation programs broadly. Specific home visitation programs can also have funds designated for their use. For Parents as Teachers, this is the case in Kansas, Missouri and Oklahoma. In other states, funds have been allocated to other home visitation programs, such as Healthy Families America, Nurse Family Partnership, or HIPPY.

Funds designated for early childhood home visitation are very valuable resources. Consider working to establish one in your state. If an early childhood program other than PAT is already funded, explore collaborative opportunities.

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FEDERAL FUNDING

Federal funding for Parents as Teachers programs can come from a variety of sources, including the Department of Education, Department of Health and Human Services and the Department of Justice. This section covers some of the major federal funding streams that can support Parents as Teachers programs. The descriptions include the purpose of the funding, eligible recipients, approved activities and uses of funding, and how Parents as Teachers connects to the funding. Additional "things to consider" are listed to further help you decide whether this funding stream is a fit for your program and community.

Keep in mind that federal funding is, at times, indistinguishable from state funding. For some federal funding streams you would apply directly to the federal agency that administers the programs (e.g., Parental Information Resource Centers). However, in most cases federal funds are allocated to state agencies to administer and/or deliver a specific program. A few examples are Even Start, Title V Community Prevention, Medicaid and TANF. Read through this section to find out more about these funding streams and how they are administered at the federal, state or local level.

The information provided should be enough to get you started, but does not go into great detail. Why? Because, as noted above, federal funding streams often flow down with only broad guidelines and requirements. The specific decisions for how the money is spent is often decided at the state or local level, and can vary greatly from state to state or community to community.

You will need to do further "investigation" into a funding stream that you are interested in accessing. You may also need to convince decision-makers to include Parents as Teachers programs in their funding plans.

The rest of this section provides more information on the following federal funding sources:

- Title I, Part A—Education for the disadvantaged
- Parental Information Resource Center grants
- 21st Century Community Learning Center grants
- Even Start
- Early Intervention Program for Infants and Toddlers with Disabilities (IDEA Part C)
- Early Reading First
- Head Start/Early Head Start
- Promoting Safe and Stable Families
- Title V Community Prevention Grants

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TITLE I

Program Name: Title I, Part A—Education for the Disadvantaged—Grants to local education agencies

Authorizing legislation: Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act of 2000.

Funding Agency: U.S. Department of Education (DOE)

Appropriations: FY04—$12.3 billion; FY03—$11.7 billion; FY02—$10.35 billion

Program Purpose: Title I funding helps to ensure that all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and assessments.

Funding recipients: Federal Title I funding flows through each level of our public education system. Below is the process (somewhat) simplified...

- Based on a federal formula, State Education Agencies (SEAs, or state departments of education) receive the Title I funding for their state. A limited amount of the funding is set-aside for state-level activities such as Title I administration and technical assistance.
- The rest of Title I funding is allocated to Local Education Agencies (LEAs, or local school districts) based on the number and percentage of low income children residing in the school district. LEAs utilize the funding for district-level activities such as professional development, transportation and supplemental educational services. As one of the required expenditures, 1% of the funds must support parental involvement. However, 95% of the 1% parental involvement set-aside must be passed on to schools for their parental involvement activities.
- The remaining funds are distributed to schools in the district with high concentrations of low-income children. Districts do have some discretion over what grade-level schools will receive the remaining funds. For example, a district can decide to use Title I funds for only elementary schools, middle schools, high schools, or even preschools. The exception, however, is that any school with more than 75% low-income children must receive their share of the Title I funds.
- Schools that receive Title I funds may use them in one of two ways: 1) If more than 40% of a school's population is comprised of low-income children, the school can operate a "school-wide" Title I program and the funds can be spent on activities for all children in the school. 2) If less than 40% of the school's population is comprised of low-income children, then the funds must be spent for services targeted only to those children that are Title I eligible.

Where to apply for funds: Your local school or school district

Activities supported by the funding: Title I funding is very flexible and schools can use it in a variety of ways, including, but not limited to:

- Hiring of instructional staff
- Professional development

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- Before- or after-school programs
- Preschool programs
- Parental involvement activities, and
- School-wide reform

PAT connection: At the local level, schools and/or the school district can decide to spend a portion of their Title I funds to support parent education/involvement programs like Parents as Teachers. If a school is operating a "school wide" Title I program, all families attending that school could be eligible for service.

Things to consider:

- Title I funding is very flexible, which means there is often a lot of competition around how to use the funds. Be sure to tie your efforts to get PAT funded to school readiness. See link below for resource on PAT and No Child Left Behind.
- Keep in mind that it is very important to gain support from your local educators. Decisions regarding Title I funding are made locally—by your local school board and schools. Work with them to include PAT in their Title I plans.
- You will want to learn more about how your district is spending its required 1% set aside for parental involvement. Keep in mind that while 1% may not sound like a lot, it can be significant and in many cases has fully supported Parents as Teachers programs. Also, the 1% set aside is a minimum amount—your school district can decide to use more of their Title I funding for parental involvement activities.
- School districts will have a subcommittee, or Parent Council, on which parents serve and which helps decide how the parental involvement funds are spent. This can be an important community-based link to involve parents in advocating for support of PAT programs.

Relevant links: For more information on Title I, go to:

- U.S. Department of Education program overview at: http://www.ed.gov/programs/titleiparta/index.html

For information on how Parents as Teachers supports the goals of No Child Left Behind, go to:

- Parents as Teachers National Center website, Public Policy/Advocacy section at: www.patnc.org

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PARENTAL INFORMATION RESOURCE CENTERS

Program: Parental Information Resource Centers (PIRCs)

Authorizing legislation: Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act of 2000. Title V, Part D, Subpart 20.

Appropriations: FY04—$42 million; FY03—$42.2 million; FY02—$40 million

Funding agency: U.S. Department of Education (USDOE)

Program purpose: To implement effective parental involvement policies, programs and activities that lead to improvement in student academic achievement.

Funding recipients: Nonprofit organizations or a consortium of nonprofit organizations and a local education agency can apply as part of an open competitive grant process. The funding can be for up to 3 years and is administered directly from the USDOE to local grantees.

Where to apply for funds: Office of Innovation and Improvement, USDOE

Activities supported by the funding: The funding supports parental information and resource centers (PIRCs) in activities that assist parents in participating effectively in their children's education; that coordinate activities for parents with other federal, state and local services and programs that serve their children; and that provide support for state or local education personnel around parental involvement.

PAT connection: Parents as Teachers is specifically named as a "promising model" in the authorizing legislation for this program. By law, PIRCs are to spend 30 percent of their grant funds on an early childhood parent education program, like Parents as Teachers. Many PIRC grantees use a portion of their funding to support Parents as Teachers programs, training, and quality efforts.

Things to consider:

- This funding stream provides for more comprehensive services than just Parents as Teachers.
- At least half of the funds must be used to provide services in areas with children from low-income families.
- The need for advocacy around this funding stream is high. In recent years, the Administration has recommended to Congress that the funding for PIRCs be cut. However due to ongoing advocacy efforts, Congress has maintained the funding in the education appropriations bill.
- The opportunity to compete for this funding stream is no longer available on an annual basis. The "Requests for Proposals" for PIRC funding are now issued every 2-3 years.

Relevant links: For more information on PIRCs, go to:

- U.S. Department of Education program overview at: http://www.ed.gov/programs/pirc/index.html
- PIRC website at: http://www.pirc-info.net/index.asp

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21ST CENTURY COMMUNITY LEARNING CENTERS

Authorizing legislation: Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act of 2000. Title IV, Part B

Appropriations: FY04—$999 million; FY03—$993.5 million; FY02—1 billion

Funding agency: U.S. Department of Education (USDOE)

Program purpose: To support creation of learning centers that provide academic enrichment opportunities for children, particularly students who attend high-poverty and low-performing schools.

Funding recipients: State departments of education (a.k.a. state education agencies, SEAs); which in turn manage statewide competitions and award grants to local organizations.

Where to apply for funds: State Education Agency

Activities supported by the funding: The grantee may use the funds to carry out a broad array of before- and after-school activities to advance school achievement. These activities can include remedial education, academic enrichment, tutoring services, activities for English language learners, recreational activities, character education and parental involvement/family literacy.

PAT connection: Parents as Teachers programs can be funded as a parental involvement program, as part of the larger grant.

Things to consider:

- This funding stream provides for more comprehensive services than just Parents as Teachers. If your organization wants to provide the entire range of services, you would apply directly for the grant. Otherwise, you will want to collaborate with local entities that are applying or reapplying for this funding and see if Parents as Teachers can help them accomplish their goals.
- In recent years, funding for this program has come under scrutiny at the federal level. However, so far there have been successful advocacy efforts and the funding has been maintained. Congressional advocacy is recommended to help maintain this important funding stream.

Related links: For more information on 21st Century Community Learning Centers, go to:

- U.S. Department of Education program overview at: http://www.ed.gov/programs/21stcclc/index.html
- List of contacts in each state with next application due date: http://www.ed.gov/programs/21stcclc/contacts.html

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EVEN START

Program: William F. Goodling Even Start Family Literacy Programs (Even Start)

Authorizing legislation: Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act of 2000. Title I, part B, Subpart 3.

Appropriations: FY04—$246.9 million; FY03—$248.4 million; FY02—$250 million

Funding agency: U.S. Department of Education (USDOE)

Program purpose: To support local family literacy projects that target eligible families with children from birth through age seven.

Funding recipients: State education agencies (SEAs, or state departments of education) receive funding based on a formula. SEAs in turn manage statewide competitions and award grants to local education agencies (LEAs, or local school districts) and other local organizations, such as government agencies, Head Start programs, and other public and private community-based groups.

Where to apply for funding: State Education Agency

Activities supported by the funding: The funding supports integrated early childhood education, adult literacy, parenting education and interactive parent and child literacy activities.

PAT connection: Parents as Teachers incorporates nicely into the Even Start program, providing an effective model for the parent education and interactive literacy activities. Even Start programs are the second largest "partner" with PAT following local school districts.

Things to consider:

- This funding stream provides for comprehensive family literacy services, of which Parents as Teachers can be an integral part. If your organization wants to provide the entire range of services, you would apply directly for the grant. Otherwise, you will want to collaborate with local entities that are applying or reapplying for this funding and see if Parents as Teachers can help them accomplish their goals.
- This funding is targeted to low-income families. Priority is given to proposals that target areas with large numbers of low income families or to projects in empowerment zones or enterprise communities.
- Even Start funding does, at times, face challenges at the federal level. Congressional advocacy is recommended to help maintain this important funding stream.

Related links: For more information on Even Start, go to:

- U.S. Department of Education program overview at: http://www.ed.gov/programs/evenstartformula/index.html
- List of contacts in each state at: http://www.ed.gov/about/offices/list/oese/sasa/escontacts.html#state
- National Even Start Association at: http://www.evenstart.org/
- National Center for Family Literacy at: http://www.famlit.org/

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IDEA

Program: Early Intervention Program for Infants and Toddlers with Disabilities (IDEA, Part C)

Authorizing legislation: Individuals with Disabilities Education Act, Part C, as amended. (reauthorization of this legislation is pending in Congress, as of fall 2004)

Funding agency: U.S. Department of Education (USDOE)

Appropriations: FY04—$444.4 million; FY03—$434.2 million; FY02—$417 million

Program purpose: To assist states in maintaining and implementing statewide systems of coordinated, comprehensive, multidisciplinary, interagency programs of early intervention services for infants and toddlers with disabilities and their families.

Activities supported by the funding: Lead agencies coordinate early intervention activities and develop formal agreements that define responsibilities for services to be delivered. Funds may be used to provide direct services that are not otherwise available. Types of services to be coordinated and/delivered include evaluation and assessment; specific intervention therapies needed (e.g., speech, occupational, physical); and supports to the families. Each family must have access to service coordination.

Funding recipients: Based on a formula, funding is provided to the state agency identified as the lead agency for this program. The state agency often contracts out direct services to local entities.

Where to apply for funding: You will need to contact your state's designated lead agency to find out more about IDEA, Part C in your state. Go to this link for a listing of IDEA, Part C lead agencies: http://www.nectac.org/partc/ptclead.asp

PAT connection: Home visits are a service that may be offered by your state to eligible families. If approved by your lead state agency, Parents as Teachers services may be partially or fully reimbursable for eligible families.

Things to consider:

- This is a complex program; you will need to first find out more about the specific guidelines in your state.
- This funding stream is targeted towards families with children with disabilities, although states have the option of serving children who are at risk of developing disabilities.
- If Parents as Teachers services are not currently covered in your state, consider working in conjunction with your elected officials (local and state-level) to advocate for including it as a service option for eligible families.

Related links: For more information on IDEA, Part C, go to:

- U.S. Department of Education program overview at: http://web99.ed.gov/GTEP/Program2.nsf/vwNetHeadings?OpenView and click on "special education"
- National Early Childhood Technical Assistance Center at: http://www.nectac.org/partc/partc.asp

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EARLY READING FIRST PROGRAM

Authorizing legislation: Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act of 2000. Title I, part B, Subpart 2.

Appropriations: FY04—$94.4 million; FY03—$74.5 million; FY02—$75 million

Funding agency: U.S. Department of Education (USDOE)

Program purpose: To support the development of early childhood centers of excellence that focus on all areas of development, especially on the early language, cognitive and pre-reading skills that prepare children for continued school success; and that serve primarily children from low-income families.

Funding recipients: Competitive grants, directly from USDOE to eligible local education agencies (LEAs, or local school districts), public or private organizations, or agencies located in a community served by an eligible LEA.

Where to apply for funding: Office of Elementary and Secondary Education, USDOE

Activities supported by the funding: Early Reading First grants can be used for professional development for teachers, research-based early language and reading development instruction and materials, screening assessments of children, providing preschool-age children with cognitive learning opportunities, and using research-based reading research to improve all aspects of the program, including instructional materials, parental engagement and teaching strategies.

PAT connection: Parents as Teachers can be utilized as a parental engagement strategy.

Things to consider:

- This funding stream provides for more comprehensive services, of which Parents as Teachers can be an integral part. If your organization wants to provide the entire range of services, you would apply directly for the grant. Otherwise, you will want to collaborate with local entities that are applying or reapplying for this funding and see if Parents as Teachers can help them accomplish their goals.
- This funding has remained stable at the federal level over the past several years.

Related links: For more information on Early Reading First, go to:

- U.S. Department of Education program overview at: http://www.ed.gov/programs/earlyreading/index.html
- NAEYC overview of the Early Reading First program at: http://www.naeyc.org/childrens_champions/federal/2002/erf_q&a.pdf

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HEAD START

Program: Head Start/Early Head Start

Authorizing legislation: Head Start Act, as amended in 1998 (reauthorization of this legislation is pending in Congress, as of fall 2004)

Appropriations: FY04—$6.8 billion; FY03—$6.7 billion; FY02—$6.5 billion

Funding agency: Administration for Children and Families (ACYF), U.S. Department of Health and Human Services (DHHS)

Program purpose: Head Start and Early Head Start are comprehensive child development programs that serve children from birth to age 5, pregnant women, and their families. They are child-focused programs and have the overall goal of increasing the school readiness of young children in low-income families.

Funding recipients: Grants are awarded directly to local public agencies, private organizations, Indian Tribes and school systems.

Where to apply for funding: Regional Administration for Children and Families offices

Activities supported by the funding: Head Start grantees and delegate agencies provide a range of individualized services in the areas of education and early childhood development; medical, dental, and mental health; nutrition; and parent involvement. All Head Start programs must adhere to Program Performance Standards, which specifically define the services that Head Start Programs are to provide to the children and families they serve.

PAT connection: Parents as Teachers incorporates nicely into Head Start or Early Head Start programs. Head Start/Early Head Start programs can choose to implement PAT as their home visiting service option.

Things to consider:

- This funding provides for a more comprehensive, broader scope of services. PAT can serve as the home visiting (or home-based) component of a Head Start or Early Head Start program. If your organization wants to provide the entire range of services, you would apply directly for the grant. Otherwise, you will want to collaborate with local entities that are applying or reapplying for this funding and see if Parents as Teachers can help them accomplish their goals.
- This program is targeted towards low-income families.
- There are very specific program standards for Head Start, however they are compatible with Parents as Teachers practices and standards.
- An active Head Start advocacy network helps ensure relatively stable funding at federal level.

Related links: For more information on Head Start, go to:

- Head Start Bureau website at: http://www2.acf.dhhs.gov/programs/hsb/index.htm
- National Head Start Association website at: http://www.nhsa.org/

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PROMOTING SAFE AND STABLE FAMILIES (PSSF)

Authorizing legislation: Social Security Act, Section 430, Title IV-B, Subpart 2, as amended

Appropriations: FY04—$405 million; FY03—$404.4 million

Funding agency: Administration for Children and Families (ACYF), U.S. Department of Health and Human Services (DHHS)

Program purpose: The goals of PSSF are to prevent the unnecessary separation of children from their families, improve the quality of care and services to children and their families, and ensure permanency for children by reuniting them with their parents, by adoptions or by another permanent living arrangement.

Funding recipients: This funding is allocated to states based on a formula. The funds are managed by the state child welfare agency, which develops a five-year child and family service plan. Some funds are passed on to community-based organizations to delivery PSSF services.

Where to apply for funds: State child welfare agency

Activities supported by the funding: PSSF activities include family support, family preservation, time-limited family reunification and adoption promotion. States must use a significant portion of their expenditures for each of these activities, unless the state can demonstrate that it is making other investments in these areas. Family preservation services typically are activities that help families alleviate crises that might lead to out-of-home placement. Family support services are focused on voluntary, preventative activities that help families nurture their children and avoid the onset of crises. These services are often provided at the local level by community-based organizations, and include activities such as respite care for parents and caregivers, early developmental screening, tutoring, center-based services and home visiting services. Some activities, such as parenting education and respite care, are considered both a family preservation and a family support service

PAT connection: States can use these funds for a wide array of family support services, including home visitation programs. Parents as Teachers can provide both parenting education and early developmental screening.

Things to consider:

- This funding is very flexible in its use, so there is usually a lot of competition for how the funds will be spent. You will need to find out if home visitation is part of your state's five-year plan and may need to advocate for its inclusion.
- The program is targeted to low-income families and there may be time-limits on services.
- This funding has been relatively stable at the federal level.

Related links: For more information on PSSF programs, go to:

- ACF's Children's Bureau program overview at: http://www.acf.hhs.gov/programs/cb/programs/fpfs.htm

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TITLE V

Program: Title V Community Prevention Grants

Authorizing legislation: Juvenile Justice and Delinquency Prevention (JJDP) Act of 1974, Subchapter V, as amended.

Appropriations (for distribution to states): FY04—$16.6 million; FY03—distribution to states was suspended; FY02—$26.7 million

Funding agency: Office of Juvenile Justice and Delinquency Programs (OJJDP), Department of Justice

Program purpose: To fund collaborative, community-based delinquency prevention programs.

Funding recipients: The funding is allocated by Congress to states based on a formula. A State Advisory Group, or SAG, is appointed by the Governor to oversee the program and broader juvenile justice issues. States then award Community Prevention Grants to qualified local government through a competitive grant process. At the community level, among other requirements, a local Prevention Policy Board must be convened and a 3-year comprehensive prevention plan must be developed. Programs can be funded for up to 3 years.

Where to apply for funds: Work with your local Prevention Policy Board; or contact your state Title V coordinator (Go to this website for listing: http://ojjdp.ncjrs.org/titlev/grant.html)

Activities supported by the funding: Local communities analyze their juvenile justice risks, assets, and resources, and identify the gaps and select prevention programs that address those gaps. There are many types of prevention programs/activities that can be supported, including community- and problem-oriented policing, after school/recreation, prevention curricula, behavior management, academic skills enhancement, truancy prevention, parent training, family therapy, peer mediation and counseling, mentoring, vocational/job training, and leadership and youth development.

PAT connection: Parents as Teachers is identified by the OJJDP as an "exemplary" model family program. Local governments can incorporate Parents as Teachers into their comprehensive prevention plan and fund local programs.

Things to consider:

- This is much more comprehensive funding, within which Parents as Teachers can play an important role
- Start locally. Find out if your community has a Prevention Policy Board or if one could/should be established.
- If a community plan has already been put together, begin discussions about the next phase of planning/funding, and how Parents as Teachers can support the community's ongoing prevention efforts.

Related links: For more information on this program, go to:

- OJJDP Title V program overview at: http://ojjdp.ncjrs.org/titlev/about.html
- To go directly into the searchable Model Programs Guide, go to: http://www.dsgonline.com/WebEffects/dhtml_slide_tree/pepg_int.htm

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GETTING STARTED: PRIVATE FUNDING

Even more so than government funding, private fund raising gives you the opportunity to spread the message about the work of your PAT program. Even if you don't receive the funding, you have a chance to broaden community awareness of PAT and expand the circle on interest in your work. Private fund raising is also a means to involve volunteers, friends, families, neighbors and relatives in the work of your PAT program.

Private funding can come from a wide variety of sources including private foundations, corporations, unions, religious groups, local agencies (e.g., United Way, Variety Club, etc.), service organizations (e.g., PTA's, Kiwanis, Junior League, sororities and fraternities, etc.), events and from individuals.

In the beginning, keep it simple. Hold picnics for PAT families and friends and include a bake sale. Ask local groups to underwrite group meetings by providing space and refreshments. Look for in-kind donations of office space, supplies, printing and equipment. Ask local organizations for volunteer assistance.

Service groups like the Junior League, United Way or Association of Fundraising Professionals often provide basic courses in how to do fund raising. Some corporations encourage their employees to volunteer with local organizations. Ask a local company for help with accounting or legal matters. Other resources to help you get started can be found at the website listed in this guide.

To start private fund raising, develop a checklist of requirements for doing fund raising in your community. These include such items as

- documentation of not-for-profit status
- state or local charitable registration requirements
- recruiting a board of directors
- reporting requirements.

It is important to follow all legal guidelines to be eligible for funding. Without the proper non-profit legal documentation, most foundations and corporations will not fund your program. Also, non-profit status insures that donations to your program are tax-deductible for the donor, an important consideration for most donors.

Online resources for starting a non-profit can be found at:

- The Management Assistance Program for Nonprofits. Particularly, see the article "Starting a Nonprofit Organization."
- The Internet Nonprofit Center.

Identifying potential funding sources

The single largest source of private funding in the US is individuals, far and away. In 2003 nearly 85% of all charitable dollars came from individuals, nearly $202 billion!

In other words, remember to ask your friends, neighbors, coworkers and the community to support your Parents as Teachers program.

There are dozens of ways to do this ranging from selling candy and food, to walk-a-thons and gala dinners. Start small, engage your community com-

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mittee, and involve volunteers in these efforts. To get more ideas, talk with others in your community about successful grassroots fund raising programs. An online idea resource is www.grassrootsfundraising.org.

When identifying companies and corporations that can be potential donors, don't overlook your neighborhood fast food chain, pharmacy chain, and discount store. Almost all national corporations have local giving programs to support community programs. The decision making is usually left to the manager of the local store. Visit the corporate website for more information or talk with the store manager.

When you are ready to write a proposal to a corporation or foundation for support, one of your best online research resources to identify prospective donors is The Foundation Center at www.fdncenter.org. To find a list of the top foundation and corporate funders in your community or state, search the section "Researching Philanthropy." Under "FC Stats" you can select from a range of lists about grantmakers.

Another valuable website for researching prospective funders is the Grantsmanship Center at www.tgci.org. This site also has valuable information covering a wide range of non-profit and funding issues. One such article is a list of the regional directories of corporate and foundation funders by state (www.tgci.com/magazine/01fall/statedirs.asp).

Another resource can be your local library and other non-profit organizations. Libraries often have volumes about local corporate funding programs and private foundations. In addition to libraries, the local United Way may have a list of funding sources and grantmakers in your area. Finally, don't forget the annual reports of other non-profits. Most organizations will list funders in their annual reports. This will give you a starting point to identify possible prospects.

Narrow your search of prospects by areas of interest, geographic giving area, and limitations on grants. Each foundation will have a brief description of the types of programs they fund, the kinds of grants they make, the range of the size of the grants, application guidelines, and geographic areas of giving. Read these descriptions carefully.

You can further narrow your search by reviewing the most recent IRS Form 990 filed by the funder. Once again, copies of the 990 can be found online at the Foundation Center website under "Finding Funders." You will need to know the name and location of the funder to access the free online information. Foundations and corporations with information online will often list their giving guidelines and 990 on their website, too.

Grant writing

For either public or private funds, it is likely that you will need to submit a grant proposal. The single most important part of writing a successful proposal is to follow the grantmakers guidelines carefully. Answer the questions directly and use firm statistics and data only.

Many free, online resources will take you step-by-step in developing a competitive proposal. One of the most comprehensive is at www.mcf.org. The Minnesota Coun-

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cil of Foundations provides a detailed guide on "Writing a Successful Grant Proposal."

Another comprehensive, free online resource is the Non-Profit Guides website at www.npguides.org. This site includes sample proposals.

More and more, programs are writing grants for technology funding. The Techsoup website offers numerous articles and guidelines on writing grants for technology. Visit www.techsoup.org to access their library of articles on writing technology grants.

Finally, ask for advice and help from an experienced grant-writer. Most will be happy to review your proposal and make helpful suggestions.

No matter how you begin your fundraising efforts, the important thing is to get started. When you are raising funds for your Parents as Teachers program you are spreading the word about the importance of early childhood development programs and services and building more understanding for the importance of your work in your community. Look at your fundraising efforts as a chance to "sing the praises" of your great program and good things will happen as your message grows.

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PREPARATION

You are likely to find preliminary grant writing steps to be the most time consuming, yet most vital aspect of the process. If done well, your preparatory work will simplify the writing stage.

Define your project

- Clarify the purpose of your project and write a mission statement.
- Define the scope of work to focus your funding search.
- Determine the broad project goals, then identify the specific objectives that define how you will focus the work to accomplish those goals.

Example:

- Goal: To improve production quality.
- Objective 1: Recruit advanced production talent.
- Objective 2: Train mid-level producers.
- Objective 3: Upgrade production equipment.

These goals and objectives suggest the proposal will request support for recruitment activity, production training, and equipment purchase. In contrast, a different proposal with the same goal might focus only on equipment upgrades.

- Decide who will benefit. Benefits may extend beyond the direct beneficiary to include the audience, other institutions, etc.

- Draft expected project outcomes in measurable terms.

- Draft a timeline that includes the planning phase, the period of searching for funds, proposal writing, and the intended project start date. Periodically update the timeline as you learn more about submission deadlines, award timetables, etc.

Identify the right funding sources

- Foundation centers, computerized databases, station development offices, publications, and public libraries are some of the resources available to assist your funding search.
- Do not limit your funding search to one source.
- Look for a match between your project and the grants you seek by looking for consistency between the purpose and goals of your project and the funder. In addition, pinpoint specific funding priorities and preferences.
- Make direct contact with funders to support projects like yours.
- Request proposal guidelines. Also request a list of projects previously funded. Perhaps an annual report is available.
- Inquire about the maximum amount available. Also, find out the average size and funding range of awards.
- Determine if funding levels of the grants you select are appropriate for your project. Note whether there is a funding floor or ceiling.
- Find out whether the funder has other grant sources for which your project is eligible.

Contact the funders

- Think of the funder as a resource.
- Identify a project officer who will address your questions.
- Some funders offer technical assistance, others do not. Ask for technical assistance, including a review of proposal drafts.

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an explanation of budget items, and certifications.

Narratives

- *Statement of need*—purpose, goals, measurable objectives, and a compelling, logical reason why the proposal should be supported. Background provides perspective and is often a welcome component.

- *Approach*—method and process of accomplishing goals and objectives, description of intended scope of work with expected outcomes, outline of activities, description of personnel functions with names of key staff and consultants, if possible.

- *Method of evaluation*—some require very technical measurements of results. Inquire about expectations.

- *Project timeline*—paints a picture of project flow that includes start and end dates, schedule of activities, and projected outcomes. Should be detailed enough to include staff selection and start dates.

- *Credentials*—information about the applicant that certifies ability to successfully undertake the proposed effort. Typically includes institutional or individual track record and resumes.

Tips on writing the narrative

Narratives typically must satisfy the following questions:

- What do we want?
- What concern will be addressed and why?
- Who will benefit and how?
- What specific objectives can be accomplished and how?
- How will results be measured?
- How does this funding request relate to the funders purpose, objectives, and priorities?
- Who are we (organization, independent producer) and how do we qualify to meet this need?

The HOOK:

There are many ways to represent the same idea. However, the HOOK tailors the description of the idea to the interest of a particular funder. The HOOK aligns the project with the purpose, and goals of the funding source. This is a critical aspect of any proposal narrative because it determines how compelling reviewers will perceive your proposal to be.

Budget

Budgets are cost projections. They are also a window into how projects will be implemented and managed. Well-planned budgets reflect carefully thought out projects.

Funders use these factors to assess budgets:

- Can the job be accomplished with this budget?
- Are costs reasonable for the market—or too high or low?
- Is the budget consistent with proposed activities?
- Is there sufficient budget detail and explanation?

Many funders provide mandatory budget forms that must be submitted with the proposal.

Don't forget to list in-kind and matching revenue, where appropriate.

Be flexible about your budget in case the funder chooses to negotiate costs.

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- Inquire about how proposals are reviewed and how decisions are made.
- Inquire about budgetary requirements and preferences. Are matching funds required? Is in-kind acceptable as a portion of applicants' share? What may be counted as in-kind, and how might it be applied? Learn about payment processes, including cash flow.
- Remember, the contacts you make may prove invaluable, even if not for now.

Acquire proposal guidelines

Guidelines usually tell you about:

- submission deadlines
- eligibility
- proposal format: award levels forms, margins, spacing, evaluation process and restrictions on the number criteria of pages, etc.
- review timetable
- budgets
- funding goals and priorities
- award levels
- evaluation process and criteria
- whom to contact
- other submission requirements

Additionally:

- Read the guidelines carefully, then read them again.
- Ask the funder to clarify your questions.

Know the submission deadline

- Plan to submit your proposal on or preferably before the deadline.
- Be realistic about whether you have time to prepare a competitive proposal that meets the deadline.
- Know the funder's policies on late submissions, exceptions, and mail delays.
- Find out how the funder will notify you about the receipt and status of your proposal. Factor this information into your timeline.

Determine personnel needs

- Identify required personnel both by function and, if possible, by name. Contact project consultants, trainers, and other auxiliary personnel to seek availability, acquire permission to include them in the project, and negotiate compensation. Personnel compensation is important budget information.

Update your timeline

- This is a good point at which to update your timeline, now that you know about submission deadlines and review timetables. Factor into your schedule time to write multiple drafts, gather relevant and permissible materials, and prepare an impartial critique of your proposal for clarity, substance, and form.

WRITING THE PROPOSAL

Structure, attention to specifications, concise persuasive writing, and a reasonable budget are the critical elements of the writing stage.

There are many ways to organize proposals. Read the guidelines for specifications about required information and how it should be arranged.

Standard proposal components are: the narrative, budget, appendix of support material, and authorized signature. Sometimes proposal applications require abstracts or summaries,

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Supporting materials

Supporting materials are often arranged in an appendix. These materials may endorse the project and the applicant, provide certifications, add information about project personnel and consultants, exhibit tables and charts, etc.

Policies about the inclusion of supporting materials differ widely among funders. Whether to allow them usually depends upon how materials contribute to a proposal's evaluation. Restrictions are often based on excess volume, the element of bias, and relevance.

Find out if supporting materials are desired or even allowed.

Be prepared to invest the time to collect resources, produce a tape, document capability, update a resume, collect letters, include reference reports or whatever is needed.

Authorized signatures

Authorized signatures are required. Proposals may be rejected for lack of an authorized signature. Be sure to allow the time to acquire a needed signature.

Specifications

Tailor proposal writing to specifications found in the guidelines. Include only the number of pages allowed. Observe the format. Is there a form to complete? Must the proposal be typed, double spaced, on 8½ x 11 inch pages? Are cover pages allowed or desired? Caution!—the beautifully bound proposal is not always appreciated or allowed. Be concise. Elaborations should add depth and scope, not page fillers. Be prepared to write one or more drafts.

Submission checklist

a. The proposal must be **NEAT, COMPLETE, and ON TIME,** with the requested number of copies and original authorized signatures.

b. Address the proposal as directed in the guidelines.

c. Be sure to include required documentation.

FOLLOW-UP

Contact the funding source about the status, evaluation, and outcome of your proposal. It is important to request feedback about a proposal's strengths and weaknesses, although this information is sometimes unavailable, especially with a large volume of submissions.

Reference information may also be useful if you choose to approach the same or different funder again with your idea.

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HELPFUL WEBSITES & PUBLICATIONS

The Grantsmanship Center
www.tgci.com
See previous articles online for specific topics.

The Foundation Center
www.fdncenter.org
Find foundations; research by topic area & geographic area. Subscribe to the email Philanthropic News Digest for RFP announcements.

GrantsAlert.Com
www.grantsalert.com
Subscribe to the email RFP alerts by category.

Fundsnet Services
www.fundsnetservices.com
Basic research for grant opportunities.

Charity News
www.charitychannel.com
Subscribe for email information on grants and RFP's. Also provide information on Canada and the UK voluntary sectors.

Chronicle of Philanthropy
www.philanthropy.com
Lists grants made and grant deadlines; basic research in the voluntary sector. Fee charged.

The NonProfit Times
www.nptimes.com
General news about fund raising. Good advice on writing solicitation letters.

Federal Grants
www.grants.gov
Electronically find and apply for competitive grant opportunities from all Federal agencies.

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Grantstation
www.grantstation.com
Information about upcoming private grant opportunities and funding trends.

Children & Youth Funding Report
www.cdpublications.com
Federal and private grant opportunities. Subscription fee required.

Technology
www.techsoup.org
Tips on writing grants, funding sources, and how to do online fundraising.

Report on Preschool Program
www.bpinews.com
Weekly newsletter on Federal programs. Subscription fee required.

The Grass Roots Fundraising Book by Joan Flanagan
Available at www.alibris.com

Fundraising for Early Childhood Programs by Matia Finn Stevenson
Available through NAEYC

Coping with Cutbacks by Emil Angelica & Vincent Hyman
Available through National Human Services Assembly

Contributions Newsletter. Full of real hands-on, how-to advice. $40 per year subscription.

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SAMPLE FUND DEVELOPMENT PLANNING CHART

Dates: July 1, 2005 – June 30, 2006

Goal: $50,000

Source	How	When	Who	Cost	Revenue
Individual Gifts	Letters to 150 people	September December March May	Staff Board	Paper Envelopes Postage Staff time Thank letters	$2,500 100 gifts @ $25 avg.
	Event—book sale	November	Local bookstore Volunteers	Announcement Snacks Volunteers	$1,500 300 books @ $5 ea.
Foundation grants	10 proposals	On-going	Staff	Staff time for research and writing and reporting	$25,000-$30,000 5 grants @ $5,000 avg.
Corporate gifts	10 requests	Ongoing	Staff	Staff time for research and writing and reporting	$10,000-$15,000 5 gifts @ $2,000 avg.
Organizations gifts	7 requests	Ongoing	Staff Board Volunteers	Staff time for research and writing	$4,500 3 gifts @ $1,500 avg.

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Funding Worksheet

WHERE DOES MY FUNDING COME FROM?

Source	**Directly** (grants you solicit) **Estimate amounts**	**Indirectly** (Regranted through state or local agencies) **Estimate amounts**
Public Funds		
TANF		
Title I		
Head Start		
Early Head Start		
Even Start		
PIRC		
Other Federal Funds (list source)		
Total Federal Funds		
Dept. of Education		
Dept. of Health		
Dept. of Family Services		
Other State Funds (list source)		
Total State Funds		
Local Health Agency		
Local School District		
Local University		
Local Social Service Agency		
Other Local Public Funds (list source)		
Total Local Funds		
Total All Public Funds		

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WHERE TO LOOK FOR $$$'S

State Children's Trust Fund

Local stores of National Chains
- Target
- Walgreen's
- Dollar General
- Hardee's
- McDonald's
- Wal-Mart
- Starbuck's
- Borders
- Barnes & Noble
- Waldenbooks

Service Clubs
- Kiwanis
- Rotary
- Chamber of Commerce
- American Association of University Women AAUW
- National Council of Jewish Women NCJW
- Junior League

Sororities/Fraternities
- Delta Gamma
- Etc.

Community Foundations
They often control many donor-directed funds.

Local branch of a bank
They usually have locally controlled funds for neighborhood giving.

Churches

Professional Sports Teams

TV/Radio Stations & Newspapers
As part of national chains, they have local giving programs; i.e. Gannett, Pulitzer, Clear Channel Communications, Belo, etc.

Assisted Living Facilities
Residents often support community groups

Utility Companies
- Electric companies
- Phone companies
- Waste management

They are public service companies that have funds to support local groups.

Corporate Employee Matching Gift Programs
Hundreds of companies will match contributions made by their employees.

Other non-profit organizations
- March of Dimes
- United Way
- Varity Club

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Funding Worksheet

Source	**Directly** (grants you solicit) **Estimate amounts**	**Indirectly** (Regranted through state or local agencies) **Estimate amounts**
Private Funds		
United Way		
Variety Club		
Faith-based Organizations		
Fees for services (day care, etc.)		
Foundations		
Individuals (not families served)		
Businesses/Clubs		
Families		
Events/sales		
Other (please list)		
Total all Private Funds		
Total All Public Funds		
Total all Private Funds		
Total All Funds		

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Prepared by the ALASKA COMMISSION ON POSTSECONDARY EDUCATION
Structural Components for Hybrid Need/Merit Scholarship Programs
Creating a postsecondary scholarship grant program for Alaska residents based on high achievement and financial need.

OUTCOMES	RELATED STRUCTURAL COMPONENTS	IMPLEMENTATION ISSUES
Increase high school graduation rate of at-risk populations	Early (middle school) commitment of non-loan financial aid in return for enrolling in postsecondary education prep curricula Provide outreach and support services for at risk populations which target both the student and a parent or committed adult mentor (Per IN feedback—"mothers are key!")	Delayed benefits due to time remaining in pipeline for first cohorts of scholars to transition to postsecondary education Support services to this population will need to be intensive and people-dependent which translates into substantial costs. Could be mitigated by developing volunteer network
Increase college-readiness	Require core prep (high school) curricula*	Inevitable debate/concerns on variance of education program content between schools Must ensure all components of curricula are available statewide which may entail distance delivery mechanism.
Increase college-savings	Incent by providing state matching dollars up to a set value.	Requires partnership between State and AK College Savings Plan
Increase college going	Early (middle school) commitment of non-loan financial aid in return for enrolling in postsecondary education prep curricula	Requires partnerships with school districts and administering agency to enroll participants, track progress, and communicate with participants
Increase in state attendance	Restrict portability of aid to in-state institutions	Limits student choice beyond high school to in state programs of study.
Decrease remediation rates	Require core prep (high school) curricula with minimum GPA requirement or minimum assessment performance* Provide early high school assessment and programs to identify and address areas of deficiency no later than 10th grade	Inevitable debate/concerns on variance of education program content between schools Must ensure all components of curricula are available statewide which may entail distance delivery mechanism. Assessment tool would need to be identified. Minimum standards relative to college-readiness would need to be identified. Assessment tool would need to be provided at no cost to the students.
Shorten time to degree	Require or reward full-time attendance Provide monetary reward for accelerated degree completion Limit awards to no more than the equivalent of five semesters for	Requirement would eliminate individuals who are unable to be full-time students.

OUTCOMES	RELATED STRUCTURAL COMPONENTS	IMPLEMENTATION ISSUES
	associate programs and no more than nine semesters for baccalaureate programs	
Increase retention and completion	Require receiving institutions to commit to provide ongoing support to targeted students—academic, social, etc. Provide outreach and support services for at risk populations which target both the student and a parent or committed adult mentor At postsecondary level, create and foster scholar networks to facilitate intramural support Tier scholar award amounts to increase in accordance with year in school (50%, 75%, 100%, 100% of tuition from FR to SR years)	Requires resource commitment at receiving institutions Support services to this population will need to be intensive and people-dependent which translates into substantial costs. Could be mitigated by developing volunteer network Could be done using social online network structure but would need to be facilitated at both the institution and statewide levels
Workforce development	Provide additional aid funds above and beyond the basic award for students enrolled in Alaska's high need fields of study Provide stipend support while engaged in practicum opportunities for Alaska employers	Need to establish method for identifying these fields and subsequently apportioning additional funds. Could be living stipend structure to awards.
Promote adult re-training	Provide access mechanism relative to minimum assessment performance without regard secondary education curricula or performance	Assessment tool would need to be identified. Minimum standards relative to college-readiness would need to be identified. Assessment tool would need to be provided at no cost to the students. American College Testing/WorkKeys?
Optimize distribution of funds	Require all participants to complete the federal Free Application for Financial Aid (FAFSA) For adult-entry participants, require application for any other workforce training funds for which they qualify. Awards made only after consideration of all other non-loan aid available to the participant and limit total award by a not-to-exceed cost of attendance cap	Requires partnership between receiving institutions, administering agency and other related agencies managing workforce training and financial aid programs.
Enhance return on investment	Require core prep (high school) curricula with minimum GPA requirement or minimum assessment performance** Tier scholar award amounts to increase in accordance with year in	Inevitable debate/concerns on variance of education program content between schools Must ensure all components of curricula are available statewide

OUTCOMES	RELATED STRUCTURAL COMPONENTS	IMPLEMENTATION ISSUES
	school (50%, 75%, 100%, 100% of tuition from FR to SR years) Prohibit or limit use of awards to cover costs of remediation courses taken at the postsecondary education level Awards must be initially used within two years of high school graduation and have a final expiration date of six years after high school graduation	which may entail distance delivery mechanism. Possibly incent top performers by funding at 100% for Jr/Sr years only for top performers based on GPA
Sustainable program model	Create a program endowment Appropriate funds at the time students enter into commitment and manage the funds accordingly, truing up appropriations as scholars either continue to qualify or become ineligible. Attract private/corporate/foundation dollars through offer of tax-advantage	Money, money, money…
Create college-going culture in AK	Make college-saving incentives available to Alaskans beginning at birth In elementary school communicate with parents re: early (middle school) commitment of non-loan financial aid in return for enrolling in postsecondary education prep curricula Provide outreach and support services for at risk populations which target both the student and a parent or committed adult mentor (Per IN feedback—"mothers are key!")	

* See Washington state sample curricula attached.

WASHINGTON HIGH SCHOOL PLANNER

TAKE THESE CLASSES TO GRADUATE FROM HIGH SCHOOL

ENGLISH ..... **3 years**
English 9, 10, 11, or 12
Creative Writing
Composition
Literature

MATHEMATICS ..... **2 years**
Algebra I and II
Geometry
Trigonometry
Integrated Math I, II, III, & IV
Pre-Calculus
Calculus

SCIENCE ..... **2 years**
(one must be a (*) class)

Astronomy	Integrated Science
Biology*	Oceanography
Chemistry*	Physical Science
Earth Science	Physics*
Geology	Principles of Technology*

Environmental Studies

SOCIAL STUDIES ..... **2.5 years**
(including Washington State History)
Current World Problems
Economics
European History
Government and Politics
Native Cultures
U.S. History
World Studies

FINE, VISUAL, PERFORMING ARTS—
OR ACADEMIC ELECTIVE ..... **1 year**

Band	Choose an extra class in
Orchestra	Language Arts
Choir	Mathematics
Drawing	Science
Photography	World Language
Drama, etc.	Social Studies

WORK-RELATED EDUCATION ..... **1 year**
Accounting
Business Law
Communication Technologies
Desktop Publishing
Family and Consumer Sciences
Intership or Job Co-op
Keyboarding
Material Science
Record Keeping
Voc-Tech or Industrial Arts

ELECTIVES ..... **5.5 years**
Choose extra courses in any subject

HEALTHY AND PHYSICAL EDUCATION ..... **2 years**
Health
P.E.
Sports

EXTRA REQUIREMENTS FOR YOUR SCHOOL: _____

ADD THESE COURSES TO GET INTO WASHINGTON'S PUBLIC FOUR-YEAR COLLEGES AND UNIVERSITIES

ENGLISH ..... **add 1 year**

FINE, VISUAL, PERFORMING ARTS ... **add 1/2 year**
(If you haven't already met this requirement)

MATHEMATICS ..... **add 1 year**
(for science and technology majors or highly selective colleges add 2 years)

SCIENCE ..... **add 1 year**
(for science and technology majors or highly selective colleges add 2 years)

SOCIAL STUDIES ..... **add 1/2 year**
(for science and technology majors or highly selective colleges add 2 years)

WORLD LANGUAGE ..... **add 2 years**
(must be same language; for highly selective colleges add 3 years)

American Sign Language	Mandarin (Chinese)
French	Russian
German	Spanish
Japanese	Other world language
Latin	

Institute of Social and Economic Research

RESEARCH SUMMARY

R.S. No. 70 University of Alaska Anchorage • November 2008

Connecting a Disjointed System: A First Look at Aligning Education in Alaska

By G. Williamson McDiarmid and Alexandra Hill

We've heard it before, but it's still true: too many Alaska students don't have the skills they need to move on to the next stage of education or to get good jobs. Too many drop out of high school, and too few of those who graduate go on to college or other post-secondary education—and among those who do go on to post-secondary education, many don't graduate within four or even six years.

Employers report that young people entering the work world directly after they graduate from high school (or right after they drop out) don't have the reading, writing, and math skills necessary for many of today's jobs, even entry-level ones.

Alaska is not alone in these problems, but the high-school dropout rate is higher than the U.S. average and fewer graduates go to college. A third of Alaska's high-school students don't even graduate, and only about a third graduate and start college right away (Figure 1).

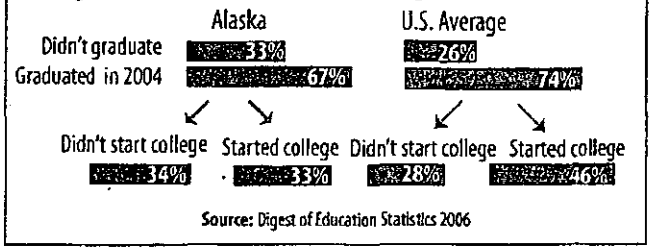
Many states have begun to address these problems by looking at education *alignment*—that is, coordinating the policies, programs, and mechanisms needed to support students as they move through the system from pre-school to elementary and high school and on to higher education or work.

Ideally, education levels would be coordinated so all students were prepared for the next step. In practice, many students—from kindergarten through college, vocational training, or work—enter without the knowledge and skills their teachers, professors, or employers expect. The students and their families are often frustrated that—despite indications to the contrary—they haven't been prepared for the next level. This frustration contributes significantly to the high dropout rates in both high school and college.

This publication summarizes a longer paper on the scope of alignment problems in Alaska and identifies areas where more research is needed or there are no data at all. It concludes with suggestions about steps the state should consider for improving alignment.

To move toward alignment, educators would synchronize their learning goals, curricula, and expectations. K-12 and early-childhood educators would agree on the skills children need entering kindergarten and first grade and how best to assess those skills. Likewise, businesses, higher education institutions, and schools would jointly determine the skills required for high-school graduates entering the workforce or college. To ensure that policies and resources supported such alignment, policymakers would need to collaborate in the process, working with educators from various education levels.

Figure 1. Students Who Started High School in 2000



Source: Digest of Education Statistics 2006

Transitioning to School: Early Childhood Education

We'll talk first about early childhood education—that is, education children receive before entering kindergarten. This is important, because several longitudinal studies have shown that children who receive high-quality early education are less likely to need special education or drop out, and as adults earn more and are less likely to commit crimes and receive welfare.

Alaska is one of only 12 states with no state-funded early education. It has federally mandated special education pre-school and federally funded Head Start programs in many communities. These programs together enroll about 16% of Alaska's 3-year-olds and 22% of 4-year-olds. Many more students in urban areas are enrolled in private pre-schools.

Overall, about two-thirds of Alaska children attend some sort of pre-school, according to the 2007 State Preschool Yearbook. But there is little information on how well these various programs prepare students to enter school.

How Many Alaska Children Aren't Ready for School?

The main source of data on Alaska children's readiness for school is the Developmental Profile. Teachers administer this assessment when children enroll for the first time in public school, usually kindergarten but sometimes first grade. The profile includes information on many aspects of development—physical and social, language and literacy, and cognitive.

Teachers rate children as "routinely," "inconsistently," or "never" exhibiting 11 measures of school readiness.

Data from recent profiles show that fewer than 5% of children rate "no" in physical well-being and social development. But about 10% fail to demonstrate the requisite skills in each of the areas of language and literacy development and cognitive development. Between 20% and 50% demonstrate these behaviors "inconsistently."

ISER and Avant-Garde Learning Foundation jointly carried out this research, funded by a grant from Shell Exploration and Production Alaska.

These statewide results mask wide variations among districts. In many, more than one-third of entering students don't meet some of the readiness measures, and in a few 60% or more don't. Those districts lose valuable time trying to catch children up, and some children never catch up.

What are the Limits of the Data?

We don't know how effective Head Start programs are. Some school districts with communities served by Head Start have Developmental Profile results similar to the state average, while in others the majority of children are rated as deficient on one or more measures. Little research has been done on what approaches are most effective for preparing Alaska Native children for school. Also, we lack data on the extent to which Head Start grantees coordinate with local school districts or with each other.

Districts report Developmental Profile results to the state without identifying individual children. Although the profile is a useful tool for teachers and parents, the lack of identifying information means the data cannot be disaggregated by student characteristics such as ethnicity, gender, or socio-economic status. Therefore, the profiles are not useful for tracking efforts to improve Alaska children's school readiness or for exploring the effectiveness of different programs.

Transition From High School To College or Work

What is the Issue?

Many Alaska high-school students graduate unprepared for post-secondary education or work. Alaska's colleges and universities find that many of their entering students—even those with good grades in high school–aren't ready for college-level work.

A 2006 national survey of 431 employers, published by Partnership for 21st Century Skills, reported that 42.4% of the respondents rated new entrants with high-school diplomas as "deficient" in their overall preparation for the entry-level jobs they typically fill, and 45.6% rated their preparation as "adequate" Almost no one (0.2%) rated their preparation as "excellent." Anecdotal information from Alaska employers suggests that Alaska's high-school graduates are no different from their counterparts Outside.

Available data also indicate that many of Alaska's high-school graduates are not prepared for college—but even within Alaska, what constitutes "prepared" can differ among institutions.

How Prepared Are Students for College?

The majority of Alaska students who enroll in college in the state go to one of the three University of Alaska campuses—Fairbanks (UAF), Anchorage (UAA), or Southeast (UAS). All three require students to demonstrate they're prepared for introductory level courses in English and math, through previous test scores (such as the SAT) or university placement tests.

Some requirements are similar across all campuses, but others are quite different. Table 1 shows (in abbreviated form) requirements to place into "freshman level" English. The information in the table raises two issues. First, it's neither easy to find nor to interpret. While academic advisors at the universities certainly know and can explain the requirements, prospective students, their parents, and teachers may be unable to get any clear sense of the actual skills and knowledge students need, or how they will demonstrate their proficiency. The other notable point is the difference in SAT/ACT scores required for entry into English 111 at UAA and UAF: SAT of 530 versus 430, ACT of 22 versus 17. That means students must score a bit above the mean (about 59th percentile) at UAA, but in the 20th to 30th percentile range at UAF.

Table 1. Prerequisites for ENGLISH 111 at University of Alaska

Campus	ACT	SAT	Accuplacer*	Other
UAF	17	430	Not mentioned	COMPASS (52) ASSET (45) HS GPA 3.0 or higher and permission
UAA	22	530	180 combined reading and sentence skills, including at>=85 reading, >=95 sentence skills	
UAS	n/a	n/a	454 combined essay, reading, sentence skills, including >=92 in both reading and sentence skills	Not mentioned

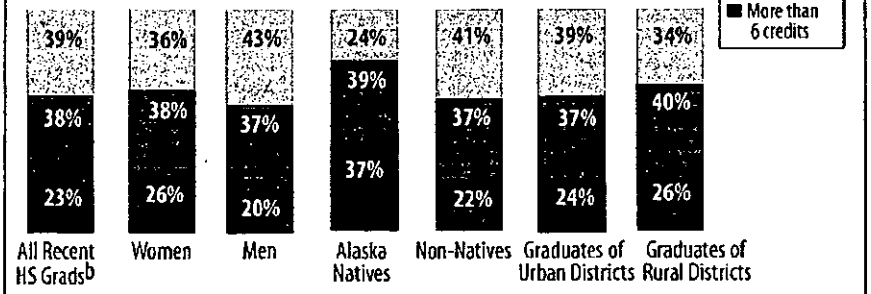
*Accuplacer scoring is not a simple cut-off score, but rather a set of minimum total score and subtest scores, simplified here for comparison.

Students assessed as unprepared are directed into "developmental" courses—which often don't count towards their degrees.

Data available at UAA allow us to see how many entering students had to take developmental courses. Among recent high school graduates enrolling at UAA for the first time, 60% take at least one developmental course. Almost one-quarter take more than 6 credits of developmental courses (Figure 2).

This analysis includes all students who enrolled at UAA for the first time in the fall semesters from 1998 through 2007. Further, we focused on "recent high-school graduates," defined as those who had graduated from high school either the same year as they enrolled at UAA or one year earlier. Thus, for example, students entering in fall semester 2007 were considered recent graduates if they had graduated in 2007 or 2006. Over the 10 fall semesters we examined, 15,713 recent high-school graduates enrolled.

Figure 2. Developmental Course Credits Taken by Recent High-School Graduates at UAA[a]



[a] Students who enrolled at UAA for the first time in fall semesters 1998 to 2007

[b] Those who graduated from high school either the same year or one year before they enrolled at UAA

Source: UAA Office of Institutional Planning, Research, and Assessment

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We disaggregated the data on recent high-school graduates to look at the numbers of Alaska Natives and non-Natives, men and women, and graduates of urban or rural Alaska high schools. Ethnicity was self-reported. Urban graduates are those who graduated from high schools in the Anchorage, Fairbanks, Juneau, Mat-Su or Kenai school districts; rural graduates are those from all the other districts. (About 15% of recent graduates were from other states or countries, or the location of their high school was unknown.)

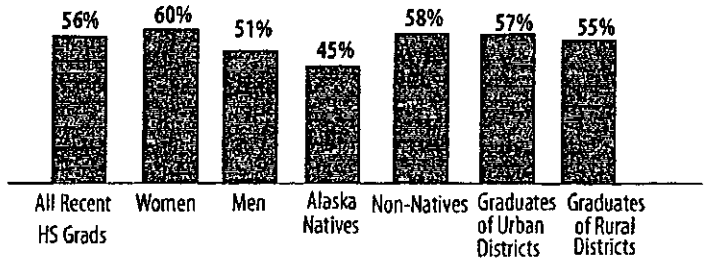
It's worth emphasizing that all but one of these sub-groups averaged high-school grade point averages (GPAs) of 3.0 or better. Men's average GPA was 2.98. We looked at the number of developmental credits these students took, categorizing these as none, 1 to 6 credits, or more than 6 credits.

Figure 2 shows that men are somewhat less likely to take developmental courses than women and to take fewer credits if they do. This may mean that men score better on placement tests (despite their slightly lower GPAs), or that they disproportionately enroll in programs that don't require college-level English or math (e.g., certificate programs in vocational fields). It's also possible that they are more likely to find ways around enrolling in recommended developmental course work—such as getting the professor's permission to enter a college-level course.

Alaska Natives are about 30% more likely than non-Natives to take at least one developmental course, and about 70% more likely to take more than 6 developmental credits. Graduates of rural high schools are somewhat more likely (about 8%) than graduates of urban high schools to take developmental courses.

How do the thousands of UAA students who take developmental courses do? Unfortunately, they're not highly successful. Overall, recent high school graduates pass just over half the developmental courses they attempt (Figure 3). Women are more successful than men and non-Natives more successful than Alaska Natives. There is little difference between students from urban and rural high schools.

Figure 3. Percent of Recent Alaska High-School graduates Who Passed Developmental Courses They Took (By Course Type and Credit)



See Notes, Figure 2. Source: UAA Office of Institutional Research, Planning, and Assessment

How Prepared are High-School Graduates for Work?

Alaska's students may graduate from high school unprepared for today's careers as well as for college. Although we lack comprehensive data for the state, we do know that employers often report they can't find qualified applicants for their openings. They also report that many of today's technical careers require as much mathematics or writing as entry-level college work.

A 2003 report on vocational education in Alaska noted that as accountability mandates and high-stakes testing were instituted between 1997 and 2003, the resources available for and participation in career and technical education in secondary schools declined. But no systematic data are available on how well prepared Alaska high-school graduates are to enter the workforce.

Do Current Requirements Prepare Students?

We've reported evidence that many of Alaska's students leave school unprepared for either college or work. But since many of these students did graduate from high school, does that imply that meeting the current graduation standards isn't enough to prepare students for college or work?

Alaska's state standards in English and math stop at the 10th grade level; science standards include 11th grade. The High School Graduation Qualifying Examination (HSGQE) is also the 10th grade level Standards-Based Assessment. Most districts require, in addition to the HSGQE, specific courses for graduation, without specifying the expectations of those courses. Others require students to demonstrate a particular level of proficiency in several areas.

The published high-school graduation requirements of the districts we reviewed (Anchorage, Bristol Bay, Aleutians East, Lake and Peninsula, Northwest Arctic, North Slope and Chugach) didn't make it clear whether those requirements went beyond the state's 10th grade standards. Although it was beyond the scope of this study to review all 53 districts in the state, we interviewed superintendents of four districts (Chugach, Aleutians East, Lake and Peninsula and Bristol Bay) and four principals in two of those districts. We asked them about their academic expectations for 11th and 12th graders, and whether they believed their graduation requirements ensured that graduates would be to be prepared for post-secondary education, job training, or work.

The superintendents and principals expect 11th and 12th graders to have passed the HSGQE and to be on track to graduate. They also expect those students to begin focusing on preparing themselves either for college or for work. They emphasized that students need to go beyond the graduation requirements to be fully prepared for college or work.

Some districts reported that teachers tell their students the minimum graduation level of work is equivalent to about 10th grade and will not prepare them for college-level coursework. And all the respondents said students have opportunities to learn far more than the minimum—and that too few students take advantage of those opportunities.

Summary and Recommendations

Reviewing national research and available data on Alaska, we see that:

- Up to one-third of Alaska children enter the public schools with no pre-school experience.
- In some school districts, more than half the entering children don't demonstrate all dimensions of school readiness educators expect to see.

• Research predicts that these students are more likely to need special education services and to drop out of high school.

• In the small sample of districts we canvassed, just meeting the high-school graduation requirements does not guarantee graduates that they are prepared for college or for technical training.

• Many high-school graduates who do enroll in Alaska universities find they are not prepared for college-level work.

• Employers report that they find many recent high-school graduates unprepared to embark on careers.

To address these problems—especially lack of alignment—effectively will require coordinated efforts among parents, educators, policymakers, and researchers. One approach that many states (30 as of 2006) are using is formal councils established to address problems from pre-school through college. A review by the Education Commission of the state found that while the specific membership, funding structures, and goals differ, such organizations typically aim to:

• Expand access to early learning for children ages 3 to 5, and improve their readiness for kindergarten

• Smooth student transitions from one level of learning to the next

• Close the achievement gap between white and minority students

• Upgrade teacher education and professional development

• Strengthen relationships between families and schools

• Create a wider range of learning experiences and opportunities for students in the final two years of high school

• Improve college readiness and college success

The commission also reported several states' successes, including reducing achievement gaps, increasing success on advanced placement testing, and raising higher education enrollment.

To be effective, councils need to work within a shared vision of the total system and commit to long-term efforts and real change. Andrea Venezia, a noted education researcher, cautions that, "convening a commission and holding cross-system discussions may be helpful, but these steps alone will not create meaningful K-16 reform. To be lasting and effective, the deliberations must be anchored in policy and finance reform and must reflect each state's culture and history." Any effort that hopes to be successful will have to convene key stakeholders, determine what additional data and analyses are necessary, undertake those research efforts, identify potential solutions, and make recommendations for change.

In our discussion we've identified both problems in the education system and gaps in the Alaska data. What don't we know?

• We need better data on children who enter school unprepared: numbers, areas of unpreparedness, pre-school experience, and progress in elementary school. The new Developmental Profile assessment, aligned with the state's early learning standards, has the potential to provide some of this information, if the Department of Education and Early Development is authorized and funded to link profile information with later student data and analyze it.

• We need better information on dropouts: numbers, demographics, and subsequent educational experiences and GED completion.

• We need to understand what districts expect of their 11th and 12th graders, and how they convey those expectations to students and parents. Do students and parents realize that the minimum graduation requirements will leave graduates unprepared for most post-secondary education and training and for many jobs? Do teachers understand what students need to succeed in college level work?

• We need to consider how to collect data about the success of high school and college graduates. If we want to hold high schools and universities accountable for preparing their students, we must be able to measure how well they do so. The state is creating a data system for tracking students in the public schools, from entry through high school graduation. What's missing is the capability to link P-12 data with university data with workforce data. Legal safeguards on data use present a challenge, but it's not insurmountable.

Finally, we hazard a few recommendations.

1. Alaska should create publicly funded, high-quality early childhood education that would be available to all families but voluntary. That would expand enrollment and help ensure that all students are prepared for kindergarten and first grade. Investing in school readiness will save money in the K-12 system and beyond.

2. We need to ensure that our high-school graduates are prepared for college or careers. Whether this should be through more rigorous high-school graduation requirements, better counseling, increased investments in career and technical education, or some combination of these and other approaches is not clear. But too many of our high-school graduates are unprepared for life.

3. The University of Alaska must be involved. UAF, UAS and UAA should communicate, as a single entity, their academic expectations for entering students. Increases in the number and quality of distance-delivery courses mean that students anywhere in the state can take classes, especially at the introductory level, from any campus. They should be able to do so without discovering they are unprepared for beginning college-level work.

4. The state should support these efforts and muster the resources to overcome the inevitable difficulties. Because change across so many institutions and interests is required, leaders should be prepared to persist over the long haul. Establishing a council to coordinate education at all levels is a step in the right direction.

5. Alaska is ahead of many states in developing its longitudinal student data system. It needs to continue to develop that system and improve links with other data systems.

This summary is based on a longer working paper of the same title. It will be available on ISER's Web site, www.iser.uaa.alaska.edu, under Education Studies. That paper includes full references for research cited here.

The authors thank Gary Rice and Yuan-Fang Dong of UAA's Office of Institutional Planning, Research, and Assessment; Diane Erickson of UAA; and the public school superintendents and principals who gave us their time.

Knocking at the College Door
Projections of High School Graduates by State and Race/Ethnicity, 1992-2022

ALASKA

At over 3.3 million, the nation's graduating class of 2007-08 is projected to be history's largest. In fact, 2007-08 will mark the last year in an era of continuous growth in the nation's production of high school graduates, a period that reaches back to 1994. Over that time, the number of graduates swelled by 35.7 percent. In 2008-09, however, our country will begin a protracted period during which its production of high school graduates is expected to stagnate, assuming existing patterns persist. The number of graduates nationally will dip slightly over the next several years before growth resumes at a slower pace around 2015. Ultimately, projections indicate that between 2004-05 (the last year of available actual data) and 2021-22, the number of high school graduates will grow by approximately 265,000, or 8.6 percent.

The national data obscure significant variations in this picture at the regional and state levels, however. Regionally, in the decade leading up to 2004-05, the number of high school graduates grew the fastest in the West at 34 percent, with the South growing by 23.5 percent, the Northeast by 20.7 percent, and the Midwest by 14.2 percent. But the regions face very different futures in the years to come. The South will see the most growth in its production of high school graduates, at about 9 percent by 2014-15; and the West's numbers will climb by 7.1 percent. But the number of graduates produced in the Northeast and the Midwest will decline – by 6.1 and 3 percent, respectively.

Figure 1. Percent Change in Graduates from Public and Nonpublic High Schools Between 2004-05 and 2014-15

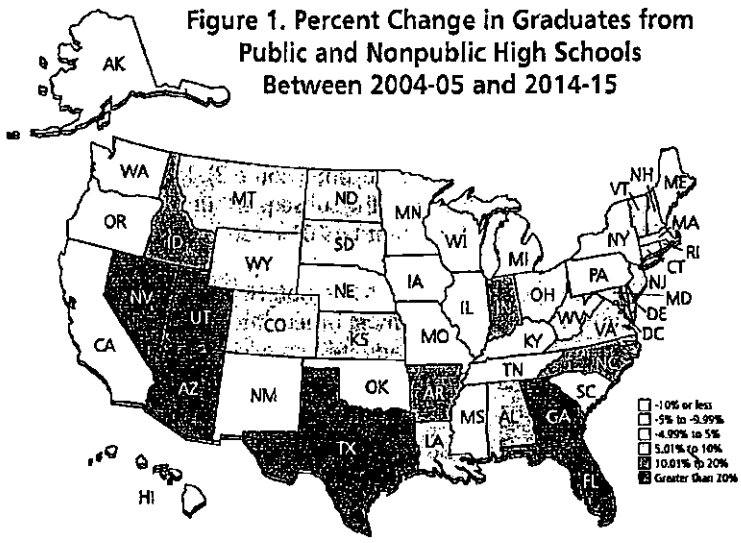
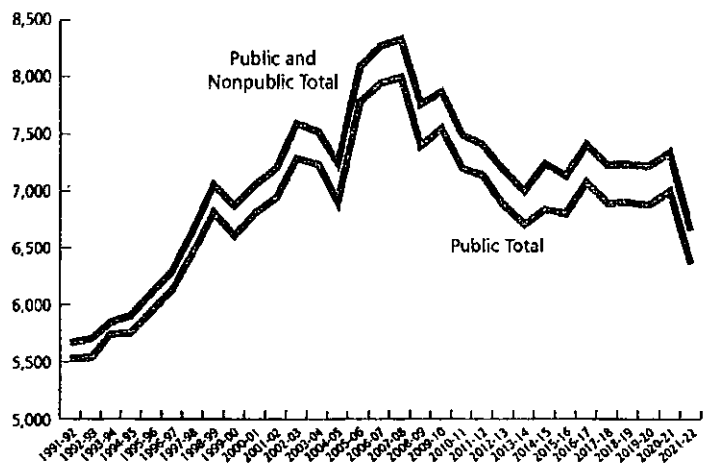


Figure 2. Alaska High School Graduates 1991-92 to 2004-05 (Actual), 2005-06 to 2021-22 (Projected)



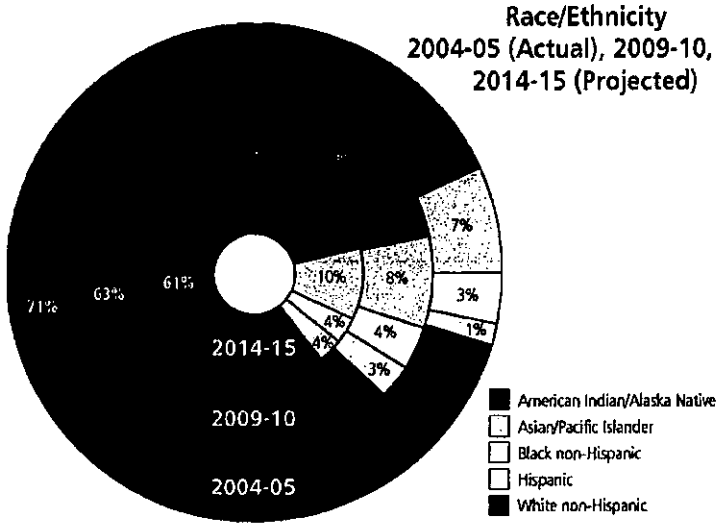
As with the national view, the regional picture masks considerable variation at the state level (Figure 1). Alaska produced about 1,340 more graduates in 2004 than it did a decade earlier, an increase of 22.7 percent, although the state experienced sporadic downturns in some years. Assuming that existing patterns of high school completion and migration continue, the state projects to produce about an equal number of high school graduates in 2014-15, although the intervening years will be somewhat unstable. The state's production of high school graduates will grow significantly through 2007-08, after which it will see general slippage punctuated by occasional increases over the subsequent six years.

Alaska was among the states with rapid growth in its production of high school graduates between 1991-92 and 2004-05, the most recent year of actual data from public schools (Figure 2). In 2004-05, 6,909 students graduated from public high schools in Alaska, a number that included 1,374 more graduates than were produced in 1991-92, representing growth of 24.8 percent. Nonpublic schools in the state

added an estimated 332 graduates in 2004-05, which itself was nearly two-and-a-half times more than graduated in 1991-92.

However, along with much of the rest of the nation, Alaska is poised to enter a new period characterized by much more stagnant growth in the production of high school graduates. After reaching a peak in 2007-08 at 8,327, Alaska will enter a period of diminishing numbers of high school graduates for most years through 2013-14, assuming a continuation of existing patterns of enrollment, progression, and completion. Between 2004-05 and 2007-08, the number of high school graduates is forecast to climb by 15 percent, but between then and 2013-14, it is projected to slide back by a roughly equal amount. Beyond that, the number of graduates will be relatively stable until 2021-22, the last year projected, when a big drop is anticipated. Alaska's nonpublic sector grew dramatically between 1991-92 and 2004-05 but still only accounts for less than 5 percent of the state's high school graduates.

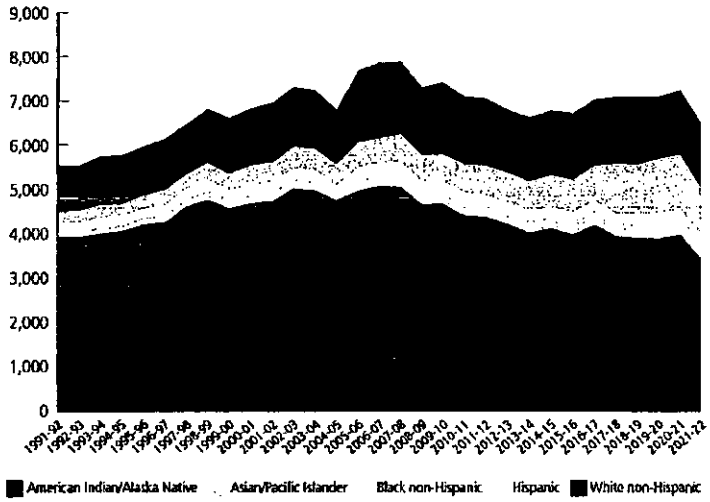
Figure 3. Composition of Alaska's Public High School Graduates by Race/Ethnicity 2004-05 (Actual), 2009-10, and 2014-15 (Projected)



The racial/ethnic composition of Alaska's public high school graduating classes will continue to show substantial diversification over the coming decade and beyond (Figure 3). In 2004-05, White non-Hispanics accounted for 70 percent of the graduates from public high schools, but the subsequent decade in Alaska will see declines in their share of public high school graduates, reaching down to 60.8 percent by 2014-15.

The decreasing proportion of White non-Hispanic high school graduates is consistent with the experience of states all over the country. But whereas in most other states the sweeping changes are the result of rapid growth in the number of Hispanic high school students and graduates, coupled with a shrinking number of White non-Hispanics in the educational pipeline, in Alaska the increase in the Hispanic population is not a significant factor. While the rate of Hispanics graduating from high school is rising sharply in Alaska, as elsewhere, their relatively low numbers are dwarfed by growth in the Asian/Pacific Islander and American Indian/Alaska Native populations. (Alaska's population has a larger proportion of those who identify as American Indians/Alaska Natives than does any other state in the nation.) Substantial declines in the number of White non-Hispanic high school graduates are also an important cause of the shifting racial/ethnic composition.

Figure 4. Alaska High School Graduates by Race/Ethnicity 1991-92 to 2004-05 (Actual), 2005-06 to 2021-22 (Projected)



Asian/Pacific Islander graduates from public schools in Alaska numbered 477 in 2004-05, but within a decade they are projected to number 706, an increase of 47.9 percent (Figure 4). In 2004-05, 1,233 American Indians/Alaska Natives graduated from public high schools in the state; that amount is projected to grow to 1,448 by 2014-15, a climb of 17.4 percent. Meanwhile, White non-Hispanics will likely see their numbers fall, with projections showing a drop from 4,756 in 2004-05 to 4,110 in 2014-15, or a 13.6 percent decline.

For more information, contact: Dolores Mize, Vice President, Public Policy and Research, 303.541.0221, dmize@wiche.edu; or Brian Prescott, Senior Research Analyst, Public Policy and Research, 303.541.0255, bprescott@wiche.edu.
To view the full publication or to place an order for a bound copy, visit our website at www.wiche.edu/policy.

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Western Interstate Commission for Higher Education

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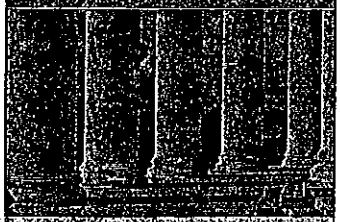
MEASURING UP 2008

THE STATE REPORT CARD ON HIGHER EDUCATION

Alaska



What is *Measuring Up*?

The purpose of a state report card is to provide the general public and policymakers with information they can use to assess and improve postsecondary education in each state. *Measuring Up 2008* is the fifth in a series of biennial report cards.

The report card grades states in six overall performance categories. **Preparation:** How adequately does the state prepare students for education and training beyond high school? **Participation:** Do state residents have sufficient opportunities to enroll in education and training beyond high school? **Affordability:** How affordable is higher education for students and their families? **Completion:** Do students make progress toward and complete their certificates or degrees in a timely manner? **Benefits:** What benefits does the state receive from having a highly educated population? **Learning:** What is known about student learning as a result of education and training beyond high school?

Grades compare the current performance of each state with the best-performing states, but do not compare with past performance. Key indicators (back page) allow states to compare current performance with past performance.

THE NATIONAL CENTER FOR PUBLIC POLICY AND HIGHER EDUCATION

PREPARATION

C+ — *2008 Grade*

⇧ — *Change Over Time*

Alaska's fairly low performance in educating its young population could limit the state's access to a competitive workforce and weaken its economy.

- Eighth graders perform fairly poorly in math, science, and reading.
- There is a 13% gap between whites and all minorities in the percentage of young adults with a high school credential.

PARTICIPATION

F — *2008 Grade*

⇩ — *Change Over Time*

College opportunities for young and working-age adults are very poor.

- The percentage of working-age adults enrolled in higher education has declined by 39% since the early 1990s.
- Among young adults, 11% of Alaska Natives are enrolled in college, compared with 33% of whites.

AFFORDABILITY

F — *2008 Grade*

⇩ — *Change Over Time*

Higher education has become less affordable for students and their families.

- Poor and working-class families must devote 37% of their income, even after aid, to pay for costs at public four-year colleges.
- Financial aid to low-income students is low. For every dollar in Pell Grant aid to students, the state spends only six cents.

COMPLETION

F — *2008 Grade*

⇧ — *Change Over Time*

Despite some improvement, Alaska is one of the lowest-performing states in awarding certificates and degrees relative to the number of students enrolled.

- Twenty-two percent of college students complete a bachelor's degree within six years.
- Ten percent of Alaska Natives graduate within six years, compared with 25% of whites.

REPORT CARD	
Preparation	C+
Participation	F
Affordability	F
Completion	F
Benefits	C+
Learning	I

WHAT DO THE ARROWS MEAN?

⇧ State has increased or remained stable on the key indicator in the category.

⇩ State has declined on the key indicator in the category.

See back page for key indicator by category.

BENEFITS

C+ — *2008 Grade*

⇧ — *Change Over Time*

Only a fair proportion of residents have a bachelor's degree, and this weakens the state economy.

- Eight percent of Alaska Natives have a bachelor's degree, compared with 32% of whites.
- If all racial/ethnic groups had the same educational attainment and earnings as whites, total annual personal income in the state would be about $2 billion higher.

LEARNING

I — *2008 Grade*

Like all states, Alaska receives an "Incomplete" in Learning because there is not sufficient data to allow meaningful state-by-state comparisons.

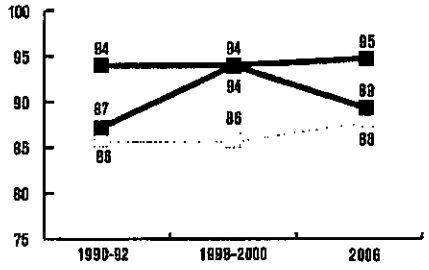
CHANGE OVER TIME: KEY INDICATORS — Alaska 2008

This page reflects Alaska's performance and progress since the early 1990s on several key indicators.

PREPARATION

The percentage of young adults in Alaska who earn a high school diploma has increased slightly since the early 1990s. High school completion is slightly above the U.S. average but below the top-performing states.

Percentage of 18-24 Year-Olds with a High School Credential*

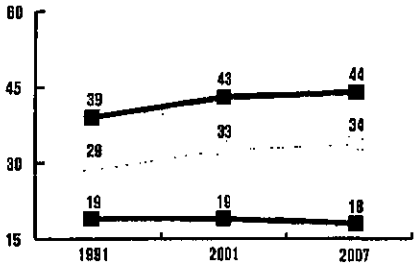


PARTICIPATION

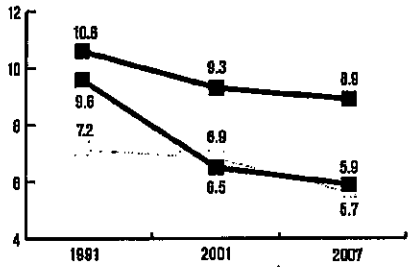
College enrollment of young adults in Alaska has declined slightly since the early 1990s. Compared with the national average and the top states, substantially fewer young adults are enrolled in Alaska (in percentages).

The enrollment of working-age adults, relative to the number of residents without a bachelor's degree, has declined in Alaska—as it has nationally and in the best-performing states. The percentage attending college in Alaska is slightly higher than the U.S. average but below the top states.

Percentage of 18-24 Year-Olds Enrolled in College*



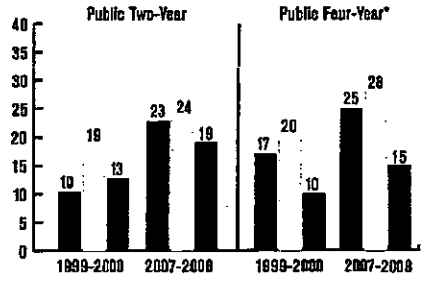
Percentage of 25-49 Year-Olds Without a Bachelor's Degree Enrolled in College



AFFORDABILITY

The share of family income, even after financial aid, needed to pay for college has risen substantially. To attend public two- and four-year colleges in Alaska, students and families pay less than the U.S. average but more than those in the best-performing states.

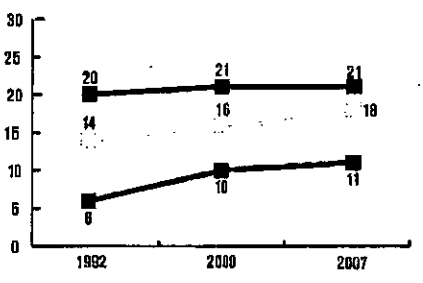
Percentage of Income Needed to Pay for Public Two- and Four-Year Colleges



COMPLETION

The number of undergraduate credentials and degrees awarded in Alaska, relative to the number of students enrolled, has increased since the early 1990s. However, Alaska is considerably below the U.S. average and the top states on this measure.

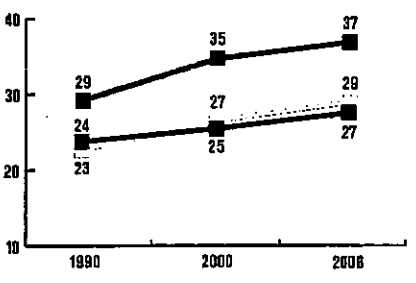
All Degree Completions per 100 Students*



BENEFITS

The percentage of residents who have a bachelor's degree has increased slightly in Alaska, but is below the U.S. average and the top states.

Percentage of 25-64 Year-Olds with a Bachelor's Degree or Higher*



Key indicator for the category.

LEGEND:

— & ▮ = Alaska

& = United States

— & ▮ = Median of Top Five States

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San Jose, California 95112
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Fax: 408.271.2697
center@highereducation.org
www.highereducation.org

Louie Flora

From: Barrans, Diane M (ACPE) [diane.barrans@alaska.gov]
Sent: Tuesday, March 24, 2009 1:14 PM
To: Louie Flora
Subject: other resources
Attachments: Additional training resources.pdf

Hi, Louie,
At the last roundtable discussion, Rep. Wilson asked some questions about assistance available to low income folks trying to upgrade their skills from agencies other than ACPE. Please find attached some information staff has gathered.
Diane

See you tomorrow. D

Need-based (Low-income) Job Training Funding Sources

Workforce Investment Act (WIA) (Federal Program):
Adult Programs
Dislocated Worker Program

"Last resort funding"
Must apply for Pell Grant first.
Applicants should be "stable" that is have everyday living expenses covered to be eligible for WIA training funding.

These programs aim at vocational training for entering the workforce and are not available to fully fund a 4-year degree (may be used to fund the last two years of a 4-year program). Eligible programs may be up to two years or 104 training weeks and must be for "in demand" work skills.

There *may* be supportive services monies available in addition to funds for the training program itself; funds would be coordinated through partner agencies. These are not generally advertised and are determined completely on an individual, case-by-case basis.

State Training and Employment Program (STEP) (State Program):

Very "last resort" funding.
Used only if WIA funds not available.
Applicant must apply for Pell Grant first.

Training program must be vocationally in demand; trainee must express intent to remain in the state after training to work.

There *may* be supportive services funding available, but this is done completely on an individual basis by interviewing the person to determine their needs. Supportive services would be obtained through coordination with other aid programs.

Alaska Temporary Assistance Program (ATAP) (State Program)
Contracts with Nine Star Enterprises for many of their services:

The overall purpose of Nine Star's Employment Training programs is to assist Alaska Temporary Assistance recipients to **get a job, keep a job, and advance on the job** — thus making it possible for clients and their families **to live a better life.**

Nine Star is one of a network of agencies working together to provide employment support and services. Network members, who provide case management, job coaching, job clubs, job referrals, and other employment services to the Alaska Temporary Assistance Program client, include:

- Nine Star Education and Employment Services

- the Division of Public Assistance (DPA)
- Department of Labor (DOL)
- Alaska Housing Financial Corporation (AHFC)
- other agencies

Supportive services will be determined on a case-by-case basis and *may* include gas money, special tools required by the training program, auto insurance, auto registration, and bus passes. Nine Star collaborates and coordinates all services with WIA, Pell Grant funding, and any other funding source (including education loan programs if feasible) to meet each client's needs based on the family's eligibility for each supportive program.

Alaska Division of Vocational Rehabilitation

Eligible clients can choose from many different services—some without cost. Clients may share costs for others. Clients and their counselors choose specific services the client needs to be employable.

Free Services

- Medical exam to see if you qualify and to help plan your career.
- Counseling, especially about disability issues that affect you.
- Help choosing the job goal that's right for you.
- Referral to other agencies that can help you.
- Tests and other tools to better understand your talents, etc.
- On-the-job training with a real employer while you work.
- A short-term job try-out called a "Community Assessment."
- Training designed for you, to help you adjust to working.
- Job search and placement services.
- Interpreter, reader, and tutoring services.

Services Clients May Help Pay For

- All training (except on-the-job training)
- Books, training supplies, tools, equipment (including computers), and other supplies.
- Living expenses, see your counselor for details.
- Transportation (getting from place to place).
- Medical care and therapy
- Self-employment.
- Devices that help with your disability.
- Services to family members
- Work licenses.
- Any other goods or services.

Clients who receive Public Assistance or SSI will not have to pay for needed services. Where other state or federal programs offer overlapping services, DVR may ask clients to apply for and use those services first to ensure optimal use of DVR funding.

From: Rep. Paul Seaton
Sent: Thursday, March 05, 2009 7:29 AM
To: Louie Flora
Subject: FW: Please support HB 94 - Student Aid
Follow Up Flag: Follow up
Flag Status: Red

From: Harry Need [mailto:hwneed@hotmail.com]
Sent: Wednesday, March 04, 2009 7:00 PM
To: Rep. Paul Seaton
Subject: Please support HB 94 - Student Aid

Rep. Seaton,

Please support HB94 - the Student-Aid bill. As a graduate student at UAA and a University employee, I am in a unique position to reflect on the circumstances that make this bill so critical to Alaska. Please read-on.

Over the past few years the traditional sources of student aid (federal loan programs, state loan programs and scholarships) remained static while the cost of educating Alaska's students increased. Higher tuition means that many of our students must look to increasingly restrictive and costly private loans to fund university expenses. These circumstances have multiple effects on students and Alaska. Outside schools often offer more scholarship money and, in this buyer's market, Alaska's capacity to attract the top students will decline. Students who might choose to remain in Alaska - if they had access to adequate financial support - enroll in out of state universities.

These circumstances also affect our ability to place students in the Alaskan marketplace. Employers seek diverse, well-prepared students, who want to live and work in Alaska. Since 80% of our alumni live in Alaska, students who study in here are more likely to remain here. If we are not attracting and retaining students of the highest caliber, our career placement rates suffer, directly impacting the Alaskan economy.

Like you, some of our students are interested in public service, not for profit and entrepreneurial careers - at least for some period of time. Whether they can pursue these goals depends on two factors: the availability and opportunity for these positions and their ability to repay their educational debt, given the lower salaries associated with those jobs. Students who find such jobs may be unable to accept them because of their debt burden. This is something we are in a position to address.

UAA processes over 10,000 student aid applications annually and about half of our students currently qualify for some sort of financial assistance. The typical full-time freshman pays about $13,000 per academic year for tuition, books, room and board. Federal Stafford loans cover up to $3,500 subsidized and $2,000 unsubsidized. If the student is from a very low-income household, she may be eligible for a Federal Pell grant for up to $4,700. Without an increase in general scholarship support the remainder must be sought from state and private loans.

In response to the current economic conditions, the Alaska State Student Loan Program will

significantly increase its credit limit next year and we estimate that 80% of our applicants will not qualify. Meanwhile, private loans are creating tiered repayment rates with interest that exceeds 16% and at greater total loan limits. Imagine UAA's future if we allow a generation of our students to graduate with over $30,000 of debt at 16% interest.

We need your help. By supporting the HB 94 - Student Aid, you directly impact our student's lives, the future of higher education in this state and Alaska's ability to attract and retain future leaders.

Please support HB 94.

Appreciatively,

Harry Need
UAA Graduate Student

Cell: 9073103742

Windows Live™ Groups: Create an online spot for your favorite groups to meet. Check it out.

From: Rep. Paul Seaton
Sent: Thursday, March 05, 2009 7:29 AM
To: Louie Flora
Subject: FW: HB 94
Follow Up Flag: Follow up
Flag Status: Red

From: John Roberson [mailto:jhroberson3@gmail.com]
Sent: Wednesday, March 04, 2009 4:58 PM
To: Rep. Paul Seaton
Subject: HB 94

Greetings Representative Seaton,

Please support HB 94 and encourage the other members of the House Education Committee to hear (and pass) HB 94 out of committee. Students across the state will greatly benefit from these need and merit based funds to help supplement the cost of their education during this economic downturn. If you have any questions please feel free to contact me.

John Roberson, ACPE Student Commissioner
Anchorage

From: Rep. Paul Seaton
Sent: Thursday, March 05, 2009 7:30 AM
To: Louie Flora
Subject: FW: HB 94 Scholarship Legislation
Follow Up Flag: Follow up
Flag Status: Red

From: dilenge@gci.net [mailto:dilenge@gci.net]
Sent: Wednesday, March 04, 2009 3:52 PM
To: Rep. Paul Seaton
Subject: HB 94 Scholarship Legislation

03/04/09

Dear Representative Seaton,

I would first like to extend my sincerest appreciation for your attendance at the UA Legislative Affairs roundtable session on Saturday February 21, 2009. It was such a wonderful experience to actually have the opportunity to have the ear of the House Chair of Education for our great state for nearly an hour and a half. This proved to me that you have the students best interest at heart and I am grateful for it.

Today, I am writing to you to ask for your support for HB 94 the Alaska Achievers Incentive Program also known as the Scholarship Legislation. This bill is incredibly important to us as students and for the future generation of college students here in Alaska. With the current national economic downturn, I believe that we will start to see fewer opportunities for private scholarships and with the continued rise in tuition and book costs the dream of obtaining a college degree will not materialize for many Alaskans. Any help you can provide us to help move this Bill forward would be greatly appreciated.

Once again, thank you for your service and dedication to our wonderful State.

Sincerely,

Andrea DiLenge, President
United Students University of Alaska Southeast - Ketchikan
Member of The UA Coalition of Student Leaders

From: Rep. Paul Seaton
Sent: Thursday, March 05, 2009 7:30 AM
To: Louie Flora
Subject: FW: HB 94

Follow Up Flag: Follow up
Flag Status: Red

-----Original Message-----
From: Rep. Cathy Munoz
Sent: Wednesday, March 04, 2009 3:27 PM
To: Rep. Paul Seaton
Subject: FW: HB 94

fyi

-----Original Message-----
From: Stephanie Ashley [mailto:smashley@uas.alaska.edu]
Sent: Wednesday, March 04, 2009 3:21 PM
To: Rep. Cathy Munoz
Cc: Shell Purdy
Subject: HB 94

Hi Representative Munoz,
I am a student here at UAS in Juneau and also the Student Body President, we came to see you about supporting the University and for your support on HB 94, the Scholarship Incentive program. I wanted to let you know that we (Student Government) are in complete support of this bill and wanted to get your support in moving it forward and moving it out of committee (currently still the Education committee).
We appreciate your agreed support in this bill when we came to see you last week. Thanks for all your hard work and look forward to seeing you in the future.

Stephanie Ashley
USUAS-JC Student Body President

STATE OF ALASKA

SARAH PALIN, GOVERNOR

ALASKA COMMISSION ON POSTSECONDARY EDUCATION

PO BOX 110505
JUNEAU, ALASKA 99811-0505
VOICE (800) 441-2962
In Juneau (907) 465-6740
TDD (907) 465-3143
FAX (907) 465-3293

February 23, 2009

The Honorable Paul Seaton
Chair, Education Committee
Alaska House of Representatives
State Capitol, Room 102
Juneau, AK 99801-1182

Dear Representative Seaton,

I am writing in response to your recent request that I *provide the Education Committee with recommendations on the best practices and needs for a needs- and merit-based scholarship program that would best serve Alaskan students.*

Because multiple factors impact access to and success in postsecondary education, any thoughtful response must consider the most fundamental factors. Based on my review of relevant research on the issue of student access and success, there appears to be consensus that key factors are: 1) academic preparedness (career or college readiness); 2) family financial capacity; and 3) student and parent access to critical information and support resources to complete secondary education, transition to, and succeed in postsecondary education programs. Finally, another factor appears to be a lack of recognition, particularly within Alaska's low-income population, of the importance of and need for youth to aspire to postsecondary education or training as an essential step for workforce and career readiness.

As the committee heard earlier this session from Taylor Foundation representatives, one approach in which many states are now engaged is the early commitment model. This model is predicated on the understanding that 21st century workforce and college preparation must begin no later than middle school if states are to increase the education pipeline's production of students who leave high school career- or college-ready.

One of the earliest such statewide programs is Indiana's 21st Century Scholars Program, established by the state legislature in 1990. In addition to reviewing outcome data for the IN program, I contacted Stan Jones, the executive officer of the Indiana Commission for Higher Education. Their program goals are:

- Reduce the high school dropout rate
- Prepare students for the workforce
- Increase opportunities for low-income students to attend college

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- Improve individual economic productivity and the quality of life for all Indiana residents

Indiana's program was implemented targeting students (and their families) in the 6th through 8th grade. To have a chance at program funding, students must have signed on to the program no later than 8th grade. The potential pool of participants was established based on their eligibility for free or reduced lunch at the time of enrollment in the program. Participants agreed to fulfill a pledge which included meeting certain academic performance standards, not using illegal drugs or alcohol or committing a crime, and applying for admission and federal financial aid at a state institution. In return, the student would receive the cost of four years of tuition at any public college or university in the state. Both parents and students would be provided support resources during high school, and participating college and universities are required to provide academic and social support resources to assist in the transition to and success in postsecondary education.

As early as 1995, positive results for Indiana began to emerge as their confirmed Scholars were completing high school and continuing to postsecondary education not only at higher rates (82%) than other low-income students (60%) but also at higher rates than all other students without regard to socio-economic status (77%). Commissioner Jones reports that another trend, in this instance concerning, was noted relative to scholars—even thought they were meeting the minimum grade requirements, they still required remediation at quite high rates upon entry into college. It was in the mid-1990s that Indiana business leaders, K-12 educators and higher education faculty worked together to establish a high school curriculum designed to prepare students for higher education (IN's Core 40). The Core 40 curricula constitute those courses which, if successfully completed in high school, all sectors agreed would produce high school graduates prepared for college or workforce success. The initial statewide implementation of the curriculum was voluntary with parents having the ability to "opt out" their child. However, effective with the high school graduating class of 2011, all Indiana secondary school graduates will be required to have completed the Core 40. Commissioner Jones states that they are experiencing reductions in remediation rates at the public institutions.

Having presented Indiana's relatively mature program as a model of best practices and integrated strategies which, when fully implemented, adequately resourced and sustained, are most likely to effect the greatest outcomes, we must acknowledge that designing, implementing, and sustainably funding such an initiative statewide would necessarily require key stakeholder involvement and input. Additionally, the reality in Alaska today is that a large number of our fellow residents, who are very much in need of workforce training or re-training, are no longer within the education pipeline. Because of our long history of low rates of college-going, any broad-based statewide program would need to have a mechanism for low-income adults to participate and prepare for high-skills, high-wage occupations.

Based on my perception of your committee members' concerns, I believe your key objectives are to 1) ensure any scholarship funds are targeting the neediest students, who 2) can also demonstrate their capacity to succeed in a program of study or training that results in them becoming career-ready. The universal availability of the Free Application for Federal Student Aid (FAFSA) provides a uniform means of assessing and sorting applicants by financial need. It is important, to most efficiently use (stretch) available program funding, to ensure that applicants exhaust all other sources of non-loan aid before receiving additional funds. In terms of assessing applicants' preparedness to succeed academically, that is more complex because there is no single assessment that is appropriate to the various types of postsecondary training. However, the American College Testing (ACT) organization has deployed its online assessment tool, WorkKeys, which is used in at least one state, Michigan, to determine qualification for their state merit aid program. With the caveat that I have no personal expertise in competency assessment, WorkKeys is one option to explore as an alternative to solely relying on a high school grade point average. WorkKeys is an assessment tool the Department of Education and Early Development is currently promoting to Alaska districts as a means of assessing student competencies.

I hope you find this information helpful. I have tried to provide a high-level response to your inquiry. If there are other program elements relative to which you would like specific recommendations or advice, I will do my best to produce additional information.

Sincerely,

Diane Barrans
Executive Director

Louie Flora

From: Barrans, Diane M (ACPE) [diane.barrans@alaska.gov]
Sent: Tuesday, February 24, 2009 10:28 AM
To: Louie Flora
Cc: Herman, Marcy J (EED)
Subject: H FIN meeting follow up materials
Attachments: AK Tech Schools.pdf; SeatonFeb 23.pdf

Good morning, Louie,

Please find attached additional information requested either at or following last week's committee hearing re: HB94. One attachment is a list of vocational tech. training schools in Alaska. The second item is in response to Rep. Seaton's request for best practices recommendation re: needs/merit aid programs.

Let me know if further information is needed.

Regards,
Diane

DIRECTORY OF CAREER AND TECHNICAL SCHOOLS IN ALASKA

LAST UPDATED FEBRUARY 19, 2009

This list only includes schools that have applied for and been granted authorization to operate in Alaska or official exemption from authorization requirements. The Alaska Commission on Postsecondary Education does not recommend educational or training providers. Any link or reference to any site does not constitute or imply an endorsement or recommendation by the State of Alaska.

DIRECTORY OF CAREER AND TECHNICAL SCHOOLS IN ALASKA

LAST UPDATED FEBRUARY 19, 2009

INSTITUTION	DATE FOUNDED / CONTROL	CHIEF OFFICER	AREA OF CAREER TRAINING	ACCREDITATIONS / APPROVALS
A Head of Time Design Academy 360 Boniface Pkwy, Suite A-28 Anchorage, AK 99504 (907) 277-5907	1985 Private For Profit	Ms. Rosalyn Wyche Owner	Hairdressing	None / AK-A, BBH, WIA, VA, ASEL
Academy of Hair Design 113 W Northern Lights, Suite M Anchorage, AK 99503 (907) 274-3663	1985 Private For Profit	Mr. Mano Bolivar Owner	Hairdressing, Esthetics	None / AK-A, BBH, WIA, VA, ASEL
AK STAR Training Institute 120 Carlanna Lake Road Ketchikan, AK 99901 (907) 247-1431	2004 Private For Profit	Ms. Renee Schofield Owner	Phlebotomy	None / AK-A, WIA
Alaska Learning Institute 410 Denali St. (340 E. 4th Avenue) Anchorage, AK 99501 (907) 222-4939 1075 Check Street, Suite 104 Wasilla, AK 99654	2000 Private For Profit	Ms. Melissa Mitchell Mr. Rodney Meeks Owners	Massage Therapy	COMTA / AK-A, WIA, ASEL
Alaska Technical Center 843 4th Street Kotzebue, AK 99752 (907) 442-3733	1981 Public	Ms. Cheryl Edenshaw Director	Business, Computer, Construction, Electrical, Health, Heating, Safety, Maintenance, Plumbing	None / AK-A, WIA, VA, ASEL
AK Technology Learning Center 3101 Penland Pkwy, Suite G-14 Anchorage, AK 99508 (907) 929-5102	2004 Private, For Profit	Mr. Tony Diaz Director	Computer, Construction, Healthcare, ESL	None / AK-A, AMYA, DCS
*Alaska Vocational Technical Center 809 Second Ave Seward, AK 99664 (907) 224-3322 http://avtec.labor.state.ak.us/	Public	Mr. Fred W. Esposito Director	Auto, Business, Diesel/Heavy Equip, Culinary, Electricity, Health, Maritime, Maintenance, Plumbing, Welding	COE / *AK-E, WIA, VA, AEGP, Title IV, ASEL

DIRECTORY OF CAREER AND TECHNICAL SCHOOLS IN ALASKA

LAST UPDATED FEBRUARY 19, 2009

INSTITUTION	DATE FOUNDED / CONTROL	CHIEF OFFICER	AREA OF CAREER TRAINING	ACCREDITATIONS / APPROVALS
Amundsen Educational Center 998 Roald Avenue Soldotna, AK 99669 (907) 260-8041 http://www.aecak.org/	1996 Private Not For Profit	Mr. Mark Hill Executive Officer	Religious, Construction	None / AK-A
Amundsen Educational Center dba New Frontier Vo-Tech Center 43335 K-Beach Rd, Suite 14 Soldotna, AK 99669 (907) 262-9055	1985 Private For Profit	Ms. Loretta Knudson-Spalding Director	Office (Accounting, Legal, Medical)	None / AK-A, WIA, VA, ASEL *
Ariel's Hair Design School 2727 West Dimond Boulevard Anchorage, AK 99502 (907) 344-4122	1989 Private For Profit	Ms. Corazon Negron Owner	Hairdressing, Esthetics	None / AK-A, BBH, WIA, VA, ASEL
*Beacon Training Center 450 Marathon Rd, Kenai, AK 99611 (907) 283-3054 800 Cordova St, Anchorage, AK 99501 (907) 222-7612	1972 Private For Profit	Ms. Kelly Gifford Training Coordinator Mr. Robert Lee Director of Training	EMT, Firefighter, First Aid, Health, Rescue, Safety	None / AK-E, WIA
Career Academy 1415 East Tudor Rd Anchorage, AK 99507 (907) 563-7575 http://www.careeracademy.net	1985 Private For Profit	Ms. Jennifer A. Deitz President	Aircraft Dispatch, Business Insurance Coding & Billing, Massage Therapy, Medical, Phlebotomy, Travel	ACCSCT / FAA, AK-A, WIA, VA, AEGP, Title IV, ASEL
Center for Employment Education 1749 Ship Avenue Anchorage, AK 99501 (907) 279-8451 3207 International Ave. #2 Fairbanks, AK 99701 (907) 479-8451	1994 Private Not For Profit	Mr. Frederic Ready Training Director	Commercial Driving, Construction Technology, Heavy Equipment, Safety	None / AK-A, WIA, VA, ASEL
Central Council Tlingit & Haida Indian Tribes of AK Vocational Training & Resource Center 3239 Hospital Drive Juneau, AK 99801 (907) 463-7375	1997 Private Not For Profit	Mr. Archie Cavanaugh Director	Business, Computer, Construction, Heating	None / AK-A, ASEL

DIRECTORY OF CAREER AND TECHNICAL SCHOOLS IN ALASKA

LAST UPDATED FEBRUARY 19, 2009

INSTITUTION	DATE FOUNDED / CONTROL	CHIEF OFFICER	AREA OF CAREER TRAINING	ACCREDITATIONS / APPROVALS
Gabriel Career Development 3101 Penland Parkway, Suite J-10 Anchorage, AK 99508 (907) 278-9675	1989 Private, For Profit	Mr. Gabriel Hernandez Owner	Hairdressing, Esthetics, Manicuring	None / AK-A, BBH, ASEL
*Galena City School District – Project Ed. Residential School-Postsecondary Adult Programs Building 1847 Challenger Road Galena, AK 99741 (907) 656-2053	1984 Public	Mr. Gary Stillwell Superintendent	Automotive, Computer, Culinary, Esthetician, Flight, Hairdressing	COSME / AK-E, BBH, FAA, WIA, AEGP, Title IV, ASEL
MetrOasis Advanced Training Center 401 W. International Airport Road, 1C Anchorage, AK 99518 (907) 276-4110 http://www.metroasis.com	1995 Private For Profit	Mr. F. Sigel Shroy Owner	Hairdressing, Esthetics	None / AK-A, BBH, WIA, ASEL
Northern Industrial Training 6177 E. Mountain Heather Dr, Suite 4 Palmer, AK 99645 (907) 357-6400 Spring Street Wasilla, AK 99687 607 Old Steese Highway, Suite 106 Fairbanks, AK 99701 http://www.nitalaska.com	2003 Private For Profit	Mr. Joe Crum President/CEO	Commercial Driving, Construction Equip, Safety	None / AK-A, WIA, ASEL
Oriental Healing Arts School of Massage Therapy 2636 Spenard Road Anchorage, AK 99503 (907) 279-0135 http://www.touchoftao.com	2003 Private For Profit	Ms. Cynthia McMullen Partner	Massage Therapy	None / AK-A, WIA, ASEL
SERRC - Alaska Vocational Institute 210 Ferry Way, Suite 200 Juneau, AK 99801 (907) 586-6806	1976 Private Not For Profit	Ms. Sheryl Weinberg Executive Director	Office Skills, Computer Training	None / AK-A, WIA, ASEL

DIRECTORY OF CAREER AND TECHNICAL SCHOOLS IN ALASKA

LAST UPDATED FEBRUARY 19, 2009

INSTITUTION	DATE FOUNDED / CONTROL	CHIEF OFFICER	AREA OF CAREER TRAINING	ACCREDITATIONS / APPROVALS
Shear Fire Academy of Hair Design 1012 South Colony Way Palmer, AK 99645 (907) 746-4264	2008 Private For Profit	Ms. Jana Rhea Powell Owner	Hairdressing	None / AK-A, BBH
Southwest AK Vocational & Educational Center Building 647 Air Force Rd, PO Box 615 King Salmon, AK 99633 (907) 246-4600 http://www.savec.org	2000 Private Not For Profit	Mr. Eldon Davidson Executive Director	First Aid, Hazwoper, Heavy Equip, Safety	None / AK-A, WIA
Trend Setters School of Beauty 407 E. Northern Lights Blvd Anchorage, AK 99503 (907) 274-7150	1972 Private For Profit	Mr. Dennis Millhouse Owner	Hairdressing	None / AK-A, BBH, WIA, ASEL

ACCREDITATION / APPROVALS

AACSCT	Career Schools and Colleges of Technology
AEGP	AlaskAdvantage Education Grant Program
AK-A	Alaska Commission on Postsecondary Education - Certificate of Authorization
AK-E	Alaska Commission on Postsecondary Education - Exempt from Authorization
ASEL	Alaska Supplemental Education Loan
BBH	Board of Barbers and Hairdressers (State of Alaska)
COE	Council on Occupational Education
COMTA	Commission on Massage Therapy Accreditation
FAA	Federal Aviation Administration
COSME	National Accrediting Commission of Cosmetology Arts and Sciences
Title IV	Federal Student Aid
VA	Veterans Education Benefits
WIA	Workforce Investment Act

*AVTEC is regulated by the Alaska Department of Labor and is exempted from the provisions of authorization by the Alaska Commission on Postsecondary Education.

Beacon Training Center is regulated by the city of Kenai and is exempted from the provisions of authorization by the Alaska Commission on Postsecondary Education.

GCSD - PERS Postsecondary Adult Programs is regulated by the GCSD and is exempted from the provisions of authorization by the Alaska Commission on Postsecondary Education.

February 12, 2009

To Whom It May Concern:

I am a current student at the University of Alaska Fairbanks, and I would like to voice my support of HB 94: Postsecondary Scholarships.

In times such as these, it is unacceptable that Alaskans who show promise do not move on to higher learning simply because of the rising costs. It has been proven that even a small scholarship or grant can be a major determining factor in the recruitment and retainment of otherwise motivated students. A 2007 report from the State Higher Education Executive Officers found that a $1,000 difference in the price of college may impact college enrollment for the most financially needy students by as much as nine percent. Moreover, financial reasons remain one of the most common reasons for students to choose not to go to college in the first place or to drop out part way through.

I urge you to support the creation of a needs-merit based program. It will keep achieving students in college; it will spur Alaska's economy; and it will promote higher Alaska high school graduation rates. There is no better time than now to invest in the future of Alaska, and there is no better way to do so then by investing in highly motivated Alaskans. This is a program that is good for Alaska today, tomorrow, and far into the future. Thank you for your representation in Juneau.

Sincerely,

Marina C. Gano, District 7
DJ Jennings, President Alpha Phi Omega
Roberto L Burgess Jr, District 6
Joseph Blanchard II, District 34
Jesse Manchester, District 8
Ryan Duffy, District 8
Patrick Sanders, District 8
Jessica Angelette, District 10
Mercedes L. Hughes, District 33
Mark Gilberstson
Howard Lin, District 9
Kathryn M. Cessnum
Ashleigh Strange, District 8
Corrisa Smith, District 36
Brian Lyke, District 31
Maureen McCombs
Kevin O'Brian
Rusty Boone
Gavin Baker, District 33
Jennifer Chambers
Mariah R. Acton
Jane Groseclose, District 7
Erica Blake, District 7
Roberta Eastwood
Michael M. Gomes
Nicole Carvajail, District 9
Jeannie Palmer
Melissa Mays
Chris Young
Pete Williams
Laura Peter
Amy K. Snider
Fiona Zachel, District 7
Kendra Heather Sinclair, District 34
Ashton Compton, District 7
Florence Nukusuk

ALASKA STATE LEGISLATURE

Sponsor Statement

SESSION:
Alaska State Capitol, Room 418
Juneau, AK 99801
(907) 465-4457 Office
(907) 465-3519 Fax
(800) 928-4457 Toll Free

INTERIM:
1292 Sadler Way, Suite 304
Fairbanks, AK 99701
Office (907) 456-8172
Fax (907) 456-2490

Representative David Guttenberg

"An Act creating a postsecondary scholarship program for Alaska residents based on high achievement and financial need."

The rising cost of an education is changing the perception of affordability among our middle and high school students and their parents, as well as adults who are interested in continuing their education. For students approaching their high school graduation, the cost of a postsecondary education is the most important topic discussed by the student and the family. For nontraditional or continuing students, it can be the primary factor in the decision to further their education. It is unacceptable that Alaskans who show promise do not move on to higher learning simply because of the cost.

A 2007 report from the State Higher Education Executive Officers found that a $1,000 difference in the price of college may impact college enrollment for the most financially needy students by as much as nine percent. A 2007 Western Interstate Commission for Higher Education report determined that for every $160 in increased tuition, low income enrollments dropped by .5 percent in four year, public institutions and by 2.3 percent in community colleges. Perhaps most alarming, a recent internal University survey found that the number two reason why students dropped out was because of financial reasons.

Alaska's high school graduation rates are among the lowest in the country. The 2008 report from Editorial Projects in Education Research Center showed Alaska's graduation rate at 67.6 percent. There is no doubt that more students will be encouraged to graduate by providing the promise of a postsecondary education. Action is desperately needed. HB 94 will establish a program within the Alaska Commission on Postsecondary Education. This program will help reduce the costs of a postsecondary education for those students who demonstrate academic success as well as financial need. By so doing, this program will increase educational opportunities for more bright, hardworking, and capable Alaskans so they may be ready to fill Alaskan jobs.

I urge your support of HB 94.

Representative.David.Guttenberg@legis.state.ak.us
http://guttenberg.akdemocrats.org

LEGAL SERVICES

DIVISION OF LEGAL AND RESEARCH SERVICES
LEGISLATIVE AFFAIRS AGENCY
STATE OF ALASKA

(907) 465-3867 or 465-2450
FAX (907) 465-2029
Mail Stop 3101

State Capitol
Juneau, Alaska 99801-1182
Deliveries to: 129 6th St., Rm. 329

MEMORANDUM February 9, 2009

SUBJECT: Sectional summary for HB 94, creation of Alaska achievers' incentive scholarship program (Work Order No. 26-LS0433\A)

TO: Representative David Guttenberg
Attn: Christian Gou-Leonhardt

FROM: Jean M. Mischel
Legislative Counsel

You have requested a sectional summary of the above-described bill.

As a preliminary matter, note that a sectional summary of a bill should not be considered an authoritative interpretation of the bill and the bill itself is the best statement of its contents. If you would like an interpretation of the bill as it may apply to a particular set of circumstances, please advise.

Section 1. States the intent of the legislature for establishing the Alaska achiever's incentive scholarship program.

Section 2. Adds a new article to AS 14.43 that creates the Alaska achiever's incentive scholarship program. The article includes the following sections:

Sec. 14.43.190. Creates the Alaska achievers' incentive scholarship program, to be administered by the Alaska Commission on Postsecondary Education. Sets the minimum amount for a scholarship. Authorizes the adoption of regulations to administer the program.

Sec. 14.43.193. Provides eligibility requirements for a scholarship award that include residency, a certain grade point average, an unmet financial need, and acceptance or attendance at a postsecondary institution.

Sec. 14.43.195. Establishes the Alaska achievers' scholarship fund as an endowment fund. Provides that the fund consists of appropriations, donations to the fund, and income earned on investment of fund assets. Requires the commissioner of revenue to manage the fund and to invest the assets to yield at least a five percent annual rate of return over time. Requires the commissioner of revenue to identify five percent of the average month-end market value of the fund for appropriation to scholarships or for any other public purposes.

Sec. 14.43.199. Defines the terms "commission," "qualifying postsecondary institution," and "unmet financial need."

JMM:ljw
09-076.ljw

5245

Distributed by Rep. Guttenberg

MEASURING UP 2008

THE STATE REPORT CARD ON HIGHER EDUCATION

Alaska

PREPARATION

C+ *2008 Grade* ↑ *Change Over Time*

Alaska's fairly low performance in educating its young population could limit the state's access to a competitive workforce and weaken its economy.

- Eighth graders perform fairly poorly in math, science, and reading.
- There is a 13% gap between whites and all minorities in the percentage of young adults with a high school credential.

PARTICIPATION

F *2008 Grade* ↓ *Change Over Time*

College opportunities for young and working-age adults are very poor.

- The percentage of working-age adults enrolled in higher education has declined by 39% since the early 1990s.
- Among young adults, 11% of Alaska Natives are enrolled in college, compared with 33% of whites.

REPORT CARD	
Preparation	C+
Participation	F
Affordability	F
Completion	F
Benefits	C+
Learning	I

WHAT DO THE ARROWS MEAN?

↑ State has increased or remained stable on the key indicator in the category.

↓ State has declined on the key indicator in the category.

See back page for key indicator by category.

AFFORDABILITY

F *2008 Grade* ↓ *Change Over Time*

Higher education has become less affordable for students and their families.

- Poor and working-class families must devote 37% of their income, even after aid, to pay for costs at public four-year colleges.
- Financial aid to low-income students is low. For every dollar in Pell Grant aid to students, the state spends only six cents.

BENEFITS

C+ *2008 Grade* ↑ *Change Over Time*

Only a fair proportion of residents have a bachelor's degree, and this weakens the state economy.

- Eight percent of Alaska Natives have a bachelor's degree, compared with 32% of whites.
- If all racial/ethnic groups had the same educational attainment and earnings as whites, total annual personal income in the state would be about $2 billion higher.

COMPLETION

F *2008 Grade* ↑ *Change Over Time*

Despite some improvement, Alaska is one of the lowest-performing states in awarding certificates and degrees relative to the number of students enrolled.

- Twenty-two percent of college students complete a bachelor's degree within six years.
- Ten percent of Alaska Natives graduate within six years, compared with 25% of whites.

LEARNING

I *2008 Grade*

Like all states, Alaska receives an "Incomplete" in Learning because there is not sufficient data to allow meaningful state-by-state comparisons.

What is *Measuring Up?*

The purpose of a state report card is to provide the general public and policymakers with information they can use to assess and improve postsecondary education in each state. *Measuring Up 2008* is the fifth in a series of biennial report cards.

The report card grades states in six overall performance categories: **Preparation:** How adequately does the state prepare students for education and training beyond high school? **Participation:** Do state residents have sufficient opportunities to enroll in education and training beyond high school? **Affordability:** How affordable is higher education for students and their families? **Completion:** Do students make progress toward and complete their certificates or degrees in a timely manner? **Benefits:** What benefits does the state receive from having a highly educated population? **Learning:** What is known about student learning as a result of education and training beyond high school?

Grades compare the current performance of each state with the best-performing states, but do not compare with past performance. Key indicators (back page) allow states to compare current performance with past performance.

THE NATIONAL CENTER FOR PUBLIC POLICY AND HIGHER EDUCATION

Distributed by Rep. Guttenberg

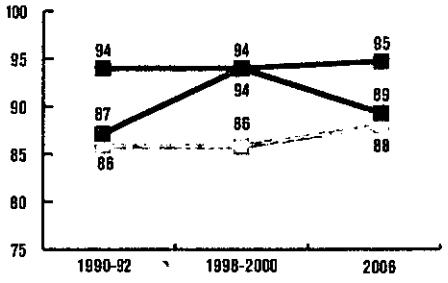
CHANGE OVER TIME: KEY INDICATORS — Alaska 2008

This page reflects Alaska's performance and progress since the early 1990s on several key indicators.

PREPARATION

The percentage of young adults in Alaska who earn a high school diploma has increased slightly since the early 1990s. High school completion is slightly above the U.S. average but below the top-performing states.

Percentage of 18-24 Year-Olds with a High School Credential*

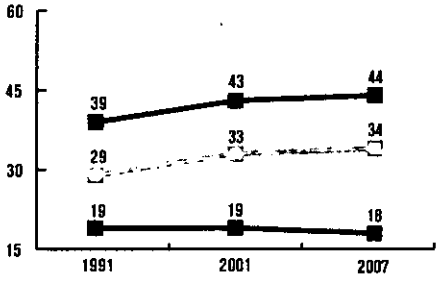


PARTICIPATION

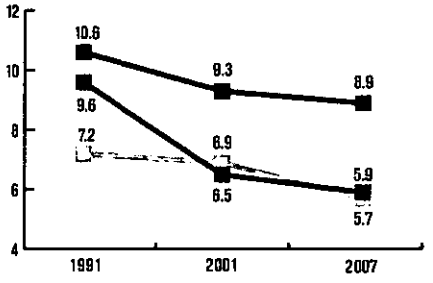
College enrollment of young adults in Alaska has declined slightly since the early 1990s. Compared with the national average and the top states, substantially fewer young adults are enrolled in Alaska (in percentages).

The enrollment of working-age adults, relative to the number of residents without a bachelor's degree, has declined in Alaska—as it has nationally and in the best-performing states. The percentage attending college in Alaska is slightly higher than the U.S. average but below the top states.

Percentage of 18-24 Year-Olds Enrolled in College*



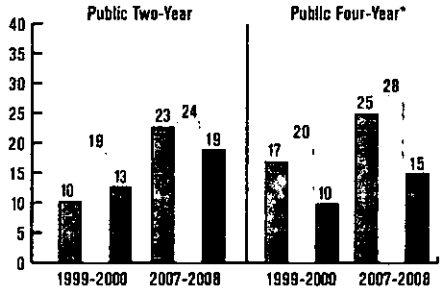
Percentage of 25-49 Year-Olds Without a Bachelor's Degree Enrolled in College



AFFORDABILITY

The share of family income, even after financial aid, needed to pay for college has risen substantially. To attend public two- and four-year colleges in Alaska, students and families pay less than the U.S. average but more than those in the best-performing states.

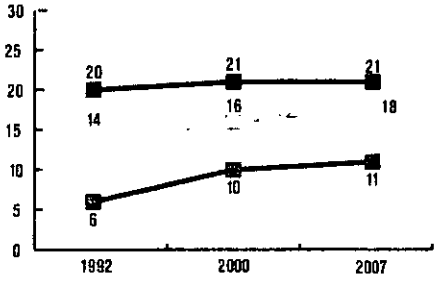
Percentage of Income Needed to Pay for Public Two- and Four-Year Colleges



COMPLETION

The number of undergraduate credentials and degrees awarded in Alaska, relative to the number of students enrolled, has increased since the early 1990s. However, Alaska is considerably below the U.S. average and the top states on this measure.

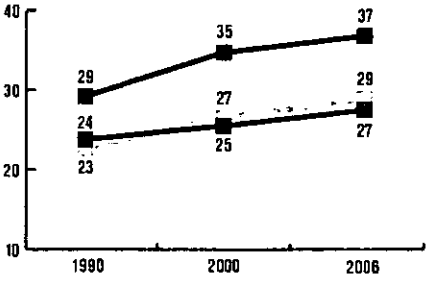
All Degree Completions per 100 Students*



BENEFITS

The percentage of residents who have a bachelor's degree has increased slightly in Alaska, but is below the U.S. average and the top states.

Percentage of 25-64 Year-Olds with a Bachelor's Degree or Higher*



*Key indicator for the category.

LEGEND:

- & = Alaska
- & = United States
- & = Median of Top Five States

THE NATIONAL CENTER FOR PUBLIC POLICY AND HIGHER EDUCATION

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Fax: 408.271.2697
center@highereducation.org
www.highereducation.org

Compliments of
Senator Johnny Ellis

PATRICK F. TAYLOR FOUNDATION

February 10, 2009

Juneau Legislative Information Office
The Honorable Johnny Ellis
State Capitol
Juneau, Alaska 99801-1182

VIA FAX

Dear Senator Ellis:

This letter serves as the *Patrick F. Taylor Foundation* official endorsement of Alaska's ***Achiever's Incentive Scholarship Program***, based on high achievement and financial need, ***House Bill No. 94***. This Bill is a first step in establishing a comprehensive scholarship program for Alaska young people to pursue a postsecondary education. There is no greater investment of the state financial resources then that of educating the young people who will be the future leaders of the great State of Alaska.

House Bill No. 94 should be enacted now, with the understanding that, like all legislation, that the Bill will be improved with further legislation over time to create a more comprehensive program, which will be open to all students who meet certain established criteria. The goal is to encourage all students to take a more rigorous curriculum in order to be adequately prepared to pursue their postsecondary education. The objective of preparing students is, not only to enroll, but to graduate in their chosen fields.

We, at the *Patrick F. Taylor Foundation*, are ready to assist you in the passage, implementation, and monitoring of this legislation at our own expense.

Please feel free to contact the *Patrick F. Taylor Foundation* if we can assist with this most important endeavor!

Sincerely,

James A. Caillier
Executive Director

JAC/glw

Distributed by Rep. Guttenberg

Submitted by: ASSEMBLY MEMBERS GRAY-JACKSON AND JOHNSTON
Reviewed by: Assembly Counsel
For reading: February 3, 2009

CLERK'S OFFICE
AMENDED AND APPROVED
Date: 2-3-09

ANCHORAGE, ALASKA
AR NO. 2009–20

A RESOLUTION OF THE ANCHORAGE MUNICIPAL ASSEMBLY IN SUPPORT OF ACTION BY THE TWENTY-SIXTH LEGISLATURE OF THE STATE OF ALASKA TO CREATE THE POSTSECONDARY SCHOLARSHIP GRANT PROGRAM INTRODUCED IN SENATE BILL NO. 33 TO ENHANCE ACCESS TO THE UNIVERSITY OF ALASKA BY ALASKA ACHIEVERS.

WHEREAS, legislation to create the Alaska Achievers' Incentive Scholarship Program, with both merit and needs-based components, has been pre-filed for the 26th Legislature – First Session as Senate Bill No. 33 **and House Bill No. 94**, as attached; and

WHEREAS legislation supporting the Alaska Achievers' Incentive Scholarship Program was introduced in the 25th Legislature as HB 397 and HB 403; and

WHEREAS, the Alaska Achievers' Incentive Scholarship Program will provide a state-funded scholarship program with both merit and needs-based components to enhance access to the University of Alaska postsecondary school system by academically successful students who also demonstrate financial need and wish to seek further education; and

WHEREAS, the Alaska Achievers' Incentive Scholarship Program was designed through efforts of the Coalition of Student Leaders, a statewide organization of collegiate student governments, serving and representing over 30,000 students in the University of Alaska postsecondary school system; and

WHEREAS, SB No. 33 implementing the Alaska Achievers' Incentive Scholarship Program has the support of the University of Alaska Administration; and

WHEREAS, education is a core value to share throughout the state.

NOW, THEREFORE, the Anchorage Assembly resolves as follows:

Section 1. The Anchorage Assembly applauds the program design and advocacy efforts of the Coalition of Student Leaders which have lead to the introduction of state legislation to create the Alaska Achievers' Incentive Scholarship Program.

Section 2. The Anchorage Assembly supports creation of the Alaska Achievers' Incentive Scholarship Program and the Alaska Achievers' Scholarship Fund to

enhance access to the University of Alaska, with both merit and needs-based components.

Section 3. The Anchorage Assembly encourages the 26th Alaska State Legislature to create the postsecondary scholarship grant program introduced in Senate Bill No. 33 to enhance access to the University of Alaska by Alaska Achievers.

PASSED AND APPROVED by the Anchorage Assembly this 3rd day of February 2009.

Chair

ATTEST:

Municipal Clerk

HB

109

5251

FISCAL NOTE

STATE OF ALASKA
2009 LEGISLATIVE SESSION

Fiscal Note Number:
Bill Version: HB109
() Publish Date:

Identifier (file name): HB109-EED-ACPE-02-05-09
Dept. Affected: Education

Title: An act relating to eligibility for the Alaska Supplemental Education Loan Program; and the Alaska Family Education loan interest rate
RDU: ACPE
Component: Program Administration and Operations
Component Number: 2738

Sponsor: (H)Education
Requester: (H)Education

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2010**	**FY 2010**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**
Personal Services							
Travel							
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims							
Miscellaneous							
TOTAL OPERATING	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES ( )							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF							
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

Estimate of any current year (FY2009) cost:

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

This bill is intended to improve the quality of education loans sufficiently to maintain the Alaska Student Loan Corporation's (ASLC) capacity to issue revenue bonds, backed by loan assets, to finance future lending activities. Implementation of the proposed changes is not expected to require additional appropriations. It is feasible that these changes will positively impact ASLC revenues through improved collections on the loans, but it is not possible to estimate that impact at this time due to the complexity of factors impacting loan collections.

Prepared by: Diane Barrans, Executive Director
Phone 907-465-6740
Division: Alaska Commission on Postsecondary Education
Date/Time 2/5/09 11:00 AM
Approved by: Diane Barrans, Executive Director
Date 2/5/2009
Alaska Commission on Postsecondary Education

(Revised 9/10/2008 OMB)

5252

Let's call the meeting to order

Let the record reflect that it is 8:00 a.m. on Wednesday, February 11th, 2009

Present are:

Representative Keller

Representative Muñoz

Representative Wilson

Representative Gardner

Representative Edgmon

Representative Buch

And myself, Chair Seaton

At this time I would like to remind everyone to turn off their cell phones and address questions through the chair.

Today we will hear a presentation on:

The Department and Health and Social Services, and the Mental Health Trust's "Bring the Kids Home" program.

We will also hear an Education Committee Bill,

HB 109 EDUCATION LOANS: SUPPLEMENTAL & FAMILY

And

We will begin discussions on

HB 69 EARLY CHILDHOOD EDUCATION: RATING & HOME VISITS, Sponsored by Representative Tuck

Alaska State Legislature

Rep. Cathy Muñoz, Vice-Chair
Rep. Wes Keller
Rep. Bob Buch

Rep. Peggy Wilson
Rep. Bryce Edgmon
Rep. Berta Gardner

Rep. Paul Seaton, Chairman
HOUSE EDUCATION COMMITTEE

HB 109
Sponsor Statement

HB 109 requires that, as a condition of eligibility for an Alaska Supplemental Education Loan (ASEL), a borrower must have good credit or, if unable to document a history of good credit, must apply with a credit-worthy co-signer. Administered by the Alaska Commission on Postsecondary Education (ACPE), these loans are funded by the Alaska Student Loan Corporation (ASLC). ASLC issues bonds in the capital markets using its various AlaskAdvantage education loans as collateral pledged to support the bonds. The loans are in two categories: those with a federal guaranty (Stafford, Federal PLUS and Grad PLUS) and non-guaranteed State loans. With bonds collateralized by guaranteed loans, investors know they can rely on the backing by the federal government. ASELs have no guarantee and therefore the underlying quality is a primary concern. ASLC has determined that unless the credit quality of ASELs is improved, they will not be usable as collateral.

Compared to credit standards imposed by lenders in other states, ASEL credit requirements are among the least restrictive for alternative education loans. ACPE currently only reviews histories for bad credit. If an applicant has no credit history they may borrow without a co-signer. In today's national economic climate, bond investors are extremely averse to bonds backed by certain asset types. Unfortunately, in this new environment ASELs are viewed as subprime loans. ASLC financial advisors indicate there is little likelihood this conservative investor perspective will change in the future. Passage of HB 109 is intended to permit ACPE to improve ASEL quality so they will be more positively received in the bond market. If ASLC is unable to finance the ASEL program through the capital markets, in the future the State would have to directly fund this program or ASELs would be unavailable. ACPE estimates that its annual loan demand through the ASEL program will continue to be $40 to $50 million.

HB 109 also allows ASLC to set the interest rate for Family Education Loans (FEL) in accordance with the rate set for the ASEL (not to exceed 8.25%). The FEL program allows a family member to take out a loan on behalf of another family member. This program accounts for less than 2% of ASLC loans. Currently ASLC must charge the 5% interest rate set in statute for the FEL. HB 109 gives ASLC the flexibility to set the interest rate according to the current fiscal environment.

The Legislature should carefully examine changes that put limitations on borrowers. However, HB 109 is necessary for ACPE and ASLC to continue to meet their shared mission to promote, support, and provide access to postsecondary education for Alaskans and in Alaska, without relying on the State General Fund to finance its operations.

State Capitol, Room 102 Juneau, AK 99801 - Phone: 465-3923 - Fax: 465-3472 - Toll Free (800) 665-2689
Representative_Paul_Seaton@legis.state.ak.us

Briefing on: ASLC Liquidity Issues and Proposed Plan of Action

- The Alaska Student Loan Corporation (ASLC), created by the legislature in 1988 to provide a source of financing for state-administered education loans, has successfully issued bonds from 1988 through 2007. ASLC's tax-exempt bond issues have been structured using education loans as collateral.

- In 2008, due to the extended disruption in the capital markets, ASLC was unable to issue bonds. One reason for that was contagion from the sub-prime mortgage-backed bond market had spread to student loan-backed bonds—particularly in regards to non-federally guaranteed education loans such as the Alaska Supplemental Education Loans (ASELs). Rating agencies, financial partners and investors have substantially altered their level of scrutiny and qualitative standards for asset-backed bonds, resulting in ASELs being viewed as sub-prime loans.

- In short, ASELs as they exist today are no longer of sufficient quality to be effectively used to back bonds. In order for ASLC to be able to efficiently use ASELs to back bonds in the future, the credit standards applied to borrowers of these loans must be strengthened.

- Failure to make the proposed changes will seriously compromise ASLC's ability to finance its programs and operations in the capital markets. In that event the options will be 1) the State of Alaska will have to directly fund the ASEL program at an annual cost of approximately $50 million, or 2) ASLC will substantially cease originating ASELs effective in 2009.

- In addition to the proposal to raise the credit standard for the ASEL, because in the increases in the costs of financing the loan program, there is also a need to alter the interest rate on the Alaska Family Education Loan (FEL). That loan rate is currently set in statute at 5%. The proposal is to set the FEL rate at the same rate charged on the ASEL—currently that rate is 7.3% and is capped in statute at 8.25%. Proposal would allow the Corporation to set the rate on these loans using the same program-costs based formula used for the ASEL.

- The timing of a change in the ASEL credit standard is fortunate in that it coincides with the 2008 increase in the federal Stafford loan limits.[1] Stafford loans, also offered by ASLC for Alaska students, are a federal entitlement to any student attending an accredited institution and no credit standard is considered in making these loans (except that the borrower may not be in default on an existing federal education loan). Furthermore, in January 2009 congress introduced a stimulus bill which provides for an additional increase in the Stafford loan limits of $2,000 per year for an undergraduate program.

The actions described above are proposed at the recommendation of ASLC Executive Officer and Alaska Commission on Postsecondary Education Executive Director Diane Barrans. She is available to respond to questions or concerns and can be contacted at diane.barrans@alaska.gov or 465.2113.

[1] **Annual Stafford borrowing limits are for dependent and independent students respectively: 1) $5,500 and $9,500 (freshman), 2) $6,500 and $10,500 (sophomore), 3) $7,500 and $12,500 (junior/senior), and 4) $20,500 (all graduate).**

ACPE Quick Loan Comparison Charts

These are quick comparison charts of student and parent loans offered by the Alaska Commission on Postsecondary Education. For more information on the individual loans please click on the loan programs.

2008-2009 Interest Rates with Benefits[1]	AlaskAdvantage Stafford Loan[2]		Alaska Supplemental Education Loan		AlaskAdvantage PLUS Loan	Family Education Loan
	In-School Period/ Grace/ Deferment	Repayment Period/ Forbearance	In-school Period/ Grace/ Deferment	Repayment Period/ Forbearance		
Annual Percentage Rate[3]	n/a	n/a	8.27%	7.30%	n/a	6.31%
Base Rate	6.80%	6.80%	7.30%	7.30%	8.50%	5.00%
AlaskAdvantage General Benefit	-0.80%	-0.50%	n/a	n/a	-1.00%	n/a
Alaska Presence Benefit	-1.00%	-1.00%	-0.50%	-0.50%	-1.00%	n/a
Direct Payment Benefit	n/a	-0.25%	n/a	-0.25%	-0.25%	-0.25%
Lowest rate with **immediate** benefits	**5.00%**	**5.05%**	**6.80%**	**6.55%**	**6.25%**	**4.75%**
Timely Payment Benefit	n/a	-2.00%	n/a	-2.00%	-1.00%	n/a
Lowest rate **after 48 months** of repayment	**5.00%**	**3.05%**	**6.80%**	**4.55%**	**5.25%**	**4.75%**

[1]Interest rates are set according to the base rates set each year by the United States Department of Education. Interest rates and borrower benefits are subject to approval annually by the Alaska Student Loan Corporation and do not apply to interest subsidized by the federal government.
[2]benefits apply only to the interest owed by the borrower; not to subsidized loans. The base rate for undergraduate borrowers on subsidized Stafford loans is 6.0% after 7/1/08.
[3]APR assumes a principal loan amount of $8500, origination fee of 3%, freshman borrower, and a repayment term of 10 years. The APR does not include the effects of borrower benefits.

	AlaskAdvantage Subsidized[5] Stafford Loan	AlaskAdvantage Unsubsidized[6] Stafford Loan	Alaska Supplemental Education Loan	AlaskAdvantage PLUS Loan	Family Education Loan
What is it?	Low-interest education loan for students			Loan to parents	Low-interest loan to family member
Need-based?	Yes	No	No	No	No
Credit Check Required?	No	No	Yes	Yes	Yes
Origination fee:	No	No	3%	3%	3%
Type of interest rate:	Fixed	Fixed	Fixed	Fixed	Fixed
Repayment begins:	6 months after a student graduates or attends less than half time			Within 60 days of full disbursement	
Deferment available?	Yes	Yes	Yes	Yes	No
Forbearance available in cases of hardship?	Yes	Yes	Yes	Yes	No
Are repayment options available?	Yes	Yes	Yes	Yes	Yes

[5]a subsidized loan means the government pays the interest while you are in school, in deferment, or your grace period.
[6]students borrowing unsubsidized loans are responsible for repaying all interest that accrues on the loan.

Alaska Family Education Loan

The Family Education Loan (FEL) is available to family members wishing to help students with education expenses.

Apply Now

- **5%** fixed interest rate
- **3%** origination fee
- **.25%** discount for autopayment

2008-2009 Interest Rates with Benefits	Percentages
Base Rate	5.00% (6.31% APR)[1]
Direct Payment Benefit	-0.25%
Lowest Cost Interest Rate Equivalent	**4.75%**

Borrowing Limits	Annual Limit
Career Training (Vocational)	$6,500
Undergraduate	$8,500
Graduate	$9,500

LOAN PROGRAMS

Student Loans
AlaskAdvantage® Stafford
PLUS for Graduate & Professional Students
Alaska Supplemental
Parent Loans
PLUS
Family Education
Career Specific Loans
Teacher Education
A.W."Winn" Brindle
Michael Murphy Memorial
Professional Student Exchange
Consolidation Loans
Federal
Alternative

Eligibility

- Borrower (family member applying for loan) must be an Alaska resident
- Student must have a high school diploma or equivalent (i.e., GED)
- Student must be enrolled and admitted into an eligible program on a full-time basis
- Neither the student nor the borrower can be in default on a federal or state education loan
- Neither the student nor the borrower may be past due on an Alaska child support obligation
- Borrower must not have an adverse credit history

How to Apply

You can apply online, stop by our office in Anchorage or Juneau, or an application is available for download. Remember:

1. Family members may only borrow up to the student's cost of attendance as certified by the school, not to exceed the annual limits listed above.
2. Discuss financial aid options with the school. Many schools offer different financial aid programs. School financial aid experts can advise you regarding which aid is suitable for you. The school may also have specific criteria and deadlines, and you may miss out if you apply without first discussing your options with the school. Inform your school of your financial aid decisions.

[1]The APR assumes a principal loan amount of $8500, origination fee of 3%, freshman student, and a repayment term of 10 years. The APR does not include the effects of borrower benefits.

Alaska Supplemental Education Loan

LOAN PROGRAMS

Student Loans
AlaskAdvantage® Stafford
PLUS for Graduate & Professional Students
Alaska Supplemental
Parent Loans
PLUS
Family Education
Career Specific Loans
Teacher Education
A.W."Winn" Brindle
Michael Murphy Memorial
Professional Student Exchange
Consolidation Loans
Federal
Alternative

The Alaska Supplemental Education Loan is an alternative, low-cost borrowing option to supplement funding for students with costs of attendance not fully covered by the AlaskAdvantage Stafford Loan. The interest rates listed below are fixed*, but borrower benefits are variable and may change annually.

Apply Now

- 3% origination fee

2008-2009 Interest Rates with Benefits	In-School Period	Repayment Period
Base Note Rate	7.30% (APR 8.27%)[1]	7.30% (APR 7.3%)[1]
Alaska Presence Benefit	-0.50%	-0.50%
Direct Payment Benefit		-0.25%
Timely Benefit After First 48 Repayment Months		-2.00%
Lowest Cost Interest Rate Equivalent	**6.80%**	**4.55%**

*Interest rates and AlaskAdvantage Borrower Benefits are subject to approval annually by the Alaska Student Loan Corporation. Interest rates on loans issued prior to the 2006/2007 academic year are variable and change annually. Click here for a chart of rates. AlaskAdvantage Borrower Benefits apply to both new fixed rate loans and existing variable loans.

Borrowing Limits	Annual Limit[1]	Lifetime Maximum
Career Training (Vocational)	$6,500	
Undergraduate	$8,500	$42,500
Graduate	$9,500	$47,500
Undergrad + Grad		$60,000

[1]Loan amounts are pro-rated based on the term of attendance; e.g., an undergraduate student attending only one semester is eligible for 1/2 the annual loan limit, or $4,250.

Eligibility

- FAFSA may be required
- High school diploma or equivalent (i.e., GED)
- Minimum half-time enrollment in eligible program
- Not in default on a federal or state loan
- Not have an adverse credit history (option to apply with credit-worthy cosigner)
- Alaska resident or attending an eligible school in Alaska
- Not past due in child support obligations

You can apply online, or you can download an application. Before you apply for loan programs, we recommend you:

1. Complete the Free Application for Federal Student Aid (FAFSA).
   You can complete the FAFSA online at http://www.fafsa.ed.gov/ anytime after January 1st.
2. Discuss your financial aid options with your school. Many schools offer different financial aid programs. Your school financial aid experts can advise you regarding which aid is suitable for you. Your school may also have specific criteria and deadlines, and you may miss out if you apply without first discussing your options with your school. Inform your school of your financial aid

decisions.

[1]The APR assumes a principal loan amount of $8500, origination fee of 3%, freshman borrower, and a repayment term of 10 years. The APR does not include the effects of borrower benefits.

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College financial aid system facing stiff test

By DAVE CARPENTER
The Associated Press
Sunday, January 25, 2009; 4:26 AM

CHICAGO -- Finding financial aid for college this year promises to be tougher than any final exam. The quest for money that begins for students and parents every January has taken on new urgency in 2009 amid fears that loans and grants will be scarcer than in the past due to the recession.

"The financing system for college is in real crisis," said Barmak Nassirian, associate executive director of the American Association of College Registrars and Admissions Officers. "Every one of the participants in the system is experiencing hardship _ higher education institutions, states, aid donors and families all are cash-strapped."

Federal student loans remain readily available _ with some funding even increased recently by Congress. But the prospect that grants and scholarships may be cut at many schools, combined with the shrinking availability of private loans, has fueled widespread angst at a time when more people than ever are seeking help. Applications for federal aid for the current academic year already are running 10 percent above last year's record pace, according to the Department of Education.

Savings held in Section 529 plans _ the state-sponsored investment funds for college that are popular for their tax breaks _ have been depleted by the worst bear market in decades and home equity values have plummeted. That has sapped two sources most tapped by parents to fund their children's higher education. Colleges' endowments have been similarly walloped.

Private student loans are especially hard hit. Last year, 60 private lenders provided $19 billion to students. Now, 39 of those have stopped lending to students and the remaining firms have made it harder to borrow, according to Finaid.org, a Web site that tracks the industry.

"The stress level is high," said Rod Bugarin, financial aid adviser for the New York-based college consulting firm IvyWise.

Numerous revenue-short states are likely to consider cutting aid in one way or another, and public colleges and universities are expected to raise tuition _ in some cases by double digit percentages _ as they set rates for next year.

Scholarships from civic groups and local companies across the country also are likely to decline, Bugarin said, although it's too early to know the extent.

What it all means is that families and college counselors are having to hold difficult conversations about reduced savings and the need to take on more debt and lower sights to focus on more affordable schools.

"There are no sure answers because we're in new territory," said Bruce Hammond, a Washington, D.C.-based college admissions consultant and co-author of "The Fiske Guide to Getting into the Right College." "But students with high need and lesser credentials are going to have to brace themselves

for less aid."

Jean Kliphuis, 46, of Huntington, N.Y., is concerned about the tightening vise of college costs and how to pay for them as she studies aid prospects for daughter Katie, a high school senior who has applied to six schools. Jean is a librarian and her husband Tim is self-employed in the office equipment business. As middle-income parents of three children, their tab for college could be overwhelming if they didn't do all their homework on aid options.

"There is money out there, but you have to jump through a lot of hoops to get it," Kliphuis said. "So my husband and I are jumping through the hoops."

The key to success in the "convoluted" financial aid process is good information, she said, and there's lots of it available through schools' aid offices and online at such sites as Collegeboard.com and Princetonreview.com.

Indeed, the news isn't all bad. The federal government has authorized some $95 billion in grants, loans and work-study assistance to help almost 11 million students and their families pay for college this year, and its recent commitments mean that total will all but certainly be exceeded next year.

"It's scary, but not as scary as people might think," said Lauren Asher of the California-based Institute for College Access and Success, an independent nonprofit group.

Among the encouraging developments for parents and students:

_ The government broadened student borrowing in the midst of the credit crunch, ensuring the continued flow of federal loans that families depend on ahead of costlier private ones. Among other changes, annual borrowing limits for unsubsidized Stafford loans, which students can take out regardless of income, were raised by $2,000 and parents can now defer repayment of federal loans until after their child leaves school.

Stimulus proposals that would give students more financial aid also are progressing through Congress.

"This certainly has been an unprecedented disruption in the student loan marketplace," said Mark Kantrowitz, publisher of Finaid.org. "But Congress and the Department of Education have acted quickly to avert a crisis."

_ No school is known to have withdrawn pledged financial aid this academic year despite financial setbacks that have prompted them to make cuts elsewhere. A number of top institutions, from Harvard, Yale and Duke to smaller institutions with large endowments, announced expanded aid last year and have insisted they will stick to those commitments.

Aid can make a huge difference in affordability. The average list price of tuition and fees for the current academic year is $6,585 for in-state students at four-year public universities and $25,143 at private colleges, with some costing far more. But grants and tax breaks lower the average net price to about $2,900 at public universities and $14,900 at private schools, according to the College Board.

_ Some students will benefit from the turmoil, especially at colleges with high tuitions and scarce resources.

"These places continue to jack it up," Hammond said of tuition increases, "so if you can pay the full

outrageous fee in this economy, as long as you can walk and chew gum you will be admitted. And if you're pretty good _ average, even _ you might get a $10,000 merit scholarship."

Admissions experts recommend considering a range of fallback options, from lower-cost public schools to community colleges or even waiting a year to save more money. And colleges and parents alike are hedging their bets on next year and beyond.

Administrators at Ohio State University see no big immediate impact on aid from the economy but are concerned about what may happen over the longer term, said Bill Shkurti, chief financial officer. The school's endowment has fallen by as much as 30 percent from $1.5 billion a year ago but accounts for just 2 percent of operating revenue, he said.

The University of North Carolina at Wilmington, with a much smaller enrollment and endowment, similarly has taken a hit. In a scenario likely to be repeated on many campuses, financial aid director Emily Bliss says the school is bracing for unpleasant conversations with parents about next year as it relies more on loans in its aid packages and eliminates some of the "free" money.

"Grants and scholarships won't all come through," she said. "It's difficult for us to tell families that, because our heart is breaking for them knowing what they're going through."

AP Education Writer Justin Pope contributed to this report.

On the Net:

FAFSA:http://www.fafsa.ed.gov/

FinAid:http://www.finaid.org/

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The Salt Lake Tribune http://www.sltrib.com

Paying for college

State stepping in as banks bail out of student loans

As the number of private lenders shrinks, Utah agency expects to help thousands of borrowers

By Brian Maffly
The Salt Lake Tribune
Salt Lake Tribune

Article Last Updated:08/15/2008 03:35:18 AM MDT

For the first time, the state of Utah has begun originating student loans, a shift that will ensure that any Utah college student who needs financial assistance can get it, although it will cost more.

The Utah Higher Education Assistance Authority (UHEAA), the agency that oversees financial aid to Utah students, is bracing for loan applications worth $100 million this academic year after big banks all but abandoned the federally guaranteed loan program.

Last fall, Congress cut what participating lenders could make on student loans at the same time money became more scarce. That created a double disincentive for financial institutions to lend to college students. With fewer lenders available, Utah students are expected to flock to UHEAA, agency director David Feitz told his board Thursday.

"We would rather have a full cadre of lenders, but that is unlikely to happen in the near future until Congress raises the yields," he said.

Adding to the pressure was a recent move by Congress to raise the maximum students can borrow by $2,000 (to $5,500 for freshman, $6,500 for sophomores and $7,500 for upperclassmen). Feitz estimated UHEAA will see applications worth one-fourth of the state's total student loan volume this coming year, but he won't know how much until students begin applying as they return to school.

"It could be $60 million, it could be $200 million," Feitz said of a development that represents a profound change in the way UHEAA conducts business.

UHEAA has access to $121 million to lend over the coming academic year.

The U.S. Department of Education promises to buy participating states' loans issued this year under the Federal Family and Education Loan program (FFELP). This would enable states to "recycle" the money back to students in the form of new loans. The UHEAA board voted unanimously Thursday to approve Utah's participation in the complex arrangement.

Feitz cautioned that the program, which runs only for one year, isn't a permanent solution to the liquidity mess that has caused "tremendous chaos" in the $50 billion system that subsidizes the popular Stafford and PLUS loan programs.

"Now we're calling on Congress and the departments of Treasury and Education to take additional action to further stabilize the student loan program for years to come," he said.

In recent months four banks - Wells Fargo, Zions, J.P. Morgan Chase and Key - pulled out of Utah's program, leaving only U.S. Bank. Fifteen credit unions, led by America First, still lend to students, but the banks' departure left a vacuum. Wells Fargo and Zions were the top lenders last year, accounting for more than half of the state's student loan volume.

Lenders also have become picky about which institutions they work with. One Utah school, Snow College, found itself with no lenders, so UHEAA last month began lending directly to students at the Ephraim school.

"Were in a pretty good place, a much better place than our sister agencies across the country," board chairman David Jordan said. "From the students' perspective, this will work. We will be able to help them without depleting our resources."

bmaffly@sltrib.com

Utah students can expect to pay more for college loans under steps taken by the Utah Higher Education Assistance Authority to preserve universal access to federally guaranteed loans.
But the news isn't all bad.

"I'm not aware of lenders offering better terms than what UHEAA is offering," said John Curl, the University of Utah's financial aid director. "We encourage students to research who they're going to get loans from and find the best terms they can get. They are going to have to pay more interest; that's unfortunate."

Congress last year cut the rate on some student loans from 6.8 to 6 percent. But in order to participate in an emergency federal bail-out measure, Utah slashed two rate reductions. Until now, students who had payments automatically drawn from their accounts received a 1.25-point reduction and another 2-point reduction after four years of timely payments. Losing these benefits adds $1,763 to the cost of servicing a $15,000 loan.

On Thursday, the UHEAA board suspended issuing consolidation loans to avoid tying up scarce capital needed to serve current students. Former students looking to simplify repayment plans have other options for consolidating their loans in the federal program.

But Utah students still get breaks on up-front costs of the most common loans, Stafford and PLUS. UHEAA continues to cover the 1 percent origination fee and 1 percent default fee, translating into a $100 subsidy on a $5,000 loan.
- Brian Maffly

Financial aid
* **Students who are considering borrowing** for college for the upcoming school year should start researching their options now, said John Curl, financial aid director at the University of Utah.
* **Students should consult the financial aid office** at their school, check Web sites that serve as information clearinghouses, such as finaid.org, or www.uheaa.org, the Web site for the Utah Higher Education Assistance Authority.

boston.com

THIS STORY HAS BEEN FORMATTED FOR EASY PRINTING

The Boston Globe A late try to salvage student loans

Patrick calls on pension board, colleges to invest in agency bonds

By Casey Ross, Globe Staff | August 7, 2008

Governor Deval Patrick has asked the state pension fund to invest $50 million and will ask Harvard University and other local colleges to invest millions more to provide student loans to thousands of families struggling to pay college tuition bills that are due in the coming weeks.

Patrick's 11th hour proposal, floated among key officials yesterday, would prop up the troubled 26-year-old Massachusetts Educational Financing Authority, which announced last week that it would be unable to provide student loans for this school year because of turmoil in the nation's credit markets.

The proposal would entail the investment funds buying portions of a $425 million bond sale that MEFA is planning this month. The agency would use the proceeds to finance student loans.

"We have 40,000 students and families who need help, and we're right up against it," Patrick said in an interview with the Globe last night. "This is a sound investment for the pension board and the endowments."

The governor and his aides, along with state lawmakers, have been brainstorming ways to restore student loan funds for the past week. MEFA had previously offered low-cost, fixed-rate loans, but now borrowers have to look to other lenders whose loans may carry higher rates and higher costs.

Yesterday, Patrick's top budget aide, Leslie Kirwan, asked the state pension board to consider buying $50 million of the upcoming MEFA bonds. Administration officials also hope the state investment would be seen as a show of confidence in the bond market and MEFA, spurring purchase by other investors that could finance more loans.

Patrick said he intends to call officials today from Harvard, Boston College, the University of Massachusetts, and the Massachusetts Institute of Technology, among other schools, about making similar investments in MEFA bonds.

The chairman of the state pension board, state Treasurer Timothy Cahill, was noncommittal about Patrick's request, but said the board would consider it.

The pension fund staff "will examine the options legally available to invest in any debt issuance set up by MEFA and report back to the trustees before any action is taken," Cahill said through a spokeswoman.

With $51.7 billion in assets, the pension fund invests monies for state employees and retirees. And while it is unusual for the fund to use anything other than financial returns as grounds for investment, the board has already committed funds to local projects that are intended to produce economic and social benefits within Massachusetts. The program was a major policy goal of Cahill, who got the pension board to adopt it in 2003.

Even without Cahill's commitment, Patrick has a strong start on getting the board to adopt his measure, as he appoints three of its nine members, one of whom is Kirwan.

Another board member, Robert Brousseau, reacted favorably to Patrick's request and said he did not hear strong objections from fellow board members at yesterday's meeting.

"I can't see anybody opposing it, but we have to see the parameters of the investment and what form it would take," said Brousseau, who represents teachers on the board.

Patrick said he is seeking swift consideration from the pension fund board because MEFA is planning to hold its bond sale within two weeks.

"We need action," he said. "If they need to call a special meeting to approve this, then I hope they will."

Meanwhile, representatives of the local colleges said the institutions will consider the investment.

"We're always more than happy to have discussions with the governor," said John Longbrake, a spokesman for Harvard University, the governor's alma mater. "We welcome the opportunity to learn more about the challenges MEFA is facing and to discuss ways to address them."

Robert Connolly, a spokesman for UMass President Jack Wilson, said: "This is an idea we're definitely willing to explore. We do see it as a potential win-win in terms of providing the university with a sound investment while helping families cope with their financial aid challenges."

Officials at the student lending agency, meanwhile, said Patrick's plan carries minimal risk to the investment funds because MEFA's bonds provide reliable returns. Executive Director Tom Graf said the default rate on the authority's loans is less than 1 percent. "This plan allows" the pension board "to make a stable investment that is especially warranted in this financial climate," he said.

The problems in the bond market, which started with the foreclosure crisis and spread to other credit markets, have imperiled student lenders across the country, prompting more than 50 agencies to stop making federal or private loans.

Graf said the size of the upcoming bond sale may change based on investor interest. If the sale is a success, he hopes the agency will then be able to offer loans with rates below 8.5 percent, which is the current charge for Federal Plus loans. Last year, the authority's private 20-year loan rate was 6.39 percent.

The agency made $400 million in private loans in the last school year, and another $110 million in federal student loans.

State Senator Brian A. Joyce, who authored a letter last week signed by other legislators urging Patrick to support MEFA, applauded the governor's actions. "This critically important to an awful lot of Massachusetts families," he said. "The governor can use his bully pulpit to ask for some assistance, and I wholeheartedly support what he's doing."

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AP Associated Press

NH working on student loan problem

By Kathy McCormack, Associated Press Writer | August 6, 2008

CONCORD, N.H. --Turmoil in the financial markets has driven many lenders out of the student loan market, leaving students struggling to pay their fall tuition. That's a problem that New Hampshire officials are working on.

Many students "are being frozen out from having the loans they were expecting," said Mark Connolly, director of the state Bureau of Securities Regulation.

"In the last several days, our office has been engaged in discussions with some of the participants who have been involved in securitizing these loans in our state," Connolly said Wednesday.

"We are trying to encourage these participants to bring liquidity to these loans so students can plan for their academic year. If we are unable to successfully encourage these participants to bring liquidity to our student loan market, we will take regulatory action that in part will address the issue," Connolly said.

Connolly said his office has been involved with many other states in looking at the auction-rate securities market -- short-term investments that are a popular way for companies and some wealthy investors to store their cash -- which has rippled into the student loan market.

Dozens of lenders have left the federal student loan program, though where that has happened other lenders have stepped in or students have turned to a smaller program in which the Education Department makes loans directly to students.

Last month, the Massachusetts Educational Financing Authority, which provided more than $500 million worth of college financing last year, said it would not provide private loans this year because of turmoil in the financial markets. That affected about 650 New Hampshire college students from Massachusetts.

Earlier this year, the New Hampshire Higher Education Loan Corp., the state's leading provider of student loan financing, said it was suspending its private loan program because of market conditions. That meant more than 6,000 students had to find another place to borrow money.

On the Net:

http://www.sos.nh.gov/securities/ ■

Financial Institutions
U.S.A.
Special Report

Private Education Loans: Time for a Re-Education

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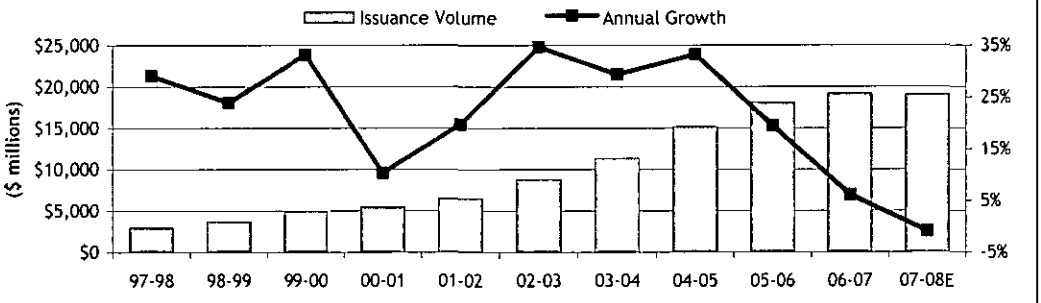
Related Research

- *Federal Student Loans: A Lesson in Legislation, Jan. 14, 2009.*
- *U.S. Finance & Leasing Company Outlook 2009, Dec. 18, 2008.*
- *2009 U.S. Structured Finance Outlook, Dec. 10, 2008.*
- *Student Loan Auction Rates - The Definition of Stress, Sept. 30, 2008.*
- *An Education in Student Lending, Feb. 5, 2007.*

Overview

The rising cost of education has consistently outpaced growth in loan limits for federal student loan programs. The gap has been filled with the private education loan. Issuance of private, or nonfederal, education loans has grown from $3bn in academic year 1997-1998 to $19.1bn in academic year 2007-2008, according to College Board. Lenders involved in the federal student loan space have leveraged their school relationships, operating platform, and expertise to expand into private education lending. While early performance data seemed to indicate a smooth transition, the economic environment was strong and loan portfolios had yet to fully season. As the economy showed signs of weakness in 2007 and more private student loans entered repayment, cracks began to emerge in lender underwriting strategies.

Private Education Loan Growth



Source: College Board.

Deterioration in portfolio credit metrics combined with a widespread re-pricing of risk in the capital markets have made it more difficult for lenders to access the asset-backed securitization (ABS) markets for private student loan term funding. Lenders have pulled back on origination volume by tightening underwriting standards and cancelling certain school relationships, but many lenders have had to arrange expensive funding facilities for un-securitized private loans on their balance sheets. Government funding programs, like the Term Asset-Backed Loan Facility (TALF) may temporarily increase investor buying of private loan deals, but they will not truly re-ignite interest. This will necessitate re-educating investors on the risk/rewards of the product and, potentially, making changes to the loans to make them more attractive to investors. Continued deterioration in portfolio credit quality and an inability to secure cost-effective funding could result in negative rating action for student lenders.

In this report, Fitch will:

- Discuss how college costs, federal student aid, and legislation drive growth trends in the private education loan;
- Explain how dislocations in the capital markets have impacted funding options for loans and how the structure of the private student loan may need to change;
- Provide an analysis of recent credit trends for large private lenders; and

- Discuss the impact of the bankruptcy of The Education Resources Institute, Inc. (TERI) on the private education loan market.

Private Education Loans

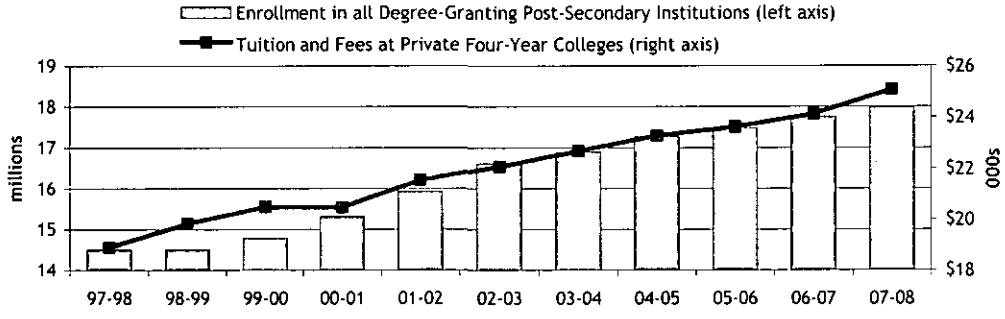
The private or nonfederal education loan has garnered increasing interest as growth in the product has surged over the last decade. Demand for private student loan ABS was relatively robust through 2006, given ample market liquidity and stable collateral performance, but investor interest waned in 2007 as market risk premiums increased and the weakening economic picture began to impact credit quality.

The following sections will discuss growth trends in the private education loan, funding alternatives, asset quality trends, and the impact of the bankruptcy of The Education Resources Institute), Inc. (TERI).

Growth

Private education loans have become an increasingly important component of education funding in the last decade, accounting for approximately 11.7% of total student aid in the 2007-2008 academic year, according to College Board, compared to 3.7% a decade ago. Growth in private student loans has been driven by increasing enrollment levels, rising tuition expenses and, until recently, static federal loan limits. Over the last ten years, enrollment in degree-granting post-secondary institutions grew 24% and average annual tuition and fees at private and public four-year institutions is up 32.7% and 53.3%, respectively. Meanwhile, federal Stafford loan limits remained static from October 1993 to June 2007.

Drivers of Private Education Loan Borrowing



Source: College Board and National Center for Education Statistics.

Fitch expects growth of the private loan product to change; however, as higher funding costs and deteriorating collateral performance have reduced the propensity to loan and some recent legislative change may have an impact on the demand for private education loans. On the legislative front, federal Stafford loan limits have increased twice in the last two years. The Deficit Reduction Act of 2006 increased base limits for freshman and sophomores receiving loans after July 1, 2007 by $875 and $1,000, respectively. Fitch believes this change contributed to the 0.9% decline in private education loans issued in academic year 2007-2008, as subsidized Stafford loans increased 11.1% during the year; well above the 3.3% average annual increase over the last ten years. The Ensuring Continued Access to Student Loans Act of 2008 (ECASLA) increased federal loan limits further by allowing undergraduates to borrow an additional $2,000 in unsubsidized loans per year after July 1, 2008.

Loan Limits for Subsidized and Unsubsidized Federal Stafford Loans

	Pre-Deficit Reduction Base Subsidized/ Unsubsidized	Post-Deficit Reduction Base Subsidized/ Unsubsidized	Pre-ECASLA Additional Unsubsidized	Post-ECASLA Additional Unsubsidized
1st year undergraduate	$2,625	$3,500	$4,000	$6,000
2nd year undergraduate	$3,500	$4,500	$4,000	$6,000
3rd year & beyond undergraduate	$5,500	$5,500	$5,000	$7,000
Graduate/Professional	$8,500	$8,500	$12,000	$12,000

Source: FinAid.org

The most critical change, however, was a provision in the Deficit Reduction Act which permits graduate and professional students to use PLUS loans to fund their entire cost of attendance, less other aid received. Historically, students funded a significant portion of their graduate programs, which tend to be more expensive than undergraduate programs, with variable-rate private education loans. Fitch expects graduate students to willingly switch to federal PLUS loans, which offer more attractive terms. PLUS loans were up a modest 1.25% in academic year 2007-2008, well-below the 12% annual average growth rate over the last decade, but Fitch believes PLUS loans will expand materially in the 2008-2009 academic year, at the expense of private loans.

Still, private education loans remain very relevant for international graduate students with no access to federal loans and in the undergraduate space, for borrowers whose parents cannot access PLUS loans, as the gap between federal loan limits and tuition expenses continues to be relatively wide. Fitch estimates that, based on current legislation, the gap between four-years of tuition and fees at a private undergraduate college and federal loan aid could be around $50,000. Recent dislocations in the capital markets and credit deterioration resulting from portfolio seasoning and a tougher economic environment, however, have reduced the profitability, and therefore, the availability of the private education loan. Fitch believes lenders that remain in the space are taking a closer look at the terms and structuring of the product in order to make them more attractive for investors while remaining useful for borrowers.

Lenders

Many large financial institutions participate in the private student loan market, particularly those with a sizeable retail franchise, as student loans are often part of the consumer product suite. Most large banks, however, do not disclose detailed information on their student loan portfolios, as it is not a significant contributor to the overall business. Large bank lenders include JPMorgan Chase, Bank of America, Citigroup, and Wells Fargo (including Wachovia).

Private Education Loan Portfolios

($m)

	2002	2003	2004	2005	2006	2007	3Q 2008
SLM Corporation	$5,822	$8,305	$11,482	$16,437	$22,588	$ 28,328	$32,800
Student Loan Corp	$1,784	$2,643	$3,649	$4,812	$3,072	$4,696	$5,816
NelNet	$75	$92	$90	$97	$197	$275	$276

Source: Company Filings and Fitch Estimates.

More robust information is available for non-bank student lenders like SLM Corporation, Student Loan Corp. (which is 80% owned by Citibank, N.A.), and Nelnet, Inc. The portfolios of each have grown rapidly since 2002, but growth slowed materially in 2008, given the more difficult environment.

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Funding

Many private education loan providers have funded a portion of their portfolio in the ABS market in recent years, but investor risk aversion and underlying collateral deterioration has reduced the demand for private student loan ABS bonds.

SLM Corporation, the largest student loan provider, completed three private loan ABS transactions in 2006 totaling over $5bn in issuance, but it has not completed a private loan ABS transaction since its $2.2bn deal in March 2007. Only two private student loan deals were completed in 2008; one $140m deal from MRU Holdings, Inc. (My Rich Uncle) completed in July, which Fitch did not rate, and a $400m deal from the Massachusetts Educational Financing Authority, completed in August, rated 'AAA' by Fitch based on the financial guaranty provided by Assured Guaranty Corp.

SLM: Private Education Loan Securitization Activity

(For the Years Ended December 31; $ 000s)

Year	Amount	# Deals
2002	$690	1
2003	$3,503	3
2004	$2,535	2
2005	$3,005	2
2006	$5,088	3
2007	$2,001	1
2008	-	0
Total	**$16,822**	**12**

Source: Company Filings.

Large bank lenders have been able to leverage their deposit base to replace ABS funding, but non-bank lenders have had to rely on more expensive sources of debt to fund student loan portfolios. The weighted-average cost of SLM's March 2007 term ABS deal, excluding the auction rate tranche, was approximately LIBOR plus 15 basis points. In 2008, the company paid LIBOR plus 400 basis points for its $2.5bn, ten-year, unsecured corporate debt issuance and LIBOR plus 155 basis points for $3.8bn in private loan ABCP capacity, which matures in February 2009.

Higher funding costs and reduced margins led many lenders, like CIT, College Loan Corporation, KeyBank, and Astrive Student Loans (a registered trademark of The First Marblehead Corporation), to exit the business altogether. Those that remain have reduced origination volume and re-evaluated underwriting criteria. SLM, for example, has tightened its underwriting standards, terminated certain school relationships and reduced origination volume by 20% year-over-year, to approximately $6.3bn in 2008. Additionally, SLM is looking to expand the deposit base of its industrial bank, Sallie Mae Bank, in order to more cost-effectively fund the private loan portfolio. The bank had $2.3bn in term bank deposits as of December 31, 2008 and Fitch believes the deposit base will grow to keep pace with private loan originations in coming quarters.

Still, Fitch does not believe that lenders will abandon the ABS markets altogether, as it can be an efficient way to secure term funding for private student loans. While lenders are expected to re-educate investors on the attractive risk/return attributes of the private education loan in order to reduce funding spreads, the Federal Reserve is doing its part to get the ABS market functioning again with the introduction of the Term Asset-Backed Loan Facility.

Term Asset-Backed Loan Facility (TALF)

The Term Asset-Backed Loan Facility (TALF) is being developed with the intention of restoring liquidity to the ABS markets for consumer assets; including auto, credit cards, and student loans. Under the TALF, the Federal Reserve Bank of NY is expected to make up to $200bn of loans, which will be fully secured by eligible ABS. Eligible collateral will include, US dollar-denominated cash ABS with a long-term credit rating of 'AAA'. The underlying credit exposures must be auto loans, student loans, credit

card loans, or small business loans guaranteed by the US Small Business Administration. Student loans will include federally-guaranteed loans, including consolidation loans, and private student loans. Eligible ABS must be issued after January 1, 2009 and all or substantially all of the underlying credit exposures of eligible student loan ABS must have had a first disbursement date on or after May 1, 2007.

TALF loans will have a three-year term with interest payable monthly and the loans will not be subject to mark-to-market requirements. TALF loans are pre-payable, but will not allow for substitution of collateral and any repayment of principal on eligible collateral must be used to reduce the principal amount of the TALF loan. The interest rate will be set to encourage borrowers to purchase ABS. The facility will stop making loans on December 31, 2009, unless the facility is extended by the Federal Reserve. Expectations are for the TALF to be up and running in the first quarter of 2009.

Fitch believes the TALF could be an attractive, and much-needed, funding source for private student loans originated after May 1, 2007, although enhancement levels needed to create 'AAA' securities will likely be more expensive given revised stress scenarios which reflect more recent credit conditions. But restoring more permanent liquidity to the private education loan ABS market may take more than what the TALF, alone, can accomplish. Fitch believes lenders will need to convince investors that underwriting criteria is effective enough to identify and exclude the riskier borrowers and schools that yielded significant deterioration in their portfolios in 2007 and 2008.

Additionally, lenders may need to alter the structure of the private student loan, itself, to make it more liquid and attractive for investors. The maturity of a private student loan, for example, is typically 15 to 20 years, while the maturity of an auto loan is around 5 to 6 years. Investors may not be comfortable with the longer average life of a private student loan ABS transaction and it may be more difficult and more expensive to hedge the interest rate risks of a longer-dated asset. Still, shortening the life of the underlying loan can increase the borrower's monthly payments significantly, making it more difficult to stay current on payment and, therefore, leading to higher portfolio credit losses. Clearly, there will be a balancing act for lenders to consider.

Furthermore, Fitch believes the Deficit Reduction Act, which gave graduate students the increased ability to borrow federal loans, will change the make-up of private student loan portfolios. Of the last 7 private student loan ABS transactions facilitated by First Marblehead Corp, 10.4% of collateral, on average, was related to graduate student borrowers. Going forward, portfolios will be more heavily weighted to undergraduate students. Typically undergraduates do not have an extensive credit history, which means underwriting is often based on the credit risk of the co-borrower or co-signor, which is often a parent, guardian, or spouse. As underwriting policies have tightened, the portion of new loans with co-borrowers has increased. Therefore, newer originations are not solely dependent upon the student's ability to graduate and obtain meaningful employment, as the co-borrower, who is more likely to be established and have more at risk from a credit perspective, is also responsible for making payments. This should provide investors with additional comfort.

SLM has discussed adjusting its private education loan by shortening the product term, increasing the portion of the portfolio with a co-borrower, and requiring interest-only payments while students are in-school.

Asset Quality

Unlike federal student loans, private education loans do not come with a government guarantee against default, although the loans are generally non-dischargeable in bankruptcy and lenders will often obtain third-party insurance to limit the downside

Asset Quality: Private Education Loans

30+ Day Delinquencies/Loans in Repayment

	2002	2003	2004	2005	2006	2007	3Q 2008	Average
SLM Corp	7.7%	9.2%	8.4%	7.7%	10.1%	9.3%	9.6%	8.8%
NelNet	14.4%	12.5%	10.1%	7.8%	5.6%	4.7%	5.3%	8.6%
Student Loan Corp	NA	3.0%	2.3%	2.5%	5.2%	4.0%	5.2%	3.7%

Loans in Forbearance/(Loans in Repayment + Forbearance)

	2002	2003	2004	2005	2006	2007	3Q 2008	Average
SLM Corp	9.8%	10.0%	7.5%	9.9%	9.2%	13.9%	11.5%	10.3%
NelNet	17.5%	22.1%	3.1%	4.2%	5.4%	7.9%	5.2%	9.4%
Student Loan Corp	NA	NA	6.6%	7.1%	6.6%	8.1%	6.2%	6.9%

Net Charge-offs/Average Private Loans in Repayment

	2002	2003	2004	2005	2006	2007	3Q 2008	Average
SLM Corp	2.2%	1.9%	1.9%	1.9%	1.6%	3.1%	3.4%	2.3%
NelNet	3.5%	9.0%	10.6%	0.9%	1.1%	0.9%	2.4%	4.1%
Student Loan Corp	NA	0.4%	0.4%	0.4%	0.7%	1.4%	2.9%	1.0%

PrivateLoans in Repayment/Private Loans

	2002	2003	2004	2005	2006	2007	3Q 2008	Average
SLM Corp	53.1%	51.6%	52.5%	49.7%	50.7%	50.3%	52.2%	51.4%
NelNet	48.8%	56.3%	72.1%	68.4%	54.3%	54.6%	59.1%	59.1%
Student Loan Corp	NA	47.7%	51.8%	52.8%	37.6%	41.2%	38.1%	44.9%

Private Allowance/Private Loans in Repayment

	2002	2003	2004	2005	2006	2007	3Q 2008	Average
SLM Corp	6.3%	5.9%	5.1%	3.4%	3.4%	8.2%	7.8%	5.7%
NelNet	5.6%	12.1%	11.0%	20.1%	17.2%	14.0%	15.2%	13.6%
Student Loan Corp	NA	0.1%	0.2%	0.1%	0.6%	1.5%	4.6%	1.2%

Note: Metrics annualized in 2008 where appropriate.
Source: Company Filings and Fitch Estimates. NA - Not Available.

risk. Federal student loans are underwritten based on need, but private education loans are underwritten based on a credit evaluation of the borrower and/or co-borrower and risk-based pricing is employed. While early statistical data of collateral performance was sound, Fitch remained cautious about early credit data, as the surge in origination volume meant that only a small portion of loans outstanding were in repayment status. In recent years, as loan portfolios have seasoned and the economy has slowed, credit performance of the private education loan product has deteriorated.

Private student loan credit performance metrics for SLM Corp, Nelnet, Inc. and Student Loan Corp (SLC) are presented in the table above. Nelnet's portfolio is significantly smaller than the other lenders, but many metrics have followed a similar pattern. Surprisingly, delinquency metrics were actually down at the end of 2007 relative to the prior year, but Fitch believes this was because lenders were employing forbearance policies more aggressively, perhaps believing that a borrower's inability to pay was a temporary blip. But delinquency rates rebounded in 2008, as lenders pulled back on forbearance, after realizing the economic downturn would have a more prolonged impact on a borrower's ability to pay, particularly given the significant increase in the unemployment rate. Borrowers receiving forbearance are being awarded shorter grace periods to ensure they do not get out of the habit of paying every month. SLM's forbearance levels declined from 13.9% of loans in repayment and forbearance in 2007 to 11.5% in 3Q2008, while STU's declined from 8.1% to 6.2%. Fitch believes forbearance levels may decline further in 2009, as lender's award payment programs only to borrowers that they believe can truly benefit, but the decline will accelerate the recognition of credit losses into current periods.

From a net charge-off perspective, metrics have deteriorated for all three issuers since 2006, with SLC increasing 220 basis points to 2.9% as of September 30, 2008, and SLM increasing 180 basis points to 3.4%. Still, both issuers believe they have identified the main source of credit deterioration (outside normal pressure from economic weaknesses) and that is: lending to students attending schools with lower graduation rates and lower average earning potential, given the degree programs offered.

SLM has divided its portfolio into traditional schools and non-traditional schools, where the latter refers to 'loans made to borrowers that are expected to have a high default rate as a result of a number of factors, including having a lower tier credit rating, low program completion and graduation rates, or where the borrower is expected to graduate, a low expected income relative to the borrower's cost of attendance'. The dispersion in portfolio performance is clear, with the traditional portfolio posting net charge-offs of 2.5% in the fourth quarter of 2008, while the non-traditional portfolio posted net losses of 16.1%. Delinquency statistics are also significant with traditional and non-traditional delinquencies of 7.1% and 28.9%, respectively. SLM has ceased lending to non-traditional schools, but Fitch believes the impact of the $4.95bn portfolio will remain for some time as only 60.6% of the portfolio was in repayment as of December 31, 2008.

SLM Corporation - Private Portfolio Distribution

(For the Years Ended December 31; $m)

	2006	2007	1Q 2008	2Q 2008	3Q 2008	4Q 2008
Traditional Private Education Loans						
Traditional Loans, End of Period	19,533	25,791	27,502	28,349	30,060	30,949
Traditional Loans in Repayment	9,835	12,711	12,683	14,433	14,605	17,715
30+ Delinquencies/Loans in Repayment	NA	5.2%	4.6%	4.9%	6.3%	7.1%
Loans in Forbearance/Loans in Forebearance and Repayment*	NA	12.8%	15.5%	12.0%	11.0%	6.7%
Net Charge-Offs/Average Loans in Repayment	0.6%	1.5%	1.7%	2.0%	2.0%	2.5%
Allowance/Loans in Repayment	1.8%	3.5%	3.7%	3.3%	3.9%	4.0%
Non-Traditional Private Education Loans						
Non-Traditional Loans, End of Period	3,449	4,580	4,811	4,873	4,952	4,945
Non-Traditional Loans in Repayment	1,819	2,155	2,187	2,451	2,641	2,997
30+ Delinquencies/Loans in Repayment	NA	26.3%	23.3%	24.0%	26.3%	28.9%
Loans in Forbearance/Loans in Forebearance and Repayment*	NA	19.4%	21.4%	18.5%	14.4%	9.0%
Net Charge-Offs/Average Loans in Repayment	7.2%	11.9%	12.9%	15.0%	12.9%	16.1%
Allowance/Loans in Repayment	11.8%	36.3%	36.6%	33.4%	29.8%	26.4%

* Annualized.
Source: Company Filings.

Net charge-offs on SLM's traditional portfolio, which represents about 86% of the total private loan portfolio, have increased as well, given the tougher economic environment, with net losses rising from 0.6% in 2006. Fitch expects credit metrics to deteriorate further in 2009, as the unemployment picture remains weak for borrowers in and just entering repayment status.

SLC has also segmented its private loan portfolio into the following three categories: Insured CitiAssist, Uninsured CitiAssist Standard and Uninsured CitiAssist Custom. Standard loans are primarily related to CitiAssist loans that have been approved based on standard underwriting criteria and were originated on or after January 1, 2008. Custom loans are related to loans made to non-traditional students or loans with less stringent underwriting standards.

Approximately 78% of the private loan portfolio carries private insurance through

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United Guaranty Commercial Insurance Company of North Carolina/New Hampshire Insurance Company or through Arrowood Indemnity Company. Risk-sharing deductibles range from 5% to 20% up to maximum loss levels. As expected, net charge-offs on Insured CitiAssist loans remain relatively low at 0.8%, as of September 30, 2008, but SLC stopped insuring new CitiAssist loan originations on January 1, 2008, believing that higher loan losses would be more than offset by declines in insurance premiums paid.

Student Loan Corp - Private Portfolio Distribution

(For the Years Ended December 31; $m)

	2006	2007	1Q 2008	2Q 2008	3Q 2008
Insured CitiAssist					
Loans, End of Period	$2,410	$3,870	$4,489	$4,590	$4,523
Loans in Repayment	$733	$1,443	$1,469	$1,706	$1,605
30+ Delinquencies/Loans	6.5%	3.7%	4.6%	3.5%	5.3%
Loans in Forbearance/Loans in Forebearance and Repayment	8.3%	9.3%	13.4%	9.2%	11.8%
Net Charge-Offs/Loans in Repayment*	NA	NA	0.4%	0.6%	0.8%
Allowance/Loans in Repayment	0.1%	0.2%	0.4%	0.3%	0.6%
Uninsured CitiAssist					
Loans, End of Period	$662	$826	$1,033	$1,230	$1,293
Loans in Repayment	$423	$494	$530	$580	$609
30+ Delinquencies/Loans	2.9%	4.8%	5.1%	4.6%	4.5%
Loans in Forbearance/Loans in Forebearance and Repayment	3.5%	4.4%	7.2%	7.1%	8.5%
Net Charge-Offs/Loans in Repayment*	NA	NA	6.1%	8.0%	7.3%
Allowance/Loans in Repayment	1.6%	5.4%	6.8%	11.6%	15.0%
Loans Covered by Risk-Sharing Agreements with Schools	75.9%	59.7%	47.7%	40.3%	37.3%

* Annualized.
Source: Company Filings and Fitch Estimates.

Net losses on the uninsured portfolio amounted to 7.3% in the third quarter of 2008. Standard loans account for approximately 29% of the uninsured portfolio while custom loans account for about 71%. Net charge-offs on the standard portfolio amounted to 0.2% in the third quarter of 2008, while losses on the custom portion amounted to 9.3%. In the second quarter of 2008, SLC discontinued relationships with schools that generated higher-risk uninsured CitiAssist originations, which Fitch believes would be included in the custom portion of the portfolio. SLC has tightened underwriting criteria in response to the economic environment and plans additional tightening in the near-term.

A portion of the uninsured portfolio is covered by risk-sharing agreements with schools and universities, although that portion has been on a declining trend; from 75.9% of the uninsured portfolio in 2006 to 37.3% in the third quarter of 2008. Under the agreements, the school reimburses a specified percentage when losses exceed a certain threshold or the school pays a percentage of the total disbursed amount to compensate for future expected losses. Lenders to schools with riskier borrower profiles are subject to adverse selection.

While lenders like SLM and SLC are segmenting portfolios and modifying underwriting standards; balance sheets and securitization trusts continue to contain a significant amount of loans already originated which have yet to enter repayment status. As of September 30, 2008, only 38.1% of SLC's private loan portfolio was in repayment status, compared to 57.7% of SLM's portfolio at year-end. Fitch believes lenders have and will continue to build reserves in anticipation of poorer performance of loans made to 'non-traditional' schools and to incorporate general portfolio weakening due to the weaker economic environment. SLM's allowance as a percent of loans in repayment amounted

to 7.2% at year-end 2008 and SLC's allowance amounted to 4.6% at the end of the third quarter 2008.

The fact that private education loans are non-dischargeable in bankruptcy has come under an increasing amount of scrutiny in recent years, in the face of bankruptcy reform and political transition. Consumer protection has been a hot topic in recent months and Fitch believes recent developments in the mortgage market aimed at reducing a borrower's debt burden could expand into other asset classes. Consumer protection advocates have also highlighted the higher interest rates charged by lenders on private loans. The imposition of interest rate caps or limits would also make the private loan less attractive to lenders and investors.

The Education Resources Institute, Inc.

The Education Resources Institute, Inc. (TERI), a private, non-profit corporation and the largest guarantor of private student loans, filed for Chapter 11 bankruptcy protection on April 7, 2008. TERI provided private education loan guarantees to commercial banks underwriting loans according to its articulated standards. Participating banks included Bank of America, Charter One Bank, JPMorgan Chase, and RBS Citizens. These banks would often partner with First Marblehead Corporation (FMD), a student loan facilitator, to structure private student loan ABS transactions. FMD conducted ABS transactions out of its wholly owned subsidiary, National Collegiate Funding LLC and TERI guaranteed 100% of principal and accrued interest on defaulted loans in the trusts.

As discussed in the Asset Quality section, private education loan credit performance began to deteriorate in 2007 and early 2008 as the economic picture weakened. But compounding the issue for TERI was that a large portion of the collateral included in the National Collegiate Student Loan Trust (NCSLT) was originated through the direct-to-consumer channel (as opposed to the school channel), which has been more susceptible to fraud, as there is typically no verification with schools to ensure that funds are being used to pay a borrower's tuition. On average, of the last 7 NCSLT ABS transactions, completed in 2006 and 2007, approximately 80% of loan collateral was originated in the direct-to-consumer channel. So as the economy weakened, some TERI-guaranteed portfolios deteriorated quickly, given the higher direct-to-consumer exposure. TERI received an increasing amount of default claims and its liquidity profile weakened.

Fitch has downgraded and/or placed on Rating Watch Negative numerous classes of NCSLT ABS due to deteriorating collateral performance, beyond Fitch's expectations, combined with operational uncertainties related to the bankruptcy proceedings of TERI and concerns regarding the level of recoveries on defaulted loans in a post-TERI environment. Ongoing analysis is focusing on default level and loss timing projections for each pool. Depending on the outcome, Fitch expects that ratings currently on Rating Watch Negative could be downgraded by an additional zero to three notches.

Fitch believes the impact of the TERI bankruptcy is not limited to ABS transactions, as there are TERI-guaranteed loans residing on bank balance sheets which may, therefore, end up performing well-below management expectations. While student loans are generally not a material component to a large commercial bank's profitability, unexpected losses on what were believed to be insured loans, will only add to the challenges facing banks in the current environment.

Summary

Fitch believes tighter underwriting standards and structural changes to the private education loan product will help peak investor interest in the collateral, but true market liquidity is not likely to return until investors have more information about how

private student loan portfolios perform in the current stressed environment and the ABS markets are fully functioning without government intervention.

Even so, ABS spreads are not likely to return to pre-2007 levels, which means that many lenders that have temporarily cut origination volume may need to reassess the long-term risk/return attributes of the business. Based on these dynamics, the private student loan market will find a new equilibrium; however, this may not align with public policy interests and could necessitate further legislative action to restore a healthier balance of financing for this asset class.

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HB

126

Louie Flora

From: Mary C Sullivan [anmcs1@uaa.alaska.edu]
Sent: Monday, March 09, 2009 5:18 PM
To: Rep. Paul Seaton
Cc: Rep. Les Gara; Rep. Cathy Munoz; Rep. Bryce Edgmon; Rep. Wes Keller; Rep. Peggy Wilson; Rep. Bob Buch; Rep. Berta Gardner
Subject: Support of HB 126

March 9, 2009

Good evening, esteemed Representatives:

I am respectfully writing to communicate my *ardent* support of HB 126. The number one demographic in the homeless population in Alaska is children [1]. In my work with adolescents as a chemical dependency counselor, in special education departments at two Title I schools (Williwaw and Fairview), and as the Community-Service Learning Advocate working with Project Homeless Connect in Anchorage, I have seen the dire impact of homelessness upon a child's ability to learn and engage in school. These challenges are only exacerbated when a child is moved from school to school each year.

A child living in an "out-of-home" environment benefits from a consistent, stable school environment. Research shows that: "Since it takes the average child four to six months to recover academically after each school change, many children in foster care not only fail to recover, they actually lose ground." [2] A review of the literature explains that homelessness and unstable home life is related with decreased plasticity of the brain in early childhood, which has a negative impact on school achievement and the learning process. Therefore, many homeless children and youth are eventually referred to the Special Education system.

More disturbing is the correlation between youth who once in the special education become involved with the juvenile justice system. According to the U.S. Department of Justice, "...youth with learning disabilities or an emotional disturbance are arrested at higher rates than their non-disabled peers" [3]. Additionally, once in the juvenile system, these youth are more likely to have longer stays and/ or increased levels of incarceration. Homeless children and youth are at an increased risk for involvement in both the special education and juvenile justice systems, and both are systems that cost the state a considerable amount of money.

Passing HB 126 will ensure that children in the foster care system will receive the stability needed to make adequate annual yearly progress and increase school achievement and attachment. Increased scholastic achievement and attachment will help mitigate risks of involvement in the Special Education system and also will provide a higher opportunity for these children to identify with positive scholastic communities. Therefore, HB 126 helps to provide a resiliency factor against entering the juvenile justice system.

Not only will the school consistency in HB 126 help these children, but also it will support youth aging out of foster-care. Since Casey Family Programs is going to be transitioning out of Alaska, this means that we will be losing our non-state matching funds to receive Chaffee dollars for foster youth aging out of care. I'm sure you are aware of the gap in services this creates for youth in terms of housing and

other vital necessities. The proposed policy changes in HB 126 would continue to allow foster and "out-of-home" youth seeking secondary and post-secondary education to receive the Chaffee funds for housing, tuition waivers and other **much needed** forms of aide, so long as they remain in good academic standing. These policy proposals not only reward the self-determination and hard work of dedicated students, but also increase opportunities to develop healthy civic engagement and positive citizenship in Alaska's youth as they gain an education.

Although there will be some financial investment needed for the success of this Bill, the $15,000 per year in tuition and fees that this policy proposes is ***considerably*** less expensive than the $40,000 per year it costs the state for someone who becomes incarcerated. Moreover, supporting these youth *now* to gain an education increases their likelihood for independent living in the long run and decreases the chances that they will become permanently dependent upon the State, since with a good education they will be more able to become gainfully employed.

Please sign HB 126 into law. Alaska desperately needs this Bill.

Respectfully,
Mary C. Sullivan
MSW candidate, School of Social Work
&
Administrative Assistant to the Associate Dean, College of Education
University of Alaska, Anchorage
907-727-8773 (cell)
anmcs1@uaa.alaska.edu

[1] http://www.anchoragehomeless.org/

[2] Casey Family Programs Research, Educating Children in Foster Care, The McKinney Vento and No Child Left Behind Acts. (2007)

[3] Wilson, John J. (2000) Special Education and the Juvenile Justice System. Juvenile Justice Bulletin. US Department of Justice, office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention. Website: http://www.ncjrs.gov/pdffiles1/ojjdp/179359.pdfPlease take a moment to look over the bill (attached) and contact your legislators to let them know what you think as educators.

---

[1] http://www.anchoragehomeless.org/

[2] Casey Family Programs Research, Educating Children in Foster Care, The McKinney Vento and No Child Left Behind Acts. (2007)

[3] Wilson, John J. (2000) Special Education and the Juvenile Justice System. Juvenile Justice Bulletin. US Department of Justice, office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention. Website: http://www.ncjrs.gov/pdffiles1/ojjdp/179359.pdfPlease take a moment to look over the bill (attached) and contact your

Louie Flora

From: Katie Conway
Sent: Monday, March 09, 2009 12:03 PM
To: LAA Legal
Cc: Louie Flora
Subject: attn: Jean Mischel re: Amendments to HB 126.

Hi Jean,

In House Education today the committee asked Rep. Gara to make a few additional changes to the bill. I believe Rep. Seaton's office will be requesting a new CS for the committee to adopt during the next meeting in order to see all the changes, including these new ones, and move the bill out. I've copied Louie from Rep. Seaton's office to this email so he's in the loop on the changes we're requesting.

I think we'll be trying to call as soon as Rep. Gara has a few moments. That might not be until after Finance today, or it could be within the next five minutes.

Thank you!

Katie Conway
Staff to Representative Les Gara
State Capitol Room 500, Juneau, Alaska 99801
Phone: (907) 465-6591
Fax: (907) 465-3518

From: Rep. Les Gara
Sent: Monday, March 09, 2009 11:56 AM
To: Katie Conway
Subject: Amendments to HB 126.

Hi Katie – here is the additional work that needs to be done on HB 126 in addition to what was added into the CS by today's amendments.

We weren't clear what portions of the McKinney Vento act we are incorporating. We just want to incorporate the provisions relating to "transportation" and maintaining the school of origin.

So –

1. The only provision of the McKinney Vento Act we are incorporating is what's in 722 (g)(3) ("Local Education Agency Requirements"), 722 (g)(5)(A), "and the provisions cited therein".

Add a provision that states:

A School District may, but is not required to, hire additional staff to implement this section, and may utilize a "liason" provided under Section 722 (g)(1)(J)(ii) to implement the additional requirements of this section.

2. "Adequacy" – maybe just add "Educational" after "intellectual" on p. 3 line 31. Delete other references to adequate education.

Representative Les Gara
Alaska State Legislature
716 W. 4th Avenue, Suite 310
Anchorage, Alaska 99501
Phone: 907-269-0106
Fax: 907-269-0109
www.akdemocrats.org

20 Years Covenant House Alaska
Crisis Center · Community Services Center · Transitional Living

Representative Les Gara and Senator Bettye Davis
State Capitol
Juneau, AK 99801

February 23, 2009

Dear Representative Gara and Senator Davis,

Thank you for introducing legislation to address the needs of foster care youth, both while they are in the state's custody and when they "age-out" of the current system. Providing resources and support to our foster care children decreases the need for long-term public assistance and criminal justice resources. Responding to research that clearly identifies proven strategies for assisting our youth to independent adulthood is not only compassionate, it is fiscally sound policy.

Between 35% and 50% of foster care youth become homeless after being released from care. Covenant House Alaska (CHA) serves the homeless and at-risk youth of our state through four main programs (50% of CHA youth have been involved in the foster care system). Our Crisis Center provides shelter, food, clothing, primary health care and support resources to homeless youth. Our Community Services Center is a drop-in center that provides case management, employment assistance, educational tutoring, counseling and substance abuse referrals and life skills training. Two different programs, Rights of Passage and Passage House help youth transition to independent living and self-sufficiency. Youth can participate in either program for 18 months with up to 12 months of additional aftercare.

Through these programs, CHA is certain that increased job training, educational opportunities, rental assistance and social worker visits will benefit children in foster care. Similarly, offering consistency whenever possible through maintaining one school for children despite changes in foster care placement is essential. CHA appreciates the multi-faceted approach HB 126 and SB 105 offers.

Thank you for sponsoring this legislation and providing a voice to youth in foster care.

Sincerely,

Deirdre A. Cronin
Executive Director

Facing Foster Care in Alaska (FFCA)
3108 W. 42nd Ave. #6
Anchorage, AK 99517
February 17, 2009

Representative
Les Gara
Alaska State Legislator
AK State Capitol Rm 500
Juneau, AK 99801

Dear Representative Gara:

Your continued concern for Alaska's foster children and youth is admirable, and House Bill 126 demonstrates that concern.

As current and former foster youth of Alaska's child welfare system, we would like to thank you for your ongoing support in addressing the need for reform. Many of Alaska's foster children are being set up for failure due to a state system that is lacking many of the resources these young people need to succeed. Statistics show that youth who leave Alaska's foster care system become homeless at a rate of 40%, fall behind in their education, and have a high rate of adult incarceration. We wholeheartedly support your bill that creates opportunities for children and youth in foster care to succeed.

Thank you for your concern and your untiring pursuit to improve the lives of those who are less fortunate. You have our support.

Sincerely,

Amanda Metivier
FFCA Coordinator

Amanda Metivier
Facing Foster Care in Alaska
3108 W. 42nd Ave. #6
Anchorage, AK 99517
February 23, 2009

The Honorable
Representative Paul Seaton
Alaska State Capitol Room 102
Juneau, AK 99801

February 23rd, 2009

Dear Representative Seaton

I am writing on behalf of Facing Foster Care in Alaska, to ask you to support House Bill 126. This bill will soon come to a vote in the Health, Education, & Social Services Committee. As current and former foster youth, we understand the dire need to reform Alaska's child welfare system.

Alaska's foster children are set up for failure due to a state system that is lacking many of the resources these young people need to succeed. Statistics show that youth who leave Alaska's foster care system become homeless at a rate of 40%, fall behind in their education, are at risk of early pregnancy, and have a high rate of adult incarceration. The purpose of this bill is to help children and youth in foster care throughout the state. It proposes mandatory home visits by social workers every 30 days, creates job training and higher education opportunities for youth who age out of foster care, and promotes educational stability for those children currently in foster care.

The members of Facing Foster Care in Alaska know that this is an important bill. It will benefit the community at large by creating opportunities for foster youth to become productive, successful members of society as adults.

Thank you for your support in improving the lives of Alaska's foster children.

Sincerely,

Amanda Metivier
FFCA Coordinator

FISCAL NOTE

STATE OF ALASKA
2009 LEGISLATIVE SESSION

Fiscal Note Number:
Bill Version: **CSHB126(EDC)**
() Publish Date:

Identifier (file name): **HB126CS(EDC)-DHSS-CSM-02-25-09**
Dept. Affected: Health & Social Services
Title: Foster Care/CINA/Education of Homeless
RDU: Children's Services
Component: Children's Services Management
Sponsor: Gara
Requester: House EDC
Component Number: 2666

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2010**	**FY 2010**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**
Personal Services							
Travel							
Contractual	204.2		0.0	0.0	0.0	0.0	0.0
Supplies							
Equipment							
Land & Structures							
Grants & Claims							
Miscellaneous							
TOTAL OPERATING	**204.2**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES (							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts	73.5						
1003 GF Match	130.7						
1004 GF							
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**204.2**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

Estimate of any current year (FY2009) cost:

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

The intent of CS HB 126 is to address the educational, medical, financial, and housing challenges that face youth as they transition out of foster care and to support those care providers that are willing to help them during that period of transition.

The Office of Children's Services Online Resourse for the Children of Alaska (ORCA) data base is mandated by the federal government and must be continuously updated to reflect changes in both state and federal law and policy. The following provides the estimated cost of ORCA updates that will be required to implement this bill.

Prepared by: Tammy Sandoval, Director — Phone 465-3191
Division: Office of Children's Services — Date/Time 2/20/09 12:00 AM

Approved by: Alison Elgee, Assistant Commissioner — Date 2/25/2009
DHSS Finance & Management Services

(Revised 9/10/2008 OMB)

5285

FISCAL NOTE

STATE OF ALASKA **BILL NO.** CS HB 126 (EDC)

2009 LEGISLATIVE SESSION

ANALYSIS CONTINUATION

Requirement	Functional LOE (hours)	Development LOE (hours)	Total LOE (hours)	Cost
Update Services page for new services.	120	80	200	$22,000.00
Update Education page with post-secondary educational institutions.	80	60	140	$15,400.00
Update OHP for unlicensed independent living service categories and service types.	120	80	200	$22,000.00
Update OHP for licensed service categories and service types over 18.	120	100	220	$24,200.00
Update Ref Value for age change from 18 to 21	80	60	140	$15,400.00
Update Eligibility page calculations for new age requirement.	180	160	340	$37,400.00
Update Medicaid Eligibility page calculations for new page	180	160	340	$37,400.00
Visitation Report	40	36	76	$8,360.000
Batch updates for OHP and Eligibility	40	160	200	$22,000.00
Days:	**960/8 = 120 days**	**896/8 = 112 days**	**1856/8 = 232 total days**	**Total Estimate $204,160.00**

FISCAL NOTE

STATE OF ALASKA
2009 LEGISLATIVE SESSION

Fiscal Note Number:
Bill Version: CSHB126(EDC)
() Publish Date:

Identifier (file name): HB126CS(EDC)-DHSS-FCBR-02-25-09
Title Foster Care/CINA/Education of Homeless
Sponsor Gara
Requester House EDC

Dept. Affected: Health & Social Services
RDU Children's Services
Component Foster Care Base Rate
Component Number 2236

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2010**	**FY 2010**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**
Personal Services							
Travel							
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims	725.0		445.2	445.2	445.2	445.2	445.2
Miscellaneous							
TOTAL OPERATING	**725.0**	**0.0**	**445.2**	**445.2**	**445.2**	**445.2**	**445.2**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES (							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts	0.0		55.6	73.9	73.9	73.9	73.9
1003 GF Match	725.0		389.6	371.3	371.3	371.3	371.3
1004 GF							
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**725.0**	**0.0**	**445.2**	**445.2**	**445.2**	**445.2**	**445.2**

Estimate of any current year (FY2009) cost:

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

The intent of CS HB 126 is to address the educational, medical, financial, and housing challenges that face youth as they transition out of foster care and to support those care providers that are willing to help them during that period of transition.

Sec. 11 amends AS 47.10.990 to change the definition of child to include under age 21 years if that person is living in out-of-home care as defined in AS 47.14.400.

Prepared by: Tammy Sandoval, Director
Division Office of Children's Services
Phone 465-3191
Date/Time 2/23/09 12:00 AM

Approved by: Alison Elgee, Assistant Commissioner
DHSS Finance & Management Services
Date 2/25/2009

(Revised 9/10/2008 OMB)

5287

FISCAL NOTE

STATE OF ALASKA **BILL NO.** CS HB 126 (EDC)

2009 LEGISLATIVE SESSION

ANALYSIS CONTINUATION

Assumptions applied to this fiscal note:

Foster care reimbursement payments will be made available to care for children who remain in the custody of the state, who are age 18 through 20;

Approximately 15% (17 children) of the 110 that turn age 18 annually will chose to stay in foster care until age 19; 10% (10) to age 20; 5% to 21 (6); totaling 34 children. This is based simply on program experience and the assumption that most children will want to leave foster care at age 18, but that others who have stable homes will decide to stay with their foster families and that most of these children will attend post secondary education programs.

In addition to the 33 children who may wish to participate in the program in its initial year, approximately 12 of those special needs children who are 18 years of age, 6 at age 19, and 6 at age 20 will remain in care for 2010, bringing the total for 2010 to 57 children. This is based on the current numbers of children who age out with special needs. We estimate that 18 children with special needs age out annually, with 6 of them already staying in foster care until age 20, leaving 12 that may chose to stay in care.

For years 2011 - 2015, the number of participants has been reduced to 35, where it may stabilize because OCS speculates those children reaching the age of 19 or 20 will more likely opt to chose the monetary stipend in this bill.

Calculations are based on 360 days at an average base foster care base rate of $35.33 a day 35.33 x 30 = 1,060. This calculation is used to equally distribute funding estimates, and makes very little difference to the resulting totals.

Currently, federal reimbursement for the extension of the foster program is not available, however, the Adoption and Guardianship Fostering Connections to Success and Increasing Adoptions Act of 2008 includes the option to extend the assistance age through 20. This fiscal note assumes that option will be implemented when available October 1, 2010, therefore is available for the final three quarters of state fiscal year 2011 forward only.

SFY	# of Children	Age	Annual Cost Per Child	Total Est.	FFP	GF
2010	57	18,19, 20	$12,719	$724,972	$0	$724,972
2011	35	18,19,20	$12,719	$445,158	$55,631	$389,527
2012	35	18,19,20	$12,719	$445,158	$73,862	$371,296
2013	35	18,19,20	$12,719	$445,158	$73,862	$371,296
2014	35	18,19,20	$12,719	$445,158	$73,862	$371,296
2015	35	18,19,20	$12,719	$445,158	$73,862	$371,296

26-LS0309\P
Mischel
3/9/09

CS FOR HOUSE BILL NO. 126(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SIXTH LEGISLATURE - FIRST SESSION

BY THE HOUSE EDUCATION COMMITTEE

Offered:
Referred:

Sponsor(s): REPRESENTATIVES GARA, Crawford, Kerttula

A BILL

FOR AN ACT ENTITLED

"An Act relating to continuing the secondary public education of a homeless student; relating to the purpose of certain laws as they relate to children; relating to tuition waivers, loans, and medical assistance for a child placed in out-of-home care by the state; relating to foster care; relating to children in need of aid; and relating to out-of-home care transition to independent living."

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

*** Section 1.** AS 14.03 is amended by adding a new section to read:

Sec. 14.03.096. Continuing the public education of a homeless student. (a) Except as provided in (b) and (d) of this section, the governing body of a school district shall comply with the requirements for continuing the public education of a homeless student in the student's school of origin and for providing transportation services for the remainder of the current school year or, if the student is attending school for a summer term, for the remainder of the summer term, under 42 U.S.C.

11431 - 11435 (McKinney-Vento Homeless Education Assistance Improvement Act of 2001), as those provisions existed on February 1, 2009.

(b) The requirements in (a) of this section do not apply if the student moves to a school district other than the school district in which the student's school of origin is located.

(c) If a homeless student is transferred to a school other than the student's school of origin, the school of origin shall provide a copy of the student's records to the student's new school within seven school days after notification of the transfer. The student's new school shall allow the student to attend school while awaiting the transfer of records under this subsection.

(d) A school district is required to comply with this section only

(1) if the legislature appropriates funds for the purpose; and

(2) to the extent possible using funds appropriated for the purpose.

(e) In this section,

(1) "homeless student" has the meaning given in 42 U.S.C. 11434a for "homeless child or youth," and the phrase "awaiting foster care placement" in that definition shall be interpreted to include all students who are placed in out-of-home care and in the custody of the Department of Health and Social Services under AS 47.10.080(c) or who are committed to the custody of the Department of Health and Social Services under AS 47.12.120(b)(1) or (3);

(2) "school of origin" means the school in which the student was last enrolled.

*** Sec. 2.** AS 14.43 is amended by adding a new section to read:

Article 3A. Free Tuition for a Person Who Was in Out-of-Home Care.

Sec. 14.43.086. Free tuition and fees for a person who was in out-of-home care. (a) A person who enrolls as a student in good standing in a state-supported educational institution in the state is entitled to a waiver of tuition, fees, and room and board expenses if the person provides adequate proof that the person

(1) was in the custody of the state under AS 47.10 or AS 47.14;

(2) was placed in out-of-home care for a period of not less than six consecutive months on or after the person became 16 years of age;

(3) has applied for educational grants or scholarships that the person is otherwise eligible for as recommended by the educational institution;

(4) has applied for an available federal education loan; and

(5) is under 29 years of age.

(b) The amount of the waiver to which a person is entitled under this section is the amount of unmet need for tuition, room, and board expenses, as determined by the commission, after deducting funding for the school year from education loans, grants, or scholarships received by a person eligible for a waiver.

(c) The proceeds of an education loan, grant, or scholarship received by a person eligible for a waiver under this section must be paid to the educational institution to offset the person's tuition, fees, and room and board expenses.

(d) A state-supported educational institution in the state is required to provide a waiver under (a) of this section only if the legislature appropriates funds for the purpose of offsetting waivers under this section. If an appropriation is not sufficient to fully offset waivers for each person entitled to a waiver under (a) of this section, the institution may offer full or partial waivers to eligible applicants as funding permits and at the discretion of the institution.

*** Sec. 3.** AS 14.43.160 is amended by adding a new paragraph to read:

(7) "out-of-home care" has the meaning given in AS 47.14.400.

*** Sec. 4.** AS 36.30.850(b)(42) is amended to read:

(42) grants and contracts with qualified entities for services under AS 47.18.330 for the **out-of-home** [FOSTER] care transition program;

*** Sec. 5.** AS 47.05.060 is amended to read:

Sec. 47.05.060. Purpose and policy relating to children. The purpose of this title as it relates to children is to secure for each child the care and guidance, preferably in the child's own home, **as well as an education,** that will serve the moral, emotional, mental, **intellectual,** and physical welfare of the child and the best interests of the community; to preserve and strengthen the child's family ties unless efforts to preserve and strengthen the ties are likely to result in physical or emotional damage to the child, removing the child from the custody of the parents only as a last resort when the child's welfare or safety or the protection of the public cannot be adequately

safeguarded without removal; and, when the child is removed from the family, to secure for the child adequate custody, **education,** and care and adequate planning for permanent placement of the child.

*** Sec. 6.** AS 47.05.065 is amended to read:

Sec. 47.05.065. Legislative findings related to children. The legislature finds that

(1) parents have the following rights and responsibilities relating to the care and control of their child while the child is a minor:

(A) the responsibility to provide the child with food, clothing, shelter, education, and medical care;

(B) the right and responsibility to protect, nurture, train, and discipline the child, including the right to direct the child's medical care and the right to exercise reasonable corporal discipline;

(C) the right to determine where and with whom the child shall live;

(D) the right and responsibility to make decisions of legal or financial significance concerning the child;

(E) the right to obtain representation for the child in legal actions; and

(F) the responsibility to provide special safeguards and care, including appropriate prenatal and postnatal protection for the child;

(2) it is the policy of the state to strengthen families and to protect children from child abuse and neglect; the state recognizes that, in some cases, protection of a child may require removal of the child from the child's home; however,

(A) except in those cases involving serious risk to a child's health or safety, the Department of Health and Social Services should provide time-limited family support services to the child and the child's family in order to offer parents the opportunity to remedy parental conduct or conditions in the home that placed the child at risk of harm so that a child may return home safely and permanently; and

(B) the state also recognizes that when a child is removed from

the home, visitation between the child and the child's parents or guardian and family members reduces the trauma for the child and enhances the likelihood that the child will be able to return home; therefore, whenever a child is removed from the parental home, the Department of Health and Social Services should encourage frequent, regular, and reasonable visitation of the child with the child's parent or guardian and family members;

(3) it is the policy of the state to recognize that, when a child is a ward of the state, the child is entitled to reasonable safety, adequate care, and adequate treatment and that the Department of Health and Social Services as legal custodian and the child's guardian ad litem as guardian of the child's best interests and their agents and assignees, each should make reasonable efforts to ensure that the child is provided with reasonable safety, adequate care, and adequate treatment for the duration of time that the child is a ward of the state;

(4) it is in the best interests of a child who has been removed from the child's own home for the state to apply the following principles in resolving the situation:

(A) the child should be placed in a safe, secure, and stable environment;

(B) the child should not be moved unnecessarily;

(C) a planning process should be followed to lead to permanent placement of the child;

(D) every effort should be made to encourage psychological attachment between the adult caregiver and the child;

(E) frequent, regular, and reasonable visitation with the parent or guardian and family members should be encouraged; [AND]

(F) parents and guardians must actively participate in family support services so as to facilitate the child's being able to remain in the home; when children are removed from the home, the parents and guardians must actively participate in family support services to make return of their children to the home possible; **and**

(G) the child should continue to attend the child's school of

origin as provided under AS 14.03.096;

(5) numerous studies establish that

(A) children undergo a critical attachment process before the time they reach six years of age;

(B) a child who has not attached with an adult caregiver during this critical stage will suffer significant emotional damage that frequently leads to chronic psychological problems and antisocial behavior when the child reaches adolescence and adulthood; and

(C) it is important to provide for an expedited placement procedure to ensure that all children, especially those under the age of six years, who have been removed from their homes are placed in permanent homes expeditiously.

*** Sec. 7.** AS 47.07.020(b) is amended to read:

(b) In addition to the persons specified in (a) of this section, the following optional groups of persons for whom the state may claim federal financial participation are eligible for medical assistance:

(1) persons eligible for but not receiving assistance under any plan of the state approved under 42 U.S.C. 1381 - 1383c (Title XVI, Social Security Act, Supplemental Security Income) or a federal program designated as the successor to the aid to families with dependent children program;

(2) persons in a general hospital, skilled nursing facility, or intermediate care facility, who, if they left the facility, would be eligible for assistance under one of the federal programs specified in (1) of this subsection;

(3) persons under 21 years of age who are under supervision of the department, for whom maintenance is being paid in whole or in part from public funds, and who are in **out-of-home care** [FOSTER HOMES] or private child-care institutions;

(4) aged, blind, or disabled persons, who, because they do not meet income and resources requirements, do not receive supplemental security income under 42 U.S.C. 1381 - 1383c (Title XVI, Social Security Act), and who do not receive a mandatory state supplement, but who are eligible, or would be eligible if

they were not in a skilled nursing facility or intermediate care facility to receive an optional state supplementary payment;

(5) persons under 21 years of age who are in an institution designated as an intermediate care facility for the mentally retarded and who are financially eligible as determined by the standards of the federal program designated as the successor to the aid to families with dependent children program;

(6) persons in a medical or intermediate care facility whose income while in the facility does not exceed $1,656 a month but who would not be eligible for an optional state supplementary payment if they left the hospital or other facility;

(7) persons under 21 years of age who are receiving active treatment in a psychiatric hospital and who are financially eligible as determined by the standards of the federal program designated as the successor to the aid to families with dependent children program;

(8) persons under 21 years of age and not covered under (a) of this section [,] who would be eligible for benefits under the federal program designated as the successor to the aid to families with dependent children program, except that they have the care and support of both their natural and adoptive parents;

(9) pregnant women not covered under (a) of this section and who meet the income and resource requirements of the federal program designated as the successor to the aid to families with dependent children program;

(10) persons under 21 years of age not covered under (a) of this section who the department has determined cannot be placed for adoption without medical assistance because of a special need for medical or rehabilitative care and who the department has determined are hard-to-place children eligible for subsidy under AS 25.23.190 - 25.23.210;

(11) persons who can be considered under 42 U.S.C. 1396a(e)(3) (Title XIX, Social Security Act, Medical Assistance) to be individuals with respect to whom a supplemental security income is being paid under 42 U.S.C. 1381 - 1383c (Title XVI, Social Security Act) because they meet all of the following criteria:

(A) they are 18 years of age or younger and qualify as disabled individuals under 42 U.S.C. 1382c(a) (Title XVI, Social Security Act);

(B) the department has determined that

(i) they require a level of care provided in a hospital, nursing facility, or intermediate care facility for the mentally retarded;

(ii) it is appropriate to provide their care outside of an institution; and

(iii) the estimated amount that would be spent for medical assistance for their individual care outside an institution is not greater than the estimated amount that would otherwise be expended individually for medical assistance within an appropriate institution;

(C) if they were in a medical institution, they would be eligible for medical assistance under other provisions of this chapter; and

(D) home and community-based services under a waiver approved by the federal government are either not available to them under this chapter or would be inappropriate for them;

(12) disabled persons, as described in 42 U.S.C. 1396a(a)(10)(A)(ii)(XIII), who are in families whose income, as determined under applicable federal regulations or guidelines, is less than 250 percent of the official poverty line applicable to a family of that size according to the United States Department of Health and Human Services, and who, but for earnings in excess of the limit established under 42 U.S.C. 1396d(q)(2)(B), would be considered to be individuals with respect to whom a supplemental security income is being paid under 42 U.S.C. 1381 - 1383c; a person eligible for assistance under this paragraph who is not eligible under another provision of this section shall pay a premium or other cost-sharing charges according to a sliding fee scale that is based on income as established by the department in regulations;

(13) persons under 19 years of age who are not covered under (a) of this section and whose household income does not exceed 175 percent of the federal poverty line as defined by the United States Department of Health and Human Services and revised under 42 U.S.C. 9902(2);

(14) pregnant women who are not covered under (a) of this section and whose household income does not exceed 175 percent of the federal poverty line as

defined by the United States Department of Health and Human Services and revised under 42 U.S.C. 9902(2);

(15) persons who have been diagnosed with breast or cervical cancer and who are eligible for coverage under 42 U.S.C. 1396a(a)(10)(A)(ii)(XVIII)**;**

(16) persons under 21 years of age who were in the custody of the department under AS 47.10 or AS 47.14 and who were placed in out-of-home care for a period of not less than six consecutive months on or after reaching 16 years of age.

*** Sec. 8.** AS 47.07.020 is amended by adding a new subsection to read:

(o) In this section, "out-of-home care" has the meaning given in AS 47.14.400.

*** Sec. 9.** AS 47.10.080 is amended by adding a new subsection to read:

(v) A social worker employed by or under contract with the department shall, not less than monthly, conduct visits with a child committed to the custody of the department under (c) of this section. The visits must be of sufficient substance and duration to address issues pertinent to case planning and service delivery to ensure the child's safety, permanency, and well-being. The majority of the visits conducted under this subsection must be at the location of the child's current placement. Nothing in this paragraph creates a private right of action against the department or the department's contractors. In this subsection, "visit" means face-to-face contact between social worker and child.

*** Sec. 10.** AS 47.10.990(3) is amended to read:

(3) "child" means a person **who is**

(A) under 18 years of age**;**

(B) [AND A PERSON] 19 years of age if that person was under 18 years of age at the time that a proceeding under this chapter was commenced**; and**

(C) under 21 years of age if that person is living in out-of-home care;

*** Sec. 11.** AS 47.10.990 is amended by adding a new paragraph to read:

(33) "out-of-home care" has the meaning given in AS 47.14.400.

*** Sec. 12.** AS 47.18.300(a) is amended to read:

(a) The department, in coordination with local public and private agencies, shall design, develop, and implement **an out-of-home care** [A FOSTER CARE] transition program to provide support and services to individuals who

(1) reach or have reached the age of 16 or older while in state **custody and placed in out-of-home** [FOSTER] care and have not yet reached 23 years of age; and

(2) meet other eligibility criteria established by the department under (b) of this section.

*** Sec. 13.** AS 47.18.310 is amended to read:

Sec. 47.18.310. Program design. The department, in coordination with local public and private agencies, shall design the program as a continuation of the training efforts related to independent living skills that were initiated **for a child in state custody who was placed in out-of-home care and** [WHEN THE STATE FOSTER CARE RECIPIENTS WERE] identified as being likely to remain in **out-of-home** [STATE FOSTER] care until reaching **not less than** the age of 18. The program design must require that program participants are directly involved in identifying the program activities that will prepare them for independent living.

*** Sec. 14.** AS 47.18.320(a) is amended to read:

(a) Subject to the availability of an appropriation made for the purposes of AS 47.18.300 - 47.18.390, the program may provide

(1) education and vocational training;

(2) assistance in obtaining basic education and training;

(3) career and employment services;

(4) training in basic life skills;

(5) housing and utility assistance;

(6) mentoring and counseling; and

(7) other appropriate services to complement the efforts of former state foster care recipients **or a child who was in state custody and placed in out-of-home care** to achieve self-sufficiency.

*** Sec. 15.** AS 47.18 is amended by adding a new section to read:

Sec. 47.18.335. Monetary living expense stipend. The department shall

provide to an individual receiving services under the program a monthly stipend in an amount set by the department that is not less than the daily rate provided to a licensed foster parent for necessary living expenses. The stipend shall continue for a period of not more than one year after the individual leaves out-of-home care. The department may adopt regulations to implement this section.

*** Sec. 16.** AS 47.18.390(1) is amended to read:

(1) "program" means the **out-of-home** [FOSTER] care transition program authorized under AS 47.18.300 - 47.18.390;

*** Sec. 17.** AS 47.18.390(3) is repealed and reenacted to read:

(3) "out-of-home care" has the meaning given in AS 47.14.400.

AMENDMENT

OFFERED IN THE HOUSE

TO: CSHB 126(EDC), Draft Version "P"

Page 1, line 9, through page 2, line 2:

Delete all material and insert:

"Except as provided in (b) and (d) of this section and notwithstanding the availability of federal funding, the governing body of a school district shall comply with the requirements for continuing the education of a homeless student under 42 U.S.C. 11432(g)(3)(A) and (B) and 11432(g)(5)(A) (McKinney-Vento Homeless Education Assistance Improvement Act of 2001), as those provisions existed on February 1, 2009, for the remainder of the school year, or, if the student is attending school for a summer term, for the remainder of the summer term."

Page 2, following line 13:

Insert a new subsection to read:

"(e) Nothing in this section is intended to limit a school district's compliance with 42 U.S.C. 11431 - 11435 (McKinney-Vento Homeless Education Assistance Improvement Act of 2001) or to require the hiring of additional personnel if the school district is receiving federal funding under that Act."

Reletter the following subsection accordingly.

(3) Local educational agency requirements

(A) In general

The local educational agency serving each child or youth to be assisted under this part shall, according to the child's or youth's best interest -

(i) continue the child's or youth's education in the school of origin for the duration of homelessness -

(I) in any case in which a family becomes homeless between academic years or during an academic year; or

(II) for the remainder of the academic year, if the child or youth becomes permanently housed during an academic year; or

(ii) enroll the child or youth in any public school that nonhomeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

(B) Best interest

In determining the best interest of the child or youth under subparagraph (A), the local educational agency shall -

(i) to the extent feasible, keep a homeless child or youth in the school of origin, except when doing so is contrary to the wishes of the child's or youth's parent or guardian;

(ii) provide a written explanation, including a statement regarding the right to appeal under subparagraph (E), to the homeless child's or youth's parent or guardian, if the local educational agency sends such child or youth to a school other than the school of origin or a school requested by the parent or guardian; and

(iii) in the case of an unaccompanied youth, ensure that the homeless liaison designated under paragraph (1)(J)(ii) assists in placement or enrollment decisions under this subparagraph, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal under subparagraph (E).

(5) Coordination

(A) In general

Each local educational agency serving homeless children and youths that receives assistance under this part shall coordinate -

(i) the provision of services under this part with local social services agencies and other agencies or programs providing services to homeless children and youths and their families, including services and programs funded under the Runaway and Homeless Youth Act (42 U.S.C. 5701 et seq.); and

(ii) with other local educational agencies on interdistrict issues, such as transportation or transfer of school records.

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2/24/09

CS FOR HOUSE BILL NO. 126( )

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SIXTH LEGISLATURE - FIRST SESSION

BY

Offered:
Referred:

Sponsor(s): REPRESENTATIVES GARA, Crawford, Kerttula

A BILL

FOR AN ACT ENTITLED

"An Act relating to continuing the secondary public education of a homeless student; relating to the purpose of certain laws as they relate to children; relating to tuition waivers, loans, and medical assistance for a child placed in out-of-home care by the state; relating to foster care; relating to children in need of aid; and relating to out-of-home care transition to independent living."

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

*** Section 1.** AS 14.03 is amended by adding a new section to read:

Sec. 14.03.096. Continuing the public education of a homeless student. (a) Except as provided in (b) of this section, the governing body of a school district shall comply with the requirements for continuing the public education of a homeless student in the student's school of origin and for providing comparable education and transportation services during the homelessness under 42 U.S.C. 11431 - 11435 (McKinney-Vento Homeless Education Assistance Improvement Act of 2001).

(b) The requirements in (a) of this section do not apply if

(1) the student moves to a school district other than the school district in which the student's school of origin is located; or

(2) the superintendent of the school district makes a written finding that a waiver of the requirements is in the student's best academic interest and the finding is mailed to the school board and to the person in charge of children's services for the Department of Health and Social Services.

(c) If a homeless student is transferred to a school other than the student's school of origin, the school of origin shall provide a copy of the student's records to the student's new school within 7 school days after notification of the transfer. The student's new school shall allow the student to attend school while awaiting the transfer of records under this subsection.

(d) In this section,

(1) "homeless student" has the meaning given in 42 U.S.C. 11434a for "homeless child or youth," and the phrase "awaiting foster care placement" in that definition shall be interpreted to include all students who are placed in out-of-home care and in the custody of the Department of Health and Social Services under AS 47.10.080(c) or who are committed to the custody of the Department of Health and Social Services under AS 47.12.120(b)(1) or (3);

(2) "school of origin" means the school that the student attended when permanently housed or the school in which the student was last enrolled.

*** Sec. 2.** AS 14.43 is amended by adding a new section to read:

Article 3A. Free Tuition for a Person Who Was in Out-of-Home Care.

Sec. 14.43.086. Free tuition and fees for a person who was in out-of-home care. (a) A person who enrolls as a student in good standing in a state-supported educational institution in the state is entitled to a waiver of tuition, fees, and room and board expenses if the person provides adequate proof that the person

(1) was in the custody of the state under AS 47.10 or AS 47.14;

(2) was placed in out-of-home care for a period of not less than six consecutive months on or after the person became 16 years of age;

(3) has applied for educational loans, grants, or scholarships that the

person is otherwise eligible for as recommended by the educational institution; and

(4) is under 29 years of age.

(b) The educational institution may require an eligible recipient to apply for a loan under AS 14.43.112.

(c) The proceeds of an education loan, including a loan under AS 14.43.112, grant, or scholarship received by a person eligible for a waiver under this section must be paid to the educational institution to offset the person's tuition, fees, and room and board expenses.

*** Sec. 3.** AS 14.43 is amended by adding a new section to read:

Sec. 14.43.112. Education loans for a child who was in out-of-home care. (a) The commission may, subject to the loan conditions under AS 14.43.120 and the eligibility requirements under AS 14.43.125, make a loan in a school year to a person who is eligible for a tuition waiver under AS 14.43.086 to offset the person's tuition, fees, and room and board expenses as provided under that section. Notwithstanding the limits under AS 14.43.120(d), a loan made under this section may not exceed $4,000 annually for a full-time undergraduate or graduate student or $2,000 annually for a half-time undergraduate or graduate student attending a state-supported educational institution in the state.

(b) The commission may not require repayment of or assess interest on a loan made under this section before six months after the completion of the program for which the loan was paid unless the borrower fails to complete the program in five years.

*** Sec. 4.** AS 14.43.160 is amended by adding a new paragraph to read:

(7) "out-of-home care" has the meaning given in AS 47.14.400.

*** Sec. 5.** AS 36.30.850(b)(42) is amended to read:

(42) grants and contracts with qualified entities for services under AS 47.18.330 for the **out-of-home** [FOSTER] care transition program;

*** Sec. 6.** AS 47.05.060 is amended to read:

Sec. 47.05.060. Purpose and policy relating to children. The purpose of this title as it relates to children is to secure for each child the care and guidance, preferably in the child's own home, **as well as an adequate education,** that will serve

the moral, emotional, mental, **intellectual,** and physical welfare of the child and the best interests of the community; to preserve and strengthen the child's family ties unless efforts to preserve and strengthen the ties are likely to result in physical or emotional damage to the child, removing the child from the custody of the parents only as a last resort when the child's welfare or safety or the protection of the public cannot be adequately safeguarded without removal; and, when the child is removed from the family, to secure for the child adequate custody**, education,** and care and adequate planning for permanent placement of the child.

*** Sec. 7.** AS 47.05.065 is amended to read:

Sec. 47.05.065. Legislative findings related to children. The legislature finds that

(1) parents have the following rights and responsibilities relating to the care and control of their child while the child is a minor:

(A) the responsibility to provide the child with food, clothing, shelter, education, and medical care;

(B) the right and responsibility to protect, nurture, train, and discipline the child, including the right to direct the child's medical care and the right to exercise reasonable corporal discipline;

(C) the right to determine where and with whom the child shall live;

(D) the right and responsibility to make decisions of legal or financial significance concerning the child;

(E) the right to obtain representation for the child in legal actions; and

(F) the responsibility to provide special safeguards and care, including appropriate prenatal and postnatal protection for the child;

(2) it is the policy of the state to strengthen families and to protect children from child abuse and neglect; the state recognizes that, in some cases, protection of a child may require removal of the child from the child's home; however,

(A) except in those cases involving serious risk to a child's health or safety, the Department of Health and Social Services should provide

time-limited family support services to the child and the child's family in order to offer parents the opportunity to remedy parental conduct or conditions in the home that placed the child at risk of harm so that a child may return home safely and permanently; and

(B) the state also recognizes that when a child is removed from the home, visitation between the child and the child's parents or guardian and family members reduces the trauma for the child and enhances the likelihood that the child will be able to return home; therefore, whenever a child is removed from the parental home, the Department of Health and Social Services should encourage frequent, regular, and reasonable visitation of the child with the child's parent or guardian and family members;

(3) it is the policy of the state to recognize that, when a child is a ward of the state, the child is entitled to reasonable safety, adequate care, and adequate treatment and that the Department of Health and Social Services as legal custodian and the child's guardian ad litem as guardian of the child's best interests and their agents and assignees, each should make reasonable efforts to ensure that the child is provided with reasonable safety, adequate care, and adequate treatment for the duration of time that the child is a ward of the state;

(4) it is in the best interests of a child who has been removed from the child's own home for the state to apply the following principles in resolving the situation:

(A) the child should be placed in a safe, secure, and stable environment;

(B) the child should not be moved unnecessarily;

(C) a planning process should be followed to lead to permanent placement of the child;

(D) every effort should be made to encourage psychological attachment between the adult caregiver and the child;

(E) frequent, regular, and reasonable visitation with the parent or guardian and family members should be encouraged; [AND]

(F) parents and guardians must actively participate in family

support services so as to facilitate the child's being able to remain in the home; when children are removed from the home, the parents and guardians must actively participate in family support services to make return of their children to the home possible; **and**

(G) the child should continue to attend the child's school of origin as provided under AS 14.03.096;

(5) numerous studies establish that

(A) children undergo a critical attachment process before the time they reach six years of age;

(B) a child who has not attached with an adult caregiver during this critical stage will suffer significant emotional damage that frequently leads to chronic psychological problems and antisocial behavior when the child reaches adolescence and adulthood; and

(C) it is important to provide for an expedited placement procedure to ensure that all children, especially those under the age of six years, who have been removed from their homes are placed in permanent homes expeditiously.

*** Sec. 8.** AS 47.07.020(b) is amended to read:

(b) In addition to the persons specified in (a) of this section, the following optional groups of persons for whom the state may claim federal financial participation are eligible for medical assistance:

(1) persons eligible for but not receiving assistance under any plan of the state approved under 42 U.S.C. 1381 - 1383c (Title XVI, Social Security Act, Supplemental Security Income) or a federal program designated as the successor to the aid to families with dependent children program;

(2) persons in a general hospital, skilled nursing facility, or intermediate care facility, who, if they left the facility, would be eligible for assistance under one of the federal programs specified in (1) of this subsection;

(3) persons under 21 years of age who are under supervision of the department, for whom maintenance is being paid in whole or in part from public funds, and who are in **out-of-home care** [FOSTER HOMES] or private child-care

institutions;

(4) aged, blind, or disabled persons, who, because they do not meet income and resources requirements, do not receive supplemental security income under 42 U.S.C. 1381 - 1383c (Title XVI, Social Security Act), and who do not receive a mandatory state supplement, but who are eligible, or would be eligible if they were not in a skilled nursing facility or intermediate care facility to receive an optional state supplementary payment;

(5) persons under 21 years of age who are in an institution designated as an intermediate care facility for the mentally retarded and who are financially eligible as determined by the standards of the federal program designated as the successor to the aid to families with dependent children program;

(6) persons in a medical or intermediate care facility whose income while in the facility does not exceed $1,656 a month but who would not be eligible for an optional state supplementary payment if they left the hospital or other facility;

(7) persons under 21 years of age who are receiving active treatment in a psychiatric hospital and who are financially eligible as determined by the standards of the federal program designated as the successor to the aid to families with dependent children program;

(8) persons under 21 years of age and not covered under (a) of this section [,] who would be eligible for benefits under the federal program designated as the successor to the aid to families with dependent children program, except that they have the care and support of both their natural and adoptive parents;

(9) pregnant women not covered under (a) of this section and who meet the income and resource requirements of the federal program designated as the successor to the aid to families with dependent children program;

(10) persons under 21 years of age not covered under (a) of this section who the department has determined cannot be placed for adoption without medical assistance because of a special need for medical or rehabilitative care and who the department has determined are hard-to-place children eligible for subsidy under AS 25.23.190 - 25.23.210;

(11) persons who can be considered under 42 U.S.C. 1396a(e)(3) (Title

XIX, Social Security Act, Medical Assistance) to be individuals with respect to whom a supplemental security income is being paid under 42 U.S.C. 1381 - 1383c (Title XVI, Social Security Act) because they meet all of the following criteria:

(A) they are 18 years of age or younger and qualify as disabled individuals under 42 U.S.C. 1382c(a) (Title XVI, Social Security Act);

(B) the department has determined that

(i) they require a level of care provided in a hospital, nursing facility, or intermediate care facility for the mentally retarded;

(ii) it is appropriate to provide their care outside of an institution; and

(iii) the estimated amount that would be spent for medical assistance for their individual care outside an institution is not greater than the estimated amount that would otherwise be expended individually for medical assistance within an appropriate institution;

(C) if they were in a medical institution, they would be eligible for medical assistance under other provisions of this chapter; and

(D) home and community-based services under a waiver approved by the federal government are either not available to them under this chapter or would be inappropriate for them;

(12) disabled persons, as described in 42 U.S.C. 1396a(a)(10)(A)(ii)(XIII), who are in families whose income, as determined under applicable federal regulations or guidelines, is less than 250 percent of the official poverty line applicable to a family of that size according to the United States Department of Health and Human Services, and who, but for earnings in excess of the limit established under 42 U.S.C. 1396d(q)(2)(B), would be considered to be individuals with respect to whom a supplemental security income is being paid under 42 U.S.C. 1381 - 1383c; a person eligible for assistance under this paragraph who is not eligible under another provision of this section shall pay a premium or other cost-sharing charges according to a sliding fee scale that is based on income as established by the department in regulations;

(13) persons under 19 years of age who are not covered under (a) of

this section and whose household income does not exceed 175 percent of the federal poverty line as defined by the United States Department of Health and Human Services and revised under 42 U.S.C. 9902(2);

(14) pregnant women who are not covered under (a) of this section and whose household income does not exceed 175 percent of the federal poverty line as defined by the United States Department of Health and Human Services and revised under 42 U.S.C. 9902(2);

(15) persons who have been diagnosed with breast or cervical cancer and who are eligible for coverage under 42 U.S.C. 1396a(a)(10)(A)(ii)(XVIII)**;**

(16) persons under 21 years of age who were in the custody of the department under AS 47.10 or AS 47.14 and who were placed in out-of-home care for a period of not less than six consecutive months on or after reaching 16 years of age.

*** Sec. 9.** AS 47.07.020 is amended by adding a new subsection to read:

(o) In this section, "out-of-home care" has the meaning given in AS 47.14.400.

*** Sec. 10.** AS 47.10.080 is amended by adding a new subsection to read:

(v) A social worker employed by or under contract with the department shall, not less than monthly, conduct visits with a child committed to the custody of the department under (c) of this section. The visits must be of sufficient substance and duration to address issues pertinent to case planning and service delivery to ensure the child's safety, permanency, and well-being. The majority of the visits conducted under this subsection must be at the location of the child's current placement. Nothing in this paragraph creates a private right of action against the department or the department's contractors. In this subsection, "visit" means face-to-face contact between social worker and child.

*** Sec. 11.** AS 47.10.990(3) is amended to read:

(3) "child" means a person **who is**

(A) under 18 years of age**;**

(B) [AND A PERSON] 19 years of age if that person was under 18 years of age at the time that a proceeding under this chapter was commenced**; and**

(C) under 21 years of age if that person is living in out-of-home care;

* **Sec. 12.** AS 47.10.990 is amended by adding a new paragraph to read:

(33) "out-of-home care" has the meaning given in AS 47.14.400.

* **Sec. 13.** AS 47.18.300(a) is amended to read:

(a) The department, in coordination with local public and private agencies, shall design, develop, and implement **an out-of-home care** [A FOSTER CARE] transition program to provide support and services to individuals who

(1) reach or have reached the age of 16 or older while in state **custody and placed in out-of-home** [FOSTER] care and have not yet reached 23 years of age; and

(2) meet other eligibility criteria established by the department under (b) of this section.

* **Sec. 14.** AS 47.18.310 is amended to read:

Sec. 47.18.310. Program design. The department, in coordination with local public and private agencies, shall design the program as a continuation of the training efforts related to independent living skills that were initiated **for a child in state custody who was placed in out-of-home care and** [WHEN THE STATE FOSTER CARE RECIPIENTS WERE] identified as being likely to remain in **out-of-home** [STATE FOSTER] care until reaching **not less than** the age of 18. The program design must require that program participants are directly involved in identifying the program activities that will prepare them for independent living.

* **Sec. 15.** AS 47.18.320(a) is amended to read:

(a) Subject to the availability of an appropriation made for the purposes of AS 47.18.300 - 47.18.390, the program may provide

(1) education and vocational training;

(2) assistance in obtaining basic education and training;

(3) career and employment services;

(4) training in basic life skills;

(5) housing and utility assistance;

(6) mentoring and counseling; and

(7) other appropriate services to complement the efforts of former state foster care recipients **or a child who was in state custody and placed in out-of-home care** to achieve self-sufficiency.

*** Sec. 16.** AS 47.18.390(1) is amended to read:

(1) "program" means the **out-of-home** [FOSTER] care transition program authorized under AS 47.18.300 - 47.18.390;

*** Sec. 17.** AS 47.18 is amended by adding a new section to read:

Sec. 47.18.335. Monetary living expense stipend. The department shall provide to an individual receiving services under the program a monthly stipend in an amount set by the department that is not less than the daily rate provided to a licensed foster parent for necessary living expenses. The stipend shall continue for a period of not more than one year after the individual leaves out-of-home care. The department may adopt regulations to implement this section.

*** Sec. 18.** AS 47.18.390(3) is repealed and reenacted to read:

(3) "out-of-home care" has the meaning given in AS 47.14.400.

26-LS0309\S.4
Mischel
3/5/09

AMENDMENT #1 Adopted w/out objection

OFFERED IN THE HOUSE

TO: CSHB 126( ), Draft Version "S"

Page 1, line 9, following "(b)":

Insert "and (d)"

Page 2, following line 12:

Insert a new subsection to read:

"(d) A school district is required to comply with this section only

(1) if the legislature appropriates funds for the purpose; and

(2) to the extent possible using funds appropriated for the purpose."

Reletter the following subsection accordingly.

Page 3, following line 8:

Insert a new subsection to read:

"(d) A state-supported educational institution in the state is required to provide a waiver under (a) of this section only if the legislature appropriates funds for the purpose of offsetting waivers under this section. If an appropriation is not sufficient to fully offset waivers for each person entitled to a waiver under (a) of this section, the institution may offer full or partial waivers to eligible applicants as funding permits and at the discretion of the institution."

5314

26-LS0309\S.5
Mischel
3/5/09

AMENDMENT #2 with Page 3 and 4 Deleted

OFFERED IN THE HOUSE (passed) Adopted

TO: CSHB 126( ), Draft Version "S"

Page 1, line 9:

Delete "Except as provided in (b) of this section, the"

Insert "The"

Page 1, line 12:

Delete "during the homelessness"

Insert "for the remainder of the current school year or, if the student is attending school for a summer term, for the remainder of the summer term,"

Page 1, line 13, following "2001)":

Insert ", as those provisions existed on February 1, 2009"

Page 2, line 2:

Delete "(1)"

Page 2, line 3:

Delete "; or"

Insert "."

Page 2, lines 4 - 7:

Delete all material.

Page 2, lines 20 - 21:

5315

Delete "that the student attended when permanently housed or the school"

Page 2, line 31:

Delete "loans, grants,"

Insert "grants"

Page 3, line 1:

Delete "and"

Page 3, following line 1:

Insert a new paragraph to read:

"(4) has applied for an available federal education loan; and"

Renumber the following paragraph accordingly.

Page 3, lines 3 - 4:

Delete all material and insert:

"(b) The amount of the waiver to which a person is entitled under this section is the amount of unmet need for tuition, room, and board expenses, as determined by the commission, after deducting all available funding for the school year from education loans, grants, or scholarships for a person eligible for a waiver."

Page 3, line 5:

Delete "including a loan under AS 14.43.112,"

Page 3, lines 9 - 22:

Delete all material.

Renumber the following bill sections accordingly.

Page 9, following line 15:

Insert a new bill section to read:

"* **Sec. 9.** AS 47.10.080(c) is amended to read:

(c) If the court finds that the child is a child in need of aid, the court shall

(1) order the child committed to the department for placement in an appropriate setting for a period of time not to exceed two years or in any event not to extend past the date the child becomes 19 years of age, except that the department or the child's guardian ad litem may petition for and the court may grant in a hearing

(A) one-year extensions of commitment that do not extend beyond the child's 19th birthday if the extension is in the best interests of the child; and

(B) **one-year extensions of commitment that do not extend beyond the child's 21st birthday** [AN ADDITIONAL ONE-YEAR PERIOD OF STATE CUSTODY PAST 19 YEARS OF AGE] if the continued state custody is in the best interests of the person and the person consents to it;

(2) order the child released to a parent, adult family member, or guardian of the child or to another suitable person, and, in appropriate cases, order the parent, adult family member, guardian, or other person to provide medical or other care and treatment; if the court releases the child, it shall direct the department to supervise the care and treatment given to the child, but the court may dispense with the department's supervision if the court finds that the adult to whom the child is released will adequately care for the child without supervision; the department's supervision may not exceed two years or in any event extend past the date the child reaches 19 years of age, except that the department or the child's guardian ad litem may petition for and the court may grant in a hearing

(A) one-year extensions of supervision that do not extend beyond the child's 19th birthday if the extensions are in the best interests of the child; and

(B) an additional one-year period of supervision past 19 years of age if the continued supervision is in the best interests of the person and the person consents to it; or

(3) order, under the grounds specified in (o) of this section or

AS 47.10.088, the termination of parental rights and responsibilities of one or both parents and commit the child to the custody of the department, and the department shall report quarterly to the court on efforts being made to find a permanent placement for the child."

Renumber the following bill sections accordingly.

Page 11, line 9:

Delete "receiving services under the program"

Insert "eligible for services under the program who has left out-of-home care"

Page 11, line 10:

Delete "less"

Insert "more"

Page 11, line 12:

Delete "after the individual leaves out-of-home care"

Insert "and shall end before the individual is 23 years of age"

26-LS0309\S.1
Mischel
2/27/09

AMENDMENT

OFFERED IN THE HOUSE

TO: CSHB 126( ), Draft Version "S"

Page 1, line 9:

Delete "Except as provided in (b) of this section, the"

Insert "The"

Page 2, line 2:

Delete "(1)"

Page 2, line 3:

Delete "; or"

Insert "."

Page 2, lines 4 - 7:

Delete all material.

Page 2, line 31:

Delete "loans, grants,"

Insert "grants"

Page 3, line 1:

Delete "and"

Page 3, following line 1:

Insert a new paragraph to read:

5319

"(4) has applied for an available federal education loan; and"

Renumber the following paragraph accordingly.

Page 3, lines 3 - 4:

Delete all material and insert:

"(b) A waiver under this section shall be provided for the amount of unmet need for tuition, room, and board expenses, as determined by the commission after deducting all available funding for the school year from education loans, grants, or scholarships for a person eligible for a waiver."

Page 3, line 5:

Delete "including a loan under AS 14.43.112,"

Page 3, lines 9 - 22:

Delete all material.

Page 9, following line 15:

Insert a new bill section to read:

"* **Sec. 10.** AS 47.10.080(c) is amended to read:

(c) If the court finds that the child is a child in need of aid, the court shall

(1) order the child committed to the department for placement in an appropriate setting for a period of time not to exceed two years or in any event not to extend past the date the child becomes 19 years of age, except that the department or the child's guardian ad litem may petition for and the court may grant in a hearing

(A) one-year extensions of commitment that do not extend beyond the child's 19th birthday if the extension is in the best interests of the child; and

(B) **one-year extensions of commitment that do not extend beyond the child's 21st birthday** [AN ADDITIONAL ONE-YEAR PERIOD OF STATE CUSTODY PAST 19 YEARS OF AGE] if the continued state

custody is in the best interests of the person and the person consents to it;

(2) order the child released to a parent, adult family member, or guardian of the child or to another suitable person, and, in appropriate cases, order the parent, adult family member, guardian, or other person to provide medical or other care and treatment; if the court releases the child, it shall direct the department to supervise the care and treatment given to the child, but the court may dispense with the department's supervision if the court finds that the adult to whom the child is released will adequately care for the child without supervision; the department's supervision may not exceed two years or in any event extend past the date the child reaches 19 years of age, except that the department or the child's guardian ad litem may petition for and the court may grant in a hearing

(A) one-year extensions of supervision that do not extend beyond the child's 19th birthday if the extensions are in the best interests of the child; and

(B) an additional one-year period of supervision past 19 years of age if the continued supervision is in the best interests of the person and the person consents to it; or

(3) order, under the grounds specified in (o) of this section or AS 47.10.088, the termination of parental rights and responsibilities of one or both parents and commit the child to the custody of the department, and the department shall report quarterly to the court on efforts being made to find a permanent placement for the child."

Renumber the following bill sections accordingly.

Page 11, line 9:

Delete "receiving"

Insert "eligible for"

Page 11, line 9, following "program":

Insert "who has left out-of-home care"

Page 11, line 10:

Delete "that is not less than"

Insert "that is not more than"

Page 11, line 12:

Delete "after the individual leaves out-of-home care"

Insert "and shall end before the individual is 23 years of age"

Conceptual Amendment #

OFFERED IN THE HOUSE EDUCATION COMMITTEE

TO: CSHB 126

Page 2, line 22:

Insert new subsection (e) which reads: "A school district is not required to comply with the requirements of this section to the extent the legislature has not appropriated sufficient funds to implement its requirements."

Page 3, line 9:

Insert new subsection (d) which reads: "A state-supported educational institution is not required to comply with the requirements of this section to the extent the legislature has not appropriated sufficient funds to implement its requirements."

Educational Stability for Youth in Foster Care

The McKinney-Vento Act[1] applies to many children in DFCS custody and provides those children with rights that promote educational stability.

What is the McKinney-Vento Act?

- McKinney-Vento is a federal law that promotes stability, access, and academic success for homeless youth. McKinney-Vento also provides assistance for homeless youth with enrollment in a new school, transportation to school, and other educational and supplemental services. It promotes educational stability by allowing homeless youth to remain in their school of origin even if homelessness has caused them to move outside the school district. School of origin is defined as the school a student attended before becoming homeless or the school where the student was last enrolled.

Are children in foster care homeless?

- In order to be eligible for the benefits and services provided for by the McKinney-Vento Act, a student must meet the criteria for homelessness. Some children in foster care meet the criteria and are therefore considered homeless under the Act.
- The McKinney-Vento Act defines homeless children and youth as "(A) individuals who lack a fixed, regular and adequate nighttime residence…; and (B) includes – (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations; *are living in emergency or transitional shelters; are abandoned in hospitals*; *or are awaiting foster care placement*…."[2] Thus, some children in DFCS custody are considered homeless for the purpose of the McKinney-Vento Act, specifically children living in shelters, abandoned in hospitals, and children awaiting foster care placement
- Using McKinney-Vento to secure rights for children in foster care helps to minimize educational disruption. The child is able to remain in the same school, continue with the current academic curriculum, and is less likely to fall behind academically.

Are children covered by McKinney-Vento after they move into a foster home?

- Once the provisions of McKinney-Vento have been met, an eligible child remains eligible for services for the remainder of that school year even if s/he moves into a foster home.
- When the next school year begins, if the child continues to live in a foster home, s/he will no longer qualify under McKinney-Vento and at that time may have to transfer to a school in the district where s/he is residing.

What about the documents schools require to enroll a child in school?

- McKinney-Vento requires schools to immediately enroll homeless children in school even without records normally required for enrollment, such as previous academic records, medical records including immunization records, proof of guardianship, and proof of residency.
- The enrolling school must contact the last school attended to obtain relevant records to facilitate enrollment and the school should refer the child to the school liaison for assistance in obtaining immunization records.

What if the child has moved out of district and the old school refuses to allow the child to continue to attend?

- All decisions about where a homeless child shall be allowed to go to school must be made according to the child's best interests. In determining best interests of the child, the local educational agency shall "to the extent feasible, keep a homeless child or youth in the school of origin, except when doing so is contrary to the wishes of the child's or youth's parent or guardian."[3]

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- ❖ Whenever there is a disagreement between a school and a parent, guardian, or youth, the school must:
  - Immediately enroll the student in the school the parent, guardian, or youth chooses;
  - Keep the student at that school until the disagreement is settled;
  - Explain, in writing, its decision and the right to have the disagreement settled; AND
  - Send the parent, guardian or youth to the Georgia Liaison/Coordinator of Education for Homeless Children and Youth to settle the disagreement quickly. Please see the contact information below.

What if it is best to transfer the child to a new school in the district where the foster parents or relative placement live?

- ❖ Homeless children and youth have the right to stay in the school they went to before they lost their housing, to stay at whatever school they were enrolled in last, or to attend the local school where they are now living.

Is there any help with transportation?

- ❖ If McKinney-Vento applies to the child, then the school district must provide or arrange transportation for the student to stay at the school of origin, even if the student moves to a different city, county, or school district.
  - If a student is living in the same school district as the school of origin, then that school district has to provide transportation. If the student moves across district lines, then both districts have to work together to provide transportation.

What type of transportation will the school provide?

- ❖ Schools can provide transportation in different ways, including:
  - Re-routing school buses and making sure buses go to shelters, group homes and other places where students live;
  - Providing passes for public buses and subways, including passes for caretakers when needed;
  - Using the transportation systems social services use;
  - Using approved van or taxi services;
  - Reimbursing parents, guardians or youth for gas;
  - Working with service providers and public assistance agencies to make transportation plans or provide transportation;
  - Getting local businesses or other agencies to help with transportation costs; and

Where can I get more information?

- ❖ The National Law Center on Homelessness & Poverty, www.nlchp.org.
- ❖ Georgia's Education for Homeless Children and Youth Coordinator is Mr. David Davidson. He can be reached at phone 404-651-7555 or e-mail ddavidso@doe.k12.ga.us.
- ❖ The Georgia Law Center for the Homeless, www.galawcenter.org , phone: 404-681-0680.

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[1] The McKinney -Vento Act codified as amended at 42 U.S.C.A. §11432 through §11434a(2)(2004).
[2] 42 U.S.C.A.§11434a(2)(B)(2004)(emphasis added).
[3] 42 U.S.C.A. §11432(3)(B)(i)(2004).

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origin, as determined in paragraph (3)(A), in accordance with the following, as applicable:

(I) If the homeless child or youth continues to live in the area served by the local educational agency in which the school of origin is located, the child's or youth's transportation to and from the school of origin shall be provided or arranged by the local educational agency in which the school of origin is located.

(II) If the homeless child's or youth's living arrangements in the area served by the local educational agency of origin terminate and the child or youth, though continuing his or her education in the school of origin, begins living in an area served by another local educational agency, the local educational agency of origin and the local educational agency in which the homeless child or youth is living shall agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin. If the local educational agencies are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.

(2) COMPLIANCE-

(A) IN GENERAL- Each plan adopted under this subsection shall also describe how the State will ensure that local educational agencies in the State will comply with the requirements of paragraphs (3) through (7).

(B) COORDINATION- Such plan shall indicate what technical assistance the State will furnish to local educational agencies and how compliance efforts will be coordinated with the local educational agency liaisons designated under paragraph (1)(J)(ii).

(3) LOCAL EDUCATIONAL AGENCY REQUIREMENTS-

(A) IN GENERAL- The local educational agency serving each child or youth to be assisted under this subtitle shall, according to the child's or youth's best interest--

(i) continue the child's or youth's education in the school of origin for the duration of homelessness--

(I) in any case in which a family becomes homeless between academic years or during an academic year; or

(II) for the remainder of the academic year, if the child or youth becomes permanently housed during an academic year; or

(ii) enroll the child or youth in any public school that nonhomeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

(B) BEST INTEREST- In determining the best interest of the child or youth under subparagraph (A), the local educational agency shall--

(i) to the extent feasible, keep a homeless child or youth in the school of origin, except when doing so is contrary to the wishes of the child's or youth's parent or guardian;

(ii) provide a written explanation, including a statement regarding the right to appeal under subparagraph (E), to the homeless child's or youth's parent or guardian, if the local

educational agency sends such child or youth to a school other than the school of origin or a school requested by the parent or guardian; and

(iii) in the case of an unaccompanied youth, ensure that the homeless liaison designated under paragraph (1)(J)(ii) assists in placement or enrollment decisions under this subparagraph, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal under subparagraph (E).

(C) ENROLLMENT- (i) The school selected in accordance with this paragraph shall immediately enroll the homeless child or youth, even if the child or youth is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency, or other documentation.

(ii) The enrolling school shall immediately contact the school last attended by the child or youth to obtain relevant academic and other records.

(iii) If the child or youth needs to obtain immunizations, or immunization or medical records, the enrolling school shall immediately refer the parent or guardian of the child or youth to the local educational agency liaison designated under paragraph (1)(J)(ii), who shall assist in obtaining necessary immunizations, or immunization or medical records, in accordance with subparagraph (D).

(D) RECORDS- Any record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless child or youth shall be maintained--

(i) so that the records are available, in a timely fashion, when a child or youth enters a new school or school district; and

(ii) in a manner consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g).

(E) ENROLLMENT DISPUTES- If a dispute arises over school selection or enrollment in a school--

(i) the child or youth shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute;

(ii) the parent or guardian of the child or youth shall be provided with a written explanation of the school's decision regarding school selection or enrollment, including the rights of the parent, guardian, or youth to appeal the decision;

(iii) the child, youth, parent, or guardian shall be referred to the local educational agency liaison designated under paragraph (1)(J)(ii), who shall carry out the dispute resolution process as described in paragraph (1)(C) as expeditiously as possible after receiving notice of the dispute; and

(iv) in the case of an unaccompanied youth, the homeless liaison shall ensure that the youth is immediately enrolled in school pending resolution of the dispute.

(F) PLACEMENT CHOICE- The choice regarding placement shall be made regardless of whether the child or youth lives with the homeless parents or has been temporarily placed elsewhere.

(G) SCHOOL OF ORIGIN DEFINED- In this paragraph, the term 'school of origin' means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

(H) CONTACT INFORMATION- Nothing in this subtitle shall prohibit a local educational agency from requiring a parent or guardian of a homeless child to submit contact information.

(4) COMPARABLE SERVICES- Each homeless child or youth to be assisted under this subtitle shall be provided services comparable to services offered to other students in the school selected under paragraph (3), including the following:

(A) Transportation services.

(B) Educational services for which the child or youth meets the eligibility criteria, such as services provided under title I of the Elementary and Secondary Education Act of 1965 or similar State or local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency.

(C) Programs in vocational and technical education.

(D) Programs for gifted and talented students.

(E) School nutrition programs.

(5) COORDINATION-

(A) IN GENERAL- Each local educational agency serving homeless children and youths that receives assistance under this subtitle shall coordinate--

(i) the provision of services under this subtitle with local social services agencies and other agencies or programs providing services to homeless children and youths and their families, including services and programs funded under the Runaway and Homeless Youth Act (42 U.S.C. 5701 et seq.); and

(ii) with other local educational agencies on interdistrict issues, such as transportation or transfer of school records.

(B) HOUSING ASSISTANCE- If applicable, each State educational agency and local educational agency that receives assistance under this subtitle shall coordinate with State and local housing agencies responsible for developing the comprehensive housing affordability strategy described in section 105 of the Cranston-Gonzalez National Affordable Housing Act (42 U.S.C. 12705) to minimize educational disruption for children and youths who become homeless.

(C) COORDINATION PURPOSE- The coordination required under subparagraphs (A) and (B) shall be designed to--

(i) ensure that homeless children and youths have access and reasonable proximity to available education and related support services; and

(ii) raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness.

(6) LOCAL EDUCATIONAL AGENCY LIAISON-

(A) DUTIES- Each local educational agency liaison for homeless children and youths, designated under paragraph (1)(J)(ii), shall ensure that--

ALASKA STATE LEGISLATURE

REPRESENTATIVE LES GARA

MEMORANDUM

DATE: February 24, 2009

TO: Representative Paul Seaton, Chair, House Education Committee

FROM: Representative Les Gara

RE: CS for HB 126 – Foster Care

Here is the list of changes in the committee substitute (26-LS0309\S).

- Section 4 – The definition of "out-of-home care" was changed to be consistent with the definition already in law under AS 47.14.400(e)(4). This change is reflected throughout the bill.

- Section 5 – This new section also applies "out-of-home" in lieu of "foster" care.

- Section 9 – This new section also applies "out-of-home" in lieu of "foster" care.

- Section 10 – New language to the previous Section 8 adds legal immunity for social workers relating to the monthly visit issue.

- Section 11 from the original bill was deleted because it unnecessarily affected juvenile prosecutions.

- Section 13 rewrites the original Section 12. The proposal in this section of the original HB126 could have been interpreted to mean that the program would apply only to those individuals that, at the time that the training efforts related to independent living skills were initiated, were identified as being likely to remaining in foster care until age 21. That would mean that if the training efforts were initiated when the individual was 16, and at that time it was believed that foster care would end shortly after the individual's 18th birthday, the program would not apply to that person, even if it later turns out that the individual needs to remain in foster care until age 21. If that interpretation was used, the proposed change to statute would be more restrictive than the current statute. The CS adopts changes requested by OCS to mitigate this concern.

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- Section 14 – This new section adds language that reflects the broadened definition of youth in state custody, from "foster care" to "out-of-home care", for application to independent living programs.

- Section 16 – This new section also applies "out-of-home" in lieu of "foster" care.

- Section 17 – This revises the old Section 13, adding the language "living expense" to the title of the stipend and making more flexible the amount given to the youth to give more discretion to the department.

ALASKA STATE LEGISLATURE

REPRESENTATIVE LES GARA

Sponsor Statement
HB 126: Success For Foster Youth

HB 126 is designed to fix some of the most glaring problems in our foster care system – problems that serve to deny opportunity and success to at risk foster youth. It is cost effective, and designed to supplement partial efforts that exist today. Given the number of foster youth in Alaska – approximately 2,000 – the cost of this effort will not be substantial, but the economic and human and opportunity cost of not passing it will be.

The legislation is an outgrowth of this past fall's bi-partisan legislative foster care conference, and work by Alaska's foster youth, who have become increasingly active in seeking solutions for the problems they face on a day to day basis.

Today roughly 40% of foster youth end up homeless at some point in their lives after leaving foster care. That's unacceptable, and HB 126 proposes cost effective solutions to that problems. It is estimated that less than 10% of our foster youth graduate from college. Foster youth end up in jail and on state-paid social services, and in social service treatment in greater numbers than their peers. Tolerating this costs Alaskans in terms of money, lost economic activity and human opportunity.

HB 126 does the following:

- It requires OCS to meet federal standards by requiring in person visits with foster children on a monthly basis. Many states impose such a requirement to spur compliance by their state agencies, and the language in HB 126 is taken from Minnesota. The most recent federal review of our system states that in roughly 1/3 of the cases OCS staff meet once every 8 months with foster youth. OCS is working on improving this, and OCS staff are eager to find ways to comply with the monthly visit standards that are so important if we are to protect our foster youth from harm, and learn their needs so they can succeed.

- It provides housing assistance to youth coming out of foster care, for up to a year. Current rules allow OCS to pay for one month of full rent, and then 2 months of rent at 50% of the youth's cost.

- It provides tuition and room and board for in-state job training and college. Currently there are a limited number of tuition-only scholarships available to youth, and some job training assistance. This provision would make that assistance complete. The room and

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board component is crucial, as foster youth have no home they can live in after foster care ends.

- It requires that foster youth be allowed to remain in their current school when they suffer a foster family placement change. Bouncing youth between schools causes failure, and federal law provides partial funding to allow students to avoid school transfers.

- It requires that when foster youth are transferred to a new school, they be allowed to attend immediately, and requires that their transcript information be transferred to the new school within 7 days.

Federal funding is available for portions of this effort, and the limited number of foster youth in Alaska would make implementation of this effort relatively inexpensive. If we don't pursue this legislation, Alaska's foster youth will continue facing unfair barriers to their success – and that shouldn't be an acceptable option.

Please don't hesitate to contact us with questions.

LEGAL SERVICES

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MEMORANDUM February 12, 2009

SUBJECT: Sectional Summary (HB 126; Work Order No. 26-LS0309\E)

TO: Representative Les Gara
Attn: Katie Conway

FROM: Jean M. Mischel
Legislative Counsel

You have requested a sectional summary of the above-described bill.

As a preliminary matter, note that a sectional summary of a bill should not be considered an authoritative interpretation of the bill and the bill itself is the best statement of its contents. If you would like an interpretation of the bill as it may apply to a particular set of circumstances, please advise.

Section 1. Provides for the continuation of a public education in a student's school of origin for a homeless student under federal specifications. Provides exceptions for a move outside of a school district or when a superintendent makes contrary findings in the student's best interest. Modifies federal definition of homelessness to include students who are placed in out-of-home care by the state.

Section 2. Provides for a waiver of tuition, fees, and room and board expenses at a state-supported educational institution for a person who was placed in out-of-home care under specified circumstances for a person who is 16 years or older. The school may require eligible applicants to apply for a loan under section 3.

Section 3. Provides for an education loan for students eligible under section 2 to offset unmet education expenses after a waiver is granted under section 2.

Section 4. Defines out-of-home care for purposes of student loans and waivers.

Section 5. Amends the state's purpose and policy related to children to include education and intellectual development.

Section 6. Amends the legislative intent related to children to include providing a public education as provided under section 1.

Section 7. Replaces the term "foster homes" with "out-of-home care" for purposes of

establishing medical assistance eligibility for certain persons and adds a category of eligibility for persons under 21 years of age who were in out-of-home care for a specified period of time on or after the person's 16th birthday.

Section 8. Establishes mandatory monthly visits by social workers employed by the department to make monthly home visits, as described, to all children in the custody of the department.

Section 9. Amends the definition of "child" for purposes of the child in need of aid statutes.

Section 10. Defines "out-of-home care" for purposes of the child in need of aid statutes.

Section 11. Defines "child" and "out-of-home care" for purposes of juvenile programs and institutions.

Section 12. Increases the maximum eligibility age from 18 to 21 for purposes of the foster care transition program.

Section 13. Establishes a monetary stipend to be paid to persons who are eligible for the foster care transition program.

JMM:ljw
09-088.ljw

FISCAL NOTE

STATE OF ALASKA
2009 LEGISLATIVE SESSION

Fiscal Note Number: HB126
Bill Version:
() Publish Date:

Identifier (file name): HB126-EED-ACPE-02-23-09
Dept. Affected: Education
Title: An Act relating to continuing the secondary public education of a homeless student; relating to the purpose of certain
RDU: ACPE
Component: Program Administration and Operations
Sponsor: Rep. Gara
Requester: (H)EDC
Component Number: 2738

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2010**	**FY 2010**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**
Personal Services							
Travel							
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims							
Miscellaneous							
TOTAL OPERATING	0.0	***	***	***	***	***	***
CAPITAL EXPENDITURES							
CHANGE IN REVENUES ( )							
FUND SOURCE		(Thousands of Dollars)					
1002 Federal Receipts							
1003 GF Match							
1004 GF							
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	0.0	***	***	***	***	***	***

Estimate of any current year (FY2009) cost:

POSITIONS							
Full-time							
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

Sections 3 and 4 of the bill amend the Alaska Student Loan statutes creating special loan terms and conditions for otherwise eligible borrowers, providing for a lower annual loan limit than would otherwise be available and provides for the loan to be interest-free to the borrower under certain conditions. The commission no longer makes loans under this section of law, and it is unclear whether the intent of the bill is to create a separate loan program for this special population that is in addition to the other loans available to them, or if this is to be an alternative to other borrowing. Currently, the commission administers newly originated state education loans (those not carrying a federal guarantee) pursuant to AS 14.43.170--AS 14.43.175. At the time of drafting of this note, the anticipated population of program participants is not known so related costs estimates could not be determined.

Prepared by: Diane Barrans, Executive Director — Phone 465-6740
Division: Alaska Commission on Postsecondary Education — Date/Time 2/23/06 1:00 PM
Approved by: Diane Barrans, Executive Director — Date 2/23/2006
Alaska Commission on Postsecondary Education

(Revised 9/10/2008 OMB)

5335

FACT SHEET

Educational Outcomes for Children and Youth in Foster and Out-of-Home Care

September 2007

For the over 800,000 children and youth served in foster care each year in the United States, educational success is a potential positive counterweight to abuse, neglect, separation, and impermanence. Positive school experiences enhance their well-being, help them make more successful transitions to adulthood, and increase their chances for personal fulfillment and economic self-sufficiency, as well as their ability to contribute to society. Unfortunately, the educational outcomes for children and youth in foster care are dismal. As this current research summary reveals, young people in foster care are in educational crises. Although data are limited, particularly national data, research makes it clear that serious issues must be addressed to ensure the educational success of children and youth in foster care.

National Foster Care Data

The following data are based on the U.S. Department of Health and Human Services AFCARS report: *Preliminary FY 2005 Estimates as of September 2006.*[1]

TABLE 1. NATIONAL FOSTER CARE STATISTICS

Children and Youth in Foster Care	Percentages/Numbers
Children and youth served in foster care during 2005	Over 800,000 (about 1% of child population[2])
Children and youth in foster care on September 30, 2005	513,000
Young children in foster care (age 0–4)	28% (142,163)
School age children in foster care (age 5–18)	71% (360,848)
Young adults in foster care (age 18–20)	5% (23,997)
Children and youth of color in foster care	57%
Male children and youth in foster care	52%
Number of youth who emancipated/aged out of foster care in 2005	9% (24,407)
Children and youth exiting foster care who had been in care for one year or more	50%
Children and youth exiting foster care who had been in care for three years or more	17%

School Placement Stability/Enrollment Issues

School Mobility Rates of Children and Youth in Foster Care

- Children and youth have an average of one to two home placement changes per year while in out-of-home care.[3]
- A 2001 study of more than 4,500 children and youth in foster care in Washington State found that, at both the elementary and secondary levels, twice as many youth in foster care as youth not in care had changed schools during the year.[4]
- In a 2000 New York study of 70 children and youth in foster care, more than 75% did not remain in their school once placed in foster care, and almost 65% had been transferred in the middle of the school year.[5]
- A 2004–2005 three-state study of youth aging out of care (the Midwest Study) by Chapin Hall revealed substantial levels of school mobility associated with placement in out-of-home care. Over a third of young adults reported having had five or more school changes.[6]

- School mobility rates are highest for those entering care for the first time. According to another Chapin Hall study in 2004 of almost 16,000 children and youth in the Chicago Public School system, over two-thirds switched schools shortly after their initial placement in out-of-home care.[7]
- A study of 1,082 Casey Family Programs foster care alumni served across the country found that over two-thirds (68%) of them had attended three or more different elementary schools and a third (33%) had attended five or more.[8]

Negative Effects of School Mobility

- A 1996 study of students in Chicago Public Schools found that students who had changed schools four or more times had lost approximately one year of educational growth by their sixth year.[9]
- A 1999 study found that California high school students who changed schools even once were less than half as likely to graduate as those who did not change schools, even when controlling for other variables that affect high school completion.[10]
- In the Casey national study of 1,082 foster care alumni throughout the country, youth who had had one fewer placement change per year were almost twice as likely to graduate from high school before leaving care.[11]
- A 2004 study in Philadelphia of 1,635 children over age two found that multiple placements and episodic foster care increased the probability of high mental health service use.[12]

Suspensions/Expulsions

- Two-thirds (67%) of youth in out-of-home care in the Midwest Study had been suspended from school at least once compared to 28% in a national sample of general population youth. About one sixth (17%) of the Midwest youth had been expelled compared with 5% of the general population sample.[13]

Enrollment Issues

- In the New York study, 42% of the children and youth did not begin school immediately upon entering foster care. Nearly half of these young people said that they were kept out of school because of lost or misplaced school records.[14]
- A 2001 Bay Area study of over 300 foster parents found that "missing information from prior schools increased the odds of enrollment delays by 6.5 times."[15]

Academic Outcomes

Academic Achievement

- The Washington State study found that children and youth in foster care attending public schools scored 16 to 20 percentile points below non-foster youth in statewide standardized tests at grades three, six, and nine.[16]
- Youth in foster care in the Midwest Study, interviewed primarily after completing 10th or 11th grade, on average read at only a seventh grade level. Approximately 44% read at high school level or higher. Few excelled in academic subjects, especially relative to a comparable national sample. Less than one in five received an "A" in English, math, history, or science.[17]
- Chapin Hall's research on Chicago Public School children and youth in out-of-home care indicates they lag at least half a school year behind demographically similar students in the same schools. (There is an overall achievement gap of upwards of one year. However, some of this is attributed to the low-performing schools that many of them attend.) Almost 50% of third to eighth grade students in out-of-home care scored in the bottom quartile on the reading section of the Iowa Tests of Basic Skills (ITBS) test.[18]

Grade Retention/Old for Grade

- In the Washington State study, twice as many youth in foster care at both the elementary and secondary levels repeated a grade compared to youth not in care.[19]
- Nearly 45% of youth in care in the New York State study reported being retained at least once in school.[20]
- In the Midwest Study, 37% of youth in foster care (compared with 22% of a comparable national sample) reported repeating a grade.[21]
- Chicago Public School students in out-of-home care were almost twice as likely as other students to be at least a year older for their grade, even after demographic factors were taken into account and comparisons made to other students attending the same schools.[22]
- The national study of Casey foster care alumni found that 36% of them had repeated a grade.[23]

Special Education Issues

Number of Youth in Special Education

- Numerous studies indicate anywhere between one-quarter and nearly one-half (23%–47%) of children and youth in out-of-home care in the U.S. receive special education services at some point in their schooling.[24] The national average of school-aged children and youth served in special education each year is close to 12%.[25]
- At both the elementary and secondary levels, more than twice as many foster youth as non-foster youth in the Washington State study had enrolled in special education programs.[26]
- Nearly half of the youth in foster care in the Midwest Study had been placed in special education at least once during the course of their education.[27]
- Chicago Public School students in out-of-home care between sixth and eighth grades were classified as eligible for special education nearly three times more frequently than students not in care. [28]
- 38% of Casey foster care alumni reported they had been enrolled in supplemental education classes for youth needing extra help.

Advocacy Regarding Special Education Services

- An Oregon study done in 2006 compared a group of 45 youth in foster care in special education to a group in special education, but not in foster care. They found that: [29]
  - » The education and transition plans of foster youth were lower in quality.
  - » The transition plans of the foster care group were half as likely as the comparison group's plans to contain goals regarding education after high school (31% vs. 60%).
  - » Youth in foster care were less likely to have an advocate (i.e., family member, foster parent, or educational surrogate) present at their planning process meeting (42% vs. 69%).
- In the Bay Area study, 68% of the school-age children in foster care reviewed were identified as having special needs, yet only 36% were receiving special education services.[30]
- In the New York study, Advocates for Children of New York found that:
  - » 90% of biological parents of children in foster care surveyed did not participate in any special education processes concerning their child.[31]
  - » 60% of caseworkers/social workers surveyed "were not aware of existing laws when referring children to special education" and over 50% said "that their clients did not receive appropriate services very often while in foster care."[32]
- A 1990 study in Oregon found that children who had multiple foster care placements and who needed special education were less likely to receive those services than children in more stable placements.

Mental, Emotional and Behavioral Issues

Mental Health

- In a 2005 study of foster care alumni in Oregon and Washington (the Northwest Alumni Study), 54% of alumni had one or more mental health disorders in the past 12 months, such as depression, social phobia or panic syndrome (compared with 22% of general population).[33]
- In the same study, 25% had post-traumatic stress disorder within the past 12 months (compared with 4% of general population), which is twice the rate of U.S. war veterans.[33]
- A 2003 study that surveyed key child welfare administrators in 92 localities about their policies for screening children entering out of home care found that only 43% of them provided comprehensive assessments that included physical, mental health, and developmental examinations.[35]

Emotional and Behavioral Issues

- Recent research in Chicago confirmed previous statewide research findings that children in foster care are significantly more likely than children in the general population to have a special education classification of an emotional or behavioral disturbance.[36]
- Several studies have found that children and youth in foster care are significantly more likely to have school behavior problems and that they have higher rates of suspensions and expulsions from school.[37]

High School Completion Rates

High School Completion Rates/Drop-Out Rates

- A 2006 report by the EPE Research Center indicates that the nationwide high school completion rate for all students is 70%. More are lost in ninth than in any other grade (9th: 35%; 10th: 28%; 11th: 20%; 12th: 17%).[38]
- Studies have found differing rates of high school completion (through a degree or GED), by youth in out-of-home care, though the measures have been defined somewhat differently:
  - » In the Washington State study, 59% of youth in foster care enrolled in 11th grade completed high school by the end of 12th grade.[39]
  - » The young adults in the Northwest Alumni Study and the Casey national alumni study completed high school (via diploma or GED) at rates of 85% and 86%, respectively, by age 25, which is comparable to the general population rate. Both studies found, however, much higher GED completion rates compared to the general population (5%): over one in four (29%) in the Northwest study,[40] and one in five (19%) in the Casey national study.[41]
  - » In the Midwest Study, approximately 58% of youth in foster care had a high school degree at age 19, compared to 87% of their same-age peers in a comparable a national sample.[42]
  - » A national study in 1994 of young adults who had been discharged from foster care found that 54% had completed high school.[43]
  - » In the Chapin Hall study of Chicago Public School youth, fifteen-year-old students in out-of-home care were about half as likely as other students to have graduated 5 years later, with significantly higher percentages of students in care having dropped out (55%) or incarcerated (10%).[44]
- A 1997 study on long-term outcomes for children in foster care on a national level found that youth in foster care are more than twice as likely (37% vs. 16%) to have dropped out of high school than non-foster youth. Five years later, 77% of the former foster youth who had dropped out of high school had completed a high school diploma or GED, compared with 93% of the non-foster youth who had dropped out.[45]

Factors Contributing to Dropping Out

- A 1995 nationwide study of over 17,000 students found that being retained even once between first and eighth grade makes a student four times more likely to drop out than a classmate who was never held back, even after controlling for multiple factors.[46]
- School mobility has also been implicated as a clear risk factor for dropout in several studies.[47]
- The recent EPE Research Center report indicates that repeating a grade, changing schools, and behavior problems are among the host of signals that a student is likely to leave school without a traditional diploma.[48]
- The book *Drop Outs in America* reports research that shows the following students are at risk for dropping out: students of color, students who had been held back, students who are older than others in their grade, and English-language learners.[49]

Postsecondary Preparation, Entrance, and Completion

College Aspiration/Preparation

- The majority (80%) of those youth in out-of-home care interviewed in the Midwest Study at age 17–18 hoped and expected to graduate from college eventually.[53]
- Foster youth with high educational aspirations, on average, were found to have higher reading achievement compared to foster youth with lower aspirations in a 2003 study of Illinois youth age 16–17.[54]
- A national study done in 1997 indicates that only 15% of youth in foster care are likely to be enrolled in college preparatory classes versus 32% of students not in foster care, even when they have similar test scores and grades.[55]
- Strong academic preparation has been found to be the single most important factor in enrolling and succeeding in a postsecondary program. However, in the United States, studies of the general population have found that:
  - » Only 32% of all students leave high school qualified to attend a four-year college.[56]
  - » Only 20% of all African American and 16% of all Hispanic students leave high school college-ready.[57]
  - » Between 30-60% of students "now require remedial education upon entry to college, depending on the type of institution they attend."[58]

Postsecondary Entrance/Completion Rates

- The Northwest Alumni Study[50] found that of the foster care alumni who were interviewed:
  - » 43% completed some education beyond high school.
  - » 21% completed any degree/certificate beyond high school.
  - » 16% completed a vocational degree (22% among those age 25 or older).
  - » 1.8% completed a bachelor's degree (3% among those age 25 or older) compared to the general population rate of 24%.
- Estimates from a range of studies vary widely for college enrollment rates (7–48%) and graduation rates (1–8%).[51]
- The Casey national alumni study reported college completion rates of 9% (at any age) compared to the general population rate of 24%.[52]

Social/Economic Issues

Social Issues

- In the Midwest Study, by about 19 years of age, young women in foster care were more than twice as likely to have been pregnant by age 19 compared with their peers not in foster care.[59]
- The Midwest Study also found that youth aging out of the child welfare system had higher rates of offending across a range of behaviors from property crimes to serious violent crimes than their same age peers. Both male and female foster youth, for example, were over 10 times more likely to report having been arrested since age 18 than youth in a comparative sample.[60]
- In the Northwest Alumni Study, more than one in five alumni reported experiencing homelessness since discharge from foster care.[61] In the Midwest Study, one in seven youth reported experiencing homelessness since leaving care.[62]

GED vs. High School Diploma

- In research done in 1998 analyzing the educational and labor market performance of GED recipients, it was found that individuals earning a GED credential instead of a high school diploma spend less time working, experience more job turnover, and earn lower wages. They were also half as likely to earn associate's degrees and even less likely to earn bachelor's degrees.[63]

Economic Impact

- Compared to graduates, the EPE Research Center found that high school dropouts are more likely to be unemployed, earn lower wages, have higher rates of public assistance, be single parents, and have children at a younger age.[64]

TABLE 2. SELECTED OUTCOMES BY EDUCATIONAL ACHIEVEMENT

	Employment Rate (Mar '06)	Unemployment Rate (Mar '06)	Earning Power (Median Earnings, '04)
Dropouts	42%	8%	$18,085
HS Graduate	60%	5%	$26,104
Some College	70%	4%	$30,610
College Grad	76%	2%	$47,317

(EPE Research Center, Diplomas Count, 2006)

- According to the Northwest Alumni Study, alumni of the foster care system experience difficult employment and financial situations once they become 18 and age out of the system.[65]
  - » One-third lived at or below poverty (three times the national rate).
  - » One-third had no health insurance (twice the national rate).
  - » Their employment rate was 80% (compared with 95% of same-aged members of the general population).
  - » 17% were currently receiving cash public assistance.

Supportive Factors

Staying in Foster Care After Age 18

- The Midwest Study[66] found that:
  - » Young adults who stayed in care after 18 were more than twice as likely to be enrolled in a school or training program as those who had been discharged.
  - » Young adults who stayed in care after 18, who had a high school diploma or GED, were over three times as likely as those no longer in care to be enrolled in a 2- or 4-year college.
  - » Compared to the 19 year olds still in foster care, those who left the system were more likely to have become pregnant.[67]

Table 3. Current Educational Enrollment: Midwest Study (n=603)

Educational Enrollment	Young Adults Still In Care	Young Adults No Longer In Care
Not Enrolled	33.3%	69.2%
High School or GED	20.9%	10.1%
Vocational Training	8.5%	9.1%
2-Year College	26.6%	7.9%
4-Year College	10.6%	3.8%

Caring, Stable Relationships

- A study conducted with 216 emancipated foster youth attending a four-year university found that social support was an important factor in their educational success: nearly 87% had either a friend of family member to ask for help or advice if needed, 80% had contact with their birth family, and 60% still maintained relationships with their foster or kin-care parents.[68]
- A qualitative study of 38 educationally high-achieving (obtained at least a BA degree) former foster youth found that most of the young adults had a mentor or a role-model, with whom the youth had a close relationship. One in three young adults believed that for former foster youth to succeed in higher education, they need the continued support and advice of a mentor or other adults who understands their experiences.[69]

Existence of Education Advocates

- Multiple studies indicate that foster children often lack a knowledgeable, consistent educational advocate.[70]
- Further studies indicate that foster parents, social workers, and judges who are entrusted with the welfare of the child in care too often lack the training and awareness to provide the educational advocacy that children in care especially need.[71]

Early Childhood Education/Early Intervention

General Early Learning Research

- Only 18% of the foster parents in the 2000 New York study reported that children under their care were enrolled in preschool programs. Of the foster parents who indicated that none of the foster children they cared for were enrolled in preschool programs, 80% reported that no one advised them to enroll these children in such programs.[72]
- The Chicago Longitudinal Study followed the education and social development of more than 1,500 low-income children served by the Chicago Child-Parent Center. When compared to a peer group who did not receive the center's services, participants had a 41% lower rate of juvenile arrest for violent offenses, 41% fewer special education placements, and 51% fewer allegations of child abuse and neglect. At age 21, the participants had a 20% higher rate of high school completion. Every dollar invested in the program returned four dollars to the public in reduced costs of crime, welfare, and remedial education (2001 data).[73]
- The High/Scope Perry Preschool is a multi-year study of 123 low income African-American children who were assessed to be at high risk of school failure. Fifty-eight received a high-quality preschool program at ages 3 and 4; the other 65 children received no preschool program. Forty years later, the group that received high-quality early learning had higher IQs at age 5, higher high school graduation rates, fewer arrests, and higher median annual incomes than those who received no preschool.[74]

Early Intervention

- A 2005 national study on 2,813 young children in child welfare found that about 40% of toddlers and 50% of preschoolers have high developmental and behavioral needs; however, only 23% of children overall are receiving services for these issues.[75]
- 89% of the biological parents in the 2000 New York study stated that they were unaware of, and never informed about, the Early Intervention program while their children were in foster care. Without parental consent, most children in foster care cannot receive these services.[76]

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Endnotes

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1 National AFCARS data (2007)
2 Kids Count (2007)
3 National AFCARS data (2002)
4 Burley & Halpern, 2001, p. 1
5 Advocates for Children of New York, Inc., 2000, p. 5
6 Courtney, et al., 2004, p. 42
7 Smithgall et al., 2004, p. 46
8 Pecora, et al., 2006, p. 223
9 Kerbow, University of Chicago, 1996, p. 20
10 Rumberger, et al., 1999, p. 37
11 Pecora et al., 2006, p. 226
12 Rubin, et al., 2004, p. 5
13 Courtney, et al., 2004, p. 42
14 Advocates for Children of New York, Inc., 2000, p. 4
15 Choice, et al., 2001, p. 44
16 Burley & Halpern, 2001, p. 13
17 Courtney, et al., 2004, pp. 43, 45
18 Smithgall et al., 2004, pp. 14, 17
19 Burley & Halpern, 2001, p. 1
20 Advocates for Children of New York, Inc., 2000, p. 45
21 Courtney, et al., 2004, p. 42
22 Smithgall et. al., 2004, p. 22
23 Pecora, et al., 2006, p. 223
24 Courtney, et al., 2004 (47% of 732); Smithgall, et al., 2004 (45% of 1,216 sixth through eighth graders); Burley and Halpern, 2001 (23% of 1,423 third graders, 29% of 1,539 six graders, 24% of 1,597 ninth graders); Choice, et al., 2001 (36% of 303); Advocates for Children of New York Inc., 2000 (30% of 70); Zanghi, 1999 (41% of 134); Jones, et. al., 1998 (23% of 249); Goerge, et al., 1992 (29.1% of 14,714)
25 IDEA Part B Child Count (2005), Table 1-10 and IDEA Part B Data Fact Sheet. The percentage of children ages 6-17 served by IDEA in the United States in 2005 at a certain point in time was 11.59%. It is not a cumulative count of all students served throughout the year and actual percentage may be slightly higher. States have different eligibility criteria for each disability category. As a result, the proportion of students with a particular disability differs from state to state. Accessed 8/29/07 at: www.ideadata.org/arc_toc7.asp#partbCC.
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28 Smithgall et. al., 2004, p. 58
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31 Advocates for Children of New York, Inc., 2000, p. 6
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33 Pecora et al., 2005, p. 34
34 Ibid.
35 Leslie, et al., 2003, p. 2
36 Goerge et al., 1992, p. 3; Smithgall et al., 2004, p. 58
37 Courtney, et al., 2004, p. 42; Barber & Delfabbro, 2003, pp. 6, 7; McMillen et al., 2003, p. 475; Zima et al., 2000, pp. 98, 99; Kortenkamp & Ehrle, 2002, pp. 2-3
38 EPE Research Center, 2006
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40 Pecora, et al., 2005, p. 35, p. 2
41 Pecora, et al., 2006, pp. 225
42 Courtney, et al., 2005, p. 22
43 Cook, 1994, p. 218
44 Smithgall et al., 2004, p. 28
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46 Rumberger, 1995, p. 601
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51 E.g. Casey Family Services, 1999, p. 13; Courtney et al., 2004 pp. 39-40; Reilly, 2003, Pecora, et al., 2006
52 Pecora, et al., 2006, p. 225
53 Courtney, et al., 2004, p. 39
54 Shin, 2003, p. 622
55 Blome, 1997, p. 47
56 Greene, 2005, p. 9
57 Ibid.
58 Conley, 2005, p. xi
59 Courtney, et al., 2005, p. 54
60 Cusick and Courtney, 2007, p.6
61 Pecora, et al, 2005, p. 23
62 Courtney, et al., 2005, p. 29
63 Boesel, Alsalam, and Smith, 1998, pp. xii-xiv.
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66 Courtney, et al., 2005, p. 21
67 Courtney, et al., 2005, p. 54
68 Merdinger, et al., 2005, p. 891
69 Martin & Jackson, 2002, p. 128
70 Ayasse, 1995, p. 10; Goerge, et al., 1992, p. 8; Smucker, et al., 1996, pp.11-13
71 Advocates for Children of New York, Inc., 2000, pp. 56, 58; Altshuler, 1997, p. 3
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HB

130

2009 Alaska
Youth Risk Behavior Survey

This survey is about health behavior. It has been developed so you can tell us what you do that may affect your health. The information you give will be used to develop better health education for young people like yourself.

DO NOT write your name on this survey. The answers you give will be kept private. No one will know what you write. Answer the questions based on what you really do.

Completing the survey is voluntary. Whether or not you answer the questions will not affect your grade in this class. If you are not comfortable answering a question, just leave it blank.

The questions that ask about your background will be used only to describe the types of students completing this survey. The information will not be used to find out your name. No names will ever be reported.

Make sure to read every question. Fill in the ovals completely. When you are finished, follow the instructions of the person giving you the survey.

Thank you very much for your help.

Directions

- **Use a #2 pencil only.**
- **Make dark marks.**
- **Fill in a response like this: A B ● D.**
- **If you change your answer, erase your old answer completely.**

1. How old are you?
   - A. 12 years old or younger
   - B. 13 years old
   - C. 14 years old
   - D. 15 years old
   - E. 16 years old
   - F. 17 years old
   - G. 18 years old
   - H. 19 years old or older

2. What is your sex?
   - A. Female
   - B. Male

3. In what grade are you?
   - A. 9th grade
   - B. 10th grade
   - C. 11th grade
   - D. 12th grade
   - E. Ungraded or other grade

4. Are you Hispanic or Latino?
   - A. Yes
   - B. No

5. What is your race? **(Select one or more responses.)**
   - A. American Indian or Alaska Native
   - B. Asian
   - C. Black or African American
   - D. Native Hawaiian or Other Pacific Islander
   - E. White

6. How tall are you without your shoes on?

   Directions: Write your height in the shaded blank boxes. Fill in the matching oval below each number.

   Example

Height	
Feet	**Inches**
5	***7***
③	⓪
④	①
●	②
⑥	③
⑦	④
	⑤
	⑥
	●
	⑧
	⑨
	⑩
	⑪

7. How much do you weigh without your shoes on?

   Directions: Write your weight in the shaded blank boxes. Fill in the matching oval below each number.

   Example

Weight		
Pounds		
1	***5***	***2***
⓪	⓪	⓪
●	①	①
②	②	●
③	③	③
	④	④
	●	⑤
	⑥	⑥
	⑦	⑦
	⑧	⑧
	⑨	⑨

8. During the past 12 months, how would you describe your grades in school?
   A. Mostly A's
   B. Mostly B's
   C. Mostly C's
   D. Mostly D's
   E. Mostly F's
   F. None of these grades
   G. Not sure

The next 4 questions ask about safety.

9. **When you rode a bicycle** during the past 12 months, how often did you wear a helmet?
   A. I did not ride a bicycle during the past 12 months
   B. Never wore a helmet
   C. Rarely wore a helmet
   D. Sometimes wore a helmet
   E. Most of the time wore a helmet
   F. Always wore a helmet

10. How often do you wear a seat belt when **riding** in a car driven by someone else?
   A. Never
   B. Rarely
   C. Sometimes
   D. Most of the time
   E. Always

11. During the past 30 days, how many times did you **ride** in a car or other vehicle **driven by someone who had been drinking alcohol?**
   A. 0 times
   B. 1 time
   C. 2 or 3 times
   D. 4 or 5 times
   E. 6 or more times

12. During the past 30 days, how many times did you **drive** a car or other vehicle **when you had been drinking alcohol?**
   A. 0 times
   B. 1 time
   C. 2 or 3 times
   D. 4 or 5 times
   E. 6 or more times

The next 10 questions ask about violence-related behaviors.

13. During the past 30 days, on how many days did you carry **a weapon** such as a gun, knife, or club?
    A. 0 days
    B. 1 day
    C. 2 or 3 days
    D. 4 or 5 days
    E. 6 or more days

14. During the past 30 days, on how many days did you carry **a gun?**
    A. 0 days
    B. 1 day
    C. 2 or 3 days
    D. 4 or 5 days
    E. 6 or more days

15. During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club **on school property?**
    A. 0 days
    B. 1 day
    C. 2 or 3 days
    D. 4 or 5 days
    E. 6 or more days

16. During the past 30 days, on how many days did you **not** go to school because you felt you would be unsafe at school or on your way to or from school?
    A. 0 days
    B. 1 day
    C. 2 or 3 days
    D. 4 or 5 days
    E. 6 or more days

17. During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club **on school property?**
    A. 0 times
    B. 1 time
    C. 2 or 3 times
    D. 4 or 5 times
    E. 6 or 7 times
    F. 8 or 9 times
    G. 10 or 11 times
    H. 12 or more times

18. During the past 12 months, how many times were you in a physical fight?
A. 0 times
B. 1 time
C. 2 or 3 times
D. 4 or 5 times
E. 6 or 7 times
F. 8 or 9 times
G. 10 or 11 times
H. 12 or more times

19. During the past 12 months, how many times were you in a physical fight in which you were injured and had to be treated by a doctor or nurse?
A. 0 times
B. 1 time
C. 2 or 3 times
D. 4 or 5 times
E. 6 or more times

20. During the past 12 months, how many times were you in a physical fight **on school property?**
A. 0 times
B. 1 time
C. 2 or 3 times
D. 4 or 5 times
E. 6 or 7 times
F. 8 or 9 times
G. 10 or 11 times
H. 12 or more times

21. During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?
A. Yes
B. No

22. Have you ever been physically forced to have sexual intercourse when you did not want to?
A. Yes
B. No

The next question asks about bullying. Bullying is when 1 or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again. It is not bullying when 2 students of about the same strength or power argue or fight or tease each other in a friendly way.

23. During the past 12 months, have you ever been bullied **on school property**?
A. Yes
B. No

The next 5 questions ask about sad feelings and attempted suicide. Sometimes people feel so depressed about the future that they may consider attempting suicide, that is, taking some action to end their own life.

24. During the past 12 months, did you ever feel so sad or hopeless almost every day for **two weeks or more in a row** that you stopped doing some usual activities?
A. Yes
B. No

25. During the past 12 months, did you ever **seriously** consider attempting suicide?
A. Yes
B. No

26. During the past 12 months, did you make a plan about how you would attempt suicide?
A. Yes
B. No

27. During the past 12 months, how many times did you actually attempt suicide?
A. 0 times
B. 1 time
C. 2 or 3 times
D. 4 or 5 times
E. 6 or more times

28. **If you attempted suicide** during the past 12 months, did any attempt result in an injury, poisoning, or overdose that had to be treated by a doctor or nurse?
   A. **I did not attempt suicide** during the past 12 months
   B. Yes
   C. No

The next 13 questions ask about tobacco use.

29. Have you ever tried cigarette smoking, even one or two puffs?
   A. Yes
   B. No

30. How old were you when you smoked a whole cigarette for the first time?
   A. I have never smoked a whole cigarette
   B. 8 years old or younger
   C. 9 or 10 years old
   D. 11 or 12 years old
   E. 13 or 14 years old
   F. 15 or 16 years old
   G. 17 years old or older

31. During the past 30 days, on how many days did you smoke cigarettes?
   A. 0 days
   B. 1 or 2 days
   C. 3 to 5 days
   D. 6 to 9 days
   E. 10 to 19 days
   F. 20 to 29 days
   G. All 30 days

32. During the past 30 days, on the days you smoked, how many cigarettes did you smoke **per day**?
   A. I did not smoke cigarettes during the past 30 days
   B. Less than 1 cigarette per day
   C. 1 cigarette per day
   D. 2 to 5 cigarettes per day
   E. 6 to 10 cigarettes per day
   F. 11 to 20 cigarettes per day
   G. More than 20 cigarettes per day

33. During the past 30 days, how did you **usually** get your own cigarettes? (Select only **one** response.)
   A. I did not smoke cigarettes during the past 30 days
   B. I bought them in a store such as a convenience store, supermarket, discount store, or gas station
   C. I bought them from a vending machine
   D. I gave someone else money to buy them for me
   E. I borrowed (or bummed) them from someone else
   F. A person 18 years old or older gave them to me
   G. I took them from a store or family member
   H. I got them some other way

34. During the past 30 days, on how many days did you smoke cigarettes **on school property**?
   A. 0 days
   B. 1 or 2 days
   C. 3 to 5 days
   D. 6 to 9 days
   E. 10 to 19 days
   F. 20 to 29 days
   G. All 30 days

35. Have you ever smoked cigarettes daily, that is, at least one cigarette every day for 30 days?
   A. Yes
   B. No

36. During the past 12 months, did you ever try **to quit** smoking cigarettes?
   A. I did not smoke during the past 12 months
   B. Yes
   C. No

37. During the past 30 days, on how many days did you use **chewing tobacco, snuff, or dip**, such as Redman, Levi Garrett, Beechnut, Skoal, Skoal Bandits, or Copenhagen?
   A. 0 days
   B. 1 or 2 days
   C. 3 to 5 days
   D. 6 to 9 days
   E. 10 to 19 days
   F. 20 to 29 days
   G. All 30 days

38. During the past 30 days, on how many days did you use **chewing tobacco, snuff, or dip on school property**?
   A. 0 days
   B. 1 or 2 days
   C. 3 to 5 days
   D. 6 to 9 days
   E. 10 to 19 days
   F. 20 to 29 days
   G. All 30 days

39. During the past 30 days, on how many days did you smoke **cigars, cigarillos, or little cigars**?
   A. 0 days
   B. 1 or 2 days
   C. 3 to 5 days
   D. 6 to 9 days
   E. 10 to 19 days
   F. 20 to 29 days
   G. All 30 days

40. During the past 7 days, on how many days were you in the same room with someone who was smoking cigarettes?
   A. 0 days
   B. 1 day
   C. 2 days
   D. 3 days
   E. 4 days
   F. 5 days
   G. 6 days
   H. 7 days

41. How much do you think people risk harming themselves (physically or in other ways), if they smoke one or more packs of cigarettes per day?
   A. No risk
   B. Slight risk
   C. Moderate risk
   D. Great risk

The next 7 questions ask about drinking alcohol. This includes drinking beer, wine, wine coolers, and liquor such as rum, gin, vodka, or whiskey. For these questions, drinking alcohol does not include drinking a few sips of wine for religious purposes.

42. During your life, on how many days have you had at least one drink of alcohol?
   A. 0 days
   B. 1 or 2 days
   C. 3 to 9 days
   D. 10 to 19 days
   E. 20 to 39 days
   F. 40 to 99 days
   G. 100 or more days

43. How old were you when you had your first drink of alcohol other than a few sips?
   A. I have never had a drink of alcohol other than a few sips
   B. 8 years old or younger
   C. 9 or 10 years old
   D. 11 or 12 years old
   E. 13 or 14 years old
   F. 15 or 16 years old
   G. 17 years old or older

44. During the past 30 days, on how many days did you have at least one drink of alcohol?
   A. 0 days
   B. 1 or 2 days
   C. 3 to 5 days
   D. 6 to 9 days
   E. 10 to 19 days
   F. 20 to 29 days
   G. All 30 days

45. During the past 30 days, on how many days did you have 5 or more drinks of alcohol in a row, that is, within a couple of hours?
   A. 0 days
   B. 1 day
   C. 2 days
   D. 3 to 5 days
   E. 6 to 9 days
   F. 10 to 19 days
   G. 20 or more days

46. During the past 30 days, how did you **usually** get the alcohol you drank?
   A. I did not drink alcohol during the past 30 days
   B. I bought it in a store such as a liquor store, convenience store, supermarket, discount store, or gas station
   C. I bought it at a restaurant, bar, or club
   D. I bought it at a public event such as a concert or sporting event
   E. I gave someone else money to buy it for me
   F. Someone gave it to me
   G. I took it from a store or family member
   H. I got it some other way

47. During the past 30 days, on how many days did you have at least one drink of alcohol **on school property**?
   A. 0 days
   B. 1 or 2 days
   C. 3 to 5 days
   D. 6 to 9 days
   E. 10 to 19 days
   F. 20 to 29 days
   G. All 30 days

48. How much do you think people risk harming themselves (physically or in other ways), if they have one or two drinks of an alcoholic beverage (beer, wine, or liquor) nearly every day?
   A. No risk

B. Slight risk
C. Moderate risk
D. Great risk

The next 5 questions ask about marijuana use. Marijuana also is called grass or pot.

49. During your life, how many times have you used marijuana?
A. 0 times
B. 1 or 2 times
C. 3 to 9 times
D. 10 to 19 times
E. 20 to 39 times
F. 40 to 99 times
G. 100 or more times

50. How old were you when you tried marijuana for the first time?
A. I have never tried marijuana
B. 8 years old or younger
C. 9 or 10 years old
D. 11 or 12 years old
E. 13 or 14 years old
F. 15 or 16 years old
G. 17 years old or older

51. During the past 30 days, how many times did you use marijuana?
A. 0 times
B. 1 or 2 times
C. 3 to 9 times
D. 10 to 19 times
E. 20 to 39 times
F. 40 or more times

52. During the past 30 days, how many times did you use marijuana **on school property**?
A. 0 times
B. 1 or 2 times
C. 3 to 9 times
D. 10 to 19 times
E. 20 to 39 times
F. 40 or more times

53. How much do you think people risk harming themselves (physically or in other ways), if they smoke marijuana regularly?
A. No risk
B. Slight risk
C. Moderate risk
D. Great risk

The next 9 questions ask about other drugs.

54. During your life, how many times have you used **any** form of cocaine, including powder, crack, or freebase?
A. 0 times
B. 1 or 2 times
C. 3 to 9 times
D. 10 to 19 times
E. 20 to 39 times
F. 40 or more times

55. During the past 30 days, how many times did you use **any** form of cocaine, including powder, crack, or freebase?
A. 0 times
B. 1 or 2 times
C. 3 to 9 times
D. 10 to 19 times
E. 20 to 39 times
F. 40 or more times

56. During your life, how many times have you sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high?
A. 0 times
B. 1 or 2 times
C. 3 to 9 times
D. 10 to 19 times
E. 20 to 39 times
F. 40 or more times

57. During your life, how many times have you used **heroin** (also called smack, junk, or China White)?
A. 0 times
B. 1 or 2 times
C. 3 to 9 times
D. 10 to 19 times
E. 20 to 39 times
F. 40 or more times

58. During your life, how many times have you used **methamphetamines** (also called speed, crystal, crank, or ice)?
A. 0 times
B. 1 or 2 times
C. 3 to 9 times
D. 10 to 19 times
E. 20 to 39 times
F. 40 or more times

59. During your life, how many times have you used **ecstasy** (also called MDMA)?
A. 0 times
B. 1 or 2 times
C. 3 to 9 times
D. 10 to 19 times
E. 20 to 39 times
F. 40 or more times

60. During your life, how many times have you used a needle to inject any **illegal** drug into your body?
A. 0 times
B. 1 time
C. 2 or more times

61. During your life, how many times have you taken a **prescription drug** (such as OxyContin, Percocet, Vicodin, Adderall, Ritalin, or Xanax) without a doctor's prescription?
A. 0 times
B. 1 or 2 times
C. 3 to 9 times
D. 10 to 19 times
E. 20 to 39 times
F. 40 or more times

62. During the past 12 months, has anyone offered, sold, or given you an illegal drug **on school property**?
A. Yes
B. No

The next 7 questions ask about sexual behavior.

63. Have you ever had sexual intercourse?

A. Yes
B. No

64. How old were you when you had sexual intercourse for the first time?
A. I have never had sexual intercourse
B. 11 years old or younger
C. 12 years old
D. 13 years old
E. 14 years old
F. 15 years old
G. 16 years old
H. 17 years old or older

65. During your life, with how many people have you had sexual intercourse?
A. I have never had sexual intercourse
B. 1 person
C. 2 people
D. 3 people
E. 4 people
F. 5 people
G. 6 or more people

66. During the past 3 months, with how many people did you have sexual intercourse?
A. I have never had sexual intercourse
B. I have had sexual intercourse, but not during the past 3 months
C. 1 person
D. 2 people
E. 3 people
F. 4 people
G. 5 people
H. 6 or more people

67. Did you drink alcohol or use drugs before you had sexual intercourse the **last time**?
A. I have never had sexual intercourse
B. Yes
C. No

68. The **last time** you had sexual intercourse, did you or your partner use a condom?

A. I have never had sexual intercourse
B. Yes
C. No

69. The **last time** you had sexual intercourse, what **one** method did you or your partner use to **prevent pregnancy**? (Select only **one** response.)
   A. I have never had sexual intercourse
   B. No method was used to prevent pregnancy
   C. Birth control pills
   D. Condoms
   E. Depo-Provera (injectable birth control)
   F. Withdrawal
   G. Some other method
   H. Not sure

The next 4 questions ask about body weight.

70. How do **you** describe your weight?
   A. Very underweight
   B. Slightly underweight
   C. About the right weight
   D. Slightly overweight
   E. Very overweight

71. Which of the following are you trying to do about your weight?
   A. **Lose** weight
   B. **Gain** weight
   C. **Stay** the same weight
   D. I am **not trying to do anything** about my weight

72. During the past 30 days, did you **exercise** to lose weight or to keep from gaining weight?
   A. Yes
   B. No

73. During the past 30 days, did you **eat less food, fewer calories, or foods low in fat** to lose weight or to keep from gaining weight?
   A. Yes
   B. No

The next 9 questions ask about food you ate or drank during the past 7 days. Think about all the meals and snacks you had from the time you got up until you went to bed. Be sure to include food you ate at home, at school, at restaurants, or anywhere else.

74. During the past 7 days, how many times did you drink **100% fruit juices** such as orange juice, apple juice, or grape juice? (Do **not** count punch, Kool-Aid, sports drinks, or other fruit-flavored drinks.)
   A. I did not drink 100% fruit juice during the past 7 days
   B. 1 to 3 times during the past 7 days
   C. 4 to 6 times during the past 7 days
   D. 1 time per day
   E. 2 times per day
   F. 3 times per day
   G. 4 or more times per day

75. During the past 7 days, how many times did you eat **fruit**? (Do **not** count fruit juice.)
   A. I did not eat fruit during the past 7 days
   B. 1 to 3 times during the past 7 days
   C. 4 to 6 times during the past 7 days
   D. 1 time per day
   E. 2 times per day
   F. 3 times per day
   G. 4 or more times per day

76. During the past 7 days, how many times did you eat **green salad**?
   A. I did not eat green salad during the past 7 days
   B. 1 to 3 times during the past 7 days
   C. 4 to 6 times during the past 7 days
   D. 1 time per day
   E. 2 times per day
   F. 3 times per day
   G. 4 or more times per day

77. During the past 7 days, how many times did you eat **potatoes**? (Do **not** count french fries, fried potatoes, or potato chips.)
   A. I did not eat potatoes during the past 7 days
   B. 1 to 3 times during the past 7 days
   C. 4 to 6 times during the past 7 days
   D. 1 time per day
   E. 2 times per day
   F. 3 times per day
   G. 4 or more times per day

78. During the past 7 days, how many times did you eat **carrots**?
   A. I did not eat carrots during the past 7 days
   B. 1 to 3 times during the past 7 days
   C. 4 to 6 times during the past 7 days
   D. 1 time per day
   E. 2 times per day
   F. 3 times per day
   G. 4 or more times per day

79. During the past 7 days, how many times did you eat **other vegetables**? (Do **not** count green salad, potatoes, or carrots.)
   A. I did not eat other vegetables during the past 7 days
   B. 1 to 3 times during the past 7 days
   C. 4 to 6 times during the past 7 days
   D. 1 time per day
   E. 2 times per day
   F. 3 times per day
   G. 4 or more times per day

80. During the past 7 days, how many times did you drink a **can, bottle, or glass of soda or pop**, such as Coke, Pepsi, or Sprite? (Do **not** include diet soda or diet pop.)
   A. I did not drink soda or pop during the past 7 days
   B. 1 to 3 times during the past 7 days
   C. 4 to 6 times during the past 7 days
   D. 1 time per day
   E. 2 times per day
   F. 3 times per day
   G. 4 or more times per day

81. During the past 7 days, how many times did you drink a **can, bottle, or glass of a sugar sweetened drink**, such as sports drinks, sweetened energy drinks, Snapple, fruit punch, Kool-Aid, Tang, or Capri-Sun? (Do **not** include soda or pop, diet drinks, or 100% fruit juice.)
   A. I did not drink sugar sweetened drinks during the past 7 days
   B. 1 to 3 times during the past 7 days
   C. 4 to 6 times during the past 7 days
   D. 1 time per day
   E. 2 times per day
   F. 3 times per day
   G. 4 or more times per day

82. During the past 7 days, how many **glasses of milk** did you drink? (Include the milk you drank in a glass or cup, from a carton, or with cereal. Count the half pint of milk served at school as equal to one glass.)
   A. I did not drink milk during the past 7 days
   B. 1 to 3 glasses during the past 7 days
   C. 4 to 6 glasses during the past 7 days
   D. 1 glass per day
   E. 2 glasses per day
   F. 3 glasses per day
   G. 4 or more glasses per day

The next 6 questions ask about physical activity.

83. During the past 7 days, on how many days were you physically active for a total of **at least 60 minutes per day**? (Add up all the time you spent in any kind of physical activity that increased your heart rate and made you breathe hard some of the time.)
   A. 0 days
   B. 1 day
   C. 2 days
   D. 3 days
   E. 4 days
   F. 5 days
   G. 6 days
   H. 7 days

84. On an average school day, how many hours do you watch TV?
   A. I do not watch TV on an average school day
   B. Less than 1 hour per day
   C. 1 hour per day
   D. 2 hours per day
   E. 3 hours per day
   F. 4 hours per day
   G. 5 or more hours per day

85. On an average school day, how many hours do you play video or computer games or use a computer for something that is not school work? (Include activities such as Nintendo, Game Boy, PlayStation, Xbox, computer games, and the Internet.)
   A. I do not play video or computer games or use a computer for something that is not school work
   B. Less than 1 hour per day
   C. 1 hour per day
   D. 2 hours per day
   E. 3 hours per day
   F. 4 hours per day
   G. 5 or more hours per day

86. In an average week when you are in school, on how many days do you go to physical education (PE) classes?
   A. 0 days
   B. 1 day
   C. 2 days
   D. 3 days
   E. 4 days
   F. 5 days

87. During an average physical education (PE) class, how many minutes do you spend actually exercising or playing sports?
   A. I do not take PE
   B. Less than 10 minutes
   C. 10 to 20 minutes
   D. 21 to 30 minutes
   E. 31 to 40 minutes
   F. 41 to 50 minutes
   G. 51 to 60 minutes
   H. More than 60 minutes

88. During the past 12 months, on how many sports teams did you play? (Include any teams run by your school or community groups.)
   A. 0 teams
   B. 1 team
   C. 2 teams
   D. 3 or more teams

The next 3 questions ask about other health-related topics.

89. Have you ever been taught about AIDS or HIV infection in school?
   A. Yes
   B. No
   C. Not sure

90. Has a doctor or nurse ever told you that you have asthma?
   A. Yes
   B. No
   C. Not sure

91. Do you still have asthma?

A. I have never had asthma
B. Yes
C. No
D. Not sure

The next 8 questions ask about other health topics.

92. How often does one of your parents talk with you about what you are doing in school?
A. Never
B. Less than once a month
C. About once or twice a month
D. About once or twice a week
E. About every day

93. Do you agree or disagree that your teachers really care about you and give you a lot of encouragement?
A. Strongly agree
B. Agree
C. Not sure
D. Disagree
E. Strongly disagree

94. Besides your parents, how many adults would you feel comfortable seeking help from if you had an important question affecting your life?
A. 0 adults
B. 1 adult
C. 2 adults
D. 3 adults
E. 4 adults
F. 5 or more adults

95. During an average week, how many hours do you spend helping or volunteering at school or in the community (such as helping elders or neighbors; watching young children; teaching or tutoring; peer helping; mentoring; or helping out at local programs, health clinics, faith organizations, tribal organizations, or environmental organizations)?
A. 0 hours
B. 1 hour
C. 2 hours
D. 3 to 5 hours
E. 6 to 10 hours
F. 11 or more hours

96. During an average week, on how many days do you take part in organized after school, evening, or weekend activities (such as school clubs; community center groups; music, art, or dance lessons; drama; church; or cultural or other supervised activities)?
A. 0 days
B. 1 day
C. 2 days
D. 3 days
E. 4 days
F. 5 days
G. 6 days
H. 7 days

97. Do you agree or disagree that you feel alone in your life?
A. Strongly agree
B. Agree
C. Not sure
D. Disagree
E. Strongly disagree

98. Do you agree or disagree that in your community you feel like you matter to people?
A. Strongly agree
B. Agree
C. Not sure
D. Disagree
E. Strongly disagree

99. Do you agree or disagree that your school has clear rules and consequences for behavior?
A. Strongly agree
B. Agree
C. Not sure
D. Disagree
E. Strongly disagree

This is the end of the survey.
Thank you very much for your help.

Memo

From: Louie Flora, Staff, Rep. Seaton
To: Legal Services
RE: final bill request
Date: April 10, 2009

HB 130 version 26-LS0405\S was adopted by the House Education Committee and passed from committee this morning.

Please put version S into a final to be read across the floor as soon as possible.

Thanks,

Louie

Alaska State Legislature

Representative Peggy Wilson
House District 2

MEMORANDUM

Date: April 7, 2009

To: Representative Paul Seaton, Chair, Education Committee

From: Representative Peggy Wilson PW

Re: HB 130 – Student Questionnaires and Surveys

I would like to request the House Education Committee schedule another hearing on HB 130.

During the first hearing of this bill in the Education Committee there were questions on the language differences in Section 1 and Section 2. There was further discussion on the necessity of the language "or an employee of a school district" in Section 1.

The Committee Substitute had standardized the language in Section 1 and Section 2 and has retained the language "or an employee of a school district" because the drafter didn't want to unintentionally leave out employees of the district.

26-LS0274\C

5366

26-LS0405\S
Mischel
4/7/09

CS FOR HOUSE BILL NO. 130( )

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SIXTH LEGISLATURE - FIRST SESSION

BY

Offered:
Referred:

Sponsor(s): REPRESENTATIVES WILSON, Gardner

A BILL

FOR AN ACT ENTITLED

"An Act relating to questionnaires and surveys administered in the public schools."

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

*** Section 1.** AS 14.03.110(a) is repealed and reenacted to read:

(a) A school district or an employee of a school district may not administer or permit administration of a questionnaire or survey to a class or student unless written permission is obtained from the student's parent or legal guardian. This subsection does not apply to a questionnaire or survey that is anonymous or that concerns a matter of public record or public observation.

*** Sec. 2.** AS 14.03.110(b) is repealed and reenacted to read:

(b) If a school district or an employee of a school district administers or permits the administration of an anonymous questionnaire or survey, written permission from a student's parent or legal guardian is not required, but the school district shall provide each student's parent or legal guardian the opportunity to submit to the school principal a written denial of permission to take the questionnaire or survey.

*** Sec. 3.** AS 14.03.110(c) is repealed and reenacted to read:

(c) For purposes of (a) and (b) of this section, the school district shall provide a parent or legal guardian at least two weeks' written notice of the right to grant or deny permission to take the questionnaire or survey before administering the questionnaire or survey.

*** Sec. 4.** AS 14.03.110(d) is repealed and reenacted to read:

(d) Written notice required to be given to a parent or guardian under this section must include

(1) the date the questionnaire or survey is to be administered;

(2) a description of the content of the questionnaire or survey;

(3) the sponsor of the questionnaire or survey;

(4) the name of a person to contact at the school district;

(5) notice of the opportunity to review the questionnaire or survey to be administered;

(6) a description of how the questionnaire or survey will be administered to the student;

(7) a description of how to submit written permission or denial of permission to participate in a questionnaire or survey, including an anonymous or specific questionnaire or survey;

(8) notice of the opportunity for the student to refuse to answer specific questions on the questionnaire or survey, or to refuse to participate in the questionnaire or survey.

*** Sec. 5.** AS 14.03.110(e) is amended to read:

(e) A student may refuse to participate in a questionnaire or survey administered in a public school. A student's parent or legal guardian may refuse to allow the student to participate in a specified questionnaire or survey **by submitting to the school principal or to the teacher responsible for distributing the questionnaire or survey a written denial of permission for the student's participation**.

(1) It is a parents right to not have surveys given without active (signed) consent however . . .

Protection of Pupil Rights

20 USC §1232 h

DATE OF ISSUE: July 1, 2000
DATE OF EXPIRATION: June 30, 2004

REPLACES: Protection of Pupil Rights,
BEC 20 USC §1232 h,
issued July 1, 1998

The purpose of this BEC is to inform you of changes to the Protection of Pupil Rights Act as amended by Public Law 183-227, Title X, Section 1017, March 31, 1994, which revised 20 U.S.C. §1232h.

The Protection of Pupil Rights Law applies to programs regulated and funded by the U.S. Department of Education (USDOE) and which are subsequently administered at the state level by the Pennsylvania Department of Education. Section 439 of the General Education Provisions Act (20 U.S.C. 1232h) was amended as follows:

No student shall be required, as a part of any applicable program, to submit to a survey, analysis, or evaluation that reveals information concerning:

1. political affiliations;
2. mental and psychological problems potentially embarrassing to the student or his family;
3. sex behavior and attitudes;
4. illegal, anti-social, self-incriminating and demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationship;
6. legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers; or
7. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program);

without the prior written consent of the student (if the student is an adult or emancipated minor), or in the case of an umancipated minor, without the prior written consent of the parent. Such survey, analysis, or evaluation may, however, be conducted on a wholly voluntary basis, provided that the student and parents have been notified of their rights under Section 1232h and of the right to inspect all materials related to the survey, analysis or evaluation.

Additionally, in any covered programs, all instructional material, including teacher's manuals, films, tapes, or other supplementary instructional material which will be used in connection with any survey, analysis or evaluation of part of any applicable program shall be available for inspection by the parents or guardians of the children.

Local educational agencies (LEA's) shall give parents and students effective notice of their rights under the Protection of Pupil Rights law.

ALASKA PUBLIC HEALTH ASSOCIATION

Committed To Advancing Alaska's Public Health Since 1978

ALPHA

ALPHA RESOLUTION 7-2008

Support for Passive Parental Consent for the Youth Risk Behavior Survey

Sponsor: Jayne Andreen

Whereas the Youth Risk Behavior Survey (YRBS) is part of an epidemiological surveillance system that was established in 1988 by the Centers for Disease Control and Prevention (CDC) to help monitor the prevalence of behaviors that put young people at risk for the most significant health and social problems that can occur during adolescence and adulthood.

Whereas the survey examines six categories of adolescent behavior including: 1) behaviors that result in unintentional and intentional injuries; 2) tobacco use; 3) alcohol and other drug use; 4) sexual behaviors that can result in HIV infection, other sexually transmitted diseases (STD's) and unintended pregnancies; 5) dietary behaviors; and 6) physical activity.[1]

Whereas Alaska's YRBS is a joint project between the Dept. of Education & Early Development and the Dept. of Health and Social Services and was established in Alaska in 1995.[2]

Whereas survey results are used at the national, state, and local level such as measuring progress towards the national Healthy People 2010 and the Healthy Alaskans 2010 health objectives.

Whereas, understanding the health risk behaviors of youth is critical for developing programs that address risk behaviors practiced and for measuring progress toward program goals.

Whereas Alaska's YRBS has been unable to collect reliable data consistently with the challenge of administering the survey under the active parental consent law AS 14.03.110, which requires written permission from all participating students' parents or legal guardians. [2]

Whereas employing active parental consent drastically increases costs and labor involved in conducting student surveys, and results in high failure rates for getting enough student responses to get usable data for larger surveys, and the potential for leading to inaccurate/misrepresentative data.[3]

Whereas Alaska is one of only three states in the nation that has a school survey law requiring active parental consent for surveys of this type.[3]

Whereas most states employ passive parental consent when administering such surveys which involves notifying and informing the parents about the survey and assuming that students will participate unless the parent provides a written refusal to opt out of the survey. [3]

Whereas it is believed that the majority of parents consent to their students participating in such surveys and that most parental failures to provide active parental consent (written permission to participate) are driven by apathy, oversight, or student error, not by refusal. [4]

Whereas the survey is anonymous and voluntary.

Therefore be it resolved that the Alaska Public Health Association supports the content and the implementation of the Youth Risk Behavior Survey in Alaska with parental notification and passive parental consent

And be it further resolved that the Alaska Public Health Association supports changing the requirement for participation in the survey from active parental consent to passive parental consent.

References:

[1] Centers for Disease Control and Prevention. Retrieved November 2, 2008 from http://www.cdc.gov/HealthyYouth/yrbs/brief.htm

[2] State of Alaska, Department of Health and Social Services. Retrieved November 2, 2008 from http://www.hss.state.ak.us/dph/chronic/school/YRBS.htm

[3] Centers for Disease Control and Prevention. National Center for Chronic Disease Prevention and Health Promotion, Division of Adolescent and School Health. (2006) *Parental Permission and the Youth Risk Behavior Survey*. 2006

[4] Ellickson P, Hawes JA. An assessment of active versus passive methods for obtaining parental consent. Evaluation Review 1989;13(1):45–55.

... to parents. Parents who ... including the use of ... materials in their home ... correspondence course studies, ... ing the law. September 20, ...

... approved for use in publicly ... advocate a partisan, sectar- ... doctrine. To allow otherwise ... board to advocate partisan, ... national doctrines in a public ... books. September 20, 2005 Op. ...

... city to determine whether a ... textbook advocates religion is not unconstitutional censorship. State statutes and regulations allowing local school boards to review and approve textbooks do not, on their face, violate the right of parents or students to freely exercise their religion. September 20, 2005 Op. Att'y Gen.

Collateral references. — Constitutionality of teaching or otherwise promoting secular humanism in public schools. 103 ALR Fed. 538.

Constitutionality of regulation or policy governing prayer, meditation, or "moment of silence" in public schools. 110 ALR Fed. 211.

Distribution or use of Bibles in public schools—modern cases. 111 ALR Fed. 121.

Part-time school attendance. (a) Except as provided in (b) of this ... g body shall, upon request, allow a child, including a child who is also ... ge school, is a correspondence student, or is being home schooled, to ... me student in the district. A governing body may not discriminate ... and full-time students or require that part-time students be enrolled ... end enrollment is completed.

... body is not required to allow part-time enrollment if

... it would be denied even if the enrollee were a full-time student; or

... it would result in an expenditure of public funds for the direct benefit ... ional institution.

... rollment under this section does not constitute attendance for the ... 30.010(a).

... does not apply to interscholastic or extracurricular student activities. ... 7; am §§ 1, 2 ch 120 SLA 1998)

... y general. Alaska school ... al from enrolling students on ... ic school courses, but are not ... the school students may be ... blic school classes subject to ... irements as other students, ... and so long as the practice is not used by private schools on a widespread basis to provide the curriculum requirements of the private school. Enrollment in extracurricular activities is similarly neither prohibited nor required. June 24, 1993 Op. Att'y Gen.

... se of school facilities. The governing body of a school district may ... ool facilities for any legal gatherings or assemblies. The governing ... aws that will ensure reasonable and impartial use of the facilities. ...

... Constitutionality, construction of statutes declaring that ... enters, or otherwise providings for other than school ... 94 ALR2d 1274.

... for other than public school ... ALR2d 1274.

Tort liability of public schools and institutions of higher learning for accidents occurring during use of premises and equipment for other than school purposes. 37 ALR3d 712

Validity and construction of statute or ordinance forbidding unauthorized persons to enter upon or remain in school building or premises. 50 ALR3d 340.

... arch of school lockers. (a) Subject to (b) of this section, a locker ... vided in a school by the school or the school district may be searched

(c) Nothing in this section limits the ability of a peace officer, chief a... officer, or other appropriate person, acting in compliance with local, state, or ... to search a locker or other container provided in a public or private school ... district. (§ 5 ch 33 SLA 1995)

Sec. 14.03.110. Questionnaires and surveys administered in public schools. (a) A school district, principal or other person in charge of a public school, or teacher in a public school may not administer or permit to be administered in a school a questionnaire or survey, whether anonymous or not, that inquires into personal or private family affairs of the student not a matter of public record or subject to public observation unless written permission is obtained from the student's parent or legal guardian.

(b) For an anonymous questionnaire or survey, written permission required under (a) of this section may be obtained annually and is valid until the commencement of the subsequent school year or until the parent or legal guardian who gave permission submits a written withdrawal of permission to the school principal. The school shall provide each student's parent or legal guardian at least two weeks' notice before administering a questionnaire or survey described under this subsection.

(c) If a school administers to a student a questionnaire or survey that is not anonymous, the school shall obtain the written permission required under (a) of this section from the student's parent or legal guardian at least two weeks before the questionnaire or survey is administered.

(d) The school shall give a student's parent or guardian an opportunity to review the questionnaire or survey described under (b) or (c) of this section and shall give the parent or guardian written notice regarding

(1) how the questionnaire or survey will be administered to the student;

(2) how the results of the survey or questionnaire will be used; and

(3) who will have access to the questionnaire or survey.

(e) A student may refuse to participate in a questionnaire or survey administered in a public school. A student's parent or legal guardian may refuse to allow the student to participate in a specified questionnaire or survey.

(f) In this section, "questionnaire or survey" means a list of questions to, or information collected from, a class or group of students. (§ 1 ch 23 SLA 1979; am §§ 1, 2 ch 63 SLA 1999)

Opinions of attorney general. — AS 14.03.110 — As long as survey questions are limited to the student's own activities and the survey does not ask the student questions about parents or other activities occurring within a student's home, the 1997 Youth Behavior Risk Survey does not impermissibly invade the domain of the student's private *'family'* affairs. September 28, 1998 Op. Att'y Gen. (Issued before 1999 amendment to this section.)

Sec. 14.03.115. Access to school records by parent, foster parent, or guardian. Upon request of a parent, foster parent, or guardian of a child under 18 years of age who is currently or was previously enrolled in a municipal school district or a school district that is a regional educational attendance area, the school district shall provide a copy of the child's record. This section does not apply to

(1) a record of a child who is an emancipated minor; or

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Pupil Rights Law Allows Parents to Opt Students Out of Surveys

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A 1998 federal law, the Protection of Pupil Rights Amendment (PPRA), allows parents to inspect instructional materials used in connection with any U.S. Department of Education-funded "survey, analysis, or evaluation." The law, often called the "Hatch amendment" or the "Grassley amendment" for the members of Congress who introduced it, also requires schools to obtain written parental consent before minor students participate in Education Department-funded surveys that ask questions about personal or family matters.

As the result of recent amendments to PPRA in the No Child Left Behind education law (Public Law 107-110, signed January 8, 2002), parents have additional rights to examine materials with regard to the surveying of minor students, even when the surveys are not Education Department-funded, and to opt their children out of surveys and certain non-emergency medical examinations.

The Family Policy Compliance Office (FPCO) in the U.S. Department of Education, which administers the Family Educational Rights and Privacy Act (FERPA), has responsibility for the expanded Protection of Pupil Rights law, also known as the "Tiahrt amendment."

The original PPRA law required schools and contractors to make educational materials available for inspection by parents and provided a list of survey questions that would trigger the need for written parental permission. Those requirements remain in place. The trigger questions include inquiries about:

1. political affiliations or beliefs of the student or the student's parent;
2. mental and psychological problems of the student or the student's family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating, or demeaning behavior;
5. critical appraisals of other individuals with whom students have close family relationships;
6. legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers;
7. religious practices, affiliations, or beliefs of the student or student's parent; or
8. income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

The PPRA compliance office in the U.S. Department of Education points out that these requirements apply when a survey is funded, at least in part, by any program administered by the U.S. Secretary of Education.

Under the Tiahrt amendment that took effect in 2002, additional requirements are now in place, and they apply as well to surveys funded by sources other than the U.S. Department of Education. The law now requires public elementary and secondary schools to "develop and adopt policies—in conjunction with parents," regarding:

1. the rights of parents to inspect, upon request, a survey created by a third party before the survey is administered or distributed by a school to students;
2. arrangements to protect student privacy in a survey if it includes any of the eight items noted above;
3. the right of parents to inspect any instructional materials used as part of the education curriculum;
4. administration of physical examinations or screenings that the school may administer to students;
5. collection, disclosure, or use of personal information collected from students for the purpose of marketing, selling;
6. the right of parents to inspect any instrument used in collecting information for marketing or selling.

Schools must notify parents of their PPRA policies at least once annually and must give parents ample opportunity to opt out (remove their child) from participation in surveys containing one or more of the eight items of information specified in the original law.

Parents are also allowed to remove their children from any non-emergency invasive physical examination or screening that is required for attendance or is not necessary to protect the immediate health and safety of the student or other students.

Explanation of the Protection of Pupil Rights Amendment is posted on the Education Department's Family Policy Compliance Office website at http://web.archive.org/web/20041030221359/http://www.ed.gov/offices/OM/fpco/ppra/index.html. The compliance office indicates it will publish regs covering the new parts of the law.

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REPRESENTATIVE PEGGY WILSON
HOUSE DISTRICT 2

Sectional Analysis

House Bill 130

"An Act relating to questionnaires and surveys administered in public schools."

Section 1. Requires a school district to get written permission to administer a questionnaire or survey. It exempts anonymous surveys. Surveys that concern public information are also exempted.

Section 2. Requires a school district to provide a parent or guardian the opportunity to deny permission to take an anonymous questionnaire or survey. Written permission is not required.

Section 3. Defines a 2 week time frame for school districts to notice parents of an upcoming questionnaire or survey so that they may either deny permission, for anonymous, or grant permission, for non-anonymous, surveys.

Section 4. Defines what a written notice must contain.

Section 5. Adds language to current statute that defines how a parent can deny permission for student to participate in an anonymous survey.

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REPRESENTATIVE PEGGY WILSON
HOUSE DISTRICT 2

SPONSOR STATEMENT
House Bill 130
"An Act relating to questionnaires and surveys administered in the public schools."

HB 130 changes parental consent requirements for surveys in schools from active to passive for anonymous surveys. Written permission is still required for non-anonymous surveys. With this bill written denial of permission will be required for anonymous surveys.

School-based surveys are a reliable method for gathering valuable population-based information on youth that helps policy makers, educators, program planners and parents to better understand important health and social issues that affect their chances of program success.

Routine standardized surveys such as the national and state Youth Risk Behavior Survey track trends over time and help guide and evaluate important health and prevention programs. State and federal grant programs that rely on these surveys include tobacco prevention and control, obesity prevention, diabetes, heart disease and stroke, safe and drug free schools and other substance abuse prevention, injury prevention, including violence and suicide prevention, HIV and STD prevention, and more.

Current Alaska statute requires active parental consent on youth participation in surveys. Active parental consent requires written permission to participate in the survey. Active parental consent overburdens the school system and drastically increases the costs and labor involved in conducting student surveys.

Though research and experience suggests that the vast majority of parents would consent to their students participating in such surveys, many schools are unable to use the data they collect because there are not enough participants. Most of the research indicates parental failures to provide written permission are driven by apathy, oversight, or student error – not by refusal. With passive parental consent, the parent is notified and informed about the nature of the survey and allows for the parent to provide a written refusal to participate in the survey.

Notification of surveys and their content will still be sent to every parent of a child that is a candidate to participant in the survey. A parent will have the option of reviewing the entire survey and how it will be administered before it is administered. Any parent who doesn't want their child to participate will have the option to opt-out of the survey.

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Municipality of Anchorage

P.O. Box 196650 • Anchorage, Alaska 99519-6650 • 825 "L" Street • http://www.muni.org

Mayor Matt Claman

Health and Human Services Commission

Peggy Wilson, Representative
State Capitol, Room 408
Juneau, AK 99801-1182

March 11, 2009

Dear Representative Wilson,

I am writing to you as chair of the Municipality of Anchorage Health and Human Services Commission on behalf of our 15 members and the many health organizations we represent. We would like to thank you for all of your hard work and dedication to the state.

As the Health and Human Services Commission, our primary mission is to ensure the health and well-being of the Anchorage community. We rely on current information regarding the health and social status of the Anchorage community to determine our priorities and drive action. Critical to our mission is reliable community data including data about the health and well being of our City's youth.

The Municipality of Anchorage Health and Human Services Commission supports HB 130 "An Act relating to questionnaires and surveys administered in the public schools" to encourage greater participation in school-based surveys. Routine standardized surveys such as the national and state Youth Risk Behavior Survey track trends over time and help guide and evaluate im portant health and prevention programs. The overall statewide response rate to Youth Risk Behavioral Survey (YRBS) in 2005 was 55 percent, which did not meet the required response rate of 60 percent to make it a valid survey. The State was unable to use the data or publish the report since the data would not be representative of the high school population. Anchorage students are a critical sample for the success of YRBS because of they represent approximately 40% of all high school students in the state. The information gathered through school-based surveys is used to inform programs and initiatives about youth behavior that help drive prioritization of efforts to improve community health. An increase in survey participation improves the reliability and validity of survey responses significantly, which provides organizations like Municipality Department of Health and Human Services with critical, current information regarding the health and social status of youth in our community.

Again, thank you for your commitment to our state and its youth. I would appreciate the opportunity to talk with you on this matter at your convenience.

Sincerely,

Brian Saylor PhD MPH, Chair
Anchorage Health and Human Services Commission

Cc. Mayor Matt Claman
Diane Ingle, Director DHHS

Community, Security, Prosperity

Planned Parenthood® of the Great Northwest

March 9, 2009

The Honorable Peggy Wilson
Alaska State House Representative
State Capitol, Rm 403
Juneau, AK 99801-1182

Dear Representative Wilson:

On behalf of Planned Parenthood of the Great Northwest (PPGNW), I'm writing in support of House Bill 130, "*An Act relating to questionnaires and surveys administered in the public schools.*"

Planned Parenthood relies on the results of the school-based Alaska Youth Behavior Risk Survey to determine where our efforts should be in terms of education and STI prevention programs. For accurate survey results it's critical to get as many survey responses as possible. Planned Parenthood recognizes that the current regulations of active parental consent for anonymous surveys decrease the response rate significantly.

House Bill 130 will increase the accuracy of the vital information Planned Parenthood and many other organizations rely on to serve Alaska's young people. Thank you for addressing this issue.

Sincerely,

Clover Simon
Vice President of Alaska
Planned Parenthood of the Great Northwest
(907) 770-9705
clover.simon@ppgnw.org

Alaska BRFSS HIGHLIGHTS 2007

Behavioral Risk Factor Surveillance System

Introduction

Modification of risk behaviors that contribute to chronic disease, premature death and impaired quality of life is an important public health challenge. The Behavioral Risk Factor Surveillance System (BRFSS) collects information on risk factors, chronic disease prevalence and preventive practices that is essential for the development of chronic disease prevention and health promotion efforts aimed at modifying key risk factors. The BRFSS is conducted in all 50 states, the District of Columbia, Guam, Puerto Rico and the US Virgin Islands and is now the longest running and largest telephone health survey in the world. The State of Alaska began surveillance using the BRFSS in 1991 and has continued yearly since. The Alaska BRFSS is a collaborative project of the Centers for Disease Control and Prevention and the Alaska Division of Public Health.

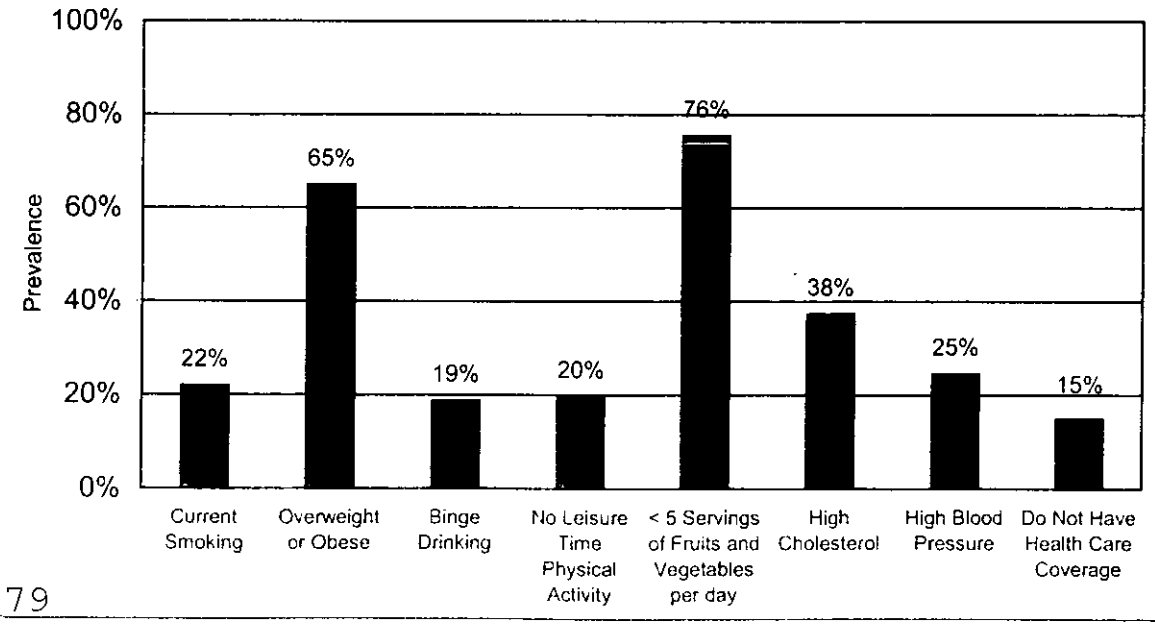
In 2007, 2,552 health interviews were conducted using a standardized BRFSS questionnaire. The interviews were conducted over the telephone from the Health Survey Lab in Juneau using randomly selected telephone numbers. Households were contacted and one adult 18 years of age or older per household was randomly selected to complete the survey. These data were weighted to represent the state's adult population. This report presents highlights from data collected in 2007.

Sarah Palin, Governor
State of Alaska

Karleen K. Jackson, Ph.D., Commissioner
Department of Health and Social Services

Beverly K. Wooley, Director
Division of Public Health

Prevalence of Selected Risk Factors Among Alaskan Adults, 2007



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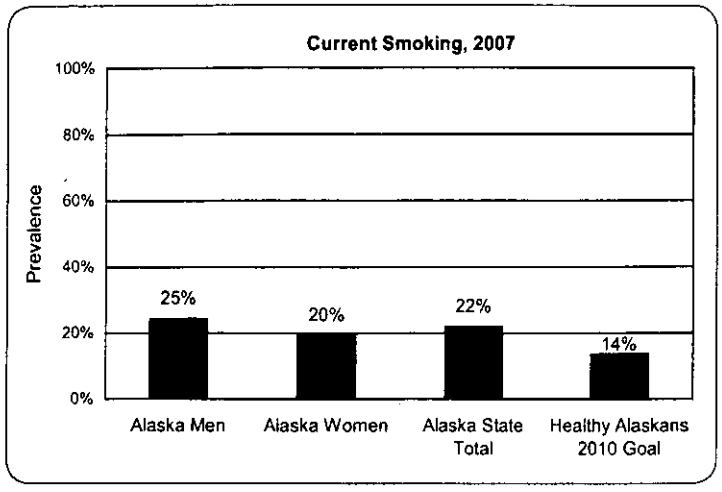
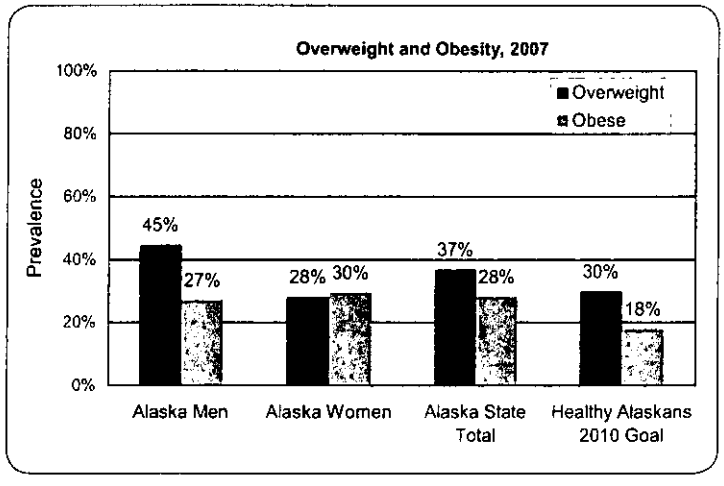
Indicator Data



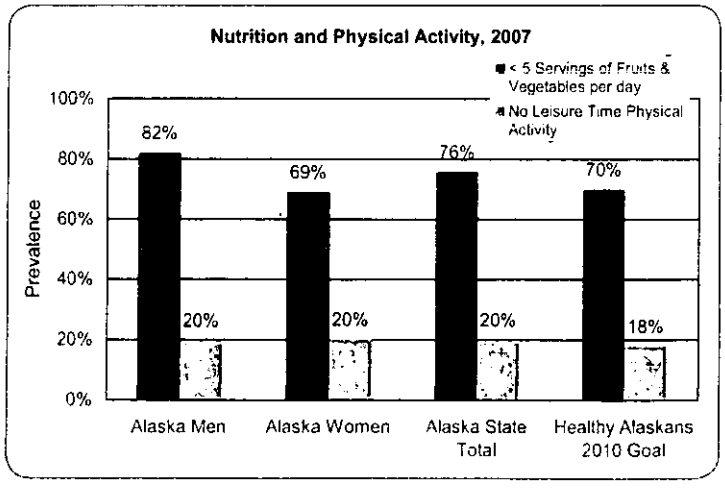
Tobacco Use

In 2007, 22% of Alaskan adults reported current smoking, that is, had smoked at least 100 cigarettes in their lifetime and reported they currently smoke either some days or everyday. (Smoking prevalence rates may differ slightly from those reported by the Tobacco Prevention and Control Program, who estimate smoking prevalence from a combination of the BRFSS and a supplemental tobacco survey.) This is higher than the Healthy Alaskans 2010 goal of 14%. Alaska Natives have a particularly high prevalence of smoking (38%), significantly higher than other race groups (data not shown).



Overweight and Obese

People who are overweight or obese are at increased risk of chronic disease and premature death. In 2007, 37% of Alaskan adults were overweight and 28% were obese based on Body Mass Index (BMI). Respondents with a BMI of 25.0 to less than 30.0 were considered overweight and those with a BMI of 30.0 or greater were considered obese. Both of these indicators are greater than the Healthy Alaskans 2010 goals of 30% for overweight and 18% for obese.

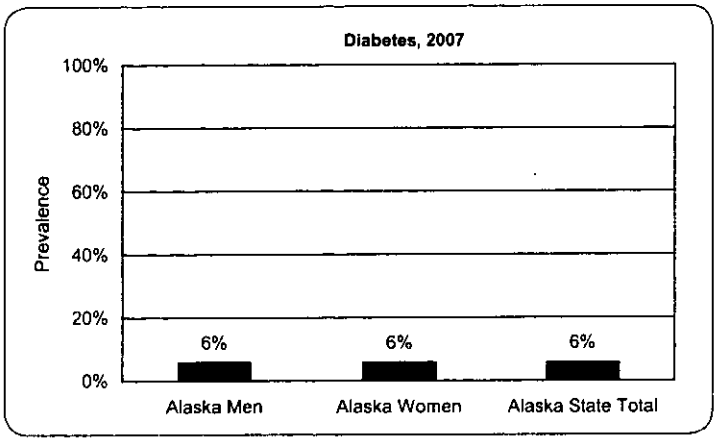


Nutrition and Physical Activity

Getting regular physical activity and eating recommended amounts of fruits and vegetables can reduce the risk of chronic disease and help in maintaining current weight or with losing weight. In 2007, 20% of Alaskan adults reported no leisure time physical activity in the past 30 days and 76% reported eating less than 5 servings of fruits and vegetables per day.

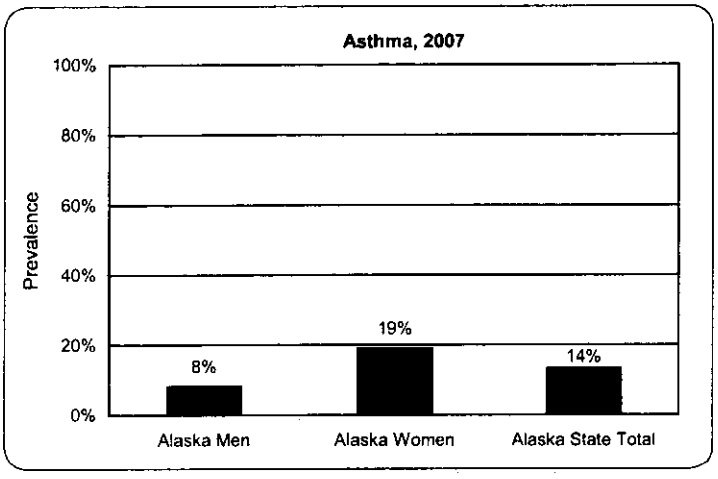
Diabetes

Diabetes increases the risk for heart disease and stroke and can result in blindness and renal disease. In 2007, 6% of Alaskan adults reported being told they have diabetes. There was no difference between men and women in the prevalence of diabetes.



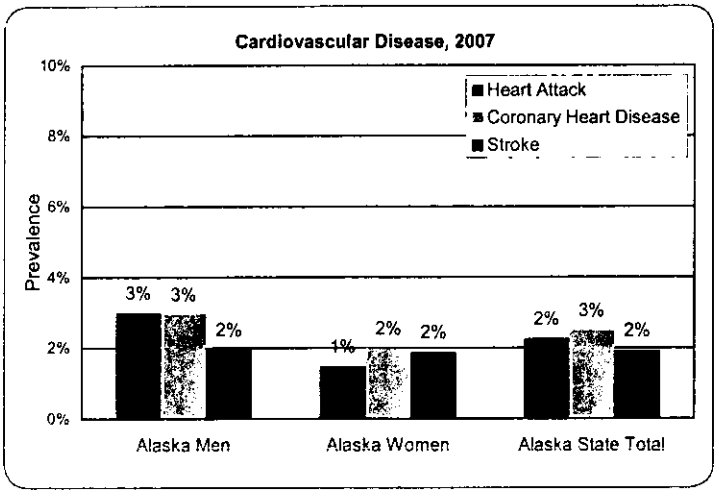
Asthma

Asthma is a leading cause of restricted activity. In 2007, 14% of Alaskan adults reported ever being told they have asthma. Significantly more women than men reported asthma.



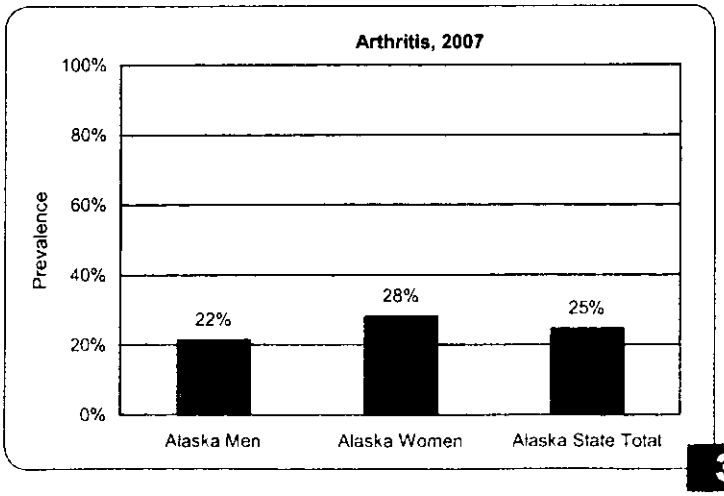
Cardiovascular Disease

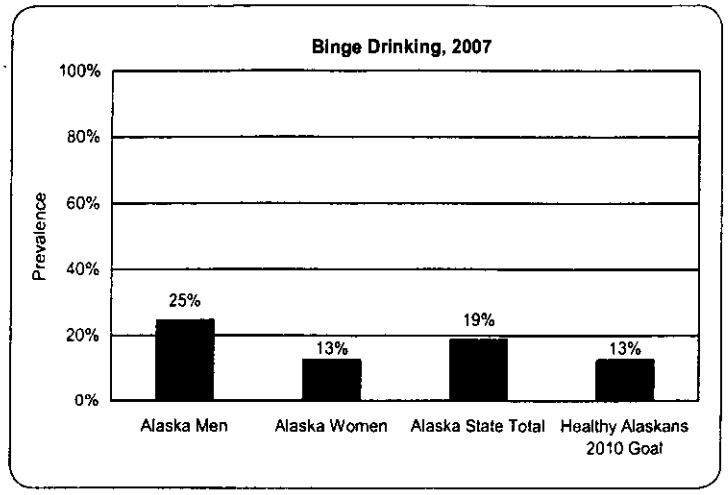
Heart disease is a leading cause of death in Alaska and the US as a whole. The BRFSS asks respondents if they have ever been told they have had a heart attack, been told they have coronary heart disease or been told they had a stroke. In 2007, 2% of Alaskan adults said they have had a heart attack, 3% said they have coronary heart disease and 2% said they have had a stroke.



Arthritis

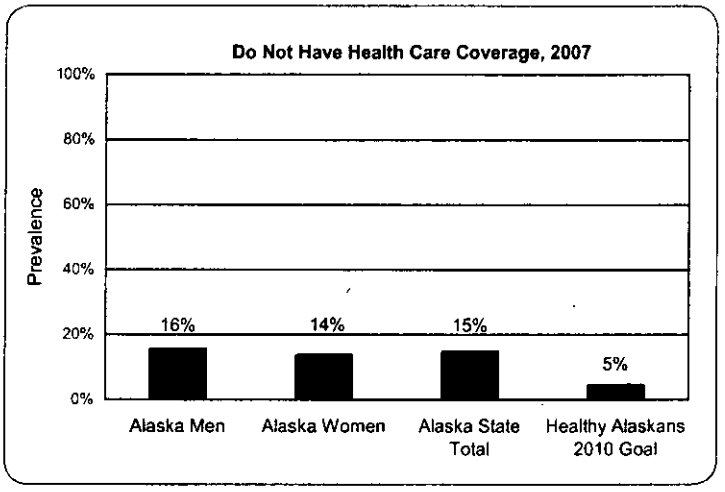
In 2007, 25% of Alaskan adults reported being told by a doctor that they had arthritis. Arthritis covers a variety of different joint conditions and can affect people of all ages.





Binge Drinking

Binge drinking is associated with injury, both intentional and unintentional. Nineteen percent of Alaskan adults reported binge drinking on the 2007 BRFSS; the Healthy Alaskans 2010 goal for binge drinking is 13%. Binge drinking was defined as having had 5 or more drinks (men) or 4 or more drinks (women) on one or more occasions in the past 30 days. Binge drinking among males (26%) was significantly higher than among females (12%).



Do Not Have Health Care Coverage

Many Alaskans lack access to primary health care and preventive services. Reasons include distance from sources of care and lack of health care coverage. On the 2007 BRFSS, 15% of Alaskan adults reported not having health care coverage. The goal of Healthy Alaskans 2010 is to reduce the proportion of Alaskans without health care coverage to 5%.

More information about the Alaska Behavioral Risk Factor Surveillance System can be found at http://www.hss.state.ak.us/dph/chronic/hsl/brfss/default.htm

All Alaska Behavioral Risk Factor Survey Annual Reports can be downloaded from http://www.hss.state.ak.us/dph/chronic/hsl/brfss/publications.htm.

References:

Alaska Department of Health and Social Services, Division of Public Health. Healthy Alaskans 2010: Targets and Strategies for Improved Health. Volume I: Targets for Improved Health. Nov. 2005. Available at: http://www.hss.state.ak.us/dph/chronic/ha2010/Default.htm.

This report was prepared by Rebecca Wells, Alaska BRFSS Coordinator. April 2008.

The 2007 BRFSS was funded in part by the Centers for Disease Control and Prevention, Cooperative Agreement No. U58/CCU022905, and it was produced by the Alaska Department of Health and Social Services. It was printed at a cost of $.48 per copy in Anchorage, Alaska. This cost block is required by AS 44.99.210.

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Risky teen behavior

State law compromises ability to assess how safe our kids are

(06/03/08 23:28:47)

Everyone needs to know how safe Alaska teenagers are.

Fortunately, there's a way to find out.

An anonymous, scientific survey of young people sponsored by the federal Centers for Disease Control and Prevention shows trends in teens' behavior, from cigarette, alcohol and drug use to sex.

The Youth Risk Behavior Survey, just out for 2007, is a tested longtime report with controls for accuracy.

It tells adults how well they're addressing kids' problems within each state as well as nationally: Are anti-tobacco programs aimed at Alaska kids working? Are we sending an effective message about declining to ride with an impaired driver on prom night?

But trend information on Alaska kids is spotty because the state has erected unreasonable hurdles to getting students to participate.

In 2001 and 2003, because of those hurdles, Anchorage failed to get enough responses for a valid local version of the study. In 2005, the state didn't get enough responses back.

It's time to get rid of the obstacles.

It used to be that districts had to notify parents and give them a chance to opt out of the survey. Any student who wanted to could opt out on his own.

That worked well. State and local districts were able to survey randomly selected students and know that they represented a larger group.

In 1999, responding to parental complaints that the survey is too invasive and personal, the Legislature passed a law saying school districts must get written permission from parents in advance before a student may participate in even an anonymous survey that asks personal questions.

Alaska has to get at least 60 percent of the statewide students chosen in a random sample to participate before the survey results are usable -- before they can be deemed representative of all Alaska students.

Anchorage, to get valid local results, has to do the same.

Both the state and Anchorage achieved it this year, but only by spending tremendous effort and money. The state gave $70,000 to districts to help them get the responses and still came up with

just enough, said Todd Brocious of the Alaska Department of Education.

"What makes it so precarious for us is that a single district deciding not to participate can sabotage us for getting usable data," he said.

The Anchorage School District spent about $33,000 on mailings, pizza parties for classes that got all the permission slips back (yes or no, didn't matter), and extra pay for high school counselors who did extra work.

Rep. Peggy Wilson of Wrangell led an effort during the past Legislature to return Alaska to the old system in which parents had to make the effort to opt out. Her bill, as it passed the House, would have applied only to this one biannual survey. It died in the Senate.

The information obtained from the youth risk survey is invaluable. It helps groups obtain grants to work on teen issues. It tells lawmakers, schools, parents and others where kids need help.

If an individual parent doesn't want his child to participate, or a teen chooses not to himself, that's fine. No problem. But it's ridiculous and costly to have the permission system set up the way it is. The Legislature should change it.

BOTTOM LINE: Accurate reporting on teen risks is too important to be held hostage to a clunky state law.

Our kids

Tobacco message, cops in schools help out

Over the past 12 years, the percentage of Anchorage high school students who are frequent smokers has plunged from 16.4 percent to 3.4 percent.

That's one of the most dramatic results of the Anchorage Youth Risk Behavior Survey, which includes information from 1995, 2005 and 2007.

It's a sample of the important things we need to know about teens, and of why the survey matters.

School officials say the report shows that a concerted assault on smoking -- ads, tougher laws and higher taxes, for example -- is inducing teens to avoid tobacco.

Other results from this year's survey:

• Fewer kids were involved in fights or threatened with weapons on school grounds in 2007 vs. 2005. The police officers in schools are definitely making a difference, says Superintendent Carol Comeau.

• The trend is for fewer Anchorage teens to feel that their teachers and other adults really care about them -- a finding that could lead to more troubled youth, says Comeau.

The entire survey is online at the Anchorage School District Web site.

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CALIFORNIA healthy kids SURVEY

GUIDELINES FOR PASSIVE CONSENT

Based on recent change to state law,[1] CDE has determined that under certain circumstances LEAs conducting the California Healthy Kids Survey (CHKS) have the option of using passive parental consent, rather than active (written) consent as previously required.[2] Under passive-consent procedures, parents/guardians inform the school only if they *don't want* their child to participate in a study (opt out).[3] To adopt passive consent, the following conditions must be met:

- The survey is limited to grades 7 through 12. Passive consent cannot be used below grade 7.[4]
- It is anonymous, confidential, and voluntary. Active consent must still be used if respondent data are linked to a respondent's name in any form or manner, such as in longitudinal tracked surveys.
- The school board formally adopts, in consultation with parents, a written passive consent policy for the administration of the CHKS (and any other survey or test) consistent with California Education Code sections 51513 and 51938(b) and the federal Protection of Pupil Rights Act (PPRA), 20 USC 1232h.
- Parents/guardians are notified in writing at the beginning of the school year about the survey and when it is to be administered, and given a reasonable opportunity to review the survey and to decline their child's participation (opt out).
- Parents/guardians are notified of any substantive changes in survey policies, dates, or content that occur after the initial notification.
- The parental notice contains all the required elements specified in the CHKS Guidebook for protection of human subjects and in the federal Protection of Pupil Rights Act.
- Questions are not added to the survey that elicit reports of parental attitudes or behaviors or any other category that requires active consent under Ed Code 51513 but not exempted under Ed Code 51938.

The following guidelines are designed to help you determine whether you should switch from written to passive consent and the steps you should take if you decide to make the change.

Benefits of Passive Consent

- Passive consent involves less cost and labor, particularly for the classroom teacher.
- If you have *not* been successful in meeting your target sample using written consent, passive consent will likely increase your response rates.
- Research also suggests that passive consent will result in a more representative sample, as many hard-to-reach subgroups, including groups at high-risk of substance use and other problem behaviors, are underrepresented in written consent surveys.[5]

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[1] See Education Code 51938(b), which stipulates: "Notwithstanding Section 51513, anonymous, voluntary, and confidential research and evaluation tools to measure pupils' health behaviors and risks, including tests, questionnaires, and surveys containing age appropriate questions about the pupil's attitudes concerning or practices relating to sex may be administered to any pupil in grades 7 to 12, inclusive, if the parent or guardian is notified in writing that this test, questionnaire, or survey is to be administered and the pupil's parent or guardian is given the opportunity to review the test, questionnaire, or survey and to request in writing that his or her child not participate."

[2] Written consent requirements and strategies are detailed in the CHKS Guidebook, available online at www.wested.or/hks.

[3] As described in the CHKS Guidebook, under active-consent procedures parents must confirm in writing that they consent or not, usually by signing and returning a form. If a form is not returned, it must be assumed that parental permission is not granted.

[4] Education Code 51938(b) authorizes passive consent only for grades 7 through 12 (see note 1).

Considerations for Changing from Active to Passive Consent

- **Written consent provides extra protection** against surveying a student whose parents did not receive notification or did not approve of participation but failed to inform the school. This extra protection may be important if risk behavior surveys are a sensitive issue in your community.
- If passive consent reduces the burden on the classroom teacher, **schools must take special precautions** to demonstrate that they made every reasonable effort possible to inform parents about the survey (and any subsequent changes) and to give them opportunities to opt out.
- If your sample changes (e.g., becomes more representative), it will **complicate interpretation of current trends**. Did student behavior change or the sample? Most research suggests reported AOD use will increase. WestEd will provide talking points to address this issue.
- **If you have been meeting your target response rates using written consent**, you might want to continue using it to avoid the issues listed above, especially if your district will still need to use written consent with 5th grade.

Recommendations for Passive Consent Implementation

Survey procedures must ensure that parents receive the consent materials, pay attention to them, and have sufficient time and opportunities to refuse participation. To assure PPRA compliance and reduce the risk of inadvertently surveying a child without parent permission, we recommend the following:

- **Stress that survey participation is voluntary in all communications**. This is a key requirement for the use of passive consent procedures in the PPRA. Notify students in writing and verbally (before survey administration) that they have the right to decline participation and to not answer any question that makes them uncomfortable. Make sure nothing is done that might cause a student to feel uncomfortable if he doesn't want to participate.
- **Send all consent information and forms via a method that guarantees receipt**, such as by mail. Preferably, use a method that documents receipt. For example, the information can be put into a parent handbook that the parent signs for.
- **Use multiple contact techniques**. Do everything possible to insure parents receive notification.
- **Make sure all materials are language appropriate** for parents with limited English reading ability.[6]
- **Make disapproval notification convenient**. Again, use multiple venues: a written form that can be turned into a teacher, a phone number to call, or email address. Each channel should reach a single person or office, identified in district policies, responsible for monitoring consent. This will help avoid parent refusals from slipping through the cracks.
- **Document** all your efforts to notify parents.

For more information about consent procedures, call your regional CHKS advisor at 888.841.7536.

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[5] The application of active-consent procedures to anonymous, voluntary surveys with rigorous data safeguards and minimal risks to students—such as the CHKS— has been criticized for jeopardizing access to essential information by imposing overly rigid, stringent, and costly consent procedures.

[6] CDE policy is that, in addition to English, notification must also be in each primary language other than English where 15 percent of the students speak that primary language.

FAQs - Conducting In-School Surveys
Written by Tasha Snyder, Agricultural Sciences

The school setting is an optimal location to survey large numbers of students for research projects. Before planning a data collection study, however, it is important to be aware of federal guidelines and policies that contain regulations relevant for researchers conducting in-school studies of youth. These guidelines have implications for sampling, the informed consent process, and survey content.

Q: What federal regulations should I be aware of before planning an in-school study of youth?

A: The two key federal regulations you need to be familiar with are the Family Education Rights and Privacy Act (FERPA) and the Protection of Pupil Rights Amendment (PPRA). Both federal regulations apply to any institution receiving funds from the U.S. Department of Education.

FERPA

Initially signed into law in 1974, FERPA regulations are periodically updated, most recently under the No Child Left Behind Act of 2001. The main function of FERPA is to protect parent's rights regarding inspection and modification of their child's educational records. Under FERPA regulations parents have the right to inspect their child's educational records, request a correction to any errors in those record, and *parent's **written permission** must be sought before releasing their child's educational records.* Schools may release limited contact information for students (name, address, phone number, attendance record, date and place of birth, honors and awards) without written parental permission, but parents must be notified of these requests and given the opportunity to request that their child's information not be released.

PPRA

Part of the FERPA and No Child Left Behind legislation, PPRA is designed to protect parent's and pupil's rights regarding inspection of any materials - as part of the instructional curriculum or study instruments - to which students are exposed. Instructional and survey materials must be made available for parents to review, and *schools must obtain **written parental consent** before their minor students participate in any study that asks about the following:*

- political affiliations or beliefs of the student or student's parents;
- mental and psychological problems that are potentially embarrassing to the student and/or his or her family;
- sexual behaviors and attitudes;
- illegal, antisocial, self incriminating and demeaning behavior;
- critical appraisals of family members;
- legally protected relationships, such as those with lawyers, clergy and physicians;
- religious practices or beliefs of the student or student's parents; or
- income

Under PPRA schools are required to develop and adopt policies in conjunction with parents regarding their rights to inspect research surveys and instructional materials, protect students' privacy related to the eight items noted above, administering physical exams to students, and collecting student information intended to be used for marketing purposes. In addition, parents must be made aware in advance of dates when data collection studies will occur and of their rights to withdraw their children from participating in any study that asks about the eight items listed above, any marketing surveys, and any non-emergency physical exam or screening.

For a complete description of the FERPA and PPRA regulations, recent Supreme Court rulings, and a history of the legislation, see the following urls:

http://personalinfomediary.com/FERPA_info.htm
http://www.ed.gov/policy/gen/guid/fpco/hottopics/ht10-28-02.html

Q: What are the implications of the FERPA and PERPA regulations for the design, sampling, and implementation of my in-school study?

A: There are two main implications for study design and implementation. First, the content of your survey largely determines the level of parental consent required. In-school studies with surveys that contain sensitive questions related to any of the eight items described above must first provide parents full information about the study and survey content and then obtain written parental consent before a student can participate in the study. Surveys that contain more benign questions might not require active written parental consent but rather "passive" consent where parents are notified of the study, usually at least 2-3 weeks in advance, and reply to deny consent, rather than provide it. This type of scenario is addressed on a case-by-case basis by the IRB. Regardless though, all parents must be notified of the dates when data collection will occur so they can choose to withdraw their child from the study, even after giving written parental permission to participate.

Second, the level of consent required has important implications for the representativeness of your sample and can introduce sample bias into your study. Findings from several recent studies consistently highlight how sampling bias is introduced into research involving youth when active written parental consent is required (Dent, Galaif, Sussman, Stacy, Burtun and Flay 1993; Ellickson and Hawes 1989; Esbensen, Miller, Taylor, He and Freng 1999; Henry, Smith and Hopkins 2002). Two studies in particular, Esbensen et al. (1999) and Henry et al. (2002), compare samples from the same population involving active written parental consent with those involving passive parental consent and document how response rates are affected and bias is introduced.

Esbensen et al. (1999) collected data from 7th grade students in six U.S. cities and employed a sampling design that used passive parental consent for their pre-test wave of data collection, and then were required to obtain active parental consent for a subsequent wave of data collection on the same sample. This design provides a unique opportunity to compare the two samples of the same population, and determine how passive and active parental consent procedures differentially impact sample selectivity. Regarding response rates, in their pre-test survey, where passive parental consent was used, only 13 of the 2,496 eligible 7th grade students (0.4%) could not participate because their parents denied consent. When active parental consent was required for their first wave of data collection the response rate and sample size of their study were considerably reduced. Between 23% and 45% of youth did not participate in the study, depending on the site, due to non-response from the parents. Extensive follow-up of non-respondents found that 78% of the parents subsequently provided consent for their child to participate in the study, and 22% refused to provide consent. This suggests that non-response indicates passive

acceptance rather than being synonymous with refusal. Thus, the active written parental consent process that is required by PPRA could result in an unnecessarily large non-response rate, preventing students from participating in studies.

Regarding sample bias, Esbensen et al. (1999) provide strong evidence that the characteristics of the students whose parents did not respond were different from those whose parents responded, thus introducing bias into their sample. Comparing the pre-test sample with the sample of responders to the active parental consent, including those who allowed their children to participate and those who did not, revealed that the sample of responders was more likely to be white, to come from intact homes (two married parents), and to have parents with more than a high school education. In addition, parents of "at-risk" youth (positive attitudes towards and engagement in delinquent behaviors) were less likely to return consent forms at all. This study documents a selection bias introduced by the active parental consent procedure, and recommends that a mailing be sent home to parents notifying them of the study, and that the parents be given 2-3 weeks to deny their child's participation in the study, after which time period the consent is implied.

More recently, similar findings were reported when Henry et al. (2002) conducted an in-school study of 7th grade students in nine school districts in rural Pennsylvania. Active written parental consent was required for all students participating in their study, however, the project was able to access secondary data on several student characteristics for all eligible students--including GPA and absence from school--which allowed them to determine whether and how their sample was biased on these important characteristics. This study further made comparisons between the consent, non-consent, and non-response groups and determined not only if bias was introduced into their sample, but whether it originated from the non-consent group, the non-response group, or both. Findings revealed that the students whose parents declined their consent did not differ significantly from those whose parents provided consent, but that the students with non-responding parents did differ significantly from those who consented on two key educational variables. The students whose parents provided consent had fewer days of school absence and higher grade point averages compared to the students with non-responding parents. Thus, comparisons of the three groups (consenters, decliners, and non responders) find that the students eliminated from the study because of the lack of permission due to non-responders is the source of sample bias, not the presence of decliners. The result is that the Henry et al. (2002) sample represents students who are less "at-risk" for poor outcomes, thus introducing sample bias.

Both of these studies employed the numerous strategies suggested to increase return rates for active written parental consent. **These strategies include designing effective informational and consent forms, working with key school personnel, multiple mailings to parents, providing rewards for classrooms that have high return rates (such as pizza or ice cream parties), and following up with non-responders** (Esbensen et al., 1999; Fletcher and Hunter, 2003; Henry et al., 2002). Even though these strategies were implemented, both studies report biased samples due to the high degree of non-response associated with written active parental consent procedures.

Q: Yikes! So, what's a child and youth researcher planning to use in-school data collection to do?

A: Well, there really isn't much you can do to completely avoid sampling bias with in-school youth surveys of sensitive topics where active written parental consent is required. The FERPA and PPRA regulations were developed and instituted with the goal of protecting the rights and privacy of parents and students, not to promote easier access to students for research purposes.

Following the suggestions outlined above will help reduce bias in your study. Also keep in mind that sampling bias is an issue for most primary data collection studies.

References

Dent, C.W., Galaif, J., Sussman, S., Stacy, A., Burtun, D. and Gley, B. 1993. "Demographic, Psychosocial and Behavioral Differences in Samples o f Actively and Passively Consented Adolescents". Addictive Behaviors, 18: 51-56.

Ellickson, P.L. and Hawes, J.A. 1989. "An Assessment of Active Versus Passive Methods for Obtaining Parental Consent." Evaluation Review, 13: 45-55.

Esbensen, F., Miller, M., He, N. and Freng, A. 1999. "Differential Attrition Rates and Active Parental Consent." Evaluation Review, 23: 316-335.

Henry, S.L., Smith, E.A. and Hopkins, A.M. 2002. "The Effect of Active Parental Consent on the Ability to Generalize the Results of an Alcohol, Tobacco, and Other Drug Prevention Trial to Rural Adolescents". Evaluation Review, 26: 645-655.

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Youth Risk Behavior Survey Background

The Youth Risk Behavior Survey

The Youth Risk Behavior Survey (YRBS) is part of an epidemiological surveillance system that was established in 1988 by the Centers for Disease Control and Prevention (CDC). Its purpose is to help monitor the prevalence of behaviors that put young people at risk for the most significant health and social problems that can occur during adolescence and adulthood. It is an anonymous school-based survey of high school students and it is administered on the national and state level every other year. The survey examines six categories of adolescent behavior:

- behaviors that result in unintentional and intentional injuries;
- tobacco use;
- alcohol and other drug use;
- sexual behaviors that can result in HIV infection, other sexually transmitted diseases (STD's) and unintended pregnancies;
- dietary behaviors; and
- physical activity.

Value of the YRBS

The YRBS is the largest and most respected source of data of its kind in the US. Survey results have tremendous value at the national, state, and local level such as measuring progress towards the national Healthy People 2010 and the state Healthy Alaskans 2010 health objectives. Results allow health and educational professionals to track the prevalence of youth risk behaviors over time, to compare their state to other states or to the nation, and when conducted on the local level it allows local communities to measure themselves compared to the rest of the state. Understanding the health risk behaviors of youth is critical for developing programs that address risk behaviors practiced in their jurisdiction and for measuring progress toward program goals.

YRBS in Alaska

Alaska's YRBS is a joint project between the Dept. of Education & Early Development and the Dept. of Health and Social Services. Alaska first participated in the YRBS in 1995 and has attempted to conduct the survey most every other year since then, with varying degrees of success. Alaska has produced statewide reports in 1995, 1999 (without Anchorage), and in 2003.

Typically 42 schools (approximately 20 districts) in Alaska are scientifically selected from among the high schools in Alaska to participate in the statewide survey. With their cooperation, classrooms from within each school are randomly selected to participate in the survey which generally results in just over 2,000 high school students being eligible to participate. In addition, school districts are given the option to conduct a survey of their entire district in order to gain a better understanding and measure of risk behaviors in their communities. Up to 20 districts each survey year opt to take advantage of this opportunity with the service provided free of charge by the state. In total the YRBS program distributes approximately 12-13,000 surveys for this purpose. Strict precautions are in place to absolutely ensure student confidentiality and participation in the survey is completely voluntary. Students answer the multiple choice questions about their current and past risk behaviors, which are collected and sent to the state for processing. State results are then shared federally with CDC.

Response Rates

In order to ensure that the YRBS data are representative of high schools in Alaska, the majority of surveys need to be completed. Alaska sets a minimum overall response rate of 60% to be able to confidently report the results. The overall response rate is calculated by multiplying the rate of participation of schools with the student response rate. The higher the response rate the more accurate the results. In general, participation rates in Alaska have improved (more schools selected are cooperative) but the student response rate has declined and jeopardized the survey. In 1995, 82% of schools participated and 78% of students in those schools completed the survey resulting in an overall response rate of 64%. In 2005, 93% of the schools participated and 59% of students completed the survey resulting in a 55% overall response rate which was not adequate.

Barriers to Success

A major barrier to success has been the active parental consent law which went into effect at the end of 1999. Alaska's active parental consent law, AS 14.03.110, prohibits schools from administering surveys or questionnaires at public schools that inquire into personal or family affairs, or anything else that is not a matter of public record or readily observable in public (regardless of whether or not the surveys are anonymous and voluntary) without first getting written permission from all participating students' parents or legal guardians. Alaska is one of only two or three states in the nation that has a school survey law requiring active parental consent for surveys of this type. Most states employ passive parental consent when administering such surveys. Passive parental consent involves notifying and informing the parents about the survey and assuming that students will participate unless the parent provides a written refusal to opt out of the survey.

Advantages to active parental consent are greater parental involvement and less risk of students being included in surveys without parental approval. Disadvantages of active parental consent include the drastically increased costs and labor involved in conducting student surveys, the high failure rates for getting enough student responses to get usable data for larger surveys, and the potential for leading to inaccurate/misrepresentative data. Research and our experience suggests that the vast majority of parents consent to their students participating in such surveys and that most parental failures to provide written permission are driven by apathy, oversight, or student error, not by refusal.

Costs

In recent years (since the enactment of active parental consent) more and more resources (time and money) have been spent on YRBS. Since the process of active parental consent places more of a burden on the school administrators and staff, the EED has offered financial incentives to participating schools since 2003 and costs have more doubled. This money has helped schools implement the survey but has not guaranteed its success as far as student response rates. This does not include the basic expense of operating the YRBS, such as the costs for supplies, copying, shipping and staff time.

Support for YRBS in Alaska

The YRBS in Alaska is endorsed by:

- Association of Alaska School Boards
- Alaska Action for Healthy Kids
- All Alaska Pediatric Partnership
- American Heart Association, Pacific/Mountain Affiliate
- American Lung Association of Alaska
- American Cancer Society, Alaska
- Alaska Health Education Consortium
- Alaska Tobacco Control Alliance
- Alaska Native Tribal Health Consortium

For more information on YRBS system visit http://www.cdc.gov/healthyyouth/yrbs/index.htm or http://www.hss.state.ak.us/dph/chronic/school/YRBS.htm or contact Patty Owen, YRBS Coordinator, DHSS, Division of Public Health, 465-2768 or Patty_Owen@health.state.ak.us

Alaska

2007 Youth Risk Behavior Survey (YRBS) Results

These risk behaviors among high school students[1] ...

Unintentional Injuries and Violence

- 7% Rarely or never wore a seat belt
- 24% Rode with a driver who had been drinking alcohol, during the past month
- 24% Carried a weapon during the past month
- 29% Were in a physical fight during the past year
- 11% Attempted suicide during the past year

Alcohol and Other Drug Use

- 40% Drank alcohol during the past month
- 26% Reported episodic heavy drinking during the past month[2]
- 21% Used marijuana during the past month
- 8% Ever used cocaine
- 14% Ever used inhalants

Sexual Behaviors

- 45% Ever had sexual intercourse
- 13% Had sexual intercourse with ≥ 4 people
- 31% Had sexual intercourse during the past three months
- 39% Did not use a condom during last sexual intercourse[3]

Tobacco Use

- 53% Ever tried cigarette smoking
- 18% Smoked cigarettes during the past month
- 7% Smoked cigarettes on ≥ 20 days during the past month
- 10% Used smokeless tobacco during the past month
- 10% Smoked cigars during the past month

Dietary Behaviors

- 84% Ate fruits and vegetables < 5 times/day during the past 7 days
- 22% Drank soda or pop one or more times a day during the past 7 days (not including diet soda or pop)

Physical Activity

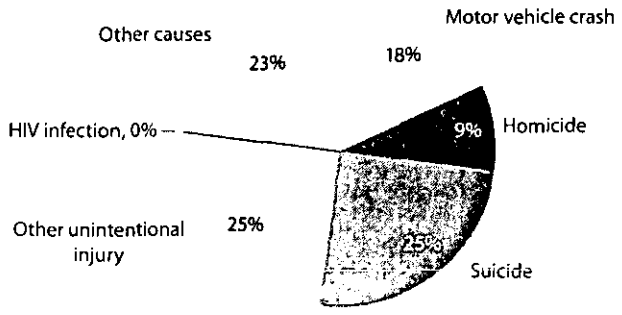
- 58% Did not meet currently recommended levels of physical activity[4]
- 53% Did not attend physical education class
- 82% Did not attend physical education class daily

Overweight

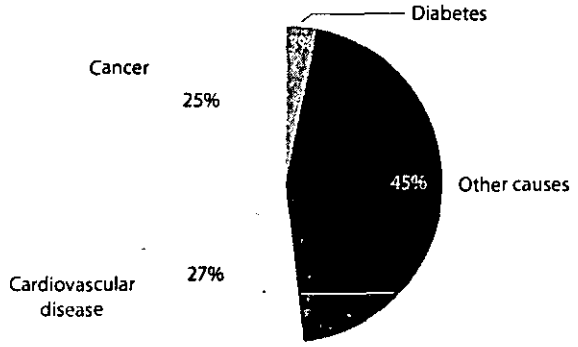
- 16% Were overweight[5]
- 11% Were obese[6]

... contribute to these leading causes of death[7]

Youth Aged 10-24 Years



Adults Aged 25 Years and Older



[1] High school students grades 9-12 in Alaska excluding alternative schools and boarding schools, weighted data.

[2] Students who had five or more drinks of alcohol in a row within a couple of hours on at least 1 day during the past 30 days

[3] Among students who had sexual intercourse during the past 3 months.

[4] Students who were not physically active for a total of at least 60 minutes per day on 5 or more days of the past 7 days.

[5] Students who were at or above the 85th percentile but below the 95th percentile for body mass index by age and sex.

[6] Students who were at or above the 95th percentile for body mass index by age and sex.

[7] 2003-2005 Alaska mortality data, Centers for Disease Control and Prevention.

For more information visit www.hss.state.ak.us/dph/chronic
Or call 1-888-465-3140

The Alaska Youth Risk Behavior Survey is a joint project between the Department of Health and Social Services and the Department of Education & Early Development in cooperation with the Centers for Disease Control and Prevention

5394

HB

137

Kodiak Island Borough School District
Office of the Superintendent
722 Mill Bay Road
Kodiak, AK 99615
(907) 481-6200

March 2, 2009

Twenty-Sixth Alaska State Legislature
House of Representatives
State Capitol
Juneau, AK 99801

Dear Representatives:

Kodiak Island Borough School District wholeheartedly endorses House Bill 137. A substantial number of Kodiak Island students come to us from the United States Coast Guard as well as the United States Navy.

We eagerly join this compact's intent to remove the barriers to educational success imposed on the children of military families due to the frequent moves and deployment of their parents. We will be committed to supporting and enforcing the rules and provisions of this compact. It is our District's goal to provide uniform collection and sharing of information; and to promote coordination, flexibility and cooperation between educational systems and families in order to achieve educational success for the student.

We thank Representative Coghill for sponsoring House Bill 137. His concern is for the best interest of the children whose parents are serving this nation with such honor. We appreciate their service and this bill represents a small token of thanks as well as removes several obstacles that are imposed upon their children during their service to our country.

Sincerely,

Stewart McDonald
Superintendent

Case Study #1

Commissioned Personnel

Family of a Major General, United States Air Force; stationed in Virginia

Due to multiple reassignments for our family, my son attended ten different schools prior to graduating from high school. Though he was certified as academically advanced by previous school systems, he was denied advanced placement in one school system solely because he was not in that system for the required period of time. He was denied advanced placement in another system due to its different qualifying criteria as compared to previous jurisdictions. For one four year period during which we were reassigned each year, my son was required to read Romeo and Juliet for each of those four years despite having done so in each preceding state. He was denied the opportunity to participate in sports on more than one occasion because we were reassigned after team tryouts and he was told he was too late. Finally, we had to take the drastic measure of placing him in a private school after one reassignment because, in order for him to graduate on time from his assigned public school, he would have been required to stay in school for an extra year since the new school system refused to accept all of his credits that he had completed in the previous jurisdiction.

My daughter, currently a high school freshman, has attended seven different schools. She had an IEP (Special Education: Individual Education Plan) from one state that was not continued in the next state because her success out-scored their expectation of what her aptitude score indicated she could achieve. In our current state of residence, she is required to pass six course competency tests, even though she took some of those courses in a different state. Furthermore, the preparatory curriculum for these tests is different than in the last jurisdiction so her burden has been needlessly increased. What is most problematic is that, in order for her to graduate high school on time, she must pass an exit exam which is designed for students who have been in this particular state system for twelve years. For that reason, and because previously earned credits have not been accepted by the present jurisdiction, she must take summer school courses every summer for the next three years.

Case Study #2

Enlisted Personnel

Family of a Technical Sergeant, United States Air Force; stationed in Florida

My daughter is 10 years old and is in the 5th grade. Our family moved to Patrick AFB, Florida from Kirtland AFB in New Mexico last May on military orders. My husband is in the Air Force. We enrolled my daughter in elementary school in Florida during the summer and her new school requested her school records in August from her previous school in New Mexico. By the middle of October, the records had not yet been sent to the new school. After repeated written requests, phone calls and emails from Florida school officials and myself to her previous school in New Mexico, some of her records arrived in late October. However, her complete record did not arrive until November 19th.

When her records finally arrived, the school transferred her to the fifth grade QUEST class which is an advanced placement class for students who are gifted and talented. This is where she should have been placed at the beginning of the semester. However, due to the inexplicable delay in transferring her records, her new school placed her in a less challenging learning environment. Therefore, she spent almost a whole semester in an inappropriate classroom setting. The effects of this delay, which may seem to be of little consequence to adults, have been severe and profound for my 10 year old. She was miserable in school for months, forced to study material she had already mastered. She was bored and restless, and she sometimes got into trouble as a result. She is also not where she should be academically and has some catching up to do.

Despite this setback, now that she is in the proper class, she is back to being my happy, well behaved student. However, had legislation such as the proposed compact been in place in time for my daughter, we could have avoided this situation entirely.

ALASKA STATE LEGISLATURE
HOUSE RULES COMMITTEE
REPRESENTATIVE JOHN COGHILL, CHAIRMAN
State Capitol Juneau, AK 99801-1182 (907) 465-3719
3340 Badger Road Suite #290, North Pole, AK 99705 (907) 488-5725

Sectional
HB 137

"An Act relating to an interstate compact on educational opportunity for military children; amending Rules 4 and 24, Alaska Rules of Civil Procedure; and providing for an effective date."

Section 1: AS 14. Adds a new chapter:
Chapter 34. Interstate Compact on Educational Opportunity for Military Children

Article I – Purpose
This article describes the purposes of this compact which is to remove barriers to educational success for military children by facilitating enrollment, placement, and timely graduation; providing enforcement of rules, uniform collection and sharing of information; and promoting coordination, flexibility, and cooperation among member states.

Article II – Definitions
This article provides definitions for terms used throughout the compact.

Article III – Applicability
This article defines the children covered by this compact.

Article IV – Educational Records and Enrollment
This article outlines how sending and receiving states handle a military student's unofficial and official educational records. The Interstate Commission determines what information must be included in the records, and the time line for providing the records. It provides a 30-day grace period for immunizations. Kindergarten and first grade entrance is addressed for both grade level and age.

Article V – Placement and Attendance
This article describes course placement; education program placement, and special education services to address federal requirements for students with disabilities. Placement flexibility and absences related to deployment are also addressed.

Article VI – Eligibility
This article provides information on enrollment eligibility. It prohibits the student from being charged a tuition if the student lives in a different jurisdiction, and allows the student to continue to attend the school they were enrolled in while residing with the custodial parent. The military student shall have as many opportunities as possible to participate in extracurricular activities, even if they have missed the application deadlines.

Article VII – Graduation
This article facilitates on-time graduation by providing procedures for waivers, exit exams and transfers during a military student's senior year.

Article VIII – State Coordination
This article establishes requirement for creation of a State Council or other existing body to provide coordination among its government, local and military agencies. Membership requirements are also addressed.

Article IX – Interstate Commission on Ed Opportunity for Military Children
This article deals with creating the commission and its responsibilities, powers, and duties. It details membership, voting rights, meetings, executive committee, bylaws and rules, data collection, and a process for reporting alleged violations.

Article X – Powers and Duties of the Interstate Commission
This article lists the powers and duties of the Interstate Commission: Dispute resolution; promulgate rules; issue advisory opinions; enforce compliance; and other powers and duties related to establishing and running and supporting the state councils at a national level.

Article XI – Organization and Operation of the Interstate Commission
This article provides the structure for the Interstate Commission to organize, establish bylaws, set up executive and other committees, establish procedures for meetings, and providing for start-up rules for the initial administration of the compact.

Article XII – Rulemaking Functions of the Interstate Commission
This article gives the Interstate Commission rulemaking authority, and rulemaking guidelines and a provision for judicial review of a proposed rule.

Article XIII – Oversight, Enforcement, and Dispute Resolution
This article addresses oversight, enforcement and dispute resolution specifically. Oversight: Charges the executive, legislative and judicial branches of state governments regarding the purpose and intent of the Compact. It further states that the Interstate Commission shall receive all service of process and has standing to intervene. Further addresses consequences of default by a member state. Dispute Resolution: If requested the Interstate Commission will attempt to resolve disputes and provide rules for mediation and binding dispute resolution. Enforcement: The Interstate Commission shall enforce the rules and provisions of this compact and may initiate legal action to enforce compliance with the provisions of the compact.

Article XIV – Financing the Interstate Commission
This article provides a method for the Interstate Commission to pay its reasonable expenses by collecting annual assessments from each member state. There are limits on incurring obligations and the need for accurate accounting of all receipts and disbursements, and the requirement for a yearly audit by a certified or licensed CPA.

Article XV – Member States, Effective Date and Amendment
States are eligible to become members, the compact becomes effective when no less than 10 states enact the compact into law and the member state passes the law. Rules for how amendments become effective and binding.

Article XVI – Withdrawal and Dissolution
This article addresses how member states withdraw from the compact, what their responsibilities of notice, time, and responsibility for assessments. This article also addresses reinstatement, and compact dissolution.

Article XVII – Severability and Construction
Provisions of this compact are severable and any portion deemed unenforceable does not affect the remaining compact. The compact should be liberally construed, and nothing in this compact inhibits other interstate compacts.

Article XVIII – Binding Effect of Compact and Other Laws
Nothing in this compact prevents the enforcement of other laws that are not inconsistent with this compact. Conflicting laws are superseded by the compact to the extent of the conflict. All rules of the Interstate Commission are binding on the members states. Any provisions that exceed constitutional limits are ineffective to the extent of the conflict of the member state.

Sec. 14.34.020 Compact Administrator.
Establishing a compact administrator and the duties of that office.

Sec. 14.34.030 State Council.
Establishes the state council as a subcommittee of the membership.

Sec. 14.34.040 Regulations.
The board may adopt regulations to implement this chapter.

Sec. 14.34.090 Short Title.
Interstate Compact of Educational Opportunity for Military Children

Section 2: Uncodified law of the State of Alaska is amended by adding a new section:

INDIRECT COURT RULE AMENDMENTS. The changes made by Sec. 1 of this Act have the effect of changing Alaska Rules of Civil Procedure:

(1) Rule 4 – entitles the Interstate Commission to receive service of process of a judicial proceeding that pertains to a Compact provision or rule.

(2) Rule 24(b) - entitles the Interstate Commission to intervene in a judicial proceeding in which the validity of a compact provision or rule is at issue.

Section 3: Uncodified law of the State of Alaska is amended by adding a new section:

CONDITIONAL EFFECT OF CERTAIN PROVISIONS.

Provisions set out in Section 1 concerning service of process and standing to intervene, take effect only if Section 2 receives two-thirds majority vote of each house required by the State Constitution.

Section 4: Uncodified law of the State of Alaska is amended by adding a new section:

CONDITIONAL EFFECT OF ACT; COMMISSIONER'S DUTY TO NOTIFY.

When Sections 1 and 2 of this Act will take effect and notification requirements when the 10 or more states have ratified this compact.

Section 5: Setting out the effective dates of this Act to be not less than 10 states other than this state ratify the Compact or July 1, 2009, whichever is later.

(26-LS0588\R)

ALASKA STATE LEGISLATURE
HOUSE RULES COMMITTEE
REPRESENTATIVE JOHN COGHILL, CHAIRMAN
State Capitol Juneau, AK 99801-1182 (907) 465-3719
3340 Badger Road Suite #290, North Pole, AK 99705 (907) 488-5725

Sponsor Statement

HB 137

"An Act relating to an interstate compact on educational opportunity for military children; amending Rules 4 and 24, Alaska Rules of Civil Procedure; and providing for an effective date."

The purpose of House Bill 137 is to eliminate some of the barriers that face children of military personnel as they transition from one school system to another. The average student will move from six to nine times from kindergarten to 12th grade.

While the armed services has done much to ease the transition for children of military personnel, there is much that can be done at the state and local levels to ensure that these children are afforded the same opportunities for educational success as other children.

Alaska enjoys a close relationship with our service men and women and their families and recognizes the sacrifice and stress they face with frequent moves and deployment. There are 12,106 active duty children between the ages of five and 18 plus the children of active members of the guard and reserve that will benefit from this compact.

Eleven states in 2008 adopted this compact and presently 22 states have pending legislation to join the compact. Passing this legislation will help remove some of that stress by providing the children timely enrollment as the children move from one school district to another.

(26-LS0588\R)

Louie Flora

From: Friedman_Jeff [Friedman_Jeff@asdk12.org]
Sent: Friday, March 20, 2009 6:41 PM
To: Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Bryce Edgmon; Rep. Wes Keller; Rep. Peggy Wilson; Rep. Bob Buch; Rep. Berta Gardner
Cc: Comeau_Carol; Siegfried_Robin; David.Shutt@us.army.mil
Subject: HB 137 Compact: Education of Military Children

Follow Up Flag: Follow up
Flag Status: Blue

Chair Seaton and Members of the Education Committee,

I am writing to urge your support for this compact which will be heard by your committee Monday morning.

This compact will provide useful support to our military members and their families. Anchorage educates a large number of students of military families. Many of these families have major transitions during the year as parents are deployed or transferred to or from Anchorage. We work closely with Ft. Richardson and Elmendorf AFB to make these transitions easier, and this Compact will assist us in that process.

Jeff Friedman
Anchorage School Board
1534 D Street
Anchorage, AK 99501
907-742-4699 (Home)

FISCAL NOTE

STATE OF ALASKA
2009 LEGISLATIVE SESSION

Fiscal Note Number:
Bill Version:
() Publish Date:

Identifier (file name):
Dept. Affected: Education

Title: Interstate Compact on Educational Opportunity for Military Children
RDU: Education Support Services
Component: Executive Administration

Sponsor
Requester
Component Number: 2736

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2010**	**FY 2010**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**
Personal Services							
Travel	6.1	6.1					
Contractual	16.2	16.2					
Supplies							
Equipment							
Land & Structures							
Grants & Claims							
Miscellaneous							
TOTAL OPERATING	**22.3**	**22.3**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES ( )							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	22.3	22.3					
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**22.3**	**22.3**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

Estimate of any current year (FY2009) cost: 0.0

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

Estimated cost to join Interstate compact on Educational Opportunity for Military Children. The compact requires the state to establish a state council to oversee the implementation of the compact. EED recommends a five member state council. The council will consist of the Commissioner of the Department of Education and Early Development, Superintendents of Anchorage and Fairbanks School Districts, a state legislator and the Military advisor appointed to the State Board of Education and Early Development.

Prepared by: Eddy Jeans, Director — Phone 465-8679
Division: School Finance — Date/Time 1/22/09 12:00 AM
Approved by: — Date

(Revised 9/10/2008 OMB)

5405

FISCAL NOTE

STATE OF ALASKA
2009 LEGISLATIVE SESSION

BILL NO. _____

ANALYSIS CONTINUATION

Military compact, page 2 of fiscal note

Article VIII - State Coordination

Estimated travel cost.
Two, two day meetings a year. One in Anchorage and one in Juneau.
Four members will travel for each meeting.
Airfare is estimated at $500
Per Diem is estimated at $60 a day
Hotel is estimated at $200 a night

Estimated total travel cost is $6,080.

Contractual Component - Estimated buy in for membership in the compact is $1 per dependent of an active duty militaryparent. Alaska currently has 16,200 active duty military dependents, therfore membership is $16,200.

DEPARTMENT OF THE AIR FORCE
PACIFIC AIR FORCES

MAR 19 2009

General Carrol H. Chandler
PACAF/CC
25 E Street, Suite G-214
Hickam AB HI 96853-5420

Representative John Coghill, Chair
Members of the House Committee on Education
Alaska State Capitol
Juneau, AK 99801

Re: IN SUPPORT OF HB137
Hearing: Fri, 20 Mar 09 at 0800

Dear Representative Coghill and Committee Members

Partnership and collaboration are longstanding keystones for military and local community support to Alaska public school students. In this spirit, I provide my support to House Bill HB137 "Interstate Compact on Educational Opportunities for Military Children."

HB137 is groundbreaking legislation written specifically for the unique requirements of a transient student population. Issues such as enrollment, testing standards and graduation requirements are addressed through the interstate compact. These types of standards allow a military student to progress without fear of having to reaccomplish work to meet a new requirement after a move. Additionally, this compact provides an avenue for states to not only establish this list of standards but to collaborate on future issues as they arise.

I look forward to increased cooperation with those who set policy for and educate our children in Alaska. The changes implemented from HB137 will directly impact the social, emotional and academic experience of transitioning students who attend Hawaii public schools.

I personally appreciate the hard work and dedication of all those involved with HB137. Thank you for your submission and continued support of our military families.

Very respectfully

Carrol H. Chandler

CARROL H. CHANDLER
General, USAF
Commander

5407

DEPARTMENT OF THE ARMY
HEADQUARTERS, UNITED STATES ARMY, PACIFIC
FORT SHAFTER, HAWAII 96858-5100

REPLY TO
ATTENTION OF

Office of the Commanding General

18 Mar 09

State Representative John Coghill
House District 11- North Pole
State Capitol, Room 214
120 4th Street
Juneau, Alaska 99801-1182

Re: **In SUPPORT of HB# 137 "Interstate Compact on Educational Opportunities for Military Children"**

Dear Representative Coghill:

The United States Army, Pacific (USARPAC) would like to inform you of our **support** for the Interstate Compact on Educational Opportunities for Military Children (House Bill #137). When considering the number of school-age military children impacting each state, Alaska has approximately 12,000 school-age military dependents attending public, private, and homeschooling venues. As these students move from state to state, many of them encounter considerable challenges when dealing with enrollment, eligibility, placement, extra-curricular activities, and graduation requirements. Often, military students lose course credits due to multiple school transfers and are often improperly placed in courses due to the varying school requirements.

USARPAC appreciates all that Alaska public schools have done on behalf of our military children regarding transition and deployment issues. The Interstate Compact on Educational Opportunities for Military Children will only serve to compliment and augment what is already being done in the Alaska public schools. Additionally, this bill will join Alaska with other states in an effort to streamline the school transition process and create much needed uniformity between states.

For these reasons, USARPAC supports this compact and encourages the Alaska House of Representatives to pass House Bill #HB137. If you need additional information, please contact my Well Being/Education Specialist, Ruth Davis, at 808-438-4177 or E-mail nancy.ruth.davis@us.army.mil.

Sincerely,

Benjamin R. Mixon

Benjamin R. Mixon
Lieutenant General, US Army
Commanding General

DEPARTMENT OF THE ARMY
HEADQUARTERS, U.S. ARMY ALASKA
724 POSTAL SERVICE LOOP #5000
FORT RICHARDSON, ALASKA 99505-5000

March 18, 2009

REPLY TO
ATTENTION OF:

Office of the Commanding General

Honorable John Coghill
Alaska House of Representatives
House District 11- North Pole
State Capitol, Room 214
120 4th Street
Juneau, Alaska 99801-1182

Subject: Support of House Bill #137, "Interstate Compact on Educational Opportunities for Military Children"

Dear Mr. Coghill:

The United States Army Alaska (USARAK) would like to inform you of our support for the Interstate Compact on Educational Opportunities for Military Children (House Bill #137). In the state of Alaska, there are approximately 12,000 school age children of active duty military personnel. As these students move from state to state, many of them encounter considerable challenges when dealing with enrollment, eligibility, placement, extra-curricular activities, and graduation requirements. Often, military students lose course credits due to multiple school transfers and are sometimes improperly placed in courses due to the varying school requirements. The Interstate Compact on Educational Opportunities for Military Children will help to ease this frustration and will aid military students in the school transition process.

USARAK appreciates all that Alaska public schools have done on behalf of our military children regarding transition and deployment issues. The Interstate Compact on Educational Opportunities for Military Children will only serve to complement and augment what is already being done in the Alaska public schools. Additionally, this bill will join Alaska with other states in an effort to streamline the school transition process and create much needed uniformity between states.

For these reasons, USARAK supports this compact and encourages the Alaska House of Representatives to pass House Bill #137.

Sincerely,

Stephen R. Layfield
Major General, U.S. Army
Commanding Officer

HB

147

5410

Alaska State Legislature

Rep. Cathy Muñoz, Vice-Chair
Rep. Wes Keller
Rep. Bob Buch

Rep. Peggy Wilson
Rep. Bryce Edgmon
Rep. Berta Gardner

Rep. Paul Seaton, Chairman
HOUSE EDUCATION COMMITTEE

HB 147
Sponsor Statement

HB 147 repeals AS 14.17.520, a ten year old provision in Alaska statutes requiring that 70% of a school district's operating expenditures be dedicated to the instructional component of the district budget, regardless of their geographical location, student population size, or any other factor. AS 14.17.520 is considered an accountability measure to ensure school districts are spending funds on instructional programs.

The rising cost of education is affecting the way school districts address their spending. Fuel, electricity, and building maintenance expenses can radically change from year to year.

There are two types of school districts that have been chronically unable to meet the 70% requirement: districts that have an operating budget of $3 million or less and those that spend 20% or more of their budget on operation and maintenance. Currently, if a school district is unable to meet the 70% requirement, they must file a waiver through the State Board of Education & Early Development which can either be approved or denied. Approval allows the district to operate with their submitted budget, but requires justification for their failure to comply with the 70% requirement. Denial of a waiver can require the district to revise its budget to meet the 70%.

AS 14.17.520 has become outdated. The current statewide assessment system is a better accountability program to determine if school districts are meeting their student's needs through good instructional practices. The state assessment system measures student proficiency in reading, writing and mathematics from one year to the next. In fact, with the passage of SB 285 last year the department of education has the authority and responsibility to intervene in chronically low performing schools and districts. SB 285 requires the Department of Education to redirect school district resources to improve instructional practice intended to increase student proficiency. This accountability system provides a better use of school district and state resources to increase student achievement.

State Capitol, Room 102 Juneau, AK 9980 - Phone: 465-3923 - Fax: 465-3472 - Toll Free (800) 665-2689
Representative_Paul_Seaton@legis.state.ak.us

Repealing AS 14.17.520 will remove the 70% requirement and waiver process, saving almost half of Alaska's school districts, the State Board of Education and EED staff a redundant yearly process that does not measure the effectiveness or ability of a district to deliver a quality educational program to its children.

Staff contact: Hannah Harrison – 465.6256

Economic Development only upon a finding of abuse of discretion or upon a finding that there is no substantial evidence to support the determination.

(b) Motor vehicles subject to the motor vehicle registration tax under AS 28.10.431 shall be treated as taxable property under this section.

Sec. 14.17.520. Minimum expenditure for instruction.

(a) A district shall budget for and spend a minimum of 70 percent of its school operating expenditures in each fiscal year on the instructional component of the district budget.

(b) The commissioner shall reject a district budget that does not comply with (a) of this section and, unless a waiver has been granted by the board under (d) of this section, shall withhold payments of state aid from that district, beginning with the payment for the second full month after rejection and continuing until the school board of the district revises the district budget to comply with (a) of this section.

(c) The commissioner shall review the annual audit of each district for compliance with the expenditure requirements of (a) of this section. If the commissioner determines that a district does not meet those requirements, the commissioner shall advise the district of the determination, calculate the amount of the deficiency, and deduct that amount from state aid paid to the district for the current fiscal year. A deduction in state aid required under this subsection begins with the payment for the second full month after the determination, unless a waiver has been granted by the board under (d) of this section.

(d) A district that has been determined by the commissioner to be out of compliance with the requirements of this section may, within 20 days of the commissioner's determination, request a waiver by the board of the imposition by the commissioner of any reduction in state aid payments under (b) or (c) of this section. The request must be in writing and must include an analysis of the reasons and causes for the district's inability to comply with the requirements of this section. The board may grant the waiver if the board determines that the district's failure to meet the expenditure requirements of this section was due to circumstances beyond the control of the district. The request must also be submitted to the Legislative Budget and Audit Committee, which shall review the district's request and forward the committee's recommendations on it to the board.

(e) The commissioner shall submit an annual report on actions taken by the commissioner or the board under this section to the Legislative Budget and Audit Committee by April 15 of each year.

(f) In this section, "instructional component" includes expenditures for teachers and for pupil support services.

Support

ALASKA DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT

Resolution of The State Board of Education & Early Development

Minimum Expenditure for Instruction

Resolution 01-2009

WHEREAS, the State of Alaska now has in place an extensive system of accountability, approved by the federal government, for schools and school districts; and

WHEREAS, the accountability system uses assessments to measure school and school district progress in reading, writing and mathematics in nine subgroups of students and in the student body as a whole in grades 3 through 10; and

WHEREAS, the accountability system is accompanied by regulations specifying actions that schools and districts must take to improve; and

WHEREAS, the Alaska Department of Education & Early Development has in place programs and services designed to assist schools and districts to improve; and

WHEREAS, the state administers a high school graduation qualifying examination in accordance with state law and aligned with statements of legislative intent; and

WHEREAS, since 1998 Alaska Statute 14.17.520 requires that at least 70 percent of school districts' operating fund expenditures be spent on instruction; and

WHEREAS, the assessment data since 1998 does not demonstrate there is a relationship between student achievement and the percentage of districts' operating funds spent on instruction; and

WHEREAS, districts consume valuable staff time each year to prepare requests for waivers of the minimum expenditure requirement, when needed, from Alaska Statute 14.17.520; and

WHEREAS, the department consumes valuable staff time each year reviewing districts' instructional budgets, expenditures and requests for waivers, and preparing an annual report to the legislature; and

WHEREAS, the minimum expenditure requirement also places a burden on the Legislative Budget & Audit Committee to review the districts' waiver requests and forward recommendations to the State Board of Education & Early Development; and

WHEREAS, the department has seen that nearly all districts that request waivers have small budgets that are heavily affected by rising fixed costs in necessary non-instructional areas such as heating;

THEREFORE, BE IT RESOLVED, the State Board of Education & Early Development respectfully requests the Alaska Legislature to reconsider or amend the statute that requires districts to spend a minimum of 70 percent of their operating funds on instruction, in acknowledgement that a system of accountability directly tied to student achievement is now in place.

Esther Cox, Chair
On behalf of the State Board of Education
& Early Development

December 5, 2008

Rep. Seaton's Office
C/O Hannah Harrison
State Capitol, Room #102
Juneau, AK 99801

Fax: 907-465-3472
Phone: 907-465-6256

Dear Honorable Representative Seaton,

The Galena City School District has never been in a profile of requesting forgiveness from the State Board of Education which demonstrates "error of intent" of this law. An economy of scale provides certain compliance for schools with larger student populations and penalizes the smaller districts. There's really no problem with each and every school district in the state being accountable for spending percentages in different budget categories and well we should be. The nature of facilities, management, and other basic operations costs quickly place smaller districts in violation. This evolves to be an exercise of time, as to my knowledge, no school has been sanctioned or punished for their status, nor should they be. Ultimately rising costs and declining enrolments present obvious draw-downs on school funding to a point school boards must prioritize spending. Logic should tell us that small top-heavy operations will tumble. Please receive this as a position of support for HB 147 from the Galena City Schools Board of Trustees. Thank You

Sincerely,

James E. Smith
Superintendent

Hannah Harrison

From: James Elliott [jelliott@crsd.k12.ak.us]
Sent: Tuesday, February 24, 2009 11:27 AM
To: Rep. Paul Seaton
Subject: HB 147 Repeal of the Minimum Expenditure Requirement

Follow Up Flag: Follow up
Flag Status: Yellow

Representative Seaton, in response to a member of your staff, I agreed to provide you with the reasons why I favor the repeal of the minimum expenditure requirement (70%) for instruction. Although the 70% expenditure requirement may have been warranted when it was first put into law, the requirement has outlived its usefulness. First, which was true from the outset, the 70% for instruction requirement violates a fundamental premise of economics, namely what is commonly known as the economy-of-scale. It is patently unfair to hold small, rural school districts, like Copper River School District, to the same standard of administrative efficiency as large, urban districts, like Anchorage, Fairbanks, Mat-Su, Kenai, Juneau, et al. It is like comparing the price of goods in a mom and pop store to those of Costco. Yet, that is exactly what the current law does. Second, I believe the current statutory requirement is focused on the wrong thing: input (funding). Instead, the Alaska Legislature ought to put its principal focus on output (student achievement). In fact, current state and federal district/school accountability laws, which are focused on output (student achievement), negate the need for a law such as the 70% requirement for instruction currently in A.S. 14.17.520. This is true, from my perspective, because student assessment data tell you much more about the effectiveness of districts/schools than what percentage of its expenditures a district spends on instruction.

If I recall correctly, during a recent committee discussion of the subject legislation, you mentioned to Eddy Jeans, of the Alaska Department of Education and Early Development, that the same districts which do not meet the 70% requirement, also, are the ones that fail to make adequate yearly progress (AYP) under the No Child Left Behind Act.
Copper River School District does not meet the 70% requirement but makes AYP. Anchorage and Fairbanks, on the other hand, meet the 70% requirement but do not make AYP. Where should the Alaska Legislature's primary effort toward ensuring effective and efficient schools be placed? I, for one, believe it ought to be on output (student achievement), not input (funding). Thus, I urge you and your colleagues to repeal the 70% requirement for instruction.
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Department of Education & Early Development
Districts' Reasons and Causes for FY2009 Budget Waiver Requests

	EED Budget Review			District Reasons and Causes for FY2009 Budget Waiver Request			
	70% Instructional % FY2009 Budget	Category 1 w/ Operations & Maintenance above 20%	Catgegory 2 w/total Revenues Below 3 Million	Economies of Scale & Small Populations at Multiple Sites	Operations and Maintenance	Costs Related to Remote Location	Declining Enrollment
Alaska Gateway	63%	x			x		x
Aleutian Region	68		x	x	x		
Aleutians East Borough	64				x	x	
Anchorage	79						
Annette Island	70						
Bering Strait	67	x			x		x
Bristol Bay Borough	63	x			x	x	x
Chatham	66	x			x	x	x
Chugach	77						
Copper River	68	x		x	x		x
Cordova City	69				x		x
Craig City	79						
Delta Greely	73						
Denali Borough	70						
Dillingham City	70						
Fairbanks North Star Borough	77						
Galena City	70						
Haines Borough	71						
Hoonah City	60		x		x	x	x
Hydaburg City	58		x		x		x
Iditarod Area	61	x			x	x	x
Juneau Borough	77						
Kake City	59		x		x		x
Kashunamiut	70						
Kenai Peninsula Borough	73						
Ketchikan Gateway Borough	76						
Klawock City	66		x		x		x
Kodiak Island Borough	72						
Kuspuk	64	x			x	x	x
Lake & Peninsula Borough	65	x		x	x		
Lower Kuskokwim	75						
Lower Yukon	67	x			x	x	
Matanuska Susitna Borough	80						
Nenana City	75						
Nome City	64	x			x	x	
North Slope Borough	61	x			x	x	
Northwest Arctic Borough	65	x			x		x
Pelican City	59		x		x	x	
Petersburg City	73						
Pribilof Islands	69		x		x	x	x
Saint Mary's	62	x			x	x	
Sitka Borough	79						
Skagway City	70						
Southeast Island	69				x		x
Southwest Region	67	x			x	x	x
Tanana City	54		x		x	x	x
Unalaska City	70						
Valdez City	74						
Wrangell City	68				x		x
Yakutat City	70						
Yukon Flats	60	x			x		
Yukon/Koyukuk	67			x		x	
Yupiit	70						
Totals		15	8				

Department of Education & Early Development
Operating fund Minimum Expenditures for Instruction Summary

	70% FY 2001 Budget	70% FY 2001 Audit	70% FY 2002 Budget	70% FY 2002 Audit	70% FY 2003 Budget	70% FY 2003 Audit	70% FY 2004 Budget	70% FY 2004 Audit	70% FY 2005 Budget	70% FY 2005 Audit	70% FY 2006 Budget	70% FY 2006 Audit	70% FY 2007 Budget	70% FY 2007 Audit	70% FY 2008 Budget	70% FY2009 Budget
Alaska Gateway	69%	71%	65%	67%	65%	69%	64%	67%	67%	66%	66%	63%	66%	65%	63%	*66%
Aleutian Region	65	65	67	70	70	66	66	66	66	70	69	72	70	70	72	*68
Aleutians East Borough	69	67	67	66	65	67	67	67	67	68	66	64	68	64	64	*66
Anchorage	81	79	78	77	77	77	77	77	77	77	77	77	78	77	77	79
Annette Island	69	65	61	66	66	67	69	69	66	66	70	71	71	72	70	70
Bering Strait	70	70	70	69	70	70	70	70	70	70	71	69	70	66	70	*67
Bristol Bay Borough	69	70	69	68	68	64	63	63	62	62	62	61	64	64	60	*63
Chatham	68	66	69	67	69	66	69	66	69	66	65	65	66	67	67	*66
Chugach	72	82	74	81	76	86	75	83	76	80	74	80	79	76	79	77
Copper River	69	73	69	72	69	70	69	69	69	68	69	69	68	68	67	*68
Cordova City	75	75	70	71	70	69	69	68	69	69	69	69	67	70	67	*69
Craig City	73	81	75	74	78	79	80	79	76	79	79	79	78	78	80	79
Delta Greely	77	76	73	74	74	75	76	74	75	74	72	73	74	74	70	73
Denali Borough	72	73	68	68	68	69	72	71	73	71	72	70	71	69	68	70
Dillingham City	78	73	74	71	69	70	71	71	73	71	72	70	72	70	73	70
Fairbanks North Star Borough	79	79	77	78	76	77	77	77	76	76	75	75	75	76	74	77
Galena City	82	80	75	70	70	71	70	73	72	72	72	70	73	73	71	70
Haines Borough	76	76	73	73	72	71	66	68	69	70	69	70	70	70	70	71
Hoonah City	65	64	67	65	59	59	60	60	56	58	53	56	60	59	62	*60
Hydaburg City	65	63	64	63	66	60	69	60	67	65	67	60	70	56	71	*58
Iditarod Area	75	72	69	67	68	61	64	59	61	61	62	60	61	62	60	*61
Juneau Borough	82	81	78	79	77	78	76	76	76	76	76	77	77	78	79	77
Kake City	63	63	62	64	64	62	65	64	62	60	59	59	61	55	54	*59
Kashunamiut	74	73	74	76	73	71	74	76	73	67	70	68	70	70	70	70
Kenai Peninsula Borough	76	76	73	73	73	72	72	71	73	71	73	72	74	73	74	73
Ketchikan Gateway Borough	78	78	76	77	76	76	78	77	76	78	77	77	77	76	74	76
Klawock City	74	71	70	70	66	70	63	64	67	66	68	66	67	65	66	*66
Kodiak Island Borough	76	76	74	73	74	73	74	73	75	73	74	72	74	73	72	72
Kuspuk	73	72	68	70	69	69	63	69	64	66	63	61	65	67	62	*64
Lake & Peninsula Borough	69	70	67	65	66	65	65	64	65	65	65	65	66	65	66	*65
Lower Kuskokwim	75	76	73	73	70	73	73	74	74	75	73	74	71	75	72	75
Lower Yukon	69	68	68	67	66	62	65	67	67	67	68	69	70	69	70	*67
Matanuska Susitna Borough	81	81	77	76	76	77	78	77	78	76	77	76	79	78	78	80
Nenana City	75	82	76	73	72	71	70	64	70	71	69	70	70	71	70	75

Department of Education & Early Development
Operating fund Minimum Expenditures for Instruction Summary

	70% FY 2001 Budget	70% FY 2001 Audit	70% FY 2002 Budget	70% FY 2002 Audit	70% FY 2003 Budget	70% FY 2003 Audit	70% FY 2004 Budget	70% FY 2004 Audit	70% FY 2005 Budget	70% FY 2005 Audit	70% FY 2006 Budget	70% FY 2006 Audit	70% FY 2007 Budget	70% FY 2007 Audit	70% FY 2008 Budget	70% FY2009 Budget
Nome City	**68**	68	**68**	66	**66**	65	**64**	63	**64**	64	**66**	64	**65**	66	**62**	*64
North Slope Borough	**66**	66	**65**	64	**64**	66	**65**	64	**66**	63	**64**	63	**64**	64	**63**	*61
Northwest Arctic Borough	**66**	64	**65**	65	**65**	65	**64**	64	**65**	63	**63**	62	**63**	63	**65**	*65
Pelican City	**68**	60	**58**	55	**59**	60	**63**	64	**61**	55	**56**	55	**60**	60	**59**	*59
Petersburg City	74	74	75	73	71	72	**69**	70	72	72	71	74	71	71	70	73
Pribilof Islands	**62**	58	**61**	66	**65**	60	**62**	64	**60**	63	**68**	62	**64**	63	**65**	*69
Saint Mary's	**69**	82	**68**	74	70	**67**	67	63	**64**	62	**65**	62	65	64	**62**	*62
Sitka Borough	84	84	81	81	79	80	79	79	79	77	78	76	78	77	77	79
Skagway City	**69**	61	**66**	66	**67**	65	**62**	63	**60**	65	**65**	65	**67**	66	**68**	70
Southeast Island	**69**	68	**69**	69	70	70	**68**	67	**68**	66	**67**	60	71	70	72	*69
Southwest Region	74	72	**69**	68	**68**	69	**68**	67	**67**	69	**67**	67	67	65	**67**	*67
Tanana City	**50**	54	**47**	55	**50**	53	**51**	53	**56**	51	**48**	41	**48**	40	**54**	*54
Unalaska City	72	70	72	74	71	71	70	71	70	72	70	72	70	70	71	70
Valdez City	77	78	74	76	75	75	73	76	74	74	71	74	74	76	71	74
Wrangell City	76	76	74	77	73	76	**69**	70	**69**	70	**69**	70	**68**	70	**67**	*68
Yakutat City	**69**	71	**69**	67	**67**	65	**65**	66	**68**	68	**69**	70	71	71	70	70
Yukon Flats	**57**	55	**61**	59	**62**	60	**61**	59	**63**	59	**62**	60	**62**	61	**64**	*60
Yukon/Koyukuk	**69**	73	**68**	67	**68**	69	**69**	70	**68**	67	**66**	68	73	**67**	71	*67
Yupiit	72	70	**63**	68	72	70	73	72	**69**	68	**69**	71	**68**	60	70	72
Total Waivers	24	0	29	1	27	3	32	1	32	1	32	2	24	5	24	28

Bold = Waiver Requested and Approved

* = Waiver being requested

SUMMARY OF PERCENTAGES BY CATEGORY

Districts below 60%	2	3	2	3	3	2	1	3	2	4	4	4	1	4	3	4
Districts between [60% - 65%)	2	4	6	3	3	8	12	14	10	8	5	13	9	10	10	8
Districts between [65% - 70%)	20	10	21	20	21	17	19	13	20	18	23	11	14	13	11	16
Districts at 70% and above	29	36	24	27	26	26	21	23	21	23	21	25	29	26	29	25
	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53

† Minimum Expenditure for Instruction Percentages for FY1999 and FY2000 Budgets and Audits have been removed.

Department of Education & Early Development
70% Minimum Expenditure for Instruction – Summary

History:
In 1998, the legislature passed the new public school funding formula. Included in this legislation is the requirement for school districts to spend 70% of the school operating fund on instruction. The 70% requirement in AS 14.17.520 began in FY1999 and was phased in over three years from 60% to 70%. The minimum expenditure for instruction requirement was 70% in FY2001 and thereafter. Concurrently, with the 70% requirement, the districts and department were required to improve statewide comparability and consistency in data reporting. In addition to the percentage phase in there were changes in the chart of accounts and related regulation that impacted the district's percentages prior to FY2002.

Progress:
The financial information reported in the FY2002 budgets, including the instructional percentages, provides a baseline for comparative data in future years. The FY2002 data represents full implementation of the minimum expenditure law, substantial progress in consistent statewide data, and full reporting under the revised chart of accounts.

FY2009 is the eleventh year under the new law. For the first several years of the law there was an increase in the number of waivers. The increase was due to the phased-in implementation percentage and changes in data collection and comparability from one year to the next.

FY2009 Budget Waiver Requests:
The FY2009 budget waiver request process continues to follow the procedures and patterns of prior years. While looking at the budget waivers it may be helpful to remember the recent changes affecting education funding. HB273, which passed last session, places 50% of the increased ISER cost factors into statute and continues to increase these cost factors by 12.5% each year until the factors are fully implemented. The ISER cost factors are higher than the previous cost factors in statute, and when fully implemented these will provide many districts with increased funding when enrollment levels remain steady. Because the 50% ISER was funded at 50% outside the formula in FY2008 and now at 50% inside the formula (in statute) for FY2009, this will likely not generate a revenue increase for districts in FY2009. In general, expect to see flat revenues from ISER in FY2009 with gains in future years if district enrollment levels remain steady. HB273 also implements increased intensive special education student funding over a three year period beginning in FY2009. There will be some revenue increases from the intensive component in the FY2009 budgets, but these increases will be most noticeable in the larger districts that are not requesting waivers. Finally, HB273 implements a hold harmless provision that provides districts a portion of the funds that would be lost from a decrease in the school size adjusted enrollment caused by lower enrollment. When districts decrease 5% or more from prior year to current year in the school size adjusted enrollments, the hold harmless provision provides 75% funding for the decrease in year one, 50% in year two and 25% in year three. This hold harmless provision allows districts time to plan and adapt to the lower enrollment and funding levels. The hold harmless provision does not significantly affect the current budget and waiver process, but this provision will help to stabilize districts if the enrollments come in low during the actual October 2008 count period for FY2009.

Another item affecting FY2009 are TRS and PERS rates. FY2009 is the second year that the legislature has made a direct appropriation to the TRS and PERS retirement plans and reduced the rates that employers are required to pay. This direct appropriation and reduced employer rate frees up the money that was spent on the higher TRS and PERS rates to be spent on other expenditures at the district. For FY2009, the TRS rate that school districts are required to contribute is 12.56% and the PERS rate is 22%. Due to required governmental accounting standards that the state and school districts are required to

follow, even though school districts are contributing at the 12.56% and 22% rates, the budgeted revenues and expenditures must include the portion that the state directly deposits to the plans. Districts must increase their revenues and expenditures in budgets and audits to show the portion the state contributed. Therefore, in general, budgeted expenditures will be higher in FY2009 even when other factors at the district remained flat. The entry for the retirement on-behalf is most noticeable in the instructional categories due to the savings from 54.03% down to 12.56% from the TRS rate. FY2008 was the first year and a transitional year for the on-behalf accounting entry so most district budgets do not reflect the increased expenditures until FY2009. This means the reader will notice that in general, most district budgets are larger in FY2009 and the instructional expenditures are slightly increased. This is in general but not true for all districts. In some districts with dropping enrollment, substantial increases in non-instructional expenditures or other reasons the increased budget or instructional percentages is off-set and not apparent. The department identified this element on EED's cover sheet for each district. The department took into account the difference this element accounted for when evaluating FY2009 waivers; this explanation is provided for those readers who notice the budgets are larger than last year.

When the department reviewed the FY2009 waivers, the department took into account the impact to the instructional percentage from the on-behalf accounting entry and evaluated whether districts had maintained or increased instructional spending without regard to the accounting entry. We found that districts did maintain prior instructional budgeting practices and that the districts continued to follow the intent of the law for instructional spending. We evaluated where districts directed funding that was freed up from lower retirement rates or funding increases. We found that, in general, the freed up funding from decreased retirement rates or increased funding went to instructional categories or to non-instructional fixed cost categories such as energy. For all districts, we evaluated the increases to non-instructional categories and followed up with districts when additional information was needed. The department's recommendation for a district's waiver is based on the districts' information and explanations.

After taking into account the TRS/PERS changes and increases in other categories such as energy, the FY2009 budgets and waiver requests continue to follow the two patterns identified over the past five years during the budget and waiver review. The two patterns identified are that waiver requests are most often needed from: 1) Districts with budgets of approximately $3 million or less, and 2) Districts with operations and maintenance over 20% of the operating fund budget.

For FY2009, there are eight school districts requesting budget waivers that have operating budgets of approximately $3 million dollars or less. These range from Pelican ($596,797) to Pribilof ($2,827,102). All eight districts were under $3 million and requested budget waivers in both FY2007 and FY2008. The eight districts with operating fund budgets below $3 million are identified in the schedule on page six of this report.

For FY2009, there are 15 school districts in the category of Operations and Maintenance expenditures over 20%. The 15 districts with operations and maintenance expenditures of 20% are identified in the schedule on page six of this report. In many of these districts there were multiple rural sites contributing to high operations and maintenance. Energy costs were a significant component in the costs in this category.

The remaining five districts requesting waivers have a variety of components that contribute to falling below the 70%. The board packet includes all 28 school district waiver requests. The department will present these waiver requests, provide additional information, and answer questions during the October 27, 2008 board meeting.

Conclusion:

The department's internal auditors review the budgets when they are received on July 15 of each year. The budget review includes many components including compliance with law and regulation; review of revenues; review of expenditures at the object level; review of beginning and ending fund balance; review of use of chart of accounts for consistent statewide reporting; observation of staffing levels by function; observation of progress towards 70% as revenues increase; and a phone call and discussion with each district superintendent and/or business manager. During this process the districts correct any outstanding items.

After the budget review, those districts below 70% must revise their budget or submit a waiver to the state board. The department's internal auditors review the waivers when they are received September 20 of each year. The waiver review covers multiple components, including checking for accuracy to make sure that the dollars and issues discussed match the district's budget. The internal auditors review total revenues from current to prior years and evaluate changes to expenditure levels in each function. The districts' reasons and causes are evaluated to ensure that the reasons forwarded to the state board correspond to the dollars and activities as reported in the budgets and audits; for example, if the district reports insurance costs increased, the department compares insurance expense at the district over several years to confirm the increase.

The waiver review process was developed to provide assistance to the state board in their decision making process and to provide specific information to include in the department's April 15 annual report to the Legislative Budget & Audit Committee. The following three spreadsheets summarize components of the 70% minimum instructional expenditure requirement:

- Operating Fund Minimum Expenditure for Instruction and Summary
- Districts' Reasons and Causes for FY2009 Budget Waiver Requests
- Minimum Expenditure for Instruction Calculation Overview.

To: Members of the State Board of Education & Early Development **October 14, 2008**

From: Larry LeDoux, Commissioner **Agenda Item: 5.20**

♦ ISSUE

In accordance with AS 14.17.520 the board is asked to consider the Pelican City Schools FY2009 request for waiver of the 70% minimum expenditure for instruction requirement.

♦ BACKGROUND

Pelican City Schools FY2009 Operating Budget Expenditures:

Function	FY08 Dollars	FY08 %	FY09 Dollars	FY09 %
Instructional: 100 – 400	$296,732	59%	$353,140	59%
School Administration Support Services: 450	32,455	6%	40,418	7%
District Administration: 510	21,004	4%	21,622	4%
District Administration Support Services: 550	34,436	7%	42,832	7%
Operation & Maintenance: 600	109,869	22%	127,785	21%
Student Activities: 700	7,900	2%	11,000	2%
Community Services: 780	0	0%	0	0%
Total	**$502,396**	**100%**	**$596,797**	**100%**

History of Instructional Expenditures Requiring a Waiver and Actual Enrollments

	FY01	FY02	FY03	FY04	FY05	FY06	FY07	FY08	FY09
Instructional %	68%	58%	59%	63%	61%	56%	60%	59%	59%
Enrollment *	23	19	18	15	11	14	15	16	15

* Pelican City School District operates one school in the community of Pelican. The FY2009 enrollments are budget projections.

The FY2009 budget includes TRS/PERS on-behalf which was not included in the FY2008 budget. The TRS/PERS on-behalf increases the instructional expenditures and accordingly the total expenditures for FY2009.

♦ OPTIONS

Grant the Pelican City Schools request for waiver of the FY2009 70% minimum expenditure for instruction requirement.
Deny the district's request.

♦ ADMINISTRATION'S RECOMMENDATION

Approve the district's waiver request based on the district's reasons and causes:

- Low district-wide enrollment.
- Operations and maintenance.

♦ SUGGESTED MOTION

I move the State Board of Education & Early Development grant the Pelican City Schools FY2009 request for waiver of the 70% minimum expenditure for instruction requirement in accordance with AS 14.17.520(d).

Pelican School District

Pelican City School District
101 South Salmon Way
Box 90
Pelican, Alaska AK 99832
Voice: (907)735-2236
Fax: (907) 735-2263
Email: psd@pelicanschool.org

September 30, 2008

REVISED

State of Alaska Board of Education & Early Development
801 West 10th Street, Suite 200
PO Box 110500
Juneau Alaska 99811

PELICAN SCHOOL DISTRICT'S REQUEST FOR WAIVER

The Pelican School District requests a waiver for not meeting the minimum expenditure for instruction requirement of AS 14.17.520. Although we are submitting a revised budget to reflect minor changes in personnel costs, the percentage for instruction remains at 59%. Expenditures of $596,797 for FY-09 will require the use of $49,000 of carry over funds.

Although the School Board is committed to being accountable for providing increased academic growth for each of its students in the most efficient manner, we are unable to comply with the minimum expenditure for instruction due to continued low enrollment (16 ADM) and the escalating costs for energy, freight, transportation, operations and maintenance. The round trip airfare from Pelican to Juneau is only $30 less than the cost of flying round trip to Seattle from Juneau. These things are beyond our control. The items budgeted outside of instruction are fixed and necessary to maintain the facilities and support the program. There are no extras, and limited funding due to minimum enrollment does not allow us to provide music or art programs in the classroom for our kids. We have two certified teachers and 1.10 aides. (77% paid for by grants.) Our Superintendent/Principal administrative services total fte .25 and Business Manager/Tech Support services are combined into a .75 fte position. It should be noted that an additional $41,000 in grants for FY-09 will be spent in Instruction.

Increased state support and conservative spending last fiscal year allowed the Board to transfer $31,000 to it's CIP fund, to assist in replacing the boiler in the high school this fall, which is an urgent need, and to contribute to the District's $900,00 local share of it's major maintenance grant request to the legislature. It's unknown at this point where the balance of the local share will come from.

Providing education services in the most efficient manner continues to be the goal and focus of the School Board. We appreciate your consideration of our request.

Connie Newman
Superintendent

cc: Ralph Samuels, LB&A
Elwin Blackwell

To: **Members of the State Board of Education & Early Development** — **October 14, 2008**

From: Larry LeDoux, Commissioner — **Agenda Item: 5.5**

♦ ISSUE

In accordance with AS 14.17.520 the board is asked to consider the Bristol Bay Borough School District's FY2009 request for waiver of the 70% minimum expenditure for instruction requirement.

♦ BACKGROUND

Bristol Bay Borough School District FY2009 Operating Budget Expenditures:

Function	FY08 Dollars	FY08 %	FY09 Dollars	FY09 %
Instructional: 100 – 400	$1,851,588	60%	$2,336,724	63%
School Administration Support Services: 450	75,775	2%	86,484	2%
District Administration: 510	186,903	6%	224,385	6%
District Administration Support Services: 550	204,497	7%	228,380	6%
Operation & Maintenance: 600	706,851	23%	774,594	21%
Student Activities: 700	78,090	2%	80,004	2%
Community Services: 780	0	0%	0	0%
Total	**$3,103,704**	**100%**	**$3,730,571**	**100%**

History of Instructional Expenditures Requiring a Waiver and Actual Enrollments

	FY01	FY02	FY03	FY04	FY05	FY06	FY07	FY08	FY09
Instructional %	69%	69%	68%	63%	62%	62%	64%	60%	63%
Enrollment *	243	237	234	195	184	179	188	182	154

* Bristol Bay Borough School District operates two schools in two communities. The FY2009 enrollments are budget projections.

The FY2009 budget includes TRS/PERS on-behalf which was not included in the FY2008 budget. The TRS/PERS on-behalf increases the instructional expenditures and accordingly the total expenditures for FY2009.

♦ OPTIONS

Grant the Bristol Bay Borough School District's request for waiver of the FY2009 70% minimum expenditure for instruction requirement.
Deny the district's request.

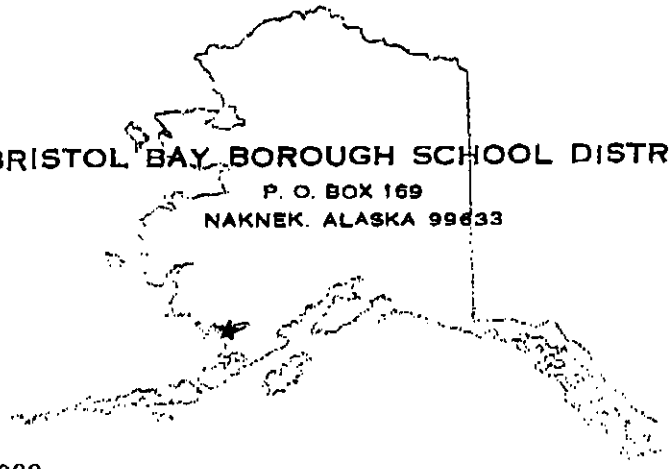
♦ ADMINISTRATION'S RECOMMENDATION

Approve the district's waiver request based on the district's reasons and causes:

- High cost of operations and maintenance and energy.
- Declining enrollment.
- High costs related to transportation and shipping.

♦ SUGGESTED MOTION

I move the State Board of Education & Early Development grant the Bristol Bay Borough School District's FY2009 request for waiver of the 70% minimum expenditure for instruction requirement in accordance with AS 14.17.520(d).



BRISTOL BAY BOROUGH SCHOOL DISTRICT
P. O. BOX 169
NAKNEK, ALASKA 99633

JACK WALSH
SUPERINTENDENT
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FAX: (907) 246-6857
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SHEILA EVERHART
PRINCIPAL
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September 22, 2008

Alaska Department of Education & Early Development
Office of the Commissioner
ATTN: Dottie Knuth, Executive Secretary to the Board
801 West 10th Street, Suite 200
P.O. Box 110500
Juneau, AK 99811-0500

Subject: Revised FY09 School Operating Budget and Waiver Request

Dear Chairperson Cox and Members of the State Board:

The Bristol Bay Borough School District acknowledges its statutory responsibility to expend 70% of its operating budget on instruction, and to do all that it can to keep our administrative costs at 30% or less of our total budget. This has been a challenge for our district for many years, and again this year I am requesting that we be granted a waiver in accordance with AS 14.17.520(d).

The Bristol Bay Borough School District requests a waiver to the 70% minimum expenditure for instruction requirement due to reasons and causes beyond the district's control, including the high costs of heating and utilities, the declining student enrollment, and the high costs associated with shipping for needed supplies and equipment, bringing in service providers and technical assistance to our community, and staff, student, and administrative travel for activities and professional development opportunities.

To illustrate each of the reasons listed above, I have written a few general remarks and included detail that may help further explain the challenges we face in Naknek.

Heating costs, electricity, and fuel costs continue to have a growing impact on our overall budget. In 2008-2009 these costs are estimated to be over $320,000.00 or approximately 9 % of our entire budget. This is an overall increase of approximately $35,000.00 from a year ago.

Transporting goods to rural Alaska will always be expensive and more and more we see service providers attaching fuel surcharges to the costs of every air and barge load. It is also a common practice of our utility providers. Having less students in the building means less revenues, but it also means those fixed costs associated with transportation, and heating and lighting a building are spread between less students and we have no real control in this area. Our declining enrollment is due mostly to the high costs of goods and services in the region and we believe it is not an indication of our community's distrust or dissatisfaction with our school programs.

Staff turnover and staffing costs were also part of why we must request a waiver. Once again this year the district hired three new teachers and a new administrator, and in each case the salary and benefit packages for the new employees was less than the person was paid last year for the same job. We are making an effort to put more money into professional development for teachers and other staff and in time that commitment will make a difference in reducing all staff turnover. In time we will do more to support new teachers and mentoring efforts and that could make all the difference in helping our new hires stay in Naknek for a longer period of time.

In spite of our projection of 30 less students, our board supported maintaining staffing at the same levels as last year. This helped eliminate the shift in percentages that would have occurred if we had reduced our teaching staff by 2-3 teachers, as might happen whenever we see a 30 student drop in enrollment. Our commitment to put qualified staff in front of students and to make sure those services continue at the same level is important.

Travel costs to bring in related service staff to support special education needs and persons who provide or participate in staff development opportunities is another cost that is often beyond our control. In our region, where there is a single air carrier bringing in passengers for most of the school year, there is little competition and limited options in terms of what we will pay for these opportunities and required services.

I could list other concerns, but these are the ones that I feel adequately illustrate our situation. In reviewing other waiver requests from previous superintendents, I understand the importance of due diligence in this area to always strive for the 70/30 goal and I remain committed to that end. In this latest budget revision I have tried to shift monies to staff development and classroom materials and resources that will make a difference in the way we serve students and positively impact our student performance. An effort is being made to bring the community together and look at our long range goals and plans so that we can work proactively and not reactively, especially in the areas of staffing, educational technology, and instructional supplies and materials central to our mission.

The Board has known for many years that we must continue to rely on the superintendent and the building principal to shoulder responsibility for oversight and management of our curriculum and instruction, assessment, special education, personnel and human resources, community schools, federal programs and grants, and all other programs that might be handled by additional administrators in a larger district. We also acknowledge that other staff members help in these areas, and so many others. In this way we keep our administrative overhead down in both numbers and overall costs. We continue to be committed to those goals.

It is for those reasons listed and others that the Bristol Bay Borough School District requests the Department's approval of its revised FY 2009 School Operating Fund Budget as well as our Waiver Request, both of which are enclosed.

Respectfully yours,

Jack Walsh
Superintendent

Cc: The Honorable Ralph Samuels, Chair (LB&A)
Elwin Blackwell, Internal Auditor (DEED)

To: **Members of the State Board of Education & Early Development** **October 14, 2008**

From: Larry LeDoux, Commissioner **Agenda Item: 5.7**

♦ ISSUE

In accordance with AS 14.17.520 the board is asked to consider the Copper River School District's FY2009 request for waiver of the 70% minimum expenditure for instruction requirement.

♦ BACKGROUND

Copper River School District FY2009 Operating Budget Expenditures:

Function	FY08 Dollars	FY08 %	FY09 Dollars	FY09 %
Instructional: 100 – 400	$4,649,177	67%	5,454,899	68%
School Administration Support Services: 450	205,155	3%	249,481	3%
District Administration: 510	159,124	2%	189,295	2%
District Administration Support Services: 550	404,321	6%	437,571	6%
Operation & Maintenance: 600	1,528,081	22%	1,649,624	21%
Student Activities: 700	0	0%	0	0%
Community Services: 780	0	0%	0	0%
Total	**$6,945,858**	**100%**	**$7,980,870**	**100%**

History of Instructional Expenditures Requiring a Waiver and Actual Enrollments

	FY01	FY02	FY03	FY04	FY05	FY06	FY07	FY08	FY09
Instructional %	69%	69%	69%	69%	69%	69%	68%	67%	68%
Enrollment *	690	714	675	658	640	610	560	519	502

* Copper River School District operates six schools in five communities. The FY2009 enrollments are budget projections.

The FY2009 budget includes TRS/PERS on-behalf which was not included in the FY2008 budget. The TRS/PERS on-behalf increases the instructional expenditures and accordingly the total expenditures for FY2009.

♦ OPTIONS

Grant the Copper River School District's request for waiver of the FY2009 70% minimum expenditure for instruction requirement.
Deny the district's request.

♦ ADMINISTRATION'S RECOMMENDATION

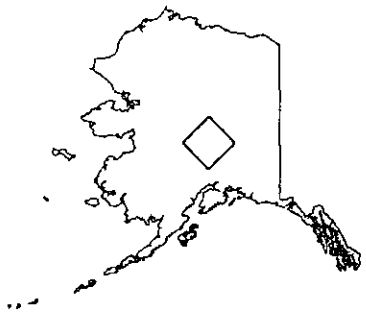
Approve the district's waiver request based on the district's reasons and causes:

- Declining enrollment.
- Operations and maintenance costs.
- Maintaining multiple sites with smaller student populations across the district.

♦ SUGGESTED MOTION

I move the State Board of Education & Early Development grant the Copper River School District's FY2009 request for waiver of the 70% minimum expenditure for instruction requirement in accordance with AS 14.17.520(d).

Copper River School District



Chistochina
Copper Center
Gakona
Glennallen
Kenny Lake
Slana

Office of the Superintendent
P.O. Box 108
Glennallen, AK 99588
(907) 822-3234 ext. 223
(907) 822-3949 fax

Alaska Department of Education
& Early Development

SEP 25 2008

Commissioner's Office

September 19, 2008

State of Alaska Board of Education & Early Development
801 West 10th Street, Suite 200
PO Box 110500
Juneau, AK 99811-0500

Dear State Board of Education & Early Development:

The Copper River School District is requesting a waiver of the 70% minimum expenditure for instruction as set forth in AS 14.713.520.

During the past school year the District has continued its efforts to provide educational services in the most financially efficient manner, without lowering its high quality of education and teaching standards. The District will continue to try to meet the minimum expenditure requirement by reviewing expense classifications and working directly with the Department of Education.

Each school in the Copper River School district made Adequate Yearly Progress for 2007-2008 school year. Our district's success is based on a strong and deliberate administrative support system that provides staff development, instructional leadership, and managerial support that enables teachers and instructional aides the freedom to focus on individual student achievement.

The main factors that result in the District not meeting the 70% instructional expenditure are described as follows: The district ADM has dropped by 109 students over the past 3 school years (18% decrease) which reduces our revenue. This drop in ADM does not change the high fixed costs necessary to maintain a facility. Therefore, our Maintenance Budget negatively affects the 70% instructional expenditures. Also our District covers approximately 23,100 square miles with school sites that have small populations. This equates to .02 students per square mile. The per student cost to operate and maintain these facilities is greater due to their small size (ranging from $1,975 per student to $5,039 per student).

cc'd: Eddy Jacobs

The District operations and maintenance budget (O & M) represents 21% of the school operating fund expenditures. These fixed O & M costs do not allow the District to meet the 70% instructional expenditure which is beyond our control.

The Workers' Compensation rate has increased by .85% for all employees except the Maintenance/Custodial staff which has increased by .95%. Health/life insurance has increased by 8.48%.

On behalf of the Copper River School District Board of Education and the students, the District is requesting a waiver of the 70% requirement for expenditures in instruction as set forth in AS 14.713.520.

Sincerely,

Loreen M Kramer

Loreen M. Kramer
Acting Superintendent

Cc: The Honorable Ralph Samuels, Chair
Legislative Budget and Audit Committee (LB&A)

To: **Members of the State Board of Education & Early Development** **October 14, 2008**

From: Larry LeDoux, Commissioner **Agenda Item: 5.13**

♦ ISSUE

In accordance with AS 14.17.520 the board is asked to consider the Klawock City School District's FY2009 request for waiver of the 70% minimum expenditure for instruction requirement.

♦ BACKGROUND

Klawock City School District FY2009 Operating Budget Expenditures:

Function	FY08 Dollars	FY08 %	FY09 Dollars	FY09 %
Instructional: 100 – 400	$1,540,285	66%	$1,847,068	66%
School Administration Support Services: 450	50,946	2%	98,531	3%
District Administration: 510	224,236	9%	276,642	10%
District Administration Support Services: 550	92,286	4%	103,286	4%
Operation & Maintenance: 600	347,237	15%	387,409	14%
Student Activities: 700	93,098	4%	102,287	3%
Community Services: 780	0	0%	0	0%
Total	**$2,348,088**	**100%**	**$2,815,223**	**100%**

History of Instructional Expenditures Requiring a Waiver and Actual Enrollments

	FY01	FY02	FY03	FY04	FY05	FY06	FY07	FY08	FY09
Instructional %			66%	63%	67%	68%	67%	66%	66%
Enrollment *	208	174	159	148	160	136	140	136	134

* Klawock City School District operates one school in the community of Klawock. The FY2009 enrollments are budget projections.

The FY2009 budget includes TRS/PERS on-behalf which was not included in the FY2008 budget. The TRS/PERS on-behalf increases the instructional expenditures and accordingly the total expenditures for FY2009.

♦ OPTIONS

Grant the Klawock City School District's request for waiver of the FY2009 70% minimum expenditure for instruction requirement.
Deny the district's request.

♦ ADMINISTRATION'S RECOMMENDATION

Approve the district's waiver request based on the district's reasons and causes:

- Lower enrollment.
- Fixed non-instructional costs.

♦ SUGGESTED MOTION

I move the State Board of Education & Early Development grant the Klawock City School District's FY2009 request for waiver of the 70% minimum expenditure for instruction requirement in accordance with AS 14.17.520(d).

Klawock City School District

P.O. Box 9 Klawock, Alaska 99925 907-755-2220 Fax: 907-755-2913

Richard E. Carlson
Superintendent

Jim Holien
K -12 Principal

Alaska Department of Education
& Early Development

SEP 22 2008

Commissioner's Office

September 19, 2008

State of Alaska Board of Education & Early Development
801 West 10th Street, Suite 200
P.O. Box 110500
Juneau, AK 99811-0500

Dear State Board of Education:

Please accept this waiver request from the Klawock City School District pursuant to Alaska Statute 14.17.520. The Klawock City School district requests a waiver to the 70% minimum expenditure for instruction requirement due to causes beyond the control of the district.

Despite our best efforts the district's ability to reach 70% continues to be challenged by low enrollment due to the regional economy and increasing fixed non-instructional costs. These fixed costs include energy, health insurance, transportation and shipping and professional services.

Our district has maintained instructional spending in spite of flat revenues and rising costs. After taking into account the FY2009 required accounting entry for the state's PERS/TRS contribution, our actual dollars and percentage support spent in the instructional categories has been maintained at the same level from FY2007 to FY2008 and now FY2009. Again, we have maintained instructional support during a time of rising costs and level revenues. We anticipate that other than a very slight increase from the $100 base student allocation (BSA), our actual FY2009 state revenues will remain nearly identical to FY2008 and FY2007 levels. In other revenue categories, such as local and federal dollars, the district anticipates additional challenges due to the effects of the regional economy.

Specific non-instructional expenditures beyond the control of the district include costs for operations and maintenance. The district must provide for increasing energy costs, increasing costs for professional services, transportation and shipping. We now expect that our actual energy costs will be significantly higher then what was originally budgeted. As our facility ages we are experiencing an increasing need to hire professional services with expertise, training and certification outside that of our one full-time

maintenance employee. For example, we must hire outside help in the areas of heating, plumbing, and electrical and other technical areas in which our maintenance person does not have the necessary background. In addition to professional services these services also require shipping and travel and those components themselves have also increased over the years.

Other non-instructional fixed costs that impede our ability to reach 70% include items such as health insurance and costs associated with maintaining required reporting. For the FY2009 school year we have had to increase some hours for several of our non-certified positions. In the past, we have attempted to handle the increased paperwork brought on by state and federal mandates by simply increasing the workload of existing employees. This has resulted in burnout and people leaving their positions. As a result we have added hours and staff to attempt to compensate for the additional workload. In addition, increases in health insurance costs in the non-instructional categories impacts our ability to meet the 70%. At this time the district has by chance achieved some savings in health insurance in the instructional components because some of our certified staff are covered by other health care programs outside the district; this is not the case with our non instructional staff and thus causes a higher non-instructional percentage. Other challenges in this area include increasing professional fees for required audit and compliance requirements.

It should be noted that with a budget of just slightly more than $2.8 million, cutting costs in non-instructional areas is extremely difficult. Many fixed costs cannot be avoided. Flexibility is limited by contractual obligation, facility requirements, State and Federal mandates, energy costs, supplies and materials costs, shipping and transportation costs and the list goes on.

It must be stated that the Klawock City School District continues to make every effort to protect our instructional program. We continue to offer a variety of extended learning opportunities for our students and the District has always made "Adequate Yearly Progress" under NCLB.

Our district faces the same challenges with the 70% requirement that we have in past years. It is hoped that our work towards the 70%, our student achievement and this explanation along with the information provided to the department is acceptable and that a request for a waiver will be approved. If you have any questions, please feel free to contact me a 755-2917.

Sincerely,

Richard E. Carlson
Superintendent

State Board of Education & Early Development

Tentative Agenda
Teleconference Meeting

October 27, 2008
Goldbelt Building
Commissioner's Conference Room
801 West Tenth St., Second Floor
Juneau, AK

12:00

1. **Call to Order and Roll Call..... Esther Cox, Chair**
2. **Pledge of Allegiance..... Esther Cox, Chair**
3. **Disclosures of potential conflicts of interest .....Esther Cox, Chair**
4. **Approval of the Agenda..... Esther Cox, Chair**

12:05 PM **Public Comment ..... Esther Cox, Chair**

Public comment is open on agenda items only. Comment at this oral hearing is limited to three minutes per person and five minutes per group. In the event that there is more than fifteen minutes of public comment the board may move to amend the agenda to extend the oral hearing to accommodate those present or on line before 12 noon, or those signed up prior to the meeting, who did not have an opportunity to comment. The board also reserves the right to adjourn at a later time.

12:20 PM 5. **School District Budget Waiver Requests**
..... Commissioner LeDoux
.....Eddy Jeans

- **5.1 Alaska Gateway School District**
- **5.2 Aleutian Region School District**
- **5.3 Aleutians East Borough School District**
- **5.4 Bering Strait School District**
- **5.5 Bristol Bay Borough School District**
- **5.6 Chatham School District**
- **5.7 Copper River School District**
- **5.8 Cordova School District**
- **5.9 Hoonah City School District**
- **5.10 Hydaburg City School District**
- **5.11 Iditarod Area School District**
- **5.12 Kake City School District**
- **5.13 Klawock City School District**
- **5.14 Kuspuk School District**
- **5.15 Lake and Peninsula School District**
- **5.16 Lower Yukon School District**
- **5.17 Nome Public Schools**
- **5.18 North Slope Borough School District**
- **5.19 Northwest Arctic Borough School District**
- **5.20 Pelican City Schools**
- **5.21 Pribilof School District**

5.22 Saint Mary's School District
5.23 Southeast Island School District
5.24 Southwest Region School District
5.25 Tanana City School District
5.26 Wrangell Public Schools
5.27 Yukon Flats School District
5.28 Yukon Koyukuk School District

Other Business

1:30 PM **6. Approve Appointment of Mt. Edgecumbe Advisory Board Members .....Commissioner LeDoux**

1:45 PM **7. Approve Appointment of Director of Assessment, Accountability & Information Management .....Commissioner LeDoux**

2:00 PM **Board Comments**

2:10 PM **Adjourn**

To: **Members of the State Board of Education & Early Development** **October 14, 2008**

From: Larry LeDoux, Commissioner **Agenda Item: 5**

♦ ISSUE

The board is asked to consider 28 school district requests for waiver of the 70% minimum expenditure for instruction requirement for Fiscal Year 2009 budgets.

♦ BACKGROUND

- AS 14.17.520 requires that a school district budget for and spend a minimum of 70% of its school operating expenditures in each fiscal year on the instructional component of its budget. The requirement was phased in over three years from 60% to 70%. FY2001 was the first year of the full 70% requirement. AS 14.17.520(d) allows a district unable to comply with the requirement to request a waiver from the board. The board may grant the waiver if it determines that the district's failure "was due to circumstances beyond the control of the district." A copy of AS 14.17.520 follows this memorandum.

- The law requires that the board consider requests for waivers under two separate conditions. Each fall, the board considers waivers of the requirement based on the school district's proposed budget for the current school year. In the spring, the board is asked to consider waiver requests if a school district had budgeted at the required amount but failed to meet the requirement on the actual audited expenditures for the prior school year. The following table highlights the required instructional percentage since the minimum expenditure law was passed and the number of waivers requested and granted under both the budget and audit requirements:

Fiscal Year	% Required	# of Budget Waivers Granted	# of Audit Waivers Granted
1999	60%	13	2
2000	65%	16	4
2001	70%	24	0
2002	70%	29	1
2003	70%	27	3
2004	70%	32	1
2005	70%	32	1
2006	70%	32	2
2007	70%	24	5
2008	70%	24	Consider in March 2009

- After review, analysis, and investigation of FY2009 budgets, the department sent notification to each district accepting or rejecting its budget.

- The department has prepared a seven-page overview detailing the process, history, results and calculations for the minimum expenditure requirement. The instructions to the affected school districts and the seven-page overview follows this memorandum.

- The requests and supporting documentation are provided for each district under separate tabs.

- **OPTIONS**

Approve all 28 district waiver requests.
Approve each individual district waiver request.
Do not approve the district waiver requests.

- **ADMINISTRATION'S RECOMMENDATION**

Approve all 28 district waiver requests.

- **SUGGESTED MOTION**

I move the State Board of Eduction & Early Development approve the district waiver requests for 70% minimum expenditure for instruction requirement for Fiscal Year 2009 for the following school districts: Alaska Gateway, Aleutian Region, Aleutians East Borough, Bering Strait, Bristol Bay Borough, Chatham, Copper River, Cordova, Hoonah City, Hydaburg City, Iditarod Area, Kake City, Klawock City, Kuspuk, Lake and Peninsula, Lower Yukon, Nome City, North Slope Borough, Northwest Arctic Borough, Pelican City, Pribilof, Saint Mary's, Southeast Island, Southwest Region, Tanana City, Wrangell Public, Yukon Flats, and Yukon Koyukuk.

Alaska Statute 14.17.520

Sec. 14.17.520. Minimum expenditure for instruction.

(a) A district shall budget for and spend a minimum of 70 percent of its school operating expenditures in each fiscal year on the instructional component of the district budget.

(b) The commissioner shall reject a district budget that does not comply with (a) of this section and, unless a waiver has been granted by the board under (d) of this section, shall withhold payments of state aid from that district, beginning with the payment for the second full month after rejection and continuing until the school board of the district revises the district budget to comply with (a) of this section.

(c) The commissioner shall review the annual audit of each district for compliance with the expenditure requirements of (a) of this section. If the commissioner determines that a district does not meet those requirements, the commissioner shall advise the district of the determination, calculate the amount of the deficiency, and deduct that amount from state aid paid to the district for the current fiscal year. A deduction in state aid required under this subsection begins with the payment for the second full month after the determination, unless a waiver has been granted by the board under (d) of this section.

(d) A district that has been determined by the commissioner to be out of compliance with the requirements of this section may, within 20 days of the commissioner's determination, request a waiver by the board of the imposition by the commissioner of any reduction in state aid payments under (b) or (c) of this section. The request must be in writing and must include an analysis of the reasons and causes for the district's inability to comply with the requirements of this section. The board may grant the waiver if the board determines that the district's failure to meet the expenditure requirements of this section was due to circumstances beyond the control of the district. The request must also be submitted to the Legislative Budget and Audit Committee, which shall review the district's request and forward the committee's recommendations on it to the board.

(e) The commissioner shall submit an annual report on actions taken by the commissioner or the board under this section to the Legislative Budget and Audit Committee by April 15 of each year.

(f) In this section, "instructional component" includes expenditures for teachers and for pupil support services.

SARAH PALIN, GOVERNOR

Goldbelt Place
801 West 10th Street, Suite 200
PO Box 110500
Juneau, Alaska 99811-0500
(907) 465-8679
(907) 463-5279 Fax
Eddy.Jeans@alaska.gov

Department of Education & Early Development
Division of School Finance

September 1, 2008

Dear Superintendent:

In accordance with regulation 4 AAC 09.120, the Alaska Department of Education & Early Development (the department) reviewed your FY 2009 school operating fund budget and rejected it, at this time, for not meeting the 70% minimum expenditure for instruction requirement in Alaska Statute 14.17.520. Alaska Statute 14.17.520(d) allows a district to request a waiver from the requirements of this statute within 20 days of this determination. A revised budget or waiver request must be submitted to the department by **September 20, 2008**.

The waiver request letter must include a statement of the reason(s) and cause(s) that are beyond the district's control and account for the district's inability to comply with the minimum expenditure for instruction requirement. The body of the waiver request letter is to contain a persuasive argument providing detailed information to support the reasons and causes that account for the districts inability to comply with the minimum expenditure for instruction requirement. You are encouraged to submit any additional documentation that would aid the department in understanding more fully the reason(s) and cause(s) behind the districts inability to comply with the minimum expenditure requirement.

Enclosed is a document outlining the budget review and waiver request instructions and a spreadsheet with the district's function and object code comparisons. If you need further information, **assistance is available** from the Department of Education & Early Development, Division of School Finance. Please contact Elwin Blackwell at (907) 465-8665.

Sincerely,

Eddy Jeans
Director

Enclosure

5440

September 1, 2008

The following information is provided to summarize the budget review and waiver process. Further information can be obtained from Alaska statutes, regulations, or the Department of Education & Early Development - School Finance.

AS 14.17.520, minimum expenditure for instruction, requires school districts to budget and expend 70% of their school operating expenditures on instruction. Budgets are due to the Department of Education & Early Development (the department) by July 15, annually. The calculation for the FY2009 budgeted minimum expenditure for instruction is functions 100-400 divided by functions 100-780.

Budget Review

Following the July 15 due date, the department reviews each budget and notifies the district by September 1 of approval or rejection. As presented in 4 AAC 09.120, a budget will be rejected when:

1. not in the form required by the department;
2. not balanced;
3. does not meet the local effort provisions of AS.14.17; or
4. does not meet the minimum expenditure for instruction requirement of AS 14.17.520.

Notification that a budget is rejected will include the department's specific reasons for the rejection. A district must resubmit an amended budget within 20 calendar days of the date of the notification for those budgets rejected under 1, 2 or 3 above. For those budgets rejected under 4 above, the district must either resubmit an amended budget that complies with the requirement or request a waiver from the State Board of Education & Early Development within 20 calendar days of the date of the rejection notification.

Waiver Request Instructions

For FY2009 there is a new format for the waiver request. The waiver request must contain two parts:

PART 1) a separate Cover Letter to the state board with a copy sent to LB&A and a copy sent to the department. The cover letter should request the waiver and include the reasons and causes and supporting information for the waiver request.

PART 2) Additional information in the form of the template (used in prior years and described below) sent to Elwin Blackwell at the department.

PART 1: The waiver request is to be in a letter format and is to be addressed to the State Board of Education with a carbon copy going to the chair of the Legislative Budget and Audit committee. The waiver request letter should start by requesting a waiver from the State Board of Education then move to the reasons and causes statement.

The reasons and causes statement must clearly identify the reasons and causes that are beyond the districts control and prevent the district from budgeting in compliance with the minimum expenditure

for instruction requirement. **The reasons and causes statement should be clear**, such as, *"The [District Name] requests a waiver to the 70% minimum expenditure for instruction requirement due to reasons and causes beyond the districts control including [districts reasons and causes, examples declining enrollments, increasing energy costs]."* A comparative spreadsheet has been supplied that details out by function and object code the districts current and prior year budgets and the last three years audited financial statement information. The spreadsheet should be used as a tool to aid the district in identifying and explaining the reasons and causes for not meeting the minimum expenditure for instruction requirement.

The paragraphs that follow the reasons and causes statement are to contain an explanation and discussion of the details supporting the reasons and causes. These paragraphs should convince the State Board of Education that it is not possible based on the reasons and causes to budget at the minimum expenditure for instruction. If the district, for example, cited declining enrollments in the reasons and causes then the district would want to explain the decline by telling how much enrollments have declined from the prior year or over the last several years. The district would then want to discuss how the declining enrollments have impacted funding and the instructional program. The district, if relevant, should discuss what they have done to mitigate the impacts on the instructional programs.

The reasons and causes statement, the explanation, and discussion of the details are to be based on the current budget. The district may want to include supporting evidence from the prior year financial statements that supports the reasons and causes statement. The waiver request letter should conclude by summarizing why the district needs a waiver for this budget.

The State Board of Education & Early Development may grant a waiver if it determines the district's inability to meet the requirement is due to circumstances beyond the control of the district.

In accordance with statute submit your waiver to:

State of Alaska Board of Education & Early Development
801 West 10th Street, Suite 200
PO Box 110500
Juneau, Alaska 99811-0500

In accordance with statute a copy of your waiver request must be submitted to:

The Honorable Ralph Samuels, Chair
Legislative Budget and Audit Committee (LB&A)
State Capital, Room 204
Juneau, AK 99801-1182

PART 2: Separately from your cover letter, provide the district template as a work-paper for the department's review. The template format is the same as prior years and an example is attached. The template includes the budget allocations in table form, a district profile with the location, number of schools per community, average daily membership and size of the district and an explanation of major events in the instructional functions and major events for the non-instructional functions. The district profile should also include pertinent climatic and geographic information and other facts providing a clear understanding of the circumstances affecting the cost of delivering educational services.

The additional information is to be submitted to:

Elwin Blackwell, Internal Auditor
Department of Education & Early Development
801 West 10th Street, Suite 200
PO Box 110500
Juneau, AK 99811-0500

Southwest Region School District

P.O. Box 90
574 Kenny Wren Road
Dillingham, AK 99576

(907) 842-5287 • Phone
(907) 842-5428 • Fax

Aleknagik

Clark's Point

Ekwok

Koliganek

Manokotak

New Stuyahok

Portage Creek

Togiak

Twin Hills

March 9, 2009

The Honorable Paul Seaton
House of Representatives
Alaska State Capitol, Room 102
Juneau, AK 99801-1182

Dear Representative Seaton,

We are writing to you regarding the current minimum expenditure requirement (70/30 rule) for school districts. We are in support of HB147, which proposes that this requirement be eliminated. The 70/30 rule is no longer effective or necessary for financial accountability. The more recent state accountability initiative requires analysis of individual schools and districts, resulting in redirection of funds toward instruction.

The current law requires that school districts spend 70% of their general fund budgets on instruction. If they do not, the district must submit a waiver request for review by the State Board of Education. We are one of the 22 districts that cannot meet the 70% requirement, our average expenditure on instruction is 67%. Due to structural issues such as small schools and high utility costs, it has become clear that there is little possibility that we will reach the 70% goal.

The waiver process is very time consuming for both the school districts and the State Board. If a district does not apply for and receive a waiver and there is spending of less than 70% on instruction, state funds may be denied. This has happened on three occasions, and it is unfairly punitive to rural districts.

Since the minimum expenditure requirement was put into law, financial accountability has improvement, according to the Department of Education and Early Development. Furthermore, the State Board of Education has passed a resolution asking that the legislature repeal this requirement.

Thank you for your consideration of this matter.

Sincerely,

Jack Foster
Superintendent

Lee Ann Andrew
Director of Administrative Services

CC: Representative Bryce Edgmon
Senator Lyman Hoffman

DISTRICT OFFICE
BERING STRAIT SCHOOL DISTRICT
P.O. BOX 225
UNALAKLEET, ALASKA 99684-0225
(907) 624-3611
(907) 624-3099 FAX
http://www.bssd.org

March 2, 2009

Representative Paul Seaton
Chairperson, House Education Committee
State Capitol, Room 102
Juneau, AK 99801

BREVIG MISSION
DIOMEDE
ELIM
GAMBELL
GOLOVIN
KOYUK
SAINT MICHAEL
SAVOONGA
SHAKTOOLIK
SHISHMAREF
STEBBINS
TELLER
UNALAKLEET
WALES
WHITE MOUNTAIN

Dear Representative Seaton:

The Bering Strait School District strongly supports HB 147, eliminating the 70/30 requirements of AS 14.17.520. While the District supports the goal of channeling the maximum educational dollars to the classroom, the District believes that this statute is not an effective means toward that end.

From the earliest discussions of the bill that eventually became AS 14.17.520, the Bering Strait School District has opposed the requirement that Alaska school districts expend at least 70 per cent of the operating budget on instruction or risk the threat of loss of education foundation funding. Our objection is not with the goal, but with the rigid standard that fails to factor in the differences in regions, schools and districts. The statute fails to recognize the enormous differences that exist among districts statewide while applying one broad brushed standard to all districts.

More specifically, HB 147, repeal of AS 14.17.520 (the statute), should be passed because:

- The statute does not allow for the higher utility and operating costs that exist in rural and remote areas. Since the legislation was passed in 1995, utility costs have increased over 300 per cent in rural areas. The corresponding increases in airline fares and freight rates have driven up costs throughout school budgets. These

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increases have had a more significant impact on small and rural districts. The statute makes no provision for cost increases that are not distributed evenly at 70 per cent for instruction versus 30 per cent for non-instruction.

BREVIG MISSION
DIOMEDE
ELIM
GAMBELL
GOLOVIN
KOYUK
SAINT MICHAEL
SAVOONGA
SHAKTOOLIK
SHISHMAREF
STEBBINS
TELLER
UNALAKLEET
WALES
WHITE MOUNTAIN

- The statute does not allow for the higher administrative costs that exist in small and rural districts. Small districts must comply with all of the compliance and reporting requirements of large districts. In Alaska, district with 200 students is required to file all of the same state and federal reports required of a district ten times its size. While a large district can spread the administrative burden over thousands of students or cover it as part of a $100 million budget, smaller districts simply cannot do that. Since administration is categorized as part of the 30 percent for non-instruction, the statute fails to recognize the disproportionate burden on small and rural districts.

- The statute does not provide any allowance for changing economic conditions and the impact that those changes have on school budgets. In addition to enormous changes in utility costs, employee benefit costs have increased fourfold since 1995. While funding has been provided by the legislature to cover most of the increases in the retirement plans, other benefits such as health care and workers compensation have also taken larger and larger bites from the budget. These cost increases do not fall neatly into the 70/30 plan. They often have a greater impact on the non-instructional side of the budget.

- The waiver process provided in the statute is not a valid tool that leads districts to eventual compliance. Over half of all districts in the state have been unable to comply with the statute since it was implemented. The list of noncompliant districts increases almost every year. The process of filing a waiver has become an

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arduous task that increases administrative burden but must be performed in order for a budget to be accepted by the state. The process is time consuming for the districts, for the Department, and for the State Board of Education.

We appreciate the opportunity to comment on this legislation, and we look forward to the repeal of AS14.17.520.

Sincerely,

Jim Hickerson,
Superintendent

BREVIG MISSION
DIOMEDE
ELIM
GAMBELL
GOLOVIN
KOYUK
SAINT MICHAEL
SAVOONGA
SHAKTOOLIK
SHISHMAREF
STEBBINS
TELLER
UNALAKLEET
WALES
WHITE MOUNTAIN

From: Al Weinberg [alweinberg@hydaburg.k12.ak.us]
Sent: Saturday, February 28, 2009 3:30 PM
To: Rep. Paul Seaton
Subject: HB 147

Representative Seaton

I am writing in support of HB 147 regarding the repeal of the "minimum expenditure for instruction." I fully agree with the rationale supporting the repeal contained in the resolution from the State Board of Education and Early Development.

B. A. Weinberg, CEO
HYDABURG CITY SCHOOL DISTRICT

FISCAL NOTE

STATE OF ALASKA
2009 LEGISLATIVE SESSION

Fiscal Note Number:
Bill Version: HB 147
() Publish Date:

Identifier (file name):
Title education funding for instruction
Sponsor House Education
Requester

Dept. Affected:
RDU
Component
Component Number

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2010**	**FY 2010**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**
Personal Services							
Travel							
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims							
Miscellaneous							
TOTAL OPERATING	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES ( )							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF							
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

Estimate of any current year (FY2009) cost:

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

Prepared by: House Education Committee staff
Division
Phone 465-3923
Date/Time 3/2/09 12:00 AM

Approved by: Representative Seaton, (Chairman
Legislature
Date 3/2/2009

(Revised 9/10/2008 OMB)

5449

HB 147

Klowck.

wilson

Bd Members pay 75$/mo.
no spousal Travel
Annette Isl. 109/mo
no spousal Travel
Bristol Bay $50/meeting 20% Teacher turnovers.
Keller – do they get retirement + health insurance
St Mary's $100/meeting

~~Wilson~~
~~Keller~~
~~Hunter~~
~~Wilson~~
~~Keller~~
~~Wilson~~
~~Keller~~

Dianne – Do we let people walk away from loans.

~~Buch~~
~~Hunter~~
~~Keller~~

Growth measurements
Facility new/old.
What makes or Allows growth, what is good for student.
How can we say fuel or maintain should be instructional
lots of effort reduce.

HB

184

Alaska State Legislature

Juneau
State Capitol Bldg., Rm. 513
Juneau, AK 99801-1182
Phone (907) 465-4976
Fax (907) 465-3883
Toll Free 866-465-4976

Fairbanks
1292 Sadler Way, Ste 323
Fairbanks, AK 99701
Phone (907) 452-6084
Fax (907) 452-6096

Member
House Finance Committee

Representative Mike Kelly

House District 7

Sponsor Statement – HB 184

HB184 adjusts the current bond debt cap for the University of Alaska to reflect today's construction prices. Current Alaska Statute allows the University of Alaska to borrow money, issue debt or enter into long-term obligations for the purchase of facilities, goods or services without having to provide notice to the legislature as long as the annual debt service payment doesn't exceed $1.0 million. HB184 bumps up the threshold to $2.5 million.

The current bond debt cap limit of $1.0 million was originally issued in 1990. At that time, $1.0 million in annual debt service was the cost of financing a $15.0 million capital project. Taking into account construction inflation in Alaska, a $15.0 million capital project built in 1990 would cost about $40.0 million today. Annual debt service on $40.0 million is $2.5 million assuming a 4.5% interest rate and a 25-year straight line amortization.

The University has operated a viable debt program over the last 18 years. It has issued 14 general revenue bonds plus other financing arrangements that have been critical in securing funding for capital projects. The University has never suffered a rating downgrade. In fact, in December 2007, Moody's Investor Service upgraded the University credit rating to Aa3. The University continues to monitor its debt capacity and compliance with tax exempt bond covenants. Currently, the amount of debt service outstanding is $11.2 million. This is less than half the Board of Regents' policy limit of 5% of unrestricted revenues which is $26.2 million for FY08. This equates to $127 million in outstanding debt with the ability to issue a total of $317 million in debt.

By increasing the bond debt cap approval level, the administrative burden of compliance with the statute for smaller bond issues would be reduced for both the legislature and the University. At the same time, legislative oversight would be retained for larger financings.

I would appreciate your support for HB184.

FISCAL NOTE

STATE OF ALASKA
2009 LEGISLATIVE SESSION

Fiscal Note Number:
Bill Version: **HB184**
() Publish Date:

Identifier (file name): **HB184-UA-Sysbra-03-23-09**
Dept. Affected: University of Alaska
Title: An act relating to the debt authorization of the University of Alaska
RDU: University of Alaska
Component: Sysbra
Sponsor: Representatives Kelly and Fairclough
Requester: Education Committee
Component Number:

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2010**	**FY 2010**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**
Personal Services							
Travel							
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims							
Miscellaneous							
TOTAL OPERATING	0.0	0.0	0.0	0.0	0.0	0.0	0.0
CAPITAL EXPENDITURES							
CHANGE IN REVENUES ( )							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF							
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY2009) cost:

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

HB184 increases the debt authorization level for the University of Alaska and is not anticipated to have a measurable fiscal impact on the University of Alaska.

Prepared by: Alesia Kruckenberg
Phone 907-450-8426
Division: University of Alaska
Date/Time 3/23/09 2:00PM
Approved by: Michelle Rizk
Date 3/23/09 2:00PM
University of Alaska

(Revised 9/2008 OMB)

ants to Agricultural College
s reaccepted for university
y from sale or lease of la
of Congress
of money to establish agricul
nt stations
ignated as beneficiary under
empowered to establish Agricul
nt Station
deral appropriation for agricul
work
gnated beneficiary of Smith-Le
powered to carry on agricultural

rized to make certificates to ob
ants of money
of research
rate interests
rch forest
versity receipts

ter money or property.
or other real, personal, or
ka, its improvement or
d, in general, may act as
rposes. The regents shall
as to the administration
0 ACLA 1949; am § 2 ch
; am § 3 ch 71 SLA 2008)

For the purposes of this
e University of Alaska is
due. Upon default, the
under AS 43.23.073.
of the default and the
mailing a notice to the

ing of the decision. The decision of the chief finance officer is a final decision that may ppealed to the superior court under the Alaska Rules of Appellate Procedure. (§ 1 ch SLA 2004)

Sec. 14.40.253. Financing notice and approval. If the University of Alaska tends to enter into an obligation, except for refinancing obligations, under AS 4.40.040(a)(5) with an annual payment by the university anticipated to exceed 1,000,000, the university shall provide notice to the legislature. The notice must include he anticipated annual payment amount, the anticipated financing, and the total construction, acquisition, or other costs of the project. The university may not enter into n obligation requiring a financing notice under this section, other than a refinancing bligation, unless the project has been approved by the legislature by law. An appropriation for the project does not constitute approval of the project for the purpose of this ection. (§ 2 ch 181 SLA 1990; am § 2 ch 90 SLA 1999)

Sec. 14.40.254. University revenue bonds. (a) Subject to AS 14.40.253, the board may issue revenue bonds to pay the cost of acquiring, constructing, or equipping a facility that the board determines is necessary.

(b) The board may enter into an agreement with a trustee or bond owner for the purpose of securing payment of revenue bonds issued by the University of Alaska to acquire, construct, or equip a facility that the board determines is necessary. The agreement may include the fixing and collection of fees, charges, or rentals pledged to secure payment of the revenue bonds and agreement regarding the use of the proceeds of the revenue bonds.

(c) The state pledges not to limit or alter rights vested under this section in the University of Alaska to fulfill the terms of a contract with revenue bond owners.

(d) The board may pledge revenue received by the University of Alaska as fees, charges, or rentals in order to secure payment of the revenue bonds. A pledge of revenue received by the University of Alaska is considered a perfected security interest and is valid and binding from the time the pledge is made. The pledge creates an immediate lien against property pledged without physical delivery or other act. (§ 1 ch 26 SLA 1991)

Sec. 14.40.255. Investment of surplus money. If the Board of Regents determines that there is a surplus of money, received in the form of state and federal appropriations, above the amount sufficient to meet current and projected cash expenditure needs of the university, the surplus must be invested as set out in AS 37.10.071. Income earned on investments made under this section may be retained by the university and expended in accordance with AS 37.07 (Executive Budget Act.) (§ 4 ch 143 SLA 1986; am § 5 ch 141 SLA 1988)

Sec. 14.40.257. Reimbursement for costs of capital projects. (a) Subject to appropriations for the purpose, during each fiscal year, the legislature may appropriate an amount to reimburse the University of Alaska for the cost to be paid by the university during that same fiscal year for the principal and interest on outstanding debt for the projects listed in (b) of this section.

; 01.10.070(c).

LAWS OF ALASKA

1990

Source

Chapter No.

181

HCS CSSB 108(Fin)

AN ACT

Relating to public finance, including lease-financing, and to the disposal of certain property; repealing certain lease-purchasing approval; and providing for an effective date.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

THE ACT FOLLOWS ON PAGE 1, LINE 11

UNDERLINED MATERIAL INDICATES TEXT THAT IS BEING ADDED TO THE LAW AND BRACKETED MATERIAL IN CAPITAL LETTERS INDICATES DELETIONS FROM THE LAW; COMPLETELY NEW TEXT OR MATERIAL REPEALED AND RE-ENACTED IS IDENTIFIED IN THE INTRODUCTORY LINE OF EACH BILL SECTION.

Approved by the Governor: June 21, 1990
Actual Effective Date: Section 11 takes effect June 22, 1990; remainder of Act takes effect July 1, 1990

Chapter 181

AN ACT

Relating to public finance, including lease-financing, and to the disposal of certain property; repealing certain lease-purchasing approval; and providing for an effective date.

---

* Section 1. AS 14.40.040 is amended to read:

Sec. 14.40.040. GENERAL POWERS OF THE UNIVERSITY. There is created and established a corporation to be called the University of Alaska. It may in that name

(1) sue and be sued;

(2) receive and hold real and personal property;

(3) contract and be contracted with;

(4) adopt, use, and alter a corporate seal;

(5) borrow money, issue debt, or enter into lo obligations, for the purchase of facilities, goods, or servic obligations may secure, in whole or in part, debt issued by party;

(6) do and have done all matters necessary for the of any function set out [FORTH] in this chapter.

* Sec. 2. AS 14.40 is amended by adding a new section to read:

Sec. 14.40.253. FINANCING NOTICE AND APPROVAL. If the U... ty of Alaska intends to enter into an obligation, except for refinancing obligations, under AS 14.40.040(5) with an annual payment by the university anticipated to exceed $1,000,000, the university shall

provide notice to the legislature. The notice must include the anticipated annual payment amount, the anticipated financing, and the total construction, acquisition, or other costs of the project. The university may not enter into an obligation requiring a financing notice under this section, other than a refinancing obligation, unless the project has been approved by the legislature by law. An appropriation for the project does not constitute approval of the project for the purpose of this section.

* Sec. 3. AS 18.55.255 is amended to read:

Sec. 18.55.255. DISPOSAL OF SURPLUS PROPERTY [PROCEDURE FOR SALE OF LAND]. The authority may convey real or personal property that it determines is in excess of its needs. Except as provided in (b) and (c) of this section, the sale [SALE OF LAND] shall be by public auction or by sealed bids at a price not lower than the fair market value determined by an appraisal made within 180 days before [OF] the sale by a qualified appraiser. Public notice shall be given by publishing notice of the sale at least once a week for two consecutive weeks in a newspaper of general circulation within the area in which the property to be sold is located and by posting notice of sale in at least two public places in the area. In no event may [SHALL] the auction be held less than 30 days after the last day of publication. If no acceptable bids are received the authority may sell the property at negotiated sale [,] within six months after [OF] the date of the auction. A negotiated sale may not be made on an appraisal made more than nine months before the date of sale. The price at a negotiated sale may not be less than the appraised value.

* Sec. 4. AS 18.55.255 is amended by adding new subsections to read:

(b) Real or personal property of the authority may be conveyed to a state or federal agency or political subdivision for less than

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(d) This
AS 18.55.320 or

* Sec. 5. AS 22.

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* Sec. 6. AS 36.

Sec. 36.3
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of the legislat

Myron J. Dosch, CPA
Controller
Phone: (907) 450-8079
Fax: (907) 450-8071
myron.dosch@alaska.edu

UNIVERSITY
of ALASKA
Many Traditions One Alaska

209 D Butrovich Building
910 Yukon Drive
PO Box 756540
Fairbanks, AK 99775-6540

March 24, 2009

The Honorable Representative Mike Kelly
State Capitol, Room 513
Juneau, Alaska 99801-1182

Dear Representative Kelly:

On behalf of the University of Alaska and President Hamilton, I offer this letter of support for House Bill 184: "An Act relating to debt authorization of the University of Alaska". My position is Controller for the University of Alaska and I oversee its debt function.

AS14.40.253 requires that when the University anticipates a financing will exceed $1.0 million in annual debt service, notice to and approval from the Legislature is required. This bill updates the statute for construction inflation by increasing that threshold to $2.5 million. I believe this bill will reduce the administrative impact to the University and Legislature for approving smaller debt issuances. At the same time, Legislative oversight is retained for relatively large debt issuances.

AS14.40.253 was originally issued in 1990 and construction inflation in Alaska has been steady since. In 1990, $1.0 million of annual debt service was about a $15 million capital project financing. Now, that same project costs about $40 million, or approximately $2.5 million in annual debt service.

The University has solid credit ratings from Standard and Poor's at AA-, and Aa3 from Moody's Investors Services. With $127 million in debt currently outstanding, the University is below half of the Board of Regents' debt policy limit of five percent of unrestricted revenues, or $317 million. The University's track record shows that it has used debt prudently and responsibly to further its strategic mission in the state.

I appreciate your support of House Bill 184. If there are any questions, please contact me.

Sincerely,

Myron J. Dosch

Myron Dosch

Derek Miller

From: Myron J. Dosch [Myron.Dosch@alaska.edu]
Sent: Monday, March 23, 2009 9:46 AM
To: Derek Miller
Subject: Re: Heads up HB 184

Derek -

To follow up on this morning's House Education Committee hearing on HB184.

All UA capital projects need capital project receipt authority regardless of the source(s) of funding.

Under AS14.40.253, if the capital project anticipates annual debt service over $1.0m, then notice _and_ approval is needed. The approval referred to here is not receipt authority, rather it is specific approval language that would need to be written into a bill. (This is why the statute says "An appropriation for the project does not constitute approval of the project for the purpose of this section.")

If the project anticipates annual debt service under $1.0m, AS14.40.253 does not apply. All that is needed is receipt authority. The university can issue debt without any special notice or approval.

Hope this helps,

Myron

Derek Miller wrote:
>
> Myron -
>
> A bill got added to the committee hearing today. They'll bring it up
> first according to the committee aide. I'd suggest dialing in from
> your office around 8:00AM and listen to the hearing until you hear HB
> 184 being brought up. That way you can still do work in your office as
> the hearing goes along.
>
> Call me if you have questions, I'll be here for another 45 minutes,
> then I'm going to shoot down to the committee room.
>
> 465-6879.
>
> -D
>
> Derek Miller / Legislative Aide
>
> Office of Representative Mike Kelly
>
> Fairbanks, District 7
>
> p: 907.465.6879/ c: 907.978.1360/ f: 907.465.3883
>
> http://www.housemajority.org/kelly/index.php
>

--
Myron J. Dosch
Controller
University of Alaska
Phone: (907)450-8079
Fax: (907)450-8071

UNIVERSITY OF ALASKA
SOUTHEAST

learn · engage · change

www.uas.alaska.edu

Dr. Martin Laster
Coordinator of Educational Leadership Program
School of Education

11120 Glacier Highway
Juneau, Alaska 99801
Tel: (907) 796-6087
Fax: (907) 796-6166
Cell: (907) 209-7992
mlaster@uas.alaska.edu

Louie Flora

From: Friedman_Jeff [Friedman_Jeff@asdk12.org]
Sent: Friday, March 20, 2009 6:41 PM
To: Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Bryce Edgmon; Rep. Wes Keller; Rep. Peggy Wilson; Rep. Bob Buch; Rep. Berta Gardner
Cc: Comeau_Carol; Siegfried_Robin; David.Shutt@us.army.mil
Subject: HB 137 Compact: Education of Military Children

Follow Up Flag: Follow up
Flag Status: Blue

Chair Seaton and Members of the Education Committee,

I am writing to urge your support for this compact which will be heard by your committee Monday morning.

This compact will provide useful support to our military members and their families. Anchorage educates a large number of students of military families. Many of these families have major transitions during the year as parents are deployed or transferred to or from Anchorage. We work closely with Ft. Richardson and Elmendorf AFB to make these transitions easier, and this Compact will assist us in that process.

Jeff Friedman
Anchorage School Board
1534 D Street
Anchorage, AK 99501
907-742-4699 (Home)

HB

197

5462

ALASKA STATE LEGISLATURE

Interim:
600 East Railroad Avenue
Wasilla, Alaska 99654
Phone (907) 373-1842
Fax: (907) 373-4729

Session:
State Capitol Building
Juneau, Alaska 99801-1182
Phone: (907) 465-2186
Fax: (907) 465-3818

REPRESENTATIVE WES KELLER
DISTRICT 14
Sponsor Statement

House Bill 197

House Bill 197 opens the door to students and parents to pursue education more closely aimed at their interests. Across the state Charter Schools are working to decrease the number of dropouts and improve the quality of education. The problem is that most of these schools are located in our larger communities and only serve those communities.

HB 197 will change that by allowing for Open enrollment virtual charter schools to invite and accept students from other parts of the state that want to learn in a specific Charter School discipline. It also assists charter schools; some of which are struggling with limited enrollment numbers. While the charter language and education brings students into the classroom. It may not always provide enough students to meet ADM requirements. By expanding the number of students who may participate in the program the necessary funding formula becomes easier to reach.

HB197 brings Charter Schools into the 21st Century by combining classroom with the virtual electronic reality we have all come to accept as the new education enabler. Please support HB 197, its good for students and its good for a Charter School system this body has strongly supported over the years.

E-Mail: Representative_Wes_Keller@legis.state.ak.us
Call Juneau Toll free: (800) 468-2186
Website: www.akrepublicans.org/keller/

ALASKA STATE LEGISLATURE

Interim:
600 East Railroad Avenue
Wasilla, Alaska 99654
Phone (907) 373-1842
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Juneau, Alaska 99801-1182
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REPRESENTATIVE WES KELLER
DISTRICT 14
Sectional Analysis

House Bill 197

Section 1

AS 14.03.256 will expand a Charter Schools ability to enroll students from outside of the specific district they are serving. Students will be permitted to enroll at any time throughout the school year for online course that meet or exceed state education standards. School must provide the materials needed for the course work and establish individual learning plans for students. The goal for high school students is graduation and preparation for postsecondary programs that meet the need of the student. The course work requirement for the virtual charter school established specific guidelines for the school, the student and hopefully the parents.

It is expected that the school will exceed the requirements of minimum high school graduation. This will be accomplished through:

1. Direct engagement with the student and the student's parent to establish a learning plan.
2. assessments with results on coursework including a students progress.
3. an electronic means in which to access and review educational records by those authorized to review them.

Additional language in the section allows the school to contract with other educational entities to provide materials and support for the program.

Section 2

Restricts the counting of part time students enrolled in open enrollment virtual charter schools from local ADM figures.

Section 3

Changes the formula for enrollment from 150 students to 140 students in districts with more than 475 students.

E-Mail: Representative_Wes_Keller@legis.state.ak.us
Call Juneau Toll free: (800) 468-2186
Website: www.akrepublicans.org/keller/

FISCAL NOTE

STATE OF ALASKA
2009 LEGISLATIVE SESSION

Fiscal Note Number:
Bill Version: HB197
() Publish Date:

Identifier (file name): HB197-EED-ESS-3-31-09
Dept. Affected: Education & Early Development
Title "An Act establishing minimum standards for open enrollment virtual charter schools; and relating to student count estimates..."
RDU K-12 Support
Component Foundation Program
Sponsor Representative Keller
Requester Education, Finance
Component Number 141

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2010**	**FY 2010**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**
Personal Services							
Travel							
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims	2,004.4		2,004.4	2,004.4	2,004.4	2,004.4	2,004.4
Miscellaneous							
TOTAL OPERATING	**2,004.4**	**0.0**	**2,004.4**	**2,004.4**	**2,004.4**	**2,004.4**	**2,004.4**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES ( )							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	2,004.4		2,004.4	2,004.4	2,004.4	2,004.4	2,004.4
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**2,004.4**	**0.0**	**2,004.4**	**2,004.4**	**2,004.4**	**2,004.4**	**2,004.4**

Estimate of any current year (FY2009) cost:

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

This bill creates open enrollment throughout the year for virtual charter schools that are not correspondence schools by meeting specific requirements as defined in HB197.

In addition it would increase funding to charter and alternative schools with an Average Daily Membership [ADM] of 140 by giving those schools that qualify the ability to go through the school size formula independently.

The GF appropriation capitalizes on the Public Education Fund [PEF].

Prepared by: Eddy Jeans, Director
Phone 465-8679
Division School Finance
Date/Time 3/31/09 12:00 AM
Approved by: Larry LeDoux, Commissioner
Date 3/31/2009

(Revised 9/10/2008 OMB)

5465

School District	Funding for an Alternative School btwn 140-200 & Charter Schools btwn 140-150 ADM
Alaska Gateway	-
Aleutian Region	-
Aleutians East Borough	-
Anchorage	-
Annette Island	-
Bering Strait	-
Bristol Bay Borough	-
Chatham	-
Chugach	-
Copper River	-
Cordova	-
Craig	-
Delta/Greely	-
Denali Borough	-
Dillingham	-
Fairbanks N. Star Borough	639,679
Galena	-
Haines Borough	-
Hoonah	-
Hydaburg	-
Iditarod Area	-
Juneau Borough	676,053
Kake	-
Kashunamiut	-
Kenai Peninsula Borough	-
Ketchikan Gateway Borough	-
Klawock	-
Kodiak Island Borough	-
Kuspuk	-
Lake & Peninsula Borough	-
Lower Kuskokwim	-
Lower Yukon	-
Mat-Su Borough	688,699
Nenana	-
Nome	-
North Slope Borough	-
Northwest Arctic Borough	-
Pelican	-
Petersburg	-
Pribilof	-
Saint Mary's	-
Sitka Borough	-
Skagway	-
Southeast Island	-
Southwest Region	-
Tanana	-
Unalaska	-
Valdez	-
Wrangell	-
Yakutat	-
Yukon Flats	-
Yukon/Koyukuk	-
Yupiit	-
Mt. Edgecumbe High School	-
TOTAL	**2,004,431**

Alaska Public School Funding Program
Department of Education & Early Development
Prepared 3/31/09

Prepared by School Finance

ADM Report

PROJECTION FY10

District	School; Attendence Center:	C Average Daily Membership K-6*	D Average Daily Membership 7-12	C + D = E School Total
ANCHORAGE				
4	A A.V.A.I.L.	0.00	54.00	54.00
1	A Alaska Native Charter School	180.00		180.00
1	A Aquarian Charter	360.00		360.00
1	A Highland Tech Charter	0.00	260.00	260.00
1	A Polaris K-12	256.00	224.00	480.00
1	A Steller Secondary	0.00	292.00	292.00
1	A Winterberry Charter	173.00	27.00	200.00
4	A Continuation Program	0.00	26.00	26.00
4	A COHO		35.00	35.00
1	A Eagle Academy Charter	165.00		165.00
1	A Rilke Schule Charter	224.00	16.00	240.00
1	O *Whaley Center	151.25	334.00	485.25
1	O Benny Benson Secondary/S.E.A.R.C.H.	0.00	230.00	230.00
4	O Crossroads School	0.00	51.00	51.00
1	O S.A.V.E.	0.00	227.00	227.00
	TOTAL	1509.25	1776.00	3285.25
CRAIG				
4	PACE Alternative High School		8.50	8.50
	TOTAL	0.00	8.50	8.50
DELTA/GREELY				
4	New Horizons High School		24.00	24.00
	TOTAL	0.00	24.00	24.00
FAIRBANKS				
1	Chinook Montessori Charter School	111.00	42.00	153.00
1	Star of the North Secondary School (charter)		201.00	201.00
4	Effie Kokrine Charter School		145.00	145.00
4	Alternative Learning Systems	35.00	72.00	107.00
1	Watershed Charter School	113.00	42.00	155.00
	TOTAL	259.00	502.00	761.00
JUNEAU				
4	Juneau Community Charter School	69.00	9.00	78.00
4	Yaakoozge Daahakidi Alt High School		150.00	150.00
	TOTAL	69.00	159.00	228.00
KENAI PENINSULA				
4	Homer Flex	0.00	31.00	31.00
4	Kenai Alternative School	0.00	67.00	67.00
4	Peninsula Optional HS	0.00	38.00	38.00
1	Aurora Borealis Charter (soldotna)	155.00	30.00	185.00
1	Kaleidoscope Charter School	248.00	0.00	248.00
4	Fireweed Academy Charter (Homer)	76.00	0.00	76.00
1	Soldotna Montessori Charter	161.00	0.00	161.00
	TOTAL	640.00	166.00	806.00
KETCHIKAN				
4	Revilla High School (Alt.)	0.00	86.00	86.00
1	Tongass School of Arts & Sciences Charter	150.00		150.00
1	Ketchikan Charter School	140.00	30.00	170.00
	TOTAL	290.00	116.00	406.00
LOWER KUSKOKWIM				
1	Ayaprun Elitnaurvik Yup'ik Immersion (bethel)	172.00	0.00	172.00
4	Bethel Alternative Boarding School	0.00	33.00	33.00
	TOTAL	172.00	33.00	205.00
MAT-SU				
1	Academy Charter School	175.00	56.00	231.00
1	Fronteras Charter School	187.00	0.00	187.00
1	Midnight Sun Charter School	141.00	24.00	165.00
4	Mat-Su Day School	2.00	38.00	40.00
1	Valley Pathways Alternative School	0.00	204.00	204.00
1	Burchell Alternative High School	0.00	211.00	211.00
4	Mid-Valley Alternative High School	9.00	165.00	174.00
	TOTAL	514.00	698.00	1212.00
NOME				
4	Anvil City Science Academy	23.00	21.00	44.00
	TOTAL	23.00	21.00	44.00
NORTH SLOPE				
4	Kiita Learning Community		53.00	53.00
	TOTAL	0.00	53.00	53.00
SITKA				

Alaska Public School Funding Program
Department of Education & Early Development
Prepared 3/31/09

Prepared by School Finance

ADM Report

		PROJECTION FY10		
		C	D	C + D = E
		Average Daily Membership		School Total
District	School; Attendence Center:	K-6*	7-12	
4	Pacific Alternative		35.00	35.00
	TOTAL	0.00	35.00	35.00

STATE OF ALASKA
THE LEGISLATURE

2006

Source
HCS CSSCR 28(HES)

Legislative Resolve No.
43

Relating to the innovative application of education technology tools to provide improved distance education programs in the state.

BE IT RESOLVED BY THE LEGISLATURE OF THE STATE OF ALASKA:

WHEREAS education technology is rapidly developing to provide managed student access to unprecedented arrays of information on the Internet, including curricula, resource and reference materials, search engines, world news, communication, calculations, tables, definitions, and all student records; and

WHEREAS education technology is rapidly developing to economically provide powerful teaching tools that are capable of generating individualized student learning plans, supplemental and tutorial services, evaluations, communications, assignments, and learning problem diagnostics that can be available on the Internet at any time, from any place in the world, from any computer; and

WHEREAS education excellence is attainable by using a curriculum that encourages student discovery, innovation, and proficiency as ways to avoid merely teaching to the test and to prevent student boredom and teacher burnout; and

WHEREAS, according to a 2003 United States Bureau of the Census report, the state

leads the nation at 68.5 percent of our households connected to the Internet; and

WHEREAS the federal, state, and local contributions averaged $10,114 for each student enrolled in the state during the 2003-2004 school year; and

WHEREAS the state has the highest median cost for each student in the nation at $16,665, reflecting the high cost of education in rural Alaska; and

WHEREAS 37 percent of Alaska schools have less than 100 students, and 24 percent have less than 50 students, with many of the schools located in remote, rural settings; and

WHEREAS the results of the 2003 National Assessment of Education Progress, which is the state's only national and ongoing assessment of student reading and mathematics performance, reveals that performance is only at about 30 percent proficiency, which is at, or below, the national average; and

WHEREAS increasing demands have been placed on rural education programs in the state by the federal No Child Left Behind Act, including employment of highly qualified teachers, provision of supplemental services, and the requirement to restructure districts and to offer parental choice options; and

WHEREAS rural education challenges in the state include

(1) high teacher turnover rates;

(2) high costs of teacher housing;

(3) cultural differences between teachers and rural communities;

(4) the need to group a small number of students in small schools into 13 grade, ability, and interest levels;

(5) the difficulty of meeting the needs of isolated students with special needs and gifts; and

(6) the difficulty of providing special interest curriculum such as Native language education; and

WHEREAS public school facilities, employment needs, and related economic considerations are valued critical components of rural Alaska communities; and

WHEREAS the Alaska Department of Education and Early Development has continued to improve statewide assessment tools in response to legislative intent that provides an increasingly reliable measure of K-12 proficiency;

BE IT RESOLVED that the Alaska State Legislature encourages the innovative and

responsible application of education technology tools to improve distance education programs that will enhance rural education in the state; and be it

FURTHER RESOLVED that the Alaska State Legislature encourages local school boards and administrators to look for ways to regroup rural students, especially those in small schools, into virtual educational program groups selected for efficiency, skill and age level, and student and parent interest, and to use educational technology to provide quality teachers for these groups from a distance; and be it

FURTHER RESOLVED that the Alaska State Legislature encourages local school boards and administrators to provide the restructuring, choice, and supplemental services required for schools failing to achieve Annual Yearly Progress under the federal No Child Left Behind Act and state law, and to improve student proficiency as measured by the National Assessment of Education Progress; and be it

FURTHER RESOLVED that the Alaska State Legislature encourages reallocation of savings available from the efficiencies of scale from regrouping of students across rural boundaries to help pay for the application of educational technology while ensuring that rural remote school facilities and local employees are retained in the process; and be it

FURTHER RESOLVED that the Alaska State Legislature requests local school boards and administrators to apply for the grants available under AS 14.14.115 as a means of installing education technology; and be it

FURTHER RESOLVED that the Alaska State Legislature requests superintendents of public school districts to distribute copies of this resolution to each member of the district's school board.

COPIES of this resolution shall be sent to Al Weinberg, Superintendent, Alaska Gateway School District; Joe Beckford, Chief School Administrator, Aleutian Region School District; Dennis Maasjo, Superintendent, Aleutians East Borough School District; Carol Comeau, Superintendent, Anchorage School District; Brett Agenbroad, Superintendent, Annette Island School District; John Davis, Superintendent, Bering Strait School District; Richard Hebhardt, Superintendent, Bristol Bay Borough School District; Vance Cortez-Rucker, Superintendent, Chatham School District; Bob Crumley, Superintendent, Chugach School District; James Elliot, Superintendent, Copper River School District; Don Clark, Superintendent, Cordova City School District; Ron Erickson, Superintendent, Craig City

School District; Dan Beck, Superintendent, Delta/Greely School District; Dale Olson, Superintendent, Denali Borough School District; Arnold Watland, Superintendent, Dillingham City School District; Ann E. Shortt, Superintendent, Fairbanks School District; Jim Smith, Superintendent, Galena City School District; Woody Wilson, Superintendent, Haines Borough School District; Howard Diamond, Superintendent, Hoonah City School District; Bill Raduenz, Superintendent, Hydaburg City School District; Joe Banghart, Superintendent, Iditarod Area School District; Peggy Cowan, Superintendent, Juneau Borough School District; Eric Gebhart, Superintendent, Kake City School District; Gary Stevens, Superintendent, Kashunamiut School District; Donna Peterson, Superintendent, Kenai Peninsula Borough School District; Harry Martin, Superintendent, Ketchikan Gateway Borough School District; Richard Carlson, Superintendent, Klawock City School District; Betty Walters, Superintendent, Kodiak Island Borough School District; Marty Laster, Superintendent, Kuspuk School District; Steve Atwater, Chief School Administrator, Lake and Peninsula School District; William Ferguson, Superintendent, Lower Kuskokwim School District; John Lamont, Superintendent, Lower Yukon School District; Robert Doyle, Chief School Administrator, Mat-Su Borough Schools; Robert Thomason, Superintendent, Nenana City Schools; Stan Lujan, Superintendent, Nome Public Schools; Trent Blankenship, Superintendent, North Slope Borough Schools; Norman Eck, Superintendent, Northwest Arctic Borough Schools; Connie A. Newman, Superintendent, Pelican City Schools; Gary Jacobsen, Superintendent, Petersburg City Schools; Malcolm Fleming, Superintendent, Pribilof Schools; David Herbert, Superintendent, Saint Mary's Schools; Steve Bradshaw, Superintendent, Sitka Borough Schools; Michael Dickens, Superintendent, Skagway City Schools; Jim Nygaard, Superintendent, Southeast Island Schools; Jack Foster, Superintendent, Southwest Region Schools; Dorothy Jordan, Superintendent, Tanana Schools; Darrell Sanborn, Superintendent, Unalaska City Schools; Lance Bowie, Superintendent, Valdez City Schools; Susan Sciabbarrasi, Superintendent, Wrangell City Schools; Timothy MacDonald, Superintendent, Yakutat City Schools; Linda Evans, Superintendent, Yukon Flats Schools; Christopher Simon, Superintendent, Yukon/Koyukuk Schools; Joe Slats, Chief School Administrator, Yupiit Schools; Bill Denkinger, Director, Mt. Edgecumbe High School; and the Honorable Ted Stevens and the Honorable Lisa Murkowski, U.S. Senators, and the Honorable Don Young, U.S. Representative, members of the Alaska delegation in Congress.

Table 1. Total revenues per pupil at the 5th, median, and 95th percentile cutpoints, federal range ratio, and numbers of districts and students for public elementary and secondary regular school districts, by state and independent charter school districts: Fiscal year 2006

State and independent charter school districts	Total revenues per pupil			Federal range ratio[1]	Number of districts	Number of students
	5th percentile	Median	95th percentile			
United States	**$7,349**	**$10,173**	**$21,048**	**1.9**	**13,766**	**48,097,541**
Alabama	7,267	8,190	10,739	0.5	131	743,265
Alaska	9,601	17,602	36,429	2.8	53	132,893
Arizona	6,788	9,358	19,750	1.9	216	947,250
Arkansas	7,473	8,493	10,297	0.4	252	472,609
California	7,471	9,384	18,481	1.5	965	6,221,828
Colorado	7,862	9,864	18,532	1.4	178	778,842
Connecticut	11,712	14,316	21,220	0.8	166	549,744
Delaware	10,425	12,303	15,483	0.5	16	108,535
District of Columbia	†	18,332	†	†	1	59,616
Florida	7,970	9,127	12,007	0.5	67	2,663,973
Georgia	8,279	9,566	12,504	0.5	179	1,597,421
Hawaii	†	14,799	†	†	1	182,818
Idaho	6,188	7,851	15,464	1.5	114	258,314
Illinois	7,133	9,124	15,508	1.2	872	2,097,585
Indiana	8,731	10,399	13,901	0.6	292	1,026,106
Iowa	8,451	9,725	15,492	0.8	365	483,482
Kansas	8,603	10,311	13,678	0.6	293	465,926
Kentucky	7,597	8,511	10,461	0.4	176	679,621
Louisiana	7,861	9,004	24,648	2.1	68	648,313
Maine	9,804	13,174	22,950	1.3	222	195,174
Maryland	10,479	11,504	14,809	0.4	24	860,021
Massachusetts	10,488	13,525	24,981	1.4	302	924,420
Michigan	8,100	9,218	13,338	0.6	551	1,635,076
Minnesota	8,663	10,384	13,978	0.6	345	811,907
Mississippi	6,817	8,248	13,685	1.0	152	493,952
Missouri	7,003	8,785	12,830	0.8	521	913,765
Montana	6,797	10,414	27,381	3.0	430	145,259
Nebraska	6,659	10,916	24,400	2.7	449	285,547
Nevada	8,414	9,939	34,651	3.1	17	412,747
New Hampshire	10,014	14,112	28,351	1.8	162	201,044
New Jersey	12,252	15,647	25,559	1.1	551	1,350,392
New Mexico	8,426	12,546	21,366	1.5	89	326,761
New York	12,704	16,171	33,521	1.6	694	2,789,776
North Carolina	7,282	8,592	12,204	0.7	115	1,378,306
North Dakota	7,716	10,773	26,067	2.4	198	98,172
Ohio	8,066	9,438	15,909	1.0	614	1,769,331
Oklahoma	6,317	7,851	12,173	0.9	540	634,468
Oregon	7,762	9,475	21,758	1.8	195	555,967
Pennsylvania	9,585	11,643	15,753	0.6	500	1,752,402
Rhode Island	10,405	13,459	21,397	1.1	36	150,112
South Carolina	7,714	9,187	12,552	0.6	85	699,027
South Dakota	7,560	9,306	15,855	1.1	165	121,718
Tennessee	6,289	7,123	9,296	0.5	135	953,514
Texas	7,853	9,616	20,871	1.7	1,034	4,451,163
Utah	6,161	7,614	14,169	1.3	40	496,507
Vermont	10,944	19,521	31,500	1.9	238	92,049
Virginia	8,455	9,788	14,414	0.7	132	1,213,616
Washington	7,938	9,491	21,397	1.7	296	1,031,668
West Virginia	8,862	9,922	12,339	0.4	55	279,788
Wisconsin	9,951	11,407	14,689	0.5	426	869,596
Wyoming	10,493	14,557	31,032	2.0	48	86,155
Independent charter school districts[2]	5,811	8,357	16,976	1.9	1,569	487,783

† Not applicable. The District of Columbia and Hawaii consist of one school district each.

[1]The federal range ratio indicates the difference between the amount per pupil of the district at the 95th percentile and the district at the 5th percentile divided by the amount per pupil for the district at the 5th percentile.

[2]All associated schools are charter schools.

NOTE: How to read this table: Using Alabama as an example, this table shows that 5 percent of school districts have total revenues per pupil of $7,267 or less. If all school districts were listed by size of total revenues per pupil, the district at the midpoint (median) would have total revenues per pupil of $8,190. Five percent of school districts have total revenues per pupil of $10,739 or more. The federal range ratio shows that the total revenues per pupil for district at the 95th percentile are approximately 50 percent higher than the total revenues per pupil for district at the 5th percentile. National figures do not include independent charter school districts. National and state figures include charter schools that are affiliated with regular school districts. Only regular school districts matching the Common Core of Data (CCD) "Local Education Agency Universe Survey" and with student membership greater than zero were used in creating the national and state figures; 92.1 percent of all school districts met these criteria. Independent charter school districts matching the Common Core of Data (CCD) "Local Education Agency Universe Survey" with revenues greater than zero and expenditures greater than zero were included in the charter school analysis; 97.6 percent of charter school districts met these criteria.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "School District Finance Survey (F-33)," fiscal year 2006, Version 1a.

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Table 2. Median expenditures per pupil and median payments per pupil to other districts, private schools, and charter schools from elementary and secondary regular school districts, by type of expenditure in states and independent charter school districts: Fiscal year 2006

State and independent charter school districts	Median expenditures per pupil						Median payments per pupil to other districts, private schools, and charter schools
		Current expenditures					
	Total[1]	Total current[2]	Instruction and instruction-related	Capital outlay[3]	Other programs[4] and payments to state and local governments	Interest on long-term debt	
United States	**$9,799**	**$8,587**	**$5,528**	**$396**	**$21**	**$143**	**$95**
Alabama	8,353	7,590	4,708	424	132	99	3
Alaska	18,096	15,827	9,657	1,149	7	0	0
Arizona	9,181	7,713	4,307	648	1	35	0
Arkansas	8,311	7,547	4,987	329	1	169	12
California	9,245	7,848	5,141	646	21	86	84
Colorado	9,778	8,321	5,116	603	33	199	126
Connecticut	12,866	11,898	7,822	217	17	218	393
Delaware	11,838	10,754	6,808	640	8	120	349
District of Columbia[5]	15,798	13,446	6,898	2,127	225	0	2,350
Florida	9,326	7,630	4,924	1,318	110	74	0
Georgia	9,172	8,223	5,533	550	0	57	6
Hawaii[5]	10,376	9,640	6,018	410	325	0	236
Idaho	7,894	7,313	4,681	367	0	125	0
Illinois	8,704	7,798	4,857	349	1	160	321
Indiana	9,646	7,913	4,893	652	758	87	242
Iowa	8,733	7,788	5,104	587	0	126	440
Kansas	10,042	9,151	5,854	713	0	127	7
Kentucky	8,603	7,484	4,856	540	97	187	0
Louisiana	8,586	7,898	5,093	412	23	128	1
Maine	11,639	10,927	7,285	187	32	72	324
Maryland	11,324	10,138	6,670	1,167	29	108	111
Massachusetts	12,125	11,114	7,478	145	0	272	832
Michigan	9,160	8,218	5,328	261	69	358	1
Minnesota	10,051	8,389	5,666	573	330	314	331
Mississippi	7,862	7,274	4,640	330	13	93	0
Missouri	8,389	7,543	4,878	376	85	87	62
Montana	10,405	9,682	6,178	202	0	0	31
Nebraska	10,012	9,278	6,336	397	0	0	0
Nevada	9,846	8,819	5,877	699	36	265	2
New Hampshire	11,632	10,922	7,045	252	0	145	682
New Jersey	14,563	13,165	8,226	450	55	264	669
New Mexico	11,678	9,991	5,838	1,154	47	124	6
New York	16,035	14,292	9,779	487	51	367	160
North Carolina	8,383	7,790	5,006	312	20	136	0
North Dakota	10,101	9,463	5,554	470	0	0	487
Ohio	8,816	7,960	5,085	303	116	135	102
Oklahoma	7,836	7,359	4,357	266	0	27	0
Oregon	9,130	8,458	5,151	188	3	170	26
Pennsylvania	10,417	9,318	6,029	299	29	389	634
Rhode Island	12,336	11,949	7,642	112	130	162	659
South Carolina	9,098	8,120	5,221	480	97	176	17
South Dakota	8,867	8,000	4,990	426	0	90	22
Tennessee	7,130	6,457	4,584	291	65	151	1
Texas	9,420	8,099	5,183	427	9	203	50
Utah	7,878	6,321	4,230	758	190	173	0
Vermont	12,060	11,413	7,610	169	0	87	7,388
Virginia	9,595	8,692	5,839	501	11	165	80
Washington	9,134	8,074	5,158	295	0	161	8
West Virginia	10,126	9,338	5,933	316	48	0	0
Wisconsin	10,657	9,706	6,312	258	170	286	203
Wyoming	15,064	12,133	7,694	1,388	3	16	0
Independent charter school districts[6]	7,971	7,499	4,123	52	0	0	0

[1]Total expenditures do not include payments to other school districts and payments to private schools and charter schools.

[2]Total current expenditures include instruction, instruction-related, support services, and other elementary/secondary current expenditures, but exclude expenditures on capital outlay, other programs, and payments to state and local governments, interest on long-term debt, payments to other school districts, and payments to private and charter schools.

[3]Capital outlay expenditures are those for school construction, property, and equipment.

[4]Other programs include community services, adult education, and community colleges.

[5]The District of Columbia and Hawaii consist of only one school district each.

[6]All associated schools are charter schools.

NOTE: How to read this table: Using Alabama, total expenditures as an example, if all school districts were listed by size of total expenditures per pupil, the district at the midpoint (median) would have total expenditures per pupil of $8,353. Median expenditures are reported for each data item, so details do not sum to totals. National figures do not include independent charter school districts. National and state figures include charter schools that are affiliated with regular school districts. Only regular school districts matching the Common Core of Data (CCD) "Local Education Agency Universe Survey" and with student membership greater than zero were used in creating the national and state figures; 92.1 percent of all school districts met these criteria. Independent charter school districts matching the Common Core of Data (CCD) "Local Education Agency Universe Survey" with revenues greater than zero and expenditures greater than zero were included in the charter school analysis; 97.6 percent of charter school districts met these criteria.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "School District Finance Survey (F-33)," fiscal year 2006, Version 1a.

CONCEPTIONAL AMENDMENT

HB 197

26-LS0736\R.2

IN THE HOUSE
Education Committee
BY: Representative_____

Page 2, Line 2

Insert

*** Sec 3. AS 14.17.600(a)** is amended to read:

Sec. 14.17.600. Student counting periods.

(a) Within two weeks after the end of the 20-school-day period ending the fourth Friday in October, each district shall transmit a report to the department that, under regulations adopted by the department, reports its ADM for that counting period and other student count information that will aid the department in making a determination of its state aid under the public school funding program. For [*centralized correspondence study*] **public schools that operate an open enrollment year around program**, the October report shall be based on the period from July 1 through the fourth Friday in October. The department may make necessary corrections in the report submitted and shall notify the district of changes made. The commissioner shall notify the governor of additional appropriations the commissioner estimates to be necessary to fully finance the public school funding program for the current fiscal year.

*** Sec. [*3*] 4.** AS 14.17.905(b) is amended to read:

NACOL
North American Council for Online Learning

PARTNERSHIP FOR
21ST CENTURY SKILLS

Virtual Schools and 21st Century Skills

Written by

The North American Council for Online Learning and the Partnership for 21st Century Skills

November 2006

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NACOL
North American Council for Online Learning

PARTNERSHIP FOR
21ST CENTURY SKILLS

Introduction:

Online learning through virtual schools is one of the most important advancements in attempting to rethink the effectiveness of education in the United States. The virtual school provides access to online, collaborative and self-paced learning environments – settings that can facilitate 21st Century skills. Today's students must be able to combine these skills with the effective use of technology to succeed in current and future jobs.

The full promise of virtual learning is dependent, however, on its ability to incorporate 21st century skills in its instructional design, delivery and implementation. Virtual school leaders, administrators and teachers must ensure that students who learn in online environments are gaining the skills necessary to compete as citizens and workers in the 21st century. This document attempts to articulate a vision for 21st century learning in virtual schools, and identify ways in which online learning can improve outcomes for all students.

The Case for 21st Century Education:

In an increasingly competitive global economy, it is not enough for students to acquire subject-level mastery alone. Skills like creativity, problem-solving, communication and analytical thinking are necessary for all levels of success, from entry-level jobs to engineering and technical fields. However the U.S. K-12 education system as a whole does not yet teach and measure these skills directly. Some sobering statistics:

- Eighty-four percent of employers say K-12 schools are not doing a good job of preparing students for the workplace; 55 percent say schools are deficient in preparing students with basic employability skills (such as attendance, timeliness and work ethic); 51 percent cite math and science deficiencies; and 38 percent cite reading and comprehension deficiencies.[i]
- A very small percentage of 4th and 8th grade students US students (less than 30%) perform at a proficient level in math, while up to 20% lack the competence to perform even basic mathematical computations.[ii]

The implications of such trends are troubling:

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- **U.S. students are falling behind their peers internationally.** We can no longer claim that US educational results are unparalleled. Students around the world outperform American students on assessments that measure 21st century skills.
- **U.S. innovation is falling behind.** Innovation and creativity no longer set US education apart. Innovators around the world rival Americans in breakthroughs that fuel economic competitiveness.
- **Workplace jobs and skill demands are not being satisfied.** Leading high tech employers routinely lament the lack of a skilled workforce for the jobs of today, and are alarmed by the prospect of filling the jobs of tomorrow.

If our students are going to compete successfully in the global economy, more must be done to support their acquisition of 21st century skills. Without this shift in educational priorities, the prospects for our students—and our nation—will be diminished significantly.

The Case for Virtual Schools

E-learning is already a major driver for education and training beyond K-12 in higher education, employee training and lifelong learning. In higher education, the Sloan Consortium reported that 2.5 million students enrolled in at least one class online in 2004, equivalent to 11% of all students in accredited degree-granting institutions. Growth in online higher education programs steadily increases by 400,000 students annually. (Source: Sloan Consortium)

Online learning is an essential delivery system for training in the business world. Many corporations today use e-learning for training employees:

- 77% use distributed learning*, up from 4% nine years ago—73% increase in less than a decade!

Why do they spend money on distributed learning?

- A 60% faster learning curve.
- IBM's Basic Blue management training: 2284% ROI
- Motorola: $30 in productivity gains for every $1 spent over 5 years.
- Union Pacific: performance increase of 35%. (Source: ThinkEquity Partners, Emerging Trends in Post-Secondary Education: The View to 2012, Dec. 2002. *Distributed learning is online learning alone or blended with multi-media and/or traditional methods.)

21st Century Data through Learning Management Systems

Online delivery through learning management systems can improve data-driven decisions and strengthen the school to parent connection. Online learning allows rich data environments to better inform instructional and administrative decision-making to improve student achievement. Learning

management systems include tools that allow parents to view grades, completed or incomplete assignments, teacher feedback, and updates or announcements from teachers. While most middle or high school parents in traditional school settings will admit that they know very little about what goes in during the school day, parents of online students can be as involved as they want to be at the click of a button. As the use of learning management systems grows for online learning, it is quite conceivable that their use will also grow in traditional settings—especially as the lines between online learning and traditional learning continue to blend.

Increasing Opportunities for All Students

In the United States, 40% of high schools do not offer a full college preparatory curriculum. Schools lacking advanced courses are more likely to be in rural or low income communities. Students have more choices and increased access to educational excellence through online learning. Students seeking high quality math, science, foreign languages and other courses that may not be available locally, now have the ability to enroll online.

In addition, students have many choices for personalizing and individualizing instruction to meet their needs. For example, at Florida Virtual School, these options include what month of the year they want to start, what time of day they want to work, where they want to work, and they even have choices about how to respond to assignments. Students may have the option to demonstrate mastery through a PowerPoint presentation, a podcast, a traditional essay, or through the creation of a website. These kinds of options give students the opportunity to shine in their areas of strength.

Do Virtual Schools Produce 21st Century Outcomes?

Mastery of 21st century skills occurs through intentional instructional design, direct instruction of quality curriculum and meaningful assessments—regardless of whether the students complete courses online or in a brick and mortar building. Virtual schools inherently are well-equipped to provide expanded and innovative learning opportunities. It is critical that virtual school leaders embrace a 21st century skills vision for all those who are teaching and learning online to build on their strengths and achieve outcomes that matter for their students.

Virtual school leaders, in course design and quality standards, should include 21st century skills directly, intentionally and measurably. Many programs use high quality course design standards. Ensuring that 21st century skills are included in the standards is essential.

Imagine a geography course online. The assignment requires students to work in teams to identify the best possible location for a new public park in a

given city, using GPS mapping software and online research databases. Students must collaborate with their team members online, delegate tasks and co-author a PowerPoint presentation making their case. They are assessed not only on factual knowledge, but also on being able to analyze information, solve problems, collaborate and communicate effectively. Formative assessments build toward the final project.

Imagine, now, a "traditional" teacher interested in acquiring the skills to facilitate such an exciting and supportive learning environment for students. Perhaps this teacher would collaborate with a middle school or high school language teacher. Both teachers would require professional development in how to move into the online environment, to successfully facilitate students to work together, to develop content knowledge and application, and to develop thinking skills that are not limited to a single content area. Professional development of current teachers and preparation of future teachers requires re-thinking in order to ensure student success in life and work.

Virtual Schools and 21st Century Skills

Virtual schools and online learning is growing rapidly – an estimated 30% annually in K-12 education. Recent research highlights that virtual schools expand access to rigorous academic courses and curriculum; and, training teachers to teach online can improve instruction. When virtual schools intentionally focus on student mastery of 21st century skills, these schools take full advantage of their inherent strengths. They enable:

Global Awareness

In 21st century communities, neighborhoods and workplaces, an understanding of world cultures and the ability to relate to individuals from diverse backgrounds are required skills. Students in online learning environments are well-equipped to develop these skills because they have access to greatly expanded networks of people. Students can easily work with and learn from individuals from all over the world, leading to enhanced awareness of the global nature of communities in the 21st century.

One example of this is the online Chinese Language course offered by the Michigan Virtual High School (MVHS). It is a semester-length course that introduces both language and culture to beginning Chinese language learners. A qualified native Chinese-speaking instructor, with expertise in second language learning teaches the MVHS course. The course employs a task-based language-learning curriculum that focuses on enhancing basic communication skills and cross-cultural, global awareness and understanding. This online course uses a combination of self-study and virtual meeting modules, and is

designed around four components: an e-textbook, a group problem-solving project, IP-based audio conferencing and discussion, and a group writing project.

Self-Directed Learning

The fast-paced nature of the knowledge economy means that citizens and workers must know how to continue learning throughout their lives and careers. Directing one's own learning path is not only valuable, but necessary, in the 21st century. Online learning environments provide ample opportunities for self-paced and self-directed learning, reinforcing these necessary skills. Virtual schools are unique in their abilities to empower students in making flexible, individual choices based on their own interests and schedules.

> "I think that students should take online courses because it teaches them how to be independent about their studies. I feel that it helps you out with college in the long run. College is more independent than high school and online classes do help." – Colorado Online student

For example, at Florida Virtual School students can choose the rate at which they will complete courses, ranging from a traditional 36-week school year to a reduced or extended time frame depending on individual needs. In doing this, students learn to effectively manage their time, using the module or unit organizers provided in each course and customizing them to fit their unique needs. Since students are able to complete and submit assignments at any time of the day or night, any day of the week, they enjoy significant flexibility while still being held accountable for the end product by instructors. This is a model not unlike the working world of today, where telecommuting and virtual offices are a reality, but accountability and quality expectations for the end product remain high.

Information and communications technology (ICT) Literacy

The rate at which new information becomes available today is astounding when compared to previous decades. In order to succeed in the 21st century, students must master the ability to use appropriate technologies to process, analyze and present information efficiently and effectively in school, life and work settings. Because virtual schools require students to master technology as part of their everyday learning, students are able to exercise and refine their 21st century technology skills in settings that are quite similar to those they will encounter in the real world.

Today's graduates must be adept with the tools of collaboration and communication that are the reality of a global, web-driven workplace. Online learning affords unprecedented opportunities for students to complete their work using applications that are common to today's workers, such as web-based conferencing, project management, or digital media and communications tools.

> "In an online class, the student must learn a host of technical skills such as posting to discussions, attaching documents, and accessing online whiteboards. This teaches self sufficiency and basic computer skills regardless of what class they are taking. Although I teach algebra, my online students learn much more than just the algebra curriculum. They're learning other valuable skills that prepare them for the 21st century." – Matt Vangalis, Florida Virtual Online Algebra teacher

Problem Solving Skills

All citizens and workers in the 21st century must be able to think analytically and solve problems if they are to be successful—whether they are entry level employees or high level professionals. Virtual schools are uniquely suited to enhance these skills because they rely upon competency-based learning models that focus on demonstrable knowledge and skills, not seat time. Further, problem-solving most often requires team or group thinking and development, skills that are routinely developed in online courses.

Such an approach is illustrated by Florida Virtual School, which designs curriculum and teaching practices around the idea of using problem solving skills and real world applications. For example, in a Geometry class, students are directed to complete a project which requires some real world architectural skills. After sharing digital examples of floor plans and blueprints, students are directed to draw a front view of a home. In another assignment, students learn about slope, pitch, rise, and run as they directly relate to local buildings.

Time Management and Personal Responsibility

Skills like problem solving are practically meaningless if students cannot manage their time efficiently and productively. Virtual learning environments encourage students to hone these important life skills. Online classes are structured in ways that require students to be effective in managing their time and responsibilities. Collaborative assignments and tools allow students to coordinate and communicate within groups to delegate tasks and meet deadlines efficiently. All of this reinforces the student's ability to manage his/her

> "The hardest part about taking an online course is staying up to date. This course taught me more self-discipline in one semester than in all of my other years combined." – Colorado Online student

own workload in ways that reflect real world working environments.

It is important to note, however, that while most virtual schools have enormous potential to enhance 21st century learning, this potential can be realized only if online students are taught these skills in intentional and measurable ways. It is imperative that all students of virtual schools master the skills that are necessary for success in work and life in the 21st century.

Principles - 21st Century Virtual Schools

We believe that 21st century learning is critical to virtual schools. We believe:

- The framework identified by the Partnership for 21st Century Skills should be integrated, wherever possible, into all aspects of virtual school curriculum, instruction and assessment.
- Online students should be expected to demonstrate mastery of 21st century skills as a distinct outcome of their educational experiences.
- Virtual school teachers should be provided with appropriate opportunities to learn effective techniques and best practices for teaching 21st century skills in online environments. Pre-service teachers should have these skills within the course of preparation.
- Collaboration among leaders of virtual schools and those advocating for 21st century skills is vital to producing enhanced learning opportunities for students who are learning online today.

Action Steps – 21st Century Virtual Schools

The following action steps are proposed for virtual school leaders and advocates:

- Ensure that online courses are designed to teach students 21st century skills in direct and measurable ways.
- Project- and portfolio-based assignments must include 21st century skills as outcomes.
- Ensure that online teachers can access a well-designed professional development strategy for online instruction of 21st century skills.

- Identify and employ all applicable high-stakes and formative classroom assessments that can be used in online environments to measure 21st century skills.

- Pursue collaborative efforts with others who are working to integrate 21st century skills into K-12 education: national and state education leaders, community leaders, district leaders, school leaders, etc.

Conclusion

Online learning through virtual schools is one of the most important advancements transforming education in the U.S. It is imperative that 21st century skills be incorporated into the design, delivery and implementation of virtual schools. By expanding access to high quality, rigorous academic courses teaching 21st century skills, we can expand the opportunities for all students. Both P21 and NACOL share a vision of the future of K-12 education that will increase access to educational excellence for all students, teach 21st century skills and improve outcomes for a 21st century society.

Appendix 1: Example

Broward County Public Schools, in partnership with Florida Virtual School, uses online learning in middle and high schools to develop global awareness, self-directed learning, information and communications technology literacy, problem solving, time management and personal responsibility in our student population. An online AP and Honors American History course included:
* Real world problem solving
* Evidence of strong collaboration
* Extensive and varied measures for evaluation

The project increased 21st century skills and created opportunities for students by offering advanced placement and honors courses online. The online courses allowed the students a non-traditional approach to demonstrating content mastery via a wide array of submission styles. The assignment formats consisted of, but were not limited to: timelines, poetry, essays, use of graphics, images and pictorial essays, discussion groups within the class, and a group thematic multimedia presentation. The online courses were designed to deliver rigorous, interesting, web-based, and interactive course content. The curriculum of the project centered on the events of World War II for both the United States and Japan. Through this collaborative project, Japanese and American students had the opportunity to engage in a healthy discourse regarding these topics via videoconferencing and email interaction. Special attention was paid to Japanese-American internment, as well as our present relationship with Japan.

Using videoconferencing technologies, Broward County's Pompano Beach High School students studying Japanese as a foreign language, and their teacher Satako Sagne Fisher, acted as interpreters enabling online students to interact with Japanese high school students in Chiba, Japan. Use of information and communication technologies also provided opportunities for local guest speakers: a Japanese-internment camp prisoner, a Holocaust survivor, and a professor of Asian Studies from Nova-Southeastern University, to videoconference and discuss and debate the similarities and differences between the two confinements during the Second World War with students. Guest speakers also discussed survival stories from both the European concentration camps and the Japanese-American internment camps.

There were four different groups of students who participated in the project: students in Chiba, Japan; online students from Broward Virtual School; and traditional students from both Pompano Beach and Coral Springs high schools. During the course, students presented multimedia presentations they created to understand curriculum themes within the AP and honors

American History courses. These multimedia presentations were subsequently housed on a district server and included as both online and traditional course content for future teacher and student use. Emphasis was placed on core curriculum, problem solving and real-world application.

This project, while researching and studying the social science curriculum of World War II using online course content and technologies, had a deeper rationale. Incorporated into the fabric of this project was a desire to build a bridge across the cultures between students from both countries. By using online and videoconferencing technologies, students of these two countries collaborated "face to face" in an effort to form a dialogue of mutual respect and understanding that created new content and encouraged cultural awareness.

This project was subsequently the recipient of the 2004 Cisco Growing with Technology Award for Innovative Use of the Internet and the 2005 United States Distance Learning Association Bronze Award for Videoconferencing and Online Teaching.

[i] "2005 Skills Gap Report - A survey of the American Manufacturing Workforce", Deloitte Development LLC , 2005
[ii] "Rising Above the Gathering Storm", National Academies of Science, 2006

HB

204

ALASKA STATE LEGISLATURE

Co-Chair:
Joint Armed Services Committee

Vice-Chair:
Legislative Budget and Audit
Judiciary Committee

Member:
Economic Development, Trade & Tourism
Energy

Session:
Alaska State Capitol
Juneau, AK 99801-1182
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REPRESENTATIVE NANCY DAHLSTROM

ELMENDORF AFB • FORT RICHARDSON • BIRCHWOOD • FIRE LAKE • GOVERNMENT HILL • MULDOON

Representative_Nancy_Dahlstrom@legis.state.ak.us

Sponsor Statement
House Bill 204

An Act increasing the number of students pursuing a medical education who are provided postsecondary educational services and programs; and providing for an effective date

The intent of House Bill 204 is to help ensure that Alaska has an adequate supply of doctors to meet the health care needs of its citizens. It would expand the number of Alaskan students able to receive medical training through the Wyoming, Washington, Alaska, Montana, and Idaho (WWAMI) program each year from 20 to 24. This is the maximum number that the University of Alaska can accommodate within its existing facilities and with its current faculty. Expansion of this program over time to train 30 Alaskan students annually is one of the primary recommendations of the Alaska Physician Supply Task Force.

This task force was established to address the severe shortage of doctors in Alaska. In its 2006 report, the task force found that Alaska has 375 fewer doctors than needed and the 17th lowest physician-to-population ratio in the nation. This shortage is undermining Alaskans' access to health care and increasing costs throughout the state. Seniors are having particular difficulty finding primary care physicians, causing many to forego treatment or face dangerously long wait times. Internal medicine specialists and psychiatrists are in especially short supply as are doctors of all types in rural Alaska.

This shortage is expected to worsen as Alaska's population increases and ages. The task force reported that over the next 20 years, nearly twice as many practicing physicians will be needed – about 1,100 more than the current 1,347 in patient care – to meet demand as the state's senior population triples. To complicate matters, one-third of our existing physicians are expected to retire in the next 10-15 years.

Additionally, Alaska is far behind other states in the production of doctors. Alaska is one of six states without an independent in-state medical school. The state's primary vehicle for training doctors is the regional WWAMI program. In 2007, the legislature expanded the number of Alaska-funded seats in the program from 10 to 20. This bill continues the incremental expansion of the program as it has been shown to be an effective means of recruiting doctors to the state. Fifty percent of Alaskans who enter WWAMI end up practicing in Alaska. The percentage increases to 80% when graduates from other WWAMI states are counted as returned.

As the national supply of physicians shrinks, recruitment of doctors to Alaska will become ever more competitive. Expanding the number of Alaskans trained through WWAMI is one effective step the state can take to ensure that all Alaskans have access to needed health care.

5488

I respectfully request favorable support of House Bill 204.

FISCAL NOTE

STATE OF ALASKA
2009 LEGISLATIVE SESSION

Fiscal Note Number:
Bill Version: **HB204**
() Publish Date:

Identifier (file name): HB204-EED-ACPE-03-25-09
Dept. Affected: Education
Title: An Act increasing the number of students pursuing a medical education who are provided postsecondary...
RDU: ACPE
Component: Program Administration and Operations
Sponsor: Representative Nancy Dahlstrom
Requester: (H)EDC
Component Number: 2738

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2010**	**FY 2010**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**
Personal Services							
Travel							
Contractual				210.3	425.2	550.3	557.4
Supplies							
Equipment							
Land & Structures							
Grants & Claims							
Miscellaneous							
TOTAL OPERATING	**0.0**	**0.0**	**0.0**	**210.3**	**425.2**	**550.3**	**557.4**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES ( )							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF				210.3	425.2	550.3	557.4
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**0.0**	**0.0**	**0.0**	**210.3**	**425.2**	**550.3**	**557.4**

Estimate of any current year (FY2009) cost:

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

HB204 proposes to facilitate the expansion of the annual class size of Alaskan participants in the Washington, Wyoming, Montana, Idaho, and Alaska regional medical education program at the University of Washington School of Medicine (UWSM). Using cost projections provided by UWSM, this fiscal note reflects additional general fund expenses assuming the annual class size is increased from 20 to 24 participants effective 2011, with the first twenty-four-student cohort entering the program in fall 2010. The first year of the program is conducted at the University of Alaska Anchorage, and, therefore, first year fiscal impacts are not reflected herein. The increased costs in the ACPE budget take affect when the first class of 24 begin their second year of training at UWSM.

Prepared by: Diane Barrans, Executive Director — Phone 465-6740
Division: Alaska Commission on Postsecondary Education — Date/Time 3/25/09 11:00 AM
Approved by: Diane Barrans, Executive Director — Date 3/25/2009
Alaska Commission on Postsecondary Education

(Revised 9/10/2008 OMB)

Alaska's Shortage of Doctors

- Alaska faces a severe shortage of doctors. A 2006 report from the Alaska Physician Supply Task Force estimates that Alaska has 375 fewer doctors than needed.

- Alaska ranks 17th lowest in the nation in terms of its physician-to-population ratio with 2.05 doctors per thousand residents compared to the national average of 2.38 per thousand.

- This shortage is affecting access to care throughout the state and increasing costs. Patients with Medicare are having particular difficulty finding primary care physicians. Many face dangerously long wait times to see a doctor.

- The shortage is likely to worsen over the next 20 years as Alaska's population increases and ages. Experts predict that by 2025, nearly twice as many physicians in practice will be needed – about 1,100 more than the current 1,347 in patient care – to meet expected demand as the state's elderly population triples. To complicate matters, one-third of the physicians in Alaska are expected to retire in the next 10-15 years.

- To correct this deficit and reach an adequate supply of doctors by 2025, Alaska needs to add more than 60 physicians per year. Unfortunately, as the national supply of physicians shrinks, recruitment will become even more competitive.

- Alaska also lags far behind other states in the production of doctors. We are one of six states without an independent in-state medical school.

- We do, however, fund 20 seats at the regional WWAMI medical school. One of the primary recommendations of the Physician Supply Task Force is to incrementally increase the number of Alaska-funded WWAMI seats to 30.

- SB 18 calls for the increasing the number to 24 as that is all UAA can handle in its current facility and with existing faculty.

- 50% of Alaskan students who enter WWAMI end up practicing in Alaska. The percentage increases to 88% when WWAMI graduates from other states are included.

- Building in-state capacity for medical education will help make Alaska more self-sufficient and less susceptible to outside factors that can undermine the health of Alaskans.

- Expanding the WWAMI class is one of many strategies being proposed to address this problem. Others include instating a loan repayment program (such as that proposed in SB 139), increasing support for residency programs in Alaska, and expanding training programs for mid-level practitioners, such physician's assistants.

- A combination of strategies is likely to achieve the greatest success for Alaska as we compete nationally for doctors and other health care providers.

WWAMI *is* Alaska's Medical School!

UNIVERSITY *of* ALASKA
ANCHORAGE

WWAMI is a collaborative medical school among universities in five northwestern states (**W**ashington, **W**yoming, **A**laska, **M**ontana, and **I**daho) and the University of Washington School of Medicine.

The Alaska WWAMI Program began at the University of Alaska Fairbanks (as WAMI) in 1971. The program moved to the University of Alaska Anchorage in 1989. Historically, ten Alaska residents were admitted to the Alaska WWAMI program each year. However, through the combined efforts of the Alaska WWAMI Program, the University of Alaska, and the Alaska legislature, the Alaska WWAMI class size has been doubled.

The Alaska WWAMI Program now admits 20 students per year!

Students apply to the **University of Washington School of Medicine**; upon admission, Alaska's WWAMI students complete their first year of medical school at the **University of Alaska Anchorage**. The first year of training includes courses in basic sciences and an introduction to clinical medicine.

Students from all five WWAMI states attend second-year courses at the University of Washington School of Medicine in Seattle. The third and fourth years of the medical school curriculum are comprised of "clerkships"--rotations in the various medical specialty areas. These clerkships may be taken in any of the five WWAMI states. Students who choose the "Alaska Track" can take nearly all of these clerkships in Alaska.

Alaskans can now complete approximately
3 of the 4 years of medical school in Alaska!

Alaska WWAMI Payback Obligation

The education of all Alaska WWAMI medical students is subsidized by the State of Alaska via payments to the University of Washington School of Medicine. The State of Alaska views these subsidies as loans that are repayable once medical education is complete. Loan repayment can be deferred during residency training. Repayment can take two forms. The loan can simply be repaid in regular payments, or it can be forgiven by medical practice in the State of Alaska. For Alaska WWAMI medical students who entered medical school in the fall of 2007 or later, complete loan forgiveness requires three (3) years of medical practice in a rural setting in Alaska or five (5) years in an urban location in the state.

AlaskAdvantage Programs
Alaska Commission on Postsecondary Education
P.O. Box 110505, Juneau, AK 99811-0505

Phone: 800-441-2962
In Juneau: 907-465-2962
FAX: 907-465-5316
www.alaskadvantage.alaska.gov
Customer_Service@alaska.gov

WWAMI Overview and Frequently Asked Questions (FAQs):

WWAMI Overview

WWAMI provides Alaska residents with high quality medical education. WWAMI is a collaboration among universities in five northwestern states (Washington, Wyoming, Alaska, Montana and Idaho) under the overarching administration of the University of Washington School of Medicine (UWSOM). After admission, Alaska students attend the University of Alaska Anchorage for the 1st year of medical school. Students attend the 2nd – 4th years of medical school at UWSOM with 3rd and 4th years including opportunities for training rotations throughout the region.

Each year 20 Alaskans are admitted to Alaska WWAMI. Alaska's WWAMI medical students take their first-year courses at the University of Alaska Anchorage. Students from all WWAMI states take second-year courses in Seattle. The series of clinical clerkships that comprise the third and fourth years of the curriculum may be taken in any of the five WWAMI states. The "Alaska Track" allows students the option to take nearly all of these clerkships in Alaska.

The Alaska Commission on Postsecondary Education (ACPE) is the fiscal agent for the State of Alaska which funds Alaska's WWAMI participation and is the servicer for the WWAMI loan obligation.

WWAMI FAQS

Who should Alaskans contact if they are interested in information about the WWAMI program?
The Director of the WWAMI program at the University of Alaska Anchorage can be contacted at 3211 Providence Drive Engr 331, Anchorage, AK 99508. The e-mail address is aywwami@uaa.alaska.edu and the phone number is (907)786-4789.

How are new participants selected for participation in the WWAMI program?
Each year the Alaska WWAMI and the UWSOM Admissions Committees work together to interview and select 20 Alaskans for the program. The Alaska WWAMI office at UAA certifies an applicant's eligibility for the program based on responses to an Eligibility Questionnaire. Once an Alaska applicant is admitted, ACPE is prompted to send the individual the WWAMI service obligation Master Promissory Note (MPN) and a related cover letter. Individuals who accept the offers of admission must sign the MPN and return it to ACPE by July 30, prior to beginning their program of study.

What is the annual WWAMI repayment obligation based upon?
During the first year of medical school at University of Alaska Anchorage, the principal balance of the loan will be zero. However, by signing the WWAMI Master Promissory Note, each participant has entered into a loan contract and will have a loan repayment obligation for their second, third, and fourth years of medical school at UWSOM. In accordance with state statute governing the WWAMI program, the financial support to be repaid is equal to 50 percent of the amount the State pays to UWSOM, on behalf of the participant, plus interest.

How is Alaska's payment disbursed to UWSOM?
ACPE annually issues a single warrant to UWSOM to cover the entire amount the State pays for Alaska's contractual costs for the program. An annual Notification of Award letter is sent to each participant advising them of the amount of their financial obligation for the related program year.

How does the service obligation discharge a WWAMI participant's financial obligation?
The participant who successfully completes the graduate education program for which the financial support was provided and is employed within Alaska in a qualifying medical residency program or other qualifying professional medical practice and who is otherwise qualified shall have the outstanding principal[1] and accrued interest forgiven and considered a grant in accordance with the following percentages:

(1) for employment in rural[2] areas of the state,
  (a) up to three years of employment, 33 1/3 percent for each year;

[1] No amount due and payable prior to the participant entering deferment or forgiveness-qualifying employment is subject to forgiveness.
[2] "Rural" is defined in Alaska law as a community with a population of 7,500 or less that is not connected by road or rail to Anchorage or Fairbanks or with a population of 3,500 or less that is connected by road or rail to Anchorage or Fairbanks.

(2) for employment in areas of the state that do not qualify under the program definition as rural,
(a) up to five years of employment, 20 percent for each year.

Participants employed as physicians in the state must immediately notify ACPE of the date their qualifying employment began. ACPE will make available to the participant the necessary forms for documenting completion of each annual period of documenting employment until such time as the obligation is fully discharged.

What are the impacts on my forgiveness benefits if I move from a rural to a non-rural community while performing my qualifying service, or vice versa?
Participants who initially practice medicine in a rural community will receive their first forgiveness of 33 and 1/3 percent of the loan after their first year of practice. If the participant should then choose to move to a non-rural community and practice medicine, he or she will then receive forgiveness benefits of 20 percent of the remaining loan amount for each year they practice medicine until the balance of the loan is forgiven. The same is true for a participant who practices medicine in a non-rural community and receives forgiveness of 20 percent of the loan and then moves to a rural community to practice medicine. The subsequent forgiveness will be for 33 and 1/3 percent of the remaining loan balance until the loan balance is forgiven.

Forgiveness Benefit	Forgiveness % for all rural practice	Forgiveness % for 2 years of rural practice	Forgiveness % for 1 year of rural practice	Forgiveness % for all non-rural practice
1	33 1/3%	33 1/3%	33 1/3%	20 %
2	66 2/3%	66 2/3%	53 1/3%	40%
3	100%	86 2/3%	73 1/3%	60%
4		100%	93 1/3%	80%
5			100%	100%

Are participants required to make payments while engaged in employment which satisfies their WWAMI service obligation?
Generally not. It is critical for a participant to immediately advise ACPE of qualifying employment. Once ACPE is in receipt of documentation the participant is in full-time, qualifying employment in Alaska, the repayment requirement will be deferred. The deferment continues until either the entire period of service is completed or the participant ends the full-time employment or leaves the state, whichever occurs first. However, if a participant enters otherwise qualifying employment after the start of repayment and has past due payments, that participant must pay the loan obligation current **before the employment will be considered part of the qualifying period.** Additionally, those payments made prior to entering into qualifying repayment will not be subject to forgiveness.

Who is required to repay a WWAMI loan?
Any participant who fails to fully satisfy the terms of their service obligation is required to repay their outstanding WWAMI financial obligation plus accrued interest. The obligation converts to a regular loan status at the time the participant fails to qualify for a permitted deferment and the active repayment period begins. In the event a participant is in active repayment for a period of time and thereafter enters qualifying employment, any amount of the loan obligation which was not yet due and payable may be deferred and subsequently be subject to forgiveness in the increments noted above.

Will ACPE facilitate payment arrangements for participants in a contractual arrangement with a third-party organization for payment of their WWAMI loan?
ACPE cannot facilitate payment arrangements or otherwise bill a third party but will accept payment on behalf of the borrower from any source.

What repayment deferment provisions are available to WWAMI participants?
In addition to the qualifying employment deferment, WWAMI participants are eligible for deferment:

- while enrolled in a medical education residency program or fellowship required for their specialty field of practice;
- while performing a service obligation to the National Health Services Corps, the Indian Health Service, or a Uniformed Services Scholarship Program; or,
- while totally, temporarily disabled.

What if a WWAMI participant is in a medical education residency program in Alaska?
WWAMI participants in an Alaska medical education residency program can claim that period of service as qualifying under their WWAMI obligation so long as they hold an Alaska medical license or residency permit and have proof of full-time employment for the relevant period.

Alaska State Medical Association

4107 Laurel Street • Anchorage, Alaska 99508 • (907) 562-0304 • (907) 561-2063 (fax)

February 24, 2009

Honorable Kim Elton
Alaska State Senate
Chair, Senate Education committee
Capitol Room 506
Juneau, Alaska

RE: SB 18 – Increase WWAMI Class Size

Dear Senator Elton:

The Alaska State Medical Association (ASMA) represents Alaska physicians statewide and is primarily concerned with the health of all Alaskans.

ASMA supports SB 18 and urges you and the Senate Education Committee to support it as well.

ASMA has long supported increasing the WWAMI class size and worked hard several years ago to double the matriculants from 10 to 20 per year. In fact, ASMA has had a policy to increase the class size to 30 when it is practicable to do so.

It is ASMA's understanding that a sponsor substitute will be offered to only include the first step to increasing the class size to 24 (from 20). ASMA has been told by the bill sponsor's, Senator Wielechowski, staff that the University of Alaska will be more comfortable to increase the class size in steps. ASMA understands and appreciates the many considerations that the University as well as the University of Washington Medical School need to factor in so that a quality medical education is provided. They are the ones best suited to comment on those factors.

ASMA supports the "step" process with first going to a 24 member class size. However, ASMA still supports going to 30 when it is practicable and feasible to do so.

Finally, "growing" our own physicians, we believe, will help in attracting and retaining physicians to practice in Alaska. However, we are still going to have to make a concerted effort to recruit physicians from other parts of the country to meet with Alaska's need for well trained physicians to provide the health care necessary for all Alaskans.

Sincerely,

Thomas P Vasileff

By: Thomas P. Vasileff, MD, President
For: The Alaska State Medical Association

cc: Senate Education Committee members:
Senator Bettye Davis
Senator Charlie Huggins
Senator Donny Olson, MD
Senator Gary Stevens

cc: Senator Bill Wielechowski

AARP Alaska
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February 26, 2009

The Honorable Kim Elton, Chair
Senate Education Committee
Alaska State Capitol, Room 506
Juneau, AK 99801-1182

RE: SB 18 (Wielechowski)--Support

Dear Chair Elton:

On behalf of the members of AARP in Alaska, we encourage you and your colleagues on the Senate Education Committee to support SB 18, authored by Senator Bill Wielechowski and co-sponsored by Senators Ellis, Thomas, and Paskvan.

It is no secret that Alaska has a shortage of physicians which is expected to get worse over the next few years. AARP members in many Alaska communities already tell us that they are unable to find a physician who will accept them as Medicare beneficiaries.

The one bright spot in this shortage is the WWAMI program which has traditionally provided ten slots for family practice physicians to spend their residency in Alaska. Senator Meyer's bill last year increased the number to twenty. Upon completion of their medical education, most of these physicians have chosen to stay here and practice in our cities as well as in our remote communities.

You and your Senate Committee colleagues have seen the Alaska Physician Supply Task Force report produced jointly by the University of Alaska and the Department of Health and Social Services. This excellent report should serve us as a roadmap for our future directions in physician training.

The former exodus of Alaska retirees has been reversed over the past few years. Because of our improved health services and provider community, older Alaskans have determined that they can remain here after retirement, close to their friends and families.

If older Alaskans are unable to find a physician willing to see them, we will be back with the situation of retirees leaving the state so they can be assured of access to health professionals.

SB 18 offers us another real meaningful opportunity to begin to meet this need. Adding another four family practice residents to twenty-four won't solve our problem but it is an excellent step to address our long term needs for an expanded physician workforce.

Our AARP members, your constituents, want to stay here after retirement. An affirmative vote on SB 18 will help accomplish that.

Jennie Chin Hansen, President
William D. Novelli, Chief Executive Officer

AARP requests an "AYE" vote on SB 18.

Should you have any questions about our position, please feel free to contact me (586-3637) or Patrick Luby, AARP Advocacy Director (907-762-3314).

Thank you for your consideration.

Sincerely,

Marie Darlin

Marie Darlin, Coordinator
AARP Capital City Task Force
415 Willoughby Avenue, Apt. 506
Juneau, AK 99801
586-3637 (voice)
463-3580 (fax)

CC: Vice-Chair Bettye Davis
Senator Charlie Huggins
Senator Donald Olson
Senator Gary Stevens
Senator Bill Wielechowski

Alaska State Medical Association

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March 24, 2009

Honorable Nancy Dahlstrom
Alaska State House
Capitol, Room 411
Juneau, Alaska

RE: HB 204 – Increase WWAMI Class Size

Dear Representative Dahlstrom:

The Alaska State Medical Association (ASMA) represents Alaska physicians statewide and is primarily concerned with the health of all Alaskans.

ASMA supports HB 204 and thanks you for taking the leadership and initiative in introducing it.

ASMA has long supported increasing the WWAMI class size and worked hard several years ago to double the matriculants from 10 to 20 per year. In fact, ASMA has had a policy to increase the class size to 30 when it is practicable to do so.

Finally, "growing" our own physicians, we believe, will help in attracting and retaining physicians to practice in Alaska. However, we are still going to have to make a concerted effort to recruit physicians from other parts of the country to meet with Alaska's need for well trained physicians to provide the health care necessary for all Alaskans.

Sincerely,

Thomas P. Vasileff

By: Thomas P. Vasileff, MD, President
For: The Alaska State Medical Association

adn.com
Anchorage Daily News

Our view: Attracting doctors

Legislature can raise Alaska's stake in competition for docs

(03/10/09 18:54:04)

Alaska's shortage of primary care doctors has been described as grim. A study two years ago found we needed 400 more doctors to provide the same level of care as is available elsewhere in the country. One result is that few doctors will accept the low rates paid by Medicare, the government insurance for those 65 and older. It's a horrible situation for Alaska's senior citizens.

Two bills introduced during this legislative session would help relieve the shortage of doctors and other health care workers, and both are worth passing.

Senate Bill 18 would increase the number of state-subsidized medical students in each class of the WWAMI program operated through the University of Washington. Alaska WWAMI students spend their first year of study at UAA.

These students offer an excellent return -- according to the Alaska Physician Supply Task Force study in late 2006, half of Alaska WWAMI students end up practicing in the state, and a few WWAMI students from other states join them.

The state raised the number of Alaska WWAMI students in each class to 20 in 2007.

SB 18 would increase the number by a modest amount, to 24. That's the most UAA can accommodate without incurring expensive overhead costs, said Sen. Bill Wielechowski of Anchorage, the bill's sponsor.

Adding the four students would cost the state little to no money the first year. But by the fourth year, when we would have an additional 16 Alaska students in med school, the state cost is estimated at $550,000 per year.

A second bill, SB 139, calls for the state to pay financial incentives to already-qualified doctors, nurses or other health workers if they take certain jobs in Alaska.

The bill, with a bipartisan group of sponsors, would carry out a plan developed by a group of health care professionals including representatives of the Alaska Primary Care Association and the Alaska State Hospital and Nursing Home Association.

The state would offer financial incentives to as many as 90 workers, from physicians to nurses, to come work in Alaska. Those who take hard-to-fill jobs, or treat a share of uninsured patients or those on Medicare or Medicaid, would get priority.

Each person would be guaranteed the incentive for three years as long as they kept working here.

The state would either repay part of their student loans or, if the health worker didn't have loans, simply pay them directly. The individual payments would range from $20,000 per year for nurses, physicians assistants and some others, to $35,000 for doctors, pharmacists and dentists, to $47,000 for doctors who accept the hardest-to-fill positions.

The state's cost for three years' worth of incentives would be $7.5 million.

That sum is large enough to cause concern this year, with a big drop in state revenues anticipated.

But consider this: Forty-four of the 50 states already offer financial incentives to lure health workers. Alaska is not competitive for health care jobs, and people are suffering because of it.

BOTTOM LINE: The Legislature should pass two bills to relieve a critical shortage of health care workers in Alaska.

Research Matters No. 43: How Hard is it for Medicare Patients to Find Family Doctors? March 25, 2009

For the past few years, Alaskans have been hearing reports about primary-care doctors turning away Medicare patients. Medicare pays primary-care doctors only about two-thirds of what private insurance pays, even after a sizable increase in 2009. But until now, there were no broad figures to show how many primary-care doctors have decided not to see Medicare patients. So ISER surveyed primary-care doctors statewide to find out—and got better than an 85% response rate. A new publication by Rosyland Frazier and Mark Foster reports the survey findings.

- There's a major problem for Medicare patients looking for new family doctors in Anchorage, a noticeable problem in the Mat-Su Borough and Fairbanks, and little problem in other areas. In Alaska's smaller communities, most doctors still accept new Medicare patients.
- The ISER survey found only five primary-care doctors in private practice willing to take new Medicare patients in Alaska's largest city.
- Another five doctors at the Anchorage Neighborhood Health Center see new Medicare patients. The number of Medicare patients at the center has more than doubled since 2001.
- Most primary-care doctors (even in Anchorage) will still see established Medicare patients—that is, patients they've seen in the past.
- About one in ten primary-care doctors ISER surveyed have "opted out" of the Medicare system. That means they will not accept Medicare payments, but some will still see Medicare patients who agree to pay the entire doctor's bill themselves. Most of those doctors are in Anchorage.
- The 2009 increase in Medicare payments didn't persuade primary-care doctors to open their doors to significant numbers of new Medicare patients. But it's certainly possible that the increase—spearheaded by Alaska's U.S. senators—kept more doctors from turning away Medicare patients.

AARP

AARP Alaska
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March 27, 2009

The Honorable Paul Seaton, Chair
House Education Committee
Alaska State Capitol, Room 102
Juneau, AK 99801-1182

RE: HB 204 (Dahlstrom)--Support

Dear Chair Seaton:

On behalf of the members of AARP in Alaska, we encourage you and your colleagues on the House Education Committee to support HB 204, authored by Representative Nancy Dahlstrom and co-sponsored by Representative Beth Kerttula.

It is no secret that Alaska has a shortage of physicians which is expected to get worse over the next few years. AARP members in many Alaska communities already tell us that they are unable to find a physician who will accept them as Medicare beneficiaries.

The one bright spot in this shortage is the WWAMI program which has traditionally provided ten slots for family practice physicians to spend their residency in Alaska. Senator Meyer's bill last year increased the number to twenty. Upon completion of their medical education, most of these physicians have chosen to stay here and practice in our cities as well as in our remote communities.

You and your colleagues have seen the Alaska Physician Supply Task Force report produced jointly by the University of Alaska and the Department of Health and Social Services. This excellent report should serve us as a roadmap for our future directions in physician training.

The former exodus of Alaska retirees has been reversed over the past few years. Because of our improved health services and provider community, older Alaskans have determined that they can remain here after retirement, close to their friends and families.

If older Alaskans are unable to find a physician willing to see them, we will be back with the situation of retirees leaving the state so they can be assured of access to health professionals.

HB 204 offers us another real meaningful opportunity to begin to meet this need. Adding another four family practice residents to bring the total to twenty-four won't solve our problem but it is an excellent step to address our long term needs for an expanded physician workforce.

Our AARP members, your constituents, want to stay here after retirement. An affirmative vote on HB 204 will help accomplish that.
AARP requests an "AYE" vote on HB 204.

Should you have any questions about our position, please feel free to contact me (586-3637) or Patrick Luby, AARP Advocacy Director (907-762-3314).

Thank you for your consideration.

Sincerely,

Marie Darlin

Marie Darlin, Coordinator
AARP Capital City Task Force
415 Willoughby Avenue, Apt. 506
Juneau, AK 99801
586-3637 (voice)
463-3580 (fax)

CC: Vice-Chair Cathy Munoz
Representative Bryce Edgmon
Representative Wes Keller
Representative Peggy Wilson
Representative Bob Buch
Representative Berta Gardner
Representative Nancy Dahlstrom

26-LS0778\R
Mischel
3/31/09

CS FOR HOUSE BILL NO. 204( )

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SIXTH LEGISLATURE - FIRST SESSION

BY

Offered:
Referred:

Sponsor(s): REPRESENTATIVES DAHLSTROM, Kerttula

A BILL

FOR AN ACT ENTITLED

"An Act increasing the number of students pursuing a medical education who are provided postsecondary educational services and programs; providing student loan forgiveness for residents who received a medical education degree under an agreement with the Alaska Commission on Postsecondary Education and who provide medical services in a qualified practice in the state; and providing for an effective date."

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

*** Section 1.** AS 14.42.033 is amended to read:

Sec. 14.42.033. Agreements for medical education. The commission shall enter into agreements with government or postsecondary education officials of this state or other states to provide postsecondary educational services and programs to Alaska residents pursuing a medical education degree sufficient to accommodate **24** [AT LEAST 20] new program participants each year. An agreement with another state must be limited to services and programs that are unavailable in Alaska. The

commission shall require a person participating in a medical education program offered under this section to agree to the repayment condition imposed under AS 14.43.510.

*** Sec. 2.** AS 14.43.510(b) is amended to read:

(b) If a program participant under (a) of this section has graduated from the medical education program for which the financial support was received and is employed in the state in the field for which the person received the financial support, including employment in the state in a medical residency program, the repayment obligation shall be forgiven and considered a grant in an amount equal to the following percentages plus accrued interest:

(1) for employment in rural areas of **or for services provided in a qualified practice in** the state,

(A) one year employment **or practice**, 33 1/3 percent;

(B) two years employment **or practice**, an additional 33 1/3 percent;

(C) three years employment **or practice**, an additional 33 1/3 percent;

(2) for employment **or practice** in [AREAS OF] the state that **does not qualify under (1) of this subsection** [ARE NOT RURAL],

(A) one year employment, 20 percent;

(B) two years employment, an additional 20 percent;

(C) three years employment, an additional 20 percent;

(D) four years employment, an additional 20 percent;

(E) five years employment, an additional 20 percent.

*** Sec. 3.** AS 14.43.510(e) is amended to read:

(e) **Except as provided in (j) of this section, for** [FOR] purposes of qualifying for forgiveness under this section, a person must be a full-time employee **or practitioner** for a period of at least six months in order to qualify for a prorated forgiveness benefit. In this subsection, "full-time employee" does not include seasonal or temporary employment.

*** Sec. 4.** AS 14.43.510(i) is amended to read:

(i) In this section,

(1) "qualified practice" means a health care office, clinic, or other facility in which medical services are provided by a physician who received a medical education under an agreement provided under AS 14.42.033 that

(A) can demonstrate that patients who are uninsured or who are covered under Medicare or medical assistance constitute a significant percentage of the total number of patients it serves, and that it openly advertises itself as serving these patients; or

(B) is located in a medically underserved area of the state as determined by the commissioner of health and social services;

(2) "rural" means a community with a population of 7,500 or less that is not connected by road or rail to Anchorage or Fairbanks or with a population of 3,500 or less that is connected by road or rail to Anchorage or Fairbanks.

*** Sec. 5.** AS 14.43.510 is amended by adding a new subsection to read:

(j) The Department of Health and Social Services may establish in regulation standards for a qualified practice that provides services under (b)(1) of this section. The standards must

(1) define "medically underserved area"; and

(2) specify what constitutes a "significant percentage" of patients for purposes of qualifying a practice for loan forgiveness under (i)(1)(A) of this section.

*** Sec. 6.** This Act takes effect July 1, 2010.

STATE OF ALASKA
DEPT. OF HEALTH & SOCIAL SERVICES

Alaska Commission on Aging

SARAH PALIN, GOVERNOR

P.O. BOX 110693
JUNEAU, ALASKA 99811-0693
PHONE: (907) 465-3250
FAX: (907) 465-1398

March 28, 2009

The Honorable Paul Seaton, Co-Chair
The Honorable Cathy Muñoz, Co-Chair
House Education Committee
Alaska State Capitol, Rooms 102 and 409
Juneau, AK 99801-1182

Subject: Support for HB 204

Dear Chair Seaton and Chair Muñoz:

The Alaska Commission on Aging (ACoA) encourages support of HB 204, a bill to expand Alaska's participation in the WWAMI Medical School program to increase the supply of doctors needed to meet the growing health care needs of all Alaskans. WWAMI is a unique five-state collaborative program that presently allows 20 Alaskan medical students to enroll. HB 204 would increase the number of slots from 20 to 24 students on July 1, 2010. This bill is authored by Representative Dahlstrom and co-sponsored by Representative Kerttula.

Alaska, as with the rest of the nation, is experiencing a shortage of health care workers, particularly with doctors and nurses. For many doctors in our state, retirement is just around the corner and replacing those experienced medical providers with newly trained doctors is a priority for all Alaskans, and a critical need for people 65 years and older who have various medical conditions.

The Alaska Physician Supply Task Force Report states that Alaska will need nearly twice as many physicians in the next twenty years as it currently has if the state is to meet the expected demands from a growing population of seniors. Similarly, the demand for registered nurses is increasing during a period when many health care professionals are retiring. The pool of qualified medical providers continues to shrink as the demand for services increases.

Alaska now has the highest rate of growth of persons 65 and older in the nation, according to the 2007 report by the U.S. Administration on Aging. This increased growth rate is due to the fact that more Alaska's seniors and high proportion of Baby Boomers are choosing to remain in state following retirement, close to their families and friends, which is made possible by improved health care and home and community based services. Alaska benefits from seniors contributing approximately $1.6 billion of revenue to the state each year from their retirement pensions, medical payments, and other income in addition to their volunteering, caregiving, and mentoring provided to younger generations. If older Alaskans are unable to find a physician willing to serve them, they may be forced to leave the state in search of access to health care professionals, resulting in a significant financial and social loss for our state.

The Alaska Commission on Aging supported Senator Meyer's bill in 2007 to increase the number of WWAMI slots from ten to twenty. HB 204 offers another meaningful opportunity to increase the number of slots for medical students and for Alaska to prepare for the health care demands of our growing senior population. The University of Washington, which is ranked first in primary care medical schools nationwide and seventh in

geriatrics, not only allows WWAMI medical students to pay in-state tuition, but the program also provides an incentive for those completing medical school to return to Alaska to practice medicine.

ACoA respectfully requests your support of HB 204 to improve primary health care access for all Alaskans, including Alaska seniors. Please feel free to contact Denise Daniello, ACoA's executive director (465-4879), should you have any questions regarding our position. Thank you for your support of this important legislation.

Sincerely,

Sharon Howerton-Clark
Chair, Alaska Commission on Aging

Sincerely,

Denise Daniello
ACoA Executive Director

CC: Representative Buch
Representative Edgmon
Representative Keller
Representative Gardner
Representative Wilson

HB

206

26-LS0765\C
Mischel
3/22/10

CS FOR HOUSE BILL NO. 206( )

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SIXTH LEGISLATURE - SECOND SESSION

BY

Offered:
Referred:

Sponsor(s): HOUSE EDUCATION COMMITTEE

A BILL

FOR AN ACT ENTITLED

"An Act establishing a career assessment requirement in public schools; and relating to secondary school competency testing."

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

*** Section 1.** AS 14.03 is amended by adding a new section to read:

Sec. 14.03.073. Secondary student career assessment. (a) Each school district in the state shall require students in grade 12 to complete a career preparedness assessment as described in (b) of this section.

(b) The commissioner shall select for use in the state an assessment designed to measure a student's level of preparedness to make the transition to work or college. The assessment must assess a student's career aptitude and readiness for postsecondary education or training in the areas of

(1) applied mathematics;

(2) reading for information; and

(3) locating information.

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(c) Subject to the availability of appropriations, the department shall

(1) obtain a license that enables school districts to administer the assessment described in (b) of this section with no charge assessed to the district by the vendor of the assessment;

(2) provide districts with training and support in administering the assessment;

(3) provide a report to each student on the results of the student's assessment, based on nationally recognized criteria for evaluating a student's preparedness to make the transition to work or college; and

(4) provide to the Alaska Commission on Postsecondary Education information needed to determine a student's eligibility for financial assistance.

(d) The results of a student's career preparedness assessment shall be displayed in summary form on the student's high school transcript.

*** Sec. 2.** AS 14.03.075 is repealed and reenacted to read:

Sec. 14.03.075. Secondary student competency testing. (a) Each public secondary school in the state shall require students to take a competency examination in the areas of reading, English, and mathematics. The department shall determine the timing, form, and contents of the examination and shall score completed examinations. The contents of the examination must conform to state performance standards and measure college readiness. The results of the competency testing shall be included in the student's transcript.

(b) A student who fails the examination required under this section shall be retested at least once during a school year on those portions of the examination that the student has not passed. A student who passes any portion of the test may not retake that portion of the test. This subsection does not apply to a student who is a child with a disability if the student's individualized education program team recommends that the student not be retested.

(c) A student who is a child with a disability and who does not achieve a passing score on the examination required under (a) of this section, with or without accommodation, may complete an alternative assessment program required by the student's individualized education program or required in the education plan

developed for the student under 29 U.S.C. 794. An alternative assessment program must, to the maximum extent possible, conform to state performance standards established for the competency examination required under (a) of this section. This subsection does not apply to a student unless the department determines that the student has taken and failed to pass the competency examination with or without accommodations and the department approves the student's alternative assessment program described under this subsection.

(d) The department shall by regulation establish uniform standards for

(1) pre-examination study materials; and

(2) procedures to be followed during administration of an examination.

(e) The department shall by regulation establish uniform standards for an alternative assessment program required under (c) of this section. The alternative assessment program required under (c) of this section applicable to an individual student may not be changed after February 1 of the student's junior year of study.

(f) In this section,

(1) "child with a disability" has the meaning given in AS 14.30.350;

(2) "individualized education program team" means a group of people that translates child assessment information regarding a child into a practical plan for specially designed instruction and delivery of services for the child, consisting of the persons necessary to qualify the team under appropriate federal regulations applicable to a child with a disability who is eligible for special education services under AS 14.30.

*** Sec. 3.** AS 14.03.120(d) is amended to read:

(d) Annually, before the date set by the district under (e) of this section, each public school shall deliver to the department for posting on the department's Internet website and provide, in a public meeting of parents, students, and community members, a report on the school's performance and the performance of the school's students. The report shall be prepared on a form prescribed by the department and must include

(1) information on accreditation;

(2) results of norm-referenced achievement tests;

(3) results of state standards-based assessments in reading, writing, and mathematics;

(4) a description, including quantitative and qualitative measures, of student, parent, community, and business involvement in student learning;

(5) a description of the school's attendance, retention, dropout, and graduation rates, [INCLUDING THE NUMBER AND PERCENTAGE OF STUDENTS WHO RECEIVED A DIPLOMA UNDER A WAIVER FROM THE COMPETENCY EXAMINATION REQUIRED UNDER AS 14.03.075(a),] as specified by the state board;

(6) the annual percent of enrollment change, regardless of reason, and the annual percent of enrollment change due to student transfers into and out of the school district;

(7) if Native language education is provided, a summary and evaluation of the curriculum described in AS 14.30.420;

(8) the number and percentage of students in each school who take and who successfully complete an alternative assessment program in reading, English, or mathematics; and the number and percentage of pupils in each school who successfully complete the alternative assessment program but who do not reach the state performance standards at the competency exam level in reading, English, or mathematics; a school may not report results under this paragraph unless the school complies with the family educational rights and privacy requirements of 34 C.F.R. 99;

(9) the performance designation assigned the school under AS 14.03.123 and the methodology used to assign the performance designation, including the measures used and their relative weights; and

(10) other information concerning school performance and the performance of the school's students as required by the state board in regulation.

*** Sec. 4.** AS 14.07.165 is amended to read:

Sec. 14.07.165. Duties. The board shall adopt

(1) statewide goals and require each governing body to adopt written goals that are consistent with local needs;

(2) regulations regarding the application for and award of grants under

AS 14.03.125;

(3) regulations implementing provisions of AS 14.11.014(b);

(4) regulations requiring approval by the board before a charter school, state boarding school, or a public school may provide domiciliary services;

(5) regulations implementing the secondary school student competency examination provisions of AS 14.03.075 [, INCLUDING THE CRITERIA AND PROCEDURE UNDER WHICH A GOVERNING BODY USES A WAIVER TO GRANT A DIPLOMA TO A STUDENT; CRITERIA REGARDING GRANTING A WAIVER MUST INCLUDE PROVISIONS THAT A WAIVER MAY ONLY BE GRANTED FOR STUDENTS WHO ENTER THE SYSTEM LATE OR HAVE RARE OR UNUSUAL CIRCUMSTANCES MERITING A WAIVER].

Sec. 14.03.075. Secondary student competency testing.

(a) A student may not be issued a secondary school diploma unless the student passes a competency examination in the areas of reading, English, and mathematics or receives a waiver from the governing body. A governing body may not grant a waiver to a student before the student's final semester of attendance. The department shall determine the form and contents of the examination and shall score completed examinations.

(b) A student who fails the examination required under this section shall be retested at least once during a school year on those portions of the examination that the student has not passed. A student who passes any portion of the test may not retake that portion of the test. A student who, when retested, passes the portions of the test not previously passed and who meets any other graduation requirements shall receive a diploma from the school district. This subsection does not apply to a student who is a child with a disability if the student's individualized education program team recommends that the student not be retested.

(c) Notwithstanding (a) of this section,

(1) a student who is a child with a disability and who does not achieve a passing score on the examination required under (a) of this section, with or without accommodation, is eligible to receive a diploma if the student successfully completes an alternative assessment program required by the student's individualized education program or required in the education plan developed for the student under 29 U.S.C. 794; an alternative assessment program must, to the maximum extent possible, conform to state performance standards established for the competency examination required under (a) of this section; this paragraph does not apply to a student unless the department determines that the student has taken and failed to pass the competency examination with or without accommodations and the department approves the student's alternative assessment program described under this paragraph; and

(2) a student who transfers into a public high school in this state shall receive a diploma if the student

(A) meets graduation requirements imposed by the governing body and the state; and

(B) has passed a competency examination in the state from which the student transferred.

(d) A student who fails to qualify for the issuance of a diploma under (a) of this section or a retest under (b) of this section by the end of the student's final semester of attendance, but who has met all other graduation requirements of a governing body and the state, shall be awarded a certificate of achievement. A certificate of achievement may include the following information:

(1) the portions of the examination described under (a) of this section that were passed;

(2) the student's attendance record; and

(3) other information indicating the qualifications of the student that the governing body determines appropriate.

(e) The department shall by regulation establish uniform standards for

(1) pre-examination study materials; and

(2) procedures to be followed during administration of an examination.

(f) The department shall by regulation establish uniform standards for an alternative assessment program required under (c)(1) of this section. The alternative assessment program required under (c)(1) of this section applicable to an individual student may not be changed after February 1 of the student's junior year of study.

(g) In this section,

(1) "child with a disability" has the meaning given in AS 14.30.350 ;

(2) "individualized education program team" means a group of people that translates child assessment information regarding a child into a practical plan for specially designed instruction and delivery of services for the child, consisting of the persons necessary to qualify the team under appropriate federal regulations applicable to a child with a disability who is eligible for special education services under AS 14.30.

26-LS0765\P
Mischel
2/2/10

CS FOR HOUSE BILL NO. 206( )

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SIXTH LEGISLATURE - SECOND SESSION

BY

Offered:
Referred:

Sponsor(s): HOUSE EDUCATION COMMITTEE

A BILL

FOR AN ACT ENTITLED

"An Act establishing a career assessment requirement in public schools; relating to postsecondary courses for secondary school students; and relating to student counts and count estimates for school funding purposes."

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

*** Section 1.** AS 14.03 is amended by adding new sections to read:

Sec. 14.03.073. Secondary student career assessment. (a) Each school district in the state shall require students in grade 12 to complete a career preparedness assessment as described in (b) of this section.

(b) The commissioner shall select for use in the state an assessment designed to measure a student's level of preparedness to make the transition to work or college. The assessment must assess a student's career aptitude and readiness for postsecondary education or training in the areas of

(1) applied mathematics;

(2) reading for information; and

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(3) locating information.

(c) Subject to the availability of appropriations, the department shall

(1) obtain a license that enables school districts to administer the assessment described in (b) of this section with no charge assessed to the district by the vendor of the assessment;

(2) provide districts with training and support in administering the assessment;

(3) provide a report to each student on the results of the student's assessment, based on nationally recognized criteria for evaluating a student's preparedness to make the transition to work or college; and

(4) provide to the Alaska Commission on Postsecondary Education information needed to determine a student's eligibility for financial assistance.

(d) The results of a student's career preparedness assessment shall be displayed in summary form on the student's high school transcript.

Sec. 14.03.074. Secondary student enrollment in postsecondary institution. (a) A secondary student who passes all portions of the examination required under AS 14.03.075 may enroll in a postsecondary institution in the state that is approved by the commissioner if

(1) the student is enrolled in a public secondary school in the state;

(2) the student is otherwise eligible to enroll, as determined by the postsecondary institution; and

(3) the postsecondary courses will be completed before the student's graduation from secondary school.

(b) The school district in which the student is enrolled in secondary school shall make arrangement for the fees for the appropriate postsecondary courses in which the student enrolls under this section.

*** Sec. 2.** AS 14.17.600 is amended to read:

Sec. 14.17.600. Student count periods. (a) Within two weeks after the end of the **80-school-day period ending the second Friday in February** [20-SCHOOL-DAY PERIOD ENDING THE FOURTH FRIDAY IN OCTOBER], each district shall transmit a report to the department that, under regulations adopted by the department,

reports its ADM for that count period and other student count information that will aid the department in making a determination of its state aid under the public school funding program. [FOR CENTRALIZED CORRESPONDENCE STUDY, THE OCTOBER REPORT SHALL BE BASED ON THE PERIOD FROM JULY 1 THROUGH THE FOURTH FRIDAY IN OCTOBER.] The department may make necessary corrections in the report submitted and shall notify the district of changes made. The commissioner shall notify the governor of additional appropriations the commissioner estimates to be necessary to fully finance the public school funding program for the current fiscal year.

(b) Upon written request and for good cause shown, the commissioner may permit a district to use **an 80-school-day** [A 20-SCHOOL-DAY] count period other than the period set out in (a) of this section. However, a count period approved under this subsection must be **80** [20] consecutive school days unless one or more alternate count periods are necessary to permit a district to implement flexible scheduling that meets the district's needs and goals without jeopardizing the state aid for which the district would ordinarily be eligible under this chapter.

*** Sec. 3.** AS 14.17.600 is amended by adding new subsections to read:

(c) The student count conducted for the immediately preceding school year shall be used for calculating state aid under AS 14.17.410.

(d) A student who is enrolled and graduates from secondary school during the counting period shall be included in the student count for the full counting period.

*** Sec. 4.** AS 14.17.610(a) is amended to read:

(a) **Except as provided in (d) of this section, the** [THE] department shall determine the state aid for each school district in a fiscal year on the basis of the district's student count reported under AS 14.17.600 **for the preceding fiscal year**. On or before the 15th day of each of the first nine months of each fiscal year, one-twelfth of each district's state aid shall be distributed on the basis of the data reported for the preceding fiscal year. On or before the 15th day of each of the last three months of each fiscal year, one-third of the balance of each district's state aid shall be distributed, after the balance has been recomputed **under (d) of this section** [ON THE BASIS OF STUDENT COUNT AND OTHER DATA REPORTED FOR THE CURRENT

FISCAL YEAR].

*** Sec. 5.** AS 14.17.610 is amended by adding a new subsection to read:

(d) If the student count made and reported by a district under AS 14.17.600 for the current year is higher than the count made under that section for the preceding fiscal year, the department shall recompute the state aid, including per school student count data, to adjust for the higher student count, and the higher count shall be used for the student count for the current year and for the estimates made for the succeeding fiscal year under AS 14.17.500. The student count must be submitted to the department by March 1 of the current year for a recomputation to be made under this subsection.

*** Sec. 6.** The uncodified law of the State of Alaska is amended by adding a new section to read:

TRANSITION. In the first school year following the effective date of this Act, the student count completed in the immediately preceding school year shall be used as the student count under AS 14.17.610(a), as amended by sec. 4 of this Act.

AMENDMENT #1 - Tabled

OFFERED IN THE HOUSE BY REPRESENTATIVE SEATON

TO: CSHB 206( ), Draft Version "P"

Page 3, line 18:

Delete "The"

Insert "Except as provided in AS 14.17.610(d) and (e), the"

Page 3, line 23, following "**(d)**":

Insert "**and (e)**"

Page 4, line 2:

Delete "a new subsection"

Insert "new subsections"

Page 4, line 8, following "AS 14.17.500.":

Insert "A recomputation under this subsection shall take into account the supplement received by a district under (e) of this section and include the remaining balance owed in state aid for the increase in the current year student count that was the basis for the supplement if, at the end of the 80-day count period, the increase in the current year student count is the same or higher for the entire count period."

Page 4, following line 10:

Insert a new subsection to read:

"(e) Before a recomputation is made under (d) of this section, a district may request supplemental state aid by providing satisfactory proof on a form provided by the department that the student count conducted in the first 20 days of the 80-day

14

student count period in the current fiscal year is more than 10 percent above the count made in the 80-day student count period for the preceding fiscal year. The department shall provide an eligible district supplemental state aid before the recomputation period in an amount that is equal to 80 percent of the state aid owed for the difference in the student counts. Nothing in this subsection requires a district to seek supplemental state aid before a recomputation is made under (d) of this section."

26-LS0765\S
Mischel
4/22/09

CS FOR HOUSE BILL NO. 206(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SIXTH LEGISLATURE - SECOND SESSION

BY THE HOUSE EDUCATION COMMITTEE

Offered:
Referred:

Sponsor(s): HOUSE EDUCATION COMMITTEE

A BILL

FOR AN ACT ENTITLED

"An Act establishing a career assessment requirement in public schools; relating to postsecondary courses for secondary school students; and relating to student counts for school funding purposes."

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

*** Section 1.** AS 14.03 is amended by adding new sections to read:

Sec. 14.03.073. Secondary student career assessment. (a) Each school district in the state shall require students in grade 12 to complete a career preparedness assessment as described in (b) of this section.

(b) The commissioner shall select for use in the state an assessment designed to measure a student's level of preparedness to make the transition to work or college. The assessment must assess a student's career aptitude and readiness for postsecondary education or training in the areas of

(1) applied mathematics;

(2) reading for information; and

(3) locating information.

(c) Subject to the availability of appropriations, the department shall

(1) obtain a license that enables school districts to administer the assessment described in (b) of this section with no charge assessed to the district by the vendor of the assessment;

(2) provide districts with training and support in administering the assessment;

(3) provide a report to each student on the results of the student's assessment, based on nationally recognized criteria for evaluating a student's preparedness to make the transition to work or college; and

(4) provide to the Alaska Commission on Postsecondary Education information needed to determine a student's eligibility for financial assistance.

(d) The results of a student's career preparedness assessment shall be displayed in summary form on the student's high school transcript.

Sec. 14.03.074. Secondary student enrollment in postsecondary institution. (a) A secondary student who passes all portions of the examination required under AS 14.03.075 may enroll in a postsecondary institution in the state that is approved by the commissioner if

(1) the student is enrolled in a public secondary school in the state;

(2) the student is otherwise eligible to enroll, as determined by the postsecondary institution; and

(3) the postsecondary courses will be completed before the student's graduation from secondary school.

(b) The school district in which the student is enrolled in secondary school shall make arrangement for the fees for the appropriate postsecondary courses in which the student enrolls under this section.

* **Sec. 2.** AS 14.17.500(a) is amended to read:

(a) A district shall prepare and submit to the department by **March 15** [NOVEMBER 5] of each fiscal year, in the manner and on forms prescribed by the department, an estimate of its ADM and other student count data, including per school student count data, for the **current and** succeeding fiscal year upon which

computations can be made to estimate the amount of state aid for which the district may be eligible under AS 14.17.400 in the succeeding fiscal year. In making its report, the district shall consider its ADM, other student count data, the pattern of growth or decline of the student population in preceding years, and other pertinent information available to the district.

*** Sec. 3.** AS 14.17.600(a) is amended to read:

(a) Within two weeks after the end of **each of** the 20-school-day **periods** [PERIOD] ending the fourth Friday in October **and the last Friday in February**, each district shall transmit a report to the department that, under regulations adopted by the department, reports its ADM for that count period**, the average ADM over the two consecutive counting periods for the previous fiscal year, and, for the February report and October report, the current year,** and other student count information that will aid the department in making a determination of its state aid under the public school funding program. [FOR CENTRALIZED CORRESPONDENCE STUDY, THE OCTOBER REPORT SHALL BE BASED ON THE PERIOD FROM JULY 1 THROUGH THE FOURTH FRIDAY IN OCTOBER.] The department may make necessary corrections in the report submitted and shall notify the district of changes made. The commissioner shall notify the governor of additional appropriations the commissioner estimates to be necessary to fully finance the public school funding program for the current fiscal year.

*** Sec. 4.** AS 14.17.610(a) is amended to read:

(a) **Except as provided in (d) of this section, the** [THE] department shall determine the state aid for each school district in a fiscal year on the basis of the district's **averaged** student count **for the October and February counting periods** [DATA] reported under AS 14.17.600 **for the preceding and current fiscal years**. On or before the 15th day of each of the first nine months of each fiscal year, one-twelfth of each district's state aid shall be distributed on the basis of the [DATA REPORTED FOR THE] preceding fiscal year **entitlement**. On or before the 15th day of each of the last three months of each fiscal year, one-third of the balance of each district's state aid shall be distributed, after the balance has been recomputed **under (d) of this section** [ON THE BASIS OF STUDENT COUNT AND OTHER DATA

REPORTED FOR THE CURRENT FISCAL YEAR].

*** Sec. 5.** AS 14.17.610 is amended by adding a new subsection to read:

(d) If the averaged student count made and reported by a district under AS 14.17.600 for the current year is higher than the averaged count made under that section for the preceding fiscal year, the department shall recompute the state aid, including per school student count data, to adjust for the higher average student count, and the higher average count shall be used for the student count for the current year and for the estimates made for the succeeding fiscal year under AS 14.17.500. The February student count must be submitted to the department by March 15 of the current year for a recomputation to be made under this subsection.

*** Sec. 6.** The uncodified law of the State of Alaska is amended by adding a new section to read:

TRANSITION. In the first school year following the effective date of this Act, the student count completed in the immediately preceding school year shall be used as the average student count under AS 14.17.610(a) and (d), as amended and added by secs. 4 and 5 of this Act, as though two student count periods had occurred for that year and added.

ALASKA DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT
2010 College Credit Inquiry
February 26, 2010

District	Does district offer credit for college level courses?	Who pays for college Credits?	Reduced / Negotiated rate for credits?	Any credits offered outside of U of A system?
ALASKA GATEWAY	Yes	District based on grade		No
ALEUTIAN REGION	No			
ALEUTIANS EAST	Yes	District	No	No
ANCHORAGE	Yes	Student	Yes	No
ANNETTE ISLAND	Yes	District based on grade	No	No
BERING STRAIT	Yes	District	No	Yes
BRISTOL BAY	Yes	Student/District/Grant	Yes	No
CHATHAM	No			
CHUGACH	Yes	District based on grade	No	Yes
COPPER RIVER	Yes	Student	Yes	Yes
CORDOVA	Yes	District	Yes	No
CRAIG	Yes	Student	Yes	No
DELTA/GREELY	Yes	Student/District	Yes	No
DENALI	Yes	Student	No	Yes
DILLINGHAM	Yes	Student/District/Grant	No	No
FAIRBANKS	Yes	Student/ District	Yes	No
GALENA	Yes	District		No
HAINES	Yes	District	Yes	No
HOONAH	Yes	Student/District	Yes	No
HYDABURG	Yes	District based on grade	No	No
IDITAROD	Yes	District based on grade	No	No
JUNEAU	Yes	District	No	Yes
KAKE	No			
KASHUNAMIUT	Yes	District	Yes	No
KENAI	Yes	Student/District	Yes	Yes
KETCHIKAN	Yes	Student	Yes	Yes
KLAWOCK	Yes	Student	Yes	No
KODIAK	Yes	Student	Yes	No
KUSPUK	Yes	District/Grant	Yes	Yes
LAKE AND PENINSULA	Yes	Student/District	No	Yes
LOWER KUSKOKWIM	Yes	District based on grade	No	No
LOWER YUKON	Yes	District	No	Yes
MAT-SU	Yes	Student/Grants	Yes	No
NENANA	Yes	Student/District/Grant		No
NOME	Yes	Student/District/College	Yes	Yes
NORTH SLOPE	Yes	Student/District/Waived	Yes	Yes
NORTHWEST ARCTIC	Yes	Student/ District/College	Yes	No
PELICAN	Yes	District		No
PETERSBURG	Yes	Student	Yes	No
PRIBILOF	Yes	District	No	No
ST. MARY'S	Yes	Student	No	No
SITKA	Yes	Student/District/College		No
SKAGWAY	Yes	Student	Yes	No
SOUTHEAST ISLAND	Yes	District based on grade	No	No
SOUTHWEST REGION	Yes	Grants	Yes	No
TANANA	No			
UNALASKA	Yes	Student/Grants	Yes	No
VALDEZ	Yes	Student	Yes	No
WRANGELL	Yes	Students	Yes	No
YAKUTAT	No			
YUKON FLATS	Yes	District	Yes	No
YUKON/KOYUKUK	Yes	District	Yes	No
YUPIIT	Yes	District based on grade	No	Yes
MT. EDGECUMBE	Yes	School	Yes	No

G:\DistSup\Debt-PupilTrans-Other\Special Projects\college credit\[2010 district college credit inquiry.xls]2010 college credit

LEGAL SERVICES

DIVISION OF LEGAL AND RESEARCH SERVICES
LEGISLATIVE AFFAIRS AGENCY
STATE OF ALASKA

(907) 465-3867 or 465-2450
FAX (907) 465-2029
Mail Stop 3101

State Capitol
Juneau, Alaska 99801-1182
Deliveries to: 129 6th St., Rm. 329

MEMORANDUM March 3, 2010

SUBJECT: Effect of legislation on teacher contract (CSHB 206 ( ); (Work Order No. 26-LS0765\P))

TO: Representative Paul Seaton
Chair of the House Education Committee
Attn: Louis Flora

FROM: Jean M. Mischel
Legislative Counsel

You have asked about the effect on a teacher contract of a new provision in the above referenced bill that would allow a high school student to enroll in a postsecondary institution and require school districts to provide fees for the postsecondary courses. You state that high school teachers currently volunteer to teach dual credit classes and wonder whether the bill provision would require compensation to those teachers under contract with the school district. The short answer is that the bill provision does not appear to affect payments made to public high school teachers but I do not have a teacher contract to review to determine whether specific contract conditions may be invoked.

The provision in question in HB 206 is as follows:

> **Sec. 14.03.074. Secondary student enrollment in postsecondary institution.** (a) A secondary student who passes all portions of the examination required under AS 14.03.075 may enroll in a postsecondary institution in the state that is approved by the commissioner if
>
> (1) the student is enrolled in a public secondary school in the state;
>
> (2) the student is otherwise eligible to enroll, as determined by the postsecondary institution; and
>
> (3) the postsecondary courses will be completed before the student's graduation from secondary school.
>
> (b) The school district in which the student is enrolled in secondary school shall make arrangement for the fees for the appropriate postsecondary courses in which the student enrolls under this section.

This section does not provide for additional fees to be paid to a high school but rather for fees associated with postsecondary courses for which a student enrolls to be paid to the postsecondary institution. The bill section allows a high school student to enroll in a

postsecondary institution that provides the courses. Therefore, a public school teacher under contract with a school district does not appear to be affected at all by the student's decision to enroll in a postsecondary institution or the district's requirement to pay for that.

If, on the other hand, a school district requires enrollment in a postsecondary institution in order to take dual credit courses offered at a high school in the district, the dual credit course may technically fall under the fee provision in subsection (b) of the bill provision. Since that course is already funded by the school district, the bill provision has no fiscal effect either on the district or on the teacher employed by the district, lacking any future incentive offered by a district to provide additional dual credit courses for which postsecondary enrollment is required under the bill.

The only current statute that appears relevant to this question is AS 14.20.158, which provides

> **Sec. 14.20.158. Continued contract provisions.** Continuation of the provisions of a teacher's contract under AS 14.20.145 or 14.20.155 does not
>
> (1) affect the alteration of the teacher's salary in accordance with the salary schedule prescribed by state law, or in accordance with a local salary schedule applicable to all teachers in the district and adopted by bylaws;
>
> (2) *limit the right of the employer to assign the teacher to any teaching, administrative, or counseling position for which the teacher is qualified*; or
>
> (3) limit the right of the employer to assign the teacher, as is reasonably necessary, to any school in the district. (emphasis supplied)

The standard teacher contract provisions in regulations at 4 AAC 18.010 do not address payment for dual credit courses.

I have not been provided, and cannot locate, a standard teacher contract for the state. It is conceivable that a provision in a teacher contract would require additional payment for dual credit courses, with or without this bill provision. Lacking a copy of a teacher contract that provides, for example, for a higher teacher salary for teaching a dual credit course that requires enrollment in a postsecondary institution for which additional fees are required to be paid by law by a school district, I don't see any affect of the bill provision on public high school teacher pay agreements.

If I may be of further assistance, please advise.

JMM:plm
10-129.plm

The AlaskaPoll ®
DITTMAN RESEARCH & COMMUNICATIONS CORPORATION
DRC BUILDING
8115 JEWEL LAKE ROAD
ANCHORAGE, ALASKA 99502
(907) 243-3345
FAX (907) 243-7172
dittman@alaska.net
www.dittmanresearch.com

Alaskans Support High School "Exit Exam"

Approximately three-out-of-four Alaskans support keeping the high school graduation qualifying exam.

QUESTION: *"Currently, Alaskan students must pass the high school graduation qualifying exam, commonly known as the "exit exam", in order to receive a diploma. There is a bill before the Alaska State Legislature to eliminate the exit exam. Opponents of the exit exam say it keeps hundreds of Alaska students from earning diplomas and getting jobs, and is a waste of classroom time and resources. Supporters of the exit exam say that graduation rates have risen since the exit exam took effect, and that the exam is a useful tool to evaluate the performance of teachers and schools, and ensures students demonstrate at least minimum skills in reading, writing and math before receiving a diploma.*

What is your opinion -- do you feel the state should remove the exit exam requirement or should it be kept?"

STATEWIDE RESULTS:

24%	Remove exam
74%	**Keep exam**
2%	Unsure

Support for "Exit Exam" is strong and consistent throughout Alaska.

CROSSTABULATIONS:

		Remove exam	Keep exam	Unsure
REGIONAL RESULTS	Rural	27%	73%	--
	Central (Fairbanks)	25%	72%	3%
	Southcentral	24%	75%	1%
	Anchorage	24%	71%	5%
	Southeast	19%	81%	--
POLITICAL RESULTS	Democrat	25%	74%	1%
	Republican	19%	78%	3%
	Non-Partisan	27%	70%	3%
	Other	18%	82%	--
	Not registered	13%	81%	6%

DITTMAN RESEARCH & COMMUNICATIONS CORP.
SENATOR CON BUNDE
FEBRUARY 9-22, 2010

SAMPLE AREA: ALASKA STATEWIDE
SAMPLE SIZE: N=402
SAMPLE ERROR: ±4.9%

"Exit Exam" support is also strong and consistent among men and women and through all age groups.

CROSSTABULATIONS: (con't)

		Remove exam	Keep exam	Unsure
AGE RESULTS	18-29 years of age	30%	70%	--
	30 - 44 years of age	27%	71%	1%
	45-59 years of age	22%	75%	3%
	60 plus	23%	74%	4%
GENDER RESULTS	Male	22%	76%	2%
	Female	26%	71%	4%

FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

Fiscal Note Number:
Bill Version: **CS HB 206**
() Publish Date:

CSHB 206
Title HIGH SCHOOL ASSESSM'T/POSTSECONDARY CLASS
Sponsor House Education Committee
Requester

Dept. Affected: EDUCATION
RDU
Component
Component Number

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2011**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**
Personal Services							
Travel							
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims							
Miscellaneous							
TOTAL OPERATING	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES ( )							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF							
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

Estimate of any current year (FY2010) cost:

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

Prepared by: Louie Flora, House Education Committee Aide
Phone 465-3923
Division
Date/Time 4/5/10 12:00 AM
Approved by: Representative Seaton, Chairman, House Education Committee
Date 4/5/2010

(Revised 11/6/2009 OMB)

Louie Flora

From: jgreely@aasb.org on behalf of John Greely [jgreely@aasb.org]
Sent: Thursday, February 18, 2010 12:30 PM
To: Louie Flora
Subject: Enrollment numbers
Attachments: DG_Nen_Wra_Cord_Skag Enrollment Graph[1].pdf; Anchorage Enrollment Graphs[1].pdf; Kenai_LKSD_KTN_Sitka Enrollment Graph.pdf; Enrollment Numbers_Single Page[1].pdf

Here are the enrollment figures we have collected from our member districts, per your request on HB 206. The graphs summarize enrollment changes between the months of October and February in four recent school years. The one-page summary includes explanations from the districts on enrollment fluctuations.
If you have any questions, please don't hesitate to contact us.

--
John Greely
Chief Editor

Association of Alaska School Boards
1111 W. 9th Street
Juneau, Alaska 99801
Tel: (907) 586-1083 Fax (907) 586-2995
Website: www.aasb.org
E-mail: jgreely@aasb.org

October-February
2005-2009

Anchorage School District		
	October	February
2008/09	48348	48759
2007/08	48915	48065
2006/07	49539	48492
2005/06	49399	49163

DISTRICT EXPLANATION

Decrease enrollment from October to February is generally due to high school seniors graduating early. In 2009, the increase appears to be military students and other in-migration from outside of Alaska

Kenai Peninsula		
	October	February
2008/09	9172	9063
2007/08	9165	9097
2006/07	9314	9255
2005/06	9307	9310

DISTRICT EXPLANATION

N/A

Lower Kuskokwim		
	October	February
2008/09	4049	4053
2007/08	4066	4054
2006/07	4154	4056
2005/06	4168	4113

DISTRICT EXPLANATION

In LKSD the difference is not significantly high. The difference of kids enrolled in October & February is less than 50 students every year. The differential average in this five years is 19 kids.

Ketchikan		
	October	February
2008/09	2244	2115
2007/08	2295	2210
2006/07	2335	2260
2005/06	2326	2320

DISTRICT EXPLANATION

Anecdotally, seasonal workers who work through the fall will depart with their families as the Christmas shopping season approaches to work retail.

Sitka		
	October	February
2008/09	1335	1303
2007/08	1400	1364
2006/07	1489	1423
2005/06	1515	1477

DISTRICT EXPLANATION

The numbers in February are not as accurate as October, due to the October count being the OASIS numbers which is done as an average over the months and February is just one day's enrollment. Also here are a couple of other reasons for the discrepancy, students graduate at semester, charter fisherman, tourism families and fisherman families leave during October, Coast Guard families transfer in December and the movement of students in and out of the Hanson House.

Delta/Greely		
	October	February
2008/09	1200	1014
2007/08	1346	1152
2006/07	1442	1334
2005/06	1428	1320

DISTRICT EXPLANATION

N/A

Cordova		
	October	February
2008/09	407	376
2007/08	435	413
2006/07	452	435
2005/06	468	447

DISTRICT EXPLANATION

N/A

Wrangell		
	October	February
2008/09	346	310
2007/08	355	345
2006/07	370	349
2005/06	375	361

DISTRICT EXPLANATION

We have declining enrollment from outward migration of parents and students. There is no reason to believe this migration only happens over the summer. It is year round phenomenon. We have very few dropouts, but any reviewer will notice that our numbers have declined both from year to year and from October to March. This decline is not the result of large numbers of dropouts

Skagway		
	October	February
2008/09	98	83
2007/08	106	78
2006/07	97	92
2005/06	105	83

DISTRICT EXPLANATION

Tourism, parents who are seasonal workers.

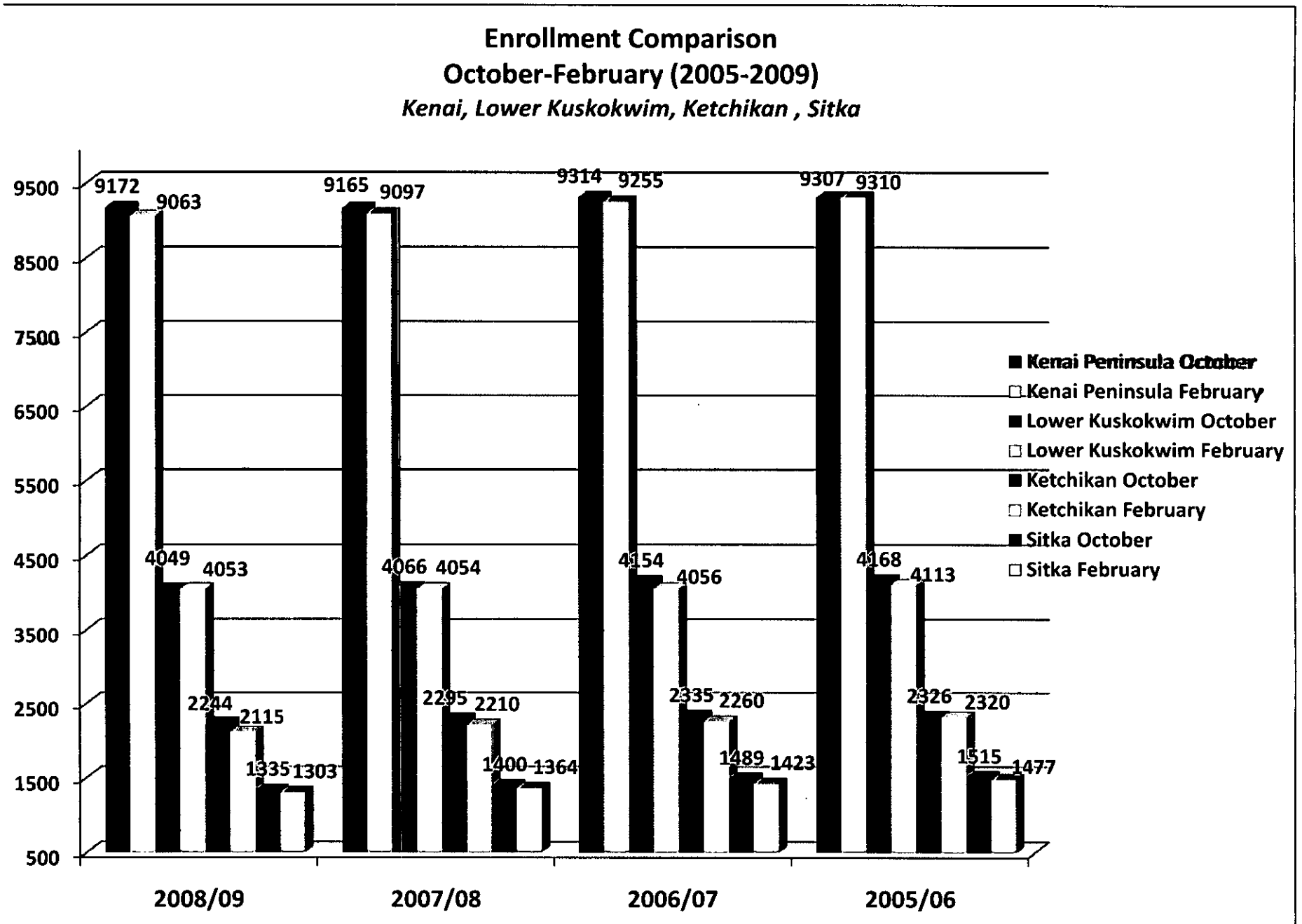
MISCELLANEOUS COMMENTS

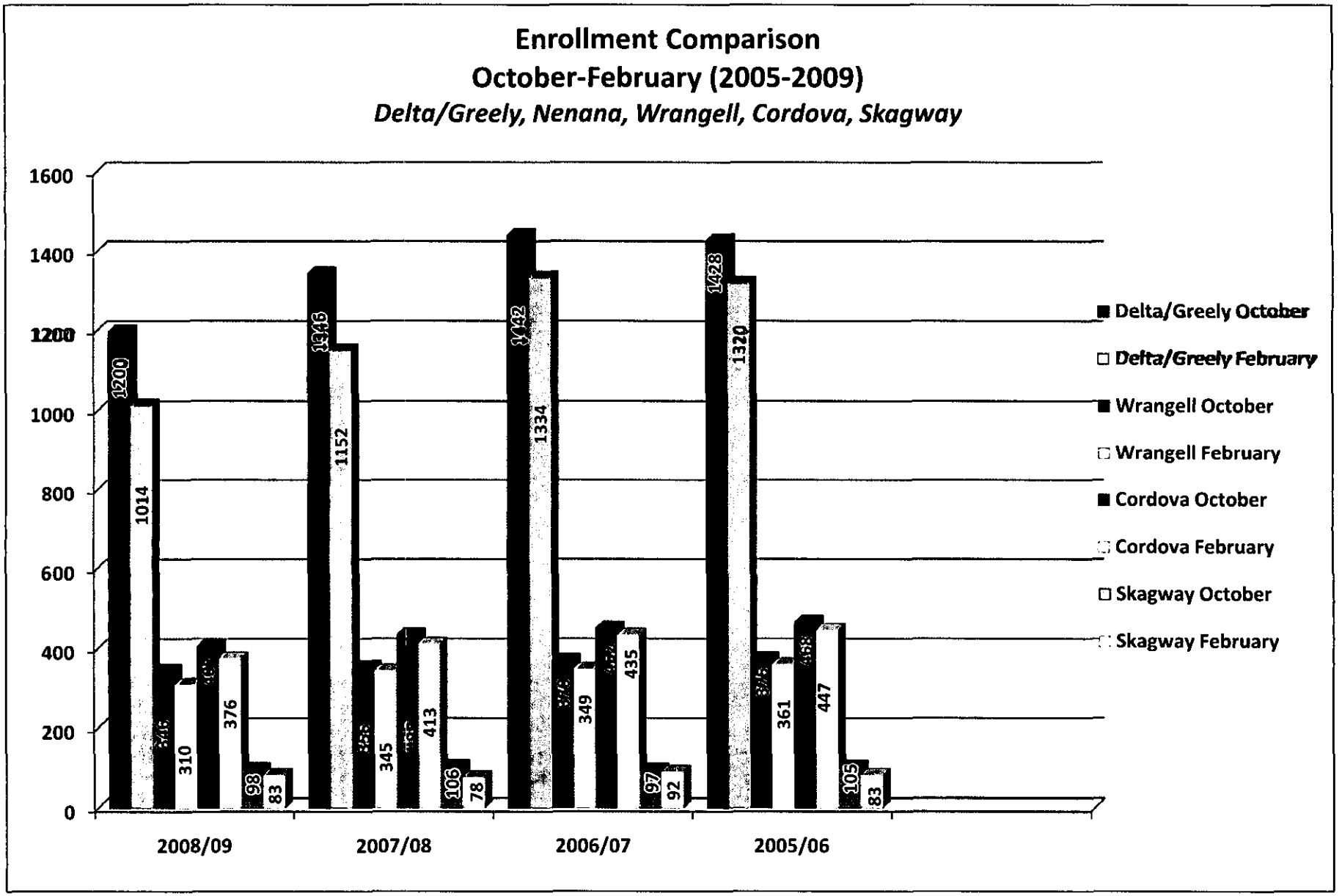
Hydaburg:

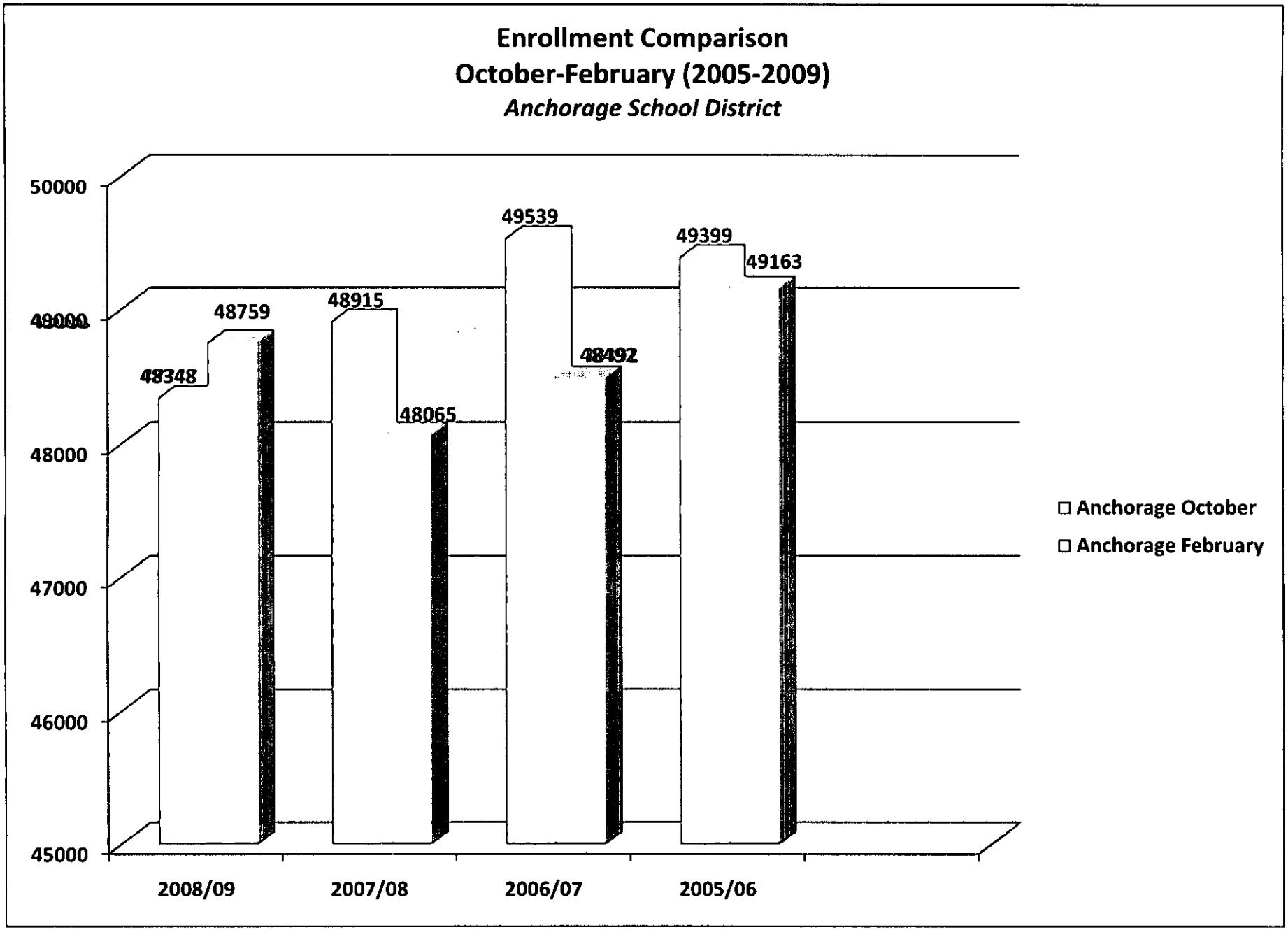
We don't keep data on February enrollment, so I can't do the survey. However, my experience here and in other districts has been that February enrollment is typically less than October enrollment. I recall Eddy Jeans once saying that when there was an optional February count, virtually no districts took advantage of it. That tells me that during the many years having the option to count ADM in February if it was higher that OCtober, districts didn't take the option because February enrollment was almost always lower than in October

Haines:

I asked our secretary and without digging out the old files, she is reasonably sure that our October and February enrollment haven't varied much in the past five years for the Haines Borough School District.


Enrollment Comparison
October-February (2005-2009)
Kenai, Lower Kuskokwim, Ketchikan , Sitka
9500
8500
7500
6500
5500
4500
3500
2500
1500
500
9172
9063
4049
4053
2244
2115
1335
1303
9165
9097
4066
4054
2295
2210
1400
1364
9314
9255
4154
4056
2335
2260
1489
1423
9307
9310
4168
4113
2326
2320
1515
1477
2008/09
2007/08
2006/07
2005/06
Kenai Peninsula October
Kenai Peninsula February
Lower Kuskokwim October
Lower Kuskokwim February
Ketchikan October
Ketchikan February
Sitka October
Sitka February


Enrollment Comparison
October-February (2005-2009)
Delta/Greely, Nenana, Wrangell, Cordova, Skagway
1600
1400
1200
1000
800
600
400
200
0
2008/09
2007/08
2006/07
2005/06
1200
1014
376
98
83
1146
1152
345
413
106
78
1428
1320
361
447
105
83
Delta/Greely October
Delta/Greely February
Wrangell October
Wrangell February
Cordova October
Cordova February
Skagway October
Skagway February


Enrollment Comparison
October-February (2005-2009)
Anchorage School District
50000
49000
48000
47000
46000
45000
48348
48759
48915
48065
49539
48492
49399
49163
2008/09
2007/08
2006/07
2005/06
Anchorage October
Anchorage February

Louie Flora

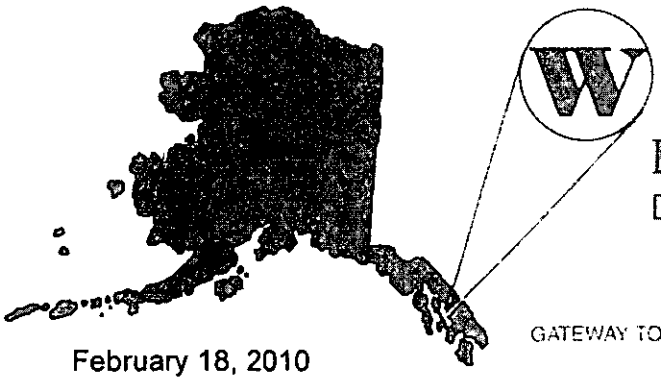
From: Sharon Waldo [swaldo@dgsd.k12.ak.us]
Sent: Thursday, February 18, 2010 11:55 AM
To: Louie Flora
Subject: Delta/Greely 5 year counts.xlsx
Attachments: 5 year counts.xlsx

Hi Louie,

Attached please find the 5 year count information from Delta/Greely School District. Please let me know if you need or would like any additional information.

Sharon Waldo
Delta/Greely School District
907-895-4658 ext 25

DELTA/GREELY SCHOOL DISTRICT COUNTS			
	10/15/2009	2/15/2010	Difference
Student Count	813	809	-4
	10/15/2008	2/15/2009	
Student Count	807	801	-6
	10/15/2007	2/15/2008	
Student Count	842	828	-14
	10/15/2006	2/15/2007	
Student Count	864	850	-14
	10/15/2005	2/15/2006	
Student Count	826	836	10



WRANGELL
PUBLIC SCHOOLS
DISTRICT OFFICE

P.O. BOX 2319
WRANGELL, ALASKA 99929
Telephone (907) 874-2347
Fax # (907) 874-3137

GATEWAY TO THE STIKINE

February 18, 2010

Honorable Representative Seaton and Honorable Education Committee Members
The following data and comments are respectfully submitted per your request:

Concerning Wrangell Public Schools

Wrangell Public School Counts				District Wide Dropout Rates
2005 Feb.	374	Oct.	370	4.8%
2006 Feb.	361	Oct.	355	1.1%
2007 Feb.	349	Oct.	346	1.1%
2008 Feb.	345	Oct.	324	0.5%
2009 Feb.	310	Oct.	317	1.1%

In Wrangell we have had a general decline in enrollment ever since the federal government chose to curtail forest production. Since about 1995 our enrollment numbers have been on a downward spiral. To assume that because we loose students between October and February there is a positive correlation to our dropouts is unfounded. In the above figures you will notice the same trend between February and October of the next year.

Generally each summer we do have some families that move to Wrangell. Because the job market here has been dismal they often are not able to make it through an entire winter. The most likely time for them to leave is after the permanent fund checks are distributed in October. Many of them move at Christmas time since this is a natural break for them.

The same is true of the summer months. Many families move as soon as school is out. It seems to be a natural break for them. Some families move north to the cities in Alaska and many of them move south to the lower forty-eight. Even though we have families moving to Wrangell the general trend over the last fifteen years has been more families with children moving out than moving in.

I can tell you without equivocation that every student who drops out has been contacted as well as the parent(s) of that student if we know their whereabouts. Even one dropout is too many in our view.

Concerning Bush Alaska

Having had some experience as an administrator in bush Alaska I can also share what sometimes happens there. Some families move to the cities when the permanent fund checks come out in October. They often stay one or two weeks, however, some stay much longer. There are many students who do not enroll in school during this time. Some families stay with friends or relatives until their money runs out.

ACCREDITED BY NORTHWEST ASSOCIATION OF SECONDARY AND HIGHER SCHOOLS

I have heard the comment from committee legislators that principals or school district personnel should make contact with drop outs and their families and encourage their return, see if there is a problem, determine if someone can help the student return, etc. In many of these instances school personnel does not know where these families are or how to get hold of them.

When and if these students traveling with their parents return to school, whether it is in their home school or the school of new residence, they often have missed so much school they cannot receive credit for the semester. Even more problematic is when the student is out of school for significant periods of two separate semesters, the end of the first semester and the beginning of the second. For many students this is adequate reason to drop out. And for many that is what they do.

I would contend that even if the school personnel could locate and contact these parents it would be of little consequence. The students of parents in the above situation, who allow their children to be out of school for long periods of time, are highly likely to drop out of school.

One simple answer to solve this problem is to change the permanent fund pay out. Give it out in June. A second answer is to fine parents when their children are out of school and unaccounted for. Garnishing an amount equal to the permanent fund from a parent of a child who is not in school would significantly curtail the dropout problem in Alaska.

I am not naive. I know these are difficult issues to address. But changing the permanent fund payday or fining parents who are delinquent in their duties would have a direct and positive correlation to improved school attendance and would lower Alaska's drop out rates.

In my opinion, lengthening the count period, splitting the count period, or otherwise tinkering with the count period assuming it will significantly address the dropout problem is short sighted. If there was a way for economists to apply a cost-benefit analysis to this idea they would likely predict the result to be insignificant or perhaps unrelated to the real issue at hand, dropouts.

It is difficult enough to reconcile student counts to one twentieth ($1/20^{th}$) of the foundation formula. With an eighty-day count we would be reconciling to one eightieth ($1/80^{th}$). Adding this bureaucracy to the burden of districts without a fiscal note to this legislation is just another unfunded mandate. And even though Mr. Jeans indicates he has no plans to add staff to the Dept. of Education in an effort to reconcile an eighty-day count I suspect the folks expected to do those reconciliations are groaning loud enough for you to hear it across town in the committee room.

The Education Committee is brave for tackling such difficult issues. The answers to complicated issues are often, as one would expect, complicated. Thank you for your willingness to look at the hard issues and try to find those complicated answers.

Sincerely yours,

Woody Wilson

Woody Wilson
Superintendent

Louie Flora

From: David Means, Director of Administrative Services [david_means@jsd.k12.ak.us]
Sent: Thursday, February 18, 2010 10:58 AM
To: Louie Flora
Cc: Glenn Gelbrich; Jeans, Eddy (EED); Lobaugh, Mindy H (EED)
Subject: Estimate for Juneau School District HB 206
Attachments: Extend Count Date to 80.pdf

Hi

I developed an estimated fiscal impact to extending the count date to 80 days for the Juneau School District as requested. I estimate that extending the counting period to 80 days would reduce state foundation by $57,000 in FY 2011, or slightly more than 1% of the District's basic need of $51,048,000. This would also reduce the maximum level of local municipal appropriation by $13,000 for a total impact to the District of $71,000.

I also see increased difficulty in administering the foundation program by the Alaska Department of Education and Early Development. Each and every school district is required to prepare a school calendar and submit it the Department of Education and Early Development. It will be highly unlikely that all districts have the same 80 days of school because of variations in when they take winter break and potential holidays such as Veteran's Day, Alaska Day, and Dr. Martin Luther King, Jr. birthday. Students transfer between district's and this can result in a student having more or less than 80 days because of the differences in calendars.

Sincerely,

David Means
Director of Administrative Services
Juneau School District

907-523-1770

Juneau School District
Analysi of Extending the Count Period to 80 days

Prepared by
David Means
February 17, 2010

	FY 2009			FY 2010			Combined		
School	20 days	80 days	+ / -	20 days	80 days	+ / -	+ / -	Multiplier	Change
Juneau-Douglas HS	1038	1026	-12	939	926	-13	-25	0.84	-20.622
Thunder Mountain HS	471	465	-6	565	561	-4	-10	0.92	-9.350
Yaakoosge Daakahidi HS	149	142	-7	156	150	-6	-14	0.84	-11.645
Floyd Dryden MS	560	562	1	564	561	-3	-2	0.92	-1.437
Dzantiki Heeni MS	504	503	-1	466	468	2	1	0.92	0.794
Auke Bay ES	342	345	3	319	318	-2	1	0.97	1.176
Gastineau ES	286	292	6	286	293	7	13	0.97	12.586
Glacier Valley ES	328	326	-1	371	368	-2	-4	0.97	-3.638
Harborview ES	415	418	3	469	471	2	5	0.92	4.405
Mendenhall River CS	392	393	1	417	420	3	4	0.92	3.369
Riverbend ES	348	347	-1	334	336	1	1	0.97	0.837
Juneau Community CS	68	68	0	86	86	0	-1	1.18	-0.841
HomeBRIDGE	71	78	7	72	80	8	15	0.80	12.240
Johnson Youth Center*	28	28	0	28	28	0	0	0.00	0.000
Totals			-6			-9	-15		-12.126
Two Year Average									-6.063
Without HomeBRIDGE									-24.366
Two Year Average									-12.183
FY 2011 DCF								1.111	-13.535
FY 2011 Program Adjustments								1.2	-16.242
HomeBRIDGE Adjustment									6.120
Total Adjustments									-10.122
FY 2011 Base Student Allocation								5680	-57,493
Effects on CBJ								0.23	-13,223
Estimated Total Change in Revenues									-70,716

Louie Flora

From: PJ Ford Slack [pjford@dgsd.k12.ak.us]
Sent: Thursday, February 18, 2010 10:43 AM
To: Louie Flora; lhsclaf+akschooldistricts@legis.state.ak.us
Cc: alasbo@gci.net; jgreely@aasb.org; Mary Francis
Subject: RE: HB 206 amendment and renewed call for student count numbers

Dear Louie,

I am sitting here waiting for the fog to lift and realize I have been focused on answering your questions about counts, numbers, and how DGSD an REAA might be affected by this. What I continue to miss and need to address is the whole reason for this bill or so it seems...and that is that districts, after count, don't care whether a student drops out. The supposition with that thought is that our count goes down because we encourage, help, or just turn our heads to students dropping out.

DGSD lost 65 students last year when the oil prices hit the roof in our area. These students were from the elementary school, a Blue Ribbon School. Their parents left, either to Anchorage or the lower 48, because it was to darn expensive to live in our area.

80 days is not going to keep students in school in my are and I dare say there are not many who would find this a drop out reduction technique. We are doing everything we can at DGSD to keep students in school. I know all my colleagues are too. We might help students look for other career paths if traditional high school is not working but that is not to rid ourselves of students. For example at DGSD we are looking at moving 5th grade to Ft. Greely to have a comprehensive middle school (that is on base so there will be protests to that) but it will allow all the staff to wrap their arms around students from 5-8th grade. There will be a math focus if it happens and we will continuallly work on transition to high school. The students who drop out do so in most cases between 7-9th grade. Our New Horizons program hold on to fathers, mothers, and many of our Slavic Students. Those students, who make up 30% of our population are a group whose family does not recognize the high school diploma as a usealbrale certificate. They come from a European system where most students "leave" at 16 to work or apprentice unless you go to college. This is not wrong it is just different and it is something we work all the time to educate about. Will an 80 day count change that cultural thought, NO.

We also have a 9th grade academy to wrap our arms around the new 9th graders. It takes teacher and staff time to connect...that is what holds students in school not an 80 day count.

So will 80 days help stop drop outs, not in most schools. It might change the reporting for correspondence schools but for most of us it will not be what keeps a student in school. Not 80 or 60 or 40...the connection is person to student not money.

Hope that helps. PJ

From: Louie Flora [mailto:Louie_Flora@legis.state.ak.us]
Sent: Wed 2/17/2010 12:11 PM
To: lhsclaf+akschooldistricts@legis.state.ak.us
Cc: alasbo@gci.net; jgreely@aasb.org; Mary Francis
Subject: HB 206 amendment and renewed call for student count numbers

Hi,

The purpose of this e-mail is to remind districts that HB 206 will be discussed on Friday in House Education. As you are aware, HB 206 Work-draft Version P is posted on the Basis web-site under the "documents" tab. This is the Work-draft with the 80-day count requirement. Following discussion with school districts we have proposed and amendment dealing with unanticipated increases in student count numbers occurring at the start of the 80-day count period. Please see the attached amendment allowing a 20-day count at the beginning, and providing a district with the ability to seek funding during the current year count period to cover the unanticipated increases. Recall that under the version P Work-draft districts are funded in the current year based on the previous year's count.

Louie Flora

Subject: FW: HB 206 amendment and renewed call for student count numbers

-----Original Message-----
From: pjford@dgsd.k12.ak.us [mailto:pjford@dgsd.k12.ak.us]
Sent: Thursday, February 18, 2010 4:41 AM
To: Louie Flora
Subject: Re: HB 206 amendment and renewed call for student count numbers

Deart louie

I have not had connectivity on the road. I am currently dealing with the enrollment of 3 intensive students (in Jan). 2 of which may require out of state residential. This is a huge cost to an REAA.

I have no one in our district who can compile. Feb counts for past years but I shall see what I can do today.

REAA's are most at risk. Without extra funds (in our case no large impact aide and no native Corp) we can not afford any touch to the BSA. I don't mind an 80 day count nor does our board as long as it does not increase our need for more personnel. We would welcome a way to petition for funds when something unusual arises like what has happened this year.

Thank you

PJ Ford Slack, Ph.D
Supt
DGSD
REAA 15
Sent from my BlackBerry® smartphone powered by ACS!

Louie Flora

Subject: FW: HB 206 amendment and renewed call for student count numbers
Attachments: HB 206 Version P Amendment.pdf

From: Vanni Prichard [mailto:Vanni.Prichard@nsbsd.org]
Sent: Wednesday, February 17, 2010 8:21 PM
To: Louie Flora
Subject: FW: HB 206 amendment and renewed call for student count numbers

Good Evening Mr. Flora:

Superintendent Peggy Cowan has requested that I provide the following information to you for the North Slope Borough School District.

1. During the past five years, what was your district's total enrollment in October?
2009 1592
2008 1626
2007 1656
2006 1745
2005 1721

2. During the past five years, what was your district's total enrollment in February?
2009 1538
2008 1582
2007 1634
2006 1712
2005 1671

3. Please explain briefly what caused any fluctuations within a given year.
The majority of the fluctuations between October and February from year to year are attributable to multiple factors: Transfers in and out of district; students temporarily left school due to family problems, pregnancy, medical/psych hospital; lack of progress, or excessive absences; early graduation in December. Additionally, some of the students identified as having excessive absences often could also fall into the category of having personal or family problems.

Please feel free to contact me if you have further questions.

Respectfully,

Vanni Prichard
Director of Assessment/Accountability
North Slope Borough School District

Louie Flora

From: Richard Carlson [richard.carlson@klawockschool.com]
Sent: Wednesday, February 17, 2010 1:12 PM
To: Louie Flora
Subject: RE: HB 206 amendment and renewed call for student count numbers

Louie: Over the years Klawock has seen very little change in enrollment numbers from the October count period to February.

Richard E. Carlson
Superintendent
Klawock City School District

--- Original Message ----
From: Louie_Flora@legis.state.ak.us
To: lhsclaf+akschooldistricts@legis.state.ak.us
Cc: alasbo@gci.net, jgreely@aasb.org, mary-acsa@gci.net
Subject: RE: HB 206 amendment and renewed call for student count numbers
Sent: Wednesday, February 17, 2010 12:11:59 PM YST

Hi,

The purpose of this e-mail is to remind districts that HB 206 will be discussed on Friday in House Education. As you are aware, HB 206 Work-draft Version P is posted on the Basis web-site under the "documents" tab. This is the Work-draft with the 80-day count requirement. Following discussion with school districts we have proposed and amendment dealing with unanticipated increases in student count numbers occurring at the start of the 80-day count period. Please see the attached amendment allowing a 20-day count at the beginning, and providing a district with the ability to seek funding during the current year count period to cover the unanticipated increases. Recall that under the version P Work-draft districts are funded in the current year based on the previous year's count.

Also, we made a request recently that districts provide the committee with information as relates to enrollment numbers historically in October and February, as well as any explanation the districts may have for fluctuations in enrollment. To date we have receive materials from the Anchorage School District, but no other districts.
Please provide our office with this analysis if you are able prior to the Friday meeting in House Education.
Thanks again for your help,

Louie Flora
House Education Committee Aide,
Representative Paul Seaton, Chairman
(907) 465-3923

Louie Flora

To: Connie A. Newman
Subject: RE: Enrollment

From: Connie A. Newman [mailto:canewman@hotmail.com]
Sent: Wednesday, February 17, 2010 2:56 PM
To: Louie Flora
Cc: Babe Odell
Subject: Enrollment

Good Afternoon Louie,

I submitted the data for our enrollment on an AASB survey. Here is the data I shared

October		February
2009	15	13
2008	15	15
2007	15	16
2006	13.6	11
2005	12	13.5

Families leave to find work in Winter.

I have read through the bill and was wondering how this will help students stay in school? Did I miss something?

Thank you,

Connie A. Newman, Superintendent
Pelican City Schools

"It's okay to make mistakes. Mistakes are our teachers -- they help us to learn."
~~ John Bradshaw

Louie Flora

From: Gary Baldwin [Gary_Baldwin@lksd.org]
Sent: Wednesday, February 17, 2010 3:15 PM
To: Louie Flora
Subject: Re: HB 206 amendment and renewed call for student count numbers

Louie Flora <Louie_Flora@legis.state.ak.us> writes:
Also, we made a request recently that districts provide the committee with information as relates to enrollment numbers historically in October and February, as well as any explanation the districts may have for fluctuations in enrollment. To date we have receive materials from the Anchorage School District, but no other districts.

Louie,

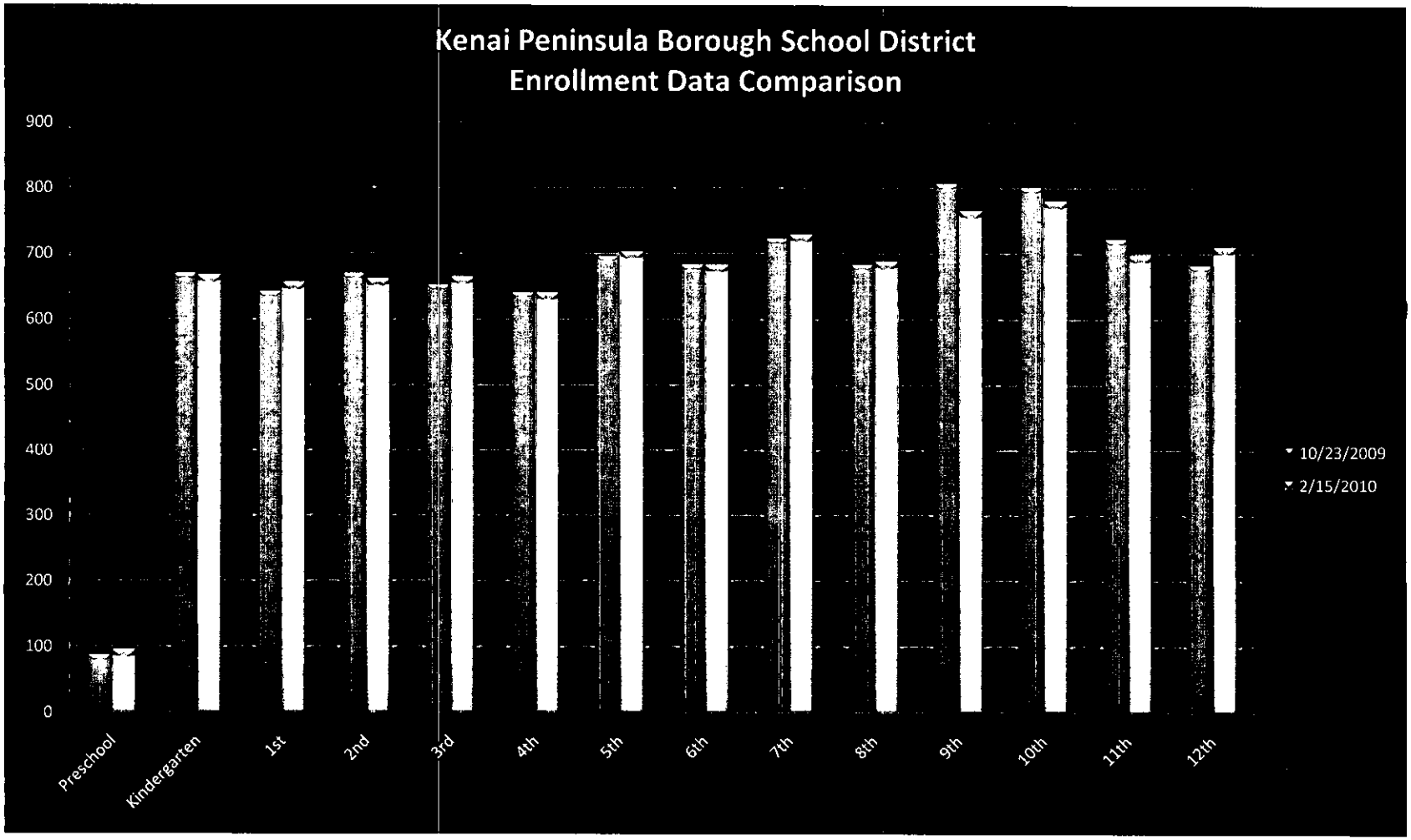
AASB just ran a survey with these same question, so hopefully that information is available. When I compared our February enrollments with those in October, we consistently have about 50 fewer students in February out of about 3900 students. We have students who enroll in August, drop out during the year and re-enroll the next August. Some of them actually graduate after 5 or 6 years of high school.

There has been some comment about the longer count period providing and incentive for district's to keep students in school. Nothing could be further from the truth. With rare exceptions school districts are doing everything in their power to keep students from dropping out.

I hope this helps.

Gary Baldwin
Superintendent
Lower Kuskokwim School District
Phone (907) 543-4912
Fax (907)543-4904
gary_baldwin@lksd.org

	Preschool	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	
10/23/2009	88	670	643	670	653	641	697	684	724	684	808	802	723	683	9170
2/15/2010	96	667	656	662	664	641	704	683	729	688	766	780	698	711	9145
															35



Louie Flora

From: jgreely@aasb.org on behalf of John Greely [jgreely@aasb.org]
Sent: Thursday, February 18, 2010 3:10 PM
To: Louie Flora
Subject: Unalaska survey on enrollment

The following survey numbers are from Unalaska City School District:

FY05 386.5 February, 398.7 October (12.2 students less in February than October)

FY06 399.75 February, 397.7 October (2.05 students more in February than October)

FY07 379 February, 385.75 October (6.75 students less in February than October)

FY08 391.25 February, 387.75 October (3.5 students more in February than October)

FY09 398.25 February, 402.35 October (4.1 students less in February than October)

(from Superintendent John Conwell)

--
John Greely
Chief Editor

Association of Alaska School Boards
1111 W. 9th Street
Juneau, Alaska 99801
Tel: (907) 586-1083 Fax (907) 586-2995
Website: www.aasb.org
E-mail: jgreely@aasb.org

Louie Flora

From: Susan Edwards [sedwards@lpsd.com]
Sent: Thursday, February 18, 2010 3:30 PM
To: Louie Flora
Subject: Comments on HB206

Mr. Flora,

I would like to add my comments on HB206, particularly Sec.(s) 2 through 4, as to what affects I believe it would have in our district, and other rural school districts.

1 If the intent of this bill is to reduce the dropout rate, it is at best misdirected. The cause and reasons for rural, mostly native students, to leave school are various and mostly beyond the control of a school or district. These factors include the economic, social and demographic conditions in the villages. No matter how dedicated and hard working a school or district staff is, these are variables beyond the control or the authority of the educational entity. Our district has some of the most dedicated and hardworking professional educators who devote more than their contracted time to providing their students with the best instruction possible, but for all that work and dedication, they are not the solution to socio-economic conditions.

2 Declining school enrollment is a product of a demographic shift from rural to urban environment. This demographic change is motivated by socio-economic factors that the local school authority has no influence over. If the State provided coherent and sustained economic development and social services in rural areas, such demographic migration might be ameliorated.

3 This would bill would impose undue and unnecessary costs on schools and districts already dealing with shrinking budgetary resources. The count period as it is structured now requires the expenditure of man hours to collect, collate, and validate the data the state requires. Prolonging the count period increases the demand for these resources, taking then away from other equally pressing administrative needs. Unless the State is going to subsidize the additional costs of this data collection, it is just one more unfunded mandate piled on an already burdened administrative staff.

4 If the goal is to reduce the dropout rate and increase graduation rates statewide, the relevant national research points fairly conclusively that establishing and maintaining early learning programs has been the most effective for keeping kids in school.

While the intentions of this bill should be applauded as well meaning and recognizes the problem of students not completing school, the bill does not recognize nor provide a solution for the causality of the problem.

Susan Edwards, Accountant
Lake and Peninsula Borough School District

(907) 246-4280
(907) 246-4473 -fax
sedwards@lpsd.com

Confidentiality Notice: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information yada yada yada."
Pessimism negates the existing world. Yet its negating is ambiguous. It can simply will decay and nothingness, but it can also renounce what exists and thus open a path for a new formation of the world."--- Martin Heidegger

Alaska Association of School Business Officials (ALASBO)
Laura Hylton, President
Amy Lujan, Executive Director
3145 Pioneer Avenue
Juneau, AK 99801
907-500-9086; alasbo@gci.net

February 18, 2010

Honorable Representative Seaton, Chair
House Education Committee - Alaska State Legislature

RE: HB206

Committee Members,

On behalf of the Board of the Alaska Association of School Business Officials, I would like to submit the following comments to the committee for consideration with regard to this bill.

The proposed extended 80-day is not an effective strategy for dropout prevention and unfairly penalizes school districts for a multifaceted problem. There are many reasons that students leave during the year, aside from dropping out. Review of data from past years suggests that districts will generally have lower counts under an 80-day system and reduced funding. Districts offer myriad counseling and instructional programs to support students most at risk of dropping out. If specific instances exist where this is not the case, efforts should be made to address those anomalies, rather than imposing an 80-day count on all districts.

Although the committee has tried to adjust for early grads and potential increases in enrollment, there will be unintended consequences of moving to an 80-day count, and an additional administrative cost. These impacts are not justified by the small possibility of an effect on dropouts.

We are in favor of the proposal to base funding on the prior year count, which would allow for better planning for school programs. However, this could be implemented with the current 20-day count system.

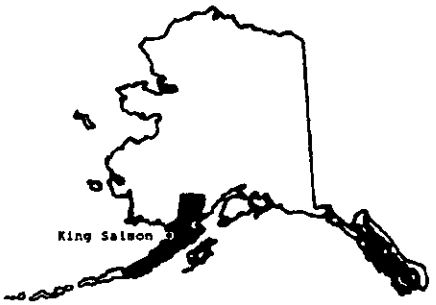
A proposed amendment to version P of the bill would allow an adjustment to the count only if the enrollment change is 10% or more. This is too high a threshold; if enrollment increases, districts need to receive funding accordingly.

Finally, the proposal for districts to "arrange for fees" for postsecondary courses is likely to be seen by some parents as a commitment for school districts to pay for these courses. This is a potential unfunded mandate on districts.

Respectfully,

Laura Hylton, President

THE
LAKE AND PENINSULA
SCHOOL DISTRICT
101 Jensen Drive
P.O. Box 498
King Salmon, Alaska 99613
Phone (907) 246-4280 / Fax (907)
246-4473



February 18, 2010

Honorable Representative Seaton, Chair
House Education Committee
Alaska State Legislature

RE: HB206

Representative Seaton and Honorable Members of the House Education Committee:

I would like to start by saying we appreciate your efforts to confront the dropout problem in Alaska and working with the educational community to solve this dilemma. However, we feel the proposed 80-day count period is not an effective strategy for dropout prevention. The cause and reasons for rural students leaving school are various and mostly beyond the control of a school or district. These factors include the economic, social and demographic conditions in the villages. Simply put, our population in rural Alaska is often times transient. These students move from one village to the next to live with relatives or leave for brief periods of time. Most if not all of these students eventually return. They do not drop out.

The implications of HB206 could be severe. For small rural districts, such as LPSD, that already suffer from declining enrollment the 80 day count period would most likely mean the loss of even more student funding. Without adequate funding programs that specifically target dropout prevention (Preschool, Early Literacy, School to Life, Activities) would eventually go away and hence, dropout rates would increase. Small schools would also be threatened and several in our region might ultimately have to close. This leaves students with no school and very few options as far as continuing education. Our parents are not prepared to take these already struggling students and home school them through graduation. Lastly, as these schools close and students move on, the villages will begin to die. Without kids a village is not healthy and eventually ceases to exist. Unfortunately, we have seen this happen with Ivanof Bay and if an 80-day count goes into affect, we will likely experience the same fate for two or three more villages.

While the intentions of this bill should be applauded, it does not recognize nor provide a solution for the problem. In my opinion, this untested theory, could become a problem in itself for Bush Alaska. Funding will be reduced, programs will be cut, schools will close, and villages will die – this is a huge chance to take on a proposal with no research behind it. If the goal is to reduce the dropout rate and increase graduation rates statewide, the relevant national research points fairly conclusively that establishing and maintaining early learning programs has been the most effective for keeping kids in school.

Respectfully,

Ty Mase
Superintendent

Chignik Bay • Chignik Lagoon • Chignik Lake • Egegik • Igiugig • Ivanof Bay • Kokhanok • Levelock Newhalen • Nondalton • Pedro Bay • Perryville • Pilot Point • Port Alsworth • Port Heiden

Louie Flora

From: Cindy Reilly [creilly@yksd.com]
Sent: Sunday, February 21, 2010 12:57 PM
To: Louie Flora
Subject: HB206

Mr Flora:

I wanted to voice my concerns about HB206, which would call for an 80-day student count on which education funding would be based. It has been suggested that school districts would work harder to keep students from dropping out if there was a longer period of count. I do not believe this is the case. We often see a reduction in the number of students enrolled during the year, but this is not for lack of trying to keep them enrolled. Our district provides guidance support to all our students working to meet their individual needs and working to remove the barriers that keep them from finishing their coursework. We believe all children are worth "whatever it takes" to succeed.

I am also concerned with the added burden of an 80 day count. The extra paperwork involved will bog down already stretched staff members, and for the small possibility of an effect this effort will have on the dropout problem, it just seems unneeded.

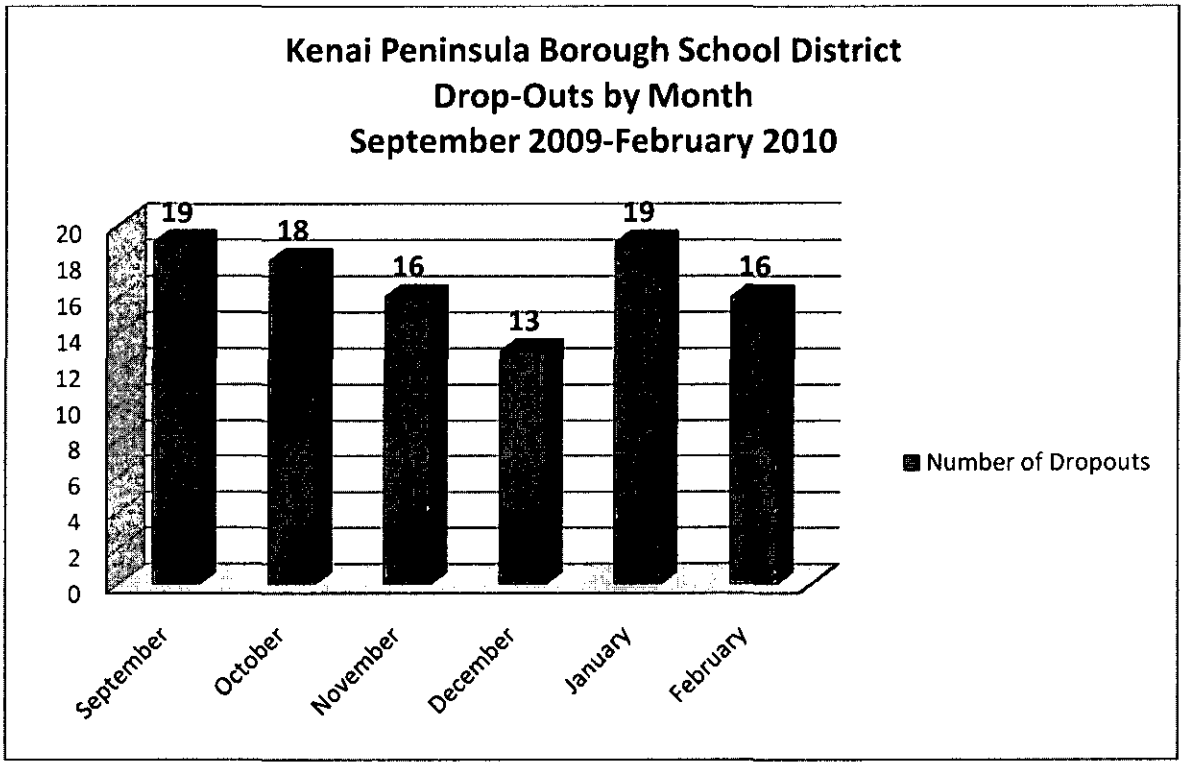
Finally, I want to say that I do like the idea of basing next year's funding on this year's count. Currently, I am building our FY11 budget. Not only am I unsure how much money I will actually have to work with, I don't even know for sure what my FY10 funding will be as the final Foundation report has not yet been released. It is extremely difficult to operate that way especially when education dollars are so tight already.

Thank you for the opportunity to comment on HB206.

Cindy Reilly, CFO
Yukon Koyukuk School District
4762 Old Airport Way
Fairbanks, AK 99709
(907)374-9410
Cell (907)750-7660

The Kenai Peninsula Borough School District has a high rate of transiency. This transiency can be attributed to a number of factors. From September through February, a total of 155 students transferred into the district from a district outside of Alaska and a total of 190 students transferred into the district from another Alaska district. In addition, a total of 147 students transferred to another district in Alaska and a total of 138 students transferred out of the state during the same timeframe.

Concern has been expressed that after the October count period efforts to keep students in school are relaxed. As our data demonstrates, there is no correlation between the end of the count period and the number of dropouts. The reasons why students drop out are complex and often have little immediate connection with school.



The district offers its struggling students several options to help them stay in school including alternative schools, a district-wide correspondence program and a credit recovery program that is located within the high school. During the 2009-2010 school year a total of 222 students transferred to a total of 234 additional educational settings within the district.

Louie Flora

From: Vorachek_Laurel [Vorachek_Laurel@asdk12.org]
Sent: Tuesday, February 16, 2010 11:34 AM
To: Louie Flora
Cc: Comeau_Carol; Graff_Ed; Fleckenstein_Mike
Subject: Oct 1 and 2nd Friday in February Counts
Attachments: 2009-10.pdf

Louie,
I have attached the data that you requested regarding the comparison of ASD's enrollment on October 1 with the 2nd Friday in February. It is important to note that the October 1 count is from the Fall OASIS that is submitted to Alaska Department and Education and Early Development (EED)and is still considered preliminary because EED is still looking at the data from all districts. Our IT staff pulled the 2nd Friday in February data on Feb. 12.

The significant changes are an increase in our special education and English language learners—both groups are from programs where additional services are provided.

Here is a legend to use with the data:
AF AM=African American or Black
AKNA/AI=Alaska Native or American Indian
Asian
NH-OPI-Native Hawaiian or other Pacific Islander
Hispanic=Hispanic or Latino
ME=Reporting two or more races (multi-ethnic)
EDS=Economically Disadvantaged Students
SWD=Students with Disabilities
LEP=Limited English Proficient (English Language Learners)

If you have any questions, please let me know. Thanks. Laurel

Laurel Vorachek
Executive Director, Assessment and Evaluation
Anchorage School District
5530 E. Northern Lights Blvd.
Anchorage, AK 99504
907.742.4427
Fax 907.742.4430

2009-2010 Anchorage School District

	AF AM	AKNA/AI	Asian	NH/OPI	White	Hispanic	ME	Total	EDS	SWD	LEP
Count as of February 12, 2010											
Number	3,155	4,454	5,146	1,955	23,806	4,868	6,180	49,564	21,826	7,401	5,535
Percent	6.37%	8.99%	10.38%	3.94%	48.03%	9.82%	12.47%	100.00%	44.04%	14.93%	11.17%
Count as of October 1, 2009											
Number	3,102	4,480	5,065	1,957	23,846	4,886	6,257	49,593	21,856	6,877	5,400
Percent	6.25%	9.03%	10.21%	3.95%	48.08%	9.85%	12.62%	100.00%	44.07%	13.87%	10.89%

From: Norman Eck [mailto:norman_eck@nwarctic.org]
Sent: Thursday, February 25, 2010 4:52 PM
To: Louie Flora
Cc: J.M. Walsh Company, Inc.; Andy Baker; Kent Dawson; Wendy Chamberlain
Subject: HB 206 concern: 80 Day Count Provision

Hi,

I am very concerned with the 80-day student count provision in HB 206.

Here is an analysis of our student count over an 80 day period for last and this school years. You will see how the student membership fits a similar pattern each year. I would expect that other districts have the same membership pattern as this.

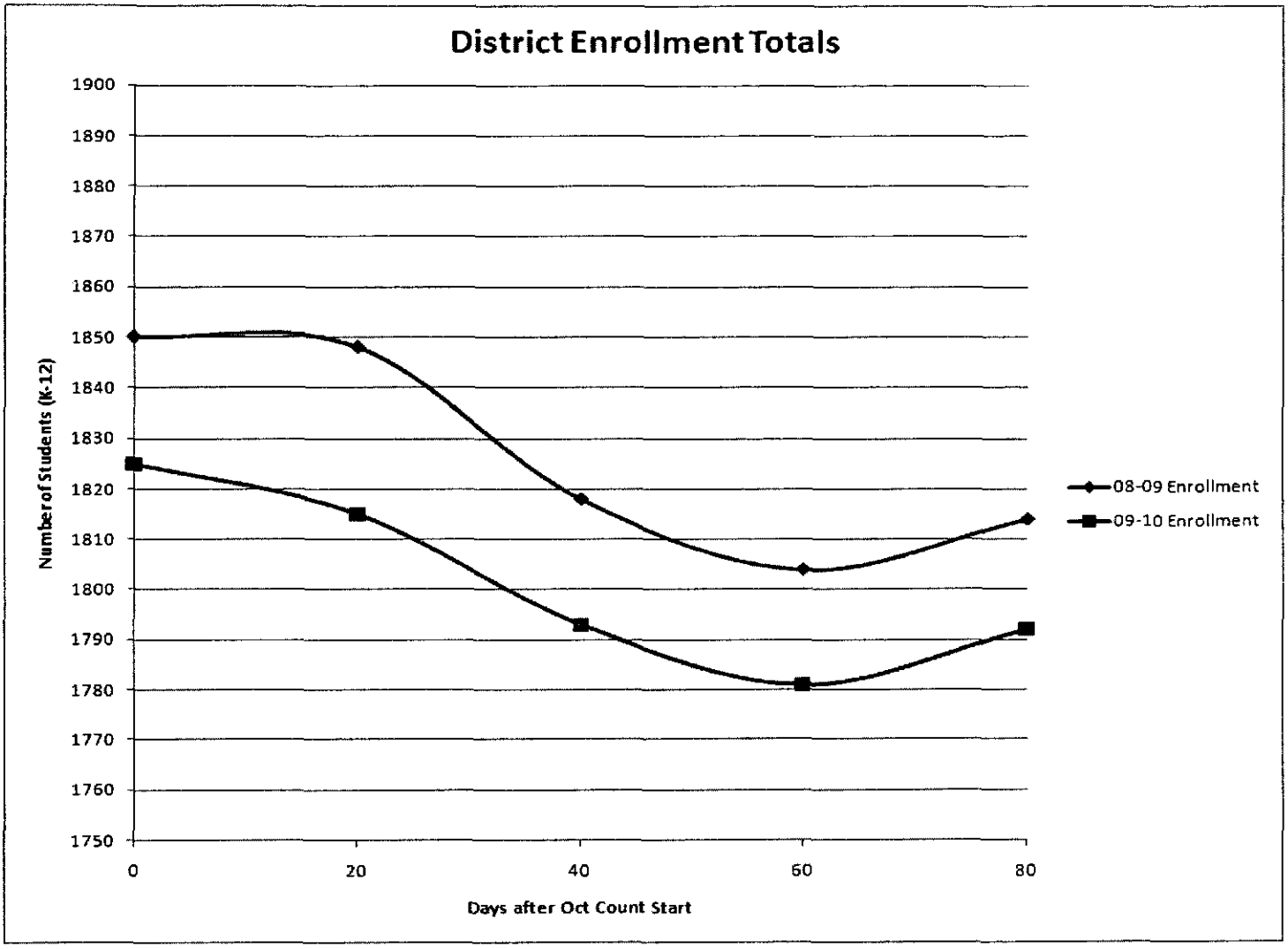
For last school year, FY2009, we had a decline of 1.8% in our student numbers over an 80 day period versus at the end of 20 days.

For the current school year, FY2010, we have a decline of 1.3% at the end of 80 days verses at the end of 20 days. This was a total of 23 students. We filed with District Court, in mid-December, 23 truancy cases with the District Attorney's office in Nome. We were instructed not to file them with the Kotzebue court. To date, about 60 days after filing the cases, I do not know of any result or any action taken by the court.

When the statement is made that the reason to have an 80-day count over a 20 day count is that schools push students out after 20 days of the count period is erroneous. All Northwest Arctic personnel are daily encouraging all students to be in school every day. Our teachers encourage good attendance habits. Our school board speaks to good attendance.

Northwest Arctic School District has about a $50 million budget. 1.3% of that budget is $650,000. This would cause Northwest Arctic to have $650,000 less in revenue to teach our students. With 85% of our budget being for personnel, and our fiscal plant items remaining constant regardless of our student count, we would have to reduce our teaching force by 7 or 8 teachers.

Below, please see a chart of our attendance over an 80 day period for last school year and this.



An 80 day count would be OK if a re-calibration (adjustment of about 2%) would be made to the funding formula to account for the natural decrease in enrollment experienced over the school year.

Please share this with Senator Seaton and the House Education Committee members.

Respectfully,

Norman Eck

Norman Eck, Ph.D.
Superintendent
Northwest Arctic Borough School District

Kodiak Island Borough School District
Office of the Superintendent
722 Mill Bay Road
Kodiak, AK 99615
907-481-6200

March 4, 2010

Representative Paul Seaton, Education Committee Chair
State Capitol, Room 102
Juneau, AK 99801-1182

RE: Kodiak Island Borough School District's Testimony Regarding House Bill 206

Dear Education Committee Chair Seaton and Education Committee Members:

Administration, School Board members and the finance department of Kodiak Island Borough School District (KIBSD) have reviewed House Bill 206 and would like to submit the following testimony for your consideration.

1. KIBSD is not in favor a provision that would limit our ability to offer students dual credit opportunities before they have taken and passed all three sections of the High School Graduation Qualifying Examination (HSGQE).

   Currently, KIBSD offers twenty dual credit courses that meet the approved course description for college, vocational and technical courses. A list of KIBSD's dual credit courses is enclosed with this document. Many of our students begin taking these dual credit classes as early as the ninth grade as well as seniors who have not yet passed all the required sections of the HSGQE. Dual credit courses give students the opportunity to not just work toward a high school diploma but to achieve certifications that would allow them to enter into the work force at an elevated level immediately following their graduation from high school.

2. KIBSD is not in favor of a mandated requirement to offer dual credit courses.

   The twenty dual credit courses currently being offered to Kodiak High School students are taught by ten teachers on a voluntary basis. These teachers do not receive an additional stipend from the university system but qualify as instructors of record. They have the ability to issue high school curriculum credit as well as approved syllabus college credit. The program could not suddenly expand due to a mandate; it takes time to develop a teacher's sense of collegial professionalism and willingness to voluntarily teach dual credit courses. A mandate would cause the union to become involved; thus, driving the delivery cost of dual credit courses to the point of jeopardizing the entire program.

3. KIBSD is not in favor of a requirement that would make Work Keys a high-stakes assessment.

   Our District utilizes Work Keys, in addition to a variety of other assessments, by allowing students to take multiple assessments throughout a school year to compile the vital information needed to study their own learning. Students become more meaningfully engaged in instruction and ultimately more connected to their life goals by studying their own learning. KIBSD also reaches into elementary grade levels with this low-stakes formative assessment methodology through Key Train. KIBSD intends to apply the knowledge gained through low-stakes formative assessments such as Key Train and Work Keys to a student's five-year career

plan; hence, laying the foundation for career choices and the pursuit of high school dual credit courses. Any legislation to increase the formality of the Work Key test would disrupt our low-stakes formative assessment process and hinder our ability to study student learning with students at their speed of learning. This combination of assessments, formative assessments and student options for dual credit helps to keep students engaged in school, graduate on time, and address drop-out issues.

Currently Kodiak High School has an over 80% graduation rate based on students graduating in four years. KIBSD graduation rate is 77.25% island-wide. Many of our students continue with an additional semester or school year and do in fact receive their high school diploma. Unfortunately, under current state reporting regulations, these students are not included in KIBSD's official graduation rate. KIBSD's current drop-out rate is 3.5%, which equates to twenty-eight students that we know by name. Of these twenty-eight students twenty have re-enrolled in our program to seek a degree but again, due to the rules of counting, are still considered drop-outs by the State. KIBSD boasts a higher graduation rate than we are allowed to report under the current rules and we attribute this success to the extra work we put into these students. I believe this type of success is shared by many school districts across Alaska who are engaged in similar programs.

4. KIBSD is not in favor of expanding the twenty-day student enrollment count to eighty days.

KIBSD researched its student enrollment records for the past five years focusing on the time frame of October through February and averaged a decline of 1.5%. The decline was not a consistent trend as each year indicated unique circumstances as follows:

School Year	Student Enrollment	Comments
2008/2009	-3	Enrollment declined between October to February mostly due to early graduation but was balanced by increased enrollment - early graduation at semester; some students enrolled in drug and alcohol rehabilitation programs; and some students transferred to other schools.
2007/2008	-30	Enrollment declined between October to February mostly due to early graduation - early graduation at semester; some students enrolled in drug and alcohol rehabilitation programs; and some students transferred to other schools.
2006/2007	-74	Enrollment declined between October to February due to excessive attendance expulsions (misused policy - policy has since been revised) - early graduation at semester; some students enrolled in drug and alcohol rehabilitation programs; and some students transferred to other schools. Nearly all the 74 students were brought back into the system by the beginning of the 2007/2008 school year.
2005/2006	+52	Enrollment increased between October to February due to more students enrolling than withdrawing - early graduation at semester; some students enrolled in drug and alcohol rehabilitation programs; and some students transferred to other schools.
2004/2005	-50	Enrollment declined between October to February due to early graduation at semester; some students enrolled in drug and alcohol rehabilitation programs; and some students transferred to other schools.

KIBSD believes educational programs should not be influenced by funding legislation through an eighty-day enrollment count but dependent on student progress and program need.

With an expanded eighty day count, school districts would experience increased reporting and related costs. Follow-up reporting to the State would also increase with a greater number of cross-over or double counted students; thus, growing the district level time, effort and cost to carry out this phase of the reconciliation. In addition, this measure will not effectively address drop-out rates because it does not specifically target grades 9-12. Rather, the expanded count requires that school districts dedicate additional State and local resources to track, report, and verify data for every student in grades K-12.

5. KIBSD is in favor of funding school districts based on the prior year student enrollment count.

   School district funding based on the prior year student enrollment count would establish reliable funding levels fundamental to the annual development of our budget as well as the preparation and establishment of educational programs.

In summary, Kodiak Island Borough School District is not in favor of House Bill 206 components that pertain to a provision that would limit our ability to offer dual credit courses to students prior to their passing the HSGQE; a mandated requirement to offer dual credit courses; a requirement that would make Work Keys a high-stakes assessment; or expanding the twenty-day student enrollment count to eighty days. Kodiak Island Borough School District is in favor of funding school districts based on the prior year student enrollment count.

Thank you for considering this testimony given by Kodiak Island Borough School District regarding House Bill 206.

Sincerely,

Stewart McDonald
Superintendent

HSGQE Proficiency Descriptors and WorkKeys Skill Levels

The tables for Reading and Mathematics below compare the Proficiency Descriptors for HSGQE to the WorkKeys Skills Levels descriptions. This comparison is only of descriptors prepared by EED, Assessment Unit. (A more thorough, rigorous comparison between assessments would need to be done at the item level.) Also, it is not clear which WorkKeys Skill Level (most skill areas are scored from level 3 to level 7) is most equivalent to Proficient on the HSGQE. The tables include the WorkKeys skills for the three main "certificate" levels.

Students in Alaska can earn a career readiness certificate (CRC) by taking WorkKeys assessments in three key skill areas: Reading for Information, Applied Math, and Locating Information.

CRC Level	WorkKeys Requirements
Bronze	scored at least a level 3 in each of the three core areas and has the necessary foundational skills for 35 percent of the jobs in the WorkKeys database
Silver	scored at least a level 4 in each of the three core areas and has the necessary foundational skills for 65 percent of the jobs in the WorkKeys database
Gold	scored at least a level 5 in each of the three core areas and has the necessary foundational skills for 90 percent of the jobs in the WorkKeys database
Platinum (new)	scored at least a level 6 in each of the three core areas and has the necessary foundational skills for nearly all of the jobs in the WorkKeys database

Competency areas highlighted in yellow in the WorkKeys section indicates those areas "may" be more challenging than the required competencies in the HSGQE proficiency descriptors, however significantly more detailed analysis would be required to determine the level of match between HSGQE and WorkKeys requirements.

While writing is required on the HSGQE it is not addressed in this document as writing is not currently a required component of WorkKeys in the Alaska regulations.

Reading

This comparison of descriptions for the HSGQE and skills for the WorkKeys assessments seems to show that, as might be expected from the description of the WorkKeys Reading for Information and Locating Information assessments (see below), there is some overlap in the areas of vocabulary; identifying main ideas; summarizing technical information; interpreting charts, graphs, tables, and illustrations; and following directions. There are areas in Summarize

Information and especially in Critique Arguments and Make and Support Assertions that do not seem to be addressed by the WorkKeys Reading for Information and Locating Information assessments.

> "The WorkKeys *Reading for Information* test measures the skill people use when they read and use written text in order to do a job. The written texts include memos, letters, directions, signs, notices, bulletins, policies, and regulations. It is often the case that workplace communications are not necessarily well-written or targeted to the appropriate audience. Reading for Information materials do not include information that is presented graphically, such as in charts, forms, or blueprints."
>
> "The WorkKeys *Locating Information* test measures the skill people use when they work with workplace graphics. Examinees are asked to find information in a graphic or insert information into a graphic. They also must compare, summarize, and analyze information found in related graphics."

Reading for Information and *Locating Information* contain informational text that would be found in the work place. The text types in the HSGQE are 60% informational and 40% literature.

HSGQE Proficiency Descriptors of the Minimum Competencies in Essential Skills for Reading	**WorkKeys Skills RFI (Reading for Information) LI (Locating Information)**
Use Context Clues A student proficient in the minimum competencies in essential skills	
uses context clues to determine the meaning of unfamiliar words within a text.	RFI:L3 Choose the correct meaning of a word that is clearly defined in the reading RFI: L3 Choose the correct meaning of common, everyday workplace words RFI:L4 Use the reading material to figure out the meaning of words that are not defined RFI:L5 Figure out the correct meaning of a word based on how the word is used RFI:L5 Identify the correct meaning of an acronym that is defined in the document RFI:L5 Identify the paraphrased definition of a technical term or jargon that is defined in the document RFI:L5 Apply technical terms and jargon and relate them to stated situations
Summarize Information A student proficient in the minimum	

competencies in essential skills	
summarizes events presented in a passage.	
determines and describes an author's position and/or viewpoint and applies it to a hypothetical situation.	
identifies relevant details and main ideas in a passage or parts of a passage.	RFI:L3 Identify main ideas and clearly stated details LI:L5 Sort through distracting information
summarizes technical information from a set of directions into a chart.	LI:L4 Summarize information from one or two straightforward graphics LI:L5 Summarize information from one or more detailed graphics
determines the purpose of a text.	
infers connections between ideas and events.	RFI:L4 Identify important details that may not be clearly stated
interprets charts, graphs, tables, and illustrations.	LI:L4 Find several pieces of information in one or two graphics LI:L4 Understand how graphics are related to each other LI:L4 Identify trends shown in one or two straightforward graphics LI:L4 Compare information and trends shown in one or two straightforward graphics LI:L5 Identify trends shown in one or more detailed or complicated graphics LI:L5 Compare information and trends from one or more complicated graphics
interprets information and applies it to new situations.	RFI:L5 Apply straightforward instructions to a new situation that is similar to the one described in the material
Critique Arguments A student proficient in the minimum competencies in essential skills	
locates supporting evidence in text.	
sorts and categorizes information.	

applies information from a text.	RFI:L5 Apply complex instructions that include conditionals to situations described in the materials
uses evidence to determine and support key ideas.	
describes the purpose behind language in an advertisement.	
differentiates between arguments based on opinions and arguments based on facts.	
Apply Multi-Step Directions A student proficient in the minimum competencies in essential skills	
follows multi-step directions to complete a task.	RFI: L3 Choose when to perform each step in a short series of steps RFI: L3 Apply instructions to a situation that is the same as the one in the reading materials RFI:L4 Apply instructions with several steps to a situation that is the same as the situation in the reading materials
determines and explains the reasons for using specific methods to complete a task.	RFI:L4 Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements)
identifies and sequences information from a variety of sources.	
locates specific information from multi-step directions from one or more sources.	
uses information from a chart to fill out a form.	LI: L3 Find one or two pieces of information in a graphic LI: L3 Fill in one or two pieces of information that are missing from a graphic
Make and Support Assertions A student proficient in the minimum competencies in essential skills	
identifies clear assertions (statements, opinions, or interpretations).	

identifies evidence and details from a text to support assertions.	

Mathematics

Most of the WorkKeys skills for Applied Math (see the description below) appear to compare to the Estimation and Computation skills of adding, subtracting, multiplying, and dividing numbers in various forms: positive and negative numbers, fractions, decimals, and percents. Some WorkKeys skills overlap with Numeration and Measurement. One skill assesses Geometry; no WorkKey skills cover Statistics and Probability and Functions and Relationships, however we have yet had time to review the new levels (6 and 7). It appears that the higher levels may cover some of these areas.

> "Applied Mathematics: This assessment measures the skill people use when they apply mathematical reasoning, critical thinking, and problem-solving techniques to work-related problems. The test questions require the examinee to set up and solve the types of problems and do the types of calculations that actually occur in the workplace. This test is designed to be taken with a calculator. A formula sheet that includes all formulas required for the assessment is provided. While individuals may use calculators and conversion tables to help with the problems, they still need to use math skills to think them through."

HSGQE Proficiency Descriptors of the Minimum Competencies in Essential Skills for Mathematics	WorkKeys Skills Applied Mathematics (AM)
Problem Solving, Communication, Reasoning, and Connections A student proficient in the minimum competencies in essential skills	*Problem Solving, Communication, Reasoning, and Connections are Process Skills. Students use Process Skills whenever they solve math problems.*
uses appropriate symbols to justify solutions to mathematics problems.	
uses a variety of problem-solving strategies (guess and check, working backwards, diagrams, patterns, etc.).	
solves multi-step problems in real-world context.	AM:L5 Find the best deal using one- and two-step calculations and then comparing results

Numeration A student proficient in the minimum competencies in essential skills	
reads, writes, models, and orders positive and negative numbers including fractions, decimals, percents, square roots, and numbers with simple exponents.	
converts between fractions, decimals, and percents.	AM: L3 Change numbers from one form to another using whole numbers, fractions, decimals, or percentages
compares, orders, and uses data containing mixed units of measurement (hours and minutes, feet and inches, metric units).	AM:L5 Calculate using mixed units (e.g., 3.5 hours and 4 hours 30 minutes)
expresses numbers in scientific notation.	
applies basic order of operations and rules of divisibility.	AM:L4 Put the information in the right order before performing calculations
Measurement A student proficient in the minimum competencies in essential skills	
accurately measures and draws distances and angles using a ruler or protractor.	
estimates and converts measurements of length and weight within the same system or between systems (standard and metric).	AM:L5 Decide what information, calculations, or unit conversions to use to solve the problem AM:L5 Look up a formula and perform single-step conversions within or between systems of measurement
identifies the appropriate tool and /or unit of measure with which to measure objects.	
solves problems involving rate, distance, time, scale, and money.	AM: L3 Convert simple money and time units (e.g., hours to minutes)
reads, writes, and uses money notation, determining possible combinations of coins and bills to equal given amounts; counts back change for any given situation.	

Estimation and Computation A student proficient in the minimum competencies in essential skills	
adds, subtracts, multiplies, and divides numbers in various forms: positive and negative numbers, fractions, decimals, and percents.	AM: L3 Solve problems that require a single type of mathematics operation (addition, subtraction, multiplication, and division) using whole numbers AM: L3 Add or subtract negative numbers AM:L4 Solve problems that require one or two operations AM:L4 Multiply negative numbers AM:L4 Add commonly known fractions, decimals, or percentages (e.g., 1/2, .75, 25%) AM:L4 Add up to three fractions that share a common denominator AM:L4 Multiply a mixed number by a whole number or decimal AM:L5 Divide negative numbers AM:L5 Calculate percent discounts or markups
solves multi-step problems using ratios and proportions.	AM:L4 Calculate averages, simple ratios, simple proportions, or rates using whole numbers and decimals
rounds numbers appropriately to solve problems.	
simplifies expressions involving simple exponents.	
Functions and Relationships A student proficient in the minimum competencies in essential skills	
analyzes, extends, and applies visual, numeric, and geometric patterns.	
evaluates and simplifies algebraic expressions and equations.	
converts representation of data between graphs, tables, and linear equations.	
solves linear equations, simple inequalities, and systems of linear equations.	

Geometry A student proficient in the minimum competencies in essential skills	
identifies and applies properties of angles, polygons, and lines (including parallel, perpendicular, and intersecting lines)	
uses formulas to calculate perimeters, circumferences, and areas	AM:L5 Calculate perimeters and areas of basic shapes (rectangles and circles)
applies the properties of equality and proportionality to solve problems involving congruent or similar shapes	
Probability and Statistics A student proficient in the minimum competencies in essential skills	
selects and uses appropriate scales of graphs	
reads data and predicts trends from tables, graphs, and charts	
analyzes, interprets, and appropriately labels bar graphs, line graphs, and circle graphs to display data	
determines the probability of an event	
selects an appropriate sampling group	

Dual Credit Courses
KHS and Kodiak College, UAA
Approved for 2009-2010

KHS Course	KOC Course Number	KOC Course Name	KIBSD Faculty	KOC Credit	Cost
Accounting	ACCT A120	Bookkeeping for Business	Jim Lambert	3	$75
Computerized Accounting & Business Co-op	ACCT A222	Intro to Computerized Accounting (QuickBooks)	Jim Lambert	3	$75
Advanced Auto Tech	ADT A102	Intro to Automotive Technology	David Morgan	3	$75
Mechanical Drawing	AET A100	Fundamentals of Drafting	Barry Altenhof	3	$75
Arch. Design Tech	AET A101	Fundamentals of CADD for Building Construction	Barry Altenhof	4	$100
Keyboarding or Computer Applications	CIOS A101	Keyboarding – Fall Semester*	Jim Lambert	3	$75
Multi-Media	CIOS A255	Multi-Media Applications	Matt Bieber	3	$75
Advanced Computer Apps	CIS A105	Intro to PC & Applications – Spring Semester**	Jim Lambert	3	$75
American Literature	ENGL A121	Intro to Literature	Ben Jackson	3	$75
Film as/and Literature	HUM A220	Film as/and Literature	Giovanni Tallino	3	$75
Spanish III	SPAN A101	Elementary Spanish I	Chad Pysher	4	$100
Welding I	WELD A112	Shielded Metal Arc Welding	A. Cavan & E. Raisley	4	$100
Welding II	WELD A114	Welding of High Strength Steel	A. Cavan & E. Raisley	4	$100
Advanced Welding Tech	WELD A157	Technical Drawing for Welders	A. Cavan & E. Raisley	3	$75
Boat Building	WELD A190	Selected Topics in Welding	Anthony Cavan	3	$75

Students must be enrolled for the full year to earn college credit except where noted.
List is subject to change. Call Kodiak College, UAA Student Services at 486-1235 for information.

2009-2010 Dual Credit Timeline:

Week of November 2nd – KoC Registrar visits KHS Keyboarding & Computer Applications classes to register students*

End of Feb 2010 – Kodiak College Registrar visits all other courses to register students**

*DEADLINE for students to register for Fall classes = Friday before WINTER BREAK
DEADLINE for students to register for yearlong classes = Friday before SPRING BREAK

Approved for Dual Credit but no students enrolled for 2009-2010

American Literature	ENGL A121	Intro to Literature	Dana Strong – Port Lions	3	$75
Spanish IV	SPAN A102	Elementary Spanish II	Chad Pysher	4	$100

Pending Approval – A Plus Certification course, Occupational Safety & Health course

2/8/2010

Questions from (H) EDC from 3/19/2010
Regarding Workkeys and the HSGQE

1. The regulation reads if a student takes the Workkeys in 11th grade, then retakes in 12th grade but scores higher then it is paid for by EED, if they do not score has high then either the student or the district would pay. Is this accurate? If it is accurate, what is the cost per test the student or district would pay?

The original intent of 4 AAC 06.717 (e) was that the state would pay for a second administration of any or all of the WorkKeys tests (doesn't specify 11th or 12th grade) if before the 2nd WorkKeys administration the student has used the instructional courseware and has shown a gain of at least one skill level in the courseware (e.g. Billy gets a Level 3 on WorkKeys math, then gets a level 4 on the math placement test in WIN or KeyTrain. Billy could then retake WorkKeys math at the state's expense, even if he ultimately gets a Level 3 on WorkKeys again.) Having said that, after re-reading the regulation, I believe it could be interpreted as you state below (i.e., Billy has to use WIN or KeyTrain after his first WorkKeys test, but EED would pay for the 2nd WorkKeys test only if he gets at least a Level 4 on WorkKeys that 2nd time.)

For students who want to retake WorkKeys, could they do that through the DOLWD?
As I mentioned in my previous email, EED and DOLWD have agreed on a policy that students will take WorkKeys at their high schools, whether it is the first test administration or a re-test. DOLWD will handle WorkKeys testing for its clients who are not in school. DOLWD currently offers WorkKeys testing at 13 of its 22 Job Centers (http://www.ajcn.state.ak.us/offices/index.html).

2. Right now it says the test results will be in the cumulative file, correct? I don't think we indicate it will be on transcript or diploma.

Correct -- the regulation says the WorkKeys scores will be kept in the cumulative record - nothing about transcript or diploma.

3. How can employers get a record of a student's/job-seeker's WorkKeys scores? Could DOLWD give WorkKeys scores to employers at students' request?

DOLWD will only have a record of WorkKeys scores for its clients who tested at a Job Center, and will release scores only if authorized by the individual. EED and each district will have a record of students' WorkKeys scores.

There are several ways in which a student may provide his/her own WorkKeys information directly to an employer:

- For each person (student or adult) who earns a National Career Readiness Certificate (NCRC), which means they obtained at least a Level 3 on all three tests, ACT issues an actual paper certificate that shows the level (Bronze, Silver, Gold, or Platinum), and the skills that were demonstrated. The student may show his/her certificate to an employer as part of the job application package or portfolio.

- ACT also provides a website that a certificate-earner may use to allow employers to verify the certificate online. [As an aside, ACT recommends that WorkKeys scores over 5 years old be considered out-of-date, although they no longer show an expiration date on the NCRC.]
- Alaska DOLWD's Labor Exchange System (ALEXsys - http://alexsys.labor.state.ak.us/) now provides a place for job applicants to list their WorkKeys NCRC level. All Alaska residents, including students, may establish an account in ALEXsys and keep track of their work history, education, certificates, skills, resumes, etc. Employers may search in ALEXsys for job candidates with a specific level of NCRC. Additionally, DOLWD is currently mounting a statewide outreach and education campaign to let Alaska employers know about WorkKeys and the NCRC (http://www.careerready.alaska.gov/employers.html for more info.)

4. How would WorkKeys information on a student transcript or cumulative record look?

It might look something like this:
WorkKeys Assessments
Applied Math - Level 4 (September 7, 2009)
Reading for Information - Level 3 (January 15, 2010)
Locating Information - Level 5 (April 28, 2010)
National Career Readiness Certificate (NCRC) - Bronze Level (issued May 5, 2010)
For more information about WorkKeys and the NCRC, please see
http://www.act.org/certificate/index.html

5. Information during the hearing was presented about the 12th grade class in 2008. Questions were asked about the data presented; those questions are in red, and the responses in green.

Class of 2008 Analysis

Number of grade 12 non-graduates	2787	
Number of grade 12 students coded by district as drops	1250	
Did any of these 1250 return and graduate since?		
Yes - 82		
Number of grade 12 continuing students (intend to attend in 08-09)	1537	
Did these students return and graduate since?		
Yes - 424		
Number of grade 12 non-graduates passing all parts of exam	1926	(69.1%)
Did any of these graduate due to passing local requirements since 2008?		
Yes - 452		
Number of grade 12 students who earned certificate of achievement	270*	
**Number not included in grade 12 non-graduates*		
Did any of these return and take the HSGQE and earn a diploma?		
Yes – 11		

6. One member of the committee asked for items sampler / practice tests from the HSGQE, those are attached to the email.

Post-it® Fax Note 7671	Date 3/1/10	# of pages ▶ 1
To Louise Flora	From Valdez LIO	
Co./Dept.	Co.	
Phone #	Phone # 835-2111	
Fax #	Fax #	

aska State Legislature

Please enter into the record my testimony to the House Education
(committee name)

committee on HB 206 (bill # / subject), dated 3/1/10

2 questions about the local district paying for college classes

1) Does this just apply to designated dual credit courses or also to approved (for instance, for a GT program or where local offerings are limited) (by the district) courses or to any course the student wants to take (at any price). The third option represents a blank check that is not manageable for local districts.

2) Not everyone who has passed the graduation qualifying exam is ready for college courses. The HSGQE is intended to be a minimum, not a college entrance exam. Correct me if I'm wrong, but I think the current language would allow a student to take algebra II or precalc at the community college and have the district pay for it, rather then avail themselves of the instruction in these subjects offered at the high School. Likewise they (student) could decide to take their electives as college classes at district expense, devastating the local budget and thus the offerings for other students at the high school.

Signed: Kathleen M. Todd MD
Testifier

Valdez City School Board (board member)
~~Representing (optional)~~

Box 1889 Valdez 99686
Address

907-835-4200
Telephone

Student Enrollment Count Mechanisms for School Funding: State Policies

States use different mechanisms for counting students for the purpose of funding school districts. These approaches have important consequences for accurately compensating districts for the students in their schools and for retaining students in school throughout the school year.

Considerations for Colorado

As state policymakers consider whether and how to establish a new student enrollment count for Colorado, it is important to understand the variation in these mechanisms among states. State decision-makers must recognize the incentives for school districts if changes are made to Colorado's current single October count date. Depending on the mechanism and the implementation of a change, some districts could gain funding and some districts could lose funding if the state's count mechanism is changed.

Funding needs are also a key issue for districts under the state's current single October 1 count date system. For example, districts may lack resources to effectively serve students who return to school after the count date. State policymakers will also need to consider the financial incentives for school districts to educate students created by these different approaches.

This document identifies general state count mechanisms, their specific characteristics, and advantages and disadvantage of each approach.

General Student Count Mechanisms

- **Single Count Date** – a count on one day near the beginning of the year
- **Multiple Count Dates** – calculation based on two or more count dates during the year
- **Average Daily Attendance (ADA)** – an average of a daily count during all or most of the year of students in attendance
- **Average Daily Membership (ADM)** - an average of a daily count during all or most of the year of students enrolled
- **Single Count Period** – an average of a daily count during a period of time near the beginning of the year
- **Multiple Count Periods** – an average of a daily count during two or more periods of time during the year

Year of Funding

Each of the mechanisms can apply the count to district funding for the year in which the count was taken, or for the subsequent year. Such options are discussed in more detail on page 4.

Single Count Date

The single count date is a count of the number of students in attendance in each school district on a particular date – usually October 1, which is when the federal government requires a count of the number of students eligible for the free and reduced price lunch program for purposes of Title I funding. An advantage of the single count date is that it is relatively simple and thus minimizes state administrative costs.

There are several disadvantages to this strategy. First, the single count date gives school districts no financial incentives to focus on retaining students after the count date. Second, in most cases, enrollment rises or falls somewhat from fall to spring, so by basing funding on one fall count, districts are more over-funded or under-funded than by using other approaches. Third, some students don't enroll in a public school until after October 1, so the districts receive no funding for these students under the single count date approach. For high schools, this means that schools have a financial disincentive to enroll out-of-school youth who try to reenroll after the count date. It also impacts districts with enrollment affected by seasonal employment in the local community, as in resort communities where enrollment can increase during the ski season.

States using single count date (13): CO, GA, CT, IN, IA, KS, MD, MA, NV, NH, NJ, UT, WV

Multiple Count Dates

States that use multiple count dates take a count of the number of students in attendance on two or more particular dates. States usually require two count dates – one in the fall and the other in winter or spring – with half (or some other specific percentage) of a district's funding based on the first count and half on the second. Using multiple count dates encourages districts to retain their students throughout the year, and it also provides more of an accurate enrollment count than the single count date. Using just two count dates, however, still translates into a large degree of inaccuracy and increases pressure on schools to ensure that students are in attendance for the two days of the count.

States using multiple count dates (5): LA, ME, MI, MT, WI

Average Daily Attendance (ADA)

States that use ADA fund districts based on an average of a count conducted every school day of students in attendance throughout the school year. This report also includes in this category one state that conducts the daily counts of students in attendance for most of the school year. Under

ADA, absent students are excluded from the daily count and the district's average is lowered accordingly. This component encourages school districts to improve attendance to avoid funding reductions. This full-year count is the most accurate in funding students who attend school and provides districts with the financial incentives to keep them in school and in attendance. School districts in several states that turned to ADA cited this mechanism as another reason to bolster their attendance policies. A disadvantage of ADA is that districts' funding is reduced when students are absent, regardless of whether they are excused or unexcused. This mechanism may also entail greater state administrative costs because of more and ongoing counts.

States using ADA (7): CA, ID, KY, MS, MO, NY, TX
**Idaho counts the 28 weeks in the school year with the highest ADA

Average Daily Membership (ADM)

States that use ADM fund districts based on an average of a count conducted every school day of students in enrolled in a school throughout the school year. This report also includes in this category the three states that count enrolled students for most of the school year. ADM differs from ADA because the daily count includes absent students. Advantages of this approach include greater accuracy, a financial incentive to keep students in school all year, and no funding affect on districts for absent students. However, because ADM is based on students being enrolled – whether or not they are attending classes – a drawback of this method is that it provides no financial incentive for boosting attendance. Also, because ADM involves more counts, or ongoing counting and reporting, it might be more time-consuming and costly to administer.

States using ADM (18): AR, AZ, AK, DE, FL, MN, NE, NC, ND, OK, OR, PA, RI, SC, SD, TN, VT, VA
**Arkansas counts during the first three-quarters of the school year; Virginia counts from beginning of the school year through March 31; and Arizona counts the first 100 or 200 days.

Single Count Period

Several states use a single count period, characterized by a specific, multi-week period, typically at the beginning of the year that occurs for less than half of the school year. Some of these states include absent students in this count and others do not, and some of these states refer to this method as ADA or ADM because they average each daily count during the period. This report, however, does not characterize the approach this way because the count is for less than half of the school year. The single count period yields a more accurate count than a single count date, but as with the single count date, provides no financial incentive for school districts to retain or accept students after the period ends. Also similar to the single count date, this approach does not allow for state funding of districts that enroll students after the count period ends.

States using single count period (3): Alabama uses ADM of the first 20 days after Labor Day; New Mexico and Wyoming use ADM of the first 40 days of school.

Multiple Count Periods

The two states that use the multiple count periods approach fund districts based on an average count of more than one specified period of time – week, month, multiple weeks/months – during the school year that amounts to less than half of the school year. One state uses a period at the beginning of the year and later in the year; another state allows districts to use the highest number of enrolled students during a specified number of weeks. One of these states includes absent students in this count (ADM) and the other does not (ADA). This report does not include these two approaches in the ADM or ADA categories because the counts are for less than half of the school year. Multiple count periods are more accurate than single count dates or periods and multiple count dates, and provide districts with more of a financial incentive to retain students. This mechanism, however, is less accurate and has less of a financial incentive to keep students than counting students every day. Partial year counts, such as multiple count periods and the single count period may offer states lower administrative costs than longer counts.

States using multiple count periods (2): Illinois uses ADA of the best 3 month period; Ohio uses ADM of the first full week in October and the first full week in February.

Year of Funding:

Regardless of the mechanism, some states use counts for the current school year, some use counts for the subsequent school year, and one state uses counts from the current year and previous year as a basis for funding districts.

- **Examples of states that apply the count to the current school year:** Colorado (October 1 of current school year); Alaska (ADM); Nevada (last school day of first month of school year); Ohio (ADM of first week in October and first week in February).

- **Examples of states that apply the count to the subsequent school year:** Iowa (third Friday of the September of the prior year); Kentucky (prior year final ADA); Maine (October 1 and April 1 of year prior to the year of funding; Massachusetts (October 1 of previous year).

- **Example of a state that applies counts from the current and previous years:** Michigan (February count date from previous school year and September count date from current school year).

ACTIVITY WINTER 2010

WorkKeys Prepares Criminal Justice Students in New Mexico for Industry Demands

Their performance on eight ACT WorkKeys assessments carries a lot of weight for students in the criminal justice program at Central New Mexico Community College (CNM).

To graduate, they must achieve specific skill levels on the Applied Mathematics, Applied Technology, Listening, Locating Information, Observation, Reading for Information, Teamwork, and Writing assessments.

"Students need to attain the median skill levels required for the police patrol officer WorkKeys occupational profile," said Kevin Daugherty, director of the criminal justice program at CNM. "We use this profile because it best reflects the skills needed in the industry as a whole."

Daugherty knows what the industry needs thanks to local employers who serve on the program's advisory committee. Criminal justice students take the Listening, Reading, and Writing assessments upon entry into the

They take the five other assessments upon exit from the program.

Students' WorkKeys scores account for 30 percent of their grade in the criminal justice capstone course, a one-credit hour competency course students take as they prepare to exit a program.

While preparing for and taking the WorkKeys assessments means extra work for students, Daugherty says the benefits have been significant. "Students' academic performance overall improves as their WorkKeys skill levels increase. Our graduates tell us how well the program prepared them for the workforce and that they appreciated the opportunity to improve their skills."

The majority of CNM graduates go on to complete a four-year degree in criminal justice. Others enroll in police academies, and some go directly to work in corrections, probation and parole, security, and forensics. A few students are active duty police officers, who

CNM, continued on page 15

is using eight WorkKeys assessments in several of its associate degree programs.

Associate Degree Programs at Central New Mexico Community College Using WorkKeys Assessments	Usage			ACT WorkKeys Assessments							
	Required for ENTRY	Required for EXIT	Pretest and Posttest	Applied Mathematics	Applied Technology	Listening	Locating Information	Observation	Reading for Information	Teamwork	Writing
Automotive Technology			■	■			■		■		
Carpentry				■					■		
Computer Information Systems		■		■			■				
Construction Management		■		■			■	■	■	■	
Cosmetology		■				■	■	■		■	
Criminal Justice		■	■	■	■	■	■	■	■	■	■
Culinary Arts		■		■		■	■		■		
Diagnostic Medical Sonography	■			■			■		■		
Electrical Trades		■		■			■		■		
Emergency Medical Services		■				■		■		■	■
Fire Science		■		■	■	■		■		■	■
Medical Laboratory Technician		■					■	■	■	■	
Paralegal		■				■				■	■
Plumbing		■					■		■		
Project Management		■								■	
Radiologic Technician	■	■				■	■	■		■	
Surgical Technician		■				■	■	■		■	
Welding		■				■				■	

CNM, continued from page 8

enroll in the program to earn a degree for promotion purposes.

Criminal justice is one of 18 associate degree Career and Technical Education programs into which CNM has integrated the WorkKeys system. Faculty in these programs teach the skills that are assessed by WorkKeys.

Students take various WorkKeys assessments upon entry into or exit from programs to ensure they meet the skill levels required by the occupational profiles. CNM uses several assessments to qualify students for entry into two of its more popular programs—diagnostic medical sonography and radiologic technician. A growing number of the college's technical proficiency certificate programs—dental assistant, clinical laboratory assistant, and phlebotomist—also require WorkKeys testing.

In addition to their program degree or certificate, students earn a "WorkKeys Testing Results" document that lists the assessments taken and the scores earned. Students may also be eligible for a National Career Readiness Certificate by registering through the ACT system.

Requiring WorkKeys at CNM has proven to be a win-win situation for faculty, graduates, and employers.

"Faculty get better qualified students in their programs and are assured that their students are acquiring fundamental skills. Graduates gain a competitive edge by mastering skills in demand in the workplace, and employers get staff who are well prepared for their jobs," said David Licht, career analyst for CNM.

"We consider Central New Mexico Community College to be a major mover in economic development. An important part of our mission is to help provide New Mexico with the most highly trained labor force possible so we can be more competitive nationally and globally. WorkKeys assessments help us do just that."✦

HSGQE Proficiency Descriptors and WorkKeys Skill Levels

The tables for Reading and Mathematics below compare the Proficiency Descriptors for HSGQE to the WorkKeys Skills Levels descriptions. This comparison is only of descriptors prepared by EED, Assessment Unit. (A more thorough, rigorous comparison between assessments would need to be done at the item level.) Also, it is not clear which WorkKeys Skill Level (most skill areas are scored from level 3 to level 7) is most equivalent to Proficient on the HSGQE. The tables include the WorkKeys skills for the three main "certificate" levels.

Students in Alaska can earn a career readiness certificate (CRC) by taking WorkKeys assessments in three key skill areas: Reading for Information, Applied Math, and Locating Information.

CRC Level	WorkKeys Requirements
Bronze	scored at least a level 3 in each of the three core areas and has the necessary foundational skills for 35 percent of the jobs in the WorkKeys database
Silver	scored at least a level 4 in each of the three core areas and has the necessary foundational skills for 65 percent of the jobs in the WorkKeys database
Gold	scored at least a level 5 in each of the three core areas and has the necessary foundational skills for 90 percent of the jobs in the WorkKeys database
Platinum (new)	scored at least a level 6 in each of the three core areas and has the necessary foundational skills for nearly all of the jobs in the WorkKeys database

Competency areas highlighted in yellow in the WorkKeys section indicates those areas "may" be more challenging than the required competencies in the HSGQE proficiency descriptors, however significantly more detailed analysis would be required to determine the level of match between HSGQE and WorkKeys requirements.

While writing is required on the HSGQE it is not addressed in this document as writing is not currently a required component of WorkKeys in the Alaska regulations.

Reading

This comparison of descriptions for the HSGQE and skills for the WorkKeys assessments seems to show that, as might be expected from the description of the WorkKeys Reading for Information and Locating Information assessments (see below), there is some overlap in the areas of vocabulary; identifying main ideas; summarizing technical information; interpreting charts, graphs, tables, and illustrations; and following directions. There are areas in Summarize

Information and especially in Critique Arguments and Make and Support Assertions that do not seem to be addressed by the WorkKeys Reading for Information and Locating Information assessments.

> "The WorkKeys *Reading for Information* test measures the skill people use when they read and use written text in order to do a job. The written texts include memos, letters, directions, signs, notices, bulletins, policies, and regulations. It is often the case that workplace communications are not necessarily well-written or targeted to the appropriate audience. Reading for Information materials do not include information that is presented graphically, such as in charts, forms, or blueprints."
>
> "The WorkKeys *Locating Information* test measures the skill people use when they work with workplace graphics. Examinees are asked to find information in a graphic or insert information into a graphic. They also must compare, summarize, and analyze information found in related graphics."

Reading for Information and *Locating Information* contain informational text that would be found in the work place. The text types in the HSGQE are 60% informational and 40% literature.

HSGQE Proficiency Descriptors of the Minimum Competencies in Essential Skills for Reading	**WorkKeys Skills RFI (Reading for Information) LI (Locating Information)**
Use Context Clues A student proficient in the minimum competencies in essential skills	
uses context clues to determine the meaning of unfamiliar words within a text.	RFI:L3 Choose the correct meaning of a word that is clearly defined in the reading RFI: L3 Choose the correct meaning of common, everyday workplace words RFI:L4 Use the reading material to figure out the meaning of words that are not defined RFI:L5 Figure out the correct meaning of a word based on how the word is used RFI:L5 Identify the correct meaning of an acronym that is defined in the document RFI:L5 Identify the paraphrased definition of a technical term or jargon that is defined in the document RFI:L5 Apply technical terms and jargon and relate them to stated situations
Summarize Information A student proficient in the minimum	

competencies in essential skills	
summarizes events presented in a passage.	
determines and describes an author's position and/or viewpoint and applies it to a hypothetical situation.	
identifies relevant details and main ideas in a passage or parts of a passage.	RFI:L3 Identify main ideas and clearly stated details LI:L5 Sort through distracting information
summarizes technical information from a set of directions into a chart.	LI:L4 Summarize information from one or two straightforward graphics LI:L5 Summarize information from one or more detailed graphics
determines the purpose of a text.	
infers connections between ideas and events.	RFI:L4 Identify important details that may not be clearly stated
interprets charts, graphs, tables, and illustrations.	LI:L4 Find several pieces of information in one or two graphics LI:L4 Understand how graphics are related to each other LI:L4 Identify trends shown in one or two straightforward graphics LI:L4 Compare information and trends shown in one or two straightforward graphics LI:L5 Identify trends shown in one or more detailed or complicated graphics LI:L5 Compare information and trends from one or more complicated graphics
interprets information and applies it to new situations.	RFI:L5 Apply straightforward instructions to a new situation that is similar to the one described in the material
Critique Arguments A student proficient in the minimum competencies in essential skills	
locates supporting evidence in text.	
sorts and categorizes information.	

applies information from a text.	RFI:L5 Apply complex instructions that include conditionals to situations described in the materials
uses evidence to determine and support key ideas.	
describes the purpose behind language in an advertisement.	
differentiates between arguments based on opinions and arguments based on facts.	
Apply Multi-Step Directions A student proficient in the minimum competencies in essential skills	
follows multi-step directions to complete a task.	RFI: L3 Choose when to perform each step in a short series of steps RFI: L3 Apply instructions to a situation that is the same as the one in the reading materials RFI:L4 Apply instructions with several steps to a situation that is the same as the situation in the reading materials
determines and explains the reasons for using specific methods to complete a task.	RFI:L4 Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements)
identifies and sequences information from a variety of sources.	
locates specific information from multi-step directions from one or more sources.	
uses information from a chart to fill out a form.	LI: L3 Find one or two pieces of information in a graphic LI: L3 Fill in one or two pieces of information that are missing from a graphic
Make and Support Assertions A student proficient in the minimum competencies in essential skills	
identifies clear assertions (statements, opinions, or interpretations).	

identifies evidence and details from a text to support assertions.	

Mathematics

Most of the WorkKeys skills for Applied Math (see the description below) appear to compare to the Estimation and Computation skills of adding, subtracting, multiplying, and dividing numbers in various forms: positive and negative numbers, fractions, decimals, and percents. Some WorkKeys skills overlap with Numeration and Measurement. One skill assesses Geometry; no WorkKey skills cover Statistics and Probability and Functions and Relationships, however we have yet had time to review the new levels (6 and 7). It appears that the higher levels may cover some of these areas.

> "Applied Mathematics: This assessment measures the skill people use when they apply mathematical reasoning, critical thinking, and problem-solving techniques to work-related problems. The test questions require the examinee to set up and solve the types of problems and do the types of calculations that actually occur in the workplace. This test is designed to be taken with a calculator. A formula sheet that includes all formulas required for the assessment is provided. While individuals may use calculators and conversion tables to help with the problems, they still need to use math skills to think them through."

HSGQE Proficiency Descriptors of the Minimum Competencies in Essential Skills for Mathematics	WorkKeys Skills Applied Mathematics (AM)
Problem Solving, Communication, Reasoning, and Connections A student proficient in the minimum competencies in essential skills	*Problem Solving, Communication, Reasoning, and Connections are Process Skills. Students use Process Skills whenever they solve math problems.*
uses appropriate symbols to justify solutions to mathematics problems.	
uses a variety of problem-solving strategies (guess and check, working backwards, diagrams, patterns, etc.).	
solves multi-step problems in real-world context.	AM:L5 Find the best deal using one- and two-step calculations and then comparing results

Numeration A student proficient in the minimum competencies in essential skills	
reads, writes, models, and orders positive and negative numbers including fractions, decimals, percents, square roots, and numbers with simple exponents.	
converts between fractions, decimals, and percents.	AM: L3 Change numbers from one form to another using whole numbers, fractions, decimals, or percentages
compares, orders, and uses data containing mixed units of measurement (hours and minutes, feet and inches, metric units).	AM:L5 Calculate using mixed units (e.g., 3.5 hours and 4 hours 30 minutes)
expresses numbers in scientific notation.	
applies basic order of operations and rules of divisibility.	AM:L4 Put the information in the right order before performing calculations
Measurement A student proficient in the minimum competencies in essential skills	
accurately measures and draws distances and angles using a ruler or protractor.	
estimates and converts measurements of length and weight within the same system or between systems (standard and metric).	AM:L5 Decide what information, calculations, or unit conversions to use to solve the problem AM:L5 Look up a formula and perform single-step conversions within or between systems of measurement
identifies the appropriate tool and /or unit of measure with which to measure objects.	
solves problems involving rate, distance, time, scale, and money.	AM: L3 Convert simple money and time units (e.g., hours to minutes)
reads, writes, and uses money notation, determining possible combinations of coins and bills to equal given amounts; counts back change for any given situation.	

Estimation and Computation A student proficient in the minimum competencies in essential skills	
adds, subtracts, multiplies, and divides numbers in various forms: positive and negative numbers, fractions, decimals, and percents.	AM: L3 Solve problems that require a single type of mathematics operation (addition, subtraction, multiplication, and division) using whole numbers AM: L3 Add or subtract negative numbers AM:L4 Solve problems that require one or two operations AM:L4 Multiply negative numbers AM:L4 Add commonly known fractions, decimals, or percentages (e.g., 1/2, .75, 25%) AM:L4 Add up to three fractions that share a common denominator AM:L4 Multiply a mixed number by a whole number or decimal AM:L5 Divide negative numbers AM:L5 Calculate percent discounts or markups
solves multi-step problems using ratios and proportions.	AM:L4 Calculate averages, simple ratios, simple proportions, or rates using whole numbers and decimals
rounds numbers appropriately to solve problems.	
simplifies expressions involving simple exponents.	
Functions and Relationships A student proficient in the minimum competencies in essential skills	
analyzes, extends, and applies visual, numeric, and geometric patterns.	
evaluates and simplifies algebraic expressions and equations.	
converts representation of data between graphs, tables, and linear equations.	
solves linear equations, simple inequalities, and systems of linear equations.	

Geometry A student proficient in the minimum competencies in essential skills	
identifies and applies properties of angles, polygons, and lines (including parallel, perpendicular, and intersecting lines)	
uses formulas to calculate perimeters, circumferences, and areas	AM:L5 Calculate perimeters and areas of basic shapes (rectangles and circles)
applies the properties of equality and proportionality to solve problems involving congruent or similar shapes	
Probability and Statistics A student proficient in the minimum competencies in essential skills	
selects and uses appropriate scales of graphs	
reads data and predicts trends from tables, graphs, and charts	
analyzes, interprets, and appropriately labels bar graphs, line graphs, and circle graphs to display data	
determines the probability of an event	
selects an appropriate sampling group	

Testimony: HB 206 High School Assessment /Post Secondary Class

On behalf of Dr. Norman Eck, Superintendent, Northwest Arctic Borough School District

80-Day Count

- Makes a flawed assumption that school districts intentionally push students out of school after the count.
- In reality the count is below level in rural Alaska due to PDF checks being distributed at the same time as the count with parents often traveling to Anchorage for shopping, medical and other reasons once the dollars are available.
- Students who drop out midyear often re-enroll in spring hence many fifth and sixth year graduates across the state.
- Request to change distribution date until summer of before the winter holiday and leave the 20 day count in October in place.

Work Keys as an Additional or Replacement Assessment for Alaska Graduates

- This needs to be a voluntary assessment and used as career awareness program starting in early grades, not an end of high school assessment.
- Career awareness comes through exposure, and this assessment favors urban students with professional parents as opposed to rural students in communities with limited career/job options.
- Our understanding that in the pilot district this did not working smoothly. This will make it very difficult to run in rural Alaska.
- Having access to pencil/paper tests in lieu of on line testing dismisses the critical career awareness interactive lessons that accompany the full program.
- Recommend making Work Keys fully available as an instruction and assessment tool, but not required as a high school exit requirement.

Postsecondary Classes/Training Offered in High School

- If students are to have access to college classes while in high school, the State needs to set the criteria and cover the costs as it public schools mandate responsibility for K-12 students.
- If we have an option for additional grades we recommend full funding for 2-year kindergarten, giving all students in underperforming schools a boost toward success as opposed to providing funds for those already successful.

Wrangell High School College Class Enrollment 2009-2010

Math 105 (4 credits)	Total WRG Senior Credits	40	$22,560	
	Total WRG Credits			40
Math 107 (4 credits)	Total WRG Senior Credits	40	$22,560	
	Total WRG Credits			40
Math 108 (3 credits)	Total WRG Senior Credits	9	$3,807	
	Total WRG Credits			9
Math 200 (4 credits)	Total WRG Senior Credits	12	$6,768	
	Total WRG Credits			12
English 111 (3 credits)	Total WRG Senior Credits	15	$6,345	
	Total WRG Credits			15
English 211 (3 credits)	Total WRG Senior Credits	15	$6,345	
	Total WRG Credits			15
EMT (6 credits)	Total WRG Senior Credits	12	$10,152	
	Total WRG Credits			78
CNA (9 credits)	Total WRG Senior Credits	36	$45,684	
	Total WRG Credits			36
Welding 120 I/II (6 credits)	Total WRG Senior Credits	0		
	Total WRG Credits			132
Marine Fab 175 (3 credits)	Total WRG Senior Credits	12	$5,076	
	Total WRG Credits			27
Advanced Woods 100 (3 credits)	Total WRG Senior Credits	6	$2,538	
	Total WRG Credits			15
Total 2010 Senior Credits Including in Progress		197		
Total Full Tuition Charge to WHS at UAS Fee Rate for Seniors Only			**$131,835.00**	
Total WHS Credits in Progress Spring Semester 2010				419

FINANCIAL AID

TUITION AND FEES

2009-2010 Tuition Schedule

Additional credits are assessed at the appropriate rate per credit. For non-res rates are $471 per credit for lower division, $489 for upper division, and $64· credit.

- Non-residents may take up to 4 credits per semester at the residen however, additional credits will cause all credits, including the first f re-assessed at the non-resident rate.
- For Alaskan residents, additional credits are assessed at $141 per c division, $159 for upper division, and $316 for graduate credit.
- Western Undergraduate Exchange (WUE) program: residents of Ariz California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, South Dakota, Utah, Washington and Wyoming and are eli WUE program. The WUE surcharge is 150% of the lower division re: rate.

Tuition prices vary, based upon the following criteria:

- Lower division (000 - 299 level), upper division (300-499 level) anc (600-699 level) courses.
- Resident - State of Alaska, Sister City, Yukon and Northwest Territo
- Non-resident - Residents of all non-WUE states, International stude
- WUE - residents of the 14 participating western states.

Following are three graphs showing tuition costs per credit for Resident, WUE Lower Division, Upper Division and Graduate level courses per semester. Sum to be determined.

LOWER DIVISION (000-299)

	Resident	WUE	Non-Res
	$141	$212	$471
1	$141	4 credits or less same as resident tuition	
2	$282		
3	$423		
4	$564		
5	$705	$1,060	$2,355
6	$846	$1,272	$2,826

Louie Flora

From: Friedman_Jeff [Friedman_Jeff@asdk12.org]
Sent: Tuesday, February 09, 2010 2:50 PM
To: Louie Flora
Subject: RE: HB 206 also heard on Wednesday

I have a question about the proposed AS 14.03.074(b) in this bill. What does it mean that the district shall "make arrangement for the fee" of the post secondary school? Does that mean pay the fee? Or simply help facilitate the student paying the fee? When my son was enrolled in high school, he also enrolled in courses at Alaska Pacific University. The cost was over $13,000. It would have been nice for me if the school district had paid that, but it would probably have meant cutting some other student's remedial tutoring.

Jeff Friedman
Anchorage School Board
1534 D Street
Anchorage, AK 99501
907-742-4699

From: Louie Flora [mailto:Louie_Flora@legis.state.ak.us]
Sent: Tuesday, February 09, 2010 2:13 PM
To: lhsclaf+liolist@legis.state.ak.us; lhsclaf+akschooldistricts@legis.state.ak.us; lhsclaf+educationlist@legis.state.ak.us
Subject: HB 206 also heard on Wednesday

Hi,

This is to inform you that in addition to HB 317 the House Education Committee will hear HB 206 Version P tomorrow. Testimony will be taken on the bill.

Louie Flora
House Education Committee Aide,
Representative Paul Seaton, Chairman
(907) 465-3923

Kodiak Island Borough School District
722 Mill Bay Road
Kodiak, Alaska 99615
(907) 481-6200 Office
(907) 481-6218 Fax

Board of Education

February 9, 2010

Comment on House Bill No. 206

Although the Kodiak Island Borough School District Board of Education supports many measures in HB 206, there are several obstacles that must be addressed before full support can be granted. KIBSD does support the notion of the "Hold Harmless" and the use of the previous year student count for funding of a school year budget. The security of knowing that an increase of students in a given year will result in additional funding for that increase is also appealing. Through special revenue grants, KIBSD currently implement Workkeys and provides opportunities for college credit while taking high school courses. HB 206 mandates this assessment and college credit option but is not clear on how funding will be provided to support cost of implementation. There are three concerns that present barriers to KIBSD to address.

First Concern

The 80-day count does not align with other mandated student counts. The current 20-day count satisfies several Federal mandated accounting requirements. These include:

- the Free and Reduced Lunch numbers, counted and reported by November of each year;
- the Title I low income student count factoring into the ESEA funding formula;
- the Title I-C counting period occurs through the first part of every year and is reported at the end of the 20-day count and affects free and reduce lunch funding;
- the Special Education Intensive Needs count is calculated on a single day during the establishment of the Average Daily Membership and utilizes the same personnel resources to collect the data; and
- special revenue funds and competitive grants requiring the Average Daily Membership are based on the 20-day count and are usually due in January of each year.

The 80-day count and conflicting required 20-day counts will produce different numbers resulting in non-representative data. KIBSD does not believe that the intent for this bill is to create complications between various reporting and funding documents.

Second Concern

Early graduation is a common practice for students who have earned their credits and met requirements for graduation before January. This practice is to the advantage of eligible students. These students are often advanced and wish to seek early entry into college/technical training programs; join the military; or other beneficial programs. Other students are fifth year seniors ready to complete their programs. An 80-day count will create pressure to stop this practice and require these students to graduate in May.

Third Concern

The conflicting 20-day and 80-day count models will require additional staff time and effort. The staff responsible for student count periods are otherwise occupied with conducting mid-year grant reporting, developing budgets, completing budget revisions, and preparing for student assessments in the months of January and February. The proposed 80-day count will create an additional unnecessary strain on already stretched resources.

We respectfully request that you take our observations and concerns under consideration as you address HB 206. Some of the provisions of HB 206 are anticipated to cause additional work for our staff and are likely to result in tangible or measurable benefits. We are hopeful that your committee will remove the provision for the 80-day count from HB206 and retain our current 20-day count period.

Thank You,

Norm Wooten
Board of Education President

Louie Flora

Subject: FW: Email Testimony Re: HB 206 Version P

-----Original Message-----
From: alasbo@gci.net [mailto:alasbo@gci.net]
Sent: Friday, February 05, 2010 5:19 AM
To: Louie Flora
Cc: Rep. Paul Seaton
Subject: Email Testimony Re: HB 206 Version P

Louie,

Thank you for providing me with the latest version of HB206. As we discussed last week, I am out-of-town at a school business conference and will not be able to testify today. I have had the opportunity to discuss the current version of the bill with several colleagues. If possible, please provide the following comments to the committee.

We are concerned with several issues in the current bill:

1) Requirement for career assessment appears to be an unfunded mandate for additional testing on school districts. We and our affiliate organizations under the Alaska Council on School Administrators (ACSA) have endorsed a position statement (see below) that opposes mandatory implementation of these types of programs. If implementation were to be required, funded professional development for staff would be essential.

2) Payment for postsecondary coursework under the proposed 14.03.074 appears to be another unfunded mandate on school districts. Although many districts already have dual credit arrangements and fee sharing structurs in place, the language in this bill may result in parents demanding that these existing systems be restructured and that school districts bear a potentially unlimited cost and administrative burden to provide these courses.

3) We do not feel that the 80-day count effectively addresses the dropout issue. We appreciate the addition of new language to address mid-year graduates and increases in enrollment. We also like the idea that baseline funding for the new school year will be determined by the prior year count. However, it is extremely likely that the 80-day count will result in lower counts for school districts, especially those in rural areas. There is often a drop in enrollment by mid-year, as families move out-of-district for various reasons, whereas they tend to move into rural districts in the summer and fall. The 80-day count will also impose an additional administrative burden on both districts and the state. Again, we do not feel it is an effective mechanism for addressing the dropout problem.

Thank you for your consideration and the opportunity to provide input to this process.

Position Statement 09-12

Work Ready College Ready Program Mandate

The Alaska Council of School Administrators recognizes the importance of building pre-vocational and vocational trainings and awareness statewide, but opposes mandatory implementation of the Work Ready

College Ready and Work Keys programs.

- There is no accountability mechanism built into the implementation plans for districts, schools, or students to gauge effectiveness or growth over time for students acquiring the critical work ready skills.

- The lack of appropriate infrastructure supporting the use of the program hinders the effectiveness of the program for our students.

- The Work Ready College Ready and Work Keys programs create another layer of "testing" for students that are not relevant for all students and are not directly aligned with our statewide model for improving student achievement and learning.

Adopted by the Alaska Council of School Administrators
October and December 2009

Amy Lujan
Executive Director
Alaska Association of School Business Officials (ALASBO)
3145 Pioneer Avenue
Juneau, AK 99801
907-500-9086
907-723-7415 (cell)
www.alasbo.org

On Thu, Feb 4, 2010 at 10:51 AM , Louie Flora wrote:

> Hi,
>
> Attached is the most recent version of HB 206, House Education
> Committee legislation to address the high-school drop-out rate.
>
> New language extending the student count period from 20-days to
> 80-days begins on page 2, line 27. Per the sponsor statement: HB 206
> requires school districts to conduct an extended count period to
> determine school funding. This provision increases the count period
> from 20-days to 80-days and would provide a financial incentive for
> schools to retain their students for the whole year. School districts
> will be funded based on their prior year's count. Current law holds
> districts harmless for a decrease in student count, and HB 206 would
> allow districts with an increase in student numbers during the current
> year to receive an adjusted funding level for that year. Students who
> graduate from high-school in the middle of the 80-day count would be
> included in the full count period.
> This version of HB 206 will be discussed tomorrow in House Education,
> and potentially voted on. If you wish to participate in the meeting
> and cannot go to your local Legislative Information Office, please
> e-mail and I will provide you with a dial-in number.
>
> Louie Flora
> House Education Committee Aide,
> Representative Paul Seaton, Chairman
> (907) 465-3923

Louie Flora

Subject: FW: House Education Committee Meeting Schedule for Next Week

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From: Jack Walsh [mailto:jwalsh@naknek.bbsd.schoolaccess.net]
Sent: Friday, February 05, 2010 2:09 AM
To: Louie Flora
Cc: lhsclaf+houseeducationcommittee@legis.state.ak.us; lhsclaf+liolist@legis.state.ak.us; lhsclaf+educationlist@legis.state.ak.us; 'Cindy Monsen'; 'Mike Swain '
Subject: Re: House Education Committee Meeting Schedule for Next Week

In the last week we have received information on HB206 and it's most recent version. While I will not be available for the House Education Committee Meeting on Friday, there are some thoughts I would like to share with Committee Members. I realize an email may be fairly informal, I can provide a follow-up if necessary.

As for the addition of a new testing requirement in career preparedness for all 12th grade students, I am not certain what real purpose this might serve for the state, school districts, the post secondary institutions, employers, and most importantly the individual students asked to take the test. Instituting a test in the 12th grade may suggest career readiness for some, but in what way will it be more informative then what we already have available through transcripts and other standardized measures? Testing in 12th grade in this area seems to be motivated by something other than better serving any individual student.

Like the HSGQE, which may be the last test the legislature required and believed would best serve the public, every test has its limitations and rarely is testing the 'silver bullet' people sometimes hope it will be. Some superintendents hope that this test will eliminate the need for an HSGQE, and would reduce the impact of a 'high stakes test' which occasionally denies students access to a diploma. If the new test eliminates the need for the HSGQE, that may be the best reason for a career preparedness test implementation.

On the issue of an 80 day student count period, I do not see where that would benefit many districts. The extended count period may only further complicate the current system since the 80 day period may see students make multiple moves between multiple districts. I do appreciate the forward funding suggestion which has been suggested frequently over the years. I also appreciate the consideration that the final funding may consider what best serves the district. I am concerned that the sponsor's statement suggests the current funding rules provide a 'hold harmless' safety net, when it actually spreads the funding void over a three year period rather than taking the full impact in any one year. Districts appreciate that relief, but we still lose funding equal to the amount more students would have generated.

The final point I wanted to make is that I believe districts and the UA system have been working on dual credit and other college course option for many years. These situations are most developed and robust in our largest communities and districts where teachers at both the hs and college level have the necessary academic background and have been working together for a while. In these instances they have reached agreements on course costs, and better articulating to parents and students which credits will be useful as students transition from high school. I believe these recommendations may help students in Alaska, but it will also further accentuate the differences in what can be offered in different districts where high turnover and limited personnel restricts available options. Other technologies may level the field some, (video conferencing, eluminate, etc) but there is still a discrepancy in how successful these classes are compared to live instructors on site.

Thanks for the opportunity to reply, I will try to be more timely next time. jack Walsh, Superintendent of Bristol Bay Borough School District

Louie Flora wrote:
Please see the attached schedule for next week in House Ed.

Thank you.

Louie Flora
House Education Committee Staff
Representative Paul Seaton, Chair
(907) 465-3923

--

Jack Walsh, Superintendent
Bristol Bay Borough School District
PO Box 169
Naknek, AK 99633

Phone: (907) 246-4225
Fax: (907) 246-6857

Visit our new website at: http://bbbsd.net/

Louie Flora

From: Al Weinberg [alweinberg@hydaburg.k12.ak.us]
Sent: Tuesday, February 09, 2010 3:57 PM
To: Louie Flora
Subject: RE: HB 206 also heard on Wednesday

To: House Education Committee

Re: HB 206 (80-day count period provision)

I have been involved in public education for 48 years, 42 years in Alaska. I have never known an educator who did not care if students dropped out of school, regardless of whether they had been counted for funding. In my opinion, the rationale given for the proposed 80-day count period discredits the motives of educators without providing significant real data to back it up.

B. A. Weinberg, Superintendent
Hydaburg City School District

From: Louie Flora [mailto:Louie_Flora@legis.state.ak.us]
Sent: Tuesday, February 09, 2010 2:13 PM
To: lhsclaf+liolist@legis.state.ak.us; lhsclaf+akschooldistricts@legis.state.ak.us; lhsclaf+educationlist@legis.state.ak.us
Subject: HB 206 also heard on Wednesday

Hi,

This is to inform you that in addition to HB 317 the House Education Committee will hear HB 206 Version P tomorrow. Testimony will be taken on the bill.

Louie Flora
House Education Committee Aide,
Representative Paul Seaton, Chairman
(907) 465-3923

Louie Flora

From: Lauren Burch [lburch@sisd.org]
Sent: Thursday, February 04, 2010 12:45 PM
To: Louie Flora
Subject: comment on HB 206

Hello Sir, I appreciate your keeping us in the loop.

Current law holds districts harmless for a decrease in student count, That is only true for district wide. If my school drops below ten, it is cut from funding. We dropped three schools this year. Two would have been at 8-9, but I could not risk it as zero funding is a hard fall. This will simply compound the issue and close more schools. Unless there is something I do not understand. thanks, lauren

Lauren Burch
Superintendent
Southeast Island School District
(907) 828-8254
lburch@sisd.org

"You can judge your age by the amount of pain you feel when you come in contact with a new idea." Pearl S. Buck

Louie Flora

Subject: FW: HB 206 Version P and new sponsor statement
Attachments: Education Week.pdf

-----Original Message-----
From: Doug Conboy [mailto:dconboy@chevakschool.org]
Sent: Thursday, February 04, 2010 2:01 PM
To: Louie Flora
Subject: FW: HB 206 Version P and new sponsor statement

Conversation: HB 206 Version P and new sponsor statement
Subject: Re: HB 206 Version P and new sponsor statement

Mr. Flora,
In the bill 14.03.074 says a district Shall pay the costs for post-secondary.
What am I missing here? This states very clearly that we would indeed be paying for something.

Also in the bill 14.03.073 calls for a nationally recognized assessment.
We are one of two states with the wisdom to refuse National Standards.
I see this as a sell out and one that will hurt us all badly down the road.
I am attaching an article relating to the total lack of intelligence that National Standards represents for your information. I hope that in reading the message in the article you will understand my intense opposition to National Standards as see the extreme threat they represent to education and to our students.

You state that "the intent of the extended count is to provide an incentive for districts to maintain student numbers year-round"
I remain confused as to how counting my kids more or longer is going to keep any of them in school?
If you weight your cows every day they don't gain more weight or gain it any faster. If you want them to gain weight, you need to feed them more or better.
I see counting our kids longer in the same way. Unless we DO something different. Counting them for a longer period of time is of no more substance than a sack full of wind.

I thank you for your response, but I find this bill lacking in substance and common sense. It also has the potential to decrease funding for schools in enrollment decline as I see it, due to the way it is worded. I will be traveling tomorrow so I cannot testify. I would appreciate you sharing this note and my first with the committee. If it seems appropriate please feel free to do so.
My Thanks,
Doug Conboy
PS: I made a couple of typo corrections to the first note that will come along with this one. Please do me the favor of using this version if you do share it with the committee.

Louie Flora

Subject: FW: HB 206

From: John Conwell [mailto:jconwell@UCSD.net]
Sent: Thursday, February 04, 2010 3:10 PM
To: Adam Berg; Bryce_Edgmon@legis.ak.state.us
Cc: Holly Holman; John Conwell; Dan Masoni; magnusen@akwisp.com; Sonia Handforth-Kome; Tammy Pound (local); Tonya Miller
Subject: HB 206

Dear Representative Edgmon,

I have read the Sponsor Statement for HB 206 (Version P) and would like to share some concerns that I have with you:

1. I do not understand the rationale behind increasing the student count period from 20-days to 80-days as a funding incentive for districts to retain students in school. Is there research to back up the assumption that this measure will reduce the dropout rate? School administrators and teachers have an ethical obligation to do everything in their power to keep children from dropping out of school. It is somewhat insulting to me as a member of the profession to think that educators would want to keep kids in school solely to maintain funding. While schools certainly could do better to keep kids engaged in school, there has to be a better solution than increasing the count period.
2. The provision in the bill that would allow students to take college or vocational education credits for free once they have passed the HSGQE is problematic. Last year, 90% of our 10th graders passed the HSGQE on their first try. These students go on in their 11th and 12th grade years to take many of the courses offered through the District's rigorous curriculum; including advanced math, foreign language, music, art, and Career and Technical Education courses. Some of these courses are offered for college credit through our dual credit and Tech Prep programs. Through our MOA with the university, students earn these college credits at greatly reduced rates. Most of the courses are taught by our high school faculty. Students who want to earn college credit but cannot afford the tuition have access to scholarships. It has been my experience that if the student or the family has to pay the tuition or fill out the paperwork for a scholarship, they have an incentive to finish the course. If these courses are offered for free, as the bill proposes, who pays for the credits? Is the university able to offer so many more courses to students in rural Alaska? Does rural Alaska have the internet bandwidth capacity to handle distance delivered courses? As I may have mentioned to you previously, Unalaska does not presently have the capacity, both in terms of personnel and technology, to offer many distance-delivered or locally taught college courses.
3. The career preparedness requirement outlined in HB 206 is laudable. However, please keep in mind that since the passage of NCLB nearly 10 years ago, school districts have "tooled the factory" to produce students who are proficient in math and language arts. The goal mandated by the legislature was to have all students perform at grade level on the Standards Based Assessments and to pass the HSGQE. If the legislature changes the mandate to require all 11th grade students to pass the WorkKey's assessment, they need to know that schools will need to "re-tool." Presumably, the HSGQE was designed to measure what a student knows and is able to do with regard to their post-secondary education and career readiness. Is one to assume now that this assessment that the State has required students to pass for the last several years was flawed?
4. The Sponsor Statement says that "the HSGQE has been identified as a contributing factor to the high-school drop-out rate." Who has identified it at such? Is that statement based on empirical research or anecdotal comments? To the contrary, our District has often found that students who pass the HSGQE, especially ESL students and students with disabilities, have felt even more empowered to finish high

school! We recognize that there are problems with the HSGQE, but let's be careful to not throw out the baby with the bathwater.

I urge you and other members if the House Education Committee to consider the possible adverse consequences of HB 206. As written, this bill contains many complex components; each requiring extensive research and debate. I hope that UCSD board members and I can discuss this bill with you further during the legislative fly-in next week.

Respectfully,

John P. Conwell
Superintendent
Unalaska City School District
P.O. Box 570
Unalaska, AK 99685
Office: 907-581-3151 Fax: 581-3152 Mobile: 359-3151
jconwell@ucsd.net www.ucsd.net

"To Provide an Exemplary Education"

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Louie Flora

From: Woody Wilson [wwilson@wrangellschools.org]
Sent: Thursday, February 04, 2010 5:31 PM
To: Louie Flora
Subject: Comments and questions
Attachments: WRG Comment HB 206.docx

Louie,

I am forwarding these comments for the meeting in the morning. If I can get to the LIO I will try to testify. Wrangell is already doing what the legislation is asking without all the bureaucracy of this legislation.

The WorkKeys is not valuable to college bound students and for the most part is a waste of money, energy, and valuable teaching time for those students. Please see my entire comments.

Would be nice to put the brakes on this thing until further expert testimony could be reviewed.

Thanks.

Woody Wilson, Superintendent
Wrangellschools.org
907-874-2347

HB 206 (Version P) Sponsor Statement

Alaska has one of the highest high-school drop-out rates in the nation. HB 206 addresses this problem by providing incentives for districts to keep students by replacing the current 20-day student count period with an 80-day count for purposes of determining student numbers for school funding. HB 206 seeks to elevate student engagement by allowing students who pass the High School Graduation Qualifying Exam (HSGQE) to take college or vocational education credits for free until high-school graduation.

Students who do not pass all three sections of the HSGQE should not be disqualified from taking college or vocational education credits. Many very successful business people in this and other states could not pass all three sections of the qualifying exam. That should not penalize them or hold them back.

It also adds a student's career preparedness assessment scores to their high-school transcript.

The career preparedness requirement attempts to ensure that high school graduation is based on student competency for real-world employment applications. The Department of Education and Early Development (DEED) currently requires that all 11th graders take a career assessment test, in this case the WorkKeys Assessment.

The above statement is incorrect. "The department does "not" currently require....." It is the opinion of my School Board and the opinion I share that WorkKeys should not become a requirement since it has little, if any, value to most students in Wrangell. Students who are college bound will find WorkKey test documents useless for all practical purposes. Most colleges and universities do not recognize WorkKeys scores as having any value. Students entering a trade or going on to technical schools may find more value in the WorkKeys scores since they may find counselors, teachers, and employers who understand what those scores mean. One size does not fit all and we do not believe in mandating something that will have no value to a large number of our students.

WorkKeys is a job skills analysis and assessment system that sets out specific skills and levels of skills required by employers, so that students understand the connection between what they learn in school and what is required for each occupation. HB 206 builds on the DEED plan by requiring that the career preparedness assessment be taken again before a student exits high school, and requiring that those assessment scores be posted on a student's transcript. This would allow a student to use their final year of high school to improve specific skill and make their scores meaningful for employment or college qualification.

To my knowledge no college or universities currently uses WorkKey scores for entrance or anything else. Most do not even know what it is.

HB 206 allows students who take and pass all three sections of the HSGQE prior to graduation to take college credits or vocational school credits until graduation. This could allow students to advance toward an associate degree or vocational education certificate by the time they have graduated high school. New studies indicate all students should start college with at least six college credits to improve college graduation rates. The HSGQE has been identified as a contributing factor to the high-school drop-out rate. Students interpret that passing the exam means they have met their high school qualifying criteria, leading to a lack of interest in school. Incorporation of classes that are selected based on relevance to the individual student will help maintain interest and achievement.

Wrangell Public Schools currently offers 51 College Credits to students in a wide variety of classes. Will this bill help us defray the cost of these courses? This current school year Wrangell Public Schools is offering Math 105, Math 107, Math 108, Math 200, English 111, English 211, Early Childhood Development, Emergency Trauma Technician (ETT), Emergency Medical Technician I (EMT-I), Certified Nurse Assistant, Advanced Woodworking, Welding I (metals fabrication) and Welding II (metal fabrication). All these courses are concurrent or dual enrollment college courses. How will this bill benefit our students or our district?

HB 206 requires school districts to conduct an extended count period to determine school funding. This provision increases the count period from 20-days to 80-days and would provide a financial incentive for schools to retain their students for the whole year. School districts will be funded based on their prior year's count. Current law holds districts harmless for a decrease in student count, and HB 206 would allow districts with an increase in student numbers during the current year to receive an adjusted funding level for that year. Students who graduate from high-school in the middle of the 80-day count would be included in the full count period.

It is my belief that the prolonged count period will accomplish nothing but to perhaps cause more frustration for school secretaries, administrators, and IT people who have to compile these data. It is very possible that school districts may loose funding.

Will there be a fiscal note attached to the bill? Extending the count will not come without cost in each district and in DEED. Thickening the bureaucracy is not always a good thing without knowing if positive results can be gained. The assumption is that schools have control over whether or not the student attend and continue their education. Agreed, schools can influence this decision but schools certainly do not have control. Parents are the control in this instance. I fear schools will be punished for decisions made in the homes of their students.

Furthermore there are other reasons for school populations to increase and decrease that have nothing to do with drop outs. Drop out prevention seems to be the primary purpose for this legislation. How does the bill control for normal transience of school

populations. Transience is certainly not related to school drop outs but would cause a district to either gain or loose funds. For example:

> Village A has a fire that burns several homes. Families from Village A move to Village B. Village A has a significant decrease in student population over the count period and Village B has an increase. One school will be penalized while the other will be rewarded. Neither may have had an increase or decrease based purely on drop outs.

- Where will the money for tuition come from? Is it supposed to come from the school district's foundation formula? There is no fiscal note that I have seen yet so I may not understand how this is intended to be paid for.
- What about districts that use their own staff to teach the college courses through articulation agreements with universities and colleges. Are they reimbursed for the courses they are teaching since no university staff is involved other than the registrar?
- If the local district teaches these classes can they be reimbursed through the Governor's Scholarship Program?
- There would seem to be models that achieve the same result, like the current model used in Wrangell, without any need for legislation, additional counts, and additional bureaucracy. Why haven't these models been reviewed?

Thank you for the opportunity to comment.

Woody Wilson
Superintendent, Wrangell Public Schools
907-874-2347
wwilson@wrangellschools.org

ALASKA COUNCIL
OF SCHOOL ADMINISTRATORS

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Phone: (907) 586-9702 • Fax: 586-5879
web site: www.alaskaacsa.org

Alaska Council of School Administrators

2 February 2010

House Education Committee Members
Alaska State Capitol

Dear Chair Seaton:

I will be unavailable to comment on HB 206 during the scheduled hearing on Friday, February 5, 2010. Please accept the following remarks on behalf of the Alaska Council of School Administrators.

It is the administrators' job to inform policy, but ultimately we are the implementers of policy decisions. As HB 206 is written, there are several administrative concerns regarding its implementation.

1) The proposed career preparedness assessment would be a new assessment. I am sure the committee realizes that in order to comply with No Child Left Behind mandates, our students have been subjected to an inordinate amount of testing. If there is to be a new assessment, no matter how appealing it may be, something MUST be taken off the table. We cannot support yet another layer of testing.

2) Districts should not be required to absorb new costs associated with students taking college or vocational credit courses.

3) Adjusting the student count period is a concern. At this point, we do not have the necessary data to fully understand the potential impact of proposed changes on school districts' funding. Our operating costs are definitely fixed by the fall, and in many cases have been predetermined the previous spring, once contracts are issued.

4) Some discussions in the previous hearing implied that districts are not trying hard enough to keep children in school, thus need a financial incentive to do so. While there may be isolated cases of student count abuse, please do not paint all districts with a broad brush. It is inaccurate to suggest that most school administrators disregard the vital issue of students who leave school early. That quite simply is not the case.

Thank you for taking the time to consider these points as you deliberate HB 206.

Sincerely,

Mary A. Francis, Ph.D.
Executive Director

Louie Flora

From: alasbo@gci.net
Sent: Tuesday, February 02, 2010 6:18 PM
To: Rep. Paul Seaton
Cc: Louie Flora; Dave Jones; Laura Hylton
Subject: HB317 & HB206

Representative Seaton,

You asked me yesterday for some additional information on school district pupil transportation contracts during my testimony on HB317.

I have discussed this matter with several of my colleagues and learned that there is variability in the CPI clauses of the contracts around the state. Some of the newer contracts may address both increases and decreases in CPI, whereas others only reference increases. Unfortunately there is no file of all the district contracts, so we'd have to contact each district to get more precise information. Also, some contracts have separate fuel clauses, which may be based on local rates. These rates may not go down, even if the Anchorage CPI does!

In light of this situation, and the uncertain economic times, we would certainly be in favor of the new language proposed in HB317.

Regarding HB206, I did not get a chance to testify on Monday, and I will be out-of-town for the next week, when I understand a new version may be available. I am concerned that the proposed change in the count procedure does not effectively address the dropout issue, and that it will result in reduced funding for districts. Quite often counts will be reduced as the year goes on, but this may be due to mid-year graduations and families moving, not solely to dropouts. While there is movement both in and out throughout the year, families are more likely to move to rural areas of the state in the summer, than in the dead of winter!

In addition to reducing the foundation funding in districts even where there is no dropout problem, a significant change to the count procedure may have other unintended consequences, such as increased closures of small schools "on the edge" of the 10-student minimum.

I am also concerned about possible unfunded mandates in this bill, which may include the additional career assessment exam and district-funded enrollment in post-secondary courses.

My colleagues and I await the expected new version of HB206, and we hope that there will be sufficient time to review it before your committee takes action on the bill. Although I will be traveling this week, I will continue to check BASIS.

Thank you for your consideration.

Amy Lujan
Executive Director
Alaska Association of School Business Officials (ALASBO)
3145 Pioneer Avenue
Juneau, AK 99801
907-500-9086
907-723-7415 (cell)
www.alasbo.org

Louie Flora

From: Fred E. Parady [fred.parady@nsbsd.org]
Sent: Monday, January 25, 2010 3:07 PM
To: Rep. Paul Seaton
Cc: Peggy Cowan
Subject: HB206

Chairman Seaton:

Thank you in advance for taking time to consider these comments.

It is our understanding that the current draft of HB206 contemplates adding a spring 20 day count period. To be candid, I have been unable to pull up the exact language in the bill, which likely reflects my inexpert use of the legislative website.

Having said that, the North Slope Borough School District opposes such a provision at this time, primarily because the ramifications of an additional counting period are unknown. Given that current funding is tied to this count and that state funding is one of the most critical elements of revenue, and thus our ability to serve students across the Slope, we would prefer further study before enactment of a statute.

We support continued study of school funding and of course, full funding of ISER and full recognition of rural cost differentials.

We appreciate your leadership and legislative support to rural schools across Alaska. Please feel free to contact me for any additional insight or if I can be of any help.

Cordially,

Fred

Fred E. Parady
Chief Operating Officer
North Slope Borough School District
P.O. Box 169
Barrow, Alaska 99723-0169
907.852.9516 (w)
907.367.3529 (cell)
907.852.9505 (fax)
fred.parady@nsbsd.org

Louie Flora

From: Woody Wilson [wwilson@wrangellschools.org]
Sent: Tuesday, January 26, 2010 9:01 AM
To: Louie Flora
Subject: additional info

Louie,

This may or may not be information you are interested in for this up coming meeting but students can pick up college courses in Wrangell. We currently have a possible 51 college credit for students this year.

We have a host of academic and tech prep courses available to students. These are taught in Wrangell by teachers in Wrangell. If there is another small district doing more than this I am not aware. The courses are not virtual but I know offering college/dual credit courses has been an issue in the past with the legislature.

Woody Wilson, Superintendent
Wrangellschools.org
907-874-2347

Louie Flora

From: Steve Atwater [SAtwater@KPBSD.k12.ak.us]
Sent: Monday, January 25, 2010 6:16 PM
To: Louie Flora
Subject: Kenai Position on HB206.

Louie,
Representative Seaton asked that I email him to let him know KPBSD's support for the proposed revision to HB206 that would change the way school enrollment is counted for funding purposes.

I understand that a current year enrollment would serve as the floor for funding for the following year. Should there be an increase to the enrollment from this floor, then the school district would receive additional funding.

KPBSD does not support the original language of HB206 that called for funding be based on an average of two counts.

Steve Atwater
Superintendent

Louie Flora

From: Michael Byer [mbyer@hbsd.net]
Sent: Sunday, January 24, 2010 8:00 PM
To: Rep. Paul Seaton
Cc: Mary Francis
Subject: HB 206

I think this bill should be reviewed and discussed with school boards and with superintendents at the upcoming legislative fly-in's. I know that other Superintendents have expressed that sentiment within our organization.

Two thoughts immediately come to mind. One is that if we have test that determines graduation/career readiness, we should need only one.
The second is that we have not had a problem with the count being in October and a second count would mean extra time and effort by staff that would draw away from the other demands we work hard to satisfy.

Thank you,

Michael Byer, Superintendent
Haines Borough School District
PO Box 1289
Haines, AK 99827
(907) 766-6725

School District Comment on student count averaging

Dear Mr. Flora,

Thank you again for the opportunity to respond. The Galena City School District would support a second count period in an effort to allow school funding dollars to follow the students. We hear so often that student's move after the count period causing problems both for the school losing the student and the school receiving students. Larger districts have an economy of number and in my opinion are affected less. Some argue their challenge is simply larger. A second count would provide potential adjustment that (should, could, would) allow funds to follow the students. Some will argue, "schools already have staff contracted and to remove levels of funding will present financial shortfalls". School budgeting requires certain speculation; the legislature has mediated some of that through "hold-harmless" protection which possibly could serve this second count? In the end we support, "the money should follow the student".

Respectfully,

Jim Smith, Galena City Schools Superintendent

Re: school district comment for Meeting tomorrow

Lauren Burch [lburch@sisd.org]

Sent: Monday, August 24, 2009 2:01 PM

To: Loule Flora

truancy

no citations issued, but that could be our problem if law enforcement is now pursuing the option if informed. In the past our local court system has been unwilling to prosecute truancy at any age. There could be a new attitude by the magistrate for Prince of Wales Island that we missed.

count averaging

we are a district of small schools. We will close as many as four of our ten schools this year because they do not have ten kids. So what happens when I have ten kids in October and then nine later in the year when they do the second count? Our funding is based on making the ten kid minimum. Ten comes with funding and nine comes with no money whatsoever. Or...I start with nine knowing someone is moving in later in the year and I have ten at the second count. So I get full funding when I hit ten later in the year?

We have enough trouble surviving the count period now. Having two adds an additional uncertainty to an already fragile financial situation.

Exam relevancy

I have no opinion. I think we have gone crazy over testing in general. I live on an island where kids need to know how to fix outboard engines, weld, do home repairs, plumbing and wiring. We offer none of these skills as we are so busy making sure they pass the tests and funnel our limited resources in that direction.

Lauren Burch
Superintendent
Southeast Island School District
(907) 828-8254
lburch@sisd.org

"Today I shall behave as though this day is the one by which I shall be remembered." R. A. Twerski

Louie Flora

From: Rep. Paul Seaton
Sent: Wednesday, September 30, 2009 4:01 PM
To: Louie Flora
Subject: FW: HB 215

From: David Arp [mailto:arpd@mail.ssd.k12.ak.us]
Sent: Friday, April 10, 2009 2:16 PM
To: Rep. Paul Seaton
Subject: HB 215

Representative Seaton,

I'm writing this letter in an effort to gain more clarification on HB 215. The minimal information I can glean from the internet indicates that the crux of the bill is to assist School Districts budget development process by allowing us to use historic data for future allocations. As a school Business Manager I can appreciate the goal! Prior to assuming this role, I spent a decade managing a private investment group and serving on not for profit boards. Nothing has compared to the difficulty of the current school budget process.

My main concerns with the new format (count in October and count in February) are how it will impact the current cycles. State regulations require us to have a public budget process and turn in the budget to our respective cities by May 1st each year. If you run the count until the end of February that will leave less than two months for the State to analyze the numbers for potential duplication of students and the districts to resolve the duplicates, creation of budgets, public process, Board approval, and submission to the City and/or Borough for final approval.

Also, will the new legislation require a balancing of the numbers each year? Depending on how this is handled we could wind up right back where we started. If you or your staff could point me in the direction where I could find more clarification on this bill I would greatly appreciate it. My contact information is listed below. Thank you very much for your time and consideration.

Sincerely,

David W. Arp
Business Manager
Sitka School District
300 Kostrometinoff Street
Sitka, AK 99835
Work: 907-966-1254
Fax: 907-966-1260
Mobile: 907-738-1343
Email: arpd@mail.ssd.k12.ak.us

Louie Flora

Subject: FW: House Education Committee hearing on Drop-out prevention through proposed dual student counts January 20th

From: PJ Ford Slack [mailto:pjford@dgsd.k12.ak.us]
Sent: Friday, January 08, 2010 12:21 PM
To: Louie Flora
Cc: Michael McCowan
Subject: RE: House Education Committee hearing on Drop-out prevention through proposed dual student counts January 20th

Dear Mr. Flora,
The Student Count briefing sheet still does not address the issue of forward funding. Technically the count for Oct. 2010 and Feb. 2011 (for example) should be used to plan the following years budget (FY 2011-2012). What is being proposed will put many districts, and especially REAA's in a situation where they cannot meet their obligations let alone plan a reasonable budget. As it is we do a projection that may or may not be accurate. Contracts are given out the March prior to the projections. If we do a count the way the document suggests that will be averaged for that school year, a district might be in a position that it would be unable to meet payroll or hold school for the required 180 days. I have been through such shortfalls in Oregon. Once I district must close its door because it has no other funds the impact to the town and businesses is huge.

I suggest if we wish to have a dual count, that is averaged, that the count be used to budget for the following school year so adjustments can be made. That would move our state to a more accurate forward funding model.

Many thanks,

PJ Ford Slack, Ph.D.
Superintendent Delta/Greely School District
REAA 15

From: Louie Flora [mailto:Louie_Flora@legis.state.ak.us]
Sent: Friday, 8 January 2010 10:35 AM
To: lhsclaf+akschooldistricts@legis.state.ak.us
Subject: House Education Committee hearing on Drop-out prevention through proposed dual student counts January 20th

Hello,

The House Education Committee will be holding a hearing on January 20th beginning at 8:00 a.m. (concluding at 10:00 a.m.) Under discussion will be the dual student count provision of CSHB 206 which I have attached to this e-mail along with a paper put together by staff at the Department of Education and Early Development for a House Education meeting in August of 2009. We have requested that the department clarify the model that they have put together in the briefing paper as it is somewhat confusing, and to describe the impact of this provision over a three year period. We have also requested that they model the impact of the provision on a small school district and a large school district.

Previously in August we requested school district comment on this provision and there was a discussion on it at that meeting. The committee chair would like to maintain a dialogue, and make sure that all districts have a clear understanding of this provision as we move forward with HB 206.

This provision has been added to HB 206 as one way to incentivize a decrease in student drop-out rates statewide.

Please let me know if you will be able to dial in from your office to this meeting. The dial in number is 1-888-295-4546.

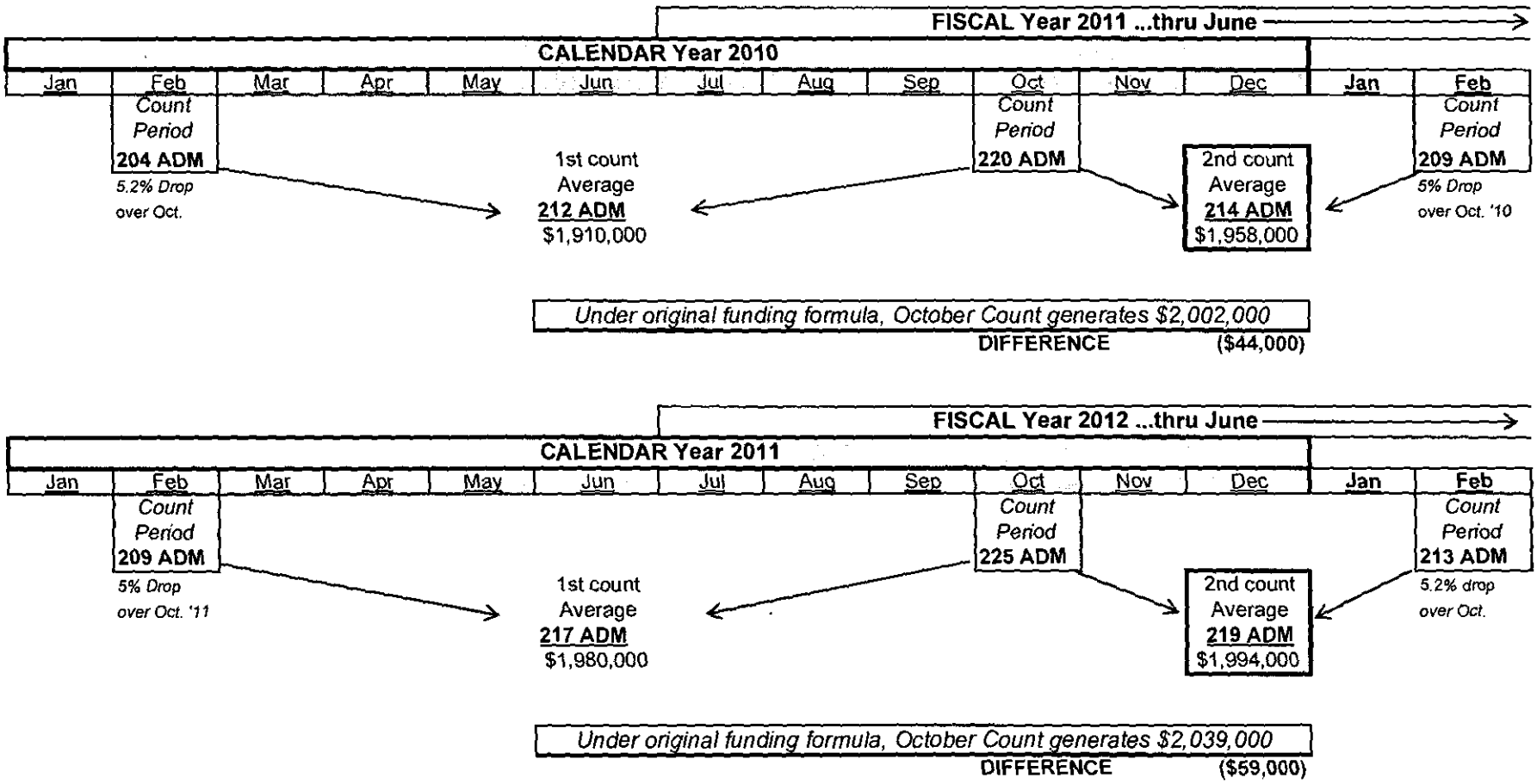
Thank you for your assistance in this discussion.

Louie Flora
House Education Committee Aide,
Representative Paul Seaton, Chairman
(907) 235-2921

Department of Education & Early Development
Prepared 1/19/2010

Prepared by School Finance

HB 206 ~ Averaged Student Count



NOTE: Reduction in the spring is based on the dropout rates from FY2008 & FY2009 at 5.2%.

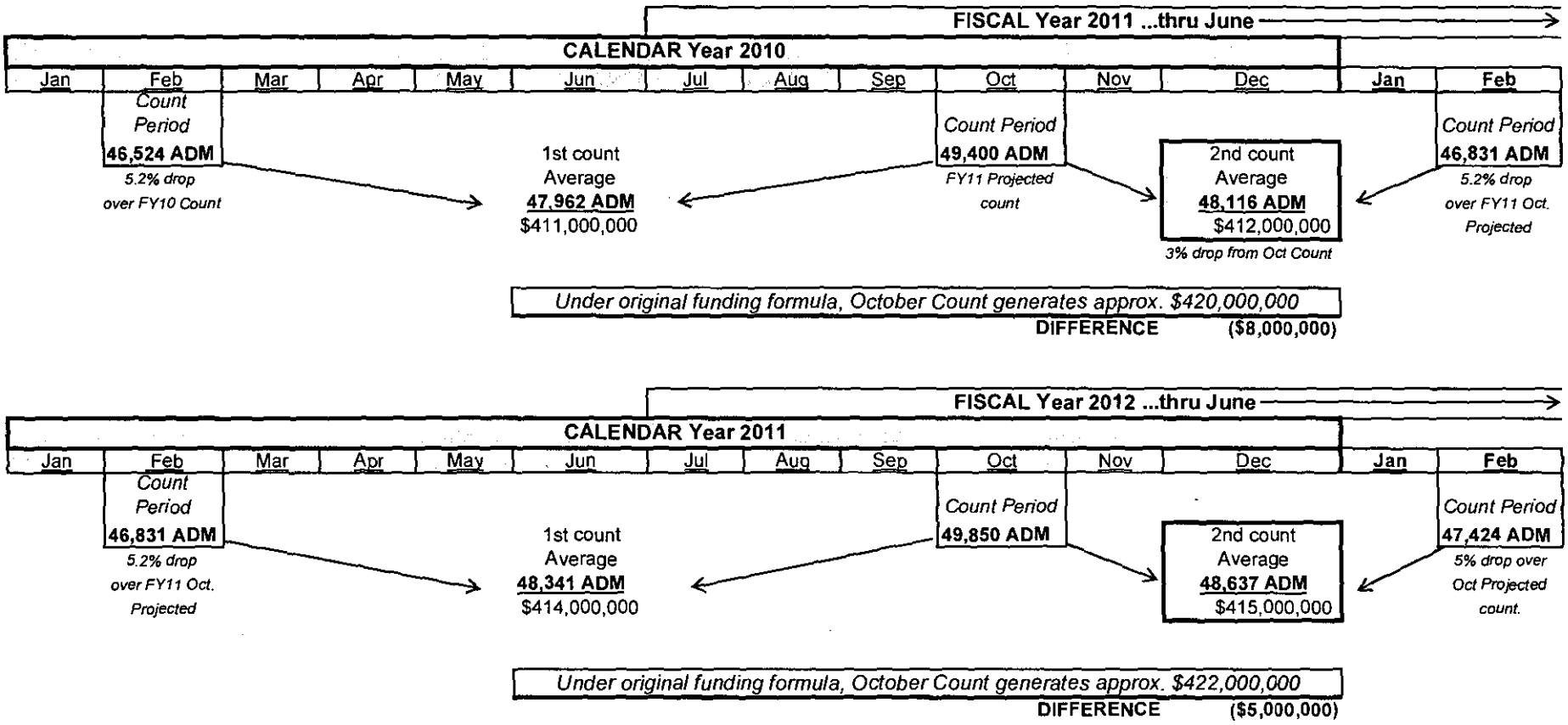
G:\DistSup\$11Foundation\FiscalNotes\[HB206_CountChart.xlsx

Department of Education & Early Development
Prepared 1/19/2010

Prepared by School Finance

HB 206 ~ Averaged Student Count

Large Sample District



NOTE: Reduction in the spring is based on the dropout rates from FY2008 & FY2009 at 5.2%.

G:\DistSup\$11Foundation\FiscalNotes\[HB206_CountChart.xlsx]

Dropout Prevention: Student Views

(Editor's Note: The 18th Annual June Nelson Memorial Scholarship Competition included this essay question: ***Alaska's dropout rate, at 8 percent, is double the national average, according to the U.S. Department of Education. Thirty-eight percent of today's 9th graders will have no high school diploma 10 years from now. Knowing this, what can communities, parents and students do to decrease the dropout rate?*** Here are two essays based on that question from 2009 June Nelson Scholarship Competition winners.

By Marissa Chingliak
Akiachak School
Yupiit SD

Although many think that success is a result of luck, the truth is, as Marva Collins quotes, "Success doesn't come to you...you go to it." I view dropping out as a loss of motivation to succeed. I believe that parents, students and communities can work together to decrease Alaska's drop-out rate by motivating students to achieve and succeed.

I believe a solid education begins at home. First of all, a parent should teach their child the values of self-discipline, education and success. These concepts work closely together whether in school or in the workplace. Secondly, I believe that a parent should discipline their child so they know not to make decisions that will result in negative consequences. Otherwise the child will go their own way and easily get away with skipping or dropping out of school. Lastly, a parent should encourage their child to stay in school. I know from experience how a little encouragement from a parent goes a long way. Besides parents doing their part to decrease the Alaska drop-out rate, students can make a difference also.

Because we're in school for the majority of your young lives, it makes a big impact on our character. That is why I believe that students should set an example for other students. As a graduating senior, I have mentored some pre-3rd graders as well as some freshmen. I have had the privilege to watch them improve their attitude and work sills. I believe that a positive example will help mold an under-motivated student into a diligent young adult and will prevent dropping out of high school. Secondly, I think that students should encourage other students to stay in school. Many students who drop out feel they are mentally challenged and have no hope. Help and encouragement from another knowledgeable schoolmate will make a possible drop-out motivated to stay in school. Lastly, I think that a peer-mentoring program orchestrated by upperclassmen would be a great way to prevent dropouts. If a student is falling behind in school, a peer-mentor would not only help, but would be another reason to stay in school. In addition, students making a big difference in the Alaska drop-out rate, a community could also do their part in prevent it.

It takes a village to raise a child. A village-community can contribute a lot to decrease the Alaska drop-out rate. For example, if a student decides to drop out, I think that the tribal court should weigh the reasons for the decision. A tribal court judge can decide whether the reason is just, or if it isn't good enough, Another thing a community can do to prevent the Alaska drop-out rate is start a community tutoring program. They can hire professionals, such as teachers, to tutor students who are struggling in school. Often times, when a student struggles in school, their final decision is to just drop out. That is how a community tutoring program could decrease Alaska's drop-out rate. Lastly, a community can encourage a student to stay in school. There can never be too much encouragement, whether from a parent, student or a community. More encouragement just makes students feel content and cared for, and that will make a big difference in a young person's life.

When parents, students and communities work together, they can decrease the Alaska drop-out rate of 8 percent. Parents should start teaching and encouraging their child at home. Students from school can set a positive example for and help motivate struggling students. Communities can also become involved in helping support the efforts of parents and the school. I believe that all these components, working together, will help decrease the drop-out rate of Alaska.

By David Herbert
Seward High School
Kenai Peninsula SD

Paul is an ordinary guy. In middle school, he is the class secretary, has a B average in his classes and is popular among his peers. AT home he spends time hanging out with his older "bro" and teasing his little sister. His parents offer him support. He is looking forward to high school, in particular to sports (his brother thinks he has the right stuff for the football team).

Now let's look forward a few years: Paul is a senior now and does not have enough credits to graduate. After many talks with his counselor, Paul decides it is not worth the effort to try and make up the classes and he drops out. In just a few short years, he went from a student brimming with potential to a high school drop-out with limited options. What caused this change? There is no one source, but as we look back at his years in high school we can see problems and possible corrections.

As a freshman Paul's classes provided him with a challenge. Unlike in middle school, the variety of classes for each student meant that his teachers were less aware of each other's assignments and Paul had a difficult time making a schedule. On top of this, he had sport's practices after school, leaving him drained and hampering homework and projects. His B average slipped to a C. In his sophomore year, Paul struggled academically. To maintain his eligibility to play sports, he switched into easier classes. "Getting his art credits out of the way," he told his parents. During his junior year, things continued downhill. After scraping by his first quarter, Paul's grades slipped to a D average, making him ineligible for sports. Under pressure from his coach to get his grades up, he starting doing drugs and drinking with his friends to relieve the stress. Without sports to keep his grades up, he failed several of his classes. In his senior year he loses interest in school entirely and drops out.

Where did Paul go wrong? Or where did we go wrong?

It is obvious to see differences between his actions in middle school and in high school. These changes likely happened gradually and would be overlooked by school officials unless they have records and observations form the middle school and time to look them over. In cases like Paul's, his records should go onto a warning level to help his counselor better plan later classes. When, in his sophomore year, he starts to avoid hard classes to keep his grades up, he takes the first step to dropping out. Every middle school and high school should have enough counselors to successfully track each student and catch problems early.

Paul was motivated by sports to keep his grades up, but when he became ineligible he lost all interest in school. A simple solution to this would be to make required classes pass/fail. Students should be given chances to learn the material for a class without pressure on GPA and then given the chance to test out of it, earning a credit.

In his junior year, the major problem that every kid is warned about comes up... Drugs. The emphasis on how bad drugs are in elementary school and middle school is strong, but in high school there are very few reminders of this. It is very easy for students to forget their D.A.R.E. training after several years. Drugs are more often used by people with lower self-esteem and people under stress. The effects drugs have on a person's health are immense, but the damage they do to a person's reputation and standing can have a much more devastating outcome to their life. Not all students that do drugs will drop out of school. However, drug use is another sign that a student is having problems. Parents must stay tuned into their students' activities outside of school and schools should continue anti-drug education into the high school years.

Ultimately, the problem with dropouts cannot be solved with money or programs alone. It is individual attention from an early age that will motivate students to graduate. To combat a rising drop-out rate schools must provide more counselors to catch problems early and seek individual solutions. Further, schools must be innovative in grading methods, and provide alcohol and drug education during high school. The involvement of students, parents and the community are essential for all schools to be successful and lower the drop-out rate.

Estimated Impact of Federal Stimulus in Alaska

Estimate based on District % of 2008-2009 allocations.
Actual allocations will be based on 2009-2010 data when available.
2009-2010 allocations will be based on 2007 census data and the allocations may shift significantly from 2008-2009.

American Recovery and Reinvestment Act of 2009

	Title I ESTIMATE	SFSF ESTIMATE	Title II-D ESTIMATE	Special Education	619 Preschool Disabled
ALASKA GATEWAY SCHOOL DISTRICT	$ 169,585	$ 635,579	$ 10,549	$ 133,474	$ 11,098
ALEUTIAN REGION SCHOOL DISTRICT	$ 5,523	$ 30,185	$ 501	$ 32,057	$ 10
ALEUTIANS EAST BOROUGH SCHOOL DISTRICT	$ 29,810	$ 168,375	$ 2,794	$ 53,619	$ 4,871
ANCHORAGE SCHOOL DISTRICT	$ 11,547,957	$ 33,176,445	$ 550,621	$ 12,545,691	$ 476,726
ANNETTE ISLAND SCHOOL DISTRICT	$ 60,653	$ 331,248	$ 5,498	$ 94,465	$ 11,752
BERING STRAIT SCHOOL DISTRICT	$ 1,080,687	$ 3,413,112	$ 56,647	$ 506,947	$ 14,218
BRISTOL BAY BOROUGH SCHOOL DISTRICT	$ 9,894	$ 47,180	$ 783	$ 47,184	$ 2,103
CHATHAM REGION SCHOOL DISTRICT	$ 53,782	$ 242,203	$ 4,020	$ 44,175	$ 46
CHUGACH SCHOOL DISTRICT	$ 49,781	$ 158,738	$ 2,635	$ 47,217	$ 2,799
COPPER RIVER SCHOOL DISTRICT	$ 119,012	$ 522,621	$ 8,674	$ 150,157	$ 9,065
CORDOVA CITY SCHOOL DISTRICT	$ 32,524	$ 192,342	$ 3,192	$ 101,955	$ 11,775
CRAIG CITY SCHOOL DISTRICT	$ 53,936	$ 249,890	$ 4,147	$ 155,867	$ 5,666
DELTA GREELY SCHOOL DISTRICT	$ 253,354	$ 1,090,657	$ 18,101	$ 287,682	$ 31,205
DENALI BOROUGH SCHOOL DISTRICT	$ 13,806	$ 111,823	$ 1,856	$ 110,286	$ 2,874
DILLINGHAM CITY SCHOOL DISTRICT	$ 83,701	$ 404,240	$ 6,709	$ 145,459	$ 13,179
FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT	$ 2,335,723	$ 7,934,180	$ 131,682	$ 3,621,828	$ 140,060
GALENA CITY SCHOOL DISTRICT	$ 30,630	$ 147,583	$ 2,449	$ 619,422	$ 1,490
HAINES BOROUGH SCHOOL DISTRICT	$ 38,833	$ 218,060	$ 3,619	$ 88,379	$ 5,574
HOONAH CITY SCHOOL DISTRICT	$ 30,289	$ 132,782	$ 2,204	$ 42,805	$ 2,782
HYDABURG CITY SCHOOL DISTRICT	$ 57,341	$ 181,328	$ 3,009	$ 27,529	$ 710
IDITAROD AREA SCHOOL DISTRICT	$ 147,862	$ 517,327	$ 8,586	$ 98,664	$ 8,326
JUNEAU BOROUGH SCHOOL DISTRICT	$ 486,962	$ 1,954,868	$ 32,444	$ 1,221,660	$ 38,982
KAKE CITY SCHOOL DISTRICT	$ 51,000	$ 192,271	$ 3,191	$ 32,397	$ 3,464
KASHUNAMIUT SCHOOL DISTRICT	$ 265,349	$ 797,470	$ 13,235	$ 90,421	$ 1,472
KENAI PENINSULA BOROUGH SCHOOL DISTRICT	$ 1,579,887	$ 5,541,645	$ 91,973	$ 2,381,192	$ 83,370
KETCHIKAN GATEWAY BOROUGH SCHOOL DISTRICT	$ 264,949	$ 1,435,382	$ 23,823	$ 568,195	$ 45,202
KLAWOCK CITY SCHOOL DISTRICT	$ 49,028	$ 196,223	$ 3,257	$ 50,075	$ 3,472
KODIAK ISLAND BOROUGH SCHOOL DISTRICT	$ 273,574	$ 1,521,404	$ 25,250	$ 667,894	$ 22,245
KUSPUK SCHOOL DISTRICT	$ 192,197	$ 711,538	$ 11,809	$ 126,558	$ 2,171
LAKE AND PENINSULA SCHOOL DISTRICT	$ 118,495	$ 484,908	$ 8,048	$ 117,185	$ 9,029
LOWER KUSKOKWIM SCHOOL DISTRICT	$ 1,761,519	$ 6,076,288	$ 100,847	$ 1,066,557	$ 45,732
LOWER YUKON SCHOOL DISTRICT	$ 1,725,438	$ 5,167,303	$ 85,760	$ 573,022	$ 7,488
MATANUSKA-SUSITNA BOROUGH SCHOOL DISTRICT	$ 2,474,642	$ 8,373,915	$ 138,980	$ 3,928,474	$ 130,363
NENANA CITY SCHOOL DISTRICT	$ 40,501	$ 180,709	$ 2,999	$ 151,236	$ 195
NOME CITY SCHOOL DISTRICT	$ 65,641	$ 371,380	$ 6,164	$ 178,894	$ 10,477
NORTH SLOPE BOROUGH SCHOOL DISTRICT	$ 221,524	$ 1,130,970	$ 18,770	$ 414,741	$ 15,515
NORTHWEST ARCTIC SCHOOL DISTRICT	$ 675,241	$ 2,566,672	$ 42,598	$ 530,247	$ 14,952
PELICAN CITY SCHOOL DISTRICT	$ -	$ -	$ -	$ 4,945	$ 4
PETERSBURG CITY SCHOOL DISTRICT	$ 46,874	$ 273,248	$ 4,535	$ 152,363	$ 10,437
PRIBILOF ISLAND SCHOOL DISTRICT	$ 13,152	$ 87,694	$ 1,455	$ 32,980	$ 2,088
SITKA BOROUGH SCHOOL DISTRICT	$ 165,570	$ 892,115	$ 14,806	$ 362,918	$ 27,817
SKAGWAY CITY SCHOOL DISTRICT	$ -	$ -	$ -	$ 21,219	$ 1,397
SOUTHEAST ISLAND SCHOOL DISTRICT	$ 43,858	$ 212,448	$ 3,526	$ 46,014	$ 2,791
SOUTHWEST REGION SCHOOL DISTRICT	$ 476,265	$ 1,499,073	$ 24,880	$ 211,397	$ 13,935
ST MARYS CITY SCHOOL DISTRICT	$ 112,942	$ 352,027	$ 5,843	$ 53,643	$ 740
TANANA CITY SCHOOL DISTRICT	$ 14,228	$ 61,367	$ 1,018	$ 17,036	$ 702
UNALASKA CITY SCHOOL DISTRICT	$ 12,655	$ 60,418	$ 1,003	$ 88,783	$ 4,895
VALDEZ CITY SCHOOL DISTRICT	$ 38,196	$ 182,135	$ 3,023	$ 188,694	$ 15,278
WRANGELL CITY SCHOOL DISTRICT	$ 63,918	$ 304,492	$ 5,054	$ 93,973	$ 9,706
YAKUTAT CITY SCHOOL DISTRICT	$ 14,940	$ 85,715	$ 1,423	$ 31,465	$ 3,464
YUKON FLATS SCHOOL DISTRICT	$ 174,149	$ 623,534	$ 10,349	$ 101,452	$ 9,698
YUKON KOYUKUK SCHOOL DISTRICT	$ 220,649	$ 772,149	$ 12,815	$ 288,218	$ 309
YUPIIT SCHOOL DISTRICT	$ 307,430	$ 962,277	$ 15,971	$ 138,676	$ 7,003
MT. EDGECUMBE HS	$ 10,584	$ 65,627	$ 1,089	$ 69,031	$ -
Undistributed	$ -	$ -			
PART D SUBPART 2	$ 135,433	$ -			
SubTOTAL	$ 28,301,480	$ 93,043,162	$ 1,544,213	$ 32,956,419	$ 1,300,721
Title I School Improvement (Set aside)	$ (1,179,228)	Competitive:	$ 1,544,213		
Total	$ 29,480,708	Technical Assistance:	$ 160,469		
		Total	$ 3,248,895		

University of Alaska Anchorage

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907.786.4836

www.uaa.alaska.edu

AMEREF

The mission of the Alaska Mineral and Energy Resource Education Fund (AMEREF) is to provide Alaska's students with the knowledge to make informed decisions relating to mineral, energy, and forest resources.

Visit *http://www.ameref.org/*

Memorandum

From: Louie Flora, Staff, Rep. Seaton
To: Legal Services
Date: April 18, 2009
RE: New workdraft request for HB 206

On April 15th the House Education Committee adopted HB 206 version E and made the following two conceptual amendments:

Insert

On page 2, after line 10"

"(4) provide as needed the Alaska Postsecondary Commission information that would be useful for determining a student's eligibility for scholarships"

On page 2, line 12

Delete "diploma"

Insert "transcript"

26-LS0765\E
Mischel
4/10/09

CS FOR HOUSE BILL NO. 206(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SIXTH LEGISLATURE - FIRST SESSION

BY THE HOUSE EDUCATION COMMITTEE

Offered:
Referred:

Sponsor(s): HOUSE EDUCATION COMMITTEE

A BILL

FOR AN ACT ENTITLED

"An Act establishing a career assessment requirement in public schools; relating to postsecondary courses for secondary school students; and relating to student counts for school funding purposes."

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

*** Section 1.** AS 14.03 is amended by adding new sections to read:

Sec. 14.03.073. Secondary student career assessment. (a) Each school district in the state shall require students in grade 12 to complete a career preparedness assessment as described in (b) of this section.

(b) The commissioner shall select for use in the state an assessment designed to measure a student's level of preparedness to make the transition to work or college. The assessment must assess a student's career aptitude and readiness for postsecondary education or training in the areas of

(1) applied mathematics;

(2) reading for information; and

(3) locating information.

(c) Subject to the availability of appropriations, the department shall

(1) obtain a license that enables school districts to administer the assessment described in (b) of this section with no charge assessed to the district by the vendor of the assessment;

(2) provide districts with training and support in administering the assessment; and

(3) provide a report to each student on the results of the student's assessment, based on nationally recognized criteria for evaluating a student's preparedness to make the transition to work or college.

(d) The results of a student's career preparedness assessment shall be displayed in summary form on the student's high school diploma.

Sec. 14.03.074. Secondary student enrollment in postsecondary institution. (a) A secondary student who passes all portions of the examination required under AS 14.03.075 may enroll in a postsecondary institution in the state that is approved by the commissioner if

(1) the student is enrolled in a public secondary school in the state;

(2) the student is otherwise eligible to enroll, as determined by the postsecondary institution; and

(3) the postsecondary courses will be completed before the student's graduation from secondary school.

(b) The school district in which the student is enrolled in secondary school shall make arrangement for the fees for the appropriate postsecondary courses in which the student enrolls under this section.

*** Sec. 2.** AS 14.17.500(a) is amended to read:

(a) A district shall prepare and submit to the department by **March 15** [NOVEMBER 5] of each fiscal year, in the manner and on forms prescribed by the department, an estimate of its ADM and other student count data, including per school student count data, for the **current and** succeeding fiscal year upon which computations can be made to estimate the amount of state aid for which the district may be eligible under AS 14.17.400 in the succeeding fiscal year. In making its report,

the district shall consider its ADM, other student count data, the pattern of growth or decline of the student population in preceding years, and other pertinent information available to the district.

*** Sec. 3.** AS 14.17.600(a) is amended to read:

(a) Within two weeks after the end of **each of** the 20-school-day **periods** [PERIOD] ending the fourth Friday in October **and the last Friday in February**, each district shall transmit a report to the department that, under regulations adopted by the department, reports its ADM for that counting period**, the average ADM over the two consecutive counting periods for the previous fiscal year, and, for the February report and October report, the current year,** and other student count information that will aid the department in making a determination of its state aid under the public school funding program. [FOR CENTRALIZED CORRESPONDENCE STUDY, THE OCTOBER REPORT SHALL BE BASED ON THE PERIOD FROM JULY 1 THROUGH THE FOURTH FRIDAY IN OCTOBER.] The department may make necessary corrections in the report submitted and shall notify the district of changes made. The commissioner shall notify the governor of additional appropriations the commissioner estimates to be necessary to fully finance the public school funding program for the current fiscal year.

*** Sec. 4.** AS 14.17.610(a) is amended to read:

(a) **Except as provided in (d) of this section, the** [THE] department shall determine the state aid for each school district in a fiscal year on the basis of the district's **averaged** student count **for the October and February counting periods** [DATA] reported under AS 14.17.600 **for the preceding and current fiscal years**. On or before the 15th day of each of the first nine months of each fiscal year, one-twelfth of each district's state aid shall be distributed on the basis of the [DATA REPORTED FOR THE] preceding fiscal year **entitlement**. On or before the 15th day of each of the last three months of each fiscal year, one-third of the balance of each district's state aid shall be distributed, after the balance has been recomputed **under (d) of this section** [ON THE BASIS OF STUDENT COUNT AND OTHER DATA REPORTED FOR THE CURRENT FISCAL YEAR].

*** Sec. 5.** AS 14.17.610 is amended by adding a new subsection to read:

(d) If the averaged student count made and reported by a district under AS 14.17.600 for the current year is higher than the averaged count made under that section for the preceding fiscal year, the department shall recompute the state aid, including per school student count data, to adjust for the higher average student count, and the higher average count shall be used for the student count for the current year and for the estimates made for the succeeding fiscal year under AS 14.17.500. The February student count must be submitted to the department by March 15 of the current year for a recomputation to be made under this subsection.

*** Sec. 6.** The uncodified law of the State of Alaska is amended by adding a new section to read:

TRANSITION. In the first school year following the effective date of this Act, the student count completed in the immediately preceding school year shall be used as the average student count under AS 14.17.610(a) and (d), as amended and added by secs. 4 and 5 of this Act, as though two student count periods had occurred for that year and added.

Rep. Cathy Munoz

From: carin smolin [carin_smolin@jsd.k12.ak.us]
Sent: Tuesday, March 31, 2009 4:49 PM
To: Rep. Cathy Munoz
Cc: Laury Scandling; Peggy Cowan
Subject: Re: HB 206

Hi Cathy:
Thanks for your response to my question and explaining the intent of this bill. This effort is laudable but I do not believe it is the appropriate way to support vocational/career and technical education.

Our state needs to decide what "test"-HSGQE or this WorkKeys, is required for high school graduation rather than adding another similar assessment system to the HSGQE on top of the overburdened testing we already have for our students and/or requiring them to take Workkeys twice?, once in 11th grade and once in 12th grade, as noted in this bill?.

Our students do not need this assessment to take classes at the University system as a prerequisite to enrollment. In fact, the UA system has their own assessment, Acuplacer, for entering freshmen, that we often encourage 11th and 12th grade students to take if they are considering UA system schools.

Regarding WorkKeys, the Juneau School District piloted this exam this year and had issues with the test processing and scheduling. The good news was that most of our 11th grade students who took the paper and pencil version of the test passed it. The technology side of accessing the online test for groups of students at one time, has not been easily accomplished nor resolved, so it is clear that we as a state are not ready to implement this as a requirement.

At this time, any of our high school students can take courses at the University through a small fund ($10,000) we set aside called College Connection. We have an agreement with UAS on who qualifies, min 2.5 GPA, teacher recommendation, and exhausted those course offerings at the high school, to enroll in a UAS class and have College Connection funds pay for it.

UAS has also been very generous in helping many of our students with free tuitions this year to offset some of these costs and issues and make available courses for these students.

We also have many opportunities for students to receive dual credit, be enrolled in a high school class taught by our high school teachers that is aligned with a UAS course, typically our vocational-related classes, and earn high school and university credit at the same time.

There is no question we need more money to support vocational/career and technical education opportunities for our high school students. We have limited funding from the federal Carl Perkins grant that is distributed statewide via a formula that unfortunately does not support Juneau with much more than $80,000 a year, and may not be used to pay for vocational teachers. This federal program has not had any funding increases for close to TWO decades.

Any state support/direct funding for vocational instructors, resources, facilities and support for partnerships with university programs would be greatly appreciated.

Thanks again for your support. Feel free to contact me if you have any questions about our career and

technical eduction programs in the district.

Carin

Carin Smolin
Career and Technical Education Coordinator
Juneau School District
Phone: 907.523.1877
Email: carin_smolin@jsd.k12.ak.us

On Mar 31, 2009, at 2:10 PM, Rep. Cathy Munoz wrote:

> Hi Carin, thanks for the message on HB 206 sponsored by Rep. Paul Seaton. Paul is trying to expand vocational education opportunities with this bill. He proposes to allow a second WorkKeys examination to be given before graduation. Apparently all students are now required to take this assessment in the 11th grade. The bill would require that those scores be posted on the graduation transcript or certificate, and would allow students that had passed all 3 sections of the qualifying exam to take college or vocational school credits at the expense of the school district. He believes that this would allow students to advance toward an associate degree or voc. Ed certification by the time of graduation.
>
> It sounds like a good approach on the surface, but I would be concerned about the financial requirements for the local districts. The state would not be guaranteed to fund the program so I think that in order for it to be fair to the districts funding for this legislation should be considered as an addition to the current formula or in the special needs portion of the formula.
>
> I hope that this is helpful. Sincerely, Cathy Munoz

Louie Flora

From: David Arp [arpd@mail.ssd.k12.ak.us]
Sent: Friday, April 10, 2009 2:16 PM
To: Rep. Paul Seaton
Subject: HB 215

Representative Seaton,

I'm writing this letter in an effort to gain more clarification on HB 215. The minimal information I can glean from the internet indicates that the crux of the bill is to assist School Districts budget development process by allowing us to use historic data for future allocations. As a school Business Manager I can appreciate the goal! Prior to assuming this role, I spent a decade managing a private investment group and serving on not for profit boards. Nothing has compared to the difficulty of the current school budget process.

My main concerns with the new format (count in October and count in February) are how it will impact the current cycles. State regulations require us to have a public budget process and turn in the budget to our respective cities by May 1st each year. If you run the count until the end of February that will leave less than two months for the State to analyze the numbers for potential duplication of students and the districts to resolve the duplicates, creation of budgets, public process, Board approval, and submission to the City and/or Borough for final approval.

Also, will the new legislation require a balancing of the numbers each year? Depending on how this is handled we could wind up right back where we started. If you or your staff could point me in the direction where I could find more clarification on this bill I would greatly appreciate it. My contact information is listed below. Thank you very much for your time and consideration.

Sincerely,

David W. Arp
Business Manager
Sitka School District
300 Kostrometinoff Street
Sitka, AK 99835
Work: 907-966-1254
Fax: 907-966-1260
Mobile: 907-738-1343
Email: arpd@mail.ssd.k12.ak.us

Louie Flora

From: Fred Parady [fred.parady@nsbsd.org]
Sent: Tuesday, April 14, 2009 3:52 AM
To: Rep. Paul Seaton
Cc: Dave Jones; Amy Lujan; Arnold Brower; Charlotte Brower; Mary Anniagruk Sage; Debby Edwardson
Subject: HB215

Attachments: Parady Fred E. - Work.vcf; ATT00001.txt

Parady Fred E. - Work.vcf (519...

ATT00001.txt (68 B)

Rep. Seaton:

Thank you for your dedication to and passion for education.

We recently read HB215, and are concerned that the proposed changes to the student count methodology could have unanticipated consequences.

Therefore, we respectfully request that the bill be tabled for this session and brought forward during the interim for committee work. Then, the changes could be studied and discussed in more depth by all of the school districts across Alaska.

Before closing, we should note that we all share in common the goal of accuracy.

Thanks again for the chance to comment on HB215.

Cordially,

Fred

Fred Parady
Acting Superintendent
Chief Operating Officer
North Slope Borough School District
P.O. Box 169
Barrow, Alaska 99723
fred.parady@nsbsd.org

Registration

Register to Test

Useful Information

Test dates

ACT fees

Services for students with disabilities

Standby testing

Test Centers

U.S. and Canada

International

Codes

High school

College and scholarship

ACT Online Prep

THE WRITING TEST
Do you need to take it?

Retest Restrictions

While you can take the ACT as often as you wish, there are restrictions on how frequently you can test and receive test scores.

- You may not receive scores from more than one test taken during a scheduled national or international test date. For example, you may test on Saturday **or** on an authorized non-Saturday date (e.g., because your religious beliefs prohibit testing on Saturday) **or** on a rescheduled test date arranged by ACT—but not on more than one of those days. If you are admitted and allowed to test a second time, we will report only the scores from the first test. The second set of scores will be cancelled without refund.

- You may not receive scores from more than one test day per state administration (initial or makeup), if your school participates in ACT State Testing. If you are allowed to test more than once, we will report only the scores from the first test. The second set of scores will be cancelled.

- If you test or **want to retest** through another testing program **other than those listed above** (such as special or residual testing), you must wait a minimum of 60 days between retests. If you are allowed to test without waiting 60 days, your second set of scores will be cancelled without refund.

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Louie Flora

From: Saichi Oba [snso@email.alaska.edu]
Sent: Monday, April 06, 2009 2:53 PM
To: Shana Crondahl
Cc: 'Oba, Saichi'; 'Pete Kelly'; Louie Flora
Subject: Re: FW: HB 206
Attachments: snso.vcf

Hi Shana (cc Louie, Pete) -
Dual enrollment has many meanings.
Some secondary students (those dual enrolled through Tech Prep) pay a reduced fee ($25.00 per credit); other students - enrolled as a non-degree seeking student - pay the regular tuition and fees.
Tech prep courses are typically taught by faculty from the district, often using a facility the school district provides (hence the reduction in tuition costs).
A non-degree seeking student is one enrolled at a 'regular' UA course - typically held on a campus; taught by faculty under UA contract, right alongside other UA students.
For the most part, students are footing the bill - whether through Tech Prep or non-degree status.
We are currently exploring (actually developing) a UA policy that would allow UA to formally admit dual enrolled students to a UA certificate or associate degree (if they so desire). The recent changes in the HEOA allow universities to now allow this.
Saichi

Shana Crondahl wrote:

> Hi Saichi,
> Below is Louie's response, how they are thinking of amending the bill. I asked Pete, and he said he doesn't think the University of Alaska has a policy regarding dual enrollment of highschool students in university courses, but that the policy is campus by campus. Is that true, or is there also a university policy related to dual enrollment? I know that some campuses have their own policies.
> Shana
>
> ---
>
> **From:** Louie Flora [mailto:Louie_Flora@legis.state.ak.us]
> **Sent:** Monday, April 06, 2009 12:53 PM
> **To:** Shana Crondahl
> **Subject:** RE: HB 206
>
> Thank you. That is helpful.
> e are looking at deleting the words on page 2, line 22 "pay the course fees for" and inserting "make arrangements for the fees for the appropriate". This is in response to testimony that indicated school districts may have arrangements with colleges, or through native corporations etc. for fee reduction or fee payment, and we did not want the language to interfere with this, or create a scenario where the college would be required to charge the school district full course fees.
>
> Louie
>
> ---
>
> **From:** Shana Crondahl [mailto:shana.crondahl@alaska.edu]
> **Sent:** Monday, April 06, 2009 11:59 AM
> **To:** Louie Flora
> **Cc:** 'Oba, Saichi'; 'Pete Kelly'

Subject: HB 206

Hi Louie
I listened to the House Education hearing on April 3 for HB 206, and gathered from the hearing that you would be working over the interim on how to have some sort of standard policy for high school students taking college and vocational classes and having school districts pay for the classes, so that students across the state had equal access to those classes. I don't believe the university or DEED has an overall policy addressing dual enrollment, but that policies vary from campus to campus and from school district to school district. In developing HB 206, if you need a university contact, the person to work with would be Saichi Oba.
Thanks,
Shana Crondahl

University of Alaska
Office of Government Relations
(907) 463-3086
shana.crondahl@alaska.edu

Alaska State Legislature

Rep. Cathy Muñoz, Vice-Chair
Rep. Wes Keller
Rep. Bob Buch

Rep. Peggy Wilson
Rep. Bryce Edgmon
Rep. Berta Gardner

Rep. Paul Seaton, Chairman
HOUSE EDUCATION COMMITTEE

HB 206
Sponsor Statement

Alaska has one of the highest drop-out rates in the nation. HB 206 addresses this problem by providing two incentives for students to stay in school until graduation: adding a student's career preparedness assessment score to their high-school diploma, and allowing students who pass the High School Graduation Qualifying Exam to take college or vocational education credits for free until high school graduation.

The career preparedness requirement attempts to ensure that high school graduation is based on student competency for real-world employment applications. The Department of Education and Early Development (EED) currently requires that all 11th graders take a career assessment test, in this case the WorkKeys Assessment. WorkKeys is a job skills analysis and assessment system that sets out specific skills and levels of skills required by employers, so that students understand the connection between what they learn in school and what is required on the job. HB 206 builds on the EED plan by requiring that the career preparedness assessment be taken again before a student exits high school, and requiring that those assessment scores be posted on a student's transcript and graduation certificate. This would allow a student to use their final year of high school to improve upon specific skill and make their scores meaningful for employment or college qualification.

The second part of HB 206 allows students who take and pass all three sections of the High School Graduation Qualifying Exam prior to graduation to take college credits or vocational school credits at the expense of the school district until graduation. This could allow students to advance toward an associate degree or vocational education certificate by the time they have graduated high school. The High School Graduation Qualifying Exam has been identified as a contributing factor to the high-school drop out. Students interpret that passing the exam means they have met their high school qualifying criteria, leading to a lack of interest in school. Incorporation of classes that are selected based on relevance to the individual student will help maintain interest and achievement.

State Capitol, Room 102 Juneau, AK 9980 - Phone: 465-3923 - Fax: 465-3472 - Toll Free (800) 665-2689
Representative_Paul_Seaton@legis.state.ak.us

Mr. Chairman and members of the committee, my name is Marcia Olson. I am a Career & Technical Education Program Specialist for the Department of Education, and I've been asked to give you a brief overview of the Alaska Career Ready program.

Alaska Career Ready is

- a program to ensure that Alaska students and job-seekers have the applied academic skills – sometimes called foundational skills -- that are required in various careers. These include skills such as Applied Math, Reading for Information, and Locating Information in graphical formats.
- The program provides the opportunity for students and job-seekers to do 4 main things: 1. assess their foundational skill levels; 2. practice and improve those skills; 3. learn what foundational skills are required by various careers; and 4. document their skills by earning a nationally-recognized certificate, called a Career Readiness Certificate.
- The program is a joint effort between the Department of Education and the Department of Labor.

Alaska Career Ready is based on the WorkKeys system.

- WorkKeys is a job skills analysis and assessment system developed by the ACT Company. ACT is probably better known for its college entrance exam, the ACT test. The WorkKeys system is housed in the Workforce Development Division of the ACT company, and is geared specifically towards foundational skills as they are used in the workplace.
- The WorkKeys system sets out specific skills and levels of skills so that employers, students, and job seekers are all speaking the same language and using the same measurement system to talk about these skills. The system gives students, in particular, a way to see the connection between what they learn in school and what skills they will actually need to use on a job.
- To determine the skills to be included in the WorkKeys system, ACT has analyzed or "profiled" over 15,000 specific jobs, and they continue to profile thousands more each year. Through these profiles, they have determined several skill areas that are important in most careers, including the 3 areas I mentioned earlier (Applied Math, Reading for Information, and Locating Information in visual formats. *(Teamwork, Observation, Writing, Business Writing, Applied Technology, and Listening.)*
- Within each skill area, they have determined varying complexities or "levels" for the skill. Each job profile reports the level of each skill that is recommended for success in that type of job.
- The results of all job profiles are kept in a database that is accessible on the WorkKeys website. This provides students and job-seekers with an easy way to find out what levels of skills are recommended for success in hundreds of different careers.
- So the job profiling is the first part of the WorkKeys system. Then, based on these profiles, the ACT company has developed assessments for each of these skill areas, so that individuals can find out where their skills are and compare them to the skills required for a different careers.
- If a person scores at least the minimum level on each of the three assessments (Reading, Math, and Locating), he/she will earn a nationally recognized "Career Readiness Certificate" issued by ACT, which lists the skills the person demonstrated.
- The WorkKeys system is used in approximately 25 states, and by employers, schools, and job training programs across the country, such as Subaru, Dow Chemical, Northrop Grumman, Chicago Public Schools, Syracuse University, Aims Community College, New Jersey State AFL-CIO, British Petroleum, and many others.

Alaska Career Ready also has an instructional component.

- There is a web-based instructional program that students and job seekers may use in order to practice and improve their skills. This software is not provided by the ACT company, but by an independent curriculum company called WIN. The lessons are based directly on the WorkKeys skills.
- The software provides practice tests, or "placement tests", to determine initial skill levels; tens of thousands of lessons to practice and improve these skills; and a built-in management system that records each learner's progress.

Education regulations

- Current regulations require assessments be given starting with the 2009-2010 school year.
- 11th graders—WorkKeys® Assessment in each of 3 areas (Applied Math, Reading for Information, and Locating Information).
- 6th and 8th graders—informal placement test in each of the same 3 areas. These are not the WorkKeys tests; they are practice tests available from within the instructional software.
- The Department of Education is providing training and technical support for schools to provide the assessments.

TO: Jean Mischel, Legal Services

From: Louie Flora, Staff, Rep. Seaton

Date: February 15, 2010

RE: Amendment to HB 206

Hi,

Can you please draft an amendment to HB 206 version P to address the concern that because version P uses the previous year's count to fund the current year, there could be significant shortfalls in funding if an unexpected increase occurs during the current year, for example if increase in military personnel occurs in the period between the previous year and the current year count period.

Please draft an amendment that states something to the effect of:

" if in the first twenty days of the 80 day count period it is determined that the student count has increased by more than 10 percent above the last year's number a school district can apply for a waiver from the Commissioner of the Department of Education & Early Development and the increased percent will receive funding at 80% of the previous years' funding level. Student population numbers will be adjusted at the end of the 80 day count period so that the increase will be accounted for in funding the next year."

Thanks,

Please call if any questions

Louie Flora

Staff, Rep. Seaton

AMENDMENT

OFFERED IN THE HOUSE BY REPRESENTATIVE SEATON

TO: CSHB 206( ), Draft Version "P"

Page 3, line 18:

Delete "The"

Insert "Except as provided in AS 14.17.610(d) and (e), the"

Page 3, line 23, following "**(d)**":

Insert "**and (e)**"

Page 4, line 2:

Delete "a new subsection"

Insert "new subsections"

Page 4, line 8, following "AS 14.17.500.":

Insert "A recomputation under this subsection shall take into account the supplement received by a district under (e) of this section and include the remaining balance owed in state aid for the increase in the current year student count that was the basis for the supplement if, at the end of the 80-day count period, the increase in the current year student count is the same or higher for the entire count period."

Page 4, following line 10:

Insert a new subsection to read:

"(e) Before a recomputation is made under (d) of this section, a district may request supplemental state aid by providing satisfactory proof on a form provided by the department that the student count conducted in the first 20 days of the 80-day

student count period in the current fiscal year is more than 10 percent above the count made in the 80-day student count period for the preceding fiscal year. The department shall provide an eligible district supplemental state aid before the recomputation period in an amount that is equal to 80 percent of the state aid owed for the difference in the student counts. Nothing in this subsection requires a district to seek supplemental state aid before a recomputation is made under (d) of this section."

HB 215

Louie Flora

From: Friedman_Jeff [Friedman_Jeff@asdk12.org]
Sent: Thursday, April 09, 2009 5:03 PM
To: Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Bryce Edgmon; Rep. Wes Keller; Rep. Peggy Wilson; Rep. Bob Buch; Rep. Berta Gardner
Cc: Comeau_Carol; Siegfried_Robin
Subject: HB 130 & HB 215

Dear Chair Seaton and Committee Members:

These two bills will be heard by the House Education Committee on Friday.

The Anchorage School Board is in favor of HB 130. We believe we need the flexibility to administer anonymous surveys without going to the expense of attempting to get parental permission from enough parents so the data collected is valid. It isn't that parents tend to object, it's just that the permission form sometimes gets lost along the way. We would still be required to notify parents so they had an opportunity to refuse permission. Parents who do object to these surveys tend to be well informed and get their objections in. The data from these surveys, when valid, helps us address serious social problems such as teen pregnancy and illegal drug use.

HB 215 is fairly new, and the Anchorage School Board has not had time to take a position on this bill. Our administration has noted some potential concerns. First, count periods cost money and time. Conducting a second count will divert resources from the classroom to various administrative functions in our Records, IT, Accounting, and other departments.

Second, there may not be sufficient time between submitting the second count on March 15 for DEED to do its OASIS verification before making its April 15 payment to districts. This could result in double payments to districts for the same child.

A second count period certainly has some advantages. However, it must be remembered that most schools issue contracts to staff through the end of a school year. If we hire an aide in August to assist a special education student, we can not terminate that aide simply because the special education student moved to Palmer in February. On the other hand, the Mat-Su district can't get additional funding to hire an aide of its own when that student moves without a second count period. That is why ASD previously suggested a small discretionary fund within DEED that districts could apply for when students moved during the year. That might be a more equitable way to handle the movement of some of these more expensive children during the school year.

HB 215 is complex, and may have many consequences, both intended and unintended. I hope the committee takes time to analyze this bill thoroughly and gives districts time to weigh in on this over the interim before the bill moves on.

Jeff Friedman
Anchorage School Board
1534 D Street
Anchorage, AK 99501
907-742-4699 (Home)

Alaska State Legislature

Representative Peggy Wilson
House District 2

SPONSOR STATEMENT
HB 215

"An Act relating to student counts for school funding purposes; and repealing school experience for salary scales provisions."

HB 215 repeals salary scale limitations for hiring new out of state teachers, allowing for more competitive recruitment efforts. The bill will also average a spring and fall student count to determine school funding and make it applicable for the following school year which will give schools the ability to set budgets based on concrete funding numbers.

HB 215 will help address multiple problems facing Alaska's education system. It will help school districts hire staff for hard-to-fill positions. Specialty positions, such as therapists and special needs teachers are in high demand in school districts across the country, and we have a shortage here in Alaska. Current statutes limit the amount of out of state professional experience that may be used to establish a teacher's position on the salary scale. By repealing this antiquated statute, districts will be able to negotiate salaries on a case by case basis, this will help keep Alaska competitive with the rest of the country when vying for needed educational professionals.

Secondly, HB 215 will change the way student counts for school funding purposes are conducted. This will help schools set a budget that allows them to retain teachers. Current statutes provide for one student count held in October of each year. Funding for the same year is dependent on that count. By that time, school districts have already set their budget, and if the count doesn't match that budget schools can be forced to cut positions they had contracted for the full year, exposing themselves to lawsuits.

HB 215 will establish counts in October and in February. These counts will be averaged and then used to determine funding for the following year; allowing school districts to know the minimum funding they will get in the upcoming year and set their budgets with concrete funding numbers. There will be an additional average count using the February number, and the following October's number. If this average is higher, school funding will be increased for the current school year.

An additional benefit of having a student count in the late February is that it makes it in a school districts' best financial interest to keep students in school for the whole year. Drop out rates in Alaska are one of the highest in the nation. To better serve Alaska's youth, we need to do everything we can to improve our graduation rates and attack this problem from all angles.

ALASKA STATE LEGISLATURE

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REPRESENTATIVE PEGGY WILSON
HOUSE DISTRICT 2

Sectional Analysis

House Bill 215

"An Act relating to student counts for school funding purposes; and repealing school experience for salary scales provisions."

Section 1. Requires a school district to submit to the department by March 15 of each fiscal year student count data and an ADM estimate for the current and succeeding fiscal years so state aid can be estimated.

Section 2. Establishes two consecutive student count periods, one in February and one in October and requires that they be averaged. It also defines when those counts results need to be submitted to the Department.

Section 3. Requires that a school districts state aide is determined by student counts from both preceding and current fiscal years. Seventy five percent of this aide will be distributed equally on or before the 15th day of each of the first nine months of each fiscal year (July – March). The remaining balance of state aide will be distributed equally on or before the 15th day of the last three months of the fiscal year (April – June). Prior to distribution this balance will be recomputed under **Section 4.**

Section 4. Requires that the if the average student count for the current year is higher than the averaged count from the preceding fiscal year, the department will recomputed state aid, taking into account the higher average student count.

Section 5. Repeals the statute limiting school experience for salary scale provisions.

Section 6. Defines the transition to the new student count method. In the first year the student count from the preceding school year shall be used as if it were an averaged count.

Applicable Statutes.

Sec. 14.17.500. Student count estimate.

(a) A district shall prepare and submit to the department by November 5 of each fiscal year, in the manner and on forms prescribed by the department, an estimate of its ADM and other student count data, including per school student count data, for the succeeding fiscal year upon which computations can be made to estimate the amount of state aid for which the district may be eligible under AS 14.17.400 in the succeeding fiscal year. In making its report, the district shall consider its ADM, other student count data, the pattern of growth or decline of the student population in preceding years, and other pertinent information available to the district.

(b) Part-time students shall be included in the student count data in accordance with regulations adopted by the department.

(c) When reporting a district's ADM, a part-time student who is a correspondence student may not be counted as more than one full-time equivalent student.

Sec. 14.17.600. Student counting periods.

(a) Within two weeks after the end of the 20-school-day period ending the fourth Friday in October, each district shall transmit a report to the department that, under regulations adopted by the department, reports its ADM for that counting period and other student count information that will aid the department in making a determination of its state aid under the public school funding program. For centralized correspondence study, the October report shall be based on the period from July 1 through the fourth Friday in October. The department may make necessary corrections in the report submitted and shall notify the district of changes made. The commissioner shall notify the governor of additional appropriations the commissioner estimates to be necessary to fully finance the public school funding program for the current fiscal year.

(b) Upon written request and for good cause shown, the commissioner may permit a district to use a 20-school-day counting period other than the period set out in (a) of this section. However, a counting period approved under this subsection must be 20 consecutive school days unless one or more alternate counting periods are necessary to permit a district to implement flexible scheduling that meets the district's needs and goals without jeopardizing the state aid for which the district would ordinarily be eligible under this chapter.

Sec. 14.17.610. Distribution of state aid.

(a) The department shall determine the state aid for each school district in a fiscal year on the basis of the district's student count data reported under AS 14.17.600 . On or before the 15th day of each of the first nine months of each fiscal year, one-twelfth of each district's state aid shall be distributed on the basis of the data reported for the preceding fiscal year. On or before the 15th day of each of the last three months of each fiscal year, one-third of the balance of each district's state aid shall be distributed, after the balance has been recomputed on the basis of student count and other data reported for the current fiscal year.

(b) Distribution of state aid under (a) of this section shall be made as required under AS 14.17.410 . If a district receives more state aid than it is entitled to receive under this chapter, the district shall immediately remit the amount of overpayment to the commissioner, to be returned to the public education fund. The department may make adjustments to a district's state aid to correct underpayments made in previous fiscal years.

(c) Upon an adequate showing of a cash flow shortfall of a district, and in the discretion of the commissioner, the department may make advance payments to a district. The total of advance payments may not exceed the amount of state aid for which the district is eligible for the fiscal year.

Sec. 14.20.220. School experience for salary scales.

(a) *[Repealed, Sec. 52 ch 6 SLA 1984].*

(b) *[Repealed, Sec. 52 ch 6 SLA 1984].*

(c) *[Repealed, Sec. 52 ch 6 SLA 1984].*

(d) *[Repealed, Sec. 35 ch 46 SLA 1970].*

(e) For teachers holding bachelors' degrees, not more than six years of school experience outside the state may be substituted for a like period of school experience in the state when a teacher's position on the salary scale is established, and, for teachers holding masters' degrees, not more than eight years of school experience outside the state may be substituted for a like period of school experience in the state when a teacher's position on the salary scale is established.

(f) *[Repealed, Sec. 23 ch 37 SLA 1986].*

(g) In this section, "school experience" means a full-time elementary or secondary teacher in a public or nonpublic school as defined in AS

ATP Alaska Teacher Placement

Alaska Teacher Supply & Demand

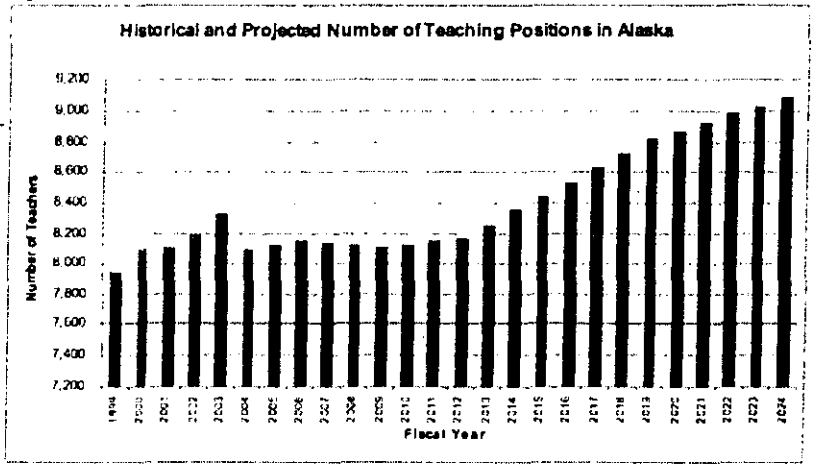
It is possible to learn quite a bit by looking at the annual supply and demand of teachers and school administrators across the state of Alaska.

We are frequently asked about the chances of being hired are for a school district, job category or school district. Well, this is our best information about the supply and demand of jobs by region and school district.

Trends can tell educators where jobs are likely to be found, and give some guidance as to patterns in high needs, and low needs certification areas. We only have overall numbers from this report, not specific data by certification area.

ⓘ **Warning:** Don't read TOO much into trend data. Statistics are useful, but only one piece of the puzzle.

- Download Supply & Demand Report



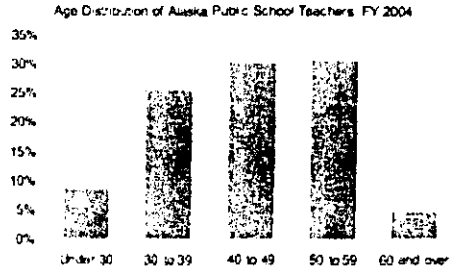
Supply & Demand in Context

Teacher supply and demand describes the ebb and flow of certified educators - teachers and administrators really - into and out of school districts in the state.

Why should you care? The supply and demand in any profession impacts the amount and characteristic of openings for new entrants.

We have taken the ISER data, and looked patterns of need to determine where openings are likely to occur.

Here's what we found of particular interest to job candidates:



- School population drives the number of teacher openings
- Alaska's school population (ADM) is expected to remain fairly stable until 2009
- School ADM is expected to increase significantly from 2010 on
- Alaska requires between 8,100 - 8,200 teachers working each year
- About 35% of Alaska's teaching force is between 50 and 59 years old
- Alaska allows retirement after 20 years of service
- About 33% of current teachers (2,700 or so) will likely retire by 2010
- Alaska replaces (turns over) 14% of its teachers yearly for various reasons
- 1134 teachers are either new to Alaska teaching, or moving each year!
- Alaska universities only graduate 220 - 230 teachers each year
- Alaska needs between 900 - 1000 teachers from Outside each year
- Lowerst Turnoer: Urban (sort of!) districts with 10% - 13% annually
- Highest Turnover: Southwestern, Interior & Western rural districts with 26% - 28% annually

Average Teachers Hired by District

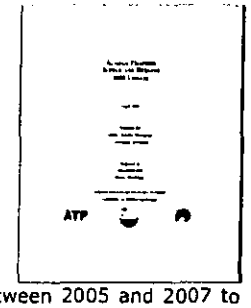
We took data from the ISER 2005 Supply & Demand Report, and calculated the average number of teachers hired by each district in a typical year. ISER used data gathered over five schools between 1998 and 2003.

Average Number of Teachers Hired by District
(1998-2003 SYs - Based on ISER Supply & Demand Report)

District	%Turnover	# Teachers	# New Hires	District	%Turnover	# Teachers	# New Hires
Alaska Gateway	21%	37	8	Kodiak	14%	190	27
Aleutian Region	32%	6	2	Kuspuk	34%	49	16
Aleutians East	30%	34	10	Lake & Peninsula	36%	42	16
Anchorage	10%	2656	268	Lower Kuskokwim	28%	533	96
Annette Island	12%	30	7	Lower Yukon	26%	142	37
Bering Strait	15%	95	23	Matanuska-Susitna	10%	750	75
Bristol Bay	17%	23	4	Mt. Edgecumbe	13%	14	2

Chatham	26%	22	6	Nenana	27%	26	7
Chugach	25%	14	4	Nome	23%	52	12
Copper River	14%	42	6	North Slope	21%	186	39
Cordova	18%	35	6	Northwest Arctic	26%	158	41
Craig	21%	31	7	Pelican	50%	4	2
Delta Greely	19%	52	10	Petersburg	10%	47	5
Denali	27%	29	8	Pribilof	34%	12	4
Dillingham	29%	40	12	Saint Marys	38%	13	5
Fairbanks	10%	917	92	Sitka	11%	110	12
Galena	14%	57	8	Skagway	21%	13	3
Haines	17%	31	5	Southeast Island	30%	13	4
Hoonah	16%	21	3	Southwest Region	31%	66	20
Hydaburg	41%	10	4	Tanana	46%	7	3
Iditarod	48%	36	17	Unalaska	13%	18	2
Juneau	13%	343	45	Valdez	12%	60	7
Kake	22%	15	3	Wrangell	13%	33	4
Kashunamiut	20%	23	5	Yakutat	31%	17	5
Kenai	12%	633	76	Yukon Flats	35%	37	37
Ketchikan	11%	145	16	Yukon Koyukuk	36%	30	11
Klawock	21%	10	2	Yupiit	30%	21	6
Alaska Average	14%	8,076	1,131	Note: Latest data is from 4 school years ago.			

2005 Supply & Demand Update



Alaska Teacher Placement (ATP) has contracted with the Institute of Social and Economic Research (ISER) between 2005 and 2007 to identify and analyze trends in K-12 educator supply and demand in the State of Alaska, including teacher turnover rates.

This report is an analysis of Alaskan teacher supply and turnover data from 1999-2004, and projects supply and demand data for the next five years.

Is There a Teacher Shortage?

Concern has been expressed in recent years about a potential shortage of qualified teachers for the nation's schools. A number of factors are seen as contributing to shortfalls: Student enrollment is growing, the teaching corps is aging, and many teachers are nearing retirement age. Finding enough qualified teachers has been a problem for many schools and districts around the country, especially in Alaska. Often this difficulty has been seen as evidence of a national shortfall in qualified educators.

However, the United States does not have an overall shortage of teachers. Indeed, nationally, more teachers are trained than are needed on an annual basis. Nonetheless, there is a lopsided distribution of educators, both in terms of the geographic location of available teachers and in the numbers of teachers trained in particular fields. For example, there are shortages of teachers in specific subject areas, including special education, mathematics, and science (Darling-Hammond & Sykes, 2003).

Still, retaining current teachers, rather than training new ones, is the larger problem nationally. Ingersoll (2003a, 2003b) found that increasing student enrollment and teacher retirements due to an aging workforce are not the primary causes of teacher shortages. Rather, the major factor driving teacher shortages is teacher turnover, both from educators migrating to new positions and from those leaving the teaching profession altogether, prior to retirement age. Studies have found that between 40 and 50 percent of new teachers leave the profession within the first five years of their teaching career (Ingersoll and Kralik, 2004).

Factors in Teacher Turnover

The primary reasons for educator dissatisfaction(in national studies) were poor salaries, poor administrative support, and student discipline problems.

While these studies offer important findings, they do not fully address the unique circumstances in Alaska that contribute to teacher turnover. For instance:

- Many schools in Alaska are in remote locations accessible only by plane or boat, so access can be both expensive and difficult.
- Housing availability and housing costs are often problematic (NANA Pacific, 2004), and in some rural Alaskan communities, teacher housing even lacks water and sewer hookups.

- Health care, shopping options, entertainment, and other "city" amenities can be quite limited.
- Teachers in rural schools are often required to teach multiple subjects across several grade levels.
- Cultural differences can create difficulties, especially for those who come to Alaska from the "lower 48" states. Alaska is home to many Alaska Native cultures; each having distinct languages, belief systems, traditions, and cultural practices, and it can be difficult for non-Native educators to learn how to work effectively within Native communities.

No comprehensive study of teachers who leave their jobs has been conducted in Alaska. However, McDiarmid, et. al., (2002) surveyed a sample of teachers in Alaska (n=135) who left their jobs at the end of the 2000-2001 school year, to try to understand why teachers either changed districts or left the career of teaching entirely.

When asked why they changed districts, the vast majority of teachers cited personal or family reasons (80%). Many also indicated they wanted to reside elsewhere (63%), were dissatisfied with district administrative support (61%), community support of the school (51%) or school board support (45%).

Affordable housing and higher quality housing were also significant concerns (46% and 38%).

Salary was only a concern for 22 percent overall, although teachers moving between urban districts were much more likely to change positions due to salary (50%) than rural educators (14%).

Better medical care was of concern to rural educators (30%) and not at all (0%) for urban teachers changing districts.

When asked to explain why they left teaching completely, subjects cited family or personal reasons (59%), the choice to pursue another career (50%), dissatisfaction with job description or responsibilities (45%), and dissatisfaction with community support of the school (37%). Better salary or benefits were only cited by 21 percent of those leaving the teaching profession. Health issues were another significant reason for teachers' departure (18%).

- Download the Alaska Teacher Supply & Demand Report 2005 in PDF format.

Add Your Own Information!

Want to Contribute?

Since the ATP website uses a wiki database engine, you can add links that you think are good by simply creating an account, and directly editing any page yourself!

Adding your links, resources and suggestions to the ATP website is quite easy once you give it a try, and you won't break anything. You can even create new pages, and upload pictures.

Together we can build a better website, and a social network of Alaska teachers, administrators and job candidates helping each other!

- Register to be an ATP Editor
- Editing Help

Louie Flora

From: James Elliott [jelliott@crsd.k12.ak.us]
Sent: Friday, April 10, 2009 8:22 AM
To: Rep. Peggy Wilson; Rep. Paul Seaton
Subject: HB 215

Follow Up Flag: Follow up
Flag Status: Yellow

I am writing in support of the proposed changes in the experience credits for outside teachers. Alaska cannot produce anywhere near the number of new teachers districts require annually. Thus, the proposed change will allow districts in Alaska to compete for effectively with their counterparts in other states.

Please make my statement in support of the the subject legislation a part of your committee's record.

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Louie Flora

From: Dave Jones [DJones2@KPBSD.k12.ak.us]
Sent: Thursday, April 09, 2009 4:06 PM
To: Rep. Paul Seaton
Cc: Louie Flora
Subject: HB 215

Dear Representative Seaton,

Thank you for the opportunity to be able to talk with you today concerning HB 215. I have done further review of HB 215 since our discussion, and would like to offer some further input on the bill. It seems that the more times I read the bill, the more I realize it affects multiple areas and could potentially have some unforeseen consequences.

I like the repeal of the teacher experience cap for out of state candidates and the attempt to set a base support amount. However, I have some concerns that the attempt to address drop out rates by using a second count period will in fact result in a financial disincentive for districts. Historical enrollment trends in our district indicate that our enrollments reach a low point in approximately February and then build to their highest levels in the fall. I believe that the effect of averaging a second count in February will lead to overall decreased funding support from the state.

I would like to have further time to determine the actual effects of this bill, and to see if we could come up with alternative solutions to the drop out problem without negatively affecting our financial support. Therefore, I am requesting that this bill be held in the House Education Committee for the interim.

Thank you for your consideration of my request and for your efforts on behalf of education.

Dave Jones
Assistant Superintendent
KPBSD
714-8857

Louie Flora

From: Dennis Niedermeyer [dennis@niedserv.com]
Sent: Thursday, April 09, 2009 4:07 PM
To: Rep. Paul Seaton
Cc: Dave Jones; Jeans, Eddy (EED); Melody Douglas
Subject: HB 215

Dear Representative Seaton,

I have just become aware of a recently introduced bill (HB 215) which would significantly alter the existing funding mechanism for Alaska Schools. This proposed bill is a MAJOR departure from the existing foundation entitlement calculation mechanism and should require an extensive public review and study, prior to it being passed out of committee and or enacted.

My cursory review of this bill indicates that it would severely impact districts with declining enrollment such as Kenai and Ketchikan. It will also undo years of work to establish a better mechanism to allow Districts some assurance of a known funding amount for the current year. As an example, using counts from February, as proposed in the bill, to determine in part the current year funding entitlement would result in school funding that could not be determined until the end of April or May and possibly after school was out. This added additional unknown factor in establishing budgets and program planning; and is untenable for Alaskan Schools.

I believe that advancing this bill without further input and study could potentially damage the system for financing of public education system in Alaska.

I would request that you consider holding HB 215 in your committee until such time as public hearing can be held and an extensive analysis of the impact on affected schools and districts can be evaluated.

Your consideration of my input is appreciated.

Sincerely,

Dennis Niedermeyer
Retire Alaska School Business Official

HOLY SEE						
	331	147	79	37	515	02/01/2009
HONDURAS						
BAY ISLANDS						
	104	54	32	14	172	10/01/2001
LA CEIBA						
	113	67	39	17	197	03/01/2009
SAN PEDRO SULA						
	176	62	36	15	253	04/01/2009
TEGUCIGALPA						
	170	66	38	17	253	04/01/2009
TELA						
	116	56	33	14	186	10/01/2008
[OTHER]						
	75	33	22	8	116	01/01/2006
HONG KONG						
HONG KONG						
	335	115	63	29	479	02/01/2008
HONG KONG NAVY CONTRACTING DEPT						
	335	115	63	29	479	02/01/2008
HUNGARY						
BUDAPEST						
	153	65	38	16	234	03/01/2007
PAPA						
	104	50	30	13	167	03/01/2008
[OTHER]						
	86	38	24	9	133	12/01/2005
ICELAND						
AKUREYRI						
05/01 - 08/31	185	90	50	22	297	03/01/2009
09/01 - 04/30	146	86	48	22	254	03/01/2009
KEFLAVIK-GRINDAVIK						
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NAVSTA KEFLAVIK						
	127	60	35	15	202	03/01/2009
REYKJAVIK						
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[OTHER]						
05/01 - 08/31	128	69	40	17	214	03/01/2009
09/01 - 04/30	92	66	38	17	175	03/01/2009
INDIA						
AGRA						
	138	51	31	13	202	10/01/1998
BANGALORE						
	364	88	49	22	474	11/01/2006
CHENNAI						
Name change to Chennai (formerly Madras) effective 1 May 97.						
	248	68	39	17	333	11/01/2006
GOA						
	194	55	33	14	263	04/01/2009
HYDERABAD						
	297	72	41	18	387	11/01/2006
KOLKATA						
Eff. 01 FEB 2007, Calcutta, India, renamed to Kolkata, India						
	253	70	40	18	341	02/01/2008
MUMBAI						
	389	101	56	25	515	01/01/2008
NEW DELHI						
	380	85	48	21	486	01/01/2007
PUNE						
	273	58	34	14	345	02/01/2007
TRIVANDRUM						
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[OTHER]						
	150	53	32	13	216	12/01/2005
INDONESIA						
BALI						
01/16 - 12/14	178	106	58	26	310	05/01/2008
12/15 - 01/15	243	112	61	27	382	05/01/2008
BANDA ACEH						
	80	54	32	13	147	12/01/2007
BANDUNG						
	82	41	26	10	133	10/01/1998
BATAM						
	87	34	22	9	130	10/01/1991
JAKARTA						
	121	90	50	22	233	10/01/2006
JAYAPURA						
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MEDAN						
	90	45	28	11	146	10/01/2008
SURABAYA						
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TIMIKA, IRIAN JAYA						
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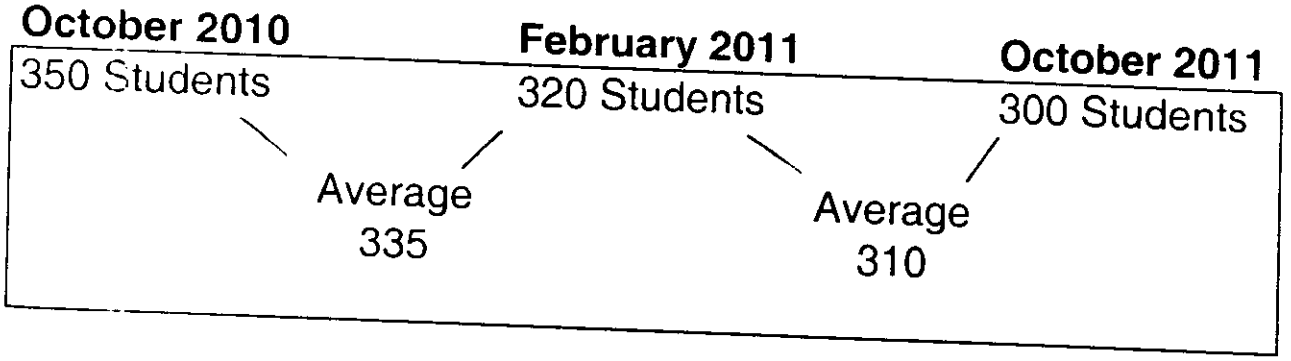
YOGYAKARTA						



Funding For 2011 School Year
335*BSA

Amendment 1

Offered in the **House EDU Committee** By:Representative Wilson

To Bill Number: HB 215 Version: 26-LS0456/T

Date: 4/10/09

Delete Sections: 1,2,3,4,6.

Retain: **Section 5**

Amendment 1

Offered in the **House EDU Committee** By:Representative Wilson

To Bill Number: HB 215 Version: 26-LS0456/T

Date: 4/10/09

Delete Sections: 1,2,3,4,6.

Retain: **Section 5**

Memo

From: Louie Flora, Staff, Rep. Seaton
To: Legal Services
RE: final bill request
Date: April 10, 2009

The attached amendment was incorporated into HB 215 version 26-LS0456\T which was adopted by the House Education Committee and passed from committee this morning.

Please incorporate into a final to be read across the floor as soon as possible.

Thanks,

Louie

HB 235

26-LS0913\R.5
Chenoweth/Mischel
2/8/10

AMENDMENT

OFFERED IN THE HOUSE BY REPRESENTATIVE MUÑOZ

TO: CSHB 235( ), Draft Version "R"

Page 2, line 11:

Delete "The"

Insert "If money has been appropriated for the purpose, the"

Page 2, line 20:

Delete "In addition to other loan forgiveness benefits available to a participant,"

Insert "If money has been appropriated for the purpose, and as an alternative to loan forgiveness benefits provided under (a) of this section,"

Page 2, following line 25:

Insert a new paragraph to read:

"(2) practices in the state in a field of study described in AS 14.44.025(b) for not less than 750 hours during the year;"

Renumber the following paragraphs accordingly.

Page 2, line 30:

Delete "in the state,"

Insert "as provided in AS 47.07,"

Page 2, line 31:

Delete "participant's"

Page 2, line 31, following "billings":

Insert "submitted by the practice"

Replaces by R.5

26-LS0913\R.4
Kurtz/Mischel
2/6/10

AMENDMENT

OFFERED IN THE HOUSE BY REPRESENTATIVE MUÑOZ

TO: CSHB 235( ), Draft Version "R"

Page 2, line 11:

Delete "The"

Insert "If money has been appropriated for the purpose, the"

Page 2, line 20:

Delete "In addition to other loan forgiveness benefits available to a participant,"

Insert "If money has been appropriated for the purpose, and as an alternative to loan forgiveness benefits provided under (a) of this section,"

Page 2, line 30:

Delete "in the state,"

Insert "as provided in AS 47.07,"

Page 2, line 31:

Delete "participant's"

Page 2, line 31, following "billings":

Insert "submitted by the practice"

AMENDMENT 2

OFFERED IN THE HOUSE BY REPRESENTATIVE MUÑOZ

TO: CSHB 235 ( ), Draft Version "R"

Page 2, line 26:

Insert "(2) practices in the state in a field of study listed in AS 14.44.025(b) for not less than 750 hours during the year; and"

Page 2, line 26:

Delete "(2)"

Insert "(3)"

Page 3, line 2:

Delete "(3)"

Insert "(4)"

Shortage Designation: Health Professional Shortage Areas (HPSAs)

Shortage Designation Home
Find Shortage Areas
HPSA & MUA/P by Address
HPSA by State & County
HPSA Eligible for the Medicare Physician Bonus Payment
MUA/P by State & County
Health Professional Shortage Areas (HPSAs)
HPSA Designation Criteria, Guidelines & Process
Automatic Facility HPSA Scoring
How to Apply for HPSA Designation
HPSA Dictionary
Designated HPSA Statistics
Medically Underserved Areas/Populations (MUA/Ps)
MUA/MUP Designation Guidelines
MUA/MUP Dictionary
More Resources
Proposed Rule
Frequently Asked Questions

Contact: sdb@hrsa.gov or 1-888-275-4772. Press option 1, then option 2

Dental HPSA Designation Overview

Also see:

- HPSA Designation Criteria
- Dental HPSA Designation Criteria
- Guidelines for Primary Medical Care/Dental HPSA Designation

There are three different types of HPSA designations, each with its own designation requirements:

- Geographic Area
- Population Groups
- Facilities

Geographic Areas must

- Be rational areas for the delivery of dental services
- Meet one of the following conditions
  - Have a population to full-time-equivalent dentist ratio of at least 5,000:1
  - Have a population to full-time equivalent dentist ratio of less than 5,000:1 but greater than 4,000:1 and unusually high needs for dental services
- Dental professionals in contiguous areas are overutilized, excessively distant or inaccessible to the population

Population Groups must

- Reside in a rational service area for the delivery of dental care services
- Have access barriers that prevent the population group from use of the area's dental providers
- Have a ratio of the number of persons in the population group to the number of dentists practicing in the area and serving the population group of at least 4,000:1
- Members of Federally recognized Native American tribes are automatically designated. Other groups may be designated if the meet the basic criteria described above.

Facilities must

- Be either Federal and/or State correctional institutions or public and/or non-profit medical facilities
- Federal or State Correctional facilities must:
  - Have at least 250 inmates and
  - Have a ratio of the number of internees per year to the number of FTE dentists serving the institution of at least 1,500:1
- Public and/or non-profit private dental facilities must:
  - provide general dental care services to an area or population group designated as having a dental HPSA and
  - have insufficient capacity to meet the dental care needs of that area or population group

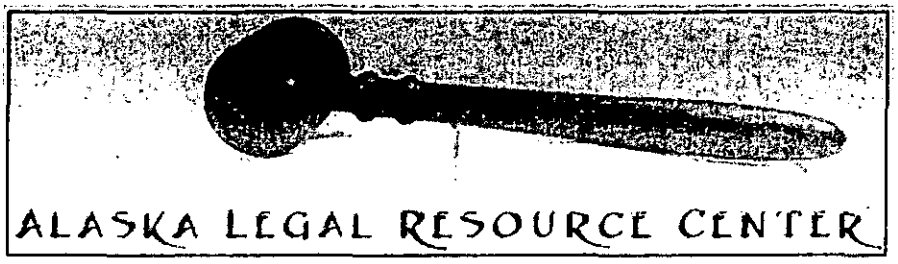
Related Links

State Primary Care Offices for designation application help and State shortage information

Exchange Visitor Program for physicians with J-1 visas working in HPSAs

National Health Service Corps scholarships & loan repayment in return for service at NHSC-approved sites in greatest-need HPSAs

Medicare PSA/HPSA Physician Bonus



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Chapter 7. Medical Assistance For Needy Persons

Section 10. Purpose.
Section 20. Eligible Persons.
Section 25. Assignment of Medical Support Rights.
Section 30. Medical Services to Be Provided.
Section 32. Inpatient Psychiatric Services For Persons Under 21 Years of Age.
Section 35. Priority of Medical Assistance. [Repealed, Sec. 4 Ch 106 SLA 2003].
Section 36. Cost Containment Measures Authorized.
Section 40. State Plan For Provision of Medical Assistance.
Section 42. Recipient Cost-Sharing.
Section 45. Home and Community-based Services.
Section 50. Implementation of the Medical Assistance Program.
Section 55. Recovery of Medical Assistance From Estates.
Section 60. Receipt of Federal Money.
Section 63. Payment For Certain Services Furnished or Paid For By a School District.
Section 65. Payment For Prescribed Drugs.
Section 67. Payment For Adult Dental Services.
Section 70. Payment Rates For Health Facilities.
Section 71. Reports By Health Facilities.
Section 72. Report By the Department. [Repealed, Sec. 35 Ch 126 SLA 1994].
Section 73. Uniform Accounting, Budgeting, and Reporting.
Section 74. Audits and Inspections.
Section 75. Administrative Procedure.
Section 80. [Renumbered as AS 47.07.900
Section 110. - 47-07-190l Medicaid Rate Advisory Commission [Repealed, Sec. 6 Ch 28 SLA 2003].
Section 900. Definitions.

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AS 47.07.010. Purpose.

It is declared by the legislature as a matter of public concern that the needy persons of this state who are eligible for medical care at public expense under this chapter should seek only uniform and high quality care that is appropriate to their condition and cost-effective to the state and receive that care, regardless of race, age, national origin, or economic standing. It is equally a matter of public concern that providers of services under this chapter should operate honestly, responsibly, and in accordance with applicable laws and regulations in order to maintain the integrity and fiscal viability of the state's medical assistance program, and that those who do not operate in this manner should be held accountable for their conduct. It is vital that the department administer this chapter in a manner that promotes effective, long-term cost containment of the state's medical assistance expenditures while providing medical care to recipients. Accordingly, this chapter authorizes the department to apply for participation in the national medical assistance program as provided for under 42 U.S.C. 1396 - 1396p (Title XIX, Social Security Act).

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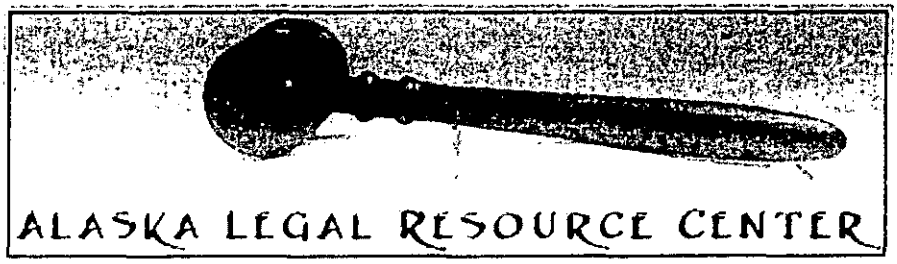

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AS 47.07.020. Eligible Persons.

(a) All residents of the state for whom the Social Security Act requires Medicaid coverage are eligible to receive medical assistance under 42 U.S.C. 1396 - 1396p (Title XIX, Social Security Act).

(b) In addition to the persons specified in (a) of this section, the following optional groups of persons for whom the state may claim federal financial participation are eligible for medical assistance:

(1) persons eligible for but not receiving assistance under any plan of the state approved under 42 U.S.C. 1381 - 1383c (Title XVI, Social Security Act, Supplemental Security Income) or a federal program designated as the successor to the aid to families with dependent children program;

(2) persons in a general hospital, skilled nursing facility, or intermediate care facility, who, if they left the facility, would be eligible for assistance under one of the federal programs specified in (1) of this subsection;

(3) persons under 21 years of age who are under supervision of the department, for whom maintenance is being paid in whole or in part from public funds, and who are in foster homes or private child-care institutions;

(4) aged, blind, or disabled persons, who, because they do not meet income and resources requirements, do not receive supplemental security income under 42 U.S.C. 1381 - 1383c (Title XVI, Social Security Act), and who do not receive a mandatory state supplement, but who are eligible, or would be eligible if they were not in a skilled nursing facility or intermediate care facility to receive an optional state supplementary payment;

(5) persons under 21 years of age who are in an institution designated as an intermediate care facility for the mentally retarded and who are financially eligible as determined by the standards of the federal program designated as the successor to the aid to families with dependent children program;

(6) persons in a medical or intermediate care facility whose income while in the facility does not exceed $1,656 a month but who would not be eligible for an optional state supplementary payment if they left the hospital or other facility;

(7) persons under 21 years of age who are receiving active treatment in a psychiatric hospital and who are financially eligible as determined by the standards of the federal program designated as the successor to the aid to families with dependent children program;

(8) persons under age 21 and not covered under (a) of this section, who would be eligible for benefits under the federal program designated as the successor to the aid to families with dependent children program, except that they have the care and support of both their natural and adoptive parents;

(9) pregnant women not covered under (a) of this section and who meet the income and resource requirements of the federal program designated as the successor to the aid to families with dependent children program;

(10) persons under 21 years of age not covered under (a) of this section who the department has determined cannot be placed for adoption without medical assistance because of a special need for medical or rehabilitative care and who the department has determined are hard-to-place children eligible for subsidy under AS 25.23.190 - 25.23.210;

(11) persons who can be considered under 42 U.S.C. 1396a(e)(3) (Title XIX, Social Security Act, Medical Assistance) to be individuals with respect to whom a supplemental security income is being paid under 42 U.S.C. 1381 - 1383c (Title XVI, Social Security Act) because they meet all of the following criteria:

(A) they are 18 years of age or younger and qualify as disabled individuals under 42 U.S.C. 1382c(a) (Title XVI, Social Security Act);

(B) the department has determined that

(i) they require a level of care provided in a hospital, nursing facility, or intermediate care facility for the mentally retarded;

(ii) it is appropriate to provide their care outside of an institution; and

(iii) the estimated amount that would be spent for medical assistance for their individual care outside an institution is not greater than the estimated amount that would otherwise be expended individually for medical assistance within an appropriate institution;

(C) if they were in a medical institution, they would be eligible for medical assistance under other provisions of this chapter; and

(D) home and community-based services under a waiver approved by the federal government are either not available to them under this chapter or would be inappropriate for them;

(12) disabled persons, as described in 42 U.S.C. 1396a(a)(10)(A)(ii)(XIII), who are in families whose income, as determined under applicable federal regulations or guidelines, is less than 250 percent of the official poverty line applicable to a family of that size according to the United States Department of Health and Human Services, and who, but for earnings in excess of the limit established under 42 U.S.C. 1396d(q)(2)(B), would be considered to be individuals with respect to whom a supplemental security income is being paid under 42 U.S.C. 1381 - 1383c; a person eligible for assistance under this paragraph who is not eligible under another provision of this section shall pay a premium or other cost-sharing charges according to a sliding fee scale that is based on income as established by the department in regulations;

(13) persons under 19 years of age who are not covered under (a) of this section and whose household income does not exceed 175 percent of the federal poverty line as defined by the United States Department of Health and Human Services and revised under 42 U.S.C. 9902(2);

(14) pregnant women who are not covered under (a) of this section and whose household income does not exceed 175 percent of the federal poverty line as defined by the United States Department of Health and Human Services and revised under 42 U.S.C. 9902(2);

(15) persons who have been diagnosed with breast or cervical cancer and who are eligible for coverage under 42 U.S.C. 1396a(a)(10)(A)(ii)(XVIII).

(c) Receipt of medical assistance under this chapter is considered to be an additional benefit to these individuals and does not affect other assistance payments, federal or state, for which the recipient is eligible.

(d) Additional groups may not be added unless approved by the legislature.

(e) Notwithstanding (b)(4) of this section, a person is not eligible for Medicaid benefits until a final determination is made on the eligibility of that person for benefits under 42 U.S.C. 1381 - 1383c (Title XVI, Social Security Act).

(f) A person may not be denied eligibility for medical assistance under this chapter on the basis of a diversion of income, whether by assignment or after receipt of the income, into a Medicaid-qualifying trust that, according to a determination made by the department,

(1) has provisions that require that the state will receive all of the trust assets remaining at the death of the individual, subject to a maximum amount that equals the total medical assistance paid on behalf of the individual; and

(2) otherwise meets the requirements of 42 U.S.C. 1396p(d)(4).

(g) A person's eligibility for medical assistance under this chapter may not be denied or delayed on the basis of a transfer of assets for less than fair market value if the person establishes to the satisfaction of the department that the denial or delay would work an undue hardship on the person as determined on the basis of criteria in applicable federal regulations.

(h) A person who meets the eligibility requirements of (a) or (b) of this section, except that the person is a qualified alien as defined in 8 U.S.C. 1641, is eligible for medical assistance unless the person is not eligible under the limited eligibility provision of 8 U.S.C. 1613.

(i) The department may allow a person under 19 years of age who is determined to be eligible for benefits under this chapter to remain eligible for those benefits for up to 11 calendar months following the month that the person is determined eligible for benefits or until the person is 19 years old, whichever occurs earlier.

(j) [See conditional effective date note]. A person may not apply for medical assistance coverage on behalf of a child under 18 years of age who is not emancipated unless the person is the parent or legal guardian of the child or, if the parent or legal guardian can be contacted and consents to the application, the person is

(1) an adult caretaker relative who lives with the child and who is exercising care and control of the child; or

(2) an employee of the department who is applying on behalf of a child who is in the custody of the department.

(k) [See conditional effective date note]. A child who is unemancipated may apply for medical assistance coverage on the child's own behalf if the parent or legal guardian of the child consents to the application. The department may waive consent under this section if the child expresses a reasonable fear of the child's parent or legal guardian or the department has been unable to contact the parent or legal guardian after the department has made reasonable efforts to do so. If a waiver of consent is granted, the department shall document the reason for the waiver in the child's medical assistance record.

(l) [See conditional effective date note]. Notwithstanding the eligibility provisions under (a) and (b) of this section, a person may not receive medical assistance under this section unless the person first enrolls in the Medicare program under 42 U.S.C. 1395 to the extent that the person is eligible to receive benefits and services under the program.

(m) [See conditional effective date note]. Except as provided in (g) of this section, the department shall impose a penalty period of ineligibility for the transfer of an asset for less than fair market value by an applicant or an applicant's spouse consistent with 42 U.S.C. 1396p(c)(1).

(n) [See conditional effective date note]. Except as provided under 42 U.S.C. 1396p(f) and 42 U.S.C. 1396u-1, the department shall include as an asset for eligibility purposes the value of an applicant's home if the equity value in the home exceeds $500,000 at the time the application is completed. Nothing in this subsection prohibits an applicant from reducing the equity value in the applicant's home by selling the home or by taking out a loan that affects the equity.

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Note to HTML Version:

This version of the Alaska Statutes is current through December, 2007. The Alaska Statutes were automatically converted to HTML from a plain text format. Every effort has been made to ensure their accuracy, but this can not be guaranteed. *If it is critical that the precise terms of the Alaska Statutes be known, it is recommended that more formal sources be consulted.* For statutes adopted after the effective date of these statutes, see, Alaska State Legislature If any errors are found, please e-mail Touch N' Go systems at E-mail. We hope you find this information useful.

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WWAMI RURAL HEALTH RESEARCH CENTER
Policy Brief • April 2009

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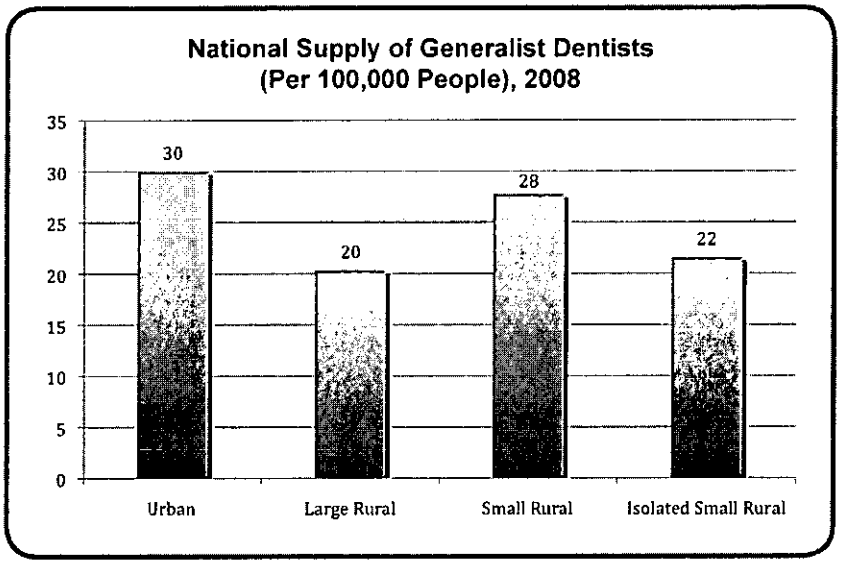
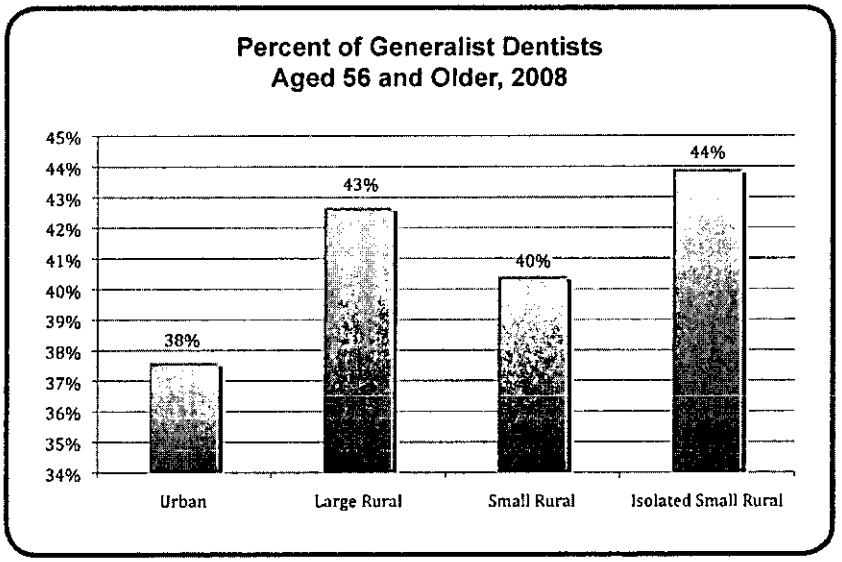
The Crisis in Rural Dentistry

Issues

Rural populations have fewer dentists, lower dental care utilization, and higher rates of dental caries and permanent tooth loss than urban populations.[1-5] Reports from the Surgeon General[4] and the Institute of Medicine[6] call for more dentists in rural locations. Federal and state programs have focused on expanding rural dentist supply to increase dental access and improve oral health, but efforts may need to intensify to meet the needs of rural communities.





Evidence

- Of the 2,050 U.S. rural counties, 1,221 (60%) are designated dental health professional shortage areas (HPSAs).[6]
- In 2008, there were 22 "generalist" (general practice, pediatric, or public health) dentists per 100,000 persons in rural areas compared with 30 in urban areas, nationally.[7]
- Nationally, rural areas had a higher percentage of generalist dentists aged 56 or older than urban areas (42% vs. 38%). This percentage was 44% in remote rural locations.[7]
- In 2004, dentists working at rural federally-qualified community health centers (CHCs) were in high demand and short supply. Almost half of rural CHCs had vacant dentist positions for over 7 months.[8]

Potential Solutions

The following strategies could be used to bolster the rural oral health care workforce:

- Admit dental students likely to choose rural careers, such as those from rural locations.
- Focus dental school expansion on the shortage of rural providers.
- Support rural programs and divisions within dental schools and their roles in teaching and mentoring students (e.g., training programs in rural general practice and pediatric dentistry).
- Provide rural experiences during dental education, such as rural training tracks.
- Increase opportunities for dental students and residents interested in rural careers to acquire the broad skill set needed for rural practice.
- Support loan repayment programs for dental students who enter rural practice.
- Enhance the ability of rural communities to recruit and retain dentists through locally-driven community, economic, and leadership development efforts.

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PROVISIONS FOR LOAN FORGIVENESS/SCHOLARSHIPS AND GRANTS

Information derived from state statutes, regulations and various reports about programs that provide loan benefits and scholarship assistance in return for serving defined low-access communities or populations

More than half of the states have some kind of loan forgiveness / scholarship assistance programs in place.

States vary on the delivery and amount of the incentives. Some states provide scholarships while other state incentive programs pay off the loan *after* graduation. Either way, it is the equivalent of students not having to pay for some or all of dental school with the agreement that they will practice for a set amount of time in a manner that is intended to reduce access problems.

Overview of States:
The framework of each state law is basically the same—a contract with a limited number of dentists to perform dental services in an area designated underserved for a period of time (2-5 years). The amounts allocated per provider range from about $20,000 total to $125,000. The laws are pretty broad with respect to practice location and patients served—but are consistent in that they require that underserved patients be the focus of care delivery.

For instance, **Arizona** requires the dentists to serve full-time providing primary care services at eligible service sites. Many states use the federal designation Dental Health Professional Shortage Area (i.e. **California**, **Indiana**, **Oklahoma** and **Washington D.C.**) to determine where a dentist must locate. **Minnesota** dentists must agree to deliver at least 25 percent of the annual patient encounters to state public program enrollees or patients receiving sliding fee schedule discounts through a formal sliding fee schedule.

Presented here is a state-by-state summary of their loan forgiveness / scholarship grant programs. While the information contained in this document is of general interest the information presented here is a snapshot at a particular point in time. One cannot rely solely on this document as being a comprehensive and up-to-date list of states that have such provisions. For specific details on a particular state please contact the state dental society.

Alabama

The Board of Dental Scholarship Awards was established to provide scholarships and scholarship loans for the education of qualified applicants for admission to dental schools in Alabama who agreed to practice in underserved areas. Repayment could be based on service alone, or on a combination of service and payments, depending on the location of the practice, rural verses urban, and the duration of time in that practice. The terms of various types of repayment are set out in the law. The law was amended in 2007

to create the "Rural Dental Health Scholars Program" to provide for loans and scholarships to both high school and dental students who are interested in practicing in rural areas of the state.

Arizona

Requires primary care provider to contract with the Department to provide full-time continuous services at a specific eligible service site for a minimum of 24 months. Requires: a signed contract for current or prospective employment at an eligible service site or a letter of intent of employment at an eligible service site; A contract with the Department to serve full-time providing primary care services at the eligible service site for a minimum of 24 months, with 12-or 24-month contract extensions available upon mutual agreement with the individual in the senior leadership position at the service site; Agreement to work at least 32 of the minimum 40 hours per week; provider to charge for services at the usual and customary rates in the primary care area, except that patients unable to pay are to be charged a reduced rate according to the service site's sliding-fee scale or not charged; Agreement not to discriminate on the basis of a patient's ability to pay for care or the payment source, including Medicare or AHCCCS, and; Agreement to accept assignment for payment under Medicare and to participate in AHCCCS.

Arkansas

The state provides a forgivable loan program to assist Arkansas dental students attending specified out-of-state health and medical professional schools. The loans may be forgiven at the rate of one (1) year's loan for one (1) year's practice in Arkansas.

California

Provides loan repayment to recent dental school graduates who practice for three years in a community clinic or office in an underserved area. A "Dentally underserved area" is eligible for designation via the federal shortage designation criteria defined Title 42, Chapter I, Part, Appendix B (Criteria for Designation of Areas Having Shortages of Dental Professionals) or an area where unmet needs exist as determined by the state. Loan repayments are limited to ($105,000) per individual. After completing one year of service, $25,000 is awarded. After two consecutive years, $35,000 is awarded, for a total loan repayment of up to $60,000. After three consecutive years, $45,000 is awarded, for a total loan repayment of up to $105,000. Program extended until July 1, 2012 in 2009 S 599.

Colorado

The state dental loan repayment program pays all or part of the principal, interest, and related expenses of the educational loans of each eligible dental professional who agrees to provide care to underserved populations for at least 2 years. Funding includes moneys credited to the tobacco litigation settlement fund to the extent available, appropriations from state general fund, as well as other public and private donations. Section 25-23-104 (1), C.R.S.

Connecticut

Connecticut pays for part or all of qualifying educational loans (principal, interest and related expenses for dentists and hygienists). $15,000 per year, for minimum of 2 years and up to four (4) years with an extension in Community Health Centers and other eligible primary care sites in the state, designated by the federal government as Medically Underserved Areas (MUA) and as Health Professional Shortage Areas HPSA). Work time requirements under the Connecticut SLRP program are for a minimum of 40 hours/wk, (max of 8 hrs may be practice-related administrative activities).

Delaware

The State Loan Repayment Program for Dentists and Physicians is designed to recruit physicians and dentists to underserved areas of the state by repaying a portion of their educational debt in exchange for their commitment to practice in underserved area. The dental component was launched in 2001.

Georgia

Provides loan assistance to dentists who agree to practice full time (minimum 40 hours / week) in rural areas of the state. The dentist must maintain a Georgia Medicaid number and actively treat Medicaid patients.

The contracts with the "Dentists for Rural Areas Assistance Program" will be for one

year, renewable up to three times for a total of 4 years. The amount of the award shall be determined by the State Medical Education Board (SMEB) annually.

If the dentist defaults the penalty shall be immediate liability for two times the original principal amount of the loan award.

Hawaii

A Hawaii law enacted in 2008 establishes the Hawaii Health Corps Program working group; provides for the development of a plan to establish a program for tuition loan repayments and stipends for physician and dentist participants serving in underserved areas; provides that priority placement in the program will be for graduates of the John A. Burns School of Medicine; requires participants to commit and serve as first responders in the event of a declared emergency.

Idaho

The Rural Health Care Access Fund provides grants to improve access to primary care medical services in areas designated as primary care health professional shortage areas and medically underserved areas. Individual grant awards are limited to $35,000, direct and indirect costs, per year. Applicants may propose projects for funding for up to three years. Title 39, Chapter 59, Idaho Code.

Illinois

Provides grants to Illinois students enrolled or accepted in Illinois dental schools, and who contract to practice dentistry in a designated shortage area in the State. Student must be certified by the school as being eligible to receive financial aid. Upon the Illinois licensure of the student to practice dentistry, the student shall serve as a general practice dentist in a designated shortage area in the State. The term of this service shall be as provided in the Dental Student Grant Act.

2007 S 387 was enacted. Creates the Loan Repayment Assistance for Dentists Act (110 ILCS 948). Requires the Department of Public Health to establish an educational loan repayment assistance program for dentists who practice in designated shortage areas in this State for 2 years. There law enumerates requirements of participation and the penalty is to repay the amount of the benefit received if the dentist does not fulfill the terms agreed upon. The law was amended in 2009 by adding eligibility of dental hygienists for loan repayment assistance and by adding up to two subsequent one-year grants for dentists. Dentists currently are eligible for a two year grant. 2009 S 275.

Indiana

The Indiana health care professional recruitment and retention fund provides loan repayment for student loans up to $40,000 ($20,000 per year) incurred by dentists agreeing to serve a two-year stint in federally designated shortage area or an area approved by the state as underserved.

In 2009 H 1573 was enacted:
The Indiana dental recruitment fund is established to provide grants to dentists and dental hygienists to encourage the full-time delivery of dental care in underserved areas and to increase the number of minority dentists and dental hygienists in Indiana. To qualify one must be licensed and have entered into an agreement with the recruitment committee to: (A) either: (i) commit to working five (5) years in a underserved area or as a minority dentist or dental hygienist in Indiana for a yearly grant of thirty-five thousand dollars ($35,000); or (ii) commit to working two (2) years in a underserved area or as a minority dentist or dental hygienist in Indiana for a yearly grant of thirty thousand dollars ($30,000) with the option by the dentist or dental hygienist to serve up to three (3) additional years for a yearly grant of thirty-five thousand dollars ($35,000); (B) provide an average of at least forty (40) hours of dentistry per week in underserved areas or as a minority dentist or dental hygienist in Indiana; (C) maintain a patient base that includes at least thirty percent (30%) as Medicaid patients; and (D) provide a sliding fee scale, as approved by the committee, for low income patients.
The agreement shall include a clause that if the dentist or dental hygienist does not comply with the requirements they will pay back to the committee seven thousand five hundred dollars ($7,500), plus interest, for each month that they do not serve or had left to serve under the terms of the agreement.

Maine

The Finance Authority of Maine awards up to 3 loans or loan repayment agreements annually up to an aggregate of 12. Under the program, loans may be awarded to Maine residents who have been accepted into dental school. If, upon completing dental education, the loan recipient elects to practice dentistry in an area determined to be underserved, the loan recipient may be forgiven a 25% portion of the loan per year after executing a loan repayment agreement.

Maryland

Maryland's new law provides up to $100,000 total loan assistance over a three-year period, during which a dentist accepts 30% of his/her caseload from the Medicaid-eligible population. Assistance is limited to 5 dentists per year for a total of 15 dentists over the three-year program.

Massachusetts

The Massachusetts Dental Society reports that as of 2009, there are two state programs that offer loan repayment or tuition reimbursement. However, that there is not enough funding in these programs to make a difference to many students. In fact, with one of these programs, dentists are forced to compete with physicians for limited financial resources.

The Massachusetts State Loan Repayment Program (MSLRP) offers loan repayment for dentists and hygienists who agree to practice in a community health center or a public licensed clinic for two years. The Commonwealth's $250,000 is matched by the federal government, resulting in a $500,000 program. The program is administered by the Massachusetts Department of Public Health (DPH) and is available to health professionals—including, but not limited to, dentists and hygienists—who work in designated Health Professional Shortage Areas (HPSAs).

The MDS reports that dental professionals are under-represented in the program because there are fewer community health centers in these shortage areas in Massachusetts, and rules that accompany federal matching funds preclude the DPH from structuring the program in a manner that would attract more dental professionals to more health centers.

Additionally, the state provides $1 million, administered by the University of Massachusetts, with 50 percent earmarked for loan repayment and tuition reimbursement. Of this amount, $120,000 funds a scholarship at each of the state's three dental schools for students agreeing to work in a community health center for two years, $380,000 goes to loan repayment for dentists already working in community health centers, and $500,000 is designated for community health center infrastructure.

Minnesota

Students accepted into the program serve at least three years during which at least 25 percent of the patient encounters are state public program enrollees or patients receiving sliding fee schedule discounts. The state pays $10,000 per year up to four years, not to exceed the lesser of $40,000 or the balance of the qualifying loans.

Missouri

Dentists and dental school students enrolled in their final year of course study may participate in the Health Professional Student Loan Repayment Program. The maximum amount of repayment assistance is not to exceed the maximum allowed under the National Health Services Corps Repayment Program. Program participants must agree to see all patients regardless of their ability to pay. Students breaching contracts will be responsible for damages incurred by the Department of Health and legal costs incurred in the collection of damages.

Nebraska

Pays educational expenses and repay loans for dental students who agree to practice in a designated health profession shortage area, within 3 months of graduation. The amount of financial assistance is limited $80,000 over the course of schooling. Each loan repayment recipient agrees to provide services for at least 3 years and accept Medicaid patients. Failure to complete the 3-year commitment, without good cause, results in repaying outstanding amount plus 25% of the amount of financial assistance received.

Nevada

Under the Western Regional Higher Education Compact (agreement among 13 western states & NV), a dentist receives a support fee,

25% of which is a loan to be repaid by the dental graduate. Practicing in a medically underserved area of this state for at least 2 years results in a forgiveness of the loan balance (25% of the support fee). If a person returns to this state under the compact, but does not practice in a medically underserved area of this state for at least 2 years, the state assesses a default charge and interest. (Chapter 397 of NRS)

New Jersey

N.J.S.18A:71C-33 Primary care practitioner (includes dentists) loan redemption program. To be eligible a dentist must serve at least an initial two-year period at an approved site in full-time clinical practice in designated underserved areas and allow a patient who is unable to pay the usual and customary charge to pay at a reduced rate or receive care at no charge. Part-time practice maybe allowed based on special circumstances after the initial two years. The qualifying dentist shall be permitted a total redemption of eligible qualifying loan expenses for four years of service up to, but not to exceed, $120,000, or the maximum amount authorized by the federal government, whichever is greater, in State funds. A program participant who has previously entered into a contract for service and loan redemption may nullify the agreement by notifying the authority in writing and reassuming full responsibility for the remaining outstanding balance of the loan debt. A program participant seeking to nullify the contract before completing a second full year of service shall be required to pay 50% of the redeemed portion of indebtedness in not more than one year following nullification of the agreement. Enacted Nov. 20, 2009, SB 1220.

New Mexico (2 programs)

The HEALTH PROFESSIONALS LOAN REPAYMENT PROGRAM requires a two year service commitment in a health professional shortage area. Primary Care Physicians; Physician Assistants; Advanced Practice Nurses; **Dentists**, Podiatrists, Optometrists & Allied Health Care Providers may receive up to $35,000 annually.

Eligibility for the NEW MEXICO HEALTH SERVICE CORPS: a New Mexico resident enrolled or accepted by an accredited or approved educational program of study or be engaged in a residency training program or preceptorship that is within 24 months of completion of the program of study and becoming eligible to apply for a license or certificate in the profession of study. Primary Care Physicians, Family Nurse Practitioners, Physician Assistants, **Dentists**, Dental Hygienists, Emergency Medical Technician-Paramedics may earn up to a $40,000 stipend (2 awards of $20,000, less for non-physician). Requires a two year service commitment (1600 hours a year) in a designated health professional shortage area.

Western Interstate Commission on Higher Education (WICHE). Average $21,300 per year up to 4 years and must return to New Mexico.

North Carolina

Loan repayment assistance is provided for General Dentists and Dental Hygienists who accept positions in approved public health/safety net dental clinics. The state Loan Repayment Program offers 2-4 year repayment schedules for general dentists and dental hygienists in exchange for working full time at approved safety net dental sites. Principle plus interest maximums for dentists are $70,000 in exchange for a four year commitment; $30,000 for dental hygienists in exchange for a 3 year commitment. In addition, a 39% tax stipend is added to help offset the provider's increased tax liability.

North Dakota

The state annually selects up to three dentists who enter a four-year nonrenewable contract where education loans are repaid in exchange for the dentist(s) agreeing to practice in underserved communities identified by the state health council. The council establishes a priority ranking for participation in the program for the selected communities. Dentists are eligible to receive funds for the repayment of their education loans, which may not exceed eighty thousand dollars per applicant over a four-year period.

2007 S 2152 was enacted. Enacts provisions for a dentist to receive school loan repayments as an incentive to practice: the practice cannot be within a 15 mile radius of Bismarck, Fargo or Grand Forks (the largest cities in ND), the

dentist must receive medical assistant reimbursement for dental care of at least $20,000 or must practice at least 2 days a week at a public health clinic or at a nonprofit dental clinic that uses a sliding fee schedule to bill the nonprofit dental clinic's patients.

Ohio

The dentist loan repayment program provides loan repayment assistance in amounts of up to $25,000 for each of the first two years of service and up to $35,000 per year for the third and fourth years of service for new dentists who agree to practice at least 40 hours per week in a designated dental health professional shortage area and treat patients regardless of their ability to pay. The program will be funded with a $20 increase in dentists' licensing fees, government funding and private contributions.

Oklahoma

In 2006, the Oklahoma Legislature passed the Oklahoma Dental Loan Repayment Act (S.B. 1737), authorizing an additional $125,000 each year for five years to fund the Oklahoma Dental Loan Repayment Program. This program provides $25,000 per year, per dentist, for four dentists to practice in counties determined by the Oklahoma State Department of Health to be dental health professional shortage areas and one dentist to practice and teach at the OU College of Dentistry. The state currently has 42 counties designated as shortage areas through 2009. As part of their agreement, participating dentists must treat a minimum of 30% Medicaid patients. All participating dentists also must commit to practice in a shortage area for two years, with an option to renew for up to five years total.

Pennsylvania

A physician or dentist who agrees to treat patients eligible for medical assistance and Medicare in a designated medically underserved area as a primary health care practitioner for not less than three years is eligible to receive up to $64,000 in loan exonerations based on the following schedule: (i) Year one, 15%, (ii) Year two, 20%, (iii) Year three, 30%, (iv) Year four, 35%. Failure to begin or complete the obligations contracted for shall pay to the agency three times the amount of assistance received.

Rhode Island

Provides educational loan repayment for healthcare professionals committed to working in primary care health professional shortage areas or dental health professional shortage areas. Requires a two year commitment to provide full-time services at a site that has been approved for funding. Must charge for professional services at the usual and customary rates prevailing in the areas in which such services are provided. If a person is unable to pay such charge, they'll be charged a reduced rate or no fee. The professional also must serve full time (40 hours per week), with no more than 20% of the time devoted to administrative work and agree not to discriminate on the basis of the ability of the individual to pay for such care or on the basis that payment for such care will be made through Medicare or Medicaid. The professional must enter into an appropriate agreement with the State agency that administers Medicaid.

South Carolina

Each loan or scholarship lasts for a period of one year only. However, recipients who successfully complete the related year of study have first priority on unobligated funds for renewal of the loan or scholarship for the succeeding year. Each loan or scholarship has two parts: (1) Payment of tuition and other school related expenses up to a total of $5000 per year, and (2) an allowance of $100 per month for living expenses. Requires practice in a county with a dentist ratio of not more than one dentist for each four thousand people. For each year an applicant benefits from a loan or scholarship s/he is required to practice in the underserved county.

Applicants who receive a scholarship or loan for four years are only required to practice in a county for three years, at the end of which time the loan is considered paid in full.

South Dakota

Provides that up to 3 dentists are eligible to receive tuition reimbursement payments if the licensed to practice dentistry and (s)he agrees to practice general dentistry in an eligible community for a minimum period of three years. Section 1-16A-73.20

(C) American Dental Association

Texas

Texas makes annual repayment(s) within a time frame determined by the Board upon the dentist's completion of each twelve-month service period. Dentists must complete at least one year of dental practice in an area of the state that is underserved with respect to dental care. The commissioner of higher education may determine how much a dentist may receive in assistance grants for each of not more than five years. Amended in 2009.

Utah

Creates Utah Health Care Workforce offering loan repayment & scholarship grants for dentists, who locate or continue to practice in underserved areas. The Program will have an advisory committee one member of which will be a member of the Utah Dental Association.

Vermont

The loan repayment fund established under 18 V.S.A. Section 10a or for the Vermont student assistance corporation for loan forgiveness programs for health care providers through the dental hygienist incentive loan program and the dental student incentive loan program.

Virginia

The dental loan repayment program provides incentives to dental students agreeing to practice in underserved areas designated by the State Board of Health through criteria derived by comparing population data, dentist population and dental health professional shortage areas determined by the federal HHS department. Preference will be given to graduates of Virginia Commonwealth University's School of Dentistry. Scholarship recipients may receive a max of five scholarships. The award(s) equal one-year in-state tuition at Virginia Commonwealth University School of Dentistry for the year in which the loan was acquired.

Wisconsin

To benefit from loan assistance, the dentist must agree to provide dental services to at least 50 unduplicated medical assistance or badger care recipients, not to fall below a minimum of $8,000 in claims paid. In year two of the dentist's agreement, the dentist must see at least 70 unduplicated medical assistance or badger care recipients, not falling below $11,000 in claims paid. Year three, the dentist must provide dental services to at least 90 recipients, with a minimum claim amount of $15,000.

Wyoming

Will pay the cost of dental education for up to 10 dental students per year in exchange for their agreeing to practice for up to 3 years on patients eligible for medical assistance or the child and parent health insurance program. If the student fails to fulfill the terms of the agreement then the costs of education are repayable to the state of Wyoming.

© American Dental Association
State Government Affairs
Created Sept. 17, 2004 & revised periodically
#49-Loan Forgiveness Incentives

(C) American Dental Association
Department of State Government Affairs
Loan Forgiveness Incentives Statelist
December 9, 2009

Louie Flora

Subject: FW: Statistics on Pharmacist shortage- Alaska/HB235
Attachments: WICHE Tuition -pharmacy school.xls; WICHE- Pharmacy Workforce.pdf; HB235-statistics.doc

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From: Nancy Davis [mailto:akphrmcy@alaska.net]
Sent: Monday, January 25, 2010 12:34 PM
To: Rep. Bob Buch; Rep. Bryce Edgmon; Rep. Berta Gardner; Rep. Wes Keller; Kendra Kloster; Rep. Cathy Munoz; Rep. Paul Seaton; Rep. Peggy Wilson
Cc: David Logan, DDS; Jim Towle; Caren Robinson; Barry Christensen; Dirk White; Diane Barrans; Amber Briggs; Dermot Cole
Subject: RE: Statistics on Pharmacist shortage- Alaska/HB235

Attn: House Education Committee Members
Thank you for allowing those of us on the call last Friday to testify in support of HB235. I was asked to submit statistics supporting the shortage of pharmacists in Alaska, which are attached and a comparison of in-state vs out-of-state tuition for WICHE schools of pharmacy. I will add that Alaska is the only WICHE state without a School of Pharmacy.
Respectfully,
Nancy O Davis
Executive Director
Alaska Pharmacists Association (AkPhA)
203 W. 15th Ave. #100
Anchorage, AK 99501
Ph# (907) 563-8880
FAX (907) 563-7880
www.alaskapharmacy.org

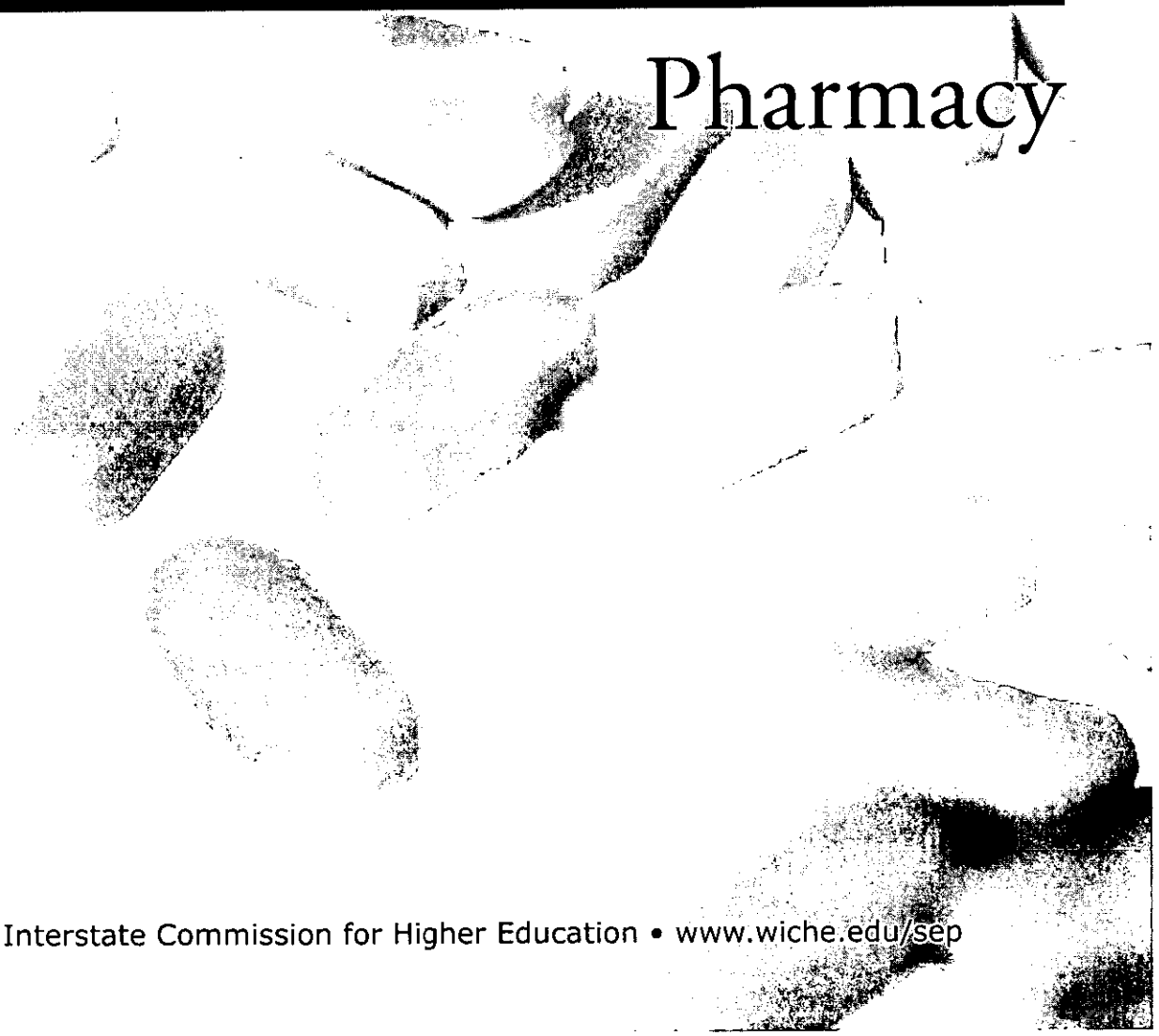
Pharm School	Tuition In-state	Out of State	Difference
University of Arizona	$ 15,944.00	$ 30,496.00	$ 14,552.00
U of California San Diego	$ 15,192.00	$ 23,356.00	$ 8,164.00
U of Calif. San Francisco	$ 26,060.00	$ 38,305.00	$ 12,245.00
U of Montana	$ 10,692.00	$ 24,024.00	$ 13,332.00
Oregon State U	$ 11,334.00	$ 17,341.00	$ 6,007.00
N. Dakota State U	$ 11,718.00	$ 28,618.00	$ 16,900.00
U of Washington	$ 14,754.00	$ 28,663.00	$ 13,909.00
Washington State U	$ 16,930.00	$ 32,148.00	$ 15,218.00
U of Wyoming	$ 11,316.00	$ 23,069.00	$ 11,753.00
Midwestern U Glendale	$ 36,004.00	private	
	WICHE	Average Difference	$ 12,453.33

2008 Tuition- includes 9 of the 17 WICHE schools of pharmacy

WICHE

A Closer Look at Healthcare Workforce Needs in the West

Pharmacy



Western Interstate Commission for Higher Education • www.wiche.edu/sep

Pharmacy Workforce Needs

National Trends

Pharmacy, with more than 230,000 practitioners today, is the third-largest health profession in the United States after nurses (2.4 million) and physicians (830,000).

Projected Shortages and Causes

Research on the national pharmacist workforce points to a continuing shortage of pharmacists, related to growth in medication use, the aging of the baby boomer generation, and the emergence of more clinical activities within pharmacies. Surveys that track shortage levels showed that there was a slow downward trend in the severity of shortages up until fall 2005, followed by higher shortage levels during the past year. Changes in shortage levels appear to parallel growth in prescription medication usage.

Expanding Career Options

Increasing numbers of pharmacists are working in nontraditional positions. For example, career options have emerged with medication-use programs within managed care organizations and health plans; Medicare's adoption of a prescription drug benefit; Medicaid programs' prescription-drug benefit; and any healthcare provision that includes a formulary for medications and outcomes analysis for medication use.

Within traditional pharmacy practice, clinical activities have expanded, with the universal adoption of the doctor of pharmacy (PharmD) degree as the entry-level educational requirement for pharmacy practice. The growth of postgraduate pharmacy residencies has also had an effect. The PharmD degree includes additional biomedical and clinical training that enables pharmacists to assume more clinical and management responsibilities. Younger pharmacists are trained in providing educational and monitoring services for chronic diseases, administering immunizations, and offering medication management services for Medicare patients.

In institutions pharmacists are being added to transplant units, critical-care units, emergency departments, oncology services, and other areas where intensive medication-therapy management is enhanced by pharmacy expertise. To fill these roles, pharmacists require advanced training, which is generally acquired through formal postgraduate professional education in pharmacy residencies.

The number of accredited pharmacy residencies nationally has expanded from about 1,000 annually 10 years ago to over 1,500 annually; and specialized residencies (a second year with a focus in a specific area, such as critical care) have increased concomitantly. The Board of Pharmaceutical Specialties (BPS) offers certification examinations in five practice areas, and board-certified pharmacists are increasing in each of these areas: pharmacotherapy (3,191), oncology (557), nutrition (348), psychiatric pharmacy (463), and nuclear pharmacy (495) (*www.bpsweb.org*).

Factors Driving Workforce Demand

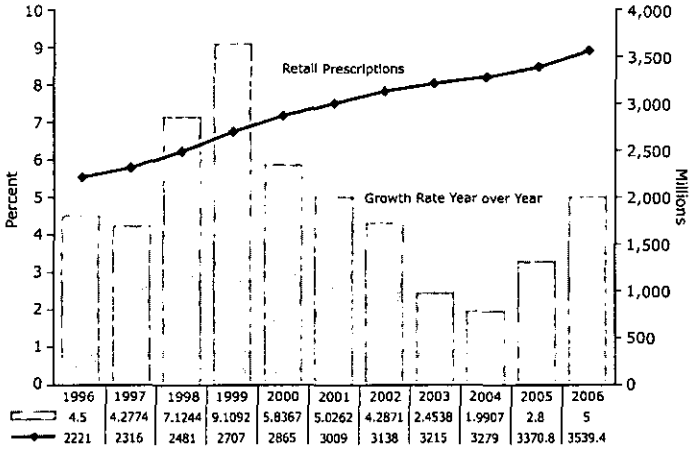
Growing Part-time and Female Workforce

The Bureau of Health Professions' pharmacist supply model estimates that 3,911 pharmacists will retire in 2007. This number will gradually increase to 4,562 in 2020. Recent studies have shown that since 2000, pharmacists are remaining in the workforce longer, and more are working part-time. Retiring pharmacists are predominantly male; this is significant because male pharmacists have traditionally worked more than female pharmacists.

The increasing female pharmacist workforce is an important supply issue because women pharmacists have consistently worked fewer hours than their male counterparts. Recent surveys show women pharmacists working 0.81 FTE on average, compared to male pharmacists at 0.91 FTE (*Mott et al., National Pharmacist Workforce Data, 2004*). The current pharmacy-student population is about two-thirds female. Supply models estimate that part-time participation will reduce the workforce "headcount" by about 15 percent (*Knapp and Cultice, 2007, in press*).

Recent Increases in Prescription Volume

The demand for pharmacists is closely tied to the number of retail prescriptions (*Walton et al., 2004*). Prescription volume continues to grow each year, but the growth rate has varied greatly in the last 10 years, as shown in the table below. The growth rate hit its highest level in 1999 and fell steadily to about two percent in 2004. Growth increased again in 2005 and 2006.



	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
	4.5	4.2774	7.1244	9.1092	5.8367	5.0262	4.2871	2.4538	1.9907	2.8	5
	2221	2316	2481	2707	2865	3009	3138	3215	3279	3370.8	3539.4

Source: Knapp and Cultice, "New Pharmacist Supply Projections: Lower Separation Rates and Increased Graduates Boost Supply Estimates," *Journal of the American Pharmacist Association*, 2007, in press.

Beyond Prescriptions

When we think of pharmacists, dispensing medications comes to mind. However, their expanded role now includes many other tasks, like managing medication therapy related to Medicare Part D. Many immunization programs are now administered through community pharmacies. Pharmacists are also active in chronic disease medication-management programs and elsewhere, as noted above.

Aging Baby Boomers

Counterbalancing the increased supply of pharmacists is the aging baby boomer generation, which will increase the

demand for pharmacy services. For example, people under 65 annually consume 10.1 prescriptions on average, while those 65 years and over consume 23.5 prescriptions on average *(Agency for Healthcare Research and Quality (AHRQ), derived from Medical Expenditure Panel Survey Data, 1997-2000)*. The oldest baby boomers have not yet reached 65 years, where medication consumption increases significantly.

Filling the Gaps: Technicians

There are approximately 250,000 certified pharmacist technicians in the United States. These allied health professionals play an important role in increasing productivity in pharmacies. A 2004 state-level study showed that technicians generally complement pharmacists rather than substitute for them; there are more technicians where there are more pharmacists.

Growth of the Biotech Industries

The number of pharmacists working in drug development is relatively small. Pharmacists sometimes play roles in clinical trials, but not often. The principal relationship between the biotech industry and the pharmacist workforce is that pharmacists are clinically involved in the use of expensive and potentially dangerous biotech drugs in hospitals and elsewhere. Oral dosage forms of biotech drugs, such as oral oncology medications and transplant maintenance medications, are now readily available. The biotech industry acknowledges the significant role that community pharmacies and pharmacists play in helping patients use these medications effectively.

Technology's Effects on Pharmacy Demand

Pharmacists play a significant role in medication error reduction. New technologies such as electronic prescription generation and transmission increase pharmacist productivity and reduce medication errors. Generally, where technology is introduced on a large scale — for example, in the Veterans Affairs system and in Kaiser Permanente — pharmacists have been redeployed to clinical roles in chronic disease clinics, where their activities have been shown to be cost effective.

Regional Occupational Outlook for Pharmacists in the WICHE States

Region	Population 2005	ADI* Feb. 2007
United States	**296,410,404**	**4.13**
WICHE States	**69,703,732**	**4.34**
Alaska	663,661	4.00
Arizona	5,939,292	4.17
California	36,132,147	4.60
Colorado	4,665,177	3.71
Hawaii	1,275,194	4.00
Idaho	1,429,096	4.40
Montana	935,670	4.00
Nevada	2,414,807	4.25
New Mexico	1,928,384	3.83
North Dakota	636,677	3.67
Oregon	3,641,056	4.29
South Dakota	775,933	4.00
Utah	2,469,585	4.50
Washington	6,287,759	4.00
Wyoming	509,294	3.33

*Aggregate Demand Index (ADI)

Demand for Pharmacists in the West

The preceding table presents Aggregate Demand Index (ADI) data for WICHE states as compared to national averages. The ADI is a monthly, national survey of the unmet demand for pharmacists by the Pharmacy Manpower Project Inc. The survey is conducted by having panelists, selected by their direct involvement in hiring pharmacists, submit monthly ratings for each state where they hire pharmacists, based on this five-point scale:

- **5** = High demand; difficult to fill open positions.
- **4** = Moderate demand; some difficulty filling open positions.
- **3** = Demand is in balance with supply.
- **2** = Demand is less than the pharmacist supply available.
- **1** = Demand is much less than the pharmacist supply available.

Ratings are aggregated, and a population-weighted average is determined for the month; they are also available at the regional, divisional, and state levels.

Demand data show that the Western region consistently has the highest level of unmet pharmacist demand. At the division level, the Pacific division has frequently had the highest ADI ratings, while the Mountain division has generally been closer to national averages. These findings are consistent across several national surveys and support attention to producing more pharmacists in the West just to meet current population demands.

For the future, baby boomers retiring in the next three decades are likely to move to Western states in disproportionate numbers. This trend will likely increase the population of many Western states beyond national averages for growth and will increase the need for pharmacists and other health care professionals. Most Western schools of pharmacy have high percentages of in-state students already (see the table on p. 4) so expansion and stimulating in-migration of pharmacists from other states are important options for increasing the workforce.

Expansion of Pharmacy Education

In the last decade new pharmacy programs, expansion of existing programs, and development of distance-learning campuses have increased the number of pharmacy seats across the nation. The Accreditation Council for Pharmacy Education reports that the expansion of existing programs is generating even more new pharmacists than new schools and colleges are *(Knapp and Cultice, 2007, paper in press)*.

Part of the educational expansion effort results from the recognition that pharmacists in rural areas will be retiring in the next 10 to 15 years without a significant prospect of their being replaced.

During the early 2000s, a plan to include pharmacy students in the National Health Service Corps to assist in loan repayment was introduced but not funded. A difficulty in implementing pharmacy programs for medically underserved areas is that there are no measures of pharmacist service levels, like those that exist for medicine and dentistry.

Schools in Western states that have large rural areas generally have very high percentages of in-state students who are more likely to remain in their home state to practice. Expansion of programs in these states and establishing new campuses in rural areas are strategies that several states have adopted to maintain pharmacy services in rural areas.

Five new pharmacy schools have opened in the West in just the last four years. Three of them graduated their first classes in 2006: the University of Southern Nevada, a private institution, now fully accredited; Loma Linda University School of Pharmacy; a private institution that is not yet fully accredited but holds candidate status; and the University of California, San Diego, a public institution that also holds candidate status.

Two new programs in the West are scheduled to receive full accreditation by fall 2009. Touro University's College of Pharmacy (California campus) admitted its first class in fall 2005 and is a traditional four-year program. Pacific University's School of Pharmacy (Oregon) admitted its first class in fall 2006 for its three-year intensive program.

Two pharmacy schools are in the planning phase: the University of Hawaii Hilo's College of Pharmacy plans to admit its first class in fall 2007. The University of Nevada Reno and the University of Nevada Las Vegas have planned a pharmacy school as part of Nevada's proposed health sciences center. Unfortunately, approval of state funding for the initiative has proved illusive over the past few legislative sessions.

There is a strong interest in the field of pharmacy, and there has been a steady increase in the number of applications over the past five years. According to the American Association of Colleges of Pharmacy, the applications to pharmacy schools increased 53.9 percent to 72,799 in 2003-04 from 47,306 in 2002-03. Nationally, schools of pharmacy reported receiving 7.4 applications per entering student in fall 2005, a slight increase from 7.0 from the previous year. Graduates are courted before they have their diplomas in hand, with starting salaries in the $80,000 range.

WICHE's Professional Student Exchange Program (PSEP) allows students from states that do not have a public school of pharmacy to pay reduced tuition to a cooperating institution in the West. Sending states determine the number of new students to be supported each year. In 2006-07, 40 students from Alaska, Hawaii, and Nevada attended 16 cooperating pharmacy schools.

For more information, visit *www.wiche.edu/sep/psep.*

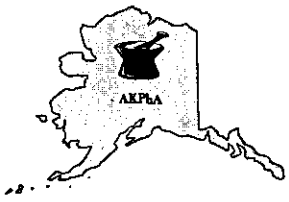
The chart below shows that an estimated 7,080 students will graduate with a PharmD in 2007; schools located in WICHE states will graduate 26 percent of the nation's PharmD students (1,817) in the same year. There are 92 schools of pharmacy in the U.S.; 23 of them are located in the Western states. The higher graduation numbers in 2007 are due to new schools and program expansion. The nation saw a 39 percent increase in the number of graduates from 1999 to 2007; during the same period, the WICHE states saw a 48 increase.

WICHE thanks Katherine K. Knapp, dean of Touro University – California's College of Pharmacy, for her assistance in writing this workforce brief.

Projected Increase in Pharmacy Graduates: 1999 and 2007

State	Population 2005	Pharmacy Graduates 1999	Estimated Pharmacy Graduates 2007	No. of Pharmacy Schools 2007	Annual Average No. of Graduates per 1,000,000: 1990-1999	Percent of Pharmacy Enrollment from In-State Applicants 1998
United States	**296,410,404**	**7,080**	**9,857**	**92**	**28**	**80**
WICHE States	**69,226,623**	**1,225**	**1,817**	**23**		
Alaska*	663,661	0	0	0	0	N/A
Arizona	5,939,292	53	211	2	11	64
California	36,132,147	480	674	7	14	96
Colorado	4,188,068	113	123	1	28	84
Hawaii*	1,275,194	0	0	1	0	N/A
Idaho	1,429,096	53	56	1	39	65
Montana	935,670	43	59	1	51	88
Nevada*	2,414,807	0	123	1	0	N/A
New Mexico	1,928,384	98	88	1	40	83
North Dakota	636,677	62	81	1	87	55
Oregon	3,641,056	98	80	2	32	93
South Dakota	775,933	47	56	1	69	69
Utah	2,469,585	44	45	1	23	96
Washington	6,287,759	134	175	2	21	78
Wyoming	509,294	0	46	1	67	61

Note: Alaska and Hawaii do not have schools of pharmacy. Hawaii plans to open a public school of pharmacy in fall 2007. A private school of pharmacy in Nevada just graduated its first class in 2006.
Source: American Association of Colleges of Pharmacy.



Alaska Pharmacists Association

January 25, 2010

RE: HB235
Loan Forgiveness – Professional Student Exchange Program

Dear Members of the House Education Committee:

"The Mission of the Alaska Pharmacists Association is to preserve, promote and lead the profession of pharmacy in Alaska."

With alarming and rising vacancy rates, Alaska is posed for a crisis without intervention. Alaska is one of only six states without a state-sponsored support-for-service program such as a loan repayment and incentive program and loan forgiveness for pharmacists and is losing ground. Alaska is also the only WICHE state without a School of Pharmacy. As a result, the competition for recruitment of pharmacists is very difficult. *National Trend: Pharmacy, with more than 230,000 practitioners today, is the third-largest health profession in the U.S. after nurses (2.4 million) and physicians (830,000).

Based on statistics provided by Laura Miller, PhD, Senior Economist with the National Association of Chain Drug Stores, the national average of community pharmacists per 10,000 people is 5.36. For Alaska, the figure is 3.35. To get to the national average, Alaska would need an additional 137 pharmacists. The average number of people per community retail pharmacy is about 5,300 nationally, and in Alaska it is 8,900. Even if you add in the 15 Indian Health Service (IHS) pharmacies, Alaska's pharmacies average about 7,500 people, much higher than the national average.

Respectfully,

Nancy O. Davis
Executive Director

*WICHE "A Closer Look at Healthcare Workforce Needs in the West: Pharmacy"
www.wiche.edu/sep
NOTE: Report attached for reference

E-mail: akphrmcy@alaska.net

203 W. 15th Ave., Suite 100 • Anchorage, Alaska 99501 • (907) 563-8880 • (907) 563-7880

Louie Flora

From: Rep. Paul Seaton
Sent: Thursday, January 28, 2010 8:28 AM
To: Louie Flora
Subject: FW: HB309

From: david logan [mailto:drdave@acsalaska.net]
Sent: Thursday, January 21, 2010 8:41 AM
To: Rep. Wes Keller; Rep. Bob Buch; Rep. Bryce Edgmon; Rep. Peggy Wilson; Rep. Berta Gardner; Rep. Cathy Munoz; Rep. Paul Seaton
Subject: HB309

The Alaska Dental Society urges the members of the House Education committee to pass HB235 out of committee on Friday, January 22nd.

HB235 will establish new funding and program guidelines for Alaska's participation in the Western Interstate Commission on Higher Education (WICHE). This bill provides funding under the WICHE program for a partial tuition incentive for Alaskan residents to attend health care education programs not offered in Alaska: dentistry, pharmacy, and optometry. The program would provide support in the form of a low interest loan that would be partially forgiven if the graduate returns to Alaska and an additional amount would be forgiven if the graduate practices in an underserved area or provides a percentage of care under the Medicaid system.

HB235 provides important benefits:

- Encourages Alaskan residents to pursue careers in health professions
- Provides an opportunity to attend health professional schools in fields not offered in the University of Alaska system
- Provides incentives to return to Alaska
- Provides additional incentives to practice in an underserved area or see Medicaid patients
- Will help alleviate shortage of health care professionals in Alaska
- Returning Alaskan practioners are likely to remain in Alaska for their practicing careers
- Participants who choose not to return to Alaska would repay the program with interest

Alaska has long faced a shortage of health care providers in rural areas. A rapidly graying workforce and lack of providers to replace retiring practioners is quickly leading to a shortage in non-rural areas. The problem has become especially acute in Southeast. Petersburg has lost one of its two dentists, Wrangell has lost both of its private dentists and Ketchikan has lost one of its five private dentists. All sought replacement dentists for several years but ultimately were forced to retire without a dentist to take over their practices. This problem is not isolated to Southeast, however, it is merely riding the crest of the wave.

The cost to attend professional school has rapidly escalated resulting in heavy loan repayment burdens for graduating professionals. This forces new graduates to choose practice location based economic choices. 44 states have one or more incentive programs for health professionals – Alaska is one of 6 states without a program. Encouraging Alaskan residents to seek careers in health care fields will pay several dividends. Returning Alaskan residents are more likely to remain in Alaska for their practicing careers providing a stable source of health care providers. In a troubled economy health care fields provide stable, well paying jobs and health care providers will employ additional people providing an economic boost for communities. Smaller

communities without adequate health care professionals will continue to see population drift to larger communities and out of the state due to real and perceived inadequacies.

David Logan
Legislative Chair, Alaska Dental Society
723-2884

To Members of the House Education Committee regarding HB 235: During the 70's I was on the Dental Board and the WICHE program was in place for Students in Dental School. It was later discontinued for students seeking higher education in the Dental field. Alaska students will currently pay $400,000 to $500,000 dollars for their education to finish Dental School. This higher cost for education due to non-residency tuitions will cause many students to seek residency elsewhere and perhaps not return to Alaska. The WICHE program is a good deal for the State of Alaska and will ensure we have enough dentists practicing in Alaska in the future, especially with it's for forgiveness clause for part of the loans if they practice for five years after graduating. Sincerely, Don E. Burk DMD

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AS 14.43.510. Repayment Condition For Medical Education Program Participants.

(a) Except as provided under (b) and (c) of this section, as a condition of participating in a medical education program under AS 14.42.030 (d), a program participant shall agree to either return to the state and actively engage in professional medical practice or repay financial support provided by the state on behalf of the program participant. The financial support to be repaid is equal 50 percent of the amount paid for each program participant by the state to the contracting postsecondary institution, plus interest. The rate of interest is equal to the 12th Federal Reserve District discount rate in effect on March 1 of the year in which the financial support is provided plus two percentage points. Interest imposed under this subsection begins to accrue when the person terminates studies under the medical education program. Accrued interest shall be added to the principal balance of the repayment obligation at the time the borrower is obligated to commence repayment and at the end of a deferment period.

(b) If a program participant under (a) of this section has graduated from the medical education program for which the financial support was received and is employed in the state in the field for which the person received the financial support, including employment in the state in a medical residency program, the repayment obligation shall be forgiven and considered a grant in an amount equal to the following percentages plus accrued interest:

(1) for employment in rural areas of the state,

(A) one year employment, 33 1/3 percent;

(B) two years employment, an additional 33 1/3 percent;

(C) three years employment, an additional 33 1/3 percent;

(2) for employment in areas of the state that are not rural,

(A) one year employment, 20 percent;

(B) two years employment, an additional 20 percent;

(C) three years employment, an additional 20 percent;

(D) four years employment, an additional 20 percent;

(E) five years employment, an additional 20 percent.

(c) Repayment under (a) of this section is required to begin not later than six months after the person terminates studies under the medical education program except that repayment shall be deferred for a person who (1) qualifies for forgiveness under (b) of this section for as long as the person remains qualified for forgiveness under (b) of this section; (2) is employed in a medical residency program for as long as the person remains in the medical residency program; or (3) is performing a service obligation imposed by the National Health

Service Corps, the Indian Health Service, or the Uniformed Service Scholarship Program for as long as the person is performing the service. Forgiveness under (b) of this section only applies to that portion of the repayment obligation that has not been repaid to the state.

(d) If a person meets the qualifying conditions under this section for forgiveness after beginning repayment, the repayment requirement is deferred in the month following qualification for forgiveness. Repayment shall be deferred as long as the person remains qualified or until the balance of the repayment obligation has been fully forgiven. If the person is delinquent or in default on the person's regular repayment schedule, repayment shall continue until the person is current in payments. A period of time during which the person is making past due payments may not be considered as a qualifying period for the purpose of calculating forgiveness benefits.

(e) For purposes of qualifying for forgiveness under this section, a person must be a full-time employee for a period of at least six months in order to qualify for a prorated forgiveness benefit. In this subsection, "full-time employee" does not include seasonal or temporary employment.

(f) A person's obligation to repay under this section ends if the person dies and is deferred during any period in which a physician certifies that the person is totally disabled.

(g) This section does not apply to loans received by a person under AS 14.43.010 - 14.43.160 or 14.43.710 - 14.43.750.

(h) The commission may adopt regulations to implement this section. Except as provided in this section, regulations adopted under this subsection may not exempt or defer a repayment required under this section.

(i) In this section, "rural" means a community with a population of 7,500 or less that is not connected by road or rail to Anchorage or Fairbanks or with a population of 3,500 or less that is connected by road or rail to Anchorage or Fairbanks.

Article 10. TEACHER EDUCATION LOAN PROGRAM

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Note to HTML Version:

This version of the Alaska Statutes is current through December, 2007. The Alaska Statutes were automatically converted to HTML from a plain text format. Every effort has been made to ensure their accuracy, but this can not be guaranteed. *If it is critical that the precise terms of the Alaska Statutes be known, it is recommended that more formal sources be consulted.* For statutes adopted after the effective date of these statutes, see, Alaska State Legislature If any errors are found, please e-mail Touch N' Go systems at E-mail. We hope you find this information useful.

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CS FOR HOUSE BILL NO. 235( )

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SIXTH LEGISLATURE - SECOND SESSION

BY

Offered:
Referred:

Sponsor(s): REPRESENTATIVE MUÑOZ

A BILL

FOR AN ACT ENTITLED

"An Act relating to professional student exchange program availability and conditions for loan forgiveness."

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

*** Section 1.** AS 14.44.025 is amended by adding a new subsection to read:

(b) Notwithstanding the funding priorities established under (a) of this section, the Alaska Commission on Postsecondary Education shall provide adequate funding for not fewer than five students to attend four-year programs in each of the following fields:

(1) dentistry;

(2) optometry; and

(3) pharmacy.

*** Sec. 2.** AS 14.44.035 is amended to read:

Sec. 14.44.035. Administration. The Alaska Commission on Postsecondary Education shall administer the state's participation in the Western Regional Higher

Education Compact. The Alaska Commission on Postsecondary Education may adopt regulations to implement **AS 14.44.010 - 14.44.041** [AS 14.44.010 - 14.44.040].

*** Sec. 3.** AS 14.44.040(a) is amended to read:

(a) As a condition of eligibility for receiving financial support from the state under the Professional Student Exchange Program of the Western Interstate Commission **for** [ON] Higher Education, a program participant shall agree to repay to the state the support provided by the state on behalf of that person**. Except as otherwise provided in this chapter, the terms of loan repayment must be consistent with the terms provided under AS 14.43.510** [, PLUS INTEREST].

*** Sec. 4.** AS 14.44 is amended by adding a new section to article 1 to read:

Sec. 14.44.041. Loan forgiveness for program participants. (a) The Alaska Commission on Postsecondary Education shall annually, for not more than five years, forgive five percent of the outstanding principal on a loan made under the Professional Student Exchange Program of the Western Interstate Commission for Higher Education if the participant

(1) is a resident of the state;

(2) practices in the state in a field of study listed in AS 14.44.025(b) for not less than 750 hours during the year; and

(3) maintains the participant's license in good standing in the state.

(b) In addition to other loan forgiveness benefits available to a participant, the Alaska Commission on Postsecondary Education shall annually, for not more than five years, forgive 10 percent of the outstanding principal on a loan made under the Professional Student Exchange Program of the Western Interstate Commission for Higher Education if the participant

(1) is a resident of the state;

(2) is in a practice that serves an underserved population

(A) in a geographical area the commissioner of health and social services has designated as underserved; or

(B) by serving patients who are covered under the medical assistance program in the state, if billings for services provided to those patients are not less than five percent of the participant's average gross billings

for the year; and

(3) maintains the participant's professional license in good standing in the state.

(c) A participant may receive aggregate loan forgiveness benefits in an amount that is not more than 50 percent of the original principal on a loan made under the Professional Student Exchange Program of the Western Interstate Commission for Higher Education.

LEGAL SERVICES

DIVISION OF LEGAL AND RESEARCH SERVICES
LEGISLATIVE AFFAIRS AGENCY
STATE OF ALASKA

(907) 465-3867 or 465-2450
FAX (907) 465-2029
Mail Stop 3101

State Capitol
Juneau, Alaska 99801-1182
Deliveries to: 129 6th St., Rm. 329

MEMORANDUM January 12, 2010

SUBJECT: WICHE loan forgiveness (CSHB 235( ))
(Work Order No. 26-LS0913\R)

TO: Representative Cathy Muñoz
Attn: Kendra Kloster

FROM: Jean M. Mischel
Legislative Counsel

You have requested a sectional summary of the above-described bill.

As a preliminary matter, note that a sectional summary of a bill should not be considered an authoritative interpretation of the bill and the bill itself is the best statement of its contents. If you would like an interpretation of the bill as it may apply to a particular set of circumstances, please advise.

Section 1. Adds a subsection that requires the Alaska Commission on Postsecondary Education to provide funding for no fewer than five students in each of three areas of a four year program in dentistry, optometry, and pharmacy under the existing Professional Student Exchange Program of the Western Interstate Commission on Higher Education (WICHE) loan program.

Section 2. Adds a cross-reference to section 4 (sec. 3 in the A version) of the bill for loan forgiveness in the existing administration section for WICHE loans.

Section 3. Amends repayment provision for WICHE loans by cross-referencing current law that provides for repayment terms and conditions for medical school loans provided by the state. This is a modification of version A that established an annual five percent interest rate and limiting accrual of interest to program completion period.

Section 4. Adds two types of loan forgiveness for WICHE loans: (1) a five year five percent loan forgiveness option for state residents who practice here in the areas of dentistry, optometry, and pharmacy; and (2) a five year ten percent loan forgiveness option for professionals practicing in geographically underserved areas or by providing a minimum amount in gross billings under medical assistance coverage in the state. The percentage for type (2) forgiveness was doubled from five to 10 percent from version A. In addition, version R adds a cumulative maximum of fifty percent forgiveness of the original loan principal.

JMM:ljw
10-011.ljw

LEGAL SERVICES

DIVISION OF LEGAL AND RESEARCH SERVICES
LEGISLATIVE AFFAIRS AGENCY
STATE OF ALASKA

(907) 465-3867 or 465-2450
FAX (907) 465-2029
Mail Stop 3101

State Capitol
Juneau, Alaska 99801-1182
Deliveries to: 129 6th St., Rm. 329

MEMORANDUM January 13, 2010

SUBJECT: WICHE loan forgiveness (HB 235)
(Work Order No. 26-LS0913\A)

TO: Representative Cathy Muñoz
Attn: Kendra Kloster

FROM: Jean M. Mischel
Legislative Counsel

You have requested a sectional summary of the above-described bill.

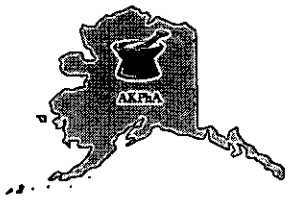
As a preliminary matter, note that a sectional summary of a bill should not be considered an authoritative interpretation of the bill and the bill itself is the best statement of its contents. If you would like an interpretation of the bill as it may apply to a particular set of circumstances, please advise.

Section 1. Adds a subsection that requires the Alaska Commission on Postsecondary Education to provide funding for no fewer than five students in each of three areas of a four year program in dentistry, optometry, and pharmacy under the existing Professional Student Exchange Program of the Western Interstate Commission on Higher Education (WICHE) loan program.

Section 2. Amends repayment provision for WICHE loans by establishing an annual five percent interest rate and limiting accrual of interest to program completion period.

Section 3. Adds two types of loan forgiveness for WICHE loans: (1) a five year five percent loan forgiveness option for state residents who practice here in the areas of dentistry, optometry, and pharmacy; and (2) a five year five percent loan forgiveness option for professionals practicing in geographically underserved areas or by providing a minimum amount in gross billings under medical assistance coverage in the state.

JMM:plm
10-013.plm



Alaska Pharmacists Association

January 11, 2010

RE: Support of SB174/HB235- Professional Student Exchange Program

Pharmacists improve patient care. Chronic diseases cost the health care system about 75 cents on every health care dollar spent. Inappropriate use of medications leads to adverse events, costing the health care system $177 billion each year. Trained clinically, with expertise in medication use, pharmacists can and do ensure patients properly utilize their medications, improving health care outcomes, reducing overall health care costs. Every person has a right to have access to pharmacists and pharmacist provided care.

Because the health care workforce shortage in Alaska is reducing health care access for our state's residents, putting Alaskans in jeopardy, the Alaska Pharmacists Association strongly supports the concept of a state-sponsored loan repayment and incentive program to allow Alaska to compete with the lower 48 in recruitment of pharmacists from a limited and shrinking national pool.

The shortage will continue with the aging of the population and the increase in medication use needed as more state residents decide to retire in Alaska. Alaska is the only state currently without a School of Pharmacy and one of 5 states without loan repayment program. These are all factors contributing to the difficulty in recruiting and retaining pharmacists, including our own residents to relocate to Alaska.

The Alaska Pharmacists Association (AkPhA) supports SB174 and its companion HB235 that would provide funding for loan forgiveness in professional programs currently not offered at the University of Alaska. Alaska students wishing to pursue a post graduate program in dentistry, optometry and pharmacy must attend an out of state school incurring higher tuition and loan debt. SB174 would provide incentives for Alaska residents to return to Alaska upon completion of the above post graduate programs with a service commitment in the state. Alaska continues to have a cycle of a shortage of pharmacists with a 25% vacancy rate in 2007.

Amber L. Briggs, Pharm.D., President

E-mail: akphrmcy@alaska.net

203 W. 15th Ave., Suite 100 • Anchorage, Alaska 99501 • (907) 563-8880 • (907) 563-7880

Alaska Dental Society, Inc.
9170 Jewel Lake Road, Suite 203
Anchorage, Alaska 99502-5390
(907) 563-3003 • FAX: 563-3009
info@akdental.org

The Honorable Paul Seaton, Chairman
House Education Committee
State Capitol Rm. 102
Juneau, AK 99801

Dear Rep. Seaton and Committee Members:

On behalf of the members of the Alaska Dental Society I'm writing to urge passage of HB235 by your committee.

HB235 and its companion bill SB 174 will establish new funding and program guidelines for Alaska's participation in the Western Interstate Commission on Higher Education (WICHE). This bill will provide funding under the WICHE program for a partial tuition incentive for Alaskan residents to attend healthcare education programs not offered in Alaska: dentistry, pharmacy and optometry. The program would provide support in the form of a low interest loan that would be partially forgiven if the graduate returns to Alaska and an additional amount would be forgiven if the graduate practices in an underserved area or provides a percentage of care under the Medicaid system.

Alaska has long faced a shortage of healthcare providers in rural areas. A rapidly graying workforce and lack of providers to replace retiring practioners is quickly leading to a shortage in non-rural areas. The problem has become especially acute in Southeast. Petersburg has lost one of its two dentists, Wrangell has lost both of its private dentists and Ketchikan has lost one of its five private dentists. All sought replacement dentists for several years but ultimately were forced to retire without a dentist to take over their practices. This problem is not isolated to Southeast, however, it is merely riding the crest of the wave.

The cost to attend professional school has rapidly escalated resulting in heavy loan repayment burdens for graduating professionals. This forces new graduates to choose practice location based economic choices. In 44-four states there are one or more incentive programs for health professionals – Alaska is one of 6 states without a program. Encouraging Alaskan residents to seek careers in healthcare fields will pay several dividends. Returning Alaskan residents are more likely to remain in Alaska for their practicing careers providing a stable source of healthcare providers. In a troubled economy healthcare fields provide stable, well paying jobs and healthcare providers will employ additional people providing an economic boost for communities. Smaller communities without adequate healthcare professionals will continue to see population drift to larger communities and out of the state due to real and perceived inadequacies.

Respectfully yours

Gary A. Moeller, DDS
President, Alaska Dental Society

Alaska State House of Representatives

Interim:

Phone: (907)
Fax: (907)

Session:
State Capitol, Room 409
Juneau, AK 99801-1182
Phone: (907) 465-3744
Fax: (907) 465-2273

Sponsor Statement from:

Representative Cathy Munoz

R - District 4

RELEASED: January 19, 2010 **CONTACT**: Rep. Cathy Munoz 465-3744

HB235 - Prof Student Exchange Loan Forgiveness

"An Act relating to professional student exchange program availability and conditions for loan forgiveness."

Status: PREFILE RELEASED >> (H) EDC : 2009-04-16

Through the Western Interstate Commission for Higher Education (WICHE), Alaska residents will be able to attend professional health care programs in dentistry, optometry and pharmacy which are not offered in the State of Alaska. HB 235 establishes a student loan forgiveness program entitlement of 25 percent forgiveness for participants who meet the following criteria: Alaska residency with intent to practice and maintain their license in the State of Alaska. An additional 25 percent loan forgiveness will be offered to participants who, in addition to previous criteria, practice in an underserved area or serve patients who are covered under the medical assistance program.

The WICHE program will resemble the WWAMI (Washington, Wyoming, Alaska, Montana, and Idaho) program which has been successful as a collaborative partnership between the University of Washington School of Medicine and the five northwestern states. The purpose of WWAMI is to provide publicly supported medical education to residents of this five state region, and train physicians who will return to practice in their home states.

Alaska communities continually face a decreasing number of health care providers and are seeing an increased trend in the number of retirees in certain professions. This is becoming an increasing concern as the number of underserved areas continue to grow and residents in many communities have to travel out of their communities in order to receive care.

Enticing health care providers to Alaska has been an ongoing challenge. Although our university system is constantly improving and adding more educational opportunities, we still lack many needed medical programs. House Bill 235 creates an incentive for the health care professions of dentistry, optometry, and pharmacy by offering a loan forgiveness program for practicing in Alaska.

# # #

House Majority Press: http://housemajority.org/spon.php?id=26hb235-241

Plan to improve service oversight, quality and access. CMS and the department are now finalizing the plan, which could take months.

The division met another high-priority benchmark when it completed all overdue re-assessments possible by Oct. 15, 2009. In some special cases, evaluations are still pending.

Assessors have also completed more than a third of Personal Care Assistance new applicant assessments and current recipient re-assessments.

"Senior and Disabilities Services staff members worked long hours to make this happen, in cooperation with applicants, care coordinators and providers who met with employees early, late and on weekends," Health and Social Services Commissioner Bill Hogan said. "I congratulate and thank them for their efforts on behalf of the Alaskans we serve and their families."

For more information and a video interview with Senior and Disabilities Services Director Rebecca Hilgendorf on the CMS review, see *http://hss.state.ak.us/dsds/cmsreview.*

and Systems Development, a section of the Division of Health Care Services.

Background

In remote frontier areas of the nation, and of Alaska, weather and distance can prevent patients with severe injury

Road Medical Center in Glennallen, and the Inter-Island Medical Center in Friday Harbor, Wash.

Questions about the FESC should be directed to Patricia Carr at (907) 465-8618, or click on *http://www.hss.state.ak.us/dhcs/healthplanning/FESC/default.htm.*

New loan repayment program hopes to attract health-care professionals to Alaska

A new student-loan repayment grant program for health-care professionals who serve in Alaska was announced in September.

"The overall number of care providers in Alaska is slowly growing, but many Alaskans are still not getting the care they need," Health and Social Services Commissioner Bill Hogan said. "It's time we joined other states that offer providers this incentive to work and stay in communities where Alaskans face financial, cultural or geographic barriers to care." In 2006, the Physicians Supply Task Force identified loan repayment and direct incentive as two key recruitment tools, which Alaska lacked.

The federal program has been in existence since 1987, but Alaska has not been part of the program up till now due to organizational considerations and lack of non-federal matching funds.

Those eligible for the program include medical and osteopathic doctors who are family practitioners, internists, pediatricians or obstetrician-gynecologists; nurse practitioners; physician assistants; dentists; registered clinical dental hygienists; psychiatrists; clinical or counseling psychologists; clinical social workers; psychiatric nurse specialists; mental health counselors; licensed professional counselors; and marriage and family therapists.

The $1.2 million loan program — $600,000 from Alaska health-care organizations and $600,000 from the federal Health Resources and Services Administration — will pay up to $35,000 a year toward student loans for physicians and dentists and $20,000 per year for other eligible providers. They must work full time for at least two years for an organization federally recognized as serving an area or population with a health-care shortage.

DHSS partners and their contributions to the fund include the Alaska Mental Health Trust Authority ($400,000); Anchorage Neighborhood Health Center ($35,000); Interior Community Health Center ($55,000); and Kodiak Community Health Center ($110,000).

The department's Section of Health Planning and Systems Development will manage and oversee daily operations of the program.

DHSS will begin accepting applications in December 2009. The program will have an Interagency Advisory Council and plans to place 23 practitioners during 2010. For details on the Alaska State Loan Repayment Program, contact Robert Sewell, Program Director, at (907) 465 4065, *robert.sewell@alaska.gov*, or visit *http://hss.state.ak.us/dhCS/healthplanning/primarycare/loans/aslrp.htm.*

Munoz HB 235

STATE OF ALASKA

ALASKA COMMISSION ON POSTSECONDARY EDUCATION

SEAN PARNELL, GOVERNOR

PO BOX 110505
JUNEAU, ALASKA 99811-0505
VOICE (800) 441-2982
In Juneau (907) 465-6740
TDD (907) 465-3143
FAX (907) 465-3293

February 4, 2010

The Honorable Paul Seaton
Chair, Education Committee
Alaska House of Representatives
State Capitol, Room 102
Juneau, Alaska 99801

Subject: CSHB 235 - An Act relating to the professional student exchange program...

Dear Representative Seaton:

At the February 1, 2010 committee meeting you posed two questions which required some additional analysis on my part to provide a response.

First you asked what, if any, impact would there be for borrowers of education loans if both CSHB 235 and CSHB 58(EDC) were to be enacted. As you know, CSHB 235 proposes to provide forgiveness benefits of up to a 50% discharge of the loan principal to certain borrowers in the Professional Student Exchange Program (PSEP).

CSHB 58(EDC) provides for repayment benefits to a much broader category of education loan borrowers, and is specifically described as an employee recruitment program. In that legislation, the Commissioners of Administration and Labor and Workforce Development are empowered to jointly identify professional fields and occupations for which there are worker shortages in Alaska. New employees in Alaska (subsequent to the date of enactment) serving in relevant positions and who have outstanding education loan debt could apply for repayment benefits in accordance with either of the two benefit schedules included in the bill. One schedule provides for full repayment of outstanding loans over four years in non-rural areas, and the other provides for full repayment over six years for employment in rural areas.

The bill does indicate that loans which are otherwise eligible for repayment benefits under another program are *not* eligible for benefits under CSHB 58(EDC). The net result, in my opinion, is that the PSEP borrowers would be eligible to apply for benefits under the other program only on *other* education loans they may have, or on their PSEP loan *after* they had exhausted their forgiveness benefits under the PSEP loan contract.

printed on recycled paper

The other issue you raised was whether, under the current bill language, ACPE would be unable to make non-forgivable loans to applicants in the three referenced fields in the event the Legislature failed to provide the funding for the loans. In fact, that would be problematic without some explicit provision to do so. Please find enclosed a copy of the advice I requested from the Department of Law on this matter.

I hope this information is responsive to your inquiry. Do not hesitate to contact me if there is other information I can provide.

Sincerely,

Diane Barrans
Executive Director

Enclosure

MEMORANDUM

State of Alaska
Department of Law

TO: Diane Barrans, Executive Director
Alaska Commission on
Postsecondary Education

DATE: February 2, 2010

FILE NO.: AN2009103894

FROM: Mary Ellen Beardsley MEB
Assistant Attorney General
Commercial/Fair Business Section
Anchorage AGO

TEL. NO.: 269-5213

SUBJECT: HB 235

You have asked me to look at HB 235 (and the draft CS for this bill) to determine what impact it will have on the Alaska Commission on Postsecondary Education (ACPE). I have reviewed the draft CS and the statutes being amended by this legislation.

AS 14.44.025 currently requires ACPE to establish funding priorities for the Professional Student Exchange Program (PSEP) that is administered by WICHE for certain fields of study. Participants in PSEP are required to repay the State the support provided to them under PSEP and the money repaid by the participants is placed in the education loan fund created under AS 14.42.210. There is currently no forgiveness provision in AS 14.44.040(a)

HB 235 proposes to establish a forgiveness provision in PSEP. HB 235 would require ACPE to forgive up to 50% of the total PSEP loan amount should the participant fulfill the requirements set out in AS 14.44.041. The language of HB 235 is mandatory and does not allow ACPE to issue PSEP loans without the loan forgiveness benefit. There is a funding concern as it relates to this mandatory language. There needs to be an ability on the part of ACPE to issue PSEP loans to participants without the loan forgiveness benefit in the event the legislature does not provide funding for loans containing the forgiveness benefit. Without this ability, ACPE might be required to exclude these fields from the PSEP in the years in which there is no funding since there would be no provision for offering PSEP loans that have no forgiveness benefit.

If I can be of further assistance please let me know.

MEB/

HB

285

Louie Flora

From: Rep. Paul Seaton
Sent: Friday, February 26, 2010 9:20 AM
To: Louie Flora
Subject: FW: Hearing Cancellation On HB 285

From: Rep. Les Gara
Sent: Thursday, February 25, 2010 6:01 PM
To: Rep. Paul Seaton; Rep. Chris Tuck; Rose Foley
Subject: Hearing Cancellation On HB 285

Hi Paul – Thanks for talking to me about HB 285, and for scheduling the hearing.

As we discussed, given the reality in the legislature this year – that new cost items are being looked upon pretty unfavorably – I don't think there would be much benefit to a hearing on HB 285 – so I'm confirming that we are withdrawing the hearing request. I just don't think the concept will be that well received at this point by the folks we'd need to convince.

We'll let you know if for some reason we think there's a benefit to a hearing later in the session and understand that if that's the case, you'd only hear the bill if there was available time.

Thanks. Les

Representative Les Gara
Alaska State Legislature
716 W. 4th Avenue, Suite 310
Anchorage, Alaska 99501
Phone: 907-269-0106
Fax: 907-269-0109
www.akdemocrats.org

ALASKA STATE LEGISLATURE

REPRESENTATIVE LES GARA

MEMORANDUM

DATE: January 19, 2010

TO: Rep. Paul Seaton, Chair
House Education Committee

FROM: Rep. Les Gara

RE: Hearing Request for HB 285, Parental Involvement

I respectfully request that House Bill 285, relating to parental involvement in public schools, be scheduled for a hearing in the House Education Committee. Please feel free to contact me, or my aide Rose Foley, with questions or thoughts at 465-2647.

Attached you will find a background packet for HB 285. This includes the current version of the bill, a sponsor's statement, sectional analysis, and backup materials.

Thank you for your consideration.

January-May: State Capitol • Juneau, AK 99801-1182 • (907) 465-2647 • Fax (907) 465-3518
June-December: 716 W. 4th Avenue • Anchorage, AK 99501• (907) 269-0106• Fax (907) 269-0109
Representative_Les_Gara@legis.state.ak.us

ALASKA STATE LEGISLATURE

REPRESENTATIVE LES GARA
REPRESENTATIVE CHRIS TUCK

HB 285: Parental Involvement

Sponsor Statement

Communication between parents and teachers is a critical link, especially for children who need additional help not always available in large classrooms. Evidence shows children are more successful in school when their parents are actively involved with their education.

One research report published in 2002 analyzed 51 studies across the nation that examined the impact of school, family, and community connections on student achievement. The report showed, "these studies found a positive and convincing relationship between family involvement and benefits for students, including improved academic achievement. This relationship holds across families of all economic, racial/ethnic, and educational backgrounds and for students at all ages."

HB 285 establishes parental involvement coordinators in public schools to help bridge the gap between parents and teachers. These coordinators would help teachers establish contact with parents and facilitate relationships and communication pathways to better assist the needs of the child. Each school district would have one coordinator for each 500 students in the district or one coordinator per school, whichever is greater. Two administrators would also be housed in the administrative office of the school district to help run the program.

This legislation recognizes a reality: that some children do poorly in school because they see little educational support or help at home. Evidence shows that when schools reach out to prompt involvement by these parents, the efforts often work.

There is firm local support for increased parental involvement in Alaska. According to Carol Comeau, Superintendent of the Anchorage School District, "The Anchorage School District applauds legislators for introducing this important legislation. Research clearly shows that when parents are involved in their child's education, in partnership with teachers and administrators, the student has stronger student success in school. We have seen the benefits of parent coordinators with our grant with SERRC where we have parent outreach liaisons with the Hmong, Yupik, Samoan, and Filipino communities. We must be vigilant about reaching out and engaging parents in their children's education in order to insure greater student achievement."

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Representative_Les_Gara@legis.state.ak.us

ALASKA STATE LEGISLATURE

REPRESENTATIVE LES GARA
REPRESENTATIVE CHRIS TUCK

HB 285: Parental Involvement

Sectional Analysis

Section 1: This section established the bill's short title as the Involved Parents and Successful Students Act.

Section 2: Amends AS 14.03 by adding a new section that would provide one Parental Involvement staff position for every 500 students enrolled in the district, or one position for each public school in the district, whichever is greater. This section would also require each school district to employ at least two people in the administrative office to serve as parental coordinators for the district. The section concludes that funding appropriated for parental involvement will be in addition to the base student allocation, and that the positions will not be required if funding is not appropriated.

January-May: State Capitol • Juneau, AK 99801-1182 • (907) 465-2647 • Fax (907) 465-3518
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Representative_Les_Gara@legis.state.ak.us

LEGISLATIVE RESEARCH REPORT

MARCH 19, 2007

REPORT NUMBER 07.072

PARENTAL INVOLVEMENT COORDINATORS IN SELECTED SCHOOL DISTRICTS IN ALASKA

PREPARED FOR REPRESENTATIVE LES GARA

BY ROGER WITHINGTON, LEGISLATIVE ANALYST

PARENT INVOLVEMENT IN ALASKA 1

Table 1: Parent Involvement Coordinators in Selected Alaska School Districts 4

NO CHILD LEFT BEHIND ACT 7

You asked for information regarding parental involvement coordinators in selected school districts in Alaska. Specifically, you wished to know the number of full-time equivalent parental involvement coordinators employed by the Anchorage, Fairbanks North Star, Haines, Juneau, Kenai, Lower Kuskokwim, Mat-Su, Nome, and North Slope school districts.

PARENT INVOLVEMENT IN ALASKA

The Alaska State Board of Education and Early Development recognizes that parental involvement plays an important part in student success. The Bylaws of the Board state in the "Beliefs" section that "Effective parent and family involvement positively affects student achievement." The Board also states in its Bylaws that one of its goals is to "Promote parent and family involvement in student learning."[1]

[1] The URL for the Alaska Board of Education is *http://www.eed.state.ak.us/State_Board/.*

907-465-3991
907-465-3908 (fax)

Alaska Legislature
Legislative Research Services
w3.legis.state.ak.us/Research/research_home.htm

State Capitol
Juneau, AK 99801

In 2001, the Board voted to endorse parent and family involvement standards set by the National Parent Teacher Association (NPTA). The NPTA's standards address six areas that extensive research has identified as being critical to effective parent involvement programs. Those areas are as follows.[2]

1) Communicating—Communication between home and school is regular, two-way, and meaningful.

2) Parenting—Parenting skills are promoted and supported.

3) Student learning—Parents play an integral role in assisting student learning.

4) Volunteering—Parents are welcome in the school, and their support and assistance are sought.

5) School decision making and advocacy—Parents are full partners in the decisions that affect children and families.

6) Collaborating with community—Community resources are used to strengthen schools, families, and student learning.

The NPTA notes that effective parent involvement programs benefit students, parents and teachers. According to the NPTA, some of the benefits of parent involvement gained by students are

- Higher grades, test scores, and graduation rates;
- Better school attendance;
- Increased motivation, better self-esteem;
- Lower rates of suspension;
- Decreased use of drugs and alcohol;
- Fewer instances of violent behavior; and
- Greater enrollment in postsecondary education.

Teachers benefit from parent involvement by gaining

- Greater morale (and self-esteem),
- Teaching effectiveness (proficiency),
- Job satisfaction,

[2] The URL for the NPTA's National Standards for Parent/Family Involvement web site is *http://www.pta.org/archive_article_details_1118251710359.html.*

- Communication and relations with students, parents, families, and communities improves, and
- Community support of schools increases.

And, according to the NPTA, some of the benefits gained by parents due to parent involvement include

- Improved communication and relations with children and teachers,
- Increased self-esteem,
- Increased education and skill level,
- Stronger decision-making skills, and
- Improved attitude toward school and school personnel.

We include as Attachment A, a report entitled *A New Wave of Evidence - The Impact of School, Family, and Community Connections on Student Achievement* authored by the Southwest Educational Development Laboratory, which combines ten-years worth of parent involvement research. This study finds that, regardless of family income or background, students with involved parents are more likely to

- Earn higher grades and test scores, and enroll in higher-level programs;
- Be promoted, pass their classes, and earn credits;
- Attend school regularly;
- Have better social skills, show improved behavior, and adapt well to school; and
- Graduate and go on to postsecondary education.

According to Margaret MacKinnon, Education Administrator with the Alaska Department of Education and Early Development (DEED), all school districts in Alaska that receive Title I funds under the No Child Left Behind Act (NCLB) must have plans and policies in place that promote parental involvement.[3] The Department does not, however, maintain a summary of each districts' policy regarding parental involvement or the number of staff in each district who are responsible for coordinating the involvement activities.[4]

---

[3] Title I is the part of No Child Left Behind that supports programs in schools and school districts to improve the learning of children from low-income families. The U.S. Department of Education provides Title I funds to states to distribute to school districts based on the number of children from low-income families in each district. Title I is a program that provides extra academic support and learning opportunities for children farthest from meeting state academic standards.

[4] Ms. MacKinnon can be contacted at 907-465-2970.

We informally surveyed Anchorage School District, the Fairbanks North Star Borough School District, the Haines Borough School District, the Juneau School District, the Kenai Peninsula Borough School District, the Lower Kuskokwim School District, the Matanuska-Susitna Borough School District, the Nome Public Schools, and North Slope Borough School District for the number of full-time equivalent parental involvement coordinators employed by each.[5] In Table 1, we summarize the responses we received; more detailed responses from each district follow Table 1.

Table 1: Parent Involvement Coordinators in Selected Alaska School Districts

District	Does the District Employ Parent Involvement Coordinators?
Anchorage School District-Elementary Schools [a]	Yes
Fairbanks North Star Borough School District [b]	Yes
Haines Borough School District [c]	No
Kenai Peninsula Borough School District [d]	Yes
Lower Kuskokwim School District [e]	Yes
Matanuska-Susitna Borough School District [f]	No
Nome Public Schools [g]	Yes
North Slope Borough School District [h]	Yes

Notes and Sources:
(a) Patricia McRae, Executive Director of Elementary Education, Anchorage School District, 907-742-4254.
(b) Lynda Sather, Community and Public Relations section, Fairbanks North Star Borough School District, 907-452-2000, ext. 403.
(c) Ashley Sage, District Secretary, Haines Borough School District, 907-766-2644.
(d) Donna Peterson, Ed.D, Superintendent of Schools, Kenai Peninsula Borough School District, 907-714-8881.
(e) Bill Ferguson, Superintendent of the Lower Kuskokwin School District, 907-543-4810.
(f) George Troxel, Assistant Superintendent, Department of Instruction for the Matanuska-Susitna Borough School District, 907-746-9212.
(g) Stan Lujan, Superintendent of Nome Public Schools, 907-443-2231.
(h) Trent Blankenship, Superintendent of the North Slope Borough School District, 907-852-5311.

According to Patricia McRae, Executive Director of Elementary Education for the Anchorage School District, there are 60 elementary schools in Anchorage, 22 of which are funded with Title I funds. The majority of the Title 1 schools have a staff person, known as a Family School Services Coordinator, whose major job duty is outreach to parents.[6]

Ms. McRea notes that Anchorage also has a program called PALS (parents as liaisons), the goal of which is to empower parents of diverse cultures to assist with parent involvement efforts. As an example, in a school with a Hmong population of students, Hmong speaking parents are encouraged to be liaisons with new Hmong parents, to help welcome the new families to the school, and help them learn about the school and the school system. Many of the Title I schools in Anchorage are using this type of program.

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[5] The Juneau School District did not respond to our requests for information.

[6] Patricia McRae, Executive Director of Elementary Education for the Anchorage School District, can be contacted at 907-742-4254.

According to Ms. McRae, many Anchorage schools have websites that allow parents ready access to school information. In addition, all elementary schools have "Family Night" events where parents and students come to the school for an evening of reading, writing, math, science, and other activities. Ms. McRae notes that these events are well attended, and have become part of the school culture in the majority of the Anchorage schools.

Additionally, the Anchorage School District publishes "Helping Your Child Learn," a booklet that demonstrates to parents of elementary school-aged children the academic standards the district is teaching and how the parent can reinforce those concepts at home.

According to Lynda Sather, with the Community and Public Relations section of the Fairbanks North Star Borough School District, the district does, to a limited degree, employ "Community Resource Coordinators."[7] These Coordinators not only promote communication between parents, teachers, and the school, they also identify and facilitate partnerships between the district and community resources. Ms. Sather notes that each school is allocated a part-time position, consisting of three to fifteen hours per week. She also notes that some schools find it difficult to find individuals willing to work so few hours per week; currently, about 20 of the 30 schools in the district employ a Community Resource Coordinator.

According to Ashley Sage, District Secretary for the Haines Borough School District, there are no staff in the district with the duty of promoting parent involvement in Haines.[8] Ms. Sage notes that other district staff will coordinate parent involvement activities related to Title 1 children and families when the need arises. She notes that there is no PTA for the Haines elementary school, and a very small PTA for the high school. Ms. Sage also notes, however, that parents often visit with the principal to discuss their educational concerns.

According to Donna Peterson, Ed.D, Superintendent of Schools for the Kenai Peninsula Borough School District, the district has just two Parent Liaisons, one each at the Soldotna Elementary School and at K Beach Elementary School. These positions are funded by federal Title I funds. At the other schools the Title I teachers serve as the parent liaisons. The liaisons communicate quarterly with parents and solicit ideas for better services for parents. Ms. Peterson notes that parent nights are very popular throughout the district.

In addition, Dr. Peterson notes that each school in the district has a site based advisory council, the makeup of which is addressed in district policy and includes parents.[9] She also notes that site councils have been effective in setting direction and goals for each school. Twice each year, the district updates each council member with information about the district, and encourages him or her to be involved in decision making at the site level. Dr. Peterson adds that most larger schools in the district have a Parent Teacher Student Association (PTSA), while middle and high schools have Booster Clubs that mainly support co-curricular activities. She notes that the number of parents involved in these outside organizations is substantial.

Additionally, Dr. Peterson notes that the district works in collaboration with Project GRAD Kenai and Kenai Peninsula College to provide parent nights at the seven Project GRAD schools in the

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[7] Lynda Sather, Community and Public Relations section, Fairbanks North Star Borough School District, 907-452-2000, ext. 403.

[8] Ashley Sage, District Secretary, Haines Borough School District, 907-766-2644.

[9] Donna Peterson, Ed.D, Superintendent of Schools, Kenai Peninsula Borough School District, 907-714-8881.

district.[10] These events occur quarterly and focus on assisting parents to better understand how to assist in the education of their children.

According to Dr. Peterson, each school in the district has developed a Building Parent Policy that identifies various actions the district can take to involve parents in the school.

According to Bill Ferguson, Superintendent of the Lower Kuskokwin School District, every school in the district has a "Home School Coordinator" whose duties are to bridge the gap between parents and the school.[11] In addition, he notes that all villages within the district have an advisory school board.

According to George Troxel, Assistant Superintendent, Department of Instruction for the Matanuska-Susitna Borough School District, the district does not have a "parent coordinator" or a similar position.[12] Mr. Troxel notes that the district has a section of its web page, entitled "Parents," that provides information about the school district and schools, as well as a FAQ section. He adds that each school in the district makes an effort to reach out to parents on a range of activities from volunteering in the classroom or playground, family nights on academic issues, parent socials, open houses, and informational meetings on a variety of topics.

According to Stan Lujan, Superintendent of Nome Public Schools, each school in the Nome district has an employee who routinely performs outreach to parents.[13] In the elementary school in Nome it is the school's Social Worker, while in the junior high and high school the Councilors perform the outreach functions. Mr. Lujan also notes that Nome has a very active PTSA that continually helps craft school and education policy in Nome.

According to Trent Blankenship, Superintendent of the North Slope Borough School District, there is a "Community Facilitator" in every school in the district.[14] The duty of the Community Facilitators is to promote communication among the parents, teachers, and the school. In addition, he notes that all villages within the district have a School Advisory Council.

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[10] Project GRAD is a K-16 school reform model that is currently being implemented in some districts across the U.S. The mission of the program is to ensure a quality public education for all children, increase high school graduation rates, and prepare graduates to be successful in college. The URL for Project GRAD Kenai is *http://www.projectgrad.org/site/pp.asp?c=jjJVJaMSIsE&b=783911*.

[11] Bill Ferguson, Superintendent of the Lower Kuskokwin School District, 907-543-4810.

[12] George Troxel, Assistant Superintendent, Department of Instruction for the Matanuska-Susitna Borough School District, 907-746-9212.

[13] Stan Lujan, Superintendent of Nome Public Schools, 907-443-2231.

[14] Trent Blankenship, Superintendent of the North Slope Borough School District, 907-852-5311.

NO CHILD LEFT BEHIND ACT

The federal No Child Left Behind Act requires schools to develop ways to get parents more involved in their child's education and in improving the school.[15] In summary, the NCLB requires that all schools do the following.[16]

- Tell parents of children whose first language is not English of their child's placement in a language program and of their right to opt out, and
- Make information on teachers' credentials available to parents.

The Act also requires schools that receive Title I money to

- Have a written parent involvement policy and publicize it,
- Articulate how the school and parents can work together,
- Give parents detailed and understandable information on their children's academic progress and explain the school's academic standards, and
- Use at least one percent of their money on parent involvement.

Additionally, the Act requires Title I schools, identified under the law as needing improvement, to do the following:

- Inform parents, in an understandable way, of the school's status and their options for transfer or tutoring,
- Explain how parents can be involved in addressing the schools' academic problems, and
- Write school-improvement plans that include strategies for parent involvement.

The Act requires districts and states to

- Distribute an annual report card on the performance of schools.
- Tell parents of children attending Title I schools if their child does not have a highly qualified teacher, and
- Spread information about effective parent involvement practices and help schools with lagging parent involvement programs.

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[15] The U. S. Department of Education offers links to useful parental involvement information at *http://www.ed.gov/admins/comm/parents/edpicks.jhtml?src=ln*.

[16] Parent Leadership Associates, Education Trust (*http://www2.edtrust.org/edtrust*), and the Southwest Educational Development Laboratory (*http://www.sedl.org/*).

In 2004, the U.S. Department of Education published a "guidance" document to assist schools and school districts in administering the parental involvement provisions of Title I. We include this guidance as Attachment B.

I hope you find this information to be useful. Please do not hesitate to contact us if you have questions or need additional information.

Attachment A

Anne T. Henderson and Karen L. Mapp, *A New Wave of Evidence The Impact of School, Family, and Community Connections on Student Achievement*, National Center for Family and Community Connections with Schools, Southwest Educational Development Laboratory, 2002, *http://www.sedl.org/*

Attachment B

"Parental Involvement: Title I, Part A, Non-Regulatory Guidance," U.S. Department of Education, April 23, 2004

The referenced attachments constitute over 300 pages. Please contact our office at 465-2647 if you would like a copy of the full report.

Anchorage School District

5530 E. Northern Lights Blvd.
Anchorage, Alaska 99504-3135
(907) 742-4000

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SUPERINTENDENT

Carol Comeau

January 19, 2010

Representative Les Gara
Alaska State Legislature
120 4th Street, State Capitol, Room 3
Juneau, AK 99801-1182

Dear Representative Gara:

I am writing this letter of support for HB 285, Parental Involvement in Schools. I commend you and Representative Tuck for recognizing the vital role of parents in the education of their children. We all know that parents, and other family members, are their children's first teachers. We also know that when parents are collaborating with educators, our students succeed at much higher levels. Our School Board does not have a position on this particular legislation, but has a strong commitment to supporting parental engagement in our schools.

We have had a very successful partnership with South East Regional Resource Center (SERRC) with our current Parent Liaison Program. We have Parent Liaisons from the Spanish, Hmong, Filipino, Yupik, and Samoan communities in our district. As the SERRC grant funding has declined, we have added one Parent Liaison position into our general fund budget. We see these positions as key to assisting our parents who come from different cultures, and many with language barriers, to becoming critical educational partners. As you know, our district is increasingly diverse; we now have students who speak 98 different languages in our district. Many of our families are recent arrivals from immigrant camps and countries with difficult conditions.

If I could, I would hire at least one Parent Liaison in every school in our district. Your proposed legislation would be a huge boost for districts in this state. If passed, it would be an excellent investment in our families and students. I realize that there would be a substantial fiscal impact, but I believe that the results would increase student achievement in this state.

Again, thank you for submitting this important legislation. I look forward to working with you on increasing parental involvement in our schools in Alaska.

Sincerely yours,

Carol Comeau
Superintendent

LEGISLATIVE RESEARCH SERVICES

Alaska State Legislature
Division of Legal and Research Services
State Capitol, Juneau, AK 99801

(907) 465-3991 phone
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research@legis.state.ak.us

January 22, 2010

Memorandum

TO: Representative Les Gara
FROM: Susan Haymes, Legislative Analyst
RE: Parent Involvement Coordinators in Alaska Schools
LRS Report 10.115

You asked for information regarding parent involvement coordinators in Alaska schools. Specifically, with regard to the Anchorage, Kenai Peninsula Borough, and Lower Kuskokwim School Districts you wished to know: (1) if Title I funds used for parent involvement coordinators are useful; and (2) would more parent coordinator positions be useful. You also asked about the number of and funding for parent involvement coordinators in Anchorage and how parent coordinator positions are funded elsewhere in the state. Additionally, you requested an estimate of the number of parent involvement coordinators that would result from your draft bill, LS1244\R.

The Alaska State Board of Education and Early Development recognizes parental involvement plays an important part in student success. The Bylaws of the Board state in the "Beliefs" section that "Effective parent and family involvement positively affects student achievement." The Board also states in its Bylaws that one of its goals is to "Promote parent and family involvement in student learning."

As part of this effort to encourage parental involvement, many schools in the state employ parent involvement coordinators. According to Paul Prussing, deputy director, Teaching and Learning Support, Department of Education and Early Development, parent coordinators are funded from federal Title 1 funds, from the general funds of each school, and from grants through agencies such as Southeast Regional Resource Center (SERRC).[1]

Anchorage School District

Anchorage schools currently employ 18 family school services coordinators, the district's title for parent involvement coordinators. All of the positions are funded by federal Title 1 funds under the No Child Left Behind Act (NCLB).[2]

According to Linda Carlson, executive director of elementary education for the Anchorage School District, there are 60 elementary schools in Anchorage, 23 of which are funded with Title 1 funds. Of the 23 Title 1 schools, 18

[1] Paul Prussing, Teaching and Learning Support, DEED, can be reached at 907.465.8721.

[2] Title 1 is the part of the No Child Left Behind that supports programs in schools and school districts to improve the learning of children from low-income families. The U.S. Department of Education provides Title 1 funds to states to distribute to school districts based on the number of children from low-income families in each district. Title 1 is a program that provides extra academic support and learning opportunities for children farthest from meeting state academic standards.

employ a family school services coordinator.[3] However, not all of the coordinator positions are full-time. Each school decides how to allocate the available Title 1 funds at its respective school.

Ms. Carlson noted that more family school services coordinators would benefit Anchorage schools. For example, up to 19 different languages are spoken at many of the schools and a family coordinator on staff acting as a language liaison could be very beneficial.[4]

According to Carol Comeau, superintendent of the Anchorage School District, Title 1 funds are not only useful, but essential to the funding of family coordinators in the Anchorage School District, and more would be of tremendous benefit. Ms. Comeau noted that in a perfect world every single elementary school should have such a position, and depending on the size and need, every middle school and high school should have one or two such positions.[5]

Superintendent Comeau added that at the district level, Anchorage currently employs two parent coordinators: a preschool coordinator parent educator and a parent educator. The positions are funded out of the district's general fund; one is funded for full-time and the other part-time. Schools that do not have a parent coordinator can call the district coordinators for support and help.

Lower Kuskokwim School District

According to Carlton Kuhns, acting superintendent of the Lower Kuskokwim School District, approximately two-thirds of the schools in the district have a school community advocate. None of these positions are funded by federal Title 1 funds, but instead are funded from the budget of each school. Parental involvement has always been a priority in the district, so schools were funding such positions before Title 1.

However, because of limited funding most of the current positions are not full-time; some are funded for only a few hours a day. Mr. Kuhns noted that more positions would benefit the district, particularly more full-time positions.[6]

Kenai Peninsula Borough School District

According to Norma Holmgaard, director of Federal Programs for K-12 Schools, Kenai Peninsula Borough School District, the Kenai District currently has just one parent liaison. The position is funded with Title 1 funds. Ms. Holmgaard said the Title 1 funds used for parent liaisons are useful and more parent liaison positions would benefit the district. In particular, she recommended that the job description for the coordinator position be clear.[7]

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[3] Anchorage does have one Title 1 middle school. However, according to Leslie Vandergaw, Director of Middle School Education for the Anchorage School District, the Title I funds at this school are all being used to support academic and instructional programs. Ms. Vandergaw can be reached at 907.742.4249.

[4] Linda Carlson, Anchorage School District, can be reached at 907.742.4254.

[5] Carol Comeau, superintendent, can be reached at 907.742.4312.

[6] Carlton Kuhns, acting superintendent, can be reached at 907.543.4810.

[7] Norma Holmgaard, Kenai Peninsula District, can be reached at 907.714.8888.

Parent Coordinators Under LS 1244\R

You asked for an estimate of the number of parent coordinators your bill, LS1244\R, would require. The bill, under subsection (a), requires each school district to employ two persons to serve as parent involvement coordinators for that district. In addition, the bill, under (b), requires each school district to employ one person for each 500 students enrolled in the district, or one person for each public school located in the district, whichever is greater.

Because current enrolment numbers will be unavailable until February 2010, we used Department of Education and Early Development's (DEED) school enrollment numbers reported for the 2008-2009 school year as of October 1, 2008.[8] We used the enrollment numbers for grades K-12, and we included all of the schools listed for each district, including the correspondence and long distance schools. Within these parameters, we calculated a **total of 620** parent coordinators, which represents the maximum number of parent coordinators required by the bill unless enrollment increases (Table 1).

We hope this is helpful. If you have questions or need additional information, please let us know.

[8] "Enrollment by School and Grade as of Oct. 1, 2008, FY2009," is available at the Department of Education and Early Development's website at *www.eed.state.ak.us/stats/DistrictEnrollment/2009DistrictEnrollment.pdf*.

Table 1: Parent Involvement Coordinators Under Draft Legislation (LS1244\R)				
Alaska School Districts	District Enrollment	Per District (A)	Per Student or School (B)	Total
Alaska Gateway Schools	460	2	8	10
Aleutian Region Schools	39	2	3	5
Aleutians East Borough Schools	247	2	6	8
Anchorage Schools	48,284	2	99	101
Annette Island Schools	269	2	3	5
Bering Strait Schools	1,661	2	15	17
Bristol Bay Borough Schools	145	2	2	4
Chatham Schools	157	2	5	7
Chugach Schools	231	2	4	6
Copper River Schools	507	2	7	9
Cordova City Schools	366	2	2	4
Craig City Schools	730	2	5	7
Delta Greely Schools	1,151	2	6	8
Denai Borough Schools	424	2	4	6
Dillingham City Schools	502	2	2	4
Fairbanks North Star Borough School	14,129	2	34	36
Galena City Schools	3,721	2	7	9
Haines Borough Schools	309	2	4	6
Hoonah City Schools	124	2	2	4
Hydaburg City Schools	67	2	1	3
Iditarod Area Schools	281	2	8	10
Juneau Borough Schools	4,930	2	14	16
Kake City Schools	92	2	1	3
Kashunamiut Schools	314	2	1	3
Kenai Peninsula Borough Schools	9,372	2	44	46
Ketchikan Gateway Borough	2,115	2	10	12
Klawock City Schools	125	2	1	3
Kodiak Island Borough Schools	2,595	2	14	16
Kuspuk Schools	339	2	10	12
Lake and Peninsula Borough Schools	371	2	14	16
Lower Kuskokwim Schools	3,977	2	28	30
Lower Yukon Schools	2,063	2	11	13
Mat-Su Borough Schools	16,303	2	42	44
Mount Edgecumbe High School	426	2	1	3
Nenana City Schools	1,099	2	2	4
Nome Public Schools	678	2	5	7
North Slope Borough Schools	1,580	2	11	13
Northwest Arctic Borough Schools	1,862	2	12	14
Pelican City Schools	15	2	1	3
Petersburg City Schools	520	2	3	5
Pribilof Schools	113	2	2	4
Saint Mary's Schools	177	2	1	3
Sitka Borough Schools	1,311	2	6	8
Skagway Schools	98	2	1	3
Southeast Island Schools	169	2	11	13
Southwest Region Schools	626	2	8	10

Table 1: Parent Involvement Coordinators Under Draft Legislation (LS1244\R)				
Alaska School Districts	District Enrollment	Per District (A)	Per Student or School (B)	Total
Tanana Schools	38	2	1	3
Unalaska City Schools	404	2	2	4
Valdez City Schools	687	2	3	5
Wrangell City Schools	321	2	3	5
Yakutat City Schools	121	2	1	3
Yukon Flats School	272	2	8	10
Yukon-Koyukuk Schools	1,398	2	10	12
Yupiit Schools	446	2	3	5
Total	128,761	108	512	620

Notes: The most current district enrollment numbers include grades K-12 for each school as of Oct. 2008. We included all of the schools listed for each district, including correpondence and long distance learning schools. Under (a) of this bill, each district employs two coordinators. Under (b), an additional number of coordinators is calculated for each district based on the greater of one per 500 enrolled students or one per school in the district.

Source: "Enrollment by School and Grade as of Oct. 8, 2009, FY2009," Department of Education and Early Childhood.

HB 295

26-GH2829\A.2
Bullock
2/6/10

AMENDMENT #1 Adopted

OFFERED IN THE HOUSE BY REPRESENTATIVE PEGGY WILSON

TO: HB 295

Page 9, line 22:

Delete "Parcel Number PA.1002, Mite Cove"

Insert "Parcel C18"

~~26-GH2829\A.1~~
~~Bullock~~
~~2/4/10~~

AMENDMENT

~~OFFERED IN THE HOUSE~~ BY REPRESENTATIVE PEGGY WILSON

~~TO: HB 295~~

Page 9, line 7:

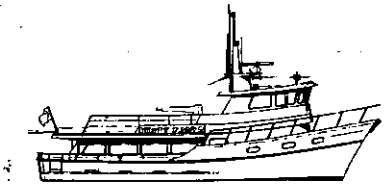
Delete "December 1, 2011"

Insert "January 1, 2013"

Page 9, line 9:

Delete "June 30, 2012"

Insert "June 30, 2013"



ALASKA COASTAL QUEST

2-11-10

Representative Paul Seaton
Alaska State Legislature
Juneau, Alaska

Dear Representative Seaton:

I understand that you recently held hearings on the University Lands bill, HB 295. I would like to encourage you to delete Hook Arm on Dall Island from this legislation. Almost all of the outer coast of Dall Island is wilderness. The U.S. Forest Service recognizes this by placing in a scenic recreation category. Allowing Hook Arm to be sold for development destroys the wilderness integrity of the outer coast of this magnificent island. As a charter boat operator specializing in ecotourism, I see this area as having tremendous economic potential for water oriented outdoor wilderness recreation.

Yours truly,

Dale Pihlman

P.O. Box 7814 ✦ Ketchikan, AK 99901 ✦ Ph (907) 225-3498 ✦ Fax (907) 247-3498 ✦ Cell (907) 617-2440
[illegible]@gci.com

ALASKA MINERS ASSOCIATION, INC.

3305 Arctic Blvd., #105, Anchorage, Alaska 99503 • (907) 563-9229 • FAX: (907) 563-9225 • www.alaskaminers.org

January 28, 2010

Honorable Paul Seaton, Chairman ✓
Honorable Cathy Munoz, V-Chairman
House Education Committee
Capitol Building
Juneau, AK 99801

RE: House Bill 295 University of Alaska Lands

Dear Representatives Seaton and Munoz,

The Alaska Miners Association supports House Bill 295 which would transfer a defined list of lands to the University of Alaska. This is precisely the approach for getting lands to the University that we have supported in past Legislatures and it is rewarding to see this bill with a clearly defined group of lands now finalized and ready for transfer to the University.

We have opposed various bills in the past that did not include a defined list of lands. We felt it was important for everyone to know which lands would be transferred and for the public to have the opportunity to see and comment on the list before the lands were actually transferred to the University. This is the approach taken by this bill.

In recent years the University of Alaska has proven that it can effectively manage its lands and this step to transfer more lands to the University is appropriate.

Thank you for the opportunity to comment on this important issue. We encourage you to move the bill as soon as possible so the actual transfer to the University of Alaska can be completed. This will allow the University to begin benefiting from the lands at the earliest time.

Sincerely,

Steven C. Borell, P.E.
Executive Director

cc: Education Committee Members
UA President Mark Hamilton

1-29-10 Testimony HB 295
Joan McBean PO Box 23 Tenakee Springs

I am concerned about the transfer of a parcel of land in Tenakee Springs to the U of A. This parcel is within the city limits and is used extensively by the residents & visitors to Tenakee It is a subsistence area & recreation area & used for commercial trapping My husband & I have hunted & hiked the area over the thirty years we've lived in Tenakee

We are concerned about the impact that the transfer of this parcel will have on our tiny community and our dependence on undisturbed, accessible land for our hunting, gathering and commercial use. We are also concerned about the financial burden placed upon Tenakee for education.

I request the removal of this Tenakee parcel from the University Land Grant

Thank you for this opportunity to testify

Joan McBean

T'INAA GEI TLINGIT NATION

A Sovereign Tribe

February 17, 2010

The Tenakee Traditional Council is, once again, serving notice to all entities claiming a present or future interest in uplands, submerged lands, and waters in the vicinity of Tenakee, Alaska, that it protests and gives notice of objection to any proposed conveyance of an interest in such lands, including proposed conveyances of ADL 107311 and ADL 107312 to the City of Tenakee Springs and/or to the University of Alaska.

These traditional lands, waters and resources have been occupied by, used by, and claimed by the Tenakee Tribe as original Tlingit inhabitants. These lands, waters and resources were not conveyed to any other entity by the Tenakee Tribe at any time, nor has it been abandoned. The Tenakee Tribe has consistently and strongly objected to any such conveyance. The Tenakee Tribe never agreed to any provisions of the Alaska Native Claims Settlement Act or any other statute purporting to divest it of its interest in those lands. Moreover, the Tlingit village of Tenakee Springs was not granted land selection rights under ANCSA or any compensation for any taking of its lands. We maintain our inherent and aboriginal rights to those lands, waters and resources and because the Tenakee Tribe has been a sovereign Tribe since before the arrival of the non-natives on our lands, we intend to exercise our right as a sovereign tribe to maintain our land so as to confirm the existing title of the Tenakee Tribe. Any conveyance of rights to these lands, waters and resources is done subject to the superior and prior claim of the Tenakee Tribe to such lands, waters or resources. Any trespass upon those lands, waters or resources is objected to and is without the permission, explicit or implicit, of the T'inaa Gei Tlingit Nation.

President Hoover, in 1930, signed the Tongass National Forest document that listed Tenakee as a village. This is documented proof of the village's existence. The area proclaimed for Tenakee was much larger than the 17 acres set aside by President Roosevelt in 1935.

President Roosevelt recognized the existence of the Tenakee Tribe in 1935 by issuing an Executive Order 7179 to ensure that the Tribe was not disturbed in perpetuity! The Tenakee land has never been owned by the federal government. BLM surveyed it for the

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Juneau, Alaska 99802

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President of the United States so that our village people would not be bothered and to avoid controversies about ownership of the land. This land belongs to the Tenakee Tribe in perpetuity. The President referred to this Executive Order as a Skookum Paper. Now the state of Alaska has taken it upon themselves to change the content and the intent of the Executive Order. Our elders and Clan Leaders used to state that "everyone knows who this land belongs to." In a visit to Washington, D.C. Senator Ted Stevens stated that this claim has never been disputed.

There was a report done by the University of Alaska Fairbanks for the Southeast Alaska Landless Coalition referred to as the ISER Report. Tenakee is included in that report and gives a very clear description of the Tenakee Tribe's land and resource holdings.

The U.S. Solicitor's office expressed an opinion that went against the President's proclamation that the Tenakee land would belong to the blood descendants of the Tenakee land. The Solicitor stated "you can say anything you want to say to me, Congress can undo your opinion and make you like it."...which meant that Congress can take our land if it so wishes.

We have made several attempts to obtain relevant documents regarding the Tenakee Tribal lands to no avail. We have been informed by BIA that under the Freedom of Information Act, we have the right to file suit if our request is ignored. There is no stipulation as to how extensive the search has to be. We are aware that there is a deed. It was shown to us by a former BIA employee. Yet, we've been told that there are no documents. The same answer we received regarding the Executive Order, a copy of which is attached.

Tenakee is not listed under the Tlingit-Haida Court of Claims (Judgment Funds) nor is it a listed village under ANCSA.

As stated earlier, there are only three ways that trust land can be taken from the Indian Nation:

An act of abandonment
An act of conquest (war); or
A specific act of Congress WITH the consent of the owner Clan.

ANCSA also went against the Presidential proclamation of 1935 claiming that the ANCSA settlement included all Executive Orders in the bargaining with their treaties.

No one, aside from Tribal descendants, can just arbitrarily negotiate the Tenakee trust land. The Solicitor's opinion was that all Executive Order land was lost when ANCSA was initiated including the 7179 land. It was gone without any of the blood descendants knowing about that transaction. The Department of the Interior is mandated to include

the Realty Division on land transactions of this nature. Were they actually involved? If they were involved, did they look out for the best interests of the Tenakee Tribe?
Page Three

Executive Order 7179 land was never in the hands of the federal government. How can the State take the land from the federal government and arbitrarily give it up for sale when it never belonged to them in the first place. If our Congressional Delegation move from their homes in Alaska, does that give title to the State, thereby, allowing the land to be put up for sale? I think not! There is no difference except that this is Indian Trust Land.

We request that Tenakee land be withdrawn from the Governor's Lands Bill, HB 295 and SB 225. We are available to answer any questions that you may have.

John Martin, Sr.
Chairman
TENAKEE TRADITIONAL COUNCIL

Reference No. 475

EXECUTIVE ORDER No. 7179
Date Signed: 9/06/35

Executive Order

Excluding Certain Lands from Tongass National Forest

ALASKA

By virtue of and pursuant to the authority vested in me by the act of June 4, 1897 (30 Stat. 11, 36; 16 U. S. C. 473), and upon the recommendation of the Secretary of Agriculture, it is ordered that the tract of land on the north shore of Tenakee Inlet, Chichagof Island, Alaska, lying within the following-described boundaries and occupied as an Indian settlement, be, and it is hereby, excluded from the Tongass National Forest:

Chs. Beginning at corner no. 1, meander corner, at the line of mean high tide on the north shore of Tenakee Inlet and approximated one-half mile east of the town of Tenakee. Corner not set on account of danger of destruction by tides and storms.

Thence N. 64° W.

0.92 to witness corner no. 1, meander corner, a hemlock stake 6 in. by 7 ft. marked "elimination Cor. 1 W. C. M. C."
Whence a 24-in. spruce tree, blazed and scribed "W. Cor. 1 W. C. M. C.", bears N. 53° W., 0.15 chs.

12.00 Tenakee Trail.

28.83 to corner no. 2, same being common with corner no. 3 of survey 2095.

Thence south

4.91 to witness corner no. 3, meander corner, same being common with witness corner no. 2 of survey 2095.

5.05 Tenakee Trail.

5.41 to corner no. 3, meander corner, not set on account of danger of destruction by tides.

Thence by meander at line of M. H. W. along shore of Tenakee Inlet

(1) S. 76° E., 3.30 chs.
(2) S. 66½° E., 5.00 chs.
(3) S. 44½° E., 7.60 chs.
(4) S. 29½° E., 7.00 chs.
(5) S. 80° E., 3.20 chs.
(6) N. 33° E., 7.50 chs.
(7) N. 53° E., 2.65 chs.

to corner no. 1, meander corner, the place of beginning, containing 16.71 acres, more or less.

FRANKLIN D ROOSEVELT

The White House,

September 6, 1935.

[No. 7179]

U. S. GOVERNMENT PRINTING OFFICE: 1936

My name is Mike Sallee I was born in and reside in Ketchikan

I have owned & operated a small sawmill across Moser Bay from one of the parcels to be transferred by this bill. For most of the last 3 decades I've provided rough sawn lumber for homes and other projects for nearly all those people who reside in the immediate area.

I'd hoped the sponsors of this bill would have heeded objections to inclusion of certain parcels before reintroducing the bill. It seems the sponsors don't have much respect for the efforts citizens have put into researching and commenting on State Area Plans & Coastal Zone Management plans among other venues for public input on local land use

Generally, I support the University of Alaska, I have a degree from that institution. I'm not opposed to granting UofA means to generate income.

However!

More specifically - the Moser Bay parcel ~~specifically~~ contains a great deal of steep, landslide-prone shoreline, not very suitable for homesites. Indeed, those slide-prone shores have yielded a small but sustainable source of firewood for local residents and the occasional saw log for my nearby mill.

The Moser Bay parcel contains a recreation trail to Wolf Lakes, important estaurine areas for fish & wildlife, access to uplands for local deer hunters & trappers, & relatively untouched landscapes & viewsheds for small commercial tour boats that ply the area in summer. I believe I understand some adjacent borough lands are encumbered as wetlands mitigation for local coast zone management.

It would be a travesty to clearcut the parcel as the University did on Slide Ridge near Whipple Creek & the Mountain Point area — both on Ketchikan's road system. A selective helicopter harvest is little better though less visually impacting. Helicopter harvest has trashed areas with limbs tops, & whole discarded trees that don't make the grade to justify the expense of helicopter removal. Evidence of helicopter harvest is quite abundant on Mental Health lands in Bear Valley, Minerva Mtn. Trail and the Tongass Narrows side of California Ridge on Gravina Id. Worse - much of the timber helicopter-logged was round-log exported bleeding future jobs from the local economy.

For such a miniscule return to the University's overall budget, transfer of these parcels in the Ketchikan area make little sense, and will place undue burden on local citizens.

January 29, 2010

HB 295
University of Alaska Land Grant
House Committee on Education

Chairman Seaton & Fellow Committee members:

My name is Norm Carson; I presently reside at Pelican, Alaska. While my wife and I have established our retirement home 3 miles south of Pelican I have volunteered my time to serve on committees dealing with Pelican's economy and I have been the President of our local Chamber of Commerce for the past six years.

Within HB295 there is a 320 acre parcel of land identified as "Mite Cove/Ewe Ledge". The nearest communities to this parcel are Elfin Cove, approximately 8 miles to the North across a portion of Cross Sound and Pelican, approximately 13 miles South on Lisianski Inlet and on the opposite shoreline.

The Mite Cove/Ewe Ledge parcel should be removed from HB 295 for the following reasons:

- There is no potential for hydro power on the parcel; any development will be totally dependent upon diesel generation for electricity. The nearest hydro power is at Pelican; it is not economically feasible to run a line to this location.

- Pelican is presently upgrading its hydro. By next August the new penstock will be in place and the Utility will need electricity users to help reduce the Kilowatt cost. Land offered adjacent to Pelican will have greater value and development would utilize the Utility and consequently lower the rates.

- The Mite Cove/Ewe Ledge area is continually utilized during the summer and shoulder season months in a passive manner by the local tourism

businesses, local residents, and out of town visitors. This use is in the form of anchoring, picnics, hiking, scenic photography, and hunting. As a person involved in tourism I would like to see development kept closer to the communities.

- The bight at Ewe Ledge has been utilized by a floating commercial fish buying operation for the past 25 years; between July and late September an average of 30 commercial fishing boats congregate in this area daily. The potential for conflict with new land users is significant.

- The isolation of the Mite Cove/Ewe Ledge parcel will make any development likely to be for seasonal use, this will not benefit the nearby communities with year round residents.

- The Mite Cove/Ewe Ledge parcel is located on a route utilized by commercial fishing and recreational boats as they travel up and down the coast. From my experience in law enforcement I foresee a great problem of theft and vandalism for any property owners that leave their buildings unattended.

For all the foregoing reasons this parcel is not a good deal for the University, potential investors, nor the closest communities to this site.

Sincerely:

Norm Carson
PO Box 98
Pelican, AK 99832

907-735-2460
907-321-1950 (c)

January 29,

Testimony of Stephen Lewis
City of Tenakee Springs, Ak
re House Bill 295 - University Land Grant

Tenakee Springs is a small isolated community in Southern SE Alaska. With a population of ≃100, it is not connected to any road system & is accessible only by ferry or boat or float plane.

With a relatively undeveloped infrastructure and small population, the impacts of developing the ~~two~~ one parcels of ≃17 and ≃3 acres would be huge for Tenakee, overwhelming in fact. This acreage would have relatively little impact on the overall acreage in the bill, nearly 200,000 acres, which are important for University purposes.

For this reason, we request that ~~the~~ two parcels in Tenakee Springs be removed from the bill, ~~which~~ the overall purpose we believe is important for our

Thank you very much.

ST 1003

Sincerely,

Stephen Lewis
City of Tenakee Springs

PS.
Access to areas [illegible] for

CITY AND BOROUGH OF WRANGELL

INCORPORATED MAY 30, 2008

P.O. BOX 531 (907)-874-2381
Wrangell, AK 99929 FAX (907)-874-3952

January 29, 2010

HB295 University of Alaska Lands bill
Testimony before the House Education Committee

Carol Rushmore
Economic Development Director
City and Borough of Wrangell

Thank you Chairman Seaton and Committee:

Wrangell participated in the 2005 legislative process on HB130. Our comments at that time were mostly concerned with 3 parcels of lands that the University had selected which were lands that we, as a potential borough, would also be interested in selecting under the entitlement program. Those parcels are Thoms Place, Olive Cove and Earl West Cove. We were also concerned whether portions of these University selections were in the best interest to the borough and residents for selection by the University.

As you know, Wrangell was successful in incorporating as a borough in May 2008.

In the previous bill, if we formed a borough before July 2009, we were given until January 1, 2013 to make our entitlement selections. That is the premise that we have been planning under since working to form a borough. In the current bill, HB295, that date has been moved up to Dec. 1, 2011.

We have been working diligently over the last year on our borough wide comprehensive plan and zoning ordinance. We are also tackling other planning and zoning efforts, developing relationships with residents in the outlying areas and developing our goals and policies for the future of the borough. We are working on our borough organization efforts, and respectfully request that the CBW is given until January 1, 2013 to make our selection regarding land within the parcels of Thoms Place, Olive Cove, and Earl West Cove.

We have a responsibility to our borough landowners and residents to make sure we can remain an economically sustainable borough. It is challenging to make the selections necessary to meet our goals and policies that are being developed during our comprehensive planning process. We have also introduced legislation HB273 requesting additional acreage than the amount DNR indicates is our entitlement, in order to provide for our future economic growth. The selection process is not a task we take lightly, and we want to make sure that we get it right for our residents -selecting lands that will help us address our resource development, public infrastructure development opportunities, cultural resources, valuable habitat areas, and additional settlement opportunity goals.

We also have some concerns regarding the University's selection for some portions of these three parcels, concerns of their development plans in these areas, potential impacts of the

University's use of these lands could have to habitats, cultural resources, recreation, public infrastructure development and the subsistence lifestyle of the residents. We are working on our comprehensive plan to try and address these concerns regardless of who selects the land.

Earl West Cove parcel is designated GU in the Central SE Area Plan, includes timber lands, LTF, recreational site, deep water access.
Thoms Place is designated HA, S, and GU
Olive Cove is designated GU and RU

Thank you for this opportunity to comment.

Sincerely,

Carol Rushmore
Economic Development Director

Louie Flora

From: Rep. Paul Seaton
Sent: Saturday, January 30, 2010 11:48 AM
To: Louie Flora
Subject: Fwd: HB295 University Land Grant

Sent from iPhone by Paul Seaton

Begin forwarded message:

From: Norm Carson <nlcarson@att.net>
Date: January 29, 2010 7:04:47 PM AKST
To: "Rep. Berta Gardner" <Representative_Berta_Gardner@legis.state.ak.us>, "Rep. Bob Buch" <Representative_Bob_Buch@legis.state.ak.us>, "Rep. Bryce Edgmon" <Representative_Bryce_Edgmon@legis.state.ak.us>, "Rep. Cathy Munoz" <Representative_Cathy_Munoz@legis.state.ak.us>, "Rep. Paul Seaton" <Representative_Paul_Seaton@legis.state.ak.us>, "Rep. Peggy Wilson" <Representative_Peggy_Wilson@legis.state.ak.us>, "Rep. Tammie Wilson" <Representative_Tammie_Wilson@legis.state.ak.us>, "Rep. Wes Keller" <Representative_Wes_Keller@legis.state.ak.us>
Cc: "Sen. Bert Stedman" <Senator_Bert_Stedman@legis.state.ak.us>
Subject: HB295 University Land Grant

Dear Chairman Seaton and Fellow Committee Members:

This morning I had the privilege of addressing the Committee and speaking of my concern reference the inclusion of the "Mite Cove/Ewe Ledge" AKA: Mite Cove parcel in this bill. I reside 3 miles south of Pelican, I am active in community affairs, and President of our Chamber of Commerce.

To refresh your mind, the Mite Cove parcel is approximately 13 miles northwest of Pelican at the mouth of Lisianski Inlet; this is where the Inlet meets Cross Sound. Pelican is the nearest ferry terminus to Mite Cove; an important item as this is the means to get building materials to Pelican. Pelican is the nearest source of hydro generated electricity, Mite Cove is too far away and on the opposite side of the Inlet to be economically viable as a recipient of Pelican's electricity.

I would like to address a couple of issues that were brought up today after I testified:

- Representative Gardner asked a great question, paraphrased it was "Why do the people in Tenakee not want DNR to select land that is right in their town and yet people in Pelican would prefer a parcel located closer to their city limits? "The answer is two part; 1. we are different communities in geographical ways and even in outlook towards development and 2. No one asked us in advance, as far as this bill or even HB130 in 2005, we were never asked by DNR as to what State lands should be given a priority for transfer to the University. DNR is presently preparing a parcel of land two miles south of Pelican for public auction; if this parcel were offered to HB295 in lieu of Mite Cove we would not make a peep.

- Representative Buch asked the gentleman from Tenakee about the frequency of ferry service to Tenakee and how that would impact building costs. Tenakee receives ferry service twice per week; Pelican receives a ferry twice per month May thru September and once a month October thru April. Building materials for Mite Cove would need to be off loaded in Pelican and then boated 13 miles down the Inlet and off loaded on the beach; it is safe to say that building costs would be extremely high.

Small remote communities such as Pelican scratch and claw for ways to stay economically viable; when the State has the opportunity to make a positive difference then that should be a priority. In this instance it is in the best interest of the University, potential investors, and the community of Pelican that the Mite Cove parcel be removed from HB295 and replaced by the "Inlet View Subdivision", two miles southeast of Pelican, DNR is preparing to offer this parcel for public auction sometime in 2010. This parcel was originally in HB130 and then removed; had we a voice in the matter we would have left it in and taken out Mite Cove.

Thank you for your diligence in this matter.

Norm Carson

PO Box 98

Pelican, AK 99832

907-321-1950

February 3, 2010

Comments on HB 295 –University Land Grant

Norm Carson
President
Pelican Chamber of Commerce
PO Box 98
Pelican, AK 99832
907-735-2460, 907-321-1950 (c)
nlcarson@att.net

To: Members of the House Education Committee

Rep. Seaton, Rep. Munoz, Rep. Edgmon, Rep. Keller, Rep. Wilson T., Rep. Buch, Rep. Gardner, and Rep. Wilson P.:

HB 295 calls for the transfer of a 320 acre parcel of land, "Mite Cove/Ewe Ledge", 13 miles northwest of Pelican on Lisianski Inlet. Unfortunately this selection is not the best one available and should be exchanged for another parcel, this is parcel "C18", page 3-293 of the Northern Southeast Area Plan, (NSEAP), October 2002, Department of Natural Resources. Parcel C18 is located approximately 2 miles southeast of Pelican.

HB 295 will be made better for the University, future land investors, the community of Pelican, and the general public if the Mite Cove/Ewe Ledge parcel is exchanged for parcel C 18 in the NSEAP for the following reasons:

- The Mite Cove/Ewe Ledge Parcel is designated RU, (recreational), in the NSEAP and not to be sold to individuals. C 18 is designated RU & Settlement which allows for construction of homes and development.
- The Mite Cove/Ewe Ledge parcel is located 13 miles northwest of Pelican, it is out of eye sight of the nearest inhabited dwelling, and on a route for fishing boats traveling to and from the "lower 48". Based upon 21 years of experience as a former Alaska State Trooper I can guarantee any dwellings or buildings left unattended will be subject to break in and theft.
- C 18 is positioned between the Phonograph Creek Subdivision and the community of Pelican; it is on the "dead end" portion of the inlet, boats have to pass Pelican to get to it. C 18 is visible from Pelican and by neighbors within a mile to the southeast. C 18 will benefit from "neighborhood watch" of the local inhabitants and investors of C 18 will provide a measure of security to them as well.
- The Mite Cove/Ewe Ledge parcel lacks the potential for hydro-electric power; all electricity will have to rely on fuel powered generators; this will make construction and occupancy expensive.

- C 18 because it is within two miles of Pelican is a potential customer of the hydroelectric powered utility. C 18 also has a stream on it with sufficient elevation to provide for a hydroelectric facility large enough to service several homes.
- The Mite Cove/Ewe Ledge parcel has a northerly exposure; consequently receiving less sunlight than one with a southern exposure. This is important when considering snow depth on buildings and photovoltaic potential. Every dwelling and building adjacent to the twenty two miles of Lisianski Inlet shoreline are built on the northern shore thus providing a southern exposure; this is a huge factor in the winter months.
- The community of Pelican will be in a position to gain from additional nearby dwellings; the potential for population growth and annexation are significant.
- While the Mite Cove/Ewe Ledge parcel might look attractive on the map, it is really less desirable for habitation than is C 18 for reasons stated previously. C 18 at approximately 235 acres is much more valuable for the University.
- The Mite/Cove Ewe Ledge parcel vicinity is utilized during the summer months by a floating fish buying operation that is permitted through a tidelands lease. This operation has been present for the last 25 years, during the height of the season there are easily 30 or more boats transiting the waters close to the shoreline. Any development within the Mite/Cove Ewe Ledge area will eventually have issues with the activity that is taking place; yet the local fishermen depend upon this buyer.
- The Mite Cove/Ewe Ledge was designated solely as recreational use land in the NSEAP, as the other lands in the Inlet are developed we will need this area for the intended use of public recreation. The passive use of this parcel for picnics, hunting, hiking, photography, etc. are not in conflict with the NSEAP, nor seasonal commercial fishing activity.

This proposed solution is a win for everyone, by adhering to the NSEAP the public is protected, public process is respected, transfer of C 18 will benefit Pelican, and it will provide the University with land that is more desirable and can quickly be developed by investors.

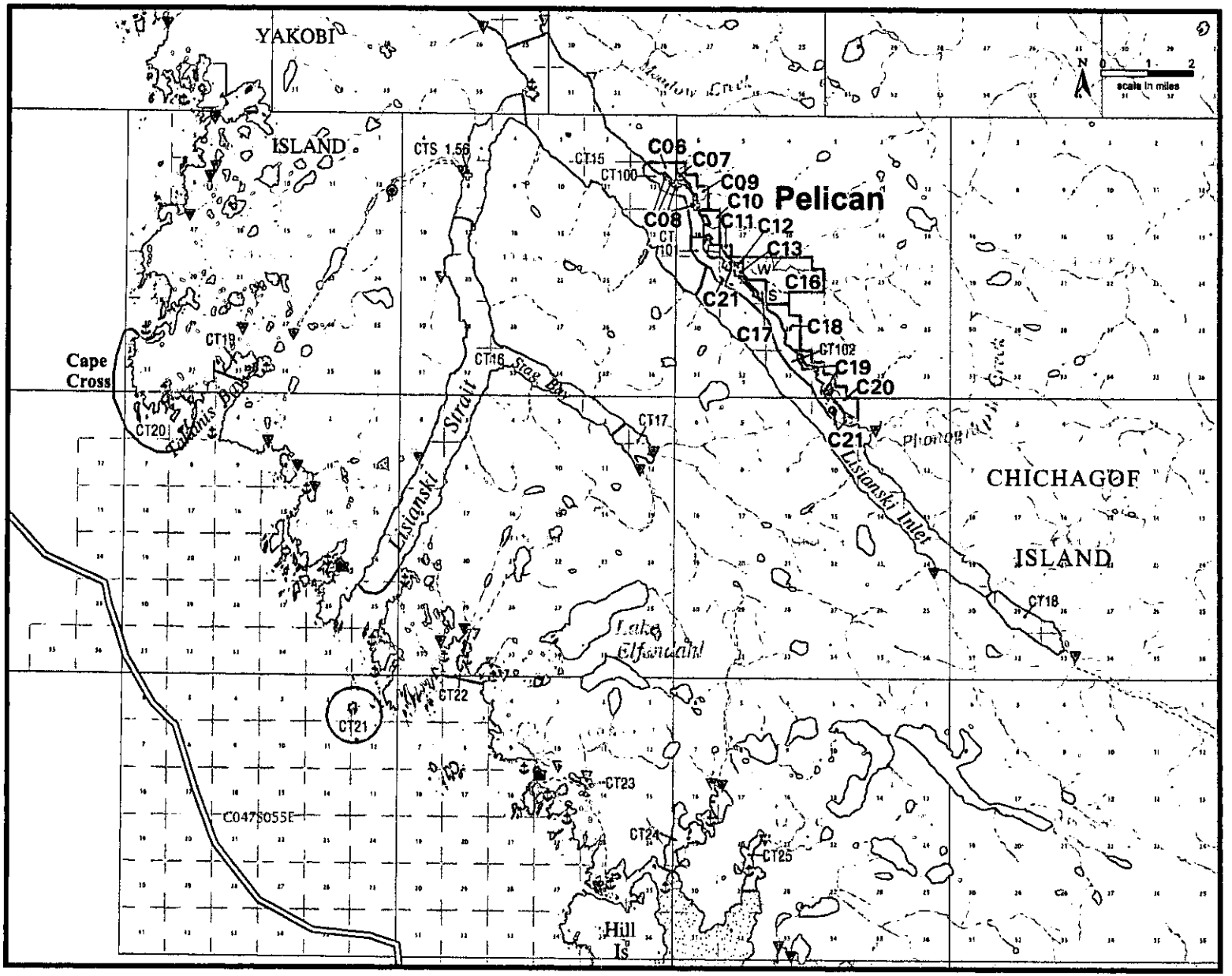
Thank you for taking an interest in and acting upon this issue,

Norm Carson
PO Box 98
Pelican, AK 99832

907-735-2460
907-321-1950 (c)

Email: nlcarson@att.net

Attach (1)



Chichagof Island Area, Pelican

Land Status (1)(2)

- Tongass National Forest
- Glacier Bay National Park
- State owned
- Native owned
- Blm or other government
- Private or University
- Mental Health
- Municipal or Borough
- State selected
- Native selected

Boundaries

- Upland Unit Boundary
- Upland Designation Boundary
- Tideland Unit Boundary
- Legislatively Designated Area
- Area Plan Boundary
- Haines State Forest
- Chilkat Bald Eagle Preserve
- Logging road

Units (3)

- L01 Large Tract, Upland
- LT01 Large Tract, Tideland
- LTSD1 Small Tract, Tideland

Tideland Uses/Facilities

- Boat launch
- Aquaculture, other
- Log transfer site
- Cabin
- Anchorage (small)
- Anchorage (large)
- USFS group location (1 visit per week)
- USFS enclave location (1 visit per day)
- Estuary
- Pacific herring spawning & over wintering
- Anadromous stream mouth

My name is Eric Lee.

I am from Petersburg and have been a fisherman and ~~hunter~~ subsistence hunter there all my life.

There are 5 parcels ~~under~~ ~~consideration~~ in the vacinity of Petersburg that are ~~of~~ worthy of concern ~~to me to me~~, but I ~~recognise the inevitability of this bill so I will~~ will ~~concentrate~~ will focus ~~this~~ this testimony on the two parcels that I feel would be most detrimental to our community were they to be transfered.

Those two parcels are Read Island and Whitney Island

~~I am~~ Having fished in the area for ~~about~~ 30 years and more, I am very familiar with the use of these areas by our citizens of Petersburg, the fishing fleet, the charter fleet, subsistence and sport fishermen, hunters, and recreational users.

I feel that the transfer of these parcels ~~could~~ would cause serious negative impacts to our community.

Both these parcels are in the same ~~area~~ general area, and are used by our community for the same reasons so I will ~~object to~~ them not

individually, but together.
The concerns are the same for both.

Both these areas are vitally important to our charter fleet for fishing and sightseeing. They are located in an area ~~within~~ ~~sheltered~~ small boats to close enough for ~~charter~~ day trips, ~~to~~ which is a very important practical consideration for ~~charter~~ ~~boaters~~ & subsistence users and charter operators as well.

The anchorages ~~in~~ ~~Eden~~ next to both Whitney and Reed Islands are vitally important to all who use these areas. And they are

And they are not large anchorages. Even the presence of a few or a half a dozen vessels anchored in the best spots in these critical anchorages would ~~make them unsafe, or make them unusable~~ make them impractical and undependable for all manners from Petersburg.

I think those on this committee ~~will background~~ who have spent some time on the water can especially appreciate this concern.

Anchorages are indispensible for operating a vessel on the water.

~~Anchorages are absolutely~~

They are ~~essential~~ for day to day operations and as shelter from the weather when storms come up.

So the potential loss of ~~availability~~ these anchorages is of great concern to me.

~~Presently Both these anchorages~~ ~~have the most present~~

Our community heavily relies on these areas for our subsistence fishing as they are close enough to be accessed by small boat.

Salmon, halibut, crab and shrimp are all harvested in ~~these two~~ the vacinity of these two parcels.

That seafood is very important to the families who need it for subsistence, and it also plays an important part in our communities identity. We are a community that ~~but~~ lives close to the land and sea, and our subsistence use of these areas plays an important part in who we are.

I regret that I must cut my testimony short now due to the need to leave this meeting.

Thank you,

Eric Lee

February 3, 2010

Comments on HB 295 –University Land Grant

Norm Carson
President
Pelican Chamber of Commerce
PO Box 98
Pelican, AK 99832
907-735-2460, 907-321-1950 (c)
nlcarson@att.net

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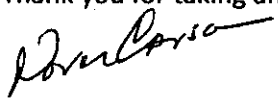
This proposed solution is a win for everyone, by adhering to the NSEAP the public is protected, public process is respected, transfer of C 18 will benefit Pelican, and it will provide the University with land that is more desirable and can quickly be developed by investors.

Thank you for taking an interest in and acting upon this issue,



Norm Carson
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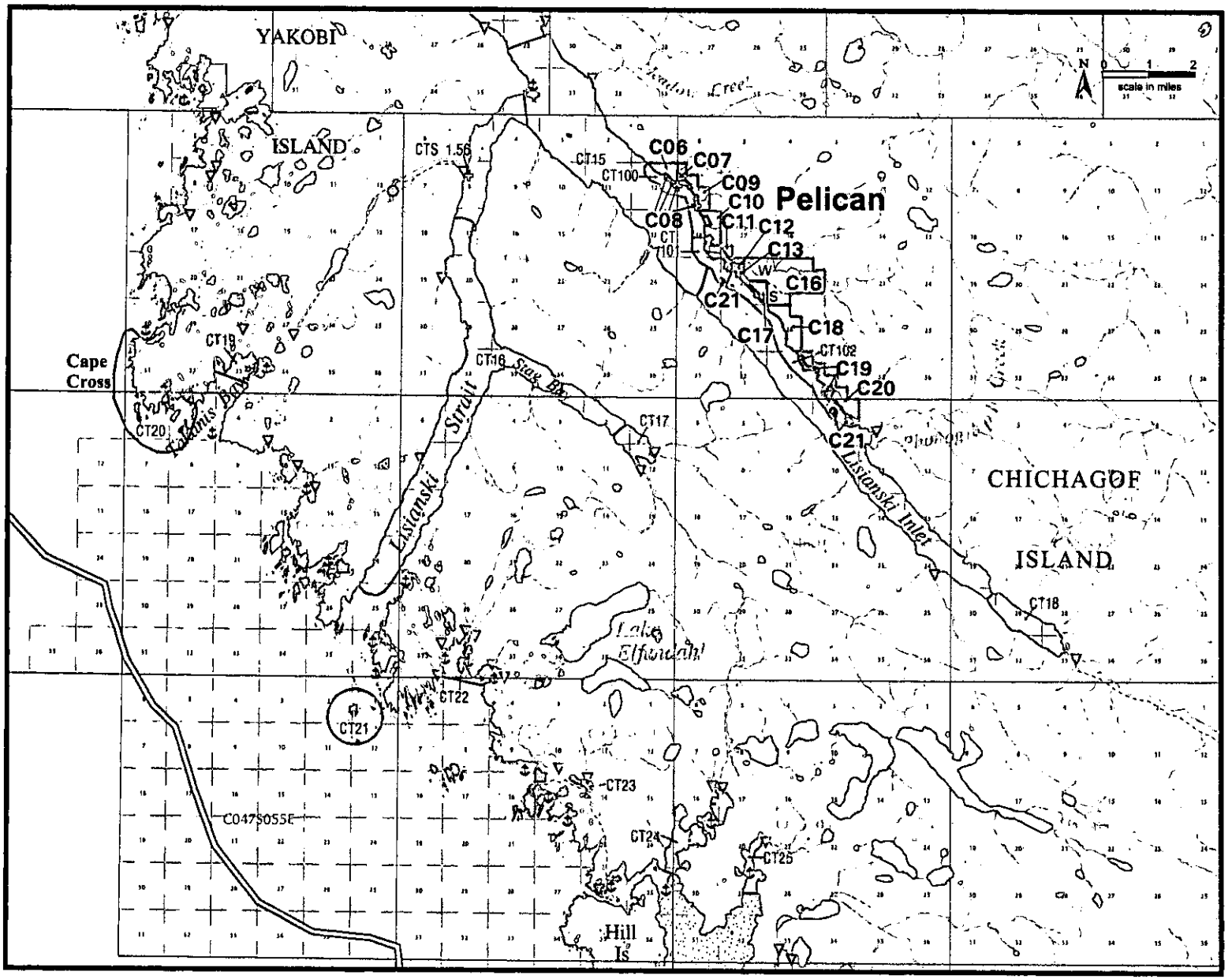
Attach (1)



Chichagof Island Area, Pelican

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- Upland Designation Boundary
- Tideland Unit Boundary
- Legislatively Designated Area
- Area Plan Boundary
- Haines State Forest
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- LT01 Large Tract, Tideland
- LTS01 Small Tract, Tideland

Tideland Uses/Facilities

- Boat launch
- Aquaculture, other
- Log transfer site
- Cabin
- Anchorage (small)
- Anchorage (large)
- USFS group location (1 visit per week)
- USFS enclave location (1 visit per day)
- Estuary
- Pacific herring spawning & over wintering
- Anadromous stream mouth

Deb Spencer
PO Box 619
Pelican, Alaska 99832
907-735-2495
dspencerak@yahoo.com
Comments on HB 295 – University Land Grant

February 2, 2010

Members of the House Education Committee:

Thank you for taking public comment on HB 295 at your January 29, 2010 committee. I testified by phone and would like to offer some follow-up comments. I especially appreciated members' insightful questions regarding land-use designations in DNR's Northern Southeast Area Plan (NSEAP). I'd like to give members some more information about the plan and the land-use designations.

Citations are directly from the plan. I have, however, attempted to draw your attention to particular portions of the text by underlining parts of the plan.

Background

The NSEAP was adopted by DNR and signed by Commissioner Pat Pourchot on October 15, 2002. The plan was the culmination of several years of work and extensive public input:

> The Northern Southeast Area Plan is the product of over two years of work by state and federal agencies, other land owners, local governments, interest groups and the public. (NSEAP, Chapter 1 – Page 8)

The NSEAP clearly identifies appropriate and inappropriate uses of state land:

> **Uses of State Land.** The plan outlines management objectives for state land. This includes describing what resources and valid existing uses should be protected, and what uses are most suitable for development or protection on state land during the planning horizon. (NSEAP, Chapter 1 – Page 9)

Decisions about land use are guided by the Plan:

> **Decisions on Specific Applications.** While this plan provides general management intent for state lands, the plan does not make decisions about specific land-use authorizations. These decisions are made through the application

review process. Land-use authorizations must, however, be consistent with the plan, and existing laws and regulations. (NSEAP, Chapter 1 – Page 11)

The plan is implemented through administrative actions such as leases, permits, land conveyances, classification orders, and mineral orders. The plan serves as the final finding for land classifications and mineral orders. (NSEAP, Chapter 1 – Page 13)

It is intended for the plan to be the guiding document for land use for 20 years (the "planning horizon"):

This plan reflects land management decisions and allocations based on the best available information on the demand for use of state land and resources projected over the next 20 years. (NSEAP, Chapter 1 – Page 11)

Provisions are made for modifications to the Plan:

Specific modifications may be made whenever conditions warrant them, though a request for these changes must follow certain procedures. The plan may be amended after approval by the Commissioner of the DNR following public review and consultation with the appropriate agencies. (NSEAP, Chapter 1 – Page 13)

Specific Information Regarding Mite Cove:

The Parcel is designated in the NSEAP for public recreation and tourism (Ru) and is intended to remain public land:

Ru – Public Recreation and Tourism-Undeveloped. This designation applies to those areas that offer or have a high potential for dispersed recreation or tourism and where desirable recreation conditions are scattered or widespread rather than localized. Developed facilities are generally not necessary other than trails, trail signs, primitive campsites, and other minor improvements. Land in this designation may be conveyed to municipalities depending on the unit's management intent and the relative value of the recreation resources for which the unit was designated. These lands cannot be sold to individuals.

The Management Intent in the plan for the 180-acre Mite Cove parcel is as follows:

Parcel is to be managed for dispersed recreation purposes; use of the parcel for settlement or other non-public purposes is considered inappropriate. Any public use that is to be authorized in the uplands should take into consideration the

potential effects upon the anchorage capacity of Mite Cove and the wildlife movement corridor along the coast. Because of the importance of this anchorage to both commercial and recreation users, any significant degradation of its capacity is inappropriate and applications that significantly reduce this capacity should not be approved. (NSEAP, Chapter 3 – Page 321)

Actions Requested:

1. Please remove Mite Cove from transfer to the University in HB 295.

2. Continue your consideration of controversial parcels in the bill; please consider their consistency with corresponding DNR Area Plans.

3. I respectfully request that committee members request documentation from DNR of the public process that was used to select lands for transfer in HB 295 (Originally HB 130 in 2005). There was no public process in our area.

4. Consider substituting Representative Ramras' HB 234 in place of this bill entirely. This bill includes parcels that will provide sustaining and long-term returns for the University through leases and other income rather than one-time sales of controversial remote parcels.

5. Consider using the parcel identified by DNR as the Inlet View Subdivision (Parcel C-18 in the NSEAP) as a comparable substitute for the Mite Cove parcel. This 235-acre parcel near Pelican is identified for settlement, and its transfer to private use is consistent with the NSEAP. (Reid Harris in Representative Wilson's office has more information on this.)

Thank you kindly for your consideration.

Respectfully submitted,

Deb Spencer

Louie Flora

From: Deb Spencer [dspencerak@yahoo.com]
Sent: Tuesday, February 02, 2010 10:23 PM
To: Rep. Paul Seaton
Cc: Louie Flora
Subject: HB 295 - further comments from Pelican
Attachments: Comments on HB 295 to HEDU cmt.doc

Hello Representative Seaton,
Thank you for your willingness to discuss individual parcels in HB 295 at last week's Education Committee hearing. I was the first (nervous) witness on the teleconference; my testimony focused on the Mite Cove parcel.

I've tried to answer your questions in the attached letter re. land use designations. More specifically, you asked Director Mylius about water use for permitted users. Shoreline, Inc., our fish-buying scow, applies, pays for, and receives an annual permit to tie shorelines to the beach and run a water line. We have held a permit for this location for 25 years. This permit carries no "water rights" per se. DNR has a specific definition for "water rights" and they are much more extensive and are actually considered "rights." An annual permit carries no such weight.

A change to private ownership of the uplands would surely displace our business. Our little scow represents millions of dollars of commerce each season in the area and is a critical support to the troll fleet. In fact, in 2008, we bought about 10 percent of the troll kings and cohos landed by the entire summer fleet. Honestly, no private upland owners wants to hear fishermen delievering fish all hours of the day and night.

Please contact me for any further information. Thank you for your consideration.
Regards, Deb Spencer
735-2495

David Wieler
dba B & D Lab
11772 Whipple Spur
Ketchikan, AK 99901
Phone: (907) 247-2368
Fax: (907) 247-7797
Email: daveslab@kpunet.net

1/30/10

Representative Paul Seaton, Chair
House Education Committee
State Capitol, Rm 102
Juneau, AK 99801

Re: House Bill 295 – University Grant

Dear Representative Seaton:

I am a supporter of the University of Alaska. Use of the computer, spreadsheets, word processing, e mail and search were taught to me in the Ketchikan UAS. Some of the interns that assisted at the lab were taught at UAS KTN.

I am not a supporter of the logging practices implemented at Whipple Creek by the UAS. The area had been harvested by a Native corporation. We drove up roads and looked at maps. I took pictures and taped interviews with an administrator and a timber consultant. The project was begun. Culverts were used. The cut was designed partially for visual appearance.

But that was only the "first entry". Subsequent entries encroached upon the creek. Steep slopes were crossed, leading to erosion when the roots of the stripped away trees decayed. The trailer court drawing its water from Whipple Creek had increased problems with siltation in its pipes and infiltration gallery pond. The increased sediment and organic loads required increased water treatment resulting in increased disinfection byproducts.

Did the money from the ravaging appear in the budget of the Ketchikan UAS campus? How about all of Southeast Alasks? What percentage, if any, of logs were shipped overseas for processing? Was one of the roads used to haul fly ash away from the pulp mill and up high into the logged area and then covered with sawdust?

MOSER BAY SELECTION I am **opposed**.

Moser Bay is an area dear to local outdoor enthusiasts and summer visitors. It is only 5 or 7 miles from where skiffs can be rented from several resorts. There are lodges in Clover Pass on the way to Moser Bay. Tours are available. Map:CS MB 1001.

Where would one find out what criteria were used for the land selection in Moser Bay? What were presumed uses of this forest on the edge of bay?

Some possible uses:
Log it.
Hold onto it until a road is built.
Sell or lease for homes.
Trade it for another property.
Lease or sell for commercial recreation.
Use for aquaculture.

Some might think this lovely, SE wind protected, unspoiled bay, around the corner from the State Park at the end of the highway would be best left un-despoiled. But from where would the revenue for the University come?

MOSER BAY CREEKS
The selection takes in both major creeks. **Moser Creek** at the head of the bay has a fair run of pink and chum salmon. Big spruce trees are on the grassy banks. The tide goes a long way in and out, making it a delightful paddle at high tide. There may be a few crabs and cockles left at certain times of the year. Trails in the muskegs lead up the valley to the alpine ridges. The mud flats (and grassy banks) at low tide end when covered with the bay water attracted halibut and other bottom feeders. At one time logs were stored by the pulp mill in the cove west of the creek and at the edge of the flats. The Borough has selected the immediate estuary as a mitigation area to offset the airport road.

Wolf Creek is slightly larger. To the N and E of the mudflats at the head of Moser Bay, this creek also has a good to fair run of salmon. There we had a tiny research salmon hatchery in the late 70's, experimenting with methods of chum egg fungus reduction using plant extracts to substitute for the malachite green dye, with was at that time in disfavor due to carcinogenicity and was suspected of possibly affecting the adults. We also applied for an oyster farm permit, but were rejected. The hatchery permit was also rejected, although our contribution was used as ammunition in the US Canada salmon treaty negotiations. Wolf Creek, at extreme low water one October mid '70's, would fill a 5 gallon bucket in 1 second. This we judged inadequate for a production salmon hatchery.
Large old trees line the sides of the creek. The canyon is steep. On top where it levels off, would be a possible road route, were a road ever to be extended that far. A timber cruiser in the 70's gave his evaluation that if there were to be a road, it would probably be on the ridge along the E bank (within the selection), passing by The Ponds, and at the head of the Wolf Creek canyon. The c. 12 acres of land on either side of the creek mouth, when I lasted checked, was owned by Sealaska Corp. Before that it was claimed by salmon canning interests: Alaska Packers, or perhaps Del Monte.

I am **opposed** to including Moser Bay in the selection list in HB 295. unless
UofA was planning on keeping it the way it is, where everyone can use it.
David Wieler

Louie Flora

From: Mylius, Richard H (DNR) [dick.mylius@alaska.gov]
Sent: Thursday, February 04, 2010 11:24 AM
To: Louie Flora
Cc: Brakes, Heather K (DNR)
Subject: Final Corrected list

Here are the parcels that UA has deeds (ignore the shading) for:

Auke Weir
Cleveland Peninsula
Dalton Hwy MP 345-347
Deception Creek
Edna Bay
El Capitan South
Fairbanks Parking Garage
Jennie M Creek
Key Bank Site
Leask Cove
Lynn Canal
McCarthy - Nizina
Moira Sound/ Nowiskay Cove
Naukati Sound
Noyes Slough
Poker Flat Lease
Port Conclusion
Port Dolores
Rowan Bay
Silver Fox Mine
Sitka Campus
Sumdum
Summit Lake
Tok Research Forest
Ward Cove
West Twin Lake
Wien Lake
William Henry Bay
Willow Creek Road
Count 29

Mary Irvine 326 Sixth Street Juneau, Alaska 99801 (907) 586-1480

Good morning members of the Committee. As a 20-some year resident of the State of Alaska, I want to thank you for the opportunity to speak to you this morning about this important piece of legislation.

I would like to be very clear. I am a strong supporter the University of Alaska. Although I received both my undergraduate and graduate degrees Outside at private institutions, I have taken many rigorous classes at UAS, several fun classes at UAS, and I served the University for several years as an instructor for ED593, a continuing education course. I truly wish OUR university system had more financial stability and support in many ways. I find it regrettable that OUR university professors - especially adjunct professors - are underpaid.

However, I am here this morning to respectfully request that you please consider exempting a small 5-acre parcel from this funding bill. In the alternative, I'm requesting that you ask DNR to provide you with a different, alternative 5-acre choice parcel for inclusion in this bill, instead of the 5-acre parcel named ... Sumdum.

The 5-acre parcel known as Sumdum is a parcel of land about 40 miles south of where we are right now, and it contains the mouth of an extremely productive salmon stream, AND a historic cultural site important to many Tlingit people and many mining history scholars as well. The parcel is on the site of the old fish camp just across the inlet to Endicott Arm, from where The Soundon People lived in 6 large clanhouses. Several of the clanhouses in this area have been specifically documented - they were Black Bear House, the Glacier House, and others, the people of which, drew fish from this stream for thousands of years.

The parcel is also the direct site of the old 1879 – 1903 townsite of Sumdum. On record at the University of Alaska itself is a PhD thesis on what makes this area so historically compelling as to be reserved as an intriguing and culturally diverse site! The thesis documents some of the cultural exchange that makes this area such an interesting one, historically and culturally, to study. Although it was used for thousands of years by Tlingit "people of the sparkling green water" as a fish camp, ...later in history, during the early gold mining days, one of the first towns in "American Alaska" – consisting of several hundred souls - sprang up - some Tlingits but also new gold miner immigrants to Alaska as well. Cabins went up, a huge bunkhouse for the miners, a laundry, cookhouse and "American Alaska's" first brewery, to serve the booming area. A corduroy road and tram system with horses and ore carts were put in place, and tunnels - to blast the hard rock out of the earth - penetrated deep into the hills. The Presbyterian missionary Samuel Hall Young stopped here, another time, officers with the US Geographic Survey stopped here in the 1890's, and throughout the years of it's heyday, there was a

United States Post Office staffed here.

Members of the Committee,
How do we value a salmon stream? How do you put a price on still-WILD runs of natural salmon that have nourished people in this area for thousands of years? Can we? Should we?

Moreover, how do we value the PUBLIC history of a diversity of people - Tlingit and later Alaskans alike, interacting together, getting used to each other, experiencing each other and learning to live and work together in a certain place, in a certain time? Can we value this? Should we value this?

I believe we should value such things – maybe even put fiscal values on them – since we will be taking these out of the PUBLIC domain which benefits all Alaskans, and PRIVATIZING them for the benefit of those individuals able to avail themselves of our excellent university system.

I believe the Department of Natural Resources is the correct agency to manage this 5-acre parcel. Sumdum should remain rightly placed within DNR, and not be transferred to the real estate agents of the Lands Office for "disposal" to the highest bidder. This 5-acre parcel is a priceless Alaskan treasure that I'm not sure the real estate agents in the Lands Office at the University have any clear idea as to how to place a value on it, let alone manage it, as effectively as DNR has done over the past many years.

Perhaps I'm wrong - perhaps the fishing industry from Washington and Oregon would pay a darn fair price for one of our salmon streams. Or perhaps the Tourism industry would be happy to pay a fair price for a 5-acre parcel in order to put another zipline over the mouth of this salmon stream or one more tee shirt shop in place, en route to wherever it is they are going in such a big hurry on their vacations to Alaska.

I submit that Alaskans would appreciate at least your at least attaching a fiscal note value to a bill that removes a salmon stream OUT of the PUBLIC DOMAIN and gives it over to the realtors in the fundraising business.

I also submit that our summer visitors are coming to learn about just such history as the PUBLIC history that the little 5-acre parcel named Sumdum can offer to us Alaskans, and that we in turn can value and offer to them.

Would you please consider looking further into EXEMPTING the small 5-acre parcel called Sumdum from this bill?

Thank you for your time, and I'd be happy to try to answer any questions.

Parcel Name	Parcel Number -- 2010 Land Use List	DNR Land Use Plan	Land Designation in Plan	Notes
Earl West Cove[1]	PT.1004	CSEAP	General Use	Management intent indicates parcel to be used for multiple uses, including settlement and future timber sales.
Mite Cove[2]	MF.1001	NSEAP	Dispersed Recreation	Management intent indicates that the parcel is to be used for public purposes; not appropriate for settlement.
Moser Bay	CS.MB.1001	CSEAP	Settlement, General Use	Management intent indicates western part of parcel to be managed for settlement; remainder is General use. Note: anadromous stream is Habitat.
Olive Cove[3]	CS.OV.1001	CSEAP	General Use, Dispersed Rec.	Adjoins state subdivision. Management intent indicates that portions of parcel may be appropriate for settlement.
Sumdum	SD.1001	NSEAP	Dispersed Recreation	Management intent indicates that only development related to recreation uses would be appropriate.
Tenakee Springs	ST.1003	NSEAP	Public Facilities, Settlement/ Commercial	Management intent indicates that development appropriate near harbor and, in some inland locations, for commercial, industrial, and road right-of-way purposes. Areas not used for this purpose should remain undeveloped.
Thoms Place[4]	SD.1001	NSEAP	Settlement, General Use	Management intent indicates that settlement should occur along coast. Timber harvest in General Use areas not appropriate except as related to land development. Adjoins state subdivision to south.

CSEAP – Central Southeast Area Plan

NSEAP – Northern Southeast Area Plan

[1] Affected by legislative provision allowing land to be conveyed to a borough under certain conditions.
[2] See footnote 1.
[3] See footnote 1.
[4] See footnote 1.

Identification of Parcels – 2005 Land List

Parcels were identified according to the needs of the University and the restrictions of state area plans. DNR also established some sideboards of properties that would not be considered, such as producing oil and gas properties (including the entire North Slope), areas where DNR had already started work on land sales, timber parcels critical to the DNR Forestry sales program and sustained yield calculations, parcels selected by municipalities, etc. (this is not a complete list). Three types of properties were identified as needed by the University.[5]

Investment Properties (73,865 acres). DNR and the University initially reviewed all available land throughout the state and all applicable area plans. Generally, both parties agreed that it would be preferable, except in cases related to educational development and research and oil and gas utilization, to exclude parcels that were designated in area plans as generally inappropriate for development or could not be conveyed to individuals or municipalities based on plan or statutory restrictions. Designations that included Water Resources, Habitat, and Forestry were avoided; these designations cannot, for example, be conveyed to municipalities under the Municipal Entitlement Act. Designations that provided for development of some type or are acceptable for municipal conveyance were used as the basis for initial selection. Our review therefore focused on state land designated Agriculture, Settlement, General Use (a multiple use designation) and, to a lesser extent, Public Recreation where some type of recreation development was envisaged. The management intent associated with these parcels (which sometimes constrains use and development) as well as specific parcel knowledge were then used to reduce the inventory of parcels to that contained in the 2005 Land List. In all cases DNR required that the entirety of state land in an area of selection be included; this avoided the selection of just the best areas (high-grading), leaving the state with areas of limited worth.

Educational Properties (35,973 acres). Parcels that augmented the holdings of current educational facilities (Sitka, Juneau, and Fairbanks) were included. Also included were parcels important to water and water quality research and forest research and management. The former included large areas near Fairbanks as well as portions of the Tanana Valley State Forest. The latter was conveyed as a University Research Forest under the previous legislation.

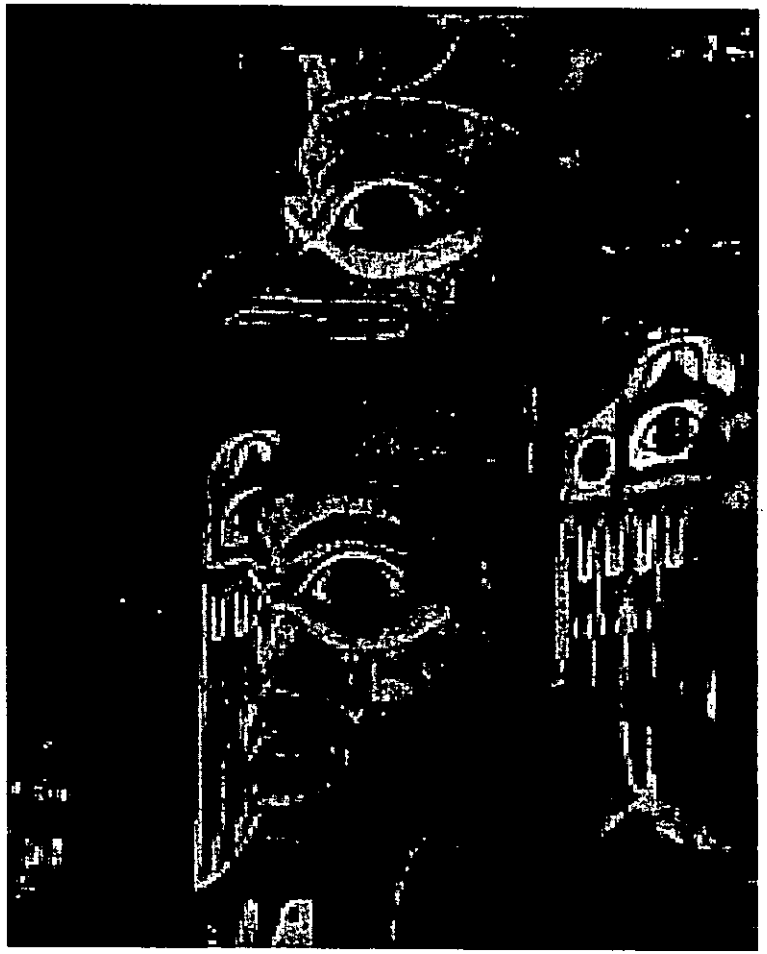
Oil and Gas Properties (90,000 acres). A large area near Nenana was included on the basis that this area has oil and gas potential and may be able to generate revenue.

[5] The acreage estimates given reflect the proposals of the 2005 Land List. Some parcels have been conveyed to the University. Especially significant is the University Research Forest (51,820 acres).

Alaska Historic Preservation Act

- *Alaska Statutes 41.35*
- Implemented in 1971
- Deals with
  - Alaska Historic Commission
  - Designation of historic monuments and parks
  - Unlawful acts such as vandalizing cultural sites
  - Threats to cultural resources by state projects

Totem Bight State Historical Park



Alaska Historic Preservation Act

- 41.35.010. Declaration of Policy. It is the policy of the state to preserve and protect the historic, prehistoric, and archaeological resources of Alaska from loss, desecration, and destruction so that the scientific, historic, and cultural heritage embodied in these resources may pass undiminished to future generations. To this end, the legislature finds and declares that the historic, prehistoric and archaeological resources of the state are properly the subject of concerted and coordinated efforts exercised on behalf of the general welfare of the public in order that these resources may be located, preserved, studied, exhibited, and evaluated.

Preservation of historic, prehistoric & archaeological resources threatened by public construction *(AS 41.35.070)*

- "Public construction" includes any projects involving:
  - State land
  - State funding
  - State permits

Flotsam cleanup project near prehistoric site on State land, Gore Point

AS 41.35.070(a)

- The department shall locate, identify, and preserve in suitable records information regarding historic & prehistoric sites.

- Alaska Heritage Resources Survey (AHRS)
  - Statewide inventory of all reported prehistoric & historic sites
  - Hard copy & electronic versions
  - Restricted (confidential) information

AS 41.35.070(b)

- Department may archaeologically survey affected area before public construction occurs to determine if the area contains historic or prehistoric values.

Archaeological survey, Kodiak
Note eroding shell midden

  - Allows OHA to review State projects & provide recommendations regarding surveys

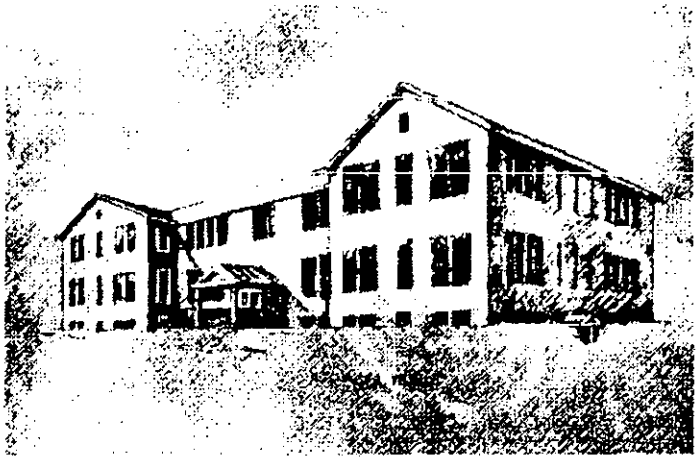
AS 41.35.070 (c)

- If the department determines that historic, prehistoric, or archaeological sites will be adversely affected by public construction, the project may not commence until the department has performed the necessary investigation, recording and salvage of the site.

Data recovery at the Unalaska Bridge Site

A Land Grant College Without the Land:

A History of the University of Alaska's Federal Land Grant



A Report to the University of Alaska
Statewide Office of Land Management

by Terrence M. Cole, Ph.D.

Chair, Department of History
University of Alaska Fairbanks

November 1993

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I. EXECUTIVE SUMMARY

The University of Alaska is a land- grant college without the land. In 1915, Congress reserved for Alaska's land-grant institution potentially more than a quarter-of-a-million acres in the Tanana Valley, proceeds from the sale and development of which would help finance the operation of the school. Under the terms of the measure, written by Delegate James Wickersham, the college was to receive every surveyed and unclaimed Section 33 in an area of about 14,000 square miles between Fairbanks in the north and the foothills of the Alaska Range in the south, in addition to the main campus of about 2,250 acres four miles from Fairbanks.

However, this large Tanana Valley land-grant never materialized. For decades, almost all of the land in the Tanana Valley (like the rest of Alaska) remained unsurveyed and therefore unavailable. As late as the 1950s, only 0.6 percent of Alaska had been properly surveyed under the standard rectangular system, and a territorial report concluded that at the speed Alaska was being surveyed, it could take as long as 43,510 years to complete the job. (Chipperfield 1954: 4) Due primarily to this incredibly slow pace of federal land surveys, Alaska's landgrant institution received only a fraction of the land Congress reserved for it in 1915; in addition to its 2,250 acre campus, the University of Alaska received less than 9,000 acres out of a reservation created for it totalling approximately 268,800 acres.

To partially remedy the situation, Congress granted an additional 100,000 acres to Alaska's land-grant college in 1929, but even with this additional grant, the total was less than half of the original acreage authorized in 1915.

Further efforts to increase the size of Alaska's higher education federal land- grant were made from the 1930s through the 1950s. Several bills were submitted to Congress that would have reserved up to 10 million acres for Alaska's land-grant college, but strong opposition, primarily from the Department of Interior, doomed the effort.

With the passage of the Alaska statehood bill in 1958, the university's legal rights to further land under the 1915 reservation were extinguished. The statehood act repealed the 1915 reservation because Congress apparently believed the enormous statehood entitlement of more than 103 million acres—far larger than that of any other state in American history—would provide sufficient resources so that the 49th state could adequately support its university. Alaska Delegate E.L. "Bob" Bartlett agreed with the majority of Congress that by not targeting specific amounts of land for specific purposes, such as had traditionally been done for the support of higher education elsewhere, the new state would have greater flexibility and more control of its own affairs.

Bartlett claimed in 1958 that in exchange for giving up the "in-place" grants—such as the Tanana Valley Section 33 reservation-the state of Alaska had received not only a far greater percentage of the public domain than other western states, but also greater freedom to choose land wherever it wished "without any reference at all to the traditional section-by-section formula." This freedom, as Bartlett predicted, helped the state immeasurably, for instance, when the state selected land at Prudhoe Bay, which turned out to be the richest oil field in North American history. But the cost of this greater freedom in land choice was a vastly smaller educational land grant for Alaska.

Traditionally, the size of land grants were most often determined by a state's population not by its area. Nevertheless, some of the last western states were given generous grants despite their sparse populations. For instance, Oklahoma and New Mexico each received about one million acres to support higher education. But, Alaskan higher education never shared in this federal bounty. Alaska received less land specifically dedicated for the support of higher education than any other western public land state, and less educational land or script than all but one of the contiguous states. Among the 48 states which had received federal land or land scrip to establish land-grant colleges, mining schools, teachers' colleges, and state

universities, only Delaware received fewer acres than Alaska. Thus, after statehood, Alaska in 1959 was in an anomalous position. While the state had received more land and a greater percentage of land from the federal government than any other western state, it ranked next to the bottom of the list in the amount of federal land it had received for higher education.

Since the statehood act had invalidated the university's 1915 Tanana Valley reservation, many Alaskans supported efforts to specifically designate a portion of the 103 million acre statehood entitlement for the support of the University of Alaska. In the spring of 1959, the first state legislature passed a measure authorizing the state to reserve to the UA one million acres "for the purpose of replacing grants of certain Sections 33 in the Tanana Valley previously allowed under federal law and now superseded" by the statehood act.

To the dismay of the University of Alaska and its supporters, Governor William A. Egan vetoed the one million acre university on the grounds that it would complicate the enormous task of the Division of Lands in selecting the statehood entitlement, and would furthermore violate the Alaska constitution's prohibition against dedicated funds. University of Alaska President Ernest Patty, shocked at Egan's veto, believed that the governor did not understand the century-long tradition of American land-grant colleges. President Patty did not share Egan's view that increasing the size of the university's land grant would violate the state constitution.

William R. Wood, Patty's successor as UA President, remembers that both state and federal officials agreed that the university had been short-changed in the statehood act, but that state officials believed additional lands should come from authorities in Washington, D.C., while federal officials told the university to look to Juneau for redress. Governor Egan's steadfast opposition to granting or reserving state land to the university essentially killed any chance of addressing the issue on the state level until Walter J. Hickel became governor in 1966. But shortly after Hickel's election, he was greeted by Secretary of Interior Stewart Udall's land freeze halting all transfers of federal lands until the issue of Alaska Native land claims could be settled.

Over the next 15 years, controversies regarding Alaska land matters continued to boil, as the public domain in Alaska was carved up for the first time. In 1971, Congress passed the Alaska Native Claims Settlement Act, reserving 44 million acres for Alaska Natives and opening the way for the construction of the Trans-Alaska Pipeline. The pipeline marked the start of a national conservation battle in the 1970s over the future of Alaska's lands, which culminated in 1980 with the passage of the Alaska National Interest Lands Conservation Act, a measure which added 104 million acres to the state's conservation systems.

Now, with many of the major Alaska land issues of the 1970s and 1980s settled, supporters of the University of Alaska have encouraged the state to re-examine the question of the university's land grant and consider granting the school additional lands in order for it to "achieve parity" with higher educational systems in other states.

This report is a brief historical review of the land-grant issue as it pertains to the University of Alaska, a land-grant college without the land.

II. ACRES FOR EDUCATION: THE TRADITION OF FEDERAL LAND GRANTS

The U.S. government helped finance America's educational system, from kindergarten to college, not with money, but with land. The practice of trading acres for education is one of the oldest traditions in American history, even pre-dating the United States Constitution. Dedicating land from the public domain to finance schools in the various states and territories was born of necessity, since the national government had a shortage of dollars and a surplus of acres. According to a 1939 Department of Interior tabulation, the total educational land grants to Alaska and the 48 states amounted to more than 200 million acres, an area bigger than the state of Texas.

The Ordinance of 1785 established the rectangular survey of New England as the basis on which all land west of the Ohio would be subdivided; land was surveyed into townships composed of 36 sections of 640 acres or one square mile each. The 1785 law also established the principle of federal land endowments for education by reserving Section 16 of every township "for the maintenance of public schools, within the said township." (Taylor 1969: 131) After the admission of Ohio in 1803, Section 16 of every township in every new territory or state was typically reserved for schools; any Section 16 which had somehow been preempted was replaced by another section "in lieu thereof." (Hibbard 1939: 310) Over the 19th century, as the need for the expansion of education grew, so did the size of the federal land endowment for schools. With the admission of Oregon in 1848, the usual common school section grant doubled from one section to two (Sections 16 and 36). Utah, New Mexico, and Arizona, three of the last four states admitted before Alaska, each received four sections for school lands (Sections 2, 16, 32 and 36).

Common school grants were by far the largest in terms of acreage; however, higher education also received varying amounts of land. Different states received federal land grants for seminaries, teachers' colleges, mining schools, military schools and universities totaling millions of acres. Most notable among the land grants for higher education were the land-grant agricultural colleges created by the Morrill Act of 1862.

MORRILL ACT OF 1862

The Morrill Act, which has been called "perhaps the most important single act for education ever passed by Congress," revolutionized higher education in America. (Taylor 1969 111) Previously attending a college or university had been the privilege of an elite upper class, but supplied with government land grants totalling more than 11 million acres, the nation created new kinds of colleges in every state and territory that would stress the teaching of "agriculture and the mechanic arts" to the "industrial classes." Thanks to the creation of the system of land-grant colleges and universities, which eventually spread to all 50 states, the District of Columbia, Guam, Puerto Rico, and the Virgin Islands, the doors of higher education swung open for the first time to millions of working class men and women. "Democracy's College" is the apt title of the classic history of the land-grant college movement.

INEQUITIES OF THE LAND GRANTS

Despite the laudable goals of the Morrill Act, serious problems with the legislation emerged. The acreage of each state's land grant was based on population as measured by the size of its congressional delegation; for each senator and representative a state sent to Congress, it received 30,000 acres. Therefore, the law favored the heavily populated, industrialized eastern states over the more sparsely settled and primarily agricultural western states. For instance, Rhode Island, the smallest state in the union, received 120,000 acres in scrip, a larger land grant than that of either Oregon, Nebraska, Kansas, Nevada, or Colorado, all of which received the minimum of 90,000 acres. Similarly, Connecticut (180,000 acres) received more than California (150,000 acres), and New Jersey (210,000 acres) more than Montana (140,000 acres).

Besides the glaring inequities between eastern and western states, except in a few instances, the land grants never created the financial endowments for the agricultural colleges which Congress had intended. As one historian has noted, the disposal record of the various states' agricultural college land grants "is clouded by scandal, fraud, and poor management. Many states realized less than one dollar an acre for their land, and some were even swindled out of the proceeds of the sales altogether." (Madsen 1976: 34) The poorest performance was that of Brown University in Rhode Island, which received only 42 cents an acre for its land.

One of the few states to earn a significant income from its land grant was New York, which received the largest grant of nearly one million acres (in scrip). Ezra Cornell, founder of New York's land-grant college, Cornell University, invested the scrip in 500,000 acres of the pinelands of northern Wisconsin to amass a nest egg of

$5 million for the school. Historian Paul Wallace Gates noted in his 1943 study of Cornell's land grant that the university's investment in Wisconsin was "one of the largest and ultimately most successful land speculations in American history." (Gates 1943: 49) But Cornell University was the exception. "None of the states received, through the Agricultural-College Act, sufficient funds to place their agricultural colleges on a sound financial basis at the outset," Gates wrote, "and with the exception of New York, no state east of the Mississippi River ever obtained from land or scrip what might be regarded as an adequate endowment." (Gates 1943: 245)

III. ALASKA' EDUCATIONAL LAND GRANTS

The man who ensured that the federal government would provide land for the support of schools and colleges in Alaska, as it did elsewhere, was Alaska Delegate James Wickersham. In 1915, Wickersham pushed a measure through Congress which reserved lands for both a common school system throughout the Territory and an agricultural land-grant college in the Tanana Valley near his hometown of Fairbanks.

Wickersham's 1915 school lands' bill appeared to be the first giant step in the disposition of the public domain in Alaska, reserving potentially about 20 million acres for education in the Territory. Despite earmarking this large reservation of federal land specifically for education, however, federal officials did little to ensure that schools and colleges in Alaska would actually receive any of the land which had been reserved for them. The high cost and slow speed of Alaskan development, due in part to bureaucratic inertia and the lack of federal land surveys, invalidated the generous terms of the 1915 act, so that Alaska ultimately received only a tiny fraction of the approximately 20 million acres of land Congress reserved for education in the Territory in 1915.

Tanana Valley Agricultural College Reserve

Delegate Wickersham's 1915 school lands' bill followed the precedents in other states and territories by reserving specific sections of federal land for the purposes of education. His legislation reserved every surveyed Section 16 and 36 throughout the territory for the support of the "common schools" of Alaska. This total reservation—of potentially more than 20 million acres—was the largest public school grant (on paper at least) in American history.

Besides the enormous common school grant, Wickersham's bill also set aside potentially more than a quarter-of-a-million acres in the Tanana Valley for the support of an agricultural college and school of mines. Four sections around the Fairbanks Agricultural Experiment Station outside of Fairbanks were designated as the campus, while every Section 33 in the Tanana Valley between 64 and 65 degrees north (approximately from the foothills of the Alaska Range to Fairbanks) and 145 and 152 degrees west (from near modern-day Delta Junction in the east to the mouth of the Tanana River in the west) were reserved to provide an endowment for the support of the college. Wickersham's bill also followed the established procedure set in other states and territories by promising the territory "in lieu of" lands, if any of the reserved sections would be preempted before survey by homesteaders or otherwise disposed of by Congress.

Absence of Surveys Negate 1915 Grant

In 1917, the Alaska Territorial Legislature formally incorporated the Alaska Agricultural College and School of Mines (renamed the University of Alaska in 1935) as Alaska's land-grant institution. However, the land which Congress had reserved in 1915 to provide an endowment for the school was never transferred from federal ownership due to the same problem that effectively negated nearly every Congressional land measure in Alaska: the absence of surveys.

At the time Wickersham introduced his measure in 1915 to reserve lands for a land-grant college, no one in Congress was even certain about how much Tanana Valley revenue land they were actually reserving for the agricultural college. For instance, before the bill's passage, the report from the Committee on Public Lands stated that the agricultural college reserve in the Tanana Valley was "a very small one" of 134,400

acres, "which is a smaller number of acres than is usually given an agricultural college or school of mines." (U.S. House 1915: 5) Wickersham himself said on the floor of the House that the Alaska Agricultural College would receive only a total of 80 sections (51,200 acres). Another congressmen claimed the reserve would be about 180,000 acres, while another claimed "it would be even more than that." (Congressional Record, 24 February 1915: 4544-4545) Still later the Dept. of Interior estimated that the Section 33 grant totaled 336,000 acres. (U.S. Dept. of Interior, 1939: 3)

Confusion stemmed mostly from the fact that virtually none of the land under consideration had yet been surveyed, so no one could have known exactly how many sections were potentially included in the reserve. (According to calculations made years later by University of Alaska administrators, the total Section 33 land reserved for Alaska's land-grant college under the 1915 measure comprised 420 sections or 268,800 acres. (Patty to Egan, 8 February 1960, Pres. Papers, 60/61, Box 14, File 204)

The lack of surveys not only caused confusion about the size of the Alaska Agricultural College's reservation, it also effectively cancelled the value of the reservation itself. The land set aside in 1915 was clearly predicated on surveys; obviously, the specific sections reserved for education could not be reserved until after they had been delineated. The first line in the 1915 law stated in part that the educational lands could be reserved only "when the public lands of the Territory of Alaska are surveyed, under direction of the Government of the United States..." Considering the pace at which the federal government was completing the rectangular survey of Alaska, the college could have literally waited until the next ice age, or longer, to receive all of its land. In 1915, the General Land Office had hardly even begun the task of surveying the Territory. Even four decades later, in 1952, only about 0.6 percent of Alaska's estimated area of 375 million acres had been surveyed. One politician predicted in the early 1950s that at the going rate of land surveys, it would take between 12,000 and 17,000 years to finish the job, while a less optimistic report from the Territorial Division of Lands estimated it might take as long 43,510 years! (U.S. House, Statehood For Alaska, 1957: 321; Chipperfield 1954: 4) Not until after statehood in the 1960s did the U.S. government finally begin to survey sizeable portions of the public domain in Alaska. (Ducker 1992)

Without surveys, the 1915 congressional school land reservations in Alaska for both public schools and the land-grant college remained empty promises. Out of the estimated 20 million acres that the 1915 grant reserved for the public schools of Alaska, the Territory of Alaska ultimately received only about 106,000 acres, or 0.5 percent of the original reservation. (Chipperfield 1954: 2; Stein 1987: 7)

The land-grant college's expected Tanana Valley land grant never materialized either. In 1958, the university reported that only 19 Section 33s—out of a possible total of 420 Section 33s in the Tanana Valley—had been surveyed. "At present rate of survey," the university's land manager reported in 1958, "one might expect completion of survey in from 200 to 1,000 years." (Land Manager Report, 20 May 1958, Pres. Papers, 1958/59, Box 6, File 88) According to figures from the State Division of Lands, out of the 1915 reservation, Alaska's land-grant institution ultimately received only 11,211 acres, of which about 2,250 acres were the campus site reserved for educational purposes, leaving only 8,961 acres for revenue purposes. Thus, the University of Alaska was granted less than 3.3 percent of the 268,800 acre Tanana Valley reservation Congress created for its financial support in 1915. (Stein 1987: 167)

Lack of Land Income

The lack of land was clearly seen in the university's balance sheet. During the University of Alaska's first three decades, from 1917 to 1946, the total revenue to its permanent fund from land sales, rentals, and leases was only $227.50. During that time, the university's land income never amounted to more than $30 a year. Other years were even worse. From 1926-1928, Alaska's alleged land-grant college earned only 75 cents from its land grant. Nearly every third year, until the late 1940s, the UA

earned absolutely no income from its land whatsoever. (UA Permanent Fund Statement, 1917-1971, Pres Papers, 1971/72, Box "Higher Ed...", File, Land—July-Dec)

1929 Land Grant

Congress recognized the inadequacies of the 1915 Tanana Valley agricultural college reservation when it passed a measure 14 years later to grant an additional 100,000 acres for the "exclusive use and benefit" of the Alaska Agricultural College and School of Mines. Under the 1915 act, the educational lands were merely reserved, with title vested in the Federal government, but the 1929 act was an outright grant of 100,000 acres to the Territory for the support of the college.

The 1929 law required the granted land to be surveyed before selection. However, unlike the 1915 in-place reservation which specified particular sections, the 1929 legislation was an actual quantity grant; under its provisions, the Territory of Alaska could select 100,000 acres of "vacant, nonmineral, surveyed, unreserved public lands" anywhere in Alaska for the financial support of the college. (U.S. Senate 1929)

The 1929 quantity grant became the major land grant of the University of Alaska. By the 1960s, virtually all 100,000 acres had been selected and patented, forming the bulk of UA's total land-grant trust of approximately 111,000 acres.

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10 Million Acres More

Charles E. Bunnell, the first president of the University of Alaska, and Delegate Anthony J. Dimond never ceased their efforts to increase the size of the UA's land grant and reserve. During the seven years from 1936 to 1943, Dimond introduced at least five nearly identical bills in the 74th, 75th, 76th, 77th and 78th Congresses, to extend the 1915 Section 33 reservation in the Tanana Valley to the entire territory. Dimond's legislation proposed amending the 1915 act, stating:

> *...Section 33 in each township in said Territory shall be, and the same is hereby, reserved from sale or settlement for the support of the University of Alaska...*

Reserving each Section 33 throughout the entire Territory of Alaska, not simply those in the Tanana Valley, would have increased the university land reserve to approximately 10 million acres. This would have been, by far, the largest higher education land grant in history, nearly equal by itself to all of the land and script given to all of the land-grant colleges and universities in the United States.

Dimond saw this 10 million acre land bank as the university's endowment for the future. He explained in a 1937 telegram that the land he proposed reserving was at present "of little if any value but eventually by increased value may be of substantial aid in maintaining university." (Dimond to Shattuck, 14 July 1937)

Opposition to the 10 million acre university reserve came principally from the Department of Interior. Year-after-year, the Secretary of Interior recommended against expansion of the Section 33 reserve on the grounds that the university already had more land than it needed. As evidence, Interior officials pointed out that the UA had taken no steps to select any of the 100,000 acres made available to it by Congress in 1929. "It appears," Acting Secretary of the Interior Charles West wrote in 1937, "that no selections have yet been made by the Territory of Alaska under said grant." (West to DeRouen, 3 April 1937)

No matter how it looked in Washington, D.C., the failure to file any selections was more a factor of Bunnell's short-handed administration than a lack of interest in acquiring additional land. Struggling to survive from one fiscal year to the next, the UA lacked the staff in the 1930s and 1940s to tackle the massive job of land selection that the 1929 act required. Officially, Bunnell was both president and comptroller, and any issue of substance that concerned the university crossed his desk, from buying library books to selecting land.

Dimond asked Bunnell to explain in writing why the University genuinely needed the reservation of additional lands. However, Dimond realized Bunnell's

difficult position. The university had numerous dealings with Interior Department officials and Bunnell could not afford to alienate them. "If you are disinclined to write a letter that I can use before the Committee," Dimond wrote Bunnell, "will you not at least with your superior knowledge of the entire subject, write me a memorandum which I may adopt in whole or part as my own without bringing your name into the controversy." (Dimond to Bunnell, 6 April 1937) If Bunnell ever wrote the memo which Dimond requested, it has not yet come to light.

In 1938, the university selected 1,927 acres near Fairbanks for its first quantity grant under the 1929 law. (Stein 1987: 7) Nevertheless, the Interior Department continued to thwart Dimond's and Bunnell's efforts to reserve additional land for the university. "The Department of the Interior is still vigorously opposed to having set aside for the University of Alaska any more of the public lands in the Territory...," Dimond wrote to Bunnell in February 1941. (Dimond to Bunnell, 11 February 1941)

A month later Dimond further explained: "The Department's argument against the bill seems to be based upon the theory that plenty of land has already been reserved for the University of Alaska and no more is needed. Specific reference was made to the fact that the grant of 100,000 acres made to the Territory of Alaska for the benefit of the University...has not yet been selected except for approximately 2000 acres..." (Dimond to Bunnell, 12 March 1941)

By the time Dimond introduced his 10 million acre bill for the fifth and last time in 1943, he had apparently resigned himself to the Interior Department's unwavering opposition. As Dimond expected, the Interior Department responded once again with a negative recommendation. Acting Secretary Abe Fortas wrote in July 1943 that Delegate Dimond's proposed 10 million acre reserve, added to the more than 20 million acres previously reserved in 1915 for common schools and higher education in Alaska, would create a gigantic educational reserve of more than 30 million acres which Alaska did not need.

"Such an amount would be greatly in excess of the grants of public land made to any of the States," Fortas wrote, "and, considering the comparatively small population of the Territory of Alaska, approximately 60,000, an additional reservation of the amount proposed for educational purposes, would seem unwarranted and greatly out of proportion to the present or contemplated need of the Territory." (Fortas to Peterson, 19 July 1943)

In 1944, E. L. "Bob" Bartlett replaced Dimond as Alaska's Delegate to Congress. Bartlett told Bunnell he would resubmit Dimond's 10 million acre reservation proposal, but claimed it would be futile as the Interior Department would continue to thwart the measure. "I have no doubt that if I introduce a bill seeking the same objective a similar report will be made," Bartlett wrote, "but I am perfectly willing to do so in any event if such is your desire." (Bartlett to Bunnell, 30 December 1944)

Apparently Bartlett did not reintroduce Dimond's university land measure, as by that time a new force had arisen which would drastically alter Alaska's political landscape and the land question: the Alaska statehood movement.

IV. THE STATEHOOD MOVEMENT

In 1916, one year after Congress reserved more than a quarter of a million acres in the Tanana Valley to finance a land-grant college in Fairbanks, James Wickersham submitted the first bill requesting statehood for Alaska. Wickersham introduced his statehood bill, a symbolic gesture with no real hope of passage, on the 49th anniversary of the signing of the Alaska Purchase Treaty. He patterned his measure after the statehood act of Oklahoma, supposing the generous grants of money and land for education would find favor with Democrats, traditional supporters of state's rights, who at the time controlled both Congress and the White House. (Atwood 1979: 306)

First Statehood Act proposes 11.3 Million Acres for Higher Education in Alaska

Wickersham's 1916 bill called for Congress to grant Alaska approximately 11.3 million acres specifically for the support of higher education and approximately 20 million acres for public schools. If enacted, the proposals would have been the most generous public education and higher education grants in the history of the United States. Among its other provisions, Wickersham's measure-anticipating Delegate Anthony Dimond's campaign in the 1930s and 1940s to increase the University of Alaska's land grant—proposed granting one section in each township throughout the territory for higher education. Delegate Wickersham recommended granting every Section 13 (about 10 million acres) for the equal benefit of Alaska's future universities, teachers' colleges, agricultural colleges, and schools of mines. Furthermore, instead of certain traditional land grants for internal improvements, and other swamp land grants which were not applicable to Alaska, the bill would have granted an additional 1.3 million acres for higher education dedicated as follows:

400,000 acres for universities
400,000 acres for agricultural colleges and schools of mines
300,000 acres for teachers' colleges
200,000 acres for schools of forestry
(Daily Alaska Dispatch, 31 March 1916; Naske 1972: 3)

The 1940s Revival of the Statehood Campaign

Delegate Wickersham's 1916 statehood bill died without receiving a hearing, and it was not until more than a quarter of a century later that the question of Alaska statehood again surfaced in Congress. In 1943, bills were introduced in both houses calling for the admission of Alaska as a state, requesting extraordinarily generous land provisions. The bills would have given Alaska all of the unappropriated public land in the Territory, except for those lands actively used by the federal government. Furthermore, Delegate Anthony Dimond's bill in the House also included his long standing proposal to grant the University of Alaska an additional 10 million acres by reserving for it every Section 33 in the Territory. (Naske 1972: 3)

When Congress seriously began to address the Alaska statehood issue following World War II, debate centered on the amount of land the proposed 49th state would receive. Initially, most Alaskans assumed that the new state of Alaska would be given all the public land in the territory. Delegate Bob Bartlett's 1947 statehood bill, like his predecessor Anthony Dimond's bill four years earlier, recommended that the United States government convey to the state of Alaska all of the vacant public domain; and, in addition, reserve 20 million acres or two sections in each township (Sections 16 and 36) for public schools, and 10 million acres or one section in each township (Section 33) for the support of the University of Alaska. (U.S. House 1947: 2)

The Interior Department supported the concept of Alaska statehood, but fiercely opposed granting the future state government all of Alaska's public domain. Acting Secretary Warner Gardner wrote the department's official report on April 14, 1947 claiming most of Alaska should be held in trust for all of the people of the United States.

The custom has been for the federal government to grant to the new states lands for schools and for internal improvements, but to retain the bulk of the public lands under federal ownership. I strongly recommend that there be no change in this practice in the case of Alaska.

Gardner suggested several changes in Bartlett's bill, which the secretary claimed would permit

Alaska to enter into the Union on a basis similar to that on which the western continental States were admitted. While retaining the greater part of the public lands for national management, the federal government has made grants to the new states for school purposes and internal improvements. Similar grants should be made in the case of Alaska. (U.S. House 1947: 12)

In particular, Gardner's suggested amendments would reduce the state's land entitlement to about 20 million acres for public schools (every Section 16 and 36),

500,000 acres for miscellaneous internal improvements, and approximately 438,000 acres for the support of the University of Alaska. (Under Gardner's proposal, the university's total acreage would consist of the 2,250 acre campus, the 1915 Tanana Valley Section 33 reservation—erroneously calculated by Interior to be about 336,000 acres—and the 1929 land grant of 100,000 acres.) (U.S. House 1947: 14)

In the spring of 1948, Delegate Bartlett and the Interior Department compromised on the size of the statehood land-grant proposal; both agreed to support a grant of four sections in each township (Sections 2, 16, 32 and 36) totaling about 40 million acres, and to reassert the University of Alaska's rights to the entire 1915 Tanana Valley Section 33 grant, i.e. about 268,000 acres, and the 1929 grant of 100,000 acres. (U.S. House 1949: 2) Bartlett and other strong statehood supporters admitted that they would have preferred to ask for more land, but that political reality at the time dictated that four sections per township, plus Section 33 in the Tanana Valley, was the best deal Alaska could hope to receive. As retired Delegate Dimond told a Senate committee in 1950, "...we have to take this or we do not get anything." (U.S. Senate 1950: 75)

Nevertheless, others still maintained that unless Alaska received more land, it could never become economically viable as a state. Two statehood bills introduced in 1949 again repeated the original Dimond-Bartlett position: all public land not needed by the federal government, in addition to about 20 million acres for public schools (every Section 16 and 36) and about 10 million acres for the support of the University of Alaska (every Section 33). (H.R. 25 and H.R. 2300, 81st Congress, 1st Session)

From In-Place To Quantity Grants

Congress moved towards a revolutionary solution to the Alaska state land question in 1950, when it rejected traditional in-place grants of specific sections, and endorsed the concept of quantity grants of larger blocks of open acreage. Ironically, the most eloquent case for changing the manner in which Alaska's land would be granted, and for also granting Alaska additional land, probably originated with statehood's most vocal opponent, Winton C. Arnold, chief lobbyist and publicist for the Alaskan canned salmon industry. (Naske 1972)

At numerous congressional state-hood hearings, Arnold showed charts and graphs illustrating that at the rate the rectangular survey was being extended to Alaska, it would literally take thousands of years to complete the task. (As noted previously, estimates in the 1950s were that it might take anywhere from 12,000 to 43,510 years to survey all of Alaska.) For instance, Arnold tabulated the history of land surveys in the last ten states admitted into the union, from North Dakota (1889) to Arizona (1912). On the date of admission, the percentage of surveyed land in the new states ranged from a minimum of 20 percent in Idaho, to a maximum of 100 percent in Oklahoma. By contrast, Arnold noted that only 0.672 percent of Alaska had been surveyed by 1950. (U.S. Senate 1950: 414) Since Alaska could not receive title to a specific section of land until it had been surveyed, the state would virtually have to wait forever to receive all of its land, and Arnold maintained that therefore statehood was not a practical option for Alaska.

Instead of ruling out statehood, however, the slow pace of surveys merely convinced the Senate Committee on Interior and Insular Affairs, as Bob Bartlett wrote, to adopt a "bold and precedent shattering way in determining how land should be transferred to the new state." (Naske 1972: 8) In 1957, the year before Congress finally voted to admit Alaska into the Union, Bob Bartlett recalled that during its deliberations in 1950, the Senate committee

> *evolved an entirely new principle in respect to land grants. Its decision was that the historic manner of passing on to the new state numbered sections after the survey should be discarded. Substituted, therefore, was the provision which has remained in every statehood bill since, namely the extraordinarily liberal and, I believe for Alaska, advantageous principle that the state should be allowed to select what land it desired from the*

public domain not already appropriated or reserved. Recognizing the fact that surveys were so far behind, the Senate Committee inserted language which would permit the state to select this land 25 years after admission. Transfer was to have been made after the exterior boundaries were surveyed by the Secretary of the Interior. This is intended to speed up the whole process of land selection so that title may pass swiftly to the state instead of the state having to wait for years and years—perhaps as many as 15,000!-before receiving its land patrimony. (Bartlett to Franklin, 19 January 1957, RG 223, Box 132, HR 50)

The committee abandoned the practice of in-place grants and substituted quantity grants of blocks of land ranging in size from slightly more than 5,000 to as much as 50,000 acres, surveyed on exterior lines only. Giving the state selection rights would enable it to choose the most valuable tracts of land and avoid the traditional checkerboard pattern of land ownership which would only further increase the cost and retard the pace of Alaskan economic development. Carefully selecting land, the new state could theoretically create a consistent strategy of land planning and resource development.

103 Million Acres

Besides replacing in-place grants with quantity grants, in the early 1950s Congress also broke with historical precedent by recommending Alaska receive far more acreage than any state in the history of the United States. This was necessary, a Senate report stated in 1954, because the laws for the disposal of the public domain in Alaska "have been and are vitiated to a large degree by the Federal policies of the last half century..." To alter Alaska's "distorted landownership pattern"—99 percent of the land was still under federal control—the Senate recommended in 1953 that the new state be given 103 million acres or nearly 30 percent of the area of Alaska, almost three times the percentage of land given to any other western state. (Later proposals would run as high as 182 million acres or about 50 percent of Alaska, though the final figure approved by Congress in 1958 was a total of 103,350,000 acres.) Even with such an enormous statehood entitlement, however, more than two-thirds of Alaska would continue to be federal land. "From one point of view, therefore," the Senate reported in 1954, "a grant of 103,350,000 acres may be unprecedented. From the other point of view, a grant of any smaller amount would still leave the federal government in a position of overwhelming dominance over the land and resources of the new state and its people." (U.S. Senate 1954: 2)

Internal Improvement Land Specified for Higher Education

Most of the statehood bills submitted in the 1950s continued to recognize that higher education in general, and the University of Alaska in particular, should be given a specific amount of acreage. The basic formula for the 103,350,000 acre proposal, repeated in numerous bills submitted between 1953 and 1957, divided the state's total acreage into three categories: an unrestricted general-use grant, community development grants, and internal improvement grants. (See Table No. 1 on page 11)

The bulk of the land consisted of an unrestricted "general open grant" of 100 million acres; revenues from the disposition of this land could be "used for the running expenses and the development of the new State, as its people, through their elected representatives, may direct." (U.S. Senate 1954: 30) A second category of land was the community development grant of 800,000 acres, half of which would be selected from the public domain and half from the national forests. These lands were designated for "the development and expansion of communities." (Stein 1987: 13)

The third and final category of land, comprising the remaining 2,550,000 acres, was for specific internal improvements, including penitentiaries, reform schools, public buildings, pioneers' homes, teachers' colleges, and the University of Alaska. Virtually every piece of statehood legislation Congress considered until 1957 specified that higher education would directly receive at least one million acres of the

103,350,000 acre proposed statehood entitlement, consisting of 500,000 acres for the University of Alaska and 500,000 acres for the support of teachers' colleges or normal schools. (See Table No. 1)

TABLE NO. 1

Typical Calculation of Acreage in proposed Alaska Statehood Bills, 1953-1957

1. 100 million acres—General open grant, no restrictions.
2. 800,000 acres—Community Develop-ment Grants—to be used for expansion of communities. Half of acreage would come from the public domain, half from national forest land.
3. 2,550,000 acres—for various specified state functions and internal improvements enumerated as follows:
   - 500,000 acres-University of Alaska
   - 500,000 acres—teachers' colleges
   - 500,000 acres—public buildings
   - 200,000—schools and asylums for the deaf, dumb and blind
   - 200,000 acres—penitentiaries
   - 200,000 acres—mental institutions
   - 200,000 acres—charitable, penal and reformatory institutions
   - 250,000 acres—pioneer homes

(U.S. House 1953: 17)

PROPOSED ELIMINATION OF 1915 RESERVE

By the early 1950s, it seemed likely that if and when Alaska achieved statehood, the University of Alaska would receive its long-delayed increase in the size of its land grant. Invariably, all of the statehood bills before Congress addressed the need to give the university additional land. But impending statehood also raised fears in the Territory of cancellation of the 1915 public school and university land reservation. Given that Congress had rejected the concept of in-place grants in favor of quantity grants, it seemed reasonable to many lawmakers, including Delegate Bob Bartlett, that Congress should revoke the 1915 reservations and substitute a larger quantity grant.

The Territorial Department of Land warned in a December 1954 report that Alaska was in danger of potentially losing the millions of acres which the United States had reserved for Alaska education almost three decades earlier. The statehood bill then under consideration (See Table No. 1) would repeal the 1915 school land reservation, and though it would provide up to one million acres specifically for the support of higher education (500,000 acres for the University of Alaska and 500,000 acres for teachers' colleges), it would not provide specific acreage to support the school system, traditionally the prime justification for granting land to states. The report recommended that some means be found to guarantee that land be granted to support Alaska schools, just as was being done for higher education with internal improvement land under the proposed statehood bill.

> *There may be no objection to the repeal of the school reservation act providing some other provision is made to grant the school system 20,101,488 acres, an amount equal to the amount it would have received under that act. The original and chief purpose of making grants of land to states was for benefiting the public schools. The proposed legislation... provides grants for many other state institutions and purposes for which grants are generally made but the most important grant for the public schools is not provided for. In fact, the school system would lose the reservations that have been previously granted. (Chipperfield 1954: 13-14)*

In March 1955, Territorial Land Commissioner W.A. Chipperfield drafted a bill which he believed would protect the land rights of Alaska's schools and the University of Alaska, by immediately granting to the Territory all surveyed reserved school and university sections, with funds from the sale or other use of such lands earmarked for the schools and the University of Alaska. (Chipperfield to Heintzleman, 7 March 1955, E.L. Bartlett Collection, Legislative Bill File, Box 2, Folder 19)

In response to the concerns of Commissioner Chipperfield and others, Delegate Bartlett argued that dedicated school lands were not in Alaska's best interest. Bartlett claimed Chipperfield's proposal seemed to run "directly counter to the existing concept which has been expressed in the various statehood bills for the last few years, namely, that Alaska shall have the privilege of choosing its lands rather than having to accept them by reason of established sections..." (Bartlett to Heintzleman, 26 March 1955, Bartlett Collection, Legislative Bill File, Box 2, Folder 19)

Alaska's Commissioner of Education Don Dafoe voiced similar concerns about the lack of "specific land grants for schools." Dafoe wrote Bartlett that receipts from school lands should be added to the "permanent school fund with a view toward building it up to where it would be a good endowment in 50 to 100 years from now..." (Dafoe to Bartlett, 16 April 1957) Dafoe argued that the long-term interests of Alaskan education required careful management of the school lands.

> *Whether or not Alaska has a good solid permanent school fund 50 years from now will depend upon how carefully school land matters are handled at this time. There is a school of thought which believes in giving away these lands for little or nothing and which believes that the monies received should be subject to immediate use in total, rather than going into the permanent school fund. (Dafoe to Bartlett, 5 April 1957, Bartlett Collection, Legislative Bill File, Box 2, Folder 20)*

Bartlett responded that he was philosophically opposed to dedicating lands or funds for specific purposes.

> *...personally I have a very strong feeling that some of the fiscal woes of our government in all of its subdivision today are brought about by income segregations for stated purposes. Such income may be too much or too little for the objectives sought. All money for government use must come from the taxpayers, and I, for one, feel that the legislative bodies should not be shackled in appropriating according to the needs of the times. (Bartlett to Dafoe, 19 April 1957, Bartlett Collection, Legislative Bill File, Box 3, Folder 28)*

DIRECT GRANTS OF SCHOOL AND UNIV. LAND

Despite Bartlett's opposition to dedicated lands and funds, he did introduce a measure in May 1955 calling for the U.S. government to grant all reserved (i.e. surveyed) public school and University of Alaska lands to the Territory of Alaska. Under Bartlett's bill, the Territorial Legislature would have the authority to dispose of the lands as they wished, however, all "proceeds or income are to be expended solely for the exclusive use and benefit of the public schools of Alaska and of the University of Alaska..." (H.R. 6242, 84th Congress, 1st Session)

The Interior Department supported Bartlett's proposal. Since the only reserved school lands were those which had been surveyed, the total acreage to be granted would have been relatively small (one estimate was about 160,000 acres). The bill provided, however, that as more sections were surveyed and therefore reserved each year, more acreage would be granted. "In all respects, the school sections should be treated as if statehood had already been conferred on Alaska," Assistant Secretary Fred Aandahl wrote. However, the Secretary wished Congress to consider both the public school land and the university land as one whole, rather than two separate pots of money. As Aandahl wrote,

> *At the present time, Sections 16 and 36 throughout the Territory are set aside for the support of the common schools, while the sections numbered 33 in part of the Tanana Valley are set aside for the support of the University. We*

would prefer that no distinction be made by the terms of the statute, but that, instead, the proceeds from all the granted sections be set aside for the common support of the schools and the University and that the Territorial government be given discretion in the distribution of proceeds between these two educational purposes.(Aandahl to Rep. Engle, U.S. House, National Archives, RG 233, Box 113, H.R. 6242)

The bill to grant school and university sections directly to the Territory failed, as did another measure introduced by Bartlett in 1955 which would have granted millions of acres directly to the Territory of Alaska without waiting for statehood. This bill would have repealed the 1915 school and university reservation, and simultaneously granted the Territory the right to select up to 20 million acres from the public domain, approximately the amount of land that could have been reserved under the 1915 act.

The Interior Department agreed with the spirit of Bartlett's bill, which called for in-place grants to be replaced with a quantity grant.

A grant of school sections in place is a grant of lands widely dispersed on a geographical basis. Such a grant gives the recipient, within limits, a fair proportion of the various classes of lands within its boundaries, the good as well as the bad. Since the grantee's holdings are distributed over a wide area, large-scale exchange programs are required, as we have learned by experience, to bring the holdings together into manageable and economical units...

A very large proportion of the land in Alaska does not appear to promise, for the reasonably near future, any substantial economic return. A grant of school sections in place would, therefore, leave the Territory with a large body of widely dispersed holdings, needing management and protection and yielding little in the way of revenues. (Assistant Secy to Rep. Engle, RG 233, U.S. House, National Archives, Box 97A, H.R. 246)

Though the Interior Department favored quantity grants in principle, the department opposed revoking the 1915 school and university section reservation on the grounds that the Territory was not yet ready to manage 20 million acres. Rather, the Assistant Secretary of the Interior suggested granting three million acres immediately to the Territory as the first installment of a large quantity grant that would eventually replace the 1915 reservations. Furthermore, Interior Department officials suggested that the revenue from the three million acres be divided as follows:

20%—public schools
20%—University of Alaska
20%—University of Alaska Teacher Training
40%—discretion of the legislature
(Assistant Secy to Rep. Engle, 23 May 1956, RG 233, U.S. House, Box 97A, H.R. 246)

UA Campaign for Additional Grant Land

Charles Bunnell's successors as University of Alaska president, Terris Moore (1949-1953) and Ernest Patty (1953-1960), both recognized the necessity for the university to gain additional land if it was to be placed on a secure financial footing. President Patty noted in 1955 that the university had virtually no income at all from its small amount of surveyed Section 33 land in the Tanana Valley, which he claimed was predominantly "moose pasture" anyway. He estimated the UA's total income from the Tanana Valley land reservation was only about $20 a year. (Patty to Sen. Anderson, 21 July 1955, UA Pres Papers, 1955/56, Box 5, File 93)

President Patty made the acquisition of additional grant land and the repeal of the restrictions on existing university land—especially the prohibition against selecting mineral lands, and the ten-year leasing limit, which eliminated the possibility of any private investments on educational land—primary goals of his admin-

istration. Under Patty for the first time in its history, the University actually designated a land manager to look after its holdings.

Starting in 1954, Patty made numerous proposals to the Secretary of Interior for more land, including a request that the U.S. government grant the university part of Naval Petroleum Reserve No. 4 on Alaska's Arctic coast, so that the school could participate in any bounties from future oil leases. In order to stimulate Alaskan economic development, Patty suggested in July 1954 that the Territory be immediately granted one million acres, instead of waiting to receive several million acres that could come with eventual statehood. (Land Manager Report, 20 May 1958, Pres. Papers, 1958/59, Box 6, File 88)

Since all recognized that the lack of surveys had effectively negated any effective land grants in the past, the University of Alaska Board of Regents unanimously passed an official resolution in October 1955, requesting the right to select half-a-million acres-including mineral rights—of unsurveyed lands, to support the institution. The resolution stated:

> WHEREAS, the Board of Regents, recognizing their responsibilities in the furnishing of higher education in Alaska, and whereas (sic) must continually maintain an adequate source of funds for the conduct of a good university, and
>
> WHEREAS, it is an accepted and desirable procedure for a state university to look to the income from land under its jurisdiction as a source of funds for the university, and
>
> WHEREAS, valuable lands in Alaska are not being developed because they have not been surveyed, and
>
> WHEREAS, the University is being denied an important source of income because mineral rights are withheld for land under its jurisdiction;
>
> THEREFORE, BE IT RESOLVED that the Congress of the United States is urged to enact appropriate legislation to grant the University of Alaska the authority to select land up to 500,000 acres with full mineral rights and permission to select non-surveyed land...

(Minutes of UA Board of Regents, 24 October 1955). Congress failed to act on the Board of Regents' request.

Elimination of Dedicated Land Grants

Initially, university officials were not particularly alarmed at the prospect of losing the 1915 reservation with the coming of statehood. Most statehood bills would have given the university an additional one million acres—almost four times the amount of land that the institution would have lost with the abolition of the Tanana Valley educational reserve. In the final push towards statehood in 1957-1958, however, the internal improvement grants of 2,550,000 acres—including the 500,000 acres for the University and 500,000 acres for the University's teacher training programs—were consolidated into the 100 million acre general grant, leaving the disposition of all 102,550,500 acres at the discretion of the legislature.

Beyond eliminating the specific grant of one million acres for higher education, the final statehood bill also cancelled the 1915 education reserve (though it did confirm the university's rights to the few thousand acres of Section 33 land that were already reserved and surveyed). The congressional intent clearly was that the massive unrestricted quantity grant substituted for the 1915 reserve. As Assistant Secretary of the Interior Hatfield Chilson wrote in March 1957, "In view of the quantify grants contained in the bill, we agree that section 1 of the 1915 act should be repealed. As of the present time, only a small percentage of the Territory has been surveyed, and we suggest that, as to such lands, the sections which have been reserved for educational purposes should be granted to the State of Alaska to be used by it for the purposes for which they were reserved." (U.S. House 1957: 25)

Apparently, the elimination of the designated internal improvement grants from the statehood bill for the University of Alaska and other essential state services was done with the full support and backing of Alaska Delegate Bob Bartlett, who had long

opposed attempts to dedicate state land for specific purposes. Looking back on the issue in 1964, then Senator Bartlett explained his reasoning to Gov. William A. Egan. He had always opposed dedicated land grants, he said, because he did not want to see the chaotic inter-agency bickering which had plagued Alaska during Territorial days, the same fear which led Alaska's constitutional framers to create a powerful executive branch. Bartlett continued:

> *I have a particularly strong feeling on this because at many times during consideration of the statehood bill, efforts were made to set aside this amount of land or that amount of land for the common schools and for other educational uses. I always resisted these and, as it turned out, successfully. My conviction was—and is—that notwithstanding the possible need for such reservations in the early statehood bills, the reasons for such have long since evaporated. I suspect that in those days there was not the dedication or devotion to education which has since come into being and it was felt that an assured source of income must be provided for the schools. That is not so in these days... (I)f dedication is made for one institution or one purpose, what argument could be made against expanding? None, of course. The philosophy here is closely akin, as I believe, to board control of a state agency with the Governor serving only as a figurehead. If it is done for one department of government, then almost necessarily it must be done for all. Once we are there, we have the chaos of territorial days all over again. (Bartlett to Egan, 8 June 1964, UA Pres Papers, 1963/64, Box 14, Folder 212)*

V. THE LAND-GRANT COLLEGE WITHOUT THE LAND

Loss of a Quarter-million Acres Due to Statehood

The passage of the Statehood Act in 1958, without any provision for land specifically dedicated for the support of the University of Alaska, ended for the time being at least the possibility of getting additional land from the federal government. But even more critical from the point of view of the university was its loss of the balance of the Tanana Valley Section 33 reservation-more than a quarter million acres. The statehood act cancelled the 1915 reservation of educational lands, stopping any further lands under the act from being reserved once they were surveyed, though reaffirming the university's rights to any acreage already surveyed, selected, and reserved.

University attorney Ed Merdes wrote Secretary of the Interior Fred Seaton in early 1960 to clarify the status of the Section 33 lands. Merdes wrote that one interpretation of the statehood act, could be that all Section 33s were still in fact reserved, pending a survey. Merdes argued:

> *From a reasonable interpretation of the language of the Act, it appears that Section 33 continues to be reserved, subject only to being surveyed; and that upon the survey of these lands, title to the same immediately passes to the state for the University of Alaska. It is not clear whether such lands are included in or in addition to the grant of 102 (sic) million acres specified in Section 6(b) of the Statehood Act and although we would like to think it is "in addition to", we suspicion (sic) it is "included in" the 102 million acres. (Merdes to Seaton, 7 March 1960, Pres Papers, 1959/60, Box 6, File 90)*

The Secretary's answer has not been found in the files, however, it is clear from the historical record that the government maintained the Section 33 land could not be reserved until surveyed and selected. Therefore, any lands not surveyed prior to the statehood act, could in no way be still considered reserved.

The UA did make an effort to keep it rights to some of the disputed Section 33 land. During the week before President Eisenhower signed the statehood act on January 3, 1959, UA land manager Donald Eyinck filed 64,000 acres of indemnity selections chosen in lieu of surveyed Section 33 land in the Tanana Valley which had been denied to the university. Eyinck filed the applications, as attorney Merdes wrote, "to keep alive any possible rights the University might have to these lands," despite

the repeal of the 1915 reservation by the statehood act. Merdes said the filing was also done because he thought it might possibly "be the basis for either grandfather rights or legislation that would grant the University additional lands, seemingly lost by said repeal." (Merdes to Wood, 15 November 1960, Pres Papers, 1959/60, Box 6, File 85; Board of Regents Minutes, 20-22 October 1960)

The Bureau of Land Management rejected the university's 64,000 acre indemnity selections on the grounds that the selections were not timely. BLM argued that as of January 3, 1959, the official day Alaska became a state, the reservation was no longer in existence. Since, by that date, the lands had not yet been reserved, title could not be transferred. It is unclear from the record, however, precisely why applications filed prior to January 3 would have been automatically disallowed and not given some grandfather rights.

Merdes contacted now Senator Bartlett's legislative assistant, Joe Josephson, about the impact of the statehood act on university land selections in the Tanana Valley. Based on his research in unpublished Congressional hearings, and discussions with Senator Bartlett, Josephson replied unequivocally that Congressional intent in the statehood act had been for the new state government to address the issue of the size of the university's land grant. In a memo to Merdes, Josephson wrote:

> *The theory of the land-grant provisions in the statehood act was that they would replace inter alia [among other things] the reservations authorized in 48 U.S.C. 353 and that the state university would petition the state government to satisfy the needs of the University which previously to statehood were met in part by 48 U.S.C. 353. (Josephson to Merdes, 10 November 1959, Pres Papers, 1959/60, Box 6, File 85)*

Besides the legal issue, Josephson argued that it would be politically disastrous to ask Congress to reopen such a major clause of the statehood compact as the land grant.

> *Such a decision would encompass broad issues of tactics affecting all the legislation which relates to the welfare of Alaska. Unfortunately, there may still be members of Congress who look at the admission of Alaska with a disapproving eye and who would seize upon proposed legislation to make the terms of the Act of Admission more generous from the state's point of view to prove that their position against statehood was correct and, possibly, to justify rejection of other programs. (Josephson to Merdes, 10 November 1959, Pres Papers, 1959/60, Box 6, File 85)*

Merdes accepted Josephson's reasoning, and recommended the university drop the 64,000 acre claim against the federal government and concentrate on getting additional land from the state government. "For even if the lands were reserved," Merdes wrote in a memo to the university president, "let alone merely filed upon, there still would be no chance of success, since the intent of Congress was to repeal 48USCA 353, and thereby permit the University to obtain future lands from the State under the generous grant given to Alaska in the Statehood Act, rather than as an individual entity." (Merdes to Wood, 10 November 1960, Pres Papers, 1959/60, Box 6, File 85)

Legislative Approval of One Million Acres for UA

The university sought redress for its land deficiencies from the state of Alaska. Probably the clearest evidence that many Alaskans assumed that the new state would designate additional lands for the support of the university was the passage by the first state legislature in the spring of 1959 of a measure authorizing the state to reserve one-million acres for the UA.

The original version of the university land bill (House Bill No. 176) declared the legislature's ultimate intent was eventually to grant the university five million acres "for the purpose of replacing those grants previously allowed under federal law...which has been superseded...and for the further purpose of establishing a means by which the University may be properly maintained and operated and direct state support thereby reduced." The measure specifically called for the UA to "select, accept or

secure by July 7, 1983" one million acres "from those lands granted the state by the federal government." Sixteen legislators from across Alaska—or 40 percent of the entire body—joined in sponsoring H.B. 176. Among others, the list of sponsors of the UA's land restitution bill included future Alaska governor Jay S. Hammond of Naknek, House Speaker Warren Taylor, the entire Fairbanks delegation, and other members from Anchorage, Nome, McKinley Park, Cordova, McGrath, Seward, and Point Barrow.

A committee substitute scaled down the legislative intent language to one million acres. "This reservation of land," the substitute bill stated, "shall be for the purpose of replacing grants of certain Sections 33 in the Tanana Valley previously allowed under federal law and now superseded" by the statehood act. (Committee Substitute for H.B. 176)

After a heated debate, the committee substitute passed the House on March 24, 1959 by a vote of 26-10, with four absences. One legislative observer noted that opponents of the bill were either "anti-university" (no one from Southeastern Alaska supported the measure) or were "anti-dedicated fund votes as they considered the granting of land another form of earmarking funds..." (Butler to Patty, 24 March 1959, Pres Papers, 1958/59, Box 6, File 93) In the state senate, the one million acre appropriation passed unanimously 20-0, after Senators changed the terminology in the bill from "granting lands" to "reserving lands for the support of." (Alaska Senate Journal, 1st Legislature, 1st Session, 1959: 859-860)

Egan's Veto of One Million Acre UA Reserve

It came as a shock to President Patty and the Board of Regents when Governor William A. Egan vetoed the one million acre bill on May 4, 1959. Egan gave numerous justifications for his rejection of the legislature's bill, and his veto message detailed his strong philosophical objections to it. His veto read in part:

> *I am vetoing COMMITTEE SUBSTITUTE FOR HOUSE BILL NO. 176, a bill intended to reserve lands for the support of the University of Alaska, because I believe it wrong in principle, inconsistent with constitutional concepts and not in the public interest. In so saying, I may add that I would act similarly on any bill which sought, as this does, to make special disposition of the proceeds of public lands in aid of one public function to the exclusion of others. For more than a century and a half, the United States has granted to new states, on admission, lands for particular purposes. These so-called 'internal improvement grants' have been made for a variety of purposes, i.e., public schools, universities, normal schools, capital building, penal institutions, etc., and have comprised in all, a hodge-podge of grants for varied purposes, without assurance that in selection, income potential, or quality, lands so earmarked would be equitably apportioned among state functions.*

Governor Egan correctly stated that traditionally federal lands were specifically earmarked for internal improvements such as penitentiaries, mental institutions, etc.. But as this report has demonstrated, the vast majority of federal land grants to states were for the support of education. Egan then gave the legislature his version of why the land provisions in the Alaska statehood were unique.

> *Some years ago, a Senate Committee headed by Senator O'Mahoney of Wyoming, while considering Alaska's proposed admission to the union, developed an entirely new concept of federal land grants to newly admitted states. That new concept sought, instead of the earmarked 'internal improvement' grants, to grant to the new state a specified total acreage for the support of state functions, yet earmarked for none. In short, the proceeds of such lands would go to the state treasury for suitable allotment of income by the legislature to the various state functions as circumstances might from time-to-time require.*

That proposal, in terms of lands, is consistent with Alaska's constitutional and budget concepts regarding public monies and their earmarking, and allows desired flexibility in meeting changed conditions from year-to-year.

The governor then explained the heart of the matter as far as he was concerned. If the university received its internal improvement grant, how could the state refuse similar land grants for other state functions? According to Egan, the university was no different from any other agency of state government.

If we are to return to the 'internal improvement' concept of earmarking state lands, can we in good conscience limit the practice to the University? Why not similar provision for common schools, public buildings, hospitals, penal institutions, highways, airports, aid to dependent children, and so on throughout the entire list of important state functions? Certainly, this bill invites similar treatment for other state responsibilities. By this bill, the door would be opened to an unplanned disposition, or dissipation, of the resource without regard to relative need and without regard to the clear constitutional and congressional intent.

Besides Egan's philosophical opposition to the state granting additional land to the university, he claimed UA leaders were mistaken in believing that unsurveyed Section 33 lands were ever truly University of Alaska lands. The confusion arose from the difference between surveyed reserved lands (such as the 1915 in-place Section 33 reservation) and granted lands (such as the 1929 quantity grant of 100,000 acres).

Prior to the passage of the statehood bill, certain Sections 33 in the Tanana Valley were reserved, not granted, to the territory on the condition that their rental proceeds go to the University...To suggest that those other areas, which, on survey some time in the distant future, would have become numbered Sections 33 in the Tanana Valley, but which have never been surveyed and, therefore, have never been reserved nor productive of income for the University, have now been lost, is to say that the University has lost something it never had.

In conclusion, Egan rejected what had long been the basic financial concept behind the land grant institution. "I wish to make it perfectly clear that I have great interest in the University of Alaska," he wrote, "and that this veto is motivated by good administrative practices alone. The University's financing will be sounder and more certain by reliance on the appropriation and bonding processes." (Alaska Senate Journal, 1st Legislature, 1st Session, 1098-1100)

Reaction to Egan's Veto

President Patty and the regents assumed that Egan's veto was based on the fact that the governor had been hospitalized with a severe illness when the measure was under discussion, and that he misunderstood the unique role and history of land-grant colleges in America. Following the passage of the bill by the legislature, Patty had never even bothered to contact Egan, thinking the governor was sure to sign it into law. As Patty wrote one legislator on June 15, 1959:

We were completely caught off base by the Governor's veto of the land bill. I think he made a very serious mistake which was based largely on the fact that he did not understand that there is historical precedent in every state of land grants to their land-grant university. Also, I feel he was not advised of the fact that the University lost potentially (sic) millions of acres of land under the Statehood act. (Patty to Erwin, 15 June 1959, Pres Papers, 1959/60, Box 6, Folder 96)

C.W. Snedden's *Fairbanks Daily News-Miner*, a key player in the battle for statehood, explained that Egan's veto left the "University in the slightly unique position of being a land -grant university without any land to speak of." *The News-Miner* continued:

Governor Egan may have lost sight of the fact that with the coming of statehood to Alaska, the University of Alaska lost its right to acquire almost a million acres of Alaska land.

The University's rights to this land, as has been stated by Dr. Ernest Patty, president of the University, have been 'washed out' in the bill which granted more than a hundred million acres of land to the new state. We agree with Dr. Patty in the belief that the theory behind depriving the University of this land was that Congress felt the state would provide adequately for the University through special land grants.

The assumption was proved correct when the legislature acted to ensure that a land area equivalent to that lost to the University by passage of statehood was restored... We do not believe that Governor Egan's veto of this bill has or will ever have the support of the Alaskan public. We feel the veto reflects a lack of appreciation for the importance of providing an independent source of revenue for our University—an ever growing asset not subject to the whims of future legislatures. (News-Miner, 7 May 1959)

THE UA'S "STARVATION GRANT"

Patty wrote Egan in February 1960 to renew the campaign for the university's land bill. "The Regents and I felt that this was the most forward looking Bill for the University that had ever reached the Legislature," Patty wrote, "and we were all surprised when you vetoed it. This veto came shortly after you returned from the hospital and I blamed myself for not making a special trip to Juneau to explain the background of the bill." (Patty to Egan, 8 Feb 1960)

In his six-page letter, President Patty highlighted for the governor ten reasons why the legislation was essential:

1. The history and theory behind the Morrill Act setting up a Land-Grant University in each state is based on the theory that each Land-Grant University would be given a land grant for the partial support of the University...
2. The Statehood Act for Alaska took away from the University the major portion of its original Land Grant.
3. The University now has only a minimal grant of land; much of this is of no immediate value and compared, area wise, to the other states, it is one of the smallest and (sic) unpromising grants of any state university.
4. Most universities now have a subsidiary income from lands or other property. This is generally used for research and for projects that cannot be readily financed from legislative appropriations. The income from lands should be invested in an endowment fund and only the income from this fund should be disbursed. The idea the University might possibly secure an income beyond its reasonable need is a misconception beyond the realm of possibility.
5. There may come a time in the history of the state when some great financial crisis will develop. If the university had, by that time, developed an important endowment, then the income from this might be very helpful in tiding the university through the difficult period.
6. To avoid duplication, the land granted to the university would be handled by the state Division of lands and there would be limitations on the amount of land which the university could acquire in any one year.
7. The land-grant idea is workable and has 100 years of history behind it.
8. A broad financial base is important.
9. (A) Strong state university is vital to growth of state...
10. A subsidiary endowment income will help to make the difference between a moderately good university and an outstanding university.

Patty detailed the history of the university's land grant. He recounted how the statehood act had cost the university some 259,296 acres of the total 268,800 acre reservation created in the Tanana Valley in 1915 and called it a "pathetic situation." The university's total income from its 1915 Tanana Valley land was only $243 a year.

Even with the 100,000 acre grant of 1929, which the statehood act had not affected, Patty calculated that the university's total land grant amounted to only 109,504 acres. "This is a starvation grant for a land-grant university located in a state containing 365 million acres," Patty wrote. "Actually the requested addition of one million acres is very modest and is less than one percent of the land which the state will acquire."

The university president then blasted what he called the "trickle down theory" as completely counter to the theory behind land-grant institutions.

> *Obviously, some of the state income from land will trickle down to the university, but this violates the original concept of the Land-Grant Act which sought to provide a partial and separate form of income to supplement the work of the university, which cannot always be financed by annual appropriations.*
>
> *The Board of Regents plan to use its land income as an endowment fund and to draw off only the income from this endowment. It would probably be 10 years hence before this endowment would yield an important income. Who knows, if we could build up an endowment of several million dollars the income would be vital in keeping the university alive, if lean years should come. At the present time, the endowment fund of the university, in the hands of the state treasurer, totals only $15,300.*

Patty scoffed at the idea that the university might end up with too much money if it received additional land. "This is beyond even the most remote possibility," he wrote. "The chances are many times better that you or I might win the Nenana Ice Classic." At that time, even the oil-rich University of Texas received only 39 percent of their budget from their endowment. "What a wonderful thing it would be for all Alaska if a great oil bonanza should be developed on university land and we could accumulate an endowment of 50 million dollars and use the income from this in perpetuity."

In conclusion, Patty suggested to Egan that the legislation allow the University of Alaska to select up to one million acres over the next 20 years. He predicted it could be a decade or longer before the endowment grew to any significant size. "However, I would expect that our grandchildren would conclude that we had great foresight."

Initially, Patty believed in early 1960 he was making progress convincing Egan of the rightness of the university's cause. In a memorandum to the Board of Regents in late February, Patty noted: "When I talked to the Governor several weeks ago he told me that he had been reluctant to veto the Bill and even suggested that if we would wait two or three years he might be willing to change his mind."

But on his next visit with Egan, Patty found the governor's position against the million acre grant had hardened. "Governor has become most adamant against this," he informed the regents, "and indicated that if the Legislature again passed this Bill he would veto it. Several members of the Legislature are anxious and willing to promote the Bill, but I did not encourage them for there seems to be no chance to pass the measure over the Governor's veto." (Patty to Regents, 29 February 1960, Pres Papers 1963/64, Box 14, File 206)

Continuation of Efforts in 1960s to Acquire Land

Governor Egan's steadfast opposition to granting the university additional land doomed the effort on the state level. Nevertheless, bills to provide the UA additional land continued to find support in the legislature and were regularly introduced throughout the 1960s.

Patty's successor as UA President, Dr. William R. Wood, kept up the fight for a new land grant from either the state or the federal government, or both. According to Wood, state and federal authorities always agreed that the university should receive additional land and agreed that the other party should provide it.

Wood found the possibility of acquiring new land particularly appealing, because, for the first time in its history, the university finally started to earn a sizeable income from its land holdings in 1961 when it began selling oil leases on its Kenai Peninsula land. In its first 43 years, the university's cumulative income from land was only $16,256.03. But with the start of oil leasing in FY 60/61, the UA earned $604,470 in one year alone, or about 38 times what it had earned since 1917. No oil was ever struck on university land, however, and thereafter the amount netted from oil leasing steadily declined. (UA Permanent Fund Statement, 1917-1971, Pres Papers, 1971/72, Box "Higher Ed...", File, Land—July-Dec)

In April 1964, when Congress was grappling with relief efforts for the Good Friday Earthquake, President Wood wired Sen. Bartlett if it would be "presumptuous" to request amending the statehood act and give the university three million acres. "This could provide base for much-needed sustained support of the university now central to development of state's resources and nationally valuable as regional environmental research center." (Wood to Bartlett, 25 April 1964) Bartlett's administrative assistant Mary Lee Council dashed Wood's hopes. "Since any omnibus or other legislation will relate strictly to the disaster," she wrote, "I would doubt very much whether legislation of the kind you mention would be entertained." (Council to Wood, 28 April 1964, Pres Papers, 1963/64, Box 14, File 212)

President Wood Lobbies for North Slope Land

Continuing discussions with both state and federal officials, President Wood tried a new approach to acquire the three million acres he believed the university required for financial security. Wood proposed to Senator Bartlett that the university be given land from either "within the Arctic Wildlife Range, from Naval (Petroleum Reserve) No. 4, when and if the Reserve is eliminated or diminished in size, from the existing public domain, or from lands already acquired or to be acquired by the state." Before taking up Wood's suggestion with Secretary of Interior Stewart Udall, Bartlett conferred with Roscoe Bell, director of the state Division of Lands. "I am reminded that Governor Egan once vetoed a bill involving the university lands," Bartlett wrote, "but my memory on the subject is somewhat hazy..." (Bartlett to Bell, 14 May 1964)

Lands Director Bell informed Bartlett that the state would continue to oppose giving the university new lands from the public domain, simply because it would merely take away land from the State of Alaska. Already the Division of Lands faced a difficult challenge finding land that would in fact produce any revenue. "Any new authorizations for university land selection from open public domain would appear unacceptable," Bell wrote Bartlett, "because such would in effect, reduce other state land suitable for selection. (The acreage of land having apparent value seems far below the state's entitlement of 103,000,000 acres." Bell then reiterated Egan's long-standing objections. He wrote Senator Bartlett,

> *I am sure that you understand perfectly the state's past position in opposing a university land selection of several million acres of valuable land, which could result in a situation where the university has valuable lands producing more revenue than would be needed while other state functions were neglected because of lack of funds. (Bell to Bartlett, 27 May 1964)*

However, there was one idea for giving the University of Alaska land to which Bell and Governor Egan responded enthusiastically: taking it from a pre-existing federal reserve, such as the nine million acre Arctic Wildlife Range (now known as the Arctic National Wildlife Refuge or ANWR) created in 1960.

Bell complained that though the Arctic Wildlife Range was supposed to be "subject to multiple use management," such a hope was unrealistic. The U.S. Fish and Wildlife Service, he charged, "is of necessity more or less beholden to conservationists, some of whom are radical and articulate single-use wilderness proponents (sic)." However, he speculated, "Perhaps revocation of the withdrawal could be accomplished if it were to permit a university selection for conservation and

management as a 'great Arctic Wildland Management Laboratory.'" Bell explained his proposal in some detail, by which the Arctic Wildlife Range would be supplanted by a university laboratory.

> *The University and its motives in management could not be questioned. The University likewise has the potential for tapping foundation monies as well as entering into cooperative agreements with federal agencies under which it might be possible to develop a program of Arctic Wildlife Research and Resource Management without unbearable cost to the state of Alaska. As 'university land,' the land would be under the full management control of the university. At the same time, multiple-use management and revenue production would be a possibility without violation of the primary purpose of the 'laboratory.' Because it appears that the state would have little probability getting the land restored to the public domain to permit normal selection and management procedures, and since the land does offer some possibility of producing revenue ultimately to help support the university, such a program might possibly be supportable by the state. Enabling state legislation would be required to authorize such a university selection of several million acres. To be acceptable, such a selection would probably be limited to lands made available by revocation of the Arctic wildlife refuge.* (Bell to Bartlett, 27 May 1964)

Governor Egan supported Bell's proposal that the Arctic Wildlife Range be replaced in whole or in part by a University of Alaska Management Laboratory. Thus, the state of Alaska had no objection to the University of Alaska receiving millions of acres of additional land, if it came from a federal reserve closed to exploration and development, that would otherwise be unavailable for general state selection. There is no evidence in the record, however, that federal authorities ever showed any support for the plan.

After the Land Freeze

With the defeat of Governor Bill Egan by Walter Hickel in the 1966 election, Hickel promised a new era of Alaskan economic development. Yet the land freeze instituted by Secretary of Interior Udall in December 1966 virtually brought state land selections to a dead stop and extinguished the fading hope that the University of Alaska might be able to receive an additional land grant in the foreseeable future. Legally and politically the Alaska land picture grew more complex year-by-year. Within the next 15 years the open public domain in Alaska would essentially vanish, as the entire state was parceled off among development interests, environmental interests, and Native groups, with settlement of the Native Land Claims issue in 1971, construction of the Trans-Alaska Pipeline from 1974-1977, and passage of the Alaska National Interest Lands Conservation Act in 1980.

Now that Alaska's land issues have been somewhat resolved, university supporters have again proposed that additional lands be granted to the University of Alaska from either the state or the federal government, or both, to resolve the financial issue which continues to haunt the land-grant college without the land.

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- RG 233, Records of the House of Representatives
- RG 46, Records of the United States Senate

Wendy

UNIVERSITY OF ALASKA
2005 UNIVERSITY LAND GRANT
BRIEFING DOCUMENT

SUMMARY

The Alaska Supreme Court on March 13, 2009, voided the Alaska Legislature's action in passing the 2005 University Land Grant Bill ("Bill"). The court held unconstitutional the restriction that any proceeds of the land must be placed into the University Endowment Trust Fund, and surmised that the legislature would not have intended to grant the land without that restriction. The court, therefore, invalidated the whole act except for the part establishing a research forest. The University of Alaska ("University") is requesting the legislature to correct the court's conjecture that the legislature would not want the University to have the land that the legislature granted to it. Reenacting the Bill without the dedication to the trust fund would comply with the court's interpretation of legislative power, and would leave future legislatures with even more control than the prior Bill.

BACKGROUND

Senate Bill 7. In 2000, the Alaska Legislature enacted Senate Bill 7 ("SB 7") authorizing the University to select, with the concurrence of the Commissioner of the State of Alaska, Department of Natural Resources, Division of Mining, Land and Water ("DNR"), up to 260,000 acres of state lands for conveyance to the University. SB 7 was vetoed by Governor Knowles, and was passed into law by an override vote of 2/3 of the Alaska Legislature. Litigation over whether the override of the Governor's veto required a 2/3 vote or 3/4 vote of the legislature ensued. The Alaska Supreme Court ultimately rejected the challenge that the conveyance of land under SB 7 was an appropriation (requiring a 3/4 vote) and, therefore, the legislature had successfully overridden the veto with its 2/3 vote.

House Bill 130. In 2005, the Alaska Legislature enacted House Bill 130 ("HB 130") to replace, amend and streamline SB 7. Most importantly, HB 130 repealed the SB 7 land selection process, which was characterized by Governor Murkowski as, "...difficult, expensive, time-consuming, and subject to litigation." The selection process was replaced with a list of parcels, constituting over 250,000 acres, to be conveyed to the University. Included in the list were nine parcels subject to priority selection by newly formed municipalities, one parcel subject to the adjudication of a Native allotment, and one large parcel which was designated as a University Research Forest (51,820 acres) and would remain in state ownership, under DNR's management, until June 30, 2055. The remaining 52 parcels on the list, totaling approximately 200,420 acres, were eligible for immediate conveyance to the University (see attached list).

RECENT SUPREME COURT DECISION – SEACC LITIGATION

In April 2007, seven years after SB 7 passed into law and two years after HB 130 passed into law, the Tongass Conservation Society and Southeast Alaska Conservation Council ("SEACC") filed a lawsuit claiming that SB 7 and HB 130 both created a dedication of funds in violation of the Alaska Constitution. On March 13, 2009, the State of Alaska Supreme Court issued an Opinion in favor of SEACC finding that the legislature could not require that proceeds from the land be placed into the University's Endowment Trust Fund. That 33-page opinion states, in part:

We hold that (1) the sections of the act committing proceeds from the granted lands to the endowment trust fund are unconstitutional under the dedicated funds clause and (2) those sections are not severable from the remainder of the act, with the exception of provisions creating a research forest.

* * * * *

In arguing that the act should be entirely invalidated, excepting the research forest provision, SEACC focuses on the second part of the *Lynden Transport* test. It argues that the "central and critical intent behind the enactment of SB 7 and HB 130 was the creation of a permanent endowment trust fund for the University." Because this objective cannot be accomplished, SEACC argues that allowing the land grant provisions of the act to stand "would result in an entirely different statute than the legislature enacted." SEACC notes that under the sections that would remain if we permitted severance, the University would be the owner and manager of the granted lands but the proceeds from the sale or use of the land would not be placed in trust under AS 14.40.365(j) and AS 14.40.400(a)(2) and (c). Instead, the proceeds would by default be deposited in the University receipts fund, which is a non-dedicated account subject to legislative appropriation. Though the source of the funds might give the University a hope or expectation that the funds would be appropriated for the University, SEACC argues that this would be a mere "talking point," and the legislature would be able to appropriate the funds for any agency and any purpose. SEACC also points out that the entire proceeds from the sale or lease of the lands would be subject to appropriation each year. SEACC reasons that making all proceeds available to spend would conflict with the legislative intent that all net proceeds be capitalized and preserved in perpetuity in the ETF.

* * * * *

The land grant provisions of the act, if allowed to stand alone, would not enhance the University's endowment. With only the land grant provisions, the legislature would appropriate on an annual basis the net proceeds gained from the sale or use of the land. The appropriation could be directed in whole or in part to the University or any agency. The appropriated proceeds would be available for immediate use. They would not be capitalized and preserved. If the University were to sell the land, which would be likely given the legislature's goal of encouraging development, the land could be substantially disposed of within a few decades. Because the net proceeds from the land would be spent rather than saved, the benefits from the land grant, far from lasting in perpetuity, could be dissipated in a relatively short period of time.

* * * * *

In light of the considerations we have discussed above, we believe that there is a distinct risk that allowing the land grant provisions to stand without the strict protections the legislature imposed to ensure that the grant would last in perpetuity would result in a law that the legislature would not have wanted. [footnotes deleted].

The University is requesting the legislature to reenact the 2005 University Land Grant Bill with minimal changes to delete the portion found unconstitutional by the Alaska Supreme Court at SEACC's request, and to re-grant the same lands to the University of Alaska with the offending portion of the 2005 University Land Grant Bill deleted. This would actually leave more control in future legislatures than the original Bill.

STATUS OF LAND CONVEYANCES

A total of 30 of the 52 parcels (58%) eligible for conveyance under HB 130 have been conveyed to the University. DNR and UA Land Management have completed all of the title research necessary to complete the conveyance of 19 of the remaining parcels, leaving only three parcels to be further researched.

Many of the parcels are important for educational purposes, including:

- **Fairbanks Parking Garage** – This 115,133 gsf parking structure is located on a 1.11 acre parcel on the east side of Barnette Street between 6th & 7th Streets. The structure provides adequate and legally required parking to meet City Code requirements for full and functional use of the old Fairbanks Courthouse building. The old Fairbanks Courthouse Building houses the University's Tanana Valley Community College. In addition to its own use of the Fairbanks Parking Garage, the University has issued a land use permit that allows the State to occupy certain parking spaces in the facility, at cost.

- **Poker Flat Rocket Launch Facility** – This 533-acre parcel is the site of the UAF Poker Flat Research Facility, the only university owned and operated high-latitude, auroral-zone rocket launching facility in the United States. This parcel is located approximately 30 miles north of Fairbanks on the Steese Highway. In addition to UAF's occupancy, the University leases a building on this parcel to a third-party to accommodate a commercial satellite ground station that benefits UAF.

- **Silver Fox Mine** – This 120-acre parcel is located approximately 10 miles north of Fairbanks, off the Elliott Highway, and is used by UAF for mining research and training purposes.

- **Auke Weir** – This 5.65-acre parcel is located west of the Glacier Highway, north of Fritz Cove Road, and adjacent to the UAS Juneau Campus. The parcel is generally more suitable for research because of its steep topography and a creek that runs through it.

- **Sitka Campus** – The UAS Sitka Campus is located on this 6.38-acre parcel.

2005 University Land Grant
Parcel Conveyance Status Summary

No.	UA Identification Number	Parcel Name	Region	Educational Unit	Actual Acres to be Conveyed	Current Status	Final Executed Deed to UA	Land Grant Summary
1.	FA.CO.0009	Fairbanks Key Bank Site	Northern	UAF - Educational	0.43	Conveyed*	12/05/2007	Total
2.	FA.DT.4001	Fairbanks Courthouse	Northern	UAF - Educational	1.37	Conveyed*	11/22/2002	Grant Acres
3.	FA.DT.4002	Fairbanks Parking Garage	Northern	UAF - Educational	1.11	Conveyed	04/07/2006	264,522
4.	WM.PF.4006	Poker Flat Lease	Northern	UAF - Educational	532.74	Conveyed	06/04/2008	
5.	FA.GL.4004	Silver Fox Mine	Northern	UAF - Educational	120.00	Conveyed	06/04/2008	Total
6.	WR.TK.4002	Tok Research Forest	Northern	UAF - Educational	4,007.24	Conveyed	11/06/2008	Educational Acres
7.	JU.JC.4022	Auke Weir	Southeast	UAS - Educational	5.65	Conveyed	05/21/2008	90,647
8.	ST.SC.4001	Sitka Campus	Southeast	UAS - Educational	6.38	Conveyed	05/21/2008	34%
9.	NA.NS.0001	Dalton Highway MP 345 to 347	Northern		894.00	Conveyed	07/09/2007	Total Speculative
10.	FA.CO.0010	Fairbanks Noyes Slough	Northern		9.00	Conveyed	05/21/2008	Oil & Gas Acres
11.	FA.CH.0017	Jennie M. Creek C	Northern		4.50	Conveyed	05/21/2008	95,488
12.	SD.SL.LB01	Summit Lake (Richardson Hwy)	Northern		899.00	Conveyed	07/29/2008	36%
13.	NE.TL.LB01	West Twin Lake	Northern		1,575.57	Conveyed	12/08/2008	Total
14.	NE.WL.0001	Wien Lake	Northern		1,640.48	Conveyed	05/21/2008	Investment Acres
15.	US.DC.0001	Deception Creek	Southcentral		240.00	Conveyed	05/21/2008	78,387
16.	WR.MC.0011-12	McCarthy-Nizina	Southcentral		12,651.73	Conveyed	05/21/2008	30%
17.	US.WC.0001	Willow Creek Road	Southcentral		878.00	Conveyed	05/21/2008	Total Northern
18.	KT.CP.0001	Cleveland Peninsula	Southeast		4,073.00	Conveyed	06/04/2008	Region Acres
19.	PW.EB.0005	Edna Bay	Southeast		240.61	Conveyed	07/10/2007	214,954
20.	PW.CS.0001	El Capitan South	Southeast		864.00	Conveyed	08/21/2008	81.3%
21.	KT.LC.LB01	Leask Cove	Southeast		481.93	Conveyed	11/06/2008	Total Southcentral
22.	JU.LY.0001	Lynn Canal	Southeast		1,421.42	Conveyed	07/10/2007	Region Acres
23.	PW.MS.0001	Moira Sound/Nowiskay Cove	Southeast		47.93	Conveyed	07/29/2008	14,275
24.	PW.NS.0001	Naukati Sound	Southeast		893.00	Conveyed	05/21/2008	5.4%
25.	ST.PC.0001	Port Conclusion	Southeast		5.91	Conveyed	07/09/2007	Total Southeast
26.	PW.PD.0001	Port Dolores	Southeast		1,176.18	Conveyed	07/09/2007	Region Acres
27.	PE.RB.0001	Rowan Bay	Southeast		665.00	Conveyed	07/10/2007	35,292
28.	JU.SM.0001	Sumdum	Southeast		4.90	Conveyed	07/10/2007	13.3%
29.	KT.WC.0001	Ward Cove	Southeast		3.00	Conveyed	07/09/2008	
30.	JU.WH.0001	William Henry Bay	Southeast		315.81	Conveyed	07/09/2007	
31.	WM.PC.LB01	Caribou-Poker Creeks Watershed	Northern	UAF - Educational	25,362.00			Total Unrestricted
32.	SD.DA.LB01	Delta Ag & Forestry Exp. Station	Northern	UAF - Educational	362.87			Parcels Eligible
33.	WM.PF.LB02	Poker Flat (Special Use Area)	Northern	UAF - Educational	8,427.00			for Conveyance
34.	NA.YR.LB01	Dalton Highway MP 48 to 54	Northern		1,360.00			52
35.	NA.CF.LB01	Haul Road Nodes-Coldfoot	Northern		1,492.00			
36.	SD.JC.LB01	Jarvis Creek (PSS)	Northern		20,273.00			Total
37.	NE.LS.LB01	Lake Snohomish	Northern		684.00			Parcels Conveyed
38.	NE.OG.LB01	Nenana Oil and Gas Tract	Northern		95,488.00			30
39.	US.FP.LB01	Frying Pan Lake	Southcentral		505.65			58%
40.	ST.BI.LB01	Biorka Island	Southeast		429.05			Total
41.	PW.CC.LB01	Coffman Cove	Southeast		1,987.00			Parcels Unconveyed
42.	PW.CN.LB01	El Capitan North	Southeast		1,845.10			22
43.	JU.EI.LB01	Excursion Inlet	Southeast		887.00			42%
44.	PW.HJ.LB01	Harris Road Junction (SS)	Southeast		320.00			
45.	PW.HL.LB01	Hollis (PSS)	Southeast		424.00			
46.	PW.HK.LB01	Hook Arm (SS)	Southeast		1,280.00			
47.	JU.IV.LB01	Ivanhoe	Southeast		90.55			
48.	JU.LC.LB01	Lena Creek	Southeast		594.00			Total Parcels
49.	ST.MI.LB01	Middle Island	Southeast		642.00			with Completed
50.	KT.MB.LB01	Moser Bay	Southeast		989.83			Title Research
51.	ST.TN.LB01	Tenakee Springs	Southeast		387.91			49
52.	PW.TH.LB01	Thorne Bay	Southeast		2,929.00			94%
				TOTALS	200,420			

CONVEYANCES RESTRICTED UNDER AS 14.40.365

No.	UA Identification	Parcel Name	Region	Educational Unit	Status	
1.	PE.BP.LB01	Beecher Pass	Southeast		Borough - 09	1,443
2.	PE.FP.LB01	Favor Peak	Southeast		Borough - 09	1,193
3.	ST.MC.LB01	Mite Cove	Southeast		Borough - 09	3,564
4.	PE.RI.LB01	Read Island	Southeast		Borough - 09	1,290
5.	PE.TL.LB01	Three Lake Road	Southeast		Borough - 09	320
6.	PE.WI.LB01	Whitney Island	Southeast		Borough - 09	450
7.	PE.EW.LB01	Earl West Cove	Southeast		Borough - 13	706
8.	PE.OL.LB01	Olive Cove	Southeast		Borough - 13	2,360
9.	PE.TH.LB01	Thoms Place	Southeast		Borough - 13	640
10.	ST.LP.LB01	Lisianski Peninsula	Southeast		Native Allotment	316
11.	FA.TF.LB01	University Research Forest	Northern	UAF - Educational	Year 2055	51,820
					TOTAL	64,102

* These parcels were not conveyed under AS 14.40.365 (HB 130). They were conveyed under separate statutory authorities.

STATE OF ALASKA

DEPARTMENT OF NATURAL RESOURCES

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January 19, 2010

Representative Paul Seaton, Chair
House Education Committee
State Capitol, Rm 102
Juneau, Alaska 99801

Re: House Bill 295 – University Land Grant

Dear Representative Seaton:

Please accept this request for your consideration to schedule HB 295 before the House Education Committee at your earliest convenience.

This bill would convey approximately 199,838 acres of state land to the University of Alaska, and specify that revenue generated by the University of Alaska's management of the land be subject to appropriation each year by the legislature.

Legislation passed in 2000 and 2005 made certain land grants to the University of Alaska and specified that the revenue generated from those lands would be deposited into the University endowment trust fund. In March 2009 the Alaska Supreme Court found these statutes to violate the dedicated funds section of the Alaska Constitution, art. IX, sec. 7.

This bill seeks to remedy those issues identified by the Court by specifying that the revenue generated from the land is to be accounted for as university receipts and therefore subject to appropriation each year by the legislature. It also ratifies and reauthorizes the land conveyances authorized in the previously enacted legislation.

The land to be conveyed under this bill is the same as what was to be conveyed to the University of Alaska in the final 2005 legislation (ch. 8, FSSLA 2005), with the exception of two parcels that were conveyed under separate statutory authority and the university research forest.

If you have any questions regarding the bill, feel free to contact Heather Brakes, Department of Natural Resources Special Assistant and Legislative Liaison at 465-4730, or Dick Mylius, Director of Division of Mining, Land, and Water at 269-8625.

Sincerely,

Thomas E. Irwin
Commissioner

295

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Governor Sean Parnell
STATE OF ALASKA

January 15, 2010

The Honorable Mike Chenault
Speaker of the House
Alaska State Legislature
State Capitol, Room 208
Juneau, AK 99801-1182

Dear President Stevens,

Under the authority of Art. III, Sec. 18, of the Alaska Constitution, I am transmitting a bill relating to: the grant of certain State lands to the University of Alaska; the duties of the Board of Regents; the deposits made to the Alaska Permanent Fund received from lands conveyed to the University of Alaska; ratifying and reauthorizing certain prior conveyances of land to the University of Alaska; and making conforming amendments.

This bill will fulfill a promise made at the turn of the 20th century, when Congress promised 350,000 acres of land to the former Alaska Territorial College and School of Mines. However, since Statehood in 1959, most of this promised land has never materialized. Today, at 140,000 acres, the University of Alaska has one of the smallest land grants in the United States. Even Rhode Island's university land grant is larger. The intent of the land grants is to provide the university with a portfolio of land that will enhance its financial position and further its educational mission. Land grant colleges and universities are common throughout the United States.

Final resolution to this much overdue commitment is something I have and continue to strongly support. During my tenure in the Legislature I advocated for, and the Legislature passed, several pieces of University Land Grant legislation. By introducing this legislation I've committed to the purpose of the legislation passed in 2005 and removed constitutional issues created by that legislation.

The bill will convey approximately 199,838 acres of State land to the University of Alaska. The Legislature will specify revenue generated by the University of Alaska's management of the land be managed as university receipts, subject to appropriation each year by the Legislature. This bill ratifies and reauthorizes the land conveyances in legislation enacted in 2000 (ch. 136, SLA 2000) and 2005 (ch. 8, FSSLA 2005). These statutes were found by the Alaska Supreme Court, in *Southeast Alaska Conservation Council v. State, 202 P.3d 1162 (Alaska 2009)* to violate Art. IX, Sec. 7 (the dedicated funds section) of the Constitution of the State of Alaska, because the statutes specified that revenue generated from the University of Alaska's management of the land was to be deposited in the University of Alaska's endowment trust fund.

The Alaska Supreme Court found that the dedication provisions of the statutes could not be severed from the land conveyance provisions, rendering the entirety of the legislation unconstitutional, except for the provisions pertaining to the university research forest. The bill explicitly states the intent to convey the land to the University of Alaska, notwithstanding that revenue generated from the land may not be dedicated to

the University of Alaska's endowment trust. The bill addresses the constitutional infirmity by specifying that revenue generated from the University of Alaska's management of the land is to be managed as university receipts, subject to appropriation each year by the Legislature.

The land to be conveyed in this bill to the University of Alaska will be the land originally designated in the final 2005 legislation (ch. 8, FSSLA 2005), with the exception of two parcels that were conveyed under separate statutory authority and the university research forest. The bill refers to the land identified in the document titled, "University of Alaska Land Grant List 2005," dated January 12, 2005. This land list was arrived at after more than a year of intense work by the Department of Natural Resources (department) and the University of Alaska to identify land that may be conveyed to the University of Alaska without unreasonably conflicting with programs associated with, and uses of, State land managed by the department.

The land list in the bill reflects changes made by the Legislature during the 2005 session, including the Legislature's decision to drop certain parcels that were on the original list provided in January 2005. The bill will also include language added by the Legislature to protect land for possible municipal entitlement selections by the City and Borough of Wrangell and possible borough in the Petersburg area. Before the Alaska Supreme Court declared the prior land conveyance statutes unconstitutional (ch. 136, SLA 2000 and ch. 8, FSSLA 2005), the department had completed conveyance of 31 of the 52 available parcels identified in the land list. The bill ratifies and reauthorizes these conveyances, as well as provides authority for conveyance of the remaining 21 parcels.

The bill also includes requirements for management of university land, such as public notice and comment opportunities on proposals for land development, exchange, or sale. Additionally, the bill exempts certain sensitive business and economic information regarding sale, lease, or development of university land from the public records production requirements of AS 40.25.100 - 40.25.295 (Alaska Public Records Act). These provisions reflect the 2005 legislation.

The prior land conveyance statutes included a provision for establishment of a university research forest. This provision is not included in this bill since the Alaska Supreme Court found that the provision in the prior legislation could be severed from the unconstitutional dedication provisions, and it was therefore upheld as constitutional.

The bill also contains a provision authorizing the deposit to the Alaska Permanent Fund of 25 percent of receipts from certain lands conveyed to the University of Alaska. A copy of the "University of Alaska Land Grant List 2005" has been provided to the Legislature and is available upon request from the Department of Natural Resources.

I urge your prompt and favorable action on this measure, which will complete the State's efforts to provide a beneficial educational and income-producing land base to the University of Alaska, while complying with the dedicated funds section of the Constitution of the State of Alaska.

Sincerely,

Sean Parnell
Governor

Enclosure

2010 Legislation: Grant of State Land to the University of Alaska

Prepared by Department of Natural Resources, January 2010

Summary of Bill: Transfers 199,838 acres of state land to the University of Alaska and addresses the March 2009 Alaska Supreme Court ruling that struck down previous university land grant legislation (2005 HB 130 and 2000 SB 7), which dedicated land revenue to the University Endowment Trust. This bill conveys the entire HB 130 land list as amended by the legislature, ratifies conveyances already in place, and directs land revenue to the General Fund instead of the university's endowment trust.

The land to be conveyed includes:

- 29 parcels located throughout SE Alaska
- 5 parcels in Southcentral, including tract at McCarthy in Wrangell St Elias National Park
- 18 parcels in Interior – including tracts along the Dalton Highway, the 90,000 acre Nenena oil/gas tract, and numerous educational properties.

The bill also:

- Excludes from transfer 9 parcels in SE that were withdrawn by the legislature in 2005 due to public opposition;
- Identifies 9 parcels in SE that would go to UA only if not selected by new Boroughs as part of municipal entitlements;
- Includes specific language addressing the March 2009 Supreme Court ruling and a one-year statute of limitations period.

The March 13, 2009 Supreme Court Decision

- The Alaska Supreme Court in *S.E. Alaska Conserv'n Council v. State*, 202 P.3d 1162 (Alaska 2009) held that 2000 SB 7 and 2005 HB 130 violated the dedicated funds clause of the Alaska Constitution by dedicating land revenue to the University's endowment trust
- The Court held that the trust provisions of the legislation reflected the key intent of the legislature to enhance the University's permanent endowment and therefore were not severable from the land conveyance provisions.
- The Court upheld provisions of the legislation that conveys a research forest (near Tanana) to the University because the research forest is not income property and was addressed independently in the legislation. The Court declined to address the other non-income properties on the conveyance list (which included miscellaneous educational and infrastructure properties).

Related Legislation

- House Bill 234 would convey 12 of the approximately 50 parcels on the HB 130 land list, including the noncontroversial educational properties and the Nenana oil and gas tract.

For more information contact:

Dick Mylius, DNR, Director of Division of Mining, Land and Water - 269-8600;
dick.mylius@alaska.gov
Heather Brakes, DNR Legislative Liaison, 465-4730, heather.brakes@alaska.gov

STATE OF ALASKA

DEPARTMENT OF NATURAL RESOURCES

OFFICE OF THE COMMISSIONER

SEAN PARNELL, GOVERNOR

☐ P.O. BOX 111000
JUNEAU, ALASKA 99811-1000
PHONE: (907) 465-2400
FAX: (907) 465-3886

☐ 550 WEST 7TH AVENUE, SUITE 1400
ANCHORAGE, ALASKA 99501-3650
PHONE: (907) 269-8431
FAX: (907) 269-8918

Sectional Analysis

House Bill 295 – "An Act relating to the grant of certain state land to the University of Alaska; relating to the duties of the Board of Regents; relating to deposits made to the Alaska permanent fund received from certain lands conveyed to the University of Alaska; ratifying and reauthorizing certain prior conveyances of land to the University of Alaska; making conforming amendments; and providing for an effective date."

Section 1 – Findings and Purpose – Explains why legislation is necessary. Paragraphs (7) – (10) specifically address issues raised by Alaska Supreme Court regarding previous legislation.

Section 2 – Legislative Intent – Clarifies the intent of the Legislature to:

- respond to the Alaska Supreme Court decision in *S.E. Alaska Conserv'n Council v. State*, 202 P.3d 1162 (2009).
- convey state land to the University even though revenue from the land will be deposited in the general fund and be subject to annual appropriation by the Legislature.
- ratify conveyances that occurred under authority of SB 7 and HB 130.
- that the land should proceed even if any other provision in the bill is found to violate the dedicated funds clause of the Alaska Constitution.

Section 3 – Amends AS 14.40.170(a) by deleting the phrase "THE BOARD OF REGENTS IN TRUST FOR" before "the University" specifying the land conveyed under this legislation cannot be considered trust land managed by the Board of Regents.

Section 4 – Amends AS 14.40.291(a) similar to Section 3.

Section 5 – Creates a new AS 14.40.365 to replace the statute the Supreme Court found to be unconstitutional in its ruling in Southeast Alaska Conservation Council v. State, 202 P.3d 1162 (Alaska 2009). Subsectional analysis of new AS 14.40.365 follows:

(a) Provides that DNR will convey land to University of Alaska by quitclaim deed within two years. Conveyance by quitclaim deed eliminates expensive land survey requirements. The two-year period should not be difficult for DNR to meet because most of the work to issue the deeds was already completed after the 2005 legislation.

(b) Defers conveyance of the University Research Forest in Tanana Valley State Forest until 2055 (50 years from passage of 2005 legislation). This deferral was requested by the University as it allows the continued use of this area as Research Forest by University while at the same time allowing continued small timber sales and forestry management activities by DNR Division of Forestry.

(c) Allows that when federal mining claims that currently exist as inholdings to parcels conveyed by the state to the University are terminated and the land

subsequently conveyed to the state (DNR), that DNR will in turn convey this land to the University.

(d) Ensures that the mineral estate is also conveyed to the University. This is an exception to AS 38.05.125 which requires, for most conveyances, DNR retain the mineral rights in state ownership due to provisions in Section 6(i) in the Alaska Statehood Act. Since the University is a state entity, transfer of mineral estate to the University does not violate the 6(i) provision.

(e) Requires that conveyances to the University recognize and protect all valid existing rights.

(f) Requires that DNR reserve access to and along navigable and public waters as required in AS 38.05.127, but limits the width of these easements on parcels along tidewater to a maximum of 25 feet (a provision specifically inserted by the legislature in the 2005 bill). These easements by regulation would otherwise have a 50-foot minimum width. This subsection also specifies that other provisions of AS 38.04 and AS 38.05 do not apply to these conveyances to the University.

(g) Sets out additional limitations or requirements regarding the land conveyed to the University, including Section 6(i) of the statehood act that prohibits the state's alienation of mineral estate; makes conveyance subject to RS 2477 and Omnibus Act rights of way; and excludes from the conveyance to the University any valid existing state mining claims.

(h) Requires that upon the termination of a state mining claim located within a parcel conveyed to the University under this bill, DNR will transfer that land to the University

(i) Establishes the date of the recording of a parcel as the time when the University takes over management responsibility for land transferred under this act.

(j) Establishes that upon conveyance to the University, all revenue and receipts accrue to the University as University receipts;

(k) Allows the University to return land to DNR up to ten years after conveyance if it contains hazardous waste; is located on a historic or archeological site; or the University and DNR agree to the re-conveyance.

(l) Requires University concurrence with any DNR conveyance of an irrevocable interest in a parcel to be conveyed to the University.

(m) Allows the Commissioner of DNR to make minor boundary adjustments to correct omissions and errors.

(n) Removes nine (9) parcels from the land list originally agreed to by DNR and the University. These 9 parcels were included in the original land list submitted to the legislature in 2005. They were removed by the legislature during committee review of the bill based upon public and community concerns.

(o) Defers conveyance of five parcels located within the potential boundaries of a Petersburg Borough so that if a Borough forms before July 1, 2012 (two years), these parcels could be selected by a future Borough as part of its municipal entitlement under AS 29.65. If a borough does not form or the land is not selected by a future Borough, the land will be conveyed to the University. This provision was inserted in the 2005 legislation to specifically address this concern raised by the Cities of Wrangell and Petersburg during the 2005 legislative hearings.

(p) Defers conveyance of three parcels located within the City and Borough of Wrangell pending possible selection by the new borough under its municipal entitlement (AS 29.65). Provides the Borough until December 1, 2011 to select the land, which is the deadline for Borough selections under AS 29.65.040(d). A provision to defer these selections was inserted in the 2005 legislation to specifically address potential borough formation, a concern raised by the cities of Wrangell and Petersburg during the 2005 legislative hearings. Wrangell

formed a borough after the 2005 legislation, but has not yet filed its land selections with DNR.

(q) Defers conveyance of one parcel located within the potential boundary of a Northern Chichagof Island Borough so that if a Borough forms before July 1, 2012 (two years), this parcel could be selected by a future Borough as part of its municipal entitlement under AS 29.65. If a borough does not form or the land is not selected by a future Borough, the land will be conveyed to the University. This provision was inserted in the 2005 legislation to specifically address this concern raised during the 2005 legislative hearings.

Section 6 – Repeals and reenacts AS 14.40.366 as passed in 2005. Sets forth management requirements for university land, including preservation of historic recent public uses, public notice and comment opportunities for land development or disposal plans, and right of first refusal to closest municipality.

Section 7 – Repeals and reenacts AS 14.40.367 as passed in 2005. Exempts certain proprietary and business sensitive information related to university land disposals from the Alaska Public Records Act.

Section 8 – Establishes a one-year statute of limitations for parties wishing to bring a lawsuit regarding this legislation.

Section 9 – Requires that revenue generated from the conveyed land be handled as University receipts subject to annual appropriation by the Legislature. This section deletes the provision in HB 130 that required revenue from the conveyed land be deposited in the University Endowment Trust, thereby correcting the dedicated funds violation found by the Alaska Supreme Court in *S.E. Alaska Conserv'n Council v. State*, 202 P.3d 1162 (2009).

Section 10 – Defines University receipts to include land transferred under this new legislation.

Section 11 – Specifies that University land conveyed under this bill is exempt from general taxation.

Section 12 – Ensures that a municipal entitlement of a future city or borough is not reduced by the conveyance of land to the University under this legislation.

Section 13 – Requires that 25% of mineral revenue from University lands granted under this legislation be deposited into the Permanent Fund.

Section 14 – Restores the repeal of AS 14.40.368 regarding encumbrances and trespasses on land to be conveyed. This statute was enacted by SB 7 and repealed by HB 130. This section confirms that AS 14.40.368 is to remain repealed.

Section 15 – Ratifies conveyances made to the University under the 2005 legislation, so that DNR does not have to re-issue deeds.

Section 16 – Adds a severability clause.

Section 17 – Establishes an immediate effective date.

Board of Regents' Office
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OFFICE OF THE
MAILROO
JUN 19 20

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JG

202 Butrovich Building
910 Yukon Drive
P.O. Box 755300
Fairbanks, AK 99775-5300

June 15, 2009

Dear Governor Palin and State of Alaska Legislators,

The united leadership of the University of Alaska system seeks your assistance to remedy the financial injury caused to the State of Alaska's University system by the recent Alaska Supreme Court March 13, 2009, decision, Southeast Alaska Conservation Council v State of Alaska and University of Alaska. In this decision, the Alaska Supreme Court voided the Alaska Legislature's action in passing the 2005 University Land Grant Bill. The court held unconstitutional the restriction that any proceeds of the land must be placed into the University Endowment Trust Fund, and surmised that the legislature would not have intended to grant the land without that restriction. The court, therefore, invalidated the whole act except for the part establishing a research forest.

A great state needs a great university system. A great university system must have adequate resources sufficient to meet its responsibilities. A more woeful history of a land-grant college could hardly be found. The University of Alaska is a land-grant college without the land.

The State of Alaska's University system has been waiting almost 100 years with no appreciable land. For an interesting and concise account of this baneful history we would direct you to "A Land Grant College Without the Land: A History of the University of Alaska's Federal Land Grant"; a brief 20 page report by Terrence M. Cole, which we can provide to you upon request.

The united leadership of the University of Alaska system is requesting that in your capacity as the governing leadership of the State of Alaska, as Governor and Legislators, that you correct the court's conjecture that the legislature would not want the University to have the land that the legislature granted to it. We respectfully request your support for advancing higher education in the State of Alaska by reconveying these lands to the University of Alaska at the earliest possible opportunity without the dedicated funds clause that the Alaska Supreme Court found to be offensive to our State Constitution.

We the undersigned, the leadership of the University of Alaska system, thank you for your support of higher education in the State of Alaska.

Cynthia Henry, Chair
Board of Regents

Mark Hamilton, President
University of Alaska

FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

Fiscal Note Number: 1
Bill Version: HB 295
(H) Publish Date: 1/19/10

Identifier (file name): 0829-REV-APFC-1-6-10
Dept. Affected: Revenue
Title: University of Alaska Land Transfer
RDU: Alaska Permanent Fund Corporation
Component: APFC Operations
Sponsor: Rules
Requester: Request of Governor
Component Number: 109

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2011**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**
Personal Services							
Travel							
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims							
Miscellaneous							
TOTAL OPERATING	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES ( )							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF							
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

Estimate of any current year (FY2010) cost:

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

The APFC anticipates no impact on revenues or expenditures as a result of this legislation.

Prepared by: Ginger Blaisdell for Laura Achee
Phone 465-2312
Division: Alaska Permanent Fund Corporation
Date/Time 12/18/09; 2:00pm
Approved by: Ginger Blaisdell, Director
Date 1/6/10; 1:33pm
Administrative Services Division

(Revised 10/13/2009 OMB)

FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

Fiscal Note Number: 2
Bill Version: HB 295
(H) Publish Date: 1/19/10

Identifier (file name): 0829-DNR-MLW-12-21-2009
Dept. Affected: Natural Resources
Title: Grant of State Land to the University of Alaska
RDU: Resource Development
Component: Title Acquisition and Defense
Sponsor: Rules Committee
Requester: Governor
Component Number: 2459

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2011**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**
Personal Services	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Travel	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Contractual	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Supplies	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Equipment	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Land & Structures							
Grants & Claims							
Miscellaneous							
TOTAL OPERATING	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES ( )	***	***	*** Indeterminate (see analysis) ***			***	***

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

Estimate of any current year (FY2010) cost:

POSITIONS

Full-time	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Part-time	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Temporary	0.0	0.0	0.0	0.0	0.0	0.0	0.0

ANALYSIS: *(Attach a separate page if necessary)*

This bill requires DNR to convey title to 194,379 acres of specifically identified parcels of state land to the University of Alaska within two years of the effective date of the legislation. To satisfy the land conveyance proposed under this legislation, DNR will need to complete the conveyance process for these parcels, including a land title search, identify and reserve easements, identify and reserve navigable waters, and resolve any title conflicts. This will require some DMLW staff time to complete this research, finish the preparation of legal descriptions, prepare conveyance documents, and update the state's computerized records system. Because this effort was substantially completed by the department under the provisions of chapter 8, FSSLA 2005 prior to the State Supreme Court's invalidation of that statute, only a small amount of work remains to finalize the conveyances required under this bill.

Prepared by: Dick Mylius
Phone 907-269-8625
Division: Director, Mining Land and Water
Date/Time: December 21, 2009
Approved by: Tom Irwin, Commissioner
Date: December 21, 2009
Natural Resources

(Revised 11/6/2009 OMB)

FISCAL NOTE #2

STATE OF ALASKA **BILL NO.** HB 295
2010 LEGISLATIVE SESSION

ANALYSIS CONTINUATION

(Analysis cont.)

Accordingly, DNR does not anticipate any additional funds or positions will be required, and the department can implement the intent of this proposed legislation using existing staff and resources.

This bill is intended to expedite the conveyance of state lands, including the mineral estate, to the University of Alaska by conveying to the Board of Regents by quitclaim deed to those state lands identified for conveyance to the University in a document entitled "University of Alaska Land Grant List 2005" dated January 12, 2005. This "Land Grant List" includes lands that make up part of the Nenana oil and gas basin.

***Based on the subsurface information currently available, the Nenana basin is thought to be gas-prone. DNR believes that the gas potential of this basin ranges from moderate to good. The basin is also in close proximity to markets in Fairbanks. Andex Resources currently has an oil and gas exploration license for part of the Nenana Basin. It is impossible without further exploration to predict the exact fiscal impacts. However, the conveyance of part of the Nenana oil and gas basin to the University of Alaska could result in a significant new source of revenue and /or energy for the University with a corresponding decrease in general and permanent fund revenues.

There is a similar but lesser impact from transferring the surface and subsurface from other lands that DNR would otherwise sell or lease. That is, the Department anticipates an unspecified decrease in future revenues from the loss of these lands.

FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

Fiscal Note Number: 3
Bill Version: HB 295
(H) Publish Date: 1/19/10

Identifier (file name): 082-UA-SWS-12-18-09
Dept. Affected: University of Alaska
Title: An Act relating to the grant of certain land to the University of Alaska
RDU: University of Alaska
Component: Sysbra
Sponsor: Governor
Requester:
Component Number: 730

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2011**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**
Personal Services							
Travel							
Contractual	500.0	250.0	250.0	250.0	250.0	250.0	250.0
Supplies							
Equipment							
Land & Structures							
Grants & Claims							
Miscellaneous							
TOTAL OPERATING	**500.0**	**250.0**	**250.0**	**250.0**	**250.0**	**250.0**	**250.0**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES ( )							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF							
1005 GF/Program Receipts							
1037 GF/Mental Health							
1048 University Receipts	500.0	250.0	250.0	250.0	250.0	250.0	250.0
TOTAL	**500.0**	**250.0**	**250.0**	**250.0**	**250.0**	**250.0**	**250.0**

Estimate of any current year (FY2010) cost: 0.0

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

In the short term (6 years) this bill would provide very little operating revenue, due to the fact that the funding resulting from this bill is deposited into UA's Land Grant Trust Fund (LGTF, an endowment that has a payout policy similar to the POMV principles i.e., 5% of the prior five year endowment average), however, in the long term, after substantial additions to the LGTF endowment UA can see modest operating revenue i.e., in approximately 20 years UA anticipates annual investment earnings on new land sales to reach 1% of state general fund support or $2.6M.
UA Land Management will add minimal staff to accomplish management of the new lands as this land transfer would roughly replace land inventory available for sale. Land Management operating costs are already considered in the net revenue projections.

Prepared by: Michelle Rizk, Associate Vice President
Phone 450-8187
Division: University of Alaska
Date/Time 12/18/09 4:40 PM
Approved by: Michelle Rizk, Associate Vice President
Date
Statewide Budget

(Revised 11/6/2009 OMB)

February 8, 2010

Rep. Paul Seaton
District 35
Chairman, House Committee on Education
Rm. 102, Capitol Bldg.

Dear Representative Seaton:

Recently I had the opportunity to testify on this bill. I appreciate the questions you asked of various parties; they elicited answers that identified why this bill has had controversy. If I may here is how it happened:

- 2002 the Northern Southeast Area Plan is developed through a public process by the Department of Natural Resources, (DNR). State land parcels are given a land use designation, for example "recreational, undeveloped, RU", (no development or private ownership) or some were "settlement", (development or private ownership).
- 2005 HB 130 University Land grant bill; the DNR is tasked with providing a list of State land parcels for transfer to the University. Per Director Mylius, DNR/Div. of Lands, the staff did not contact the impacted communities for input as it was deemed to be too contentious of an issue; the public process was left to be heard at the legislative level. Some of the parcels carried a land use designation of "recreational".
- HB 130 is heard by Legislative committees; most of the rural communities testified with complaints about the parcels and how they were selected. Some parcels were dropped out of the bill. HB 130 is later found to be unconstitutional for issues related to dedicated funds.
- 2010 HB 295 is introduced with the "surviving" parcels from HB 130 in HB 295; one from my area has a land use designation of "recreational, RU". Other State parcels carrying a land use designation of "settlement/recreational" were dropped back in 2005.
- Director Mylius testified that if a land parcel is transferred to the University, the land use designation does not follow it.

The uproar of HB 130/HB 295 could have been avoided if the DNR had conducted a public process at the local level; contentious or not this is something an agency should do if there is to be any public support. My community has participated in a variety of public hearings involving contentious issues; for example State Ferry service and vessel design. The community provided input to agency representatives; no one was treated with disrespect; let alone tar and feathered.

Thank you for your attention, questions, courtesy and patience in dealing with this matter; most of all thank you for your leadership.

Sincerely:

Norm Carson, President
Pelican Chamber of Commerce
PO Box 98
Pelican, AK 99832

University of Alaska
Land Grant List 2005

Alaska Department of Natural Resources
January 12, 2005

Revised 2010

STATE OF ALASKA

SEAN PARNELL, GOVERNOR

550 WEST 7TH AVENUE, SUITE 1400
ANCHORAGE, ALASKA 99501-3650
PHONE: (907) 269-8431
FAX: (907) 269-8918

DEPARTMENT OF NATURAL RESOURCES

OFFICE OF THE COMMISSIONER

January 13, 2010

Dear Interested Alaskan:

This document, **University of Alaska Land Grant List 2005**, provides a description of state land proposed for transfer to the University of Alaska under legislation requested by Governor Parnell. The new legislation would transfer 199,838 acres of state land managed by the Department of Natural Resources to the University of Alaska.

The legislation ratifies and reauthorizes the land conveyances in legislation enacted in 2000 (ch. 136, SLA 2000) and 2005 (ch. FSS08, SLA 2005). These statutes were found by the Alaska Supreme Court in *Southeast Alaska Conservation Council & Tongass Conservation Society v. State of Alaska & University of Alaska*, 202 P.3d 1162 (Alaska 2009), to violate Article IX, section 7 (the dedicated funds clause) of the Alaska Constitution, because the statutes specified that revenue generated from the University's management of the land was to be deposited in the University's endowment trust fund. The new legislation addresses this by specifying that revenue generated by the University of Alaska's management of this land will be managed as University receipts, subject to appropriation each year by the legislature.

The new legislation requested by the Governor directs DNR to convey specific lands to fulfill the intent of previous legislations.

The types of land proposed for conveyance to the University are summarized below:

Type of Property	Approximate Acreage
Investment Properties, Southeast Alaska	34,643
Investment Property, other than Southeast	39,222
Nenana Basin Oil & Gas	90,000
Education Properties	35,973
Total	**199,838**

The parcels identified in the proposed legislation are the same parcels as those identified in the 2005 legislation (ch. FSS08, SLA 2005), and are described in the

"Develop, Conserve, and Enhance Natural Resources for Present and Future Alaskans"

attached document. This land list was arrived at after more than a year of intense work by DNR and the University to identify land that may be conveyed to the University without unreasonably conflicting with programs associated with, and uses of, state land managed by DNR.

This document lists all of the parcels originally considered in the 2005 legislation, but the proposed legislation removes some of these parcels from further consideration. Specifically, the land list in the proposed legislation reflects changes made by the legislature during the 2005 session, including the legislature's decision to drop certain parcels that were on the original list provided in January 2005. The bill also includes language added by the legislature to protect land for possible municipal entitlement selections by the City and Borough of Wrangell and a possible borough in the Petersburg area. In addition, two parcels were conveyed under separate statutory authority. The following table indicates which parcels have been removed from consideration in the proposed legislation and which parcels are deferred to address potential municipal entitlements.

The prior land conveyance statutes included a provision for establishment of a university research forest. This provision is not included in this bill because the Alaska Supreme Court found that the provision in the prior legislation could be severed from the unconstitutional dedication provisions, and it was therefore upheld as constitutional.

Sincerely,

Thomas E. Irwin
Commissioner

LAND LIST MAPS

University of Alaska
Land Grant List 2005
(revised 2010)
Summary

Total Acreage: **199,838**

Type	Acres
Educational Properties	35,973
Nenana Basin Oil and Gas	90,000
Southeast Alaska Investment Properties	34,643
Other Investment Properities (excluding SE)	39,222
Total	199,838

	Percent
Educational Properties	18.0%
Nenana Basin Oil and Gas	45.0%
Southeast Alaska Investment Properties	17.3%
Other Investment Properities (excluding SE)	19.6%
Total	100.0%

Region	Acres
Southeast	34,655
Southcentral	14,230
Northern Interior	150,953
Total	199,838

	Percent
Southeast	17.3%
Southcentral	7.1%
Northern Interior	75.5%
Total	100.0%

University of Alaska
Land Grant List 2010

Parcel #	Name	Approx. Area in Acres
Non-producing Oil and Gas Resources		
	Nenana Gas Basin Tracts - Mineral *	90,000
	Nenana Gas Basin Tracts - Land ** *	90,000
	2010 Revised Oil and Gas Resources, Subtotal	**90,000**
Investment Properties		
Northern/ Interior Region		
DH.IS.1001	Dalton Highway MP 48 to 54	1,360
DH.SR.1001	Dalton Highway MP 345 to 347	880
MA.HR.1001	Haul Road Nodes-Coldfoot	1,700
M1.JC.1001	Jarvis Creek (Mineral)	16,000
FA.JC.1001	Jennie M. Creek C	5
N1.LS.1001	Lake Snohomish	740
NZ.FA.1003	Noyes Slough (See Fairbanks Area Parcels map)	7
N5.RS.1001	Summit Lake (Parks Highway)	960
N1.WT.1001	West Twin Lake	1,560
N5.WL.1001	Wien Lake	1,780
	2010 Revised Northern Interior Region Subtotal	24,992
Southcentral Region		
SU.DC.1001	Deception Creek	280
SU.FP.1001	Frying Pan Lake	450
MA.MC.1001	McCarthy-Nizina	12,500
SU.WC.1001	Willow Creek Road	1,000
	2010 Revised Southcentral Region Subtotal	14,230
	2010 Revised Investment Properties Total	**39,222**

* The mapped extent of the parcel exceeds this amount, but will be reconfigured when the Remote Staking for Teklanika II has been completed to equal approximately 90,000 acres.

** The University will provide, at no charge to the state, reasonable access to the state land and resources west and north of the Nenana parcel.

University of Alaska
Land Grant List 2010

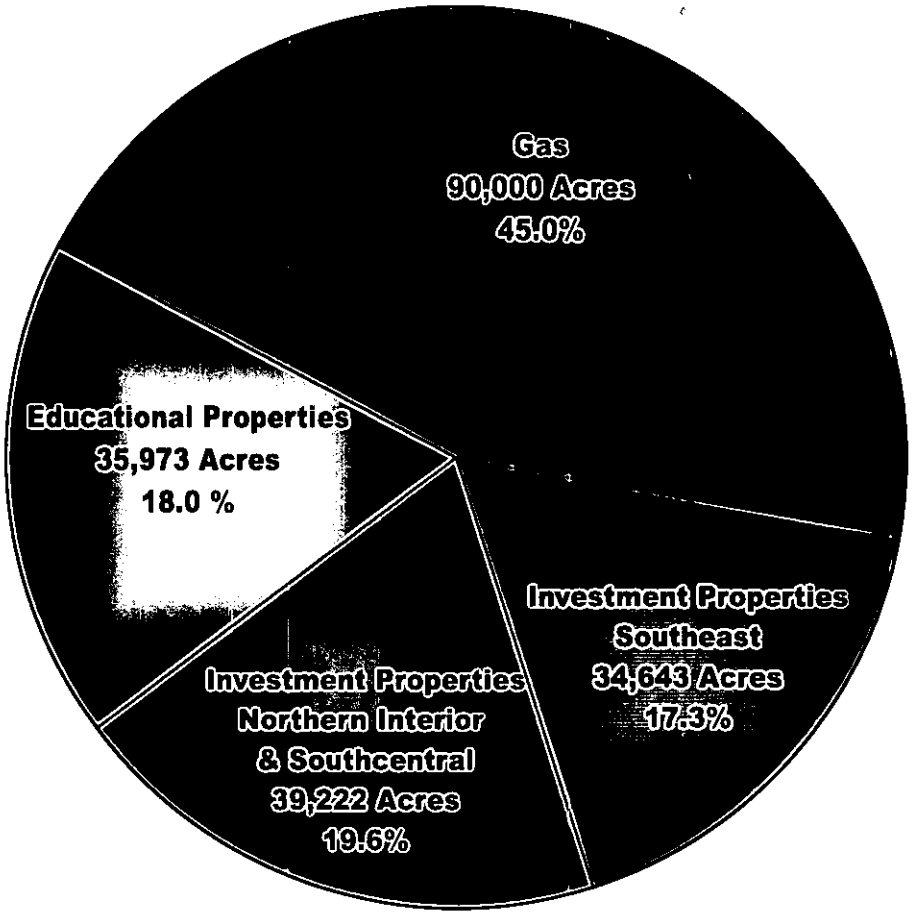
Parcel #	Name	Approx. Area in Acres
Southeast Alaska		
SD.1001	Beecher Pass	1,193
PA.1002	Biorka Island	438
KT.1002	Cleveland Peninsula	4,055
PW.CC.1001	Coffman Cove	1,984
CS.DI.1001	*Duke Island DELETED FROM 2005 LAND LIST BY LEGISLATURE*	*-1,440*
CS.EW.1001	Earl West Cove	3,564
PW.ED.1001	Edna Bay	250
PW.EC.1001	El Capitan North	1,847
PW.ES.1005	El Capitan South	865
NS.EX.1002	Excursion Inlet	477
SD.1001	Favor Peak	1,290
HA.CH.1001	*Haines - Chilkoot DELETED FROM 2005 LAND LIST BY LEGISLATURE*	*-60*
CR.1001	Harris Road Junction	320
PW.HO.1001	Hollis	622
PW.HK.1001	Hook Arm	1,280
MF.1002	*Idaho Inlet DELETED FROM 2005 LAND LIST BY LEGISLATURE*	*-539*
JU.NL.1001	Ivanhoe	120
CS.KI.1001	*Kelp Island DELETED FROM 2005 LAND LIST BY LEGISLATURE*	*-535*
CS.LE.1001	Leask Cove	460
JU.LM.1001	Lena Creek	610
NS.NS.1001	Lisianski Peninsula	1,443
JU.1002	Lynn Canal	1,358
NS.MI.1001	Middle Island	665
PA.1002	Mite Cove	320
PW.MS.1001	Moira Sound/Nowiskay Cove	160
CS.MB.1001	Moser Bay	906
PW.NA.1001	Naukati Sound	937
KT.1004	*Neets Creek DELETED FROM 2005 LAND LIST BY LEGISLATURE*	*-1,500*
CS.OV.1001	Olive Cove	450
ST.1002	*Pelican DELETED FROM 2005 LAND LIST BY LEGISLATURE*	*-851*
PA.1001	*Port Alexander DELETED FROM 2005 LAND LIST BY LEGISLATURE*	*-267*
PA.1001	Port Conclusion (See Port Alexander map)	10
PW.PD.1001	Port Delores	1,100
SD.1001	Read Island	706
CS.RB.1001	Rowan Bay	665
SD.1001	Sumdum	5
ST.1003	Tenakee Springs	346

University of Alaska
Land Grant List 2010

Parcel #	Name	Approx. Area in Acres
SD.1001	Thoms Place	2,360
PW.TH.1001	Thorne Bay	2,557
CS.TL.1001	Three Lake Road	640
CS.WA.1001	Ward Cove	3
ST.1002	*Warm Springs Bay DELETED FROM 2005 LAND LIST BY LEGISLATURE*	*-267*
SD.1001	Whitney Island	316
JU.1001	William Henry Bay	321
	2010 Revised Southeast Region Subtotal	**34,643**
Educational Properties		
JU.AU.1002	Auke Weir	6
LG.PC.01	Caribou-Poker Creeks Drainage	24,250
MA.XS.1001	Delta Ag & Forestry Exp. Station	363
N2.FA.1004	*Fairbanks Parking Garage/Court House COURTHOUSE CONVEYED UNDER OTHER AUTHORITY*	*-1*
NZ.FA.1004	*Key Bank Site CONVEYED UNDER OTHER AUTHORITY*	*-1*
MA.KR.1001	*Kodiak Rocket Range DELETED FROM 2005 LAND LIST BY LEGISLATURE*	*-2,880*
MA.PF.1002	Poker Flat (Special Use Area)	6,680
MA.PF.1001	Poker Flat Lease	533
MA.SF.1001	Silver Fox Mine	120
ST.1001	Sitka Campus	6
TV.RF.1001	Tok Research Forest	4,015
TV.TV.1001	*University Research Forest CONVEYED UNDER HB 130*	*-51,820*
	2010 Revised Educational Properties Subtotal	**35,973**
2010 REVISED TOTAL		**199,838**

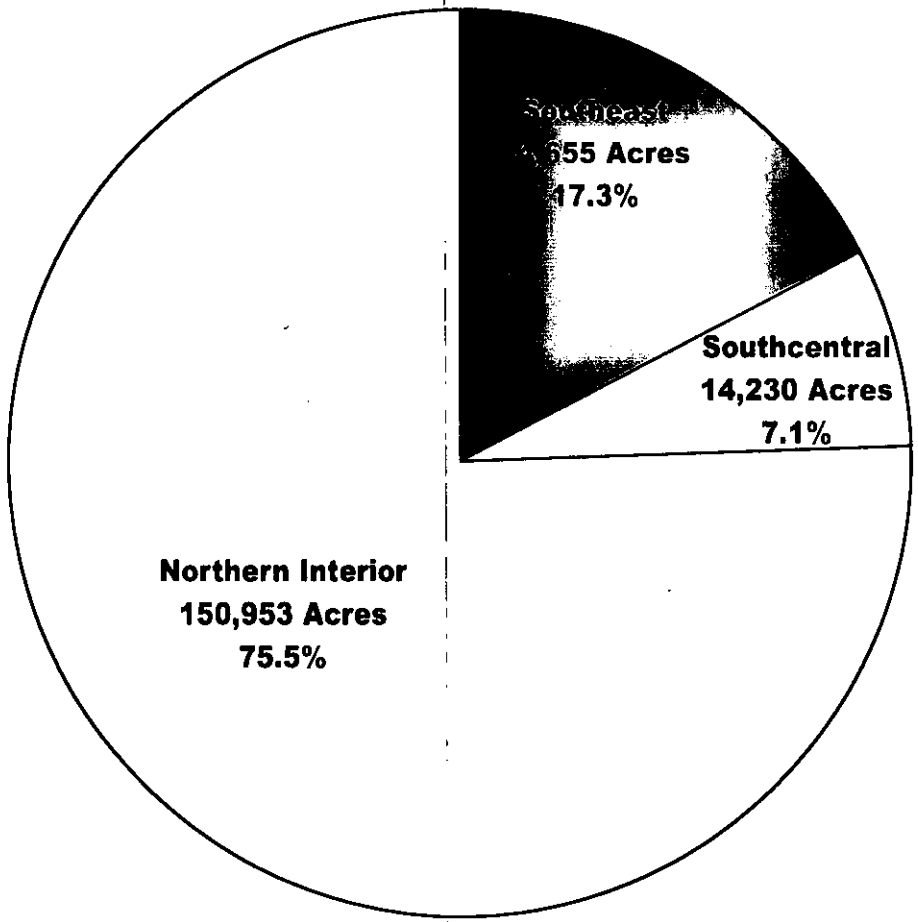
Resource Distribution of Parcels

2010 Land List



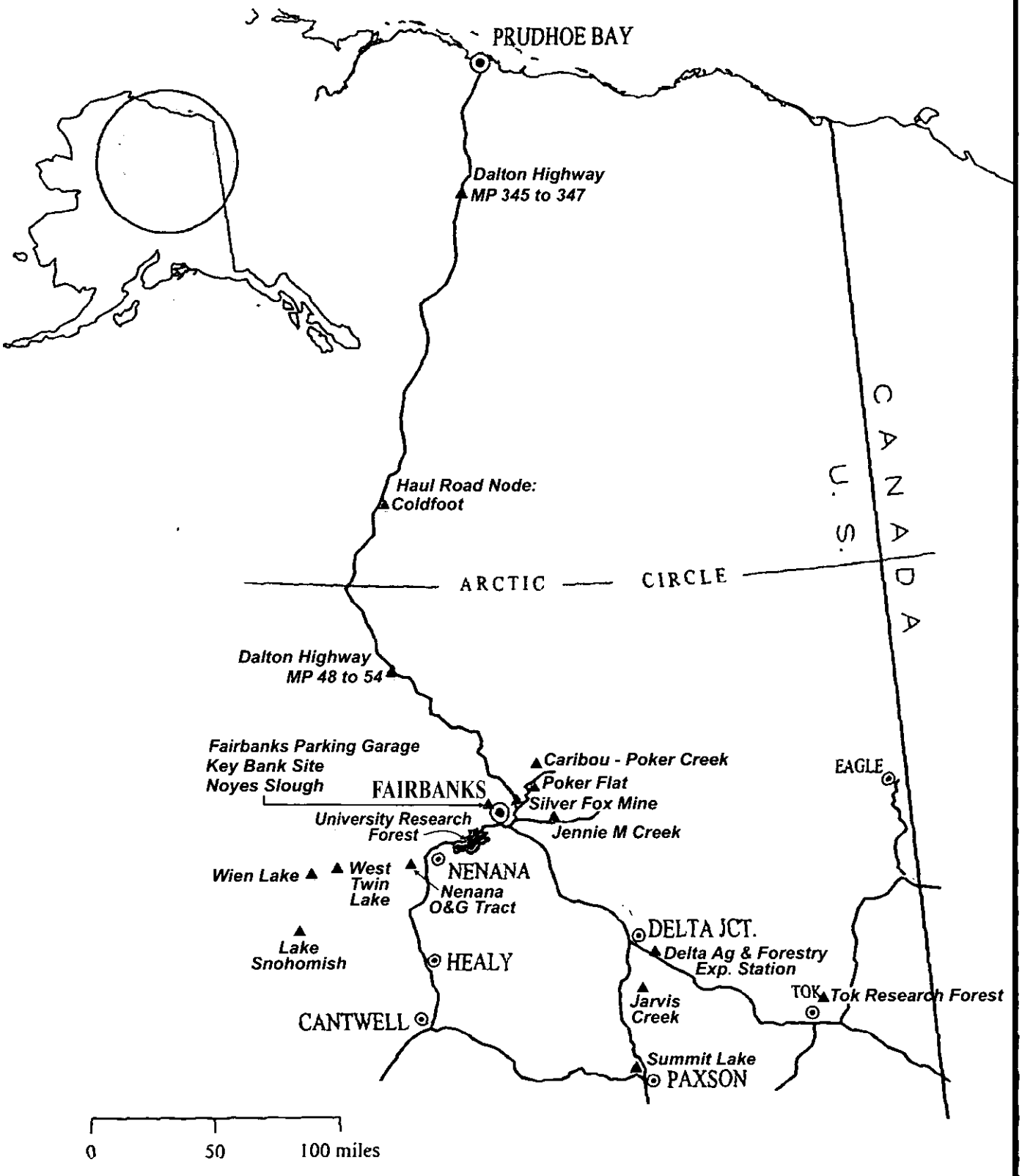
Region Distribution of Parcels

2010 Land List

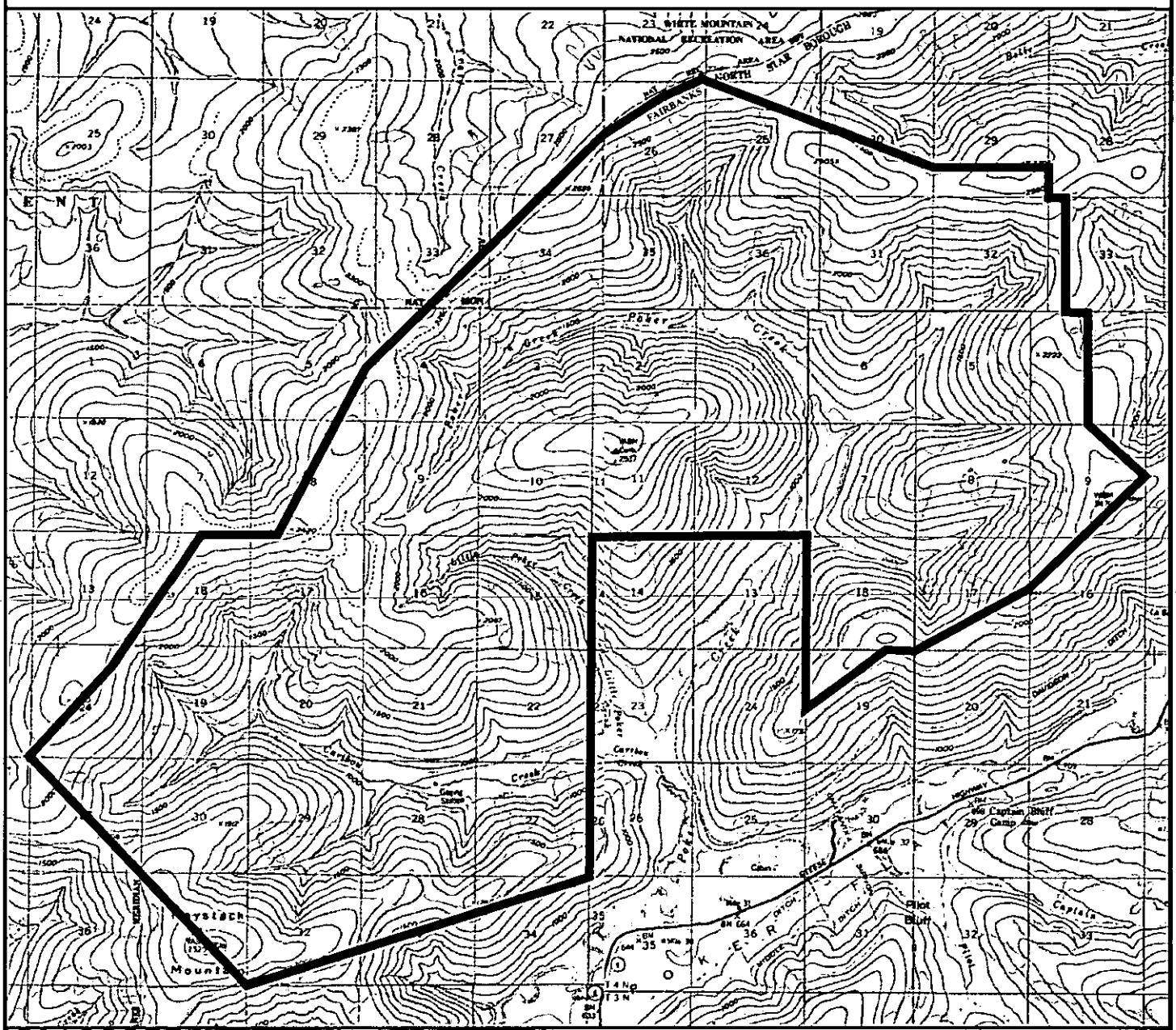


NORTHERN INTERIOR MAPS

NORTHERN - INTERIOR REGION



Caribou-Poker Creeks Watershed



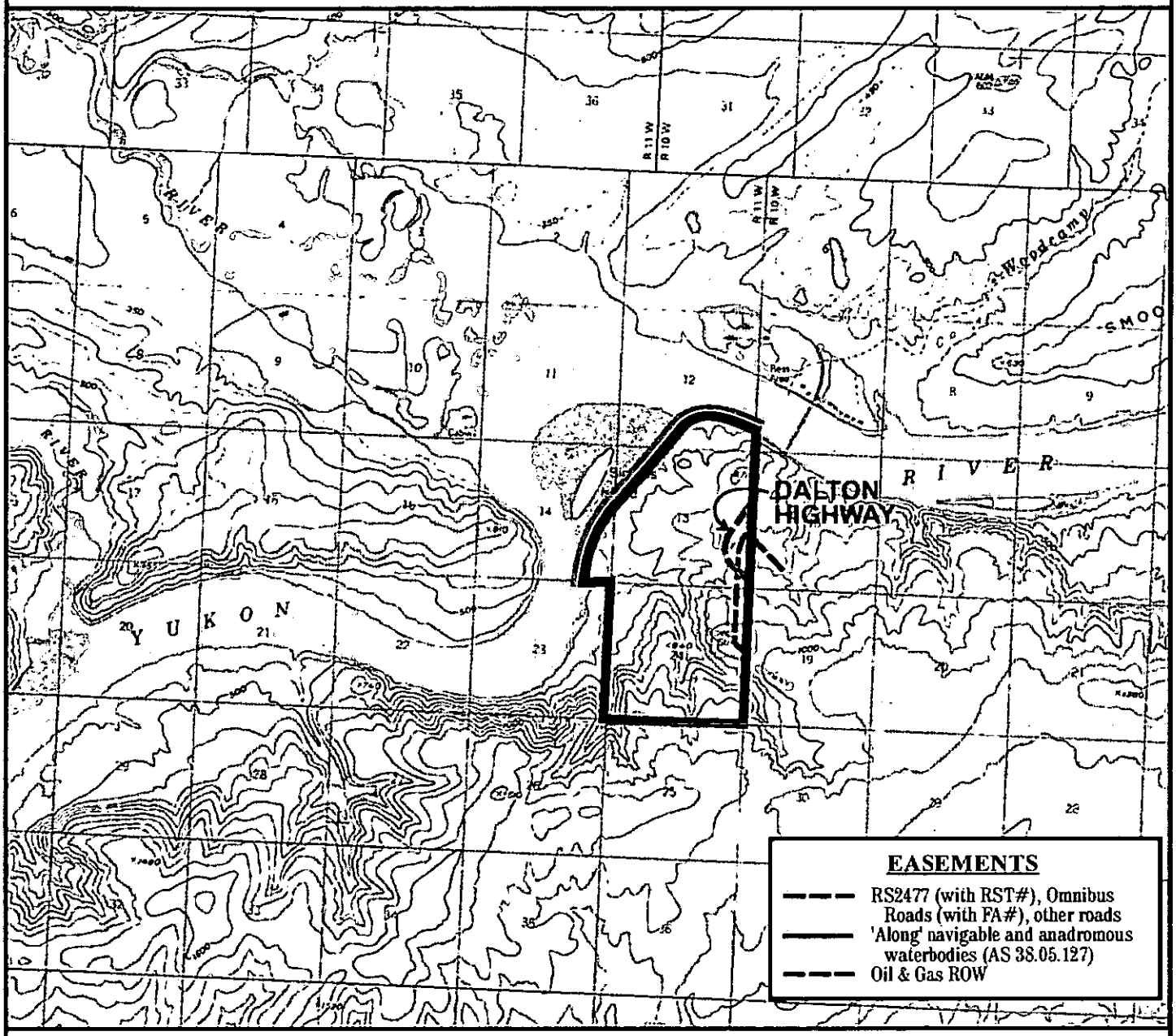
Prepared by: DNR
Source USGS Livengood A1, A-2
Date: 12/2004

one mile

Meridian	Township	Range
F	04N	1E-2E

Dalton Highway MP 48 to 54

DH.YR.1001



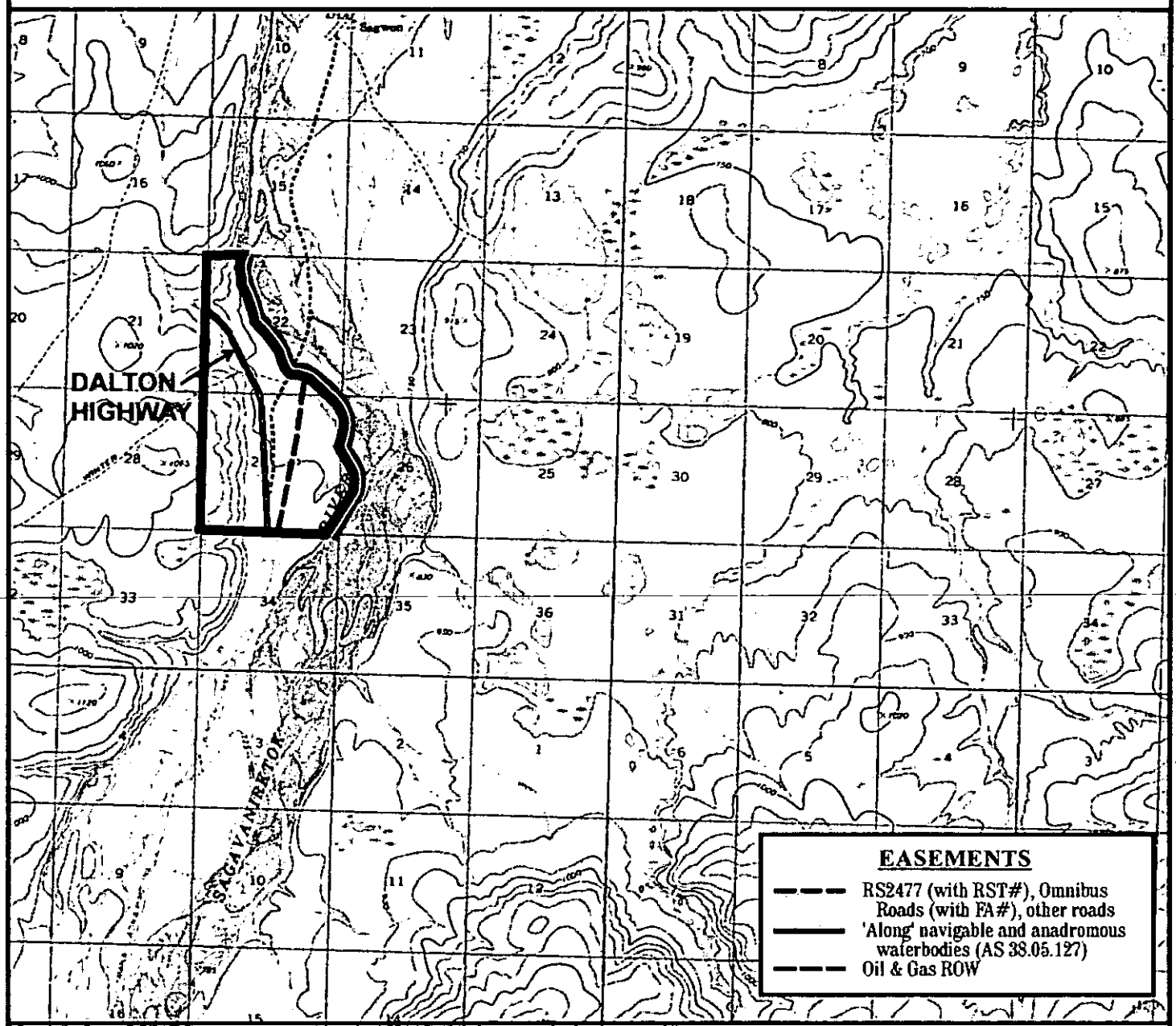
Prepared by: DNR
Source USGS Livengood D-6
Date: 12/2004

one mile

Meridian	Township	Range
FM	12N	10-11W

Dalton Highway MP 345 to 347

DH.SR.1001

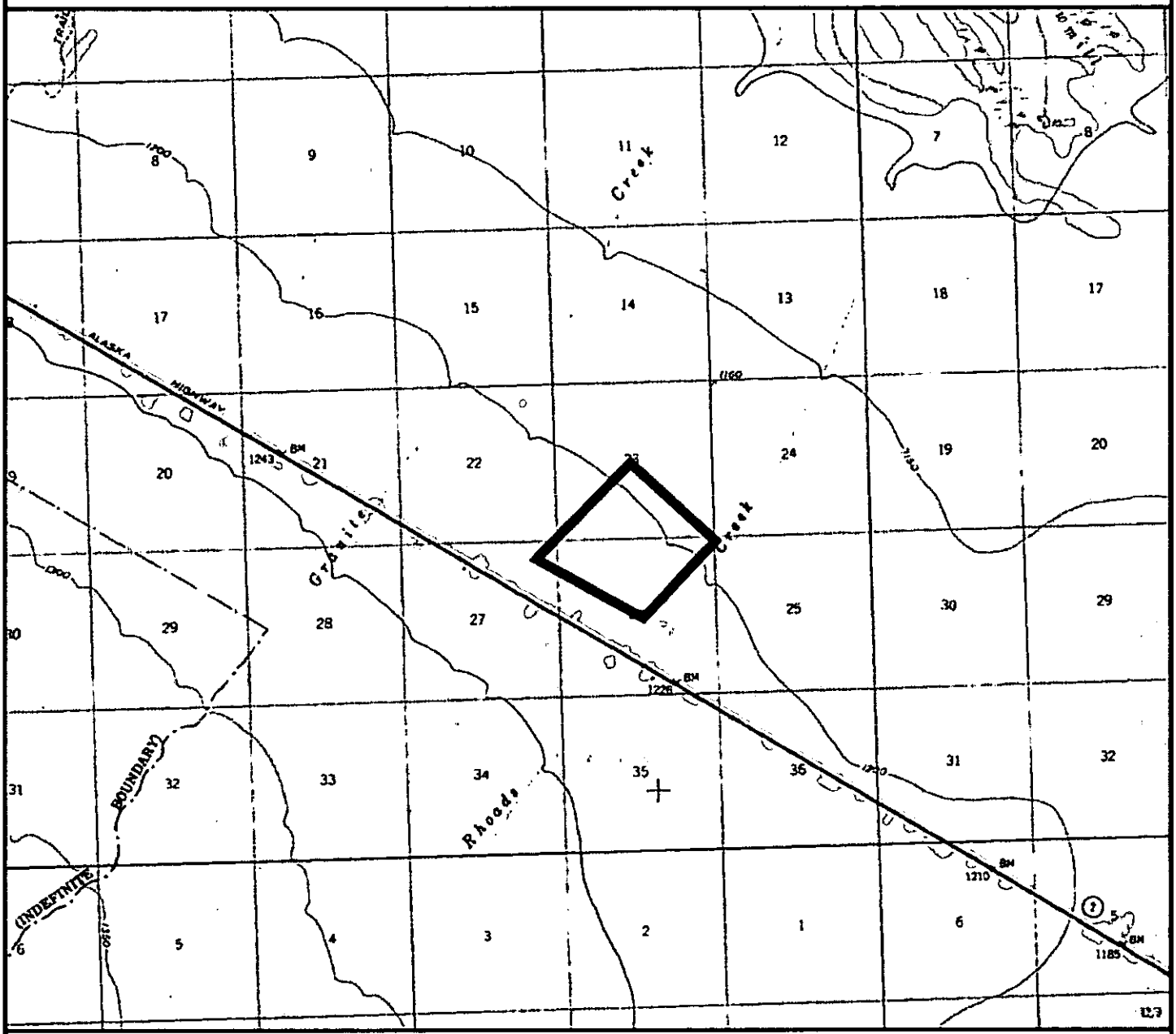


Prepared by: DNR
Source USGS Sagavanirktok B-3
Date: 12/2004

one mile

Meridian	Township	Range
UM	1S	14E

Delta Ag & Forestry Exp. Station MA.XS.1001



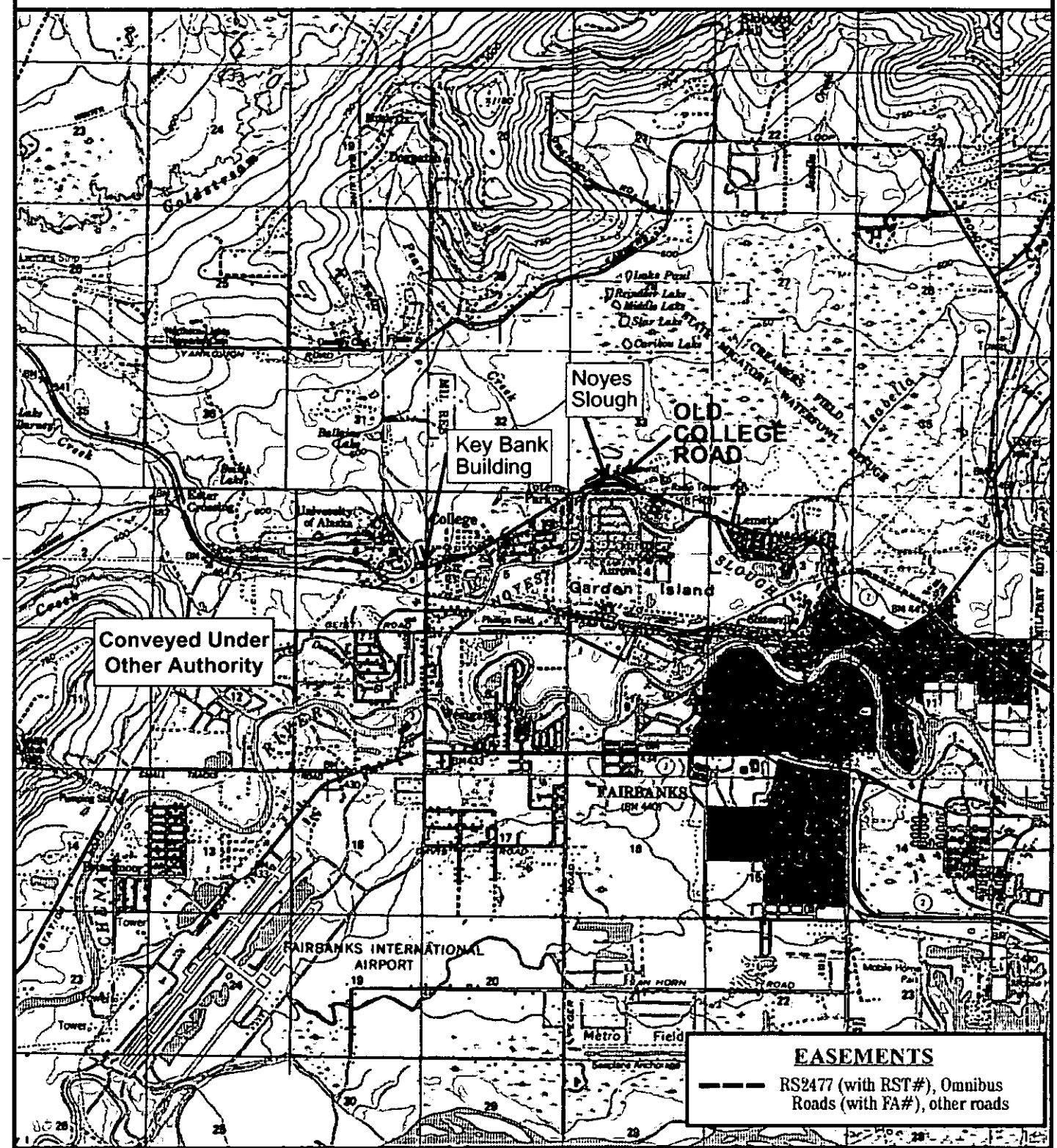
Prepared by: DNR
Source USGS Mt. Hayes D-3
Date: 12/2004

one mile

Meridian	Township	Range
FM	11S	12E

Fairbanks Area Parcels

N2.FA.1003
N2.FA.1004



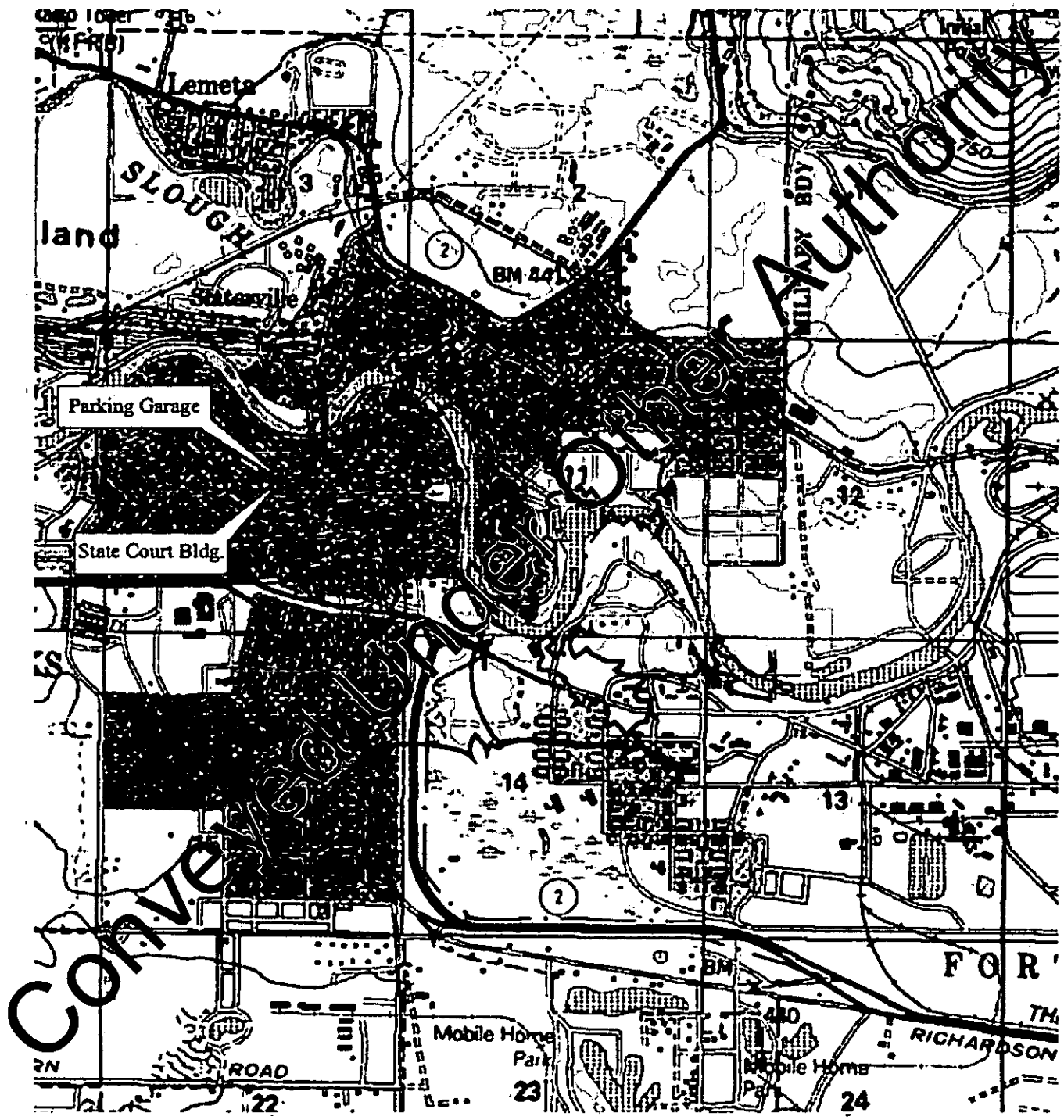
Prepared by: DNR
Source USGS Fairbanks D2
Date: 12/2004

one mile

Meridian	Township	Range
FM	1N-1S	1W

Fairbanks Downtown Parcels

N2.FA.1001 Parking Garage
N2.FA.1002 Old State Court Building

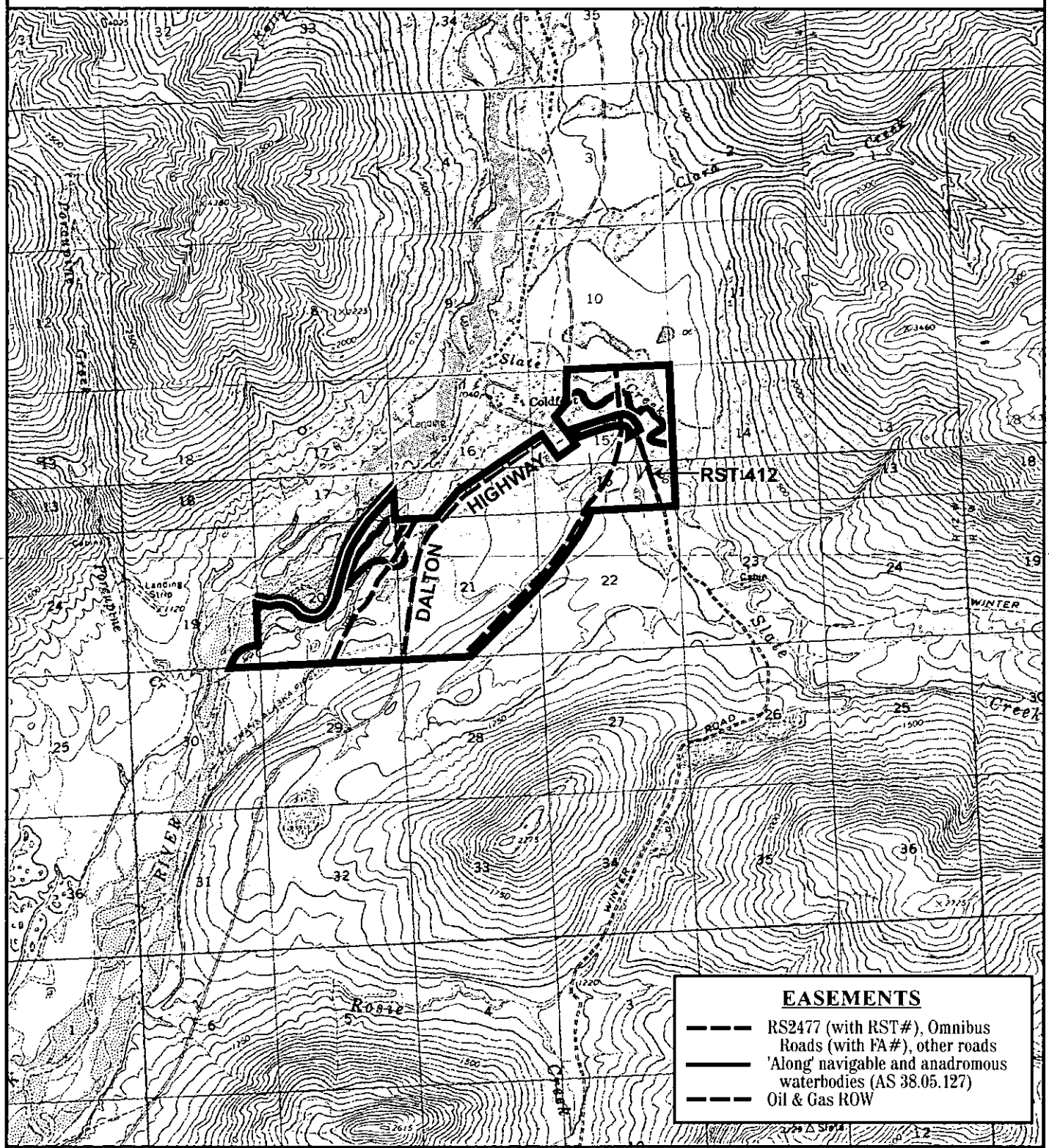


Prepared by: DNR
Source USGS Fairbanks D-2
Date: 12/2004

1/2 mile

Meridian	Township	Range
F	1S	1W

Haul Road Nodes - Coldfoot MA.HR.1001

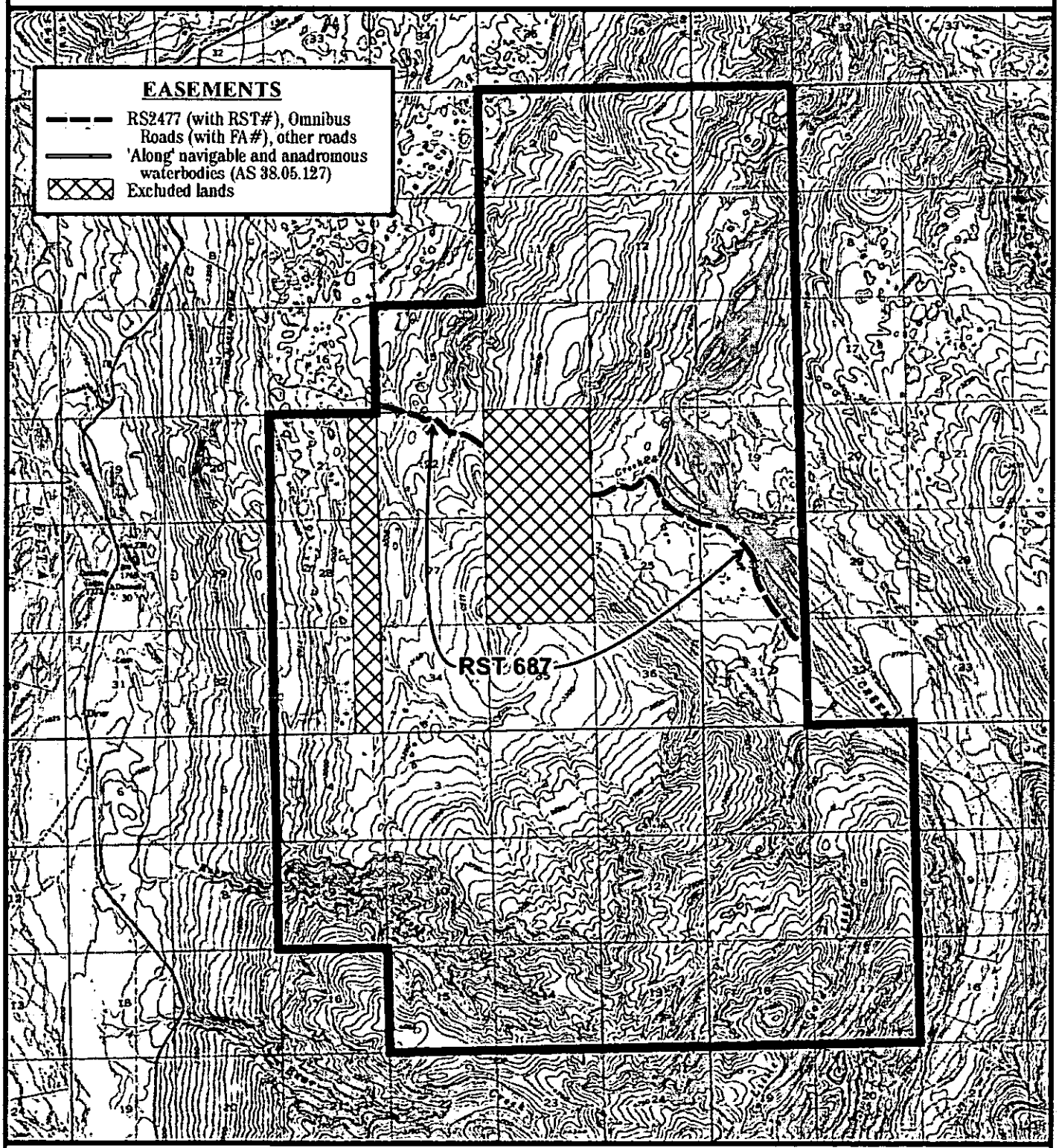


Prepared by: DNR
Source USGS Wiseman A-1, B-1
Date: 12/2004

one mile

Meridian	Township	Range
FM	28N	12W

Jarvis Creek Coal Field



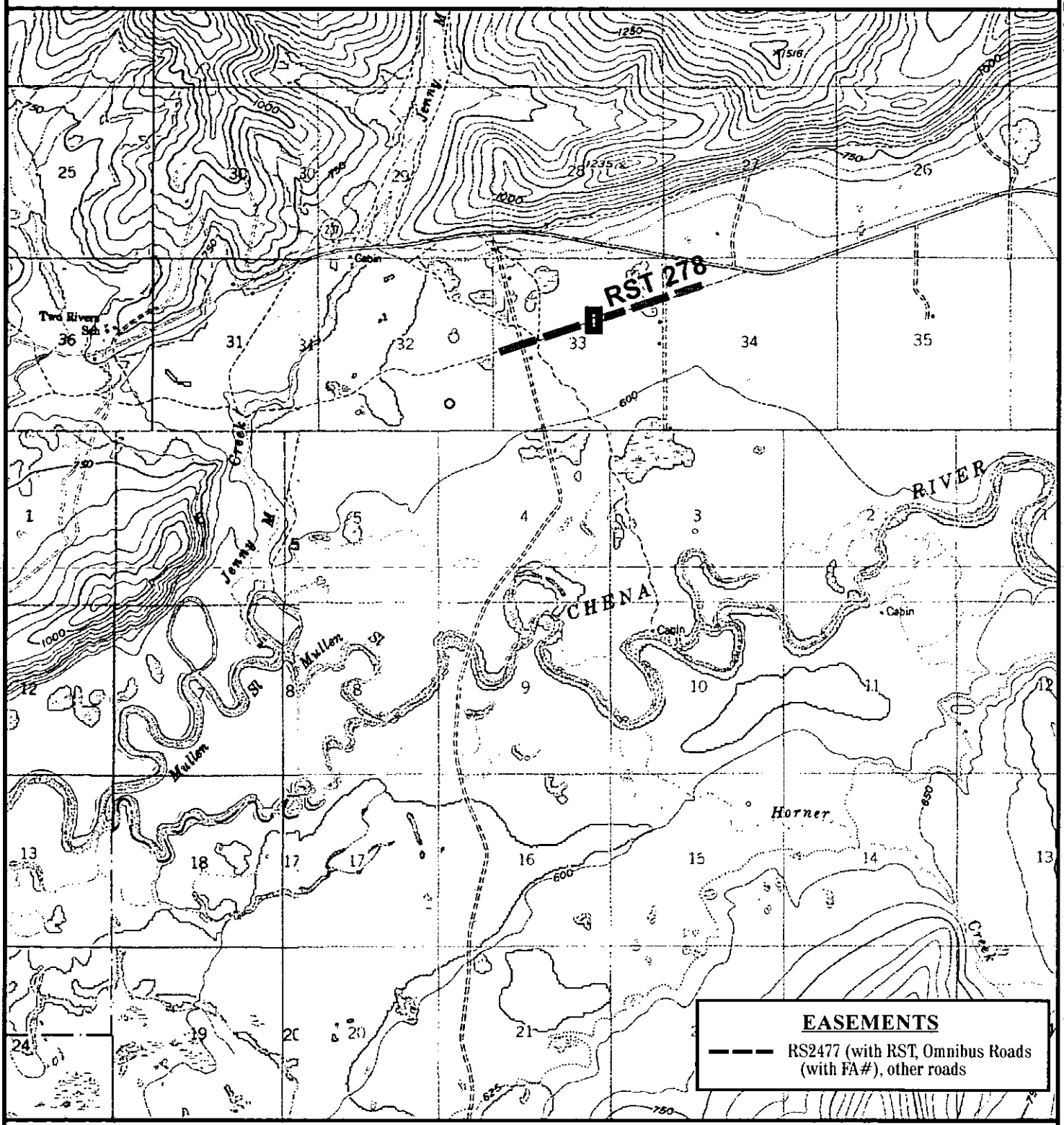
Prepared by: DNR
Source USGS, Mt. Hayes C-4
Date: 12/2004

one mile

Meridian	Township	Range
FM	14-15S	10-11E

Jennie M. Creek C

FA.JC.1001



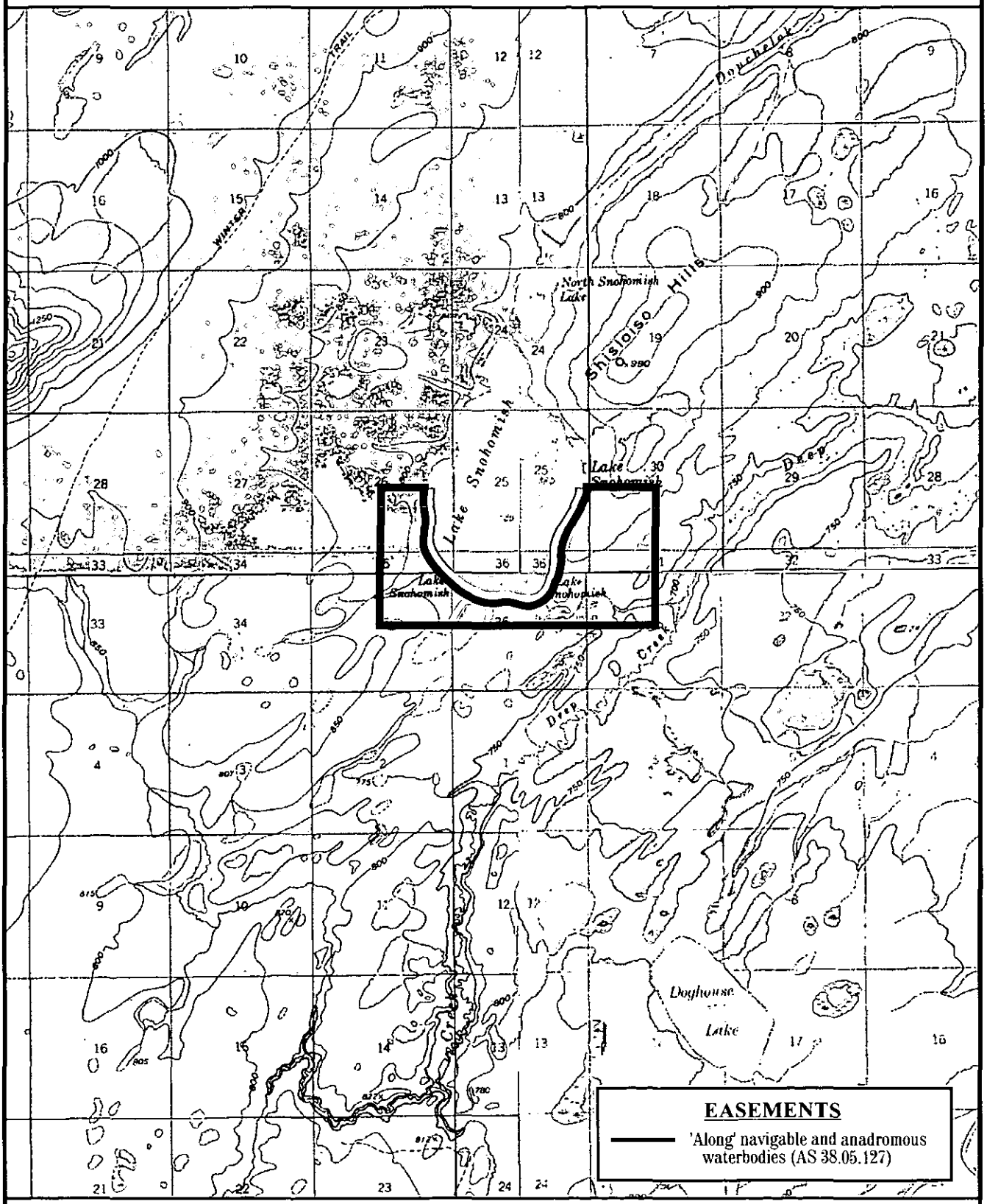
Prepared by: DNR
Source USGS, Big Delta D-6, Fairbanks D-1
Date: 12/2004

one mile

Meridian	Township	Range
FM	1N	4E

Lake Snohomish

N1.LS.1001

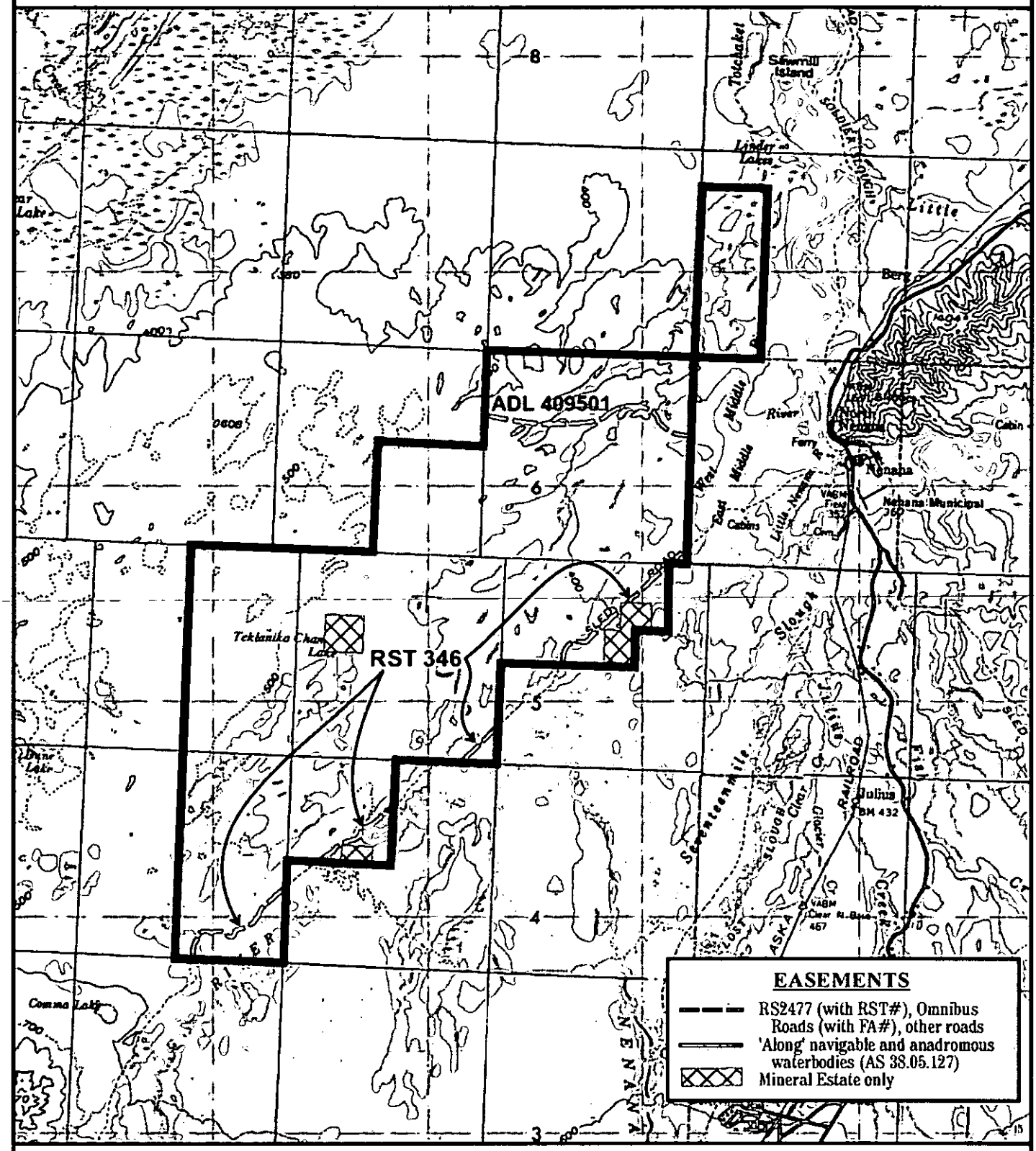


Prepared by: DNR
Source USGS, Mt. McKinley D-5, D-6, C-5, C-6
Date: 12/2004

one mile

Meridian	Township	Range
FM	13S	R25W-26W

Nenana Oil & Gas Tract



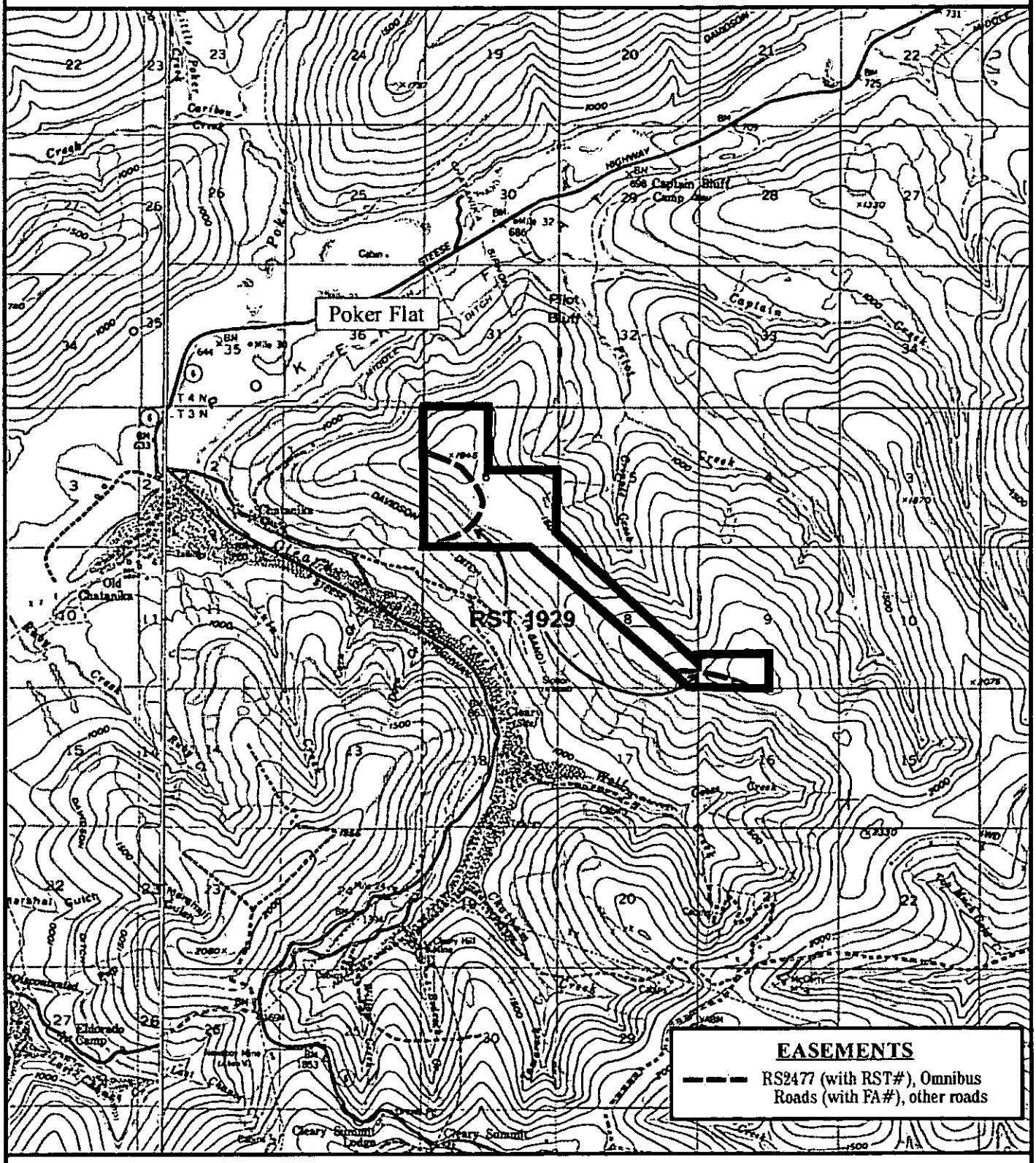
Prepared by: DNR
Source USGS, Fairbanks B-5 B-6, C-5, C-6
Date: 12/2004

6 miles

Meridian	Township	Range
FM	3, 4, 5, 6S	8, 9, 10, 11E

Poker Flat Lease

MA.PF.1001



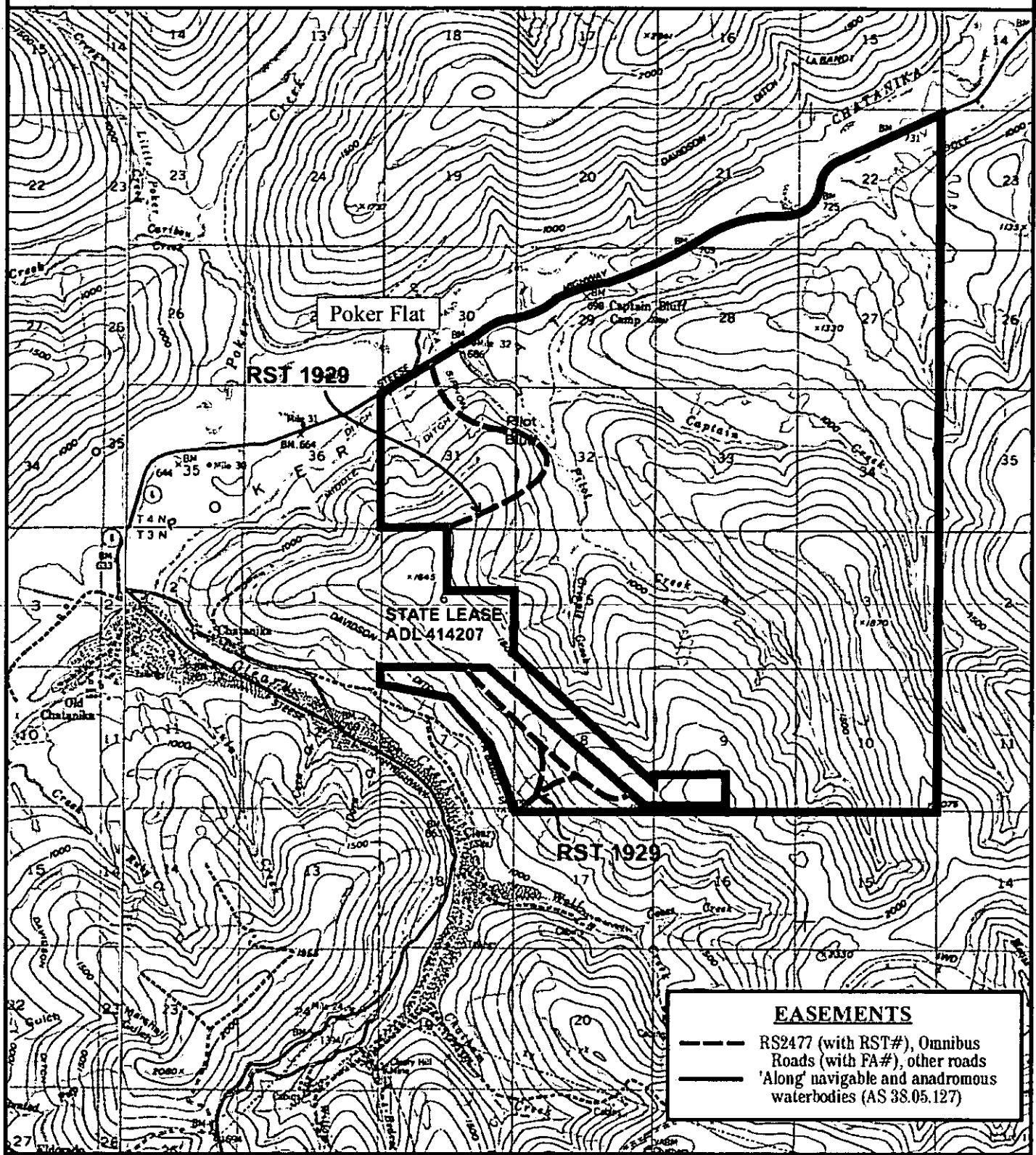
Prepared by: DNR
Source USGS, Livengood A-1
Date: 12/2004

one mile

Meridian	Township	Range
FM	3N	2E

Poker Flat (SUA)

MA.PF.1002



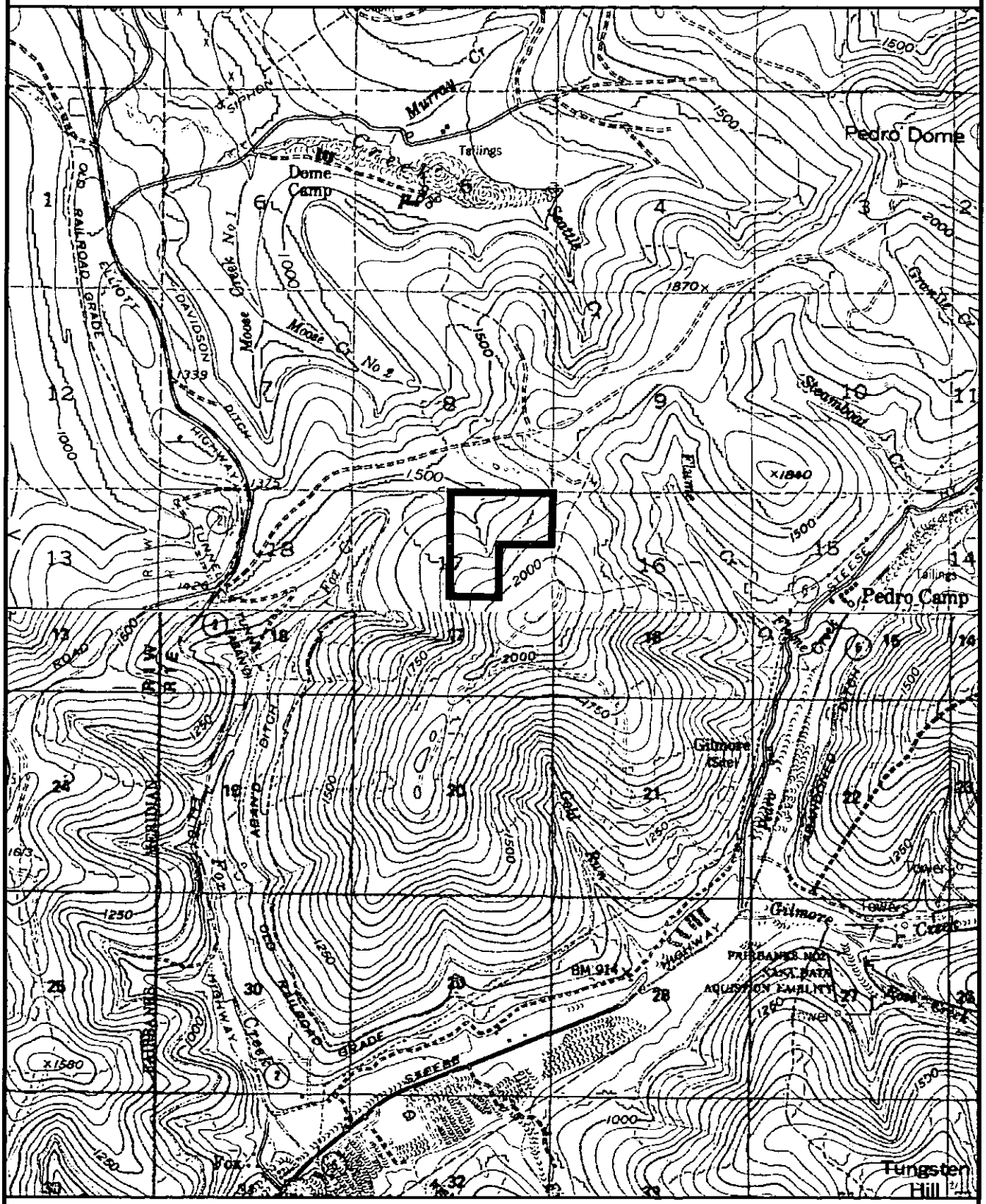
Prepared by: DNR
Source USGS, Livengood A-1
Date: 12/2004

one mile

Meridian	Township	Range
FM	3-4N	2E

Silver Fox Mine

MA.SF.1001



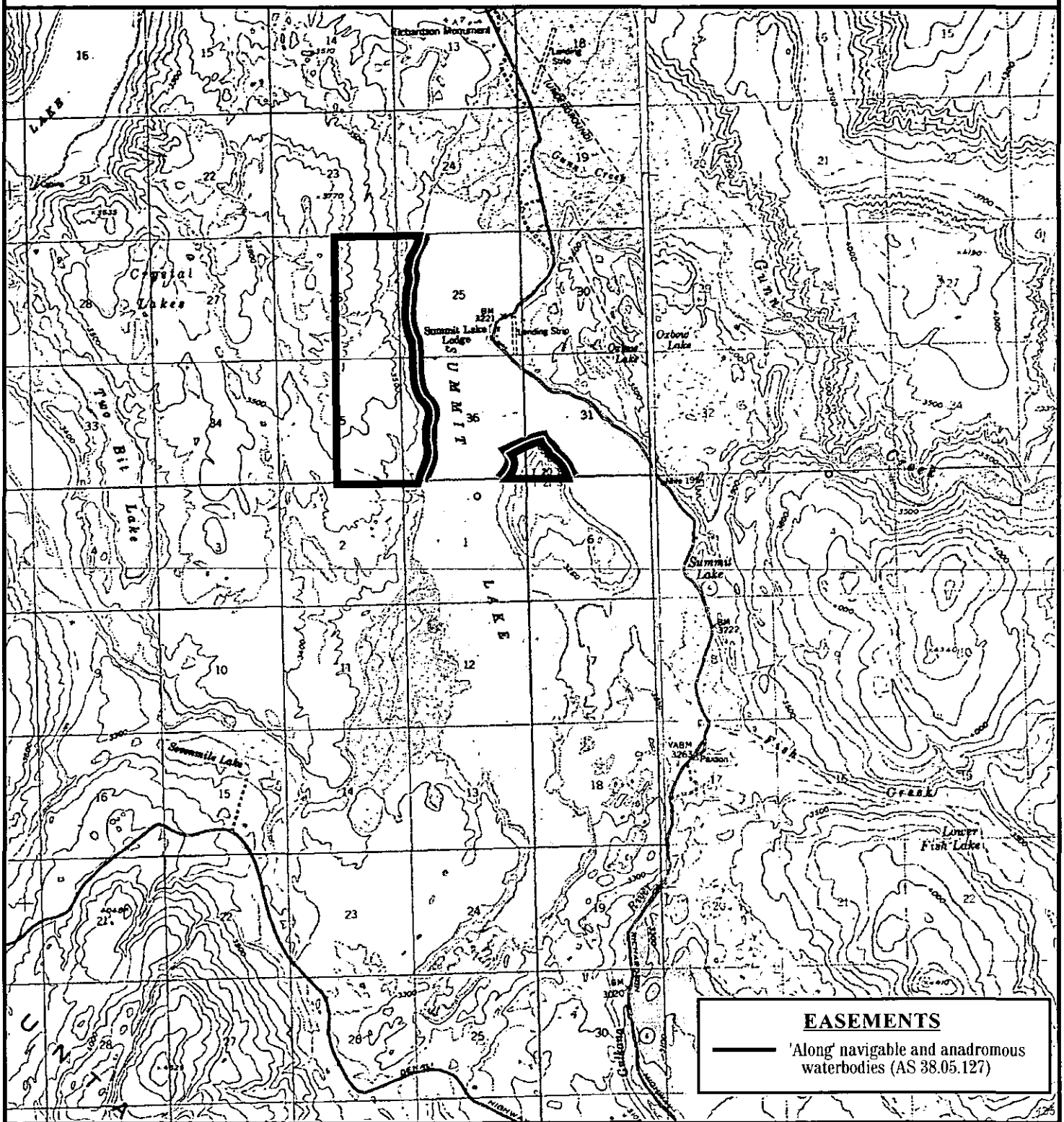
Prepared by: DNR/rhc
Source USGS; Livengood A-2
Date: 12/2004

one mile

Meridian	Township	Range
FM	2N	R1E

Summit Lake

N5.RS.1001



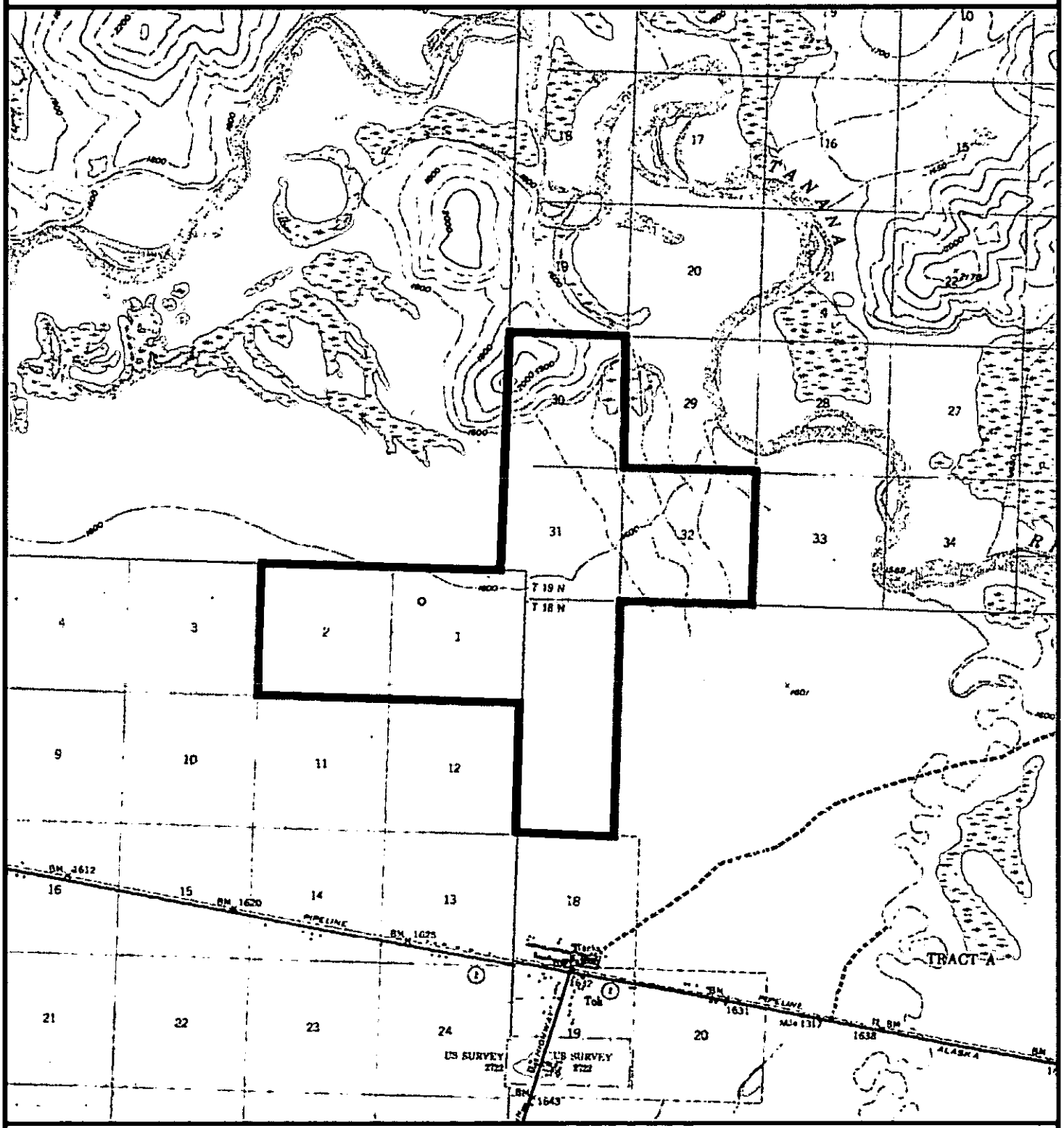
Prepared by: DNR
Source USGS, Mt. Hayes, A-3, A-4
Date: 12/2004

one mile

Meridian	Township	Range
FM	20S-21S	11E-12E

Tok Research Forest

TV.RF.1001



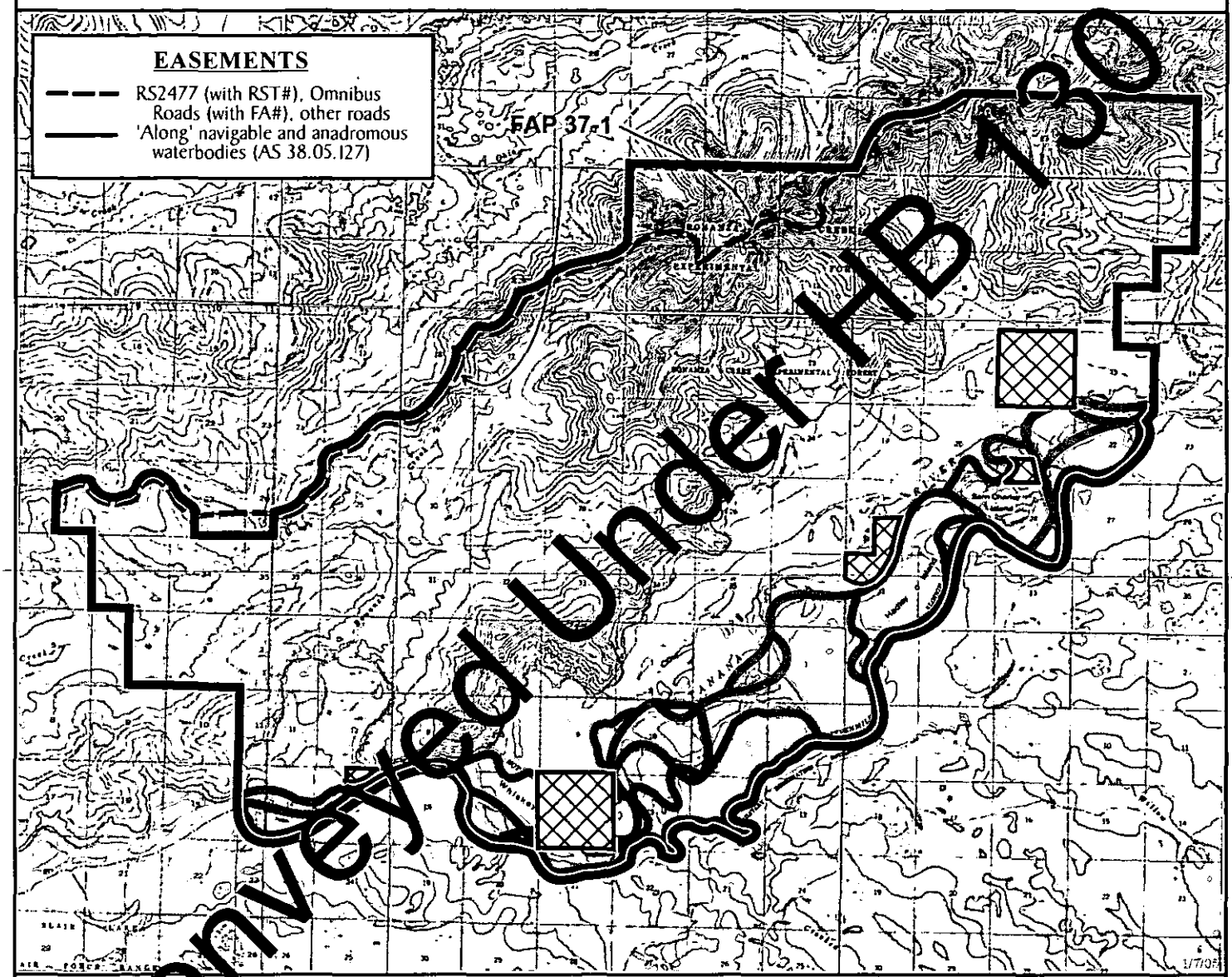
Prepared by: DNR
Source USGS, Tanacross B-4, B-5
Date: 12/2004

one mile

Meridian	Township	Range
CRM	18-19N	12-13E

University Research Forest

NS.EX.1002



Prepared by: DNR; rhc
Source: USGS Fairbanks C-3, D-3, D-4
Date: 12/2004

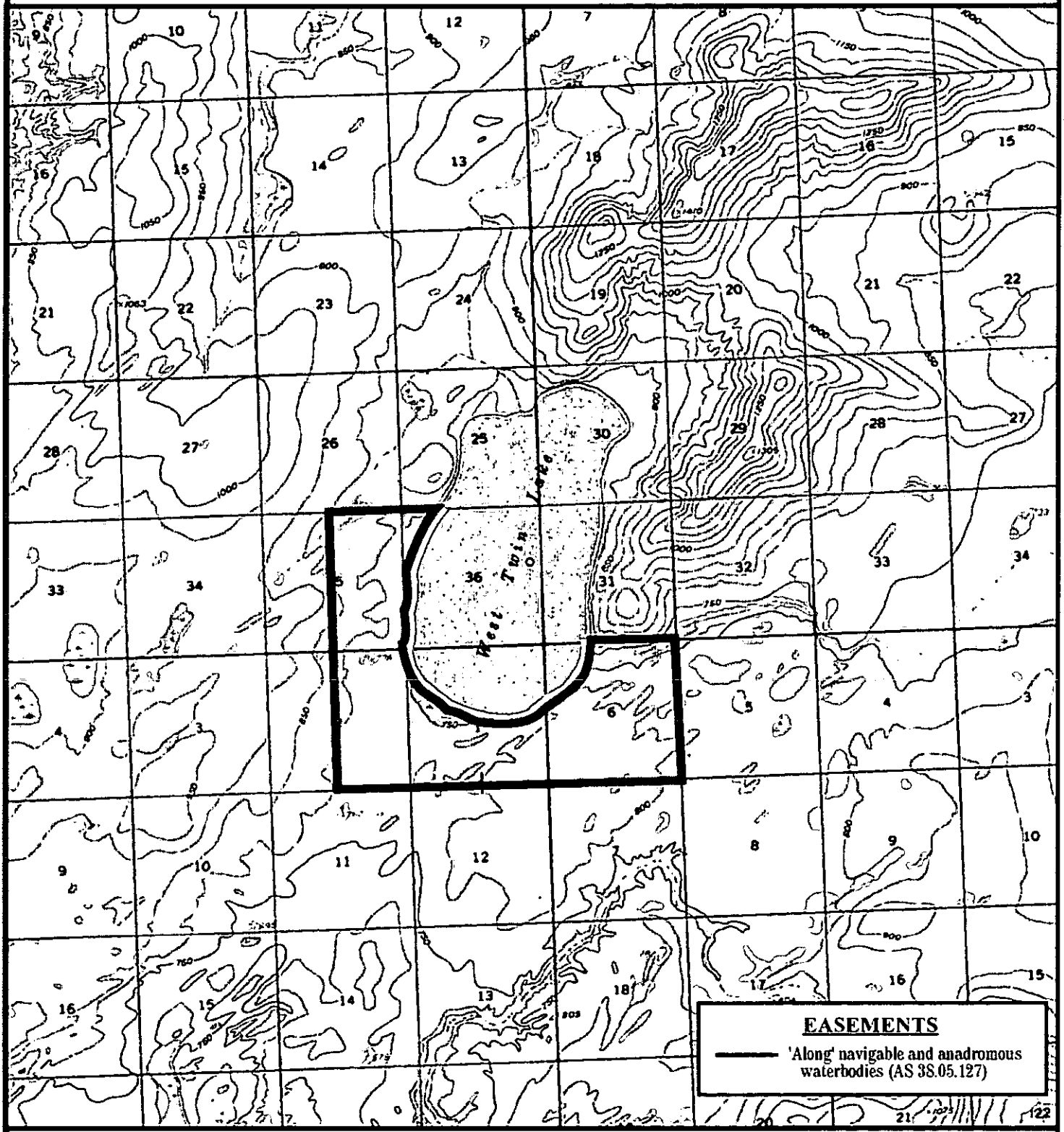
one mile

Excluded Lands

Meridian	Township	Range
FM	1-3S	3W-5W

West Twin Lake

N1.WT.1001



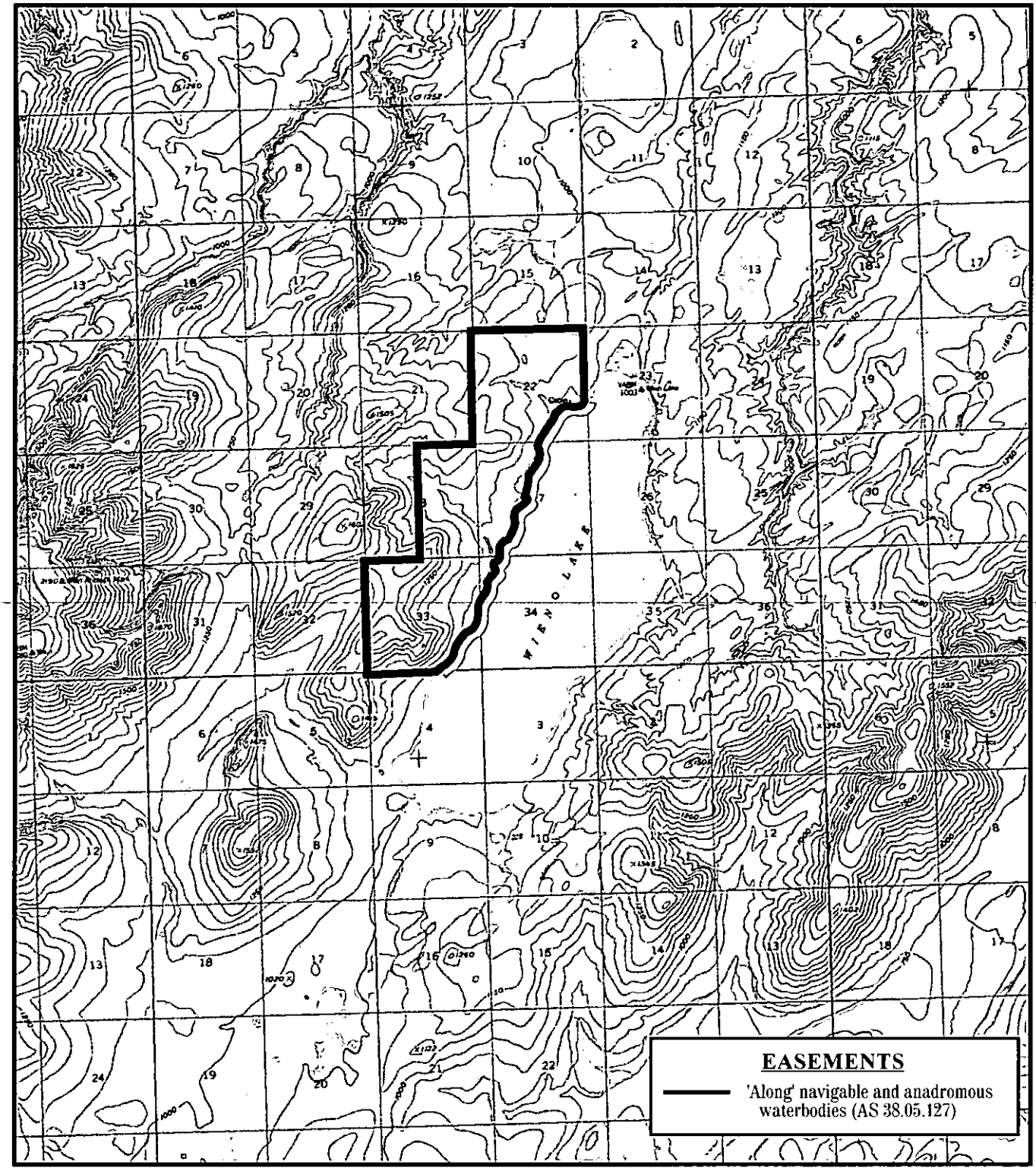
Prepared by: DNR
Source USGS, Kantishna River B-2
Date: 12/2004

one mile

Meridian	Township	Range
FM	5-6S	16-17W

Wien Lake

N5.WL.1001



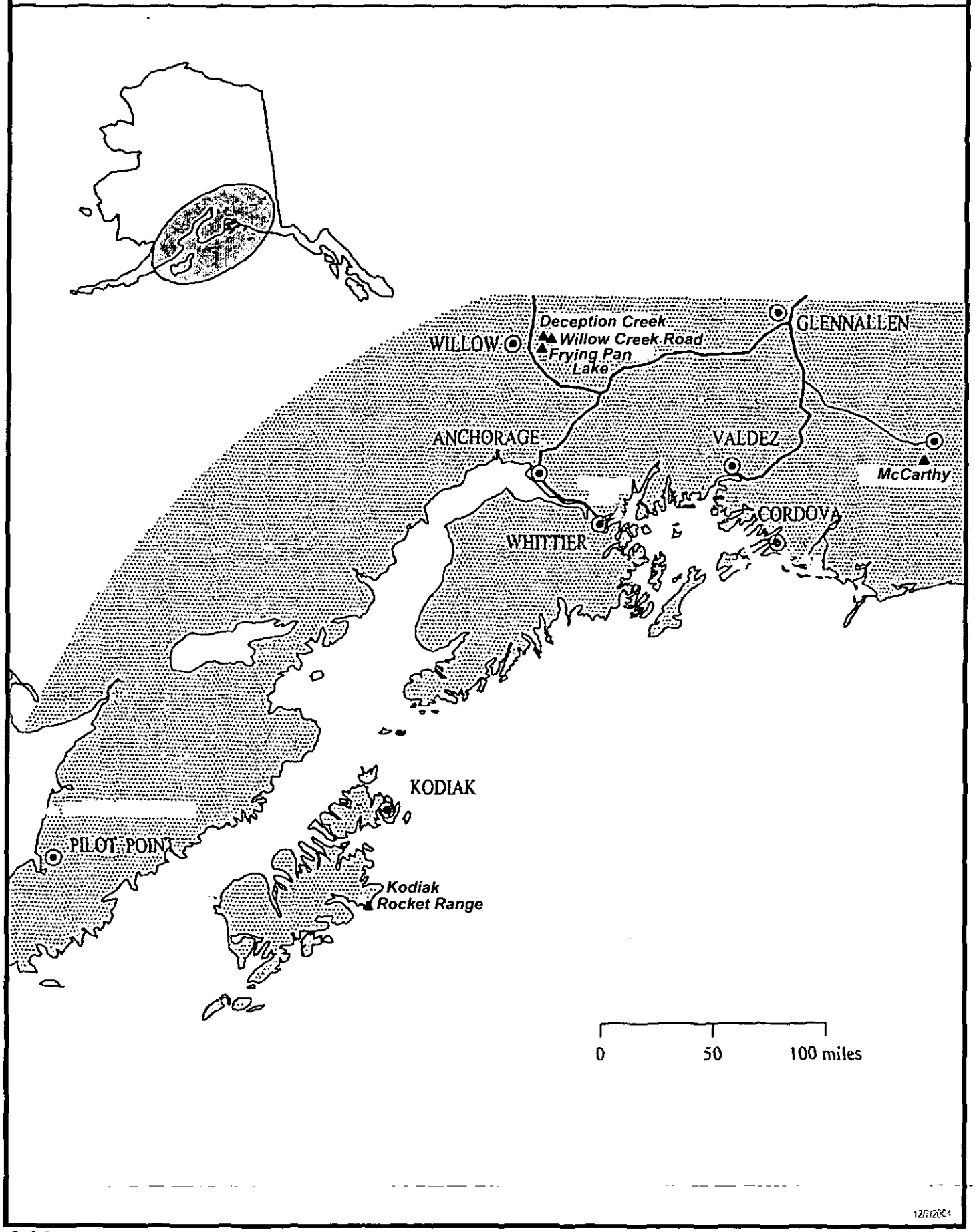
Prepared by: DNR
Source USGS, Kantishna River B-3
Date: 12/2004

one mile

Meridian	Township	Range
FM	6S-7S	19W

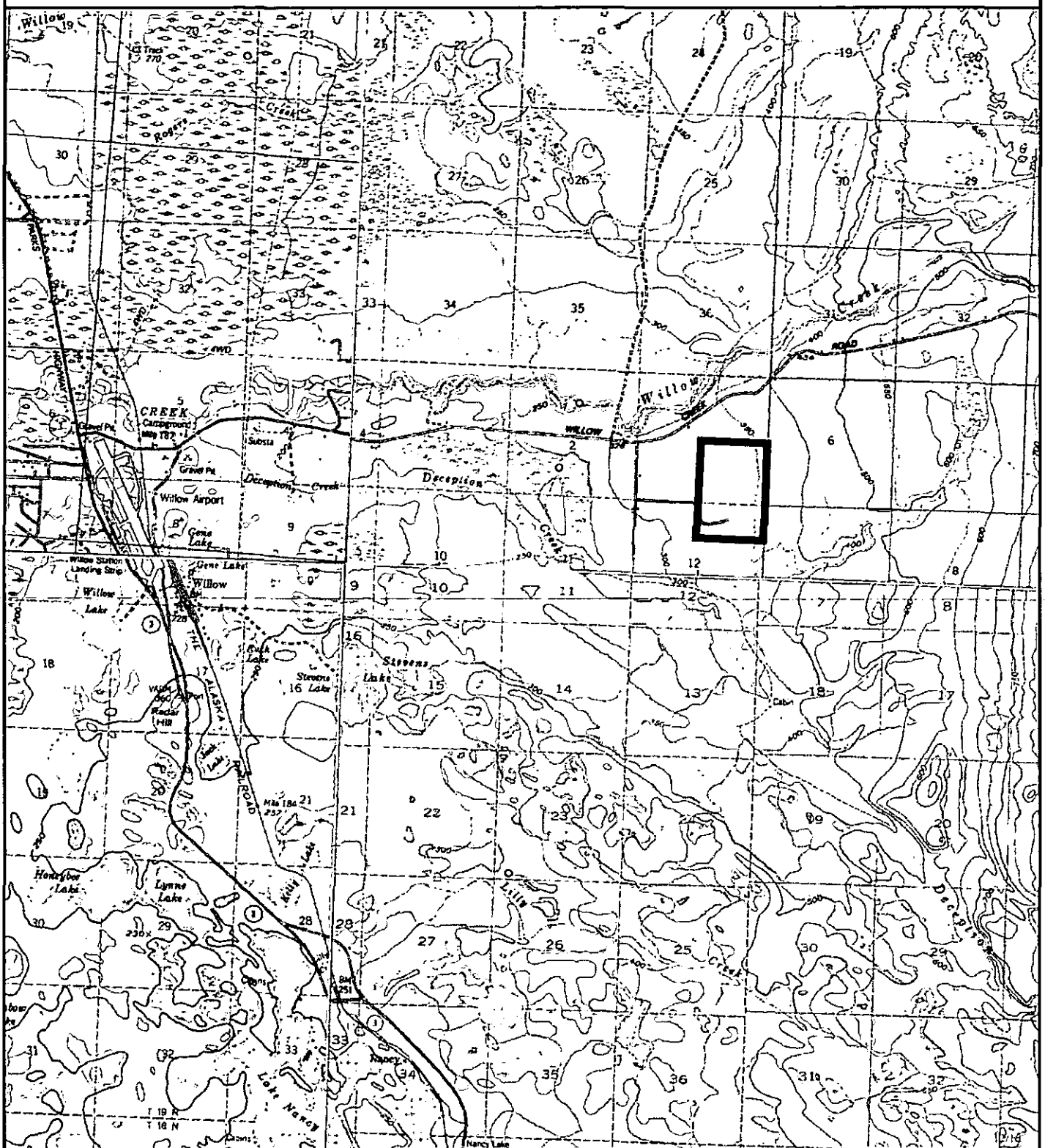
SOUTH CENTRAL MAPS

SOUTHCENTRAL REGION



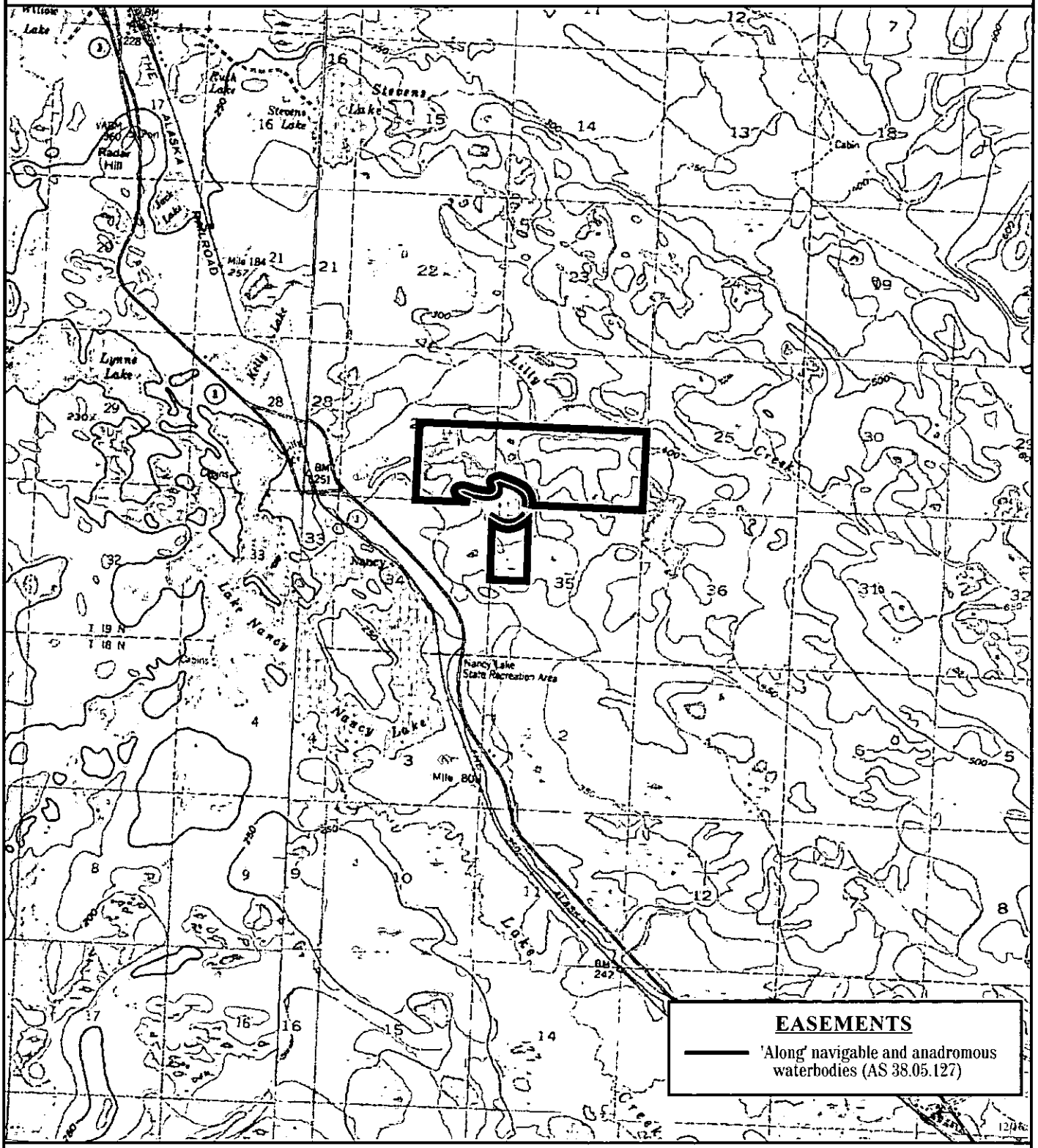
Deception Creek

SU.DC.1001



Frying Pan Lake

SU.FP.1001



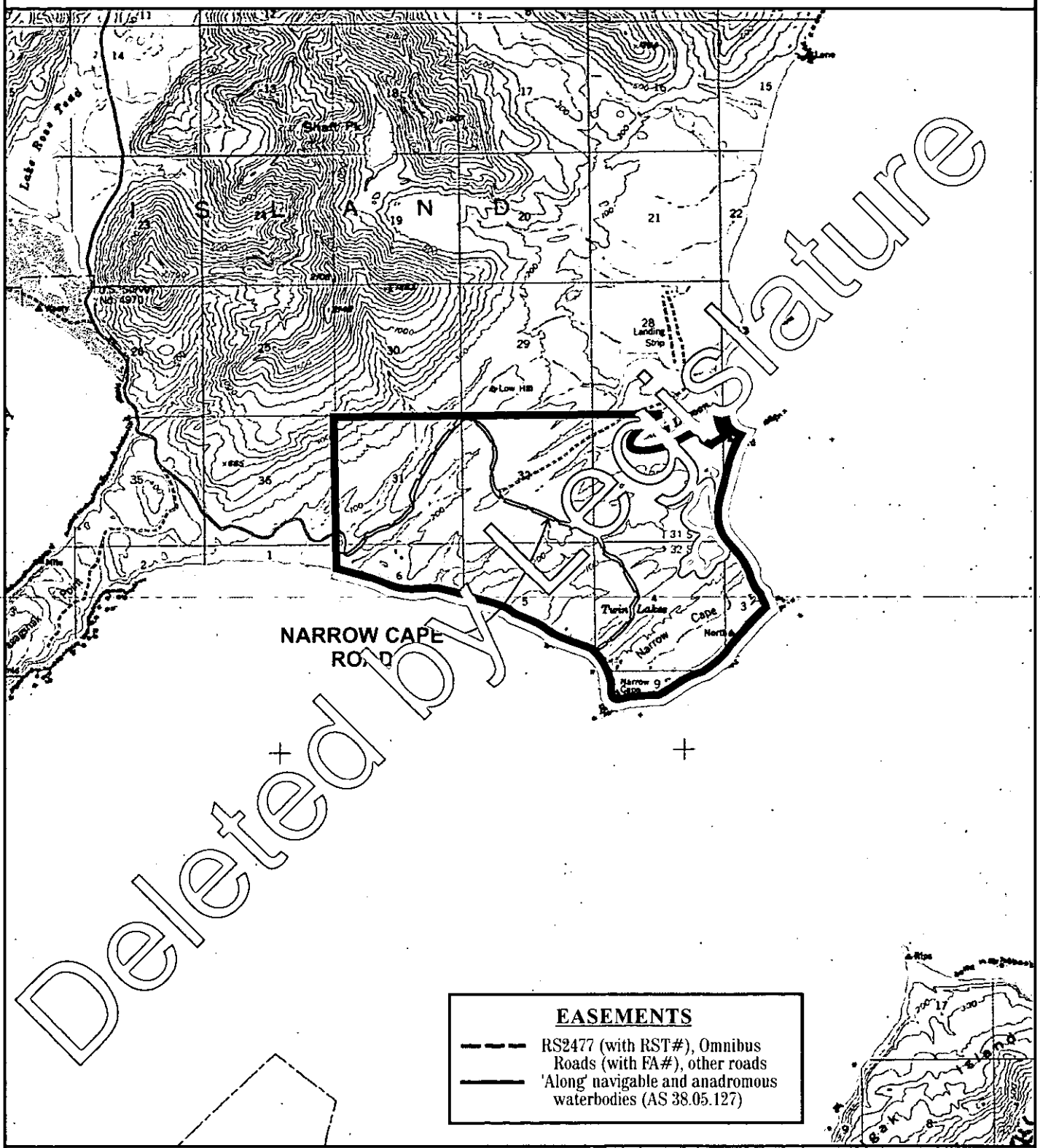
Prepared by: DNR
Source USGS Anchorage C-8, D-8
Date: 12/2004

one mile

Meridian	Township	Range
CRM	19N	4W

Kodiak Rocket Range

MA.KR.1001



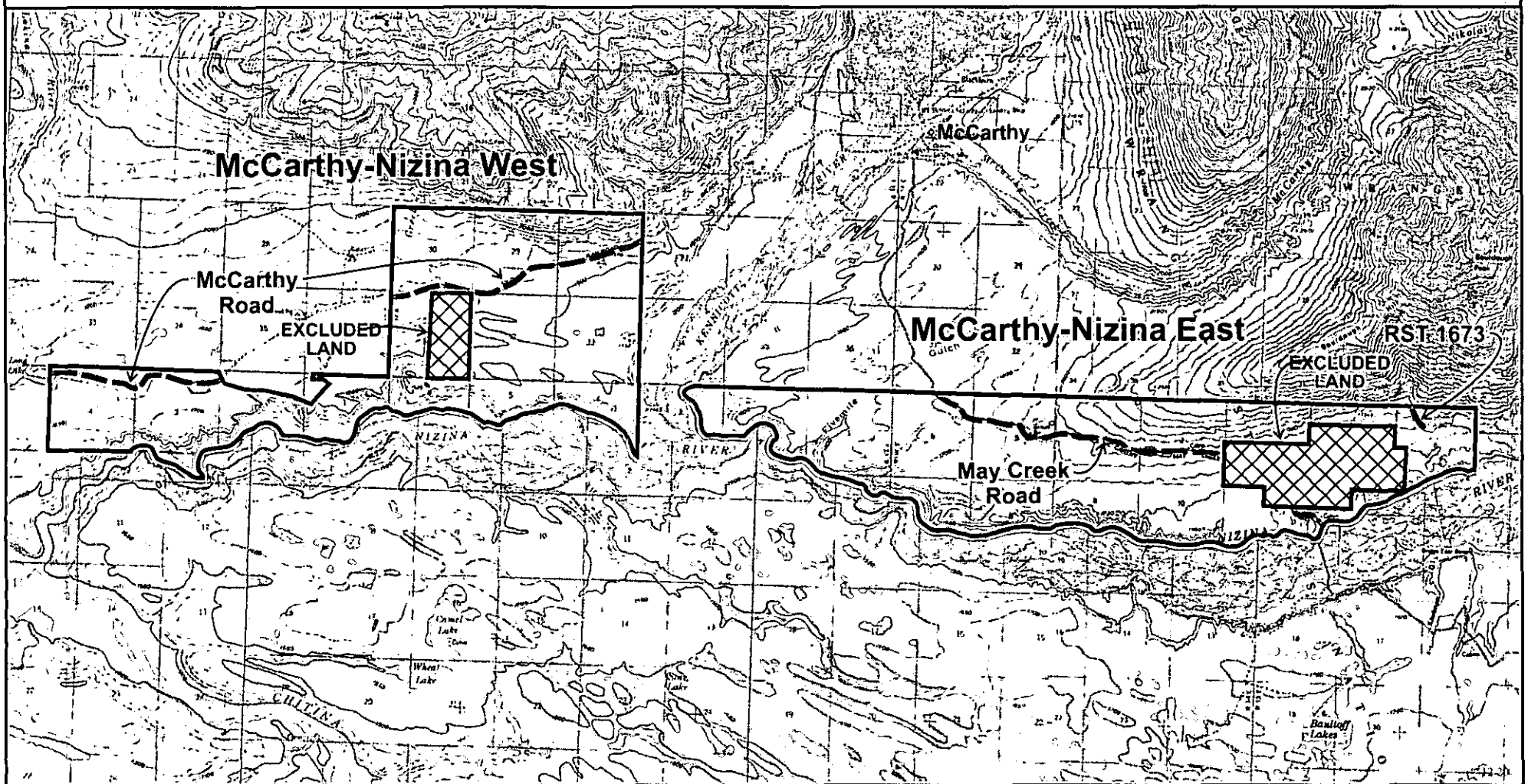
Prepared by: DNR
Source USGS Kodiak B-1, B-2
Date: 12/2004

one mile

Meridian	Township	Range
CRM	31-32S	19W

McCarthy-Nizina, East & West

MA.MC.1001



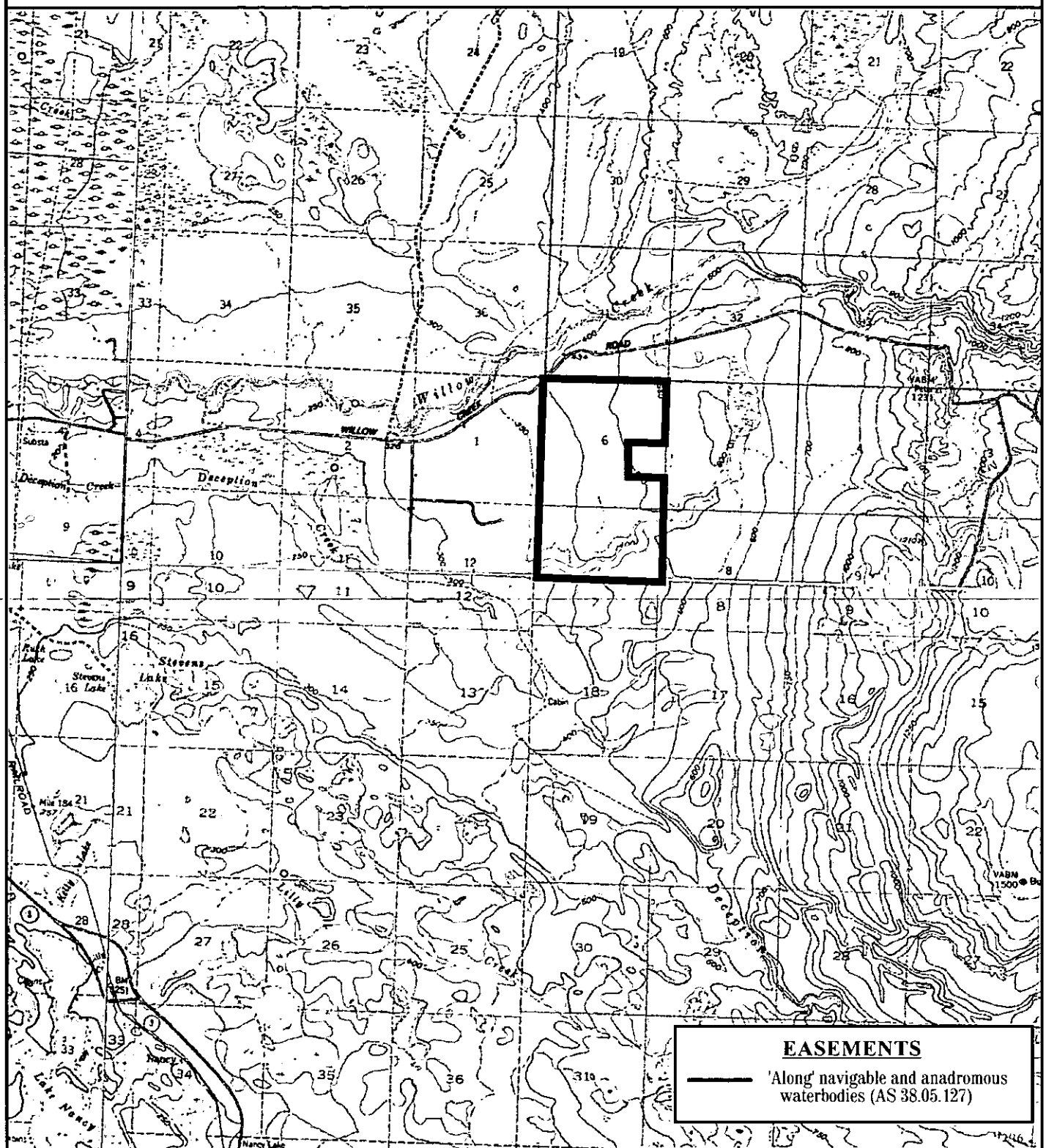
Prepared by: DNR
Source USGS McCarthy C-5, C-6
Date: 12/2004

one mile

Meridian	Township	Range
CRM	5-6S	13, 14, 15E

Willow Creek Road

SU.WC.1001



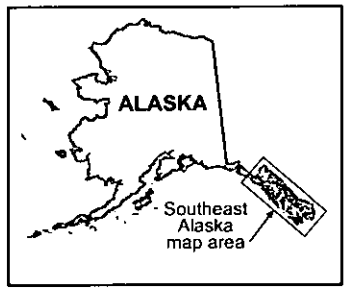
Prepared by: DNR
Source USGS Anchorage C-8, D-8,
Tyonek C-1, D-1
Date: 12/2004

one mile

Meridian	Township	Range
SM	19N	3W

SOUTHEAST MAPS

SOUTHEAST REGION



HAINES
William Henry Bay
Chilkoot
Ivanhoe

JUNEAU
Auke Weir
Lynn Canal
Sumdum
Lena Creek

NORTHERN SOUTHEAST
Excursion Inlet
Pelican
Tenakee Springs
Idaho Inlet
Mite Cove

SITKA
Middle Island
Sitka Campus
Biorka Island
Warm Springs Bay
Port Conclusion
Port Alexander
Lisianski Peninsula

PETERSBURG
Beecher Pass
Favor Peak
Three Lake Road
Read Island
Whitney Island

KUIU ISLAND
Rowan Bay

WRANGELL
Earl West Cove
Olive Cove
Thoms Place

PRINCE OF WALES ISLAND
Coffman Cove
Edna Bay
El Capitan North, South
Hollis
Harris Road Junction
Hook Arm
Moira Sound/Nowiskay Cove
Naukati Sound
Port Delores
Thorne Bay

KETCHIKAN
Duke Island
Kelp Island
Leask Cove
Moser Bay
Ward Cove
Cleveland Peninsula
Neets Creek

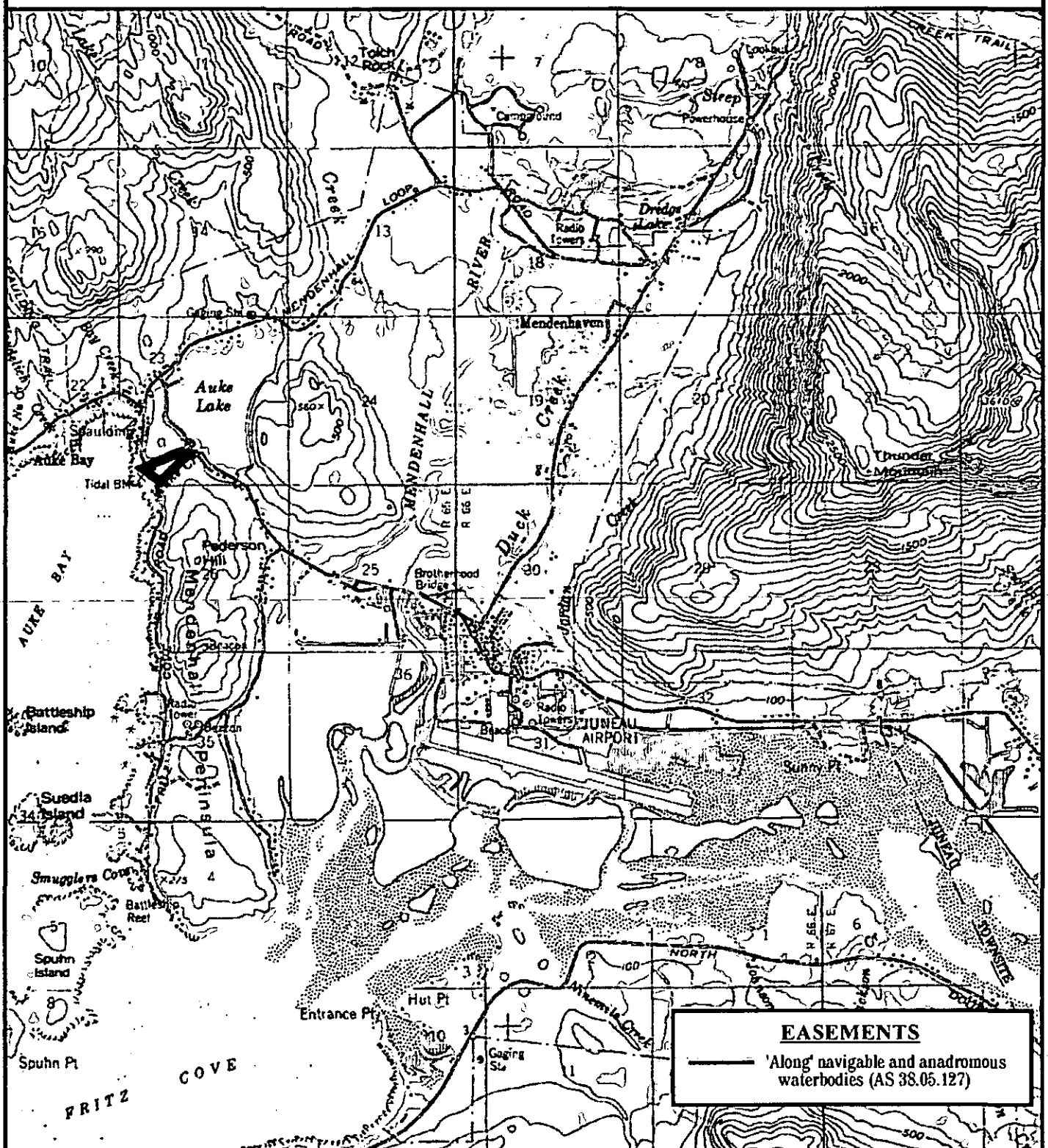
Haines
Chilkoot
Ivanhoe
William Henry Bay
Excursion Inlet
Lynn Canal
Lena Creek
Auke Weir
Juneau
Idaho Inlet
Mite Cove
Pelican
Tenakee Springs
Sumdum
Lisianski Peninsula
Sitka Campus
Middle Island
Sitka
Warm Springs Bay
Biorka Island
Whitney Island
Read Island
Petersburg
Rowan Bay
Three Lake Road
Beecher Pass
Favor Peak
Wrangell
Earl West Cove
Port Conclusion
Port Alexander
El Capitan North
El Capitan South
Olive Cove
Thoms Place
Edna Bay
Coffman Cove
Cleveland Peninsula
Neets Creek
Thorne Bay
Naukati Sound
Hollis
Moser Bay
Leask Cove
Harris Road Junction
Port Delores
Ward Cove
Ketchikan
Hook Arm
Nowiskay Cove
Moira Sound
Duke Island
Kelp Island

0 25 50
SCALE IN MILES

12/20/2004

Auke Weir

JU.AU.1001



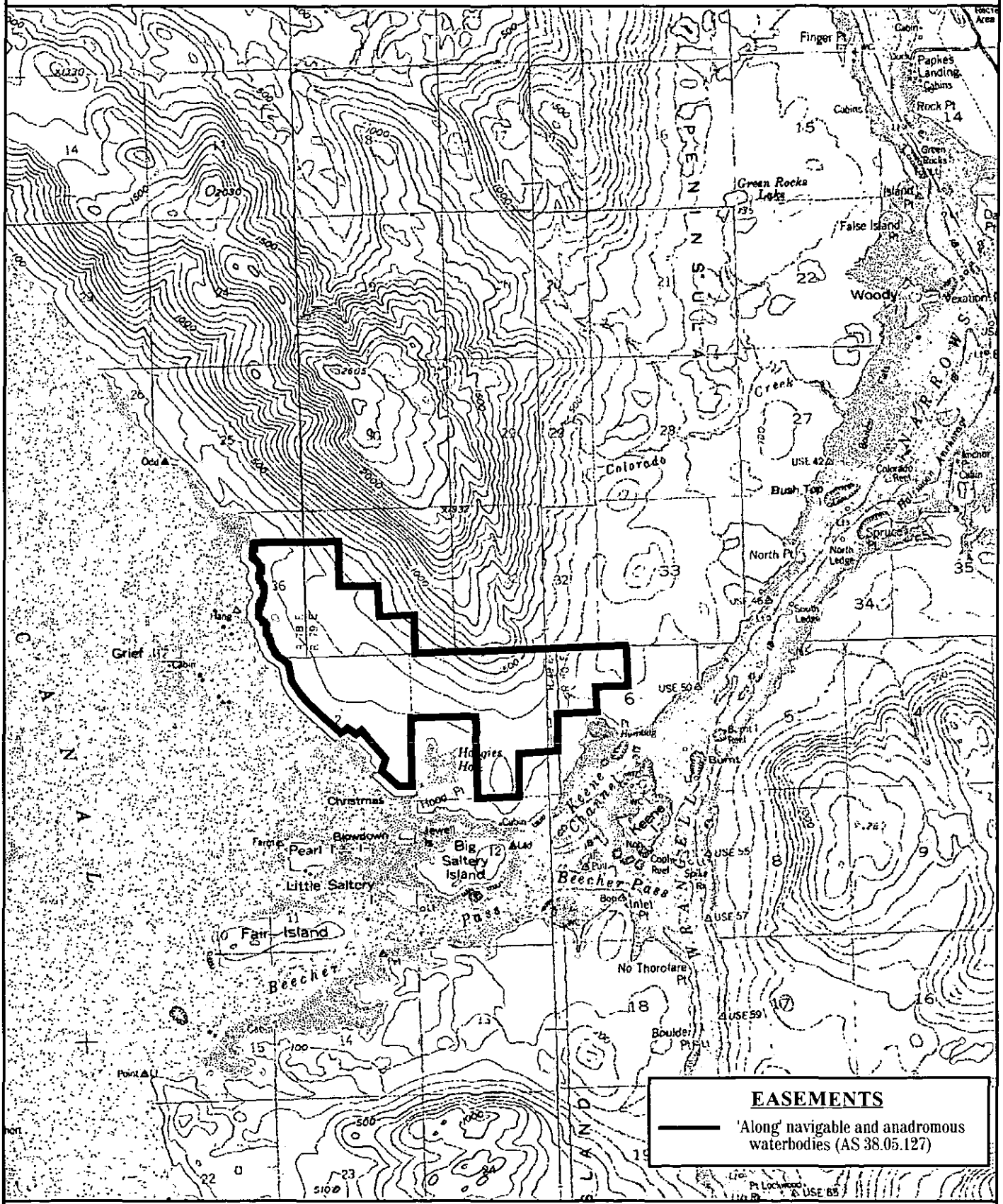
Prepared by: DNR
Source USGS Juneau B-2
Date: 12/2004

one mile

Meridian	Township	Range
CRM	40S	65E

Beecher Pass

SD.1001



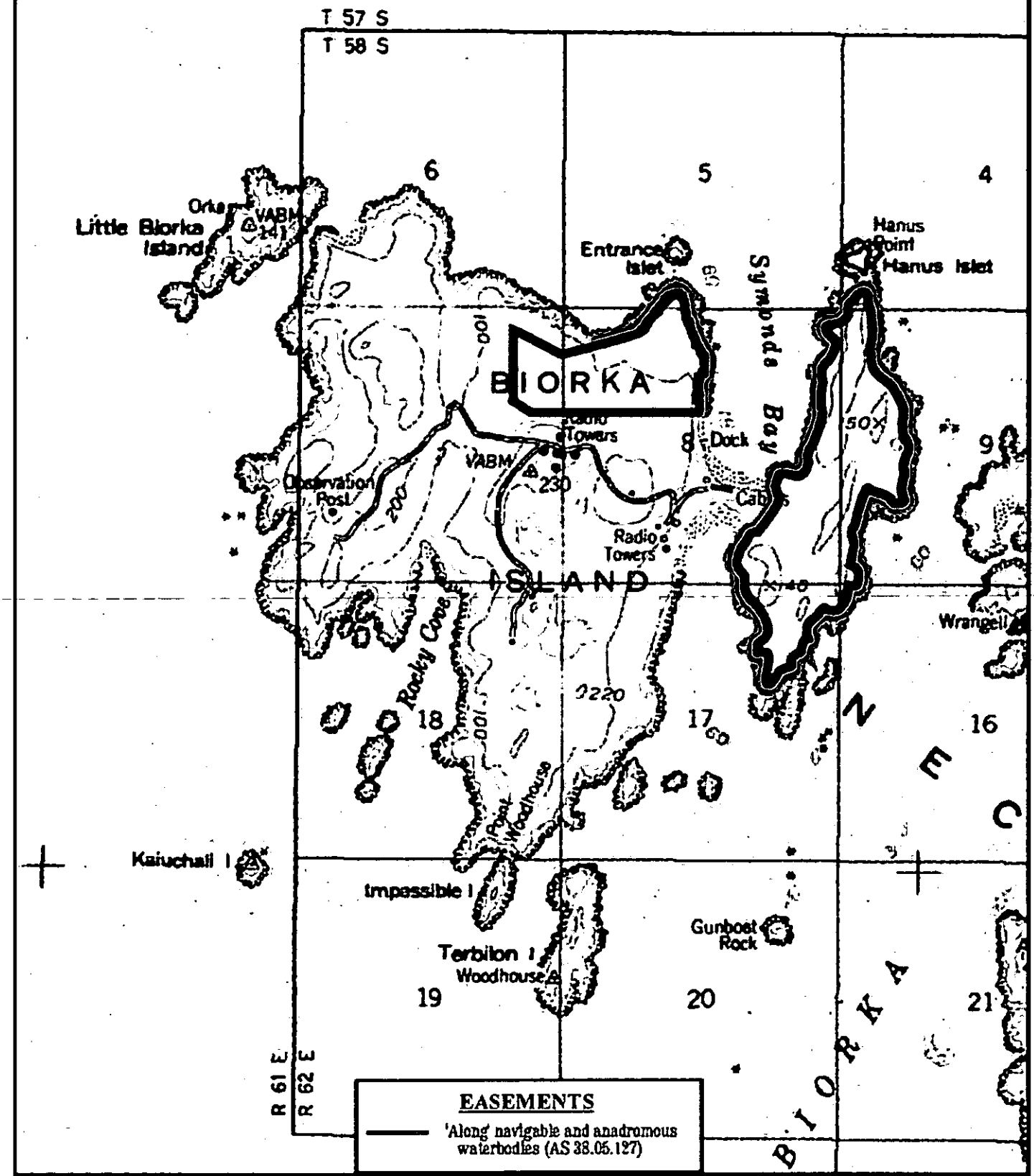
Prepared by: DNR
Source USGS Petersburg C-3, C-4
Date: 12/2004

one mile

Meridian	Township	Range
CRM	60-61S	79-80E

Biorka Island

PA.1002

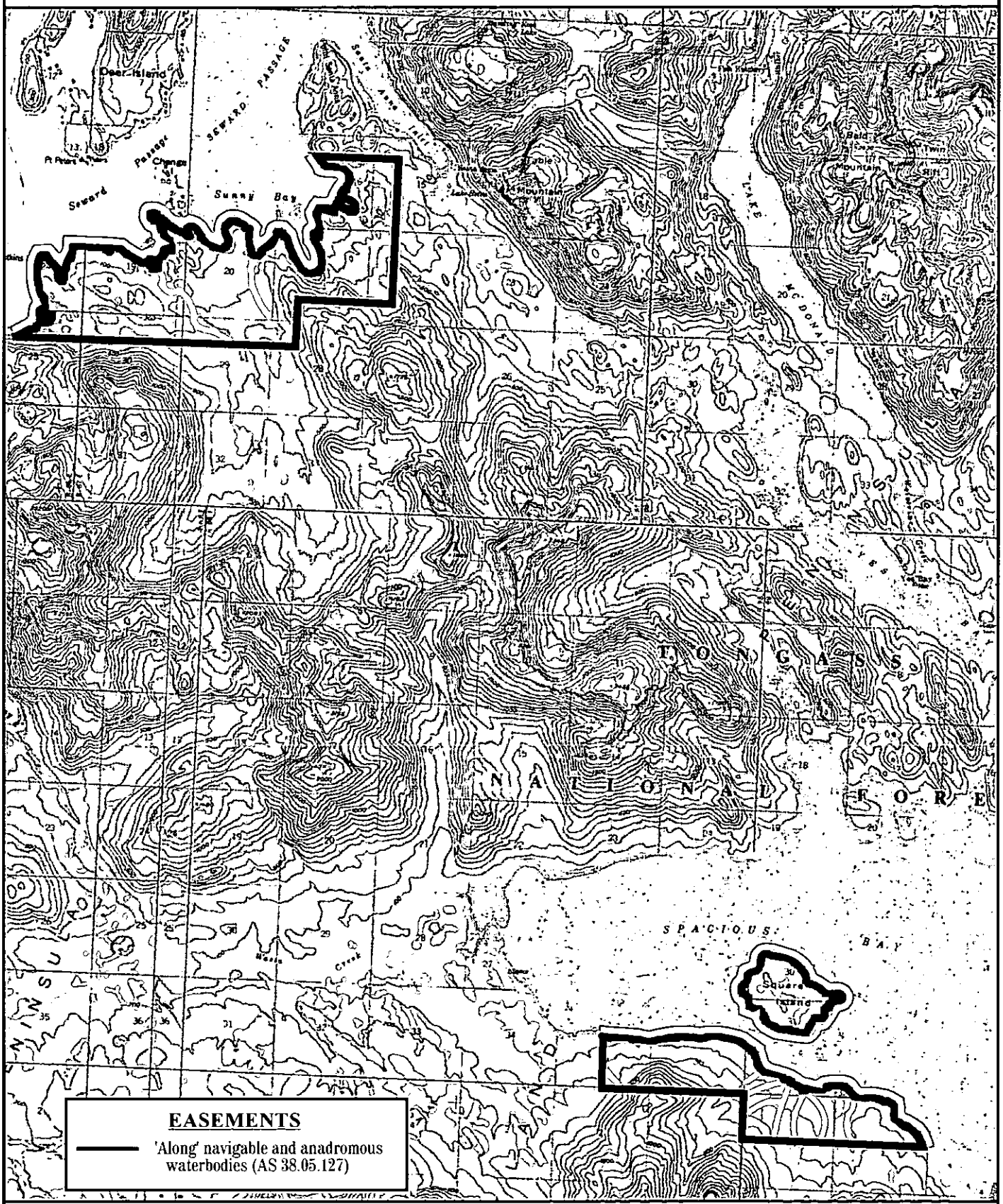


Prepared by: DNR
Source USGS Port Alexander D-5
Date: 12/2004

one mile

Meridian	Township	Range
CRM	58S	63E

Cleveland Peninsula KT.1002



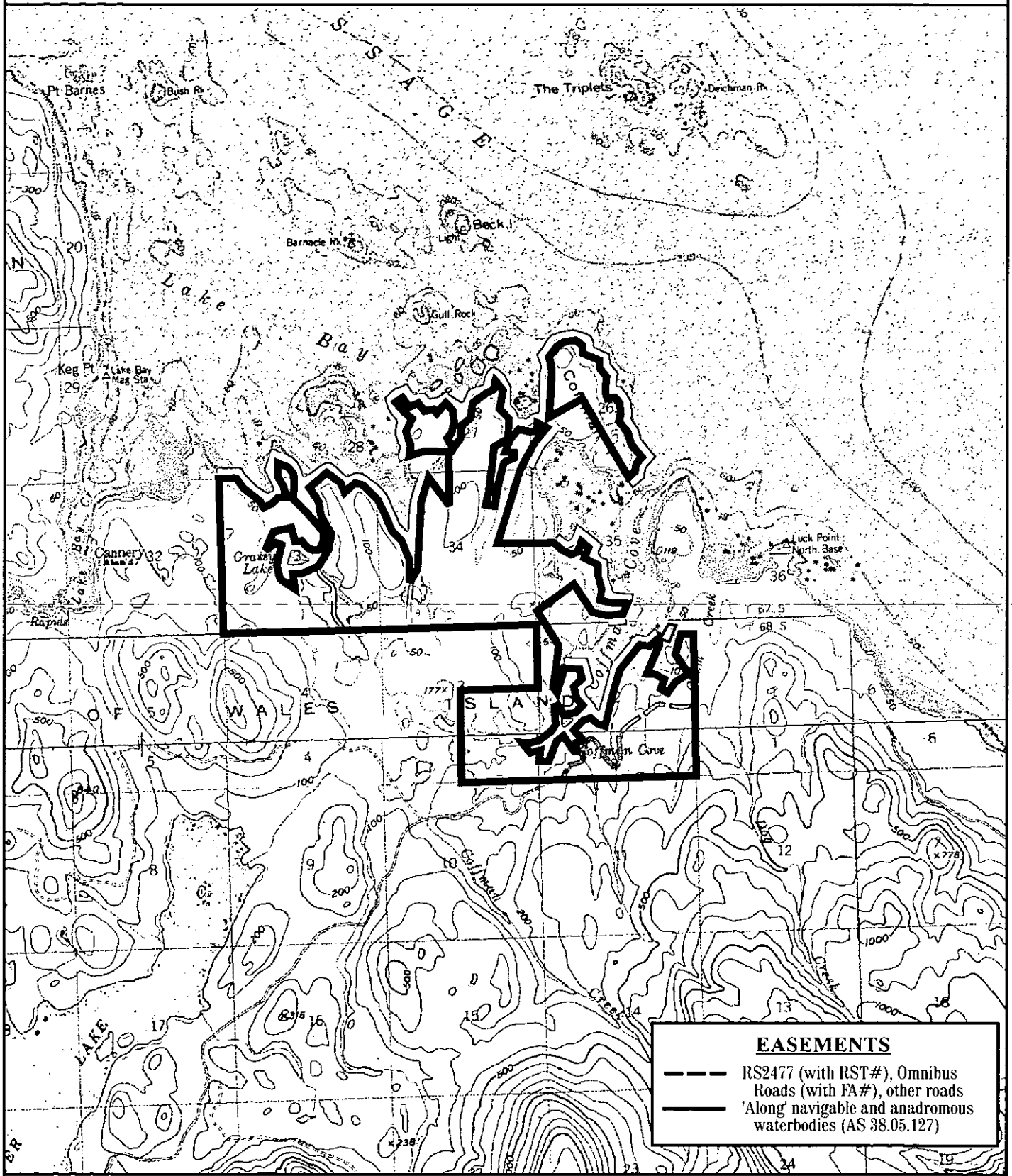
Prepared by: DNR
Source USGS Ketchikan D-6
Date: 12/2004

one mile

Meridian	Township	Range
CRM	68S 69-70S	86-87E 88-89E

Coffman Cove

PW.CC.1001



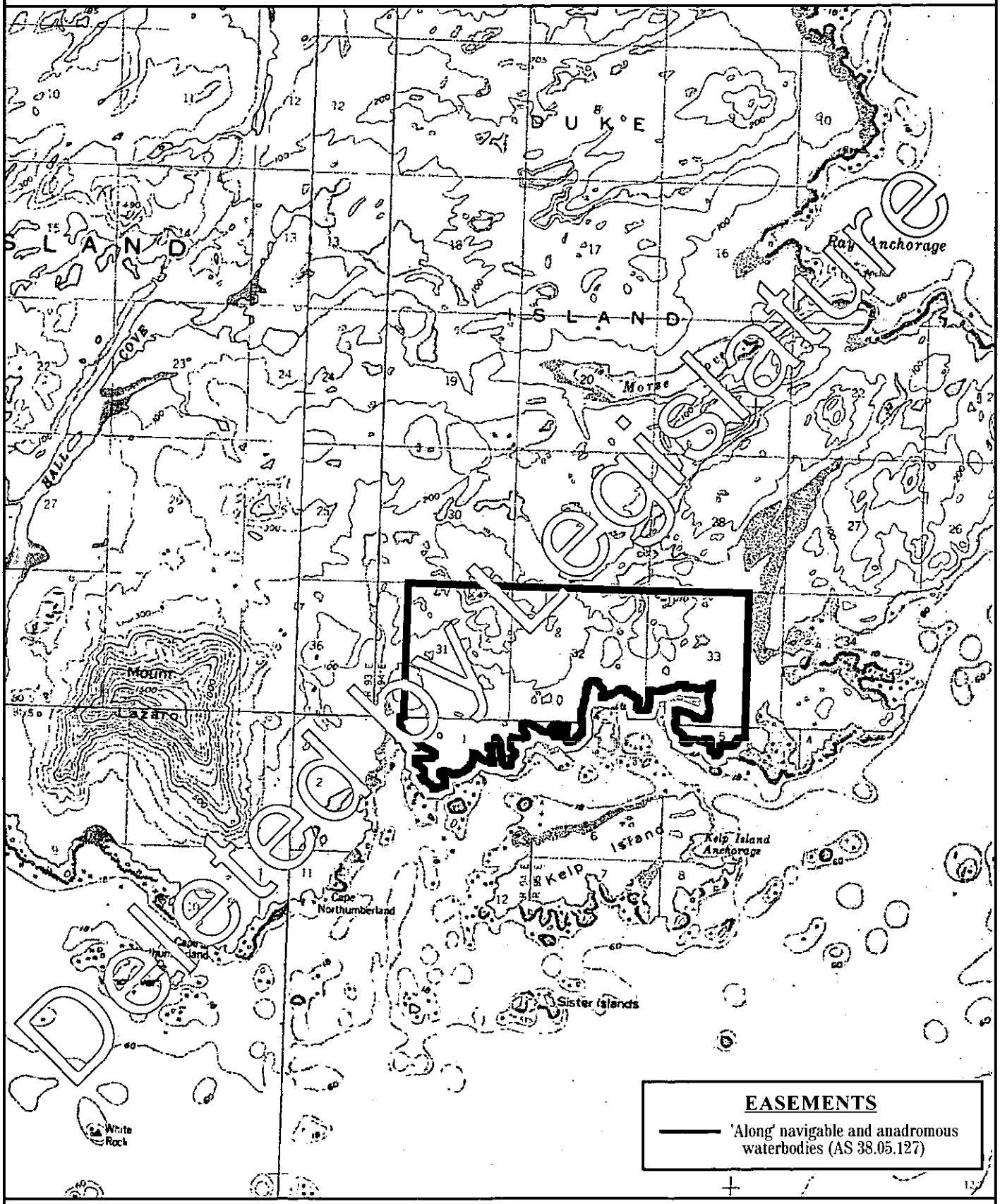
Prepared by: DNR; rhc
Source USGS Petersburg A-3, Craig D-3
Date: 12/2004

one mile

Meridian	Township	Range
CRM	67 & 68S	81E

Duke Island

SD.1001



Deleted Veteglature

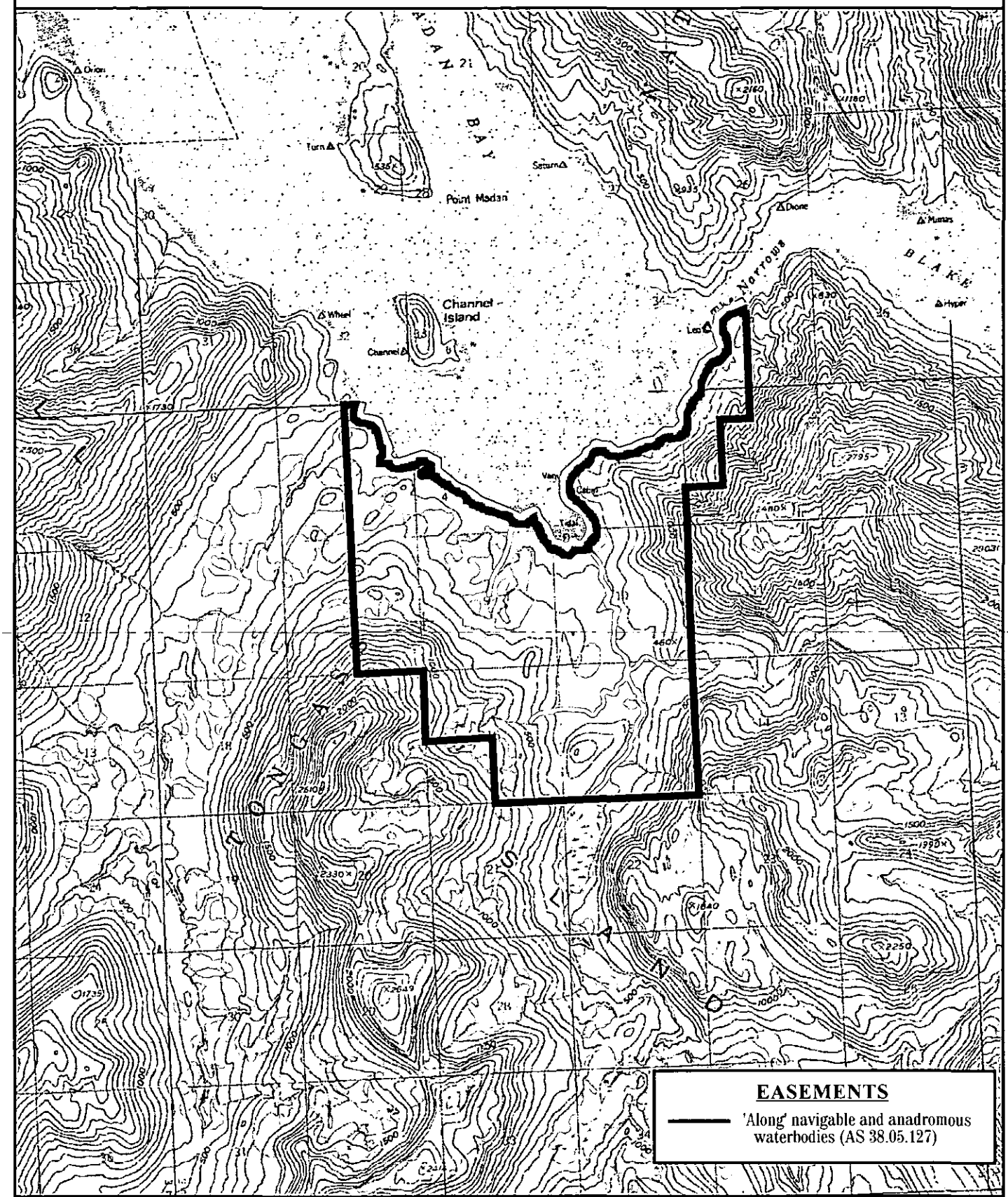
Prepared by: DNR
Source USGS Prince Rupert D-4
Date: 12/2004

one mile

Meridian	Township	Range
CRM	80 & 81S	94E

Earl West Cove

PT.1004



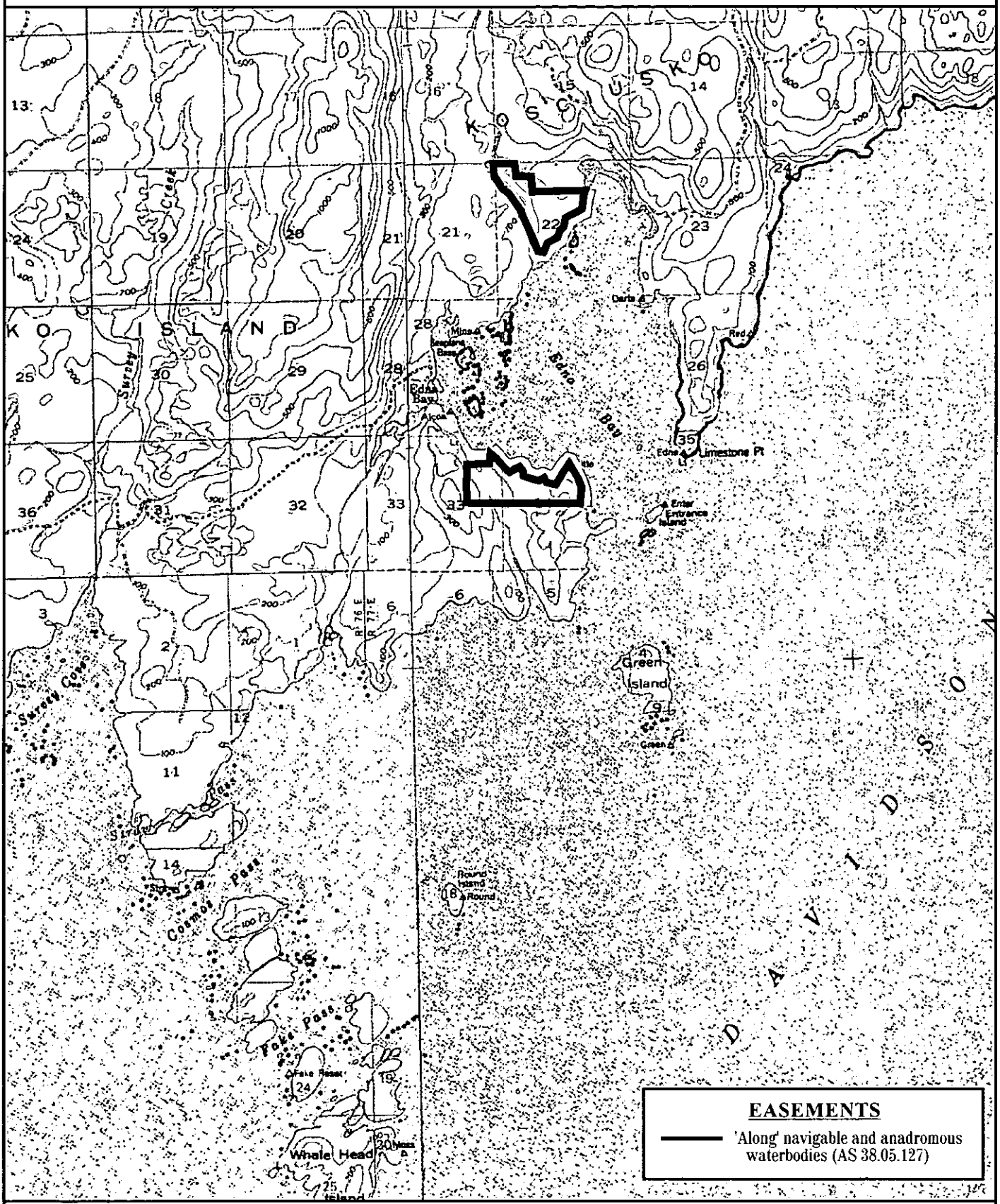
Prepared by: DNR
Source USGS Petersburg B-1
Date: 12/2004

one mile

Meridian	Township	Range
CRM	63-64S	85E

Edna Bay

PW.ED.1001



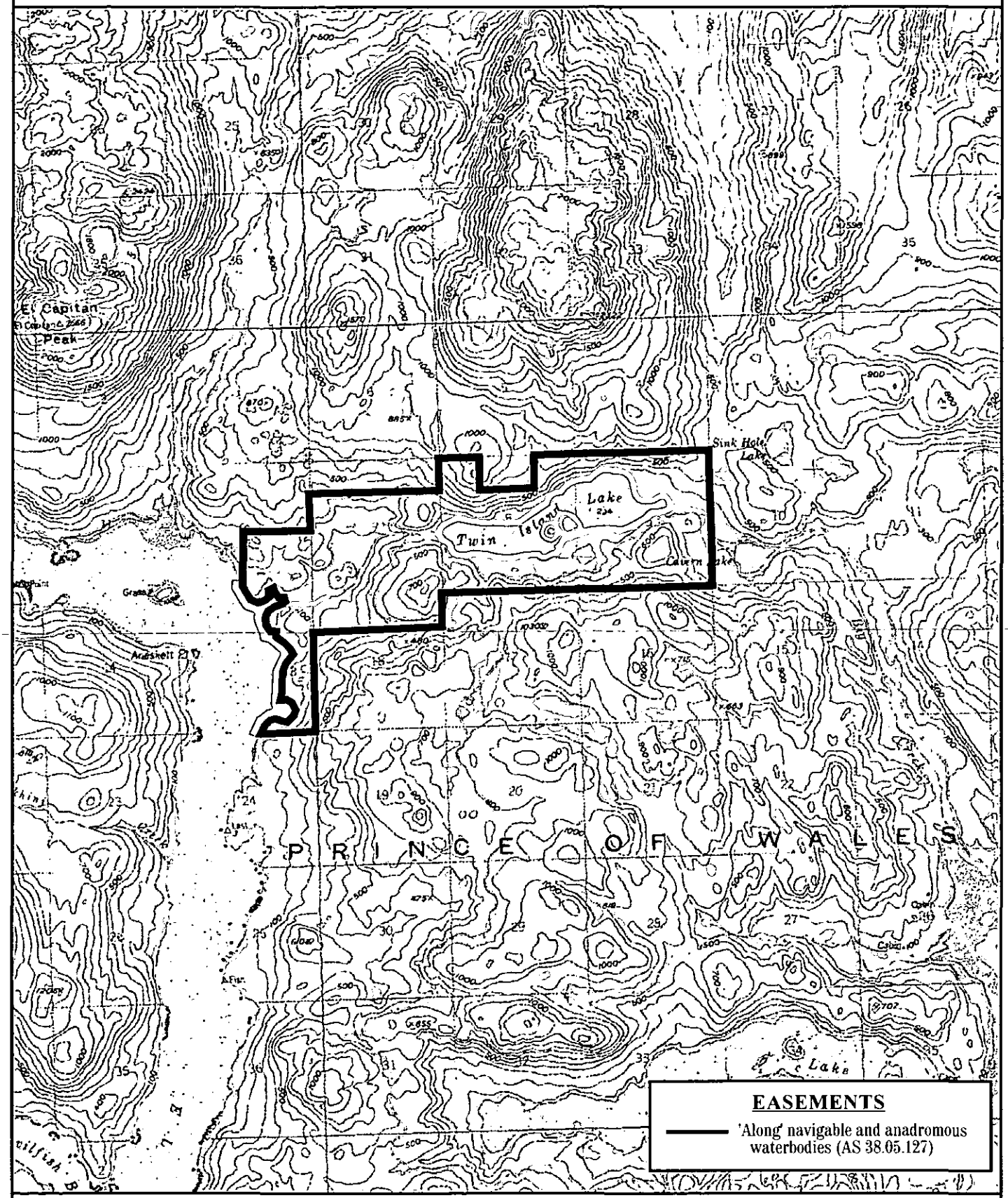
Prepared by: DNR
Source USGS Craig D-5, D-6
Date: 12/2004

one mile

Meridian	Township	Range
CRM	68S	76E

El Capitan North

PW.EC.1001



EASEMENTS

'Along' navigable and anadromous waterbodies (AS 38.05.127)

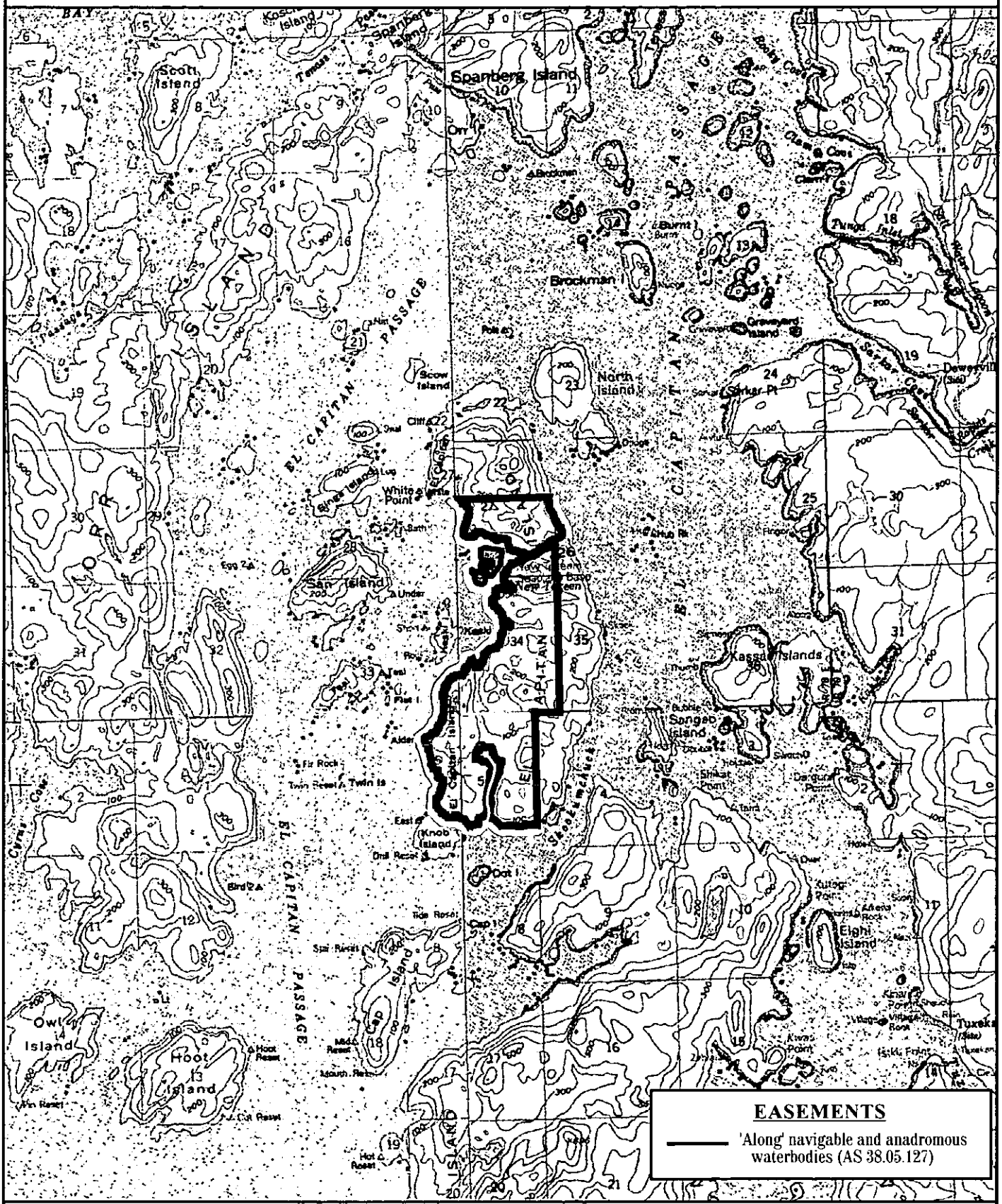
Prepared by: DNR
Source USGS Petersburg A-4
Date: 12/2004

one mile

Meridian	Township	Range
CRM	66S	78 & 79E

El Capitan South

PW.EC.1001



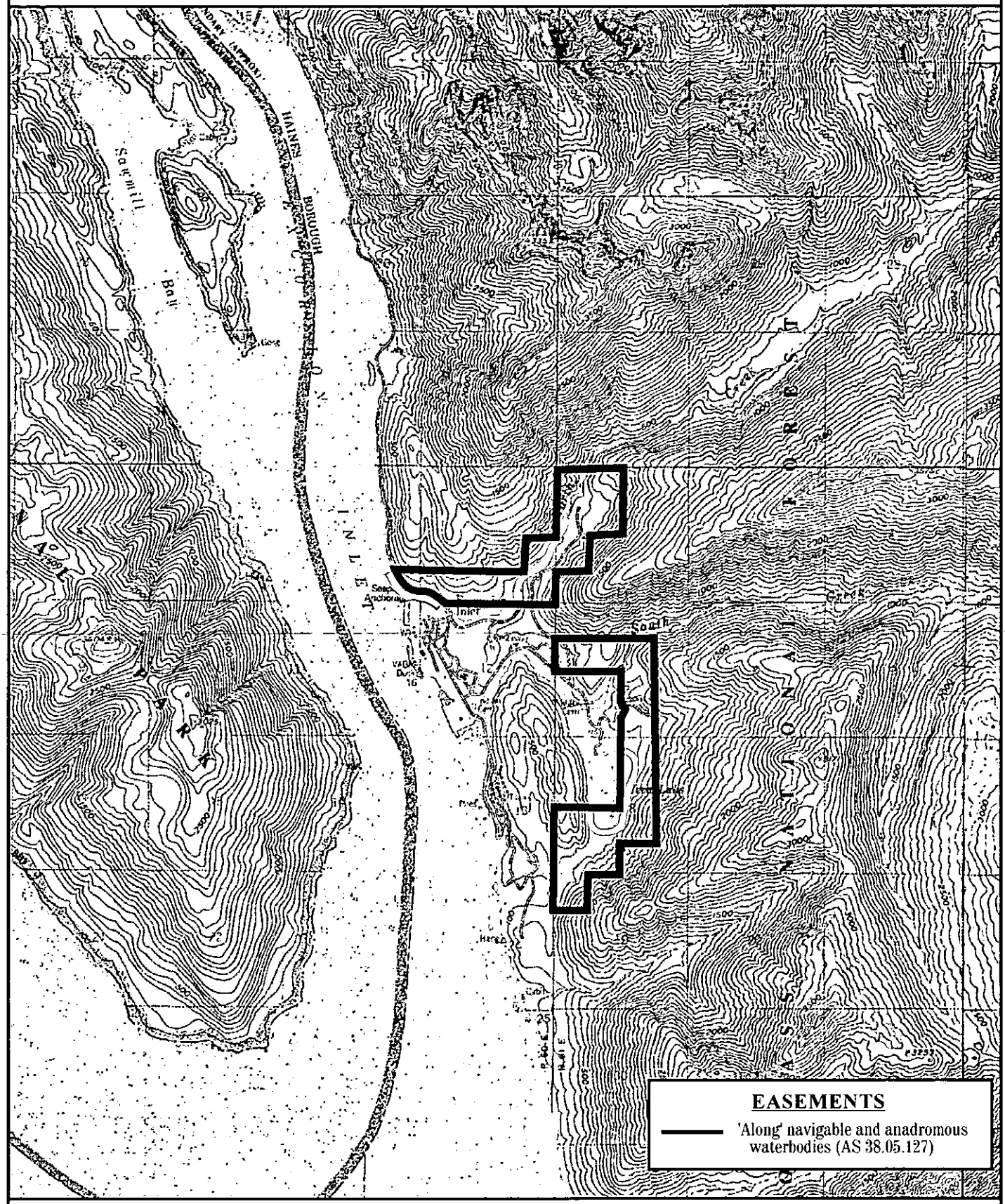
Prepared by: DNR
Source USGS Craig D-4, D-5
Date: 12/2004

one mile

Meridian	Township	Range
CRM	68S	78E

Excursion Inlet

NS.EX.1002



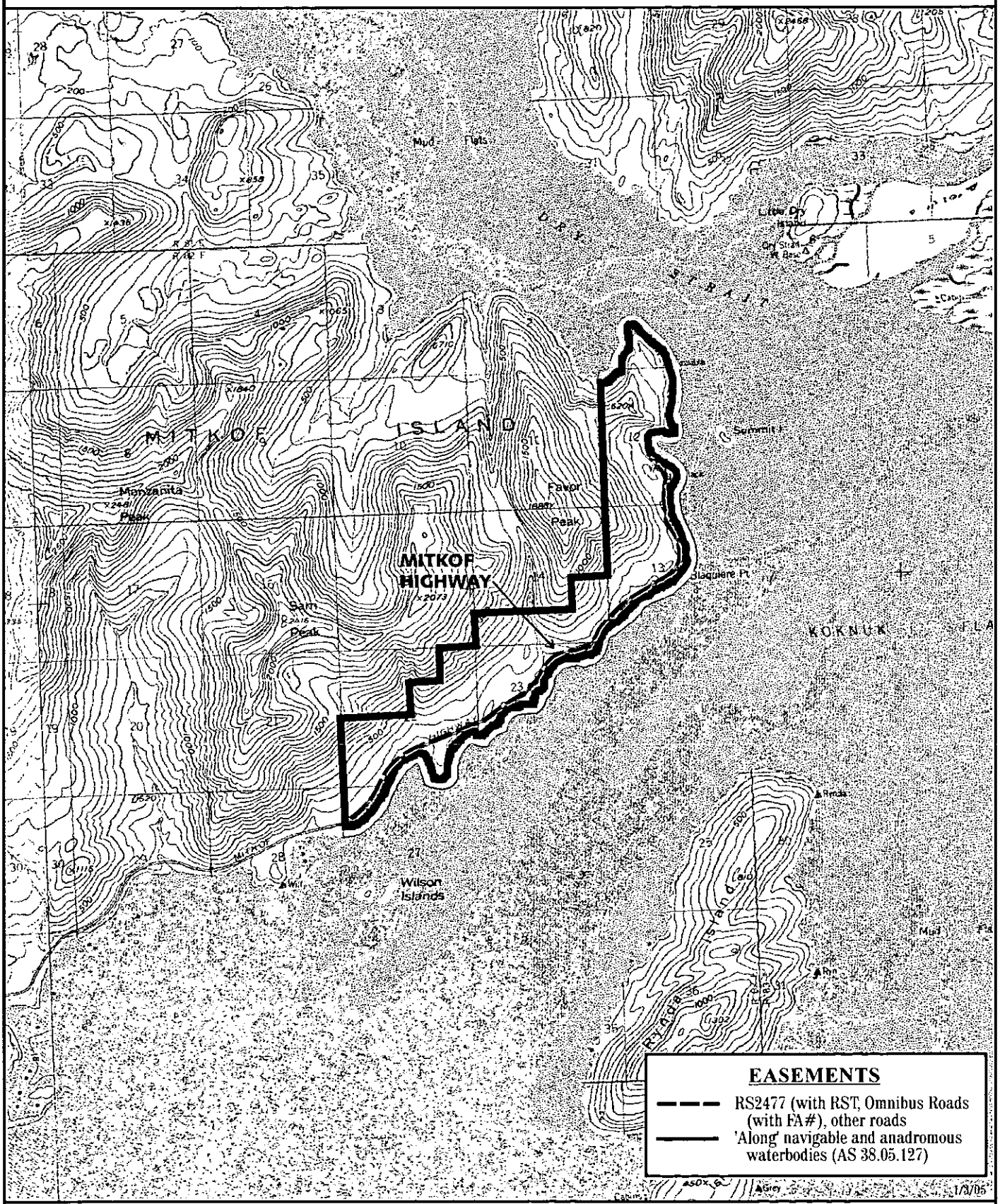
Prepared by: DNR
Source USGS Juneau B-5
Date: 12/2004

one mile

Meridian	Township	Range
CRM	40S	61E

Favor Peak

SD.1001



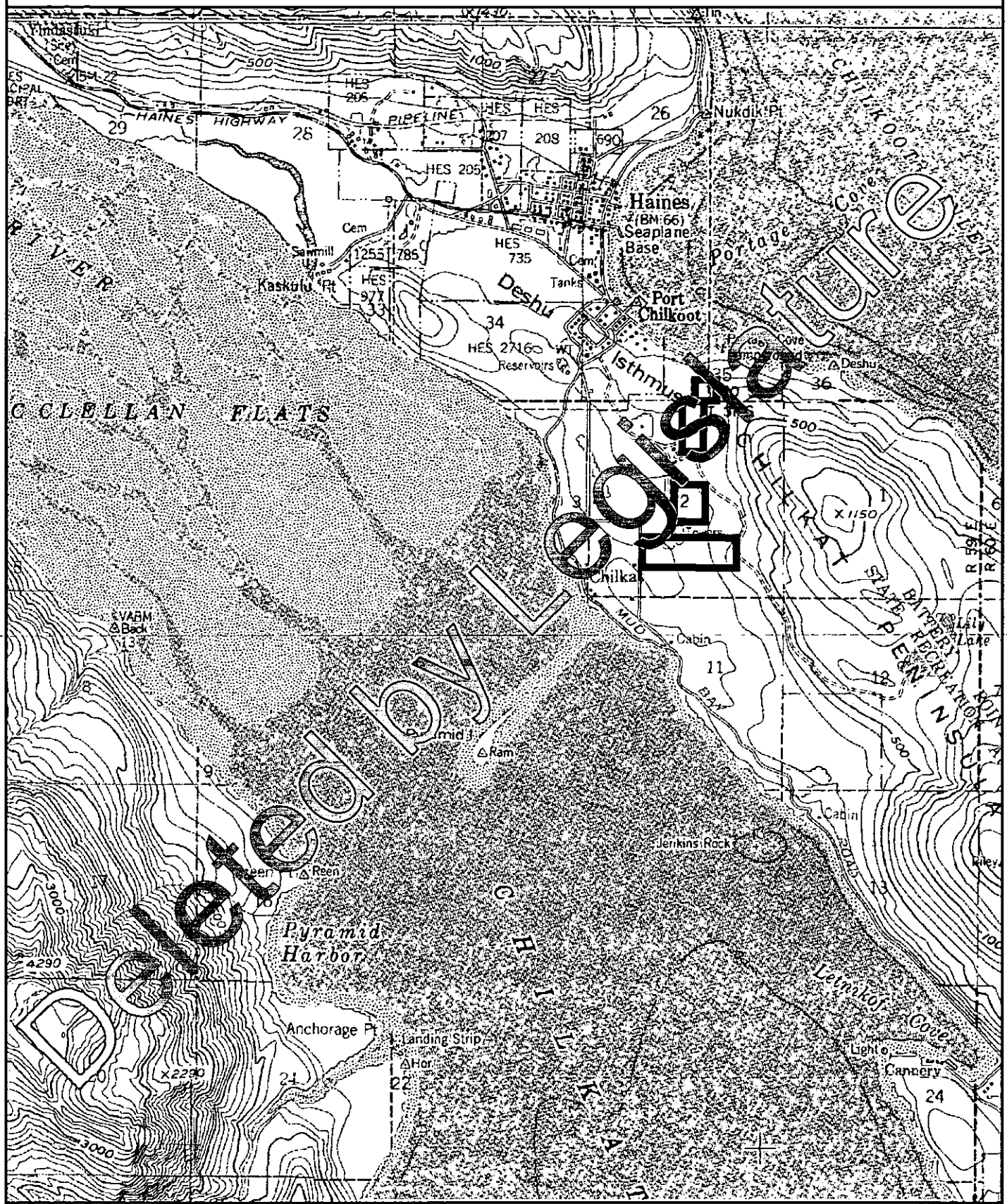
Prepared by: DNR
Source USGS Petersburg C-3, C-4
Date: 12/2004

one mile

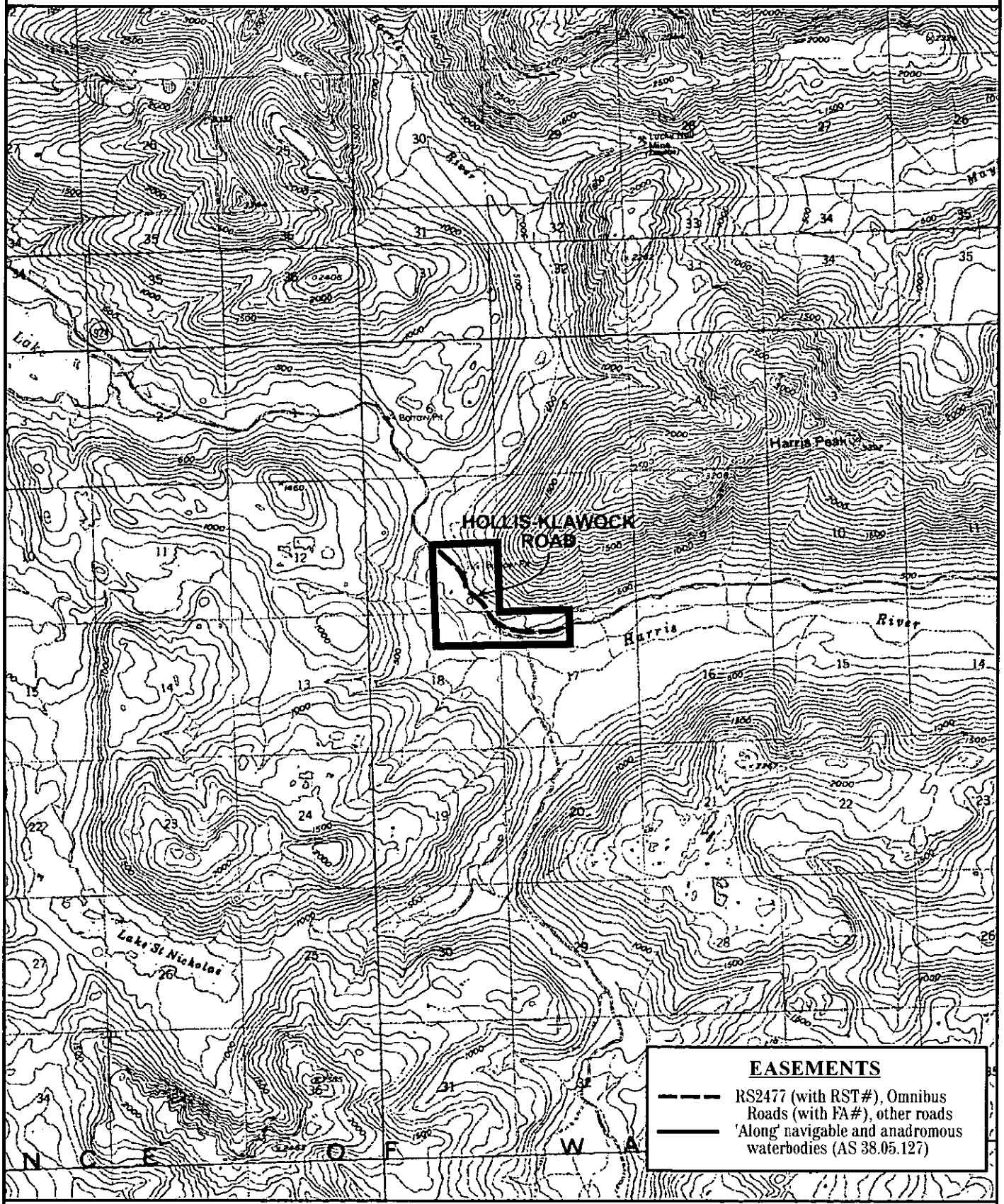
Meridian	Township	Range
CRM	61S	82E

Haines-Chilkoot

HA.CH.1001


HAINES HIGHWAY
PIPELINE
HES 205
HES 206
HES 207
HES 208
HES 590
Haines
(BM 66)
Seaplane Base
Nukdik Pt
Cem
Sawmill
Kaskulu Pt
HES 735
Tanks
Port Chilkoot
Deshu
HES 27160
Reservoirs
Isthmus Bay
Portage Cove
CHILKOOT INLET
CLELLAN FLATS
RIVER
Chilkat
MUD BAY
Cabin
CHILKAT STATE PARK
RECREATIONAL AREA
Lily Lake
Ram
Reen
Pyramid Harbor
Anchorage Pt
Landing Strip
Hor
Jerikins Rock
Lemukor Cove
Cannery
Light
Deleted
Deleted
Deleted

Harris Road Junction CR.1001



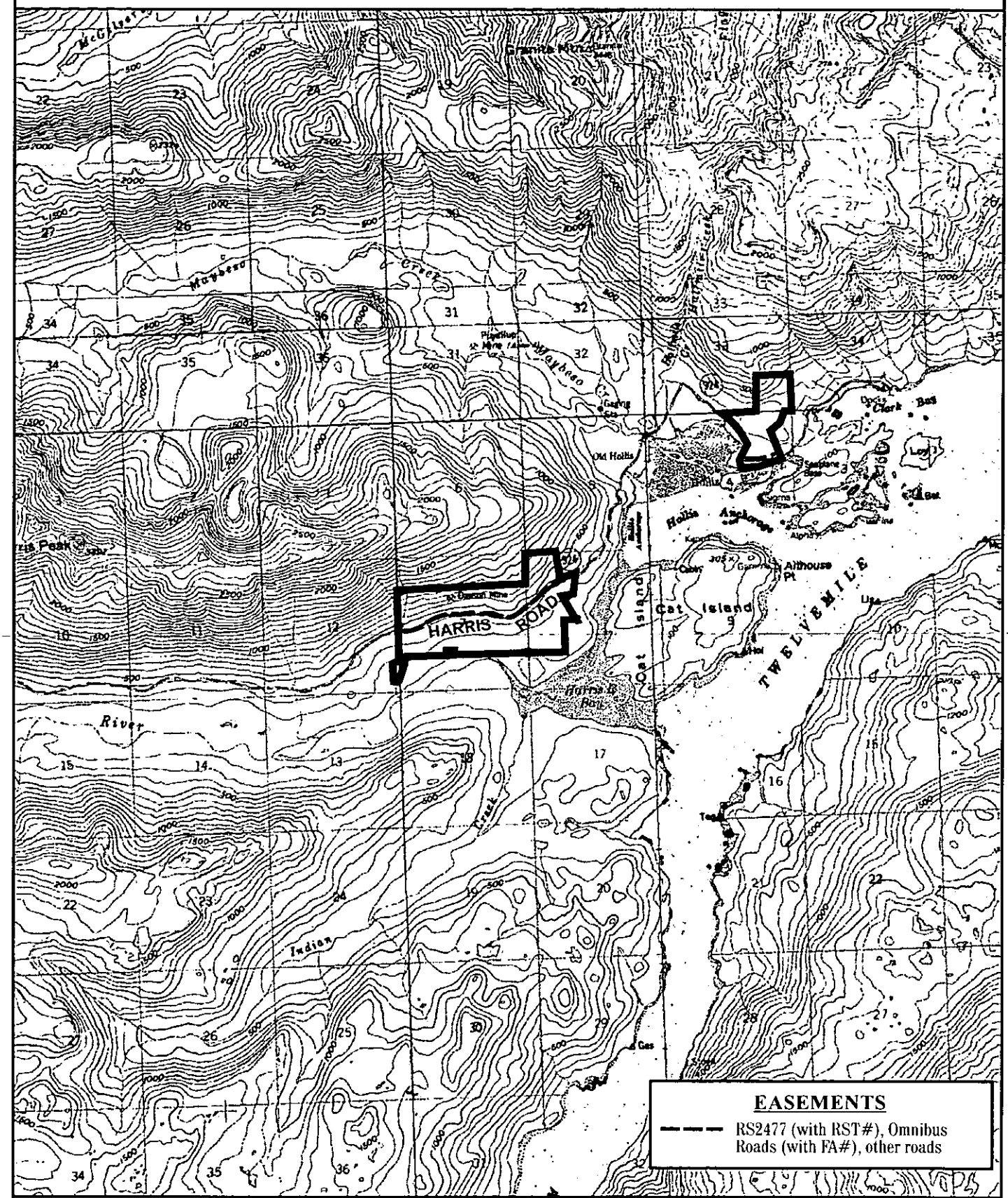
Prepared by: DNR
Source USGS Craig B-3
Date: 12/2004

one mile

Meridian	Township	Range
CRM	74S	83E

Hollis

PW.HO.1001



EASEMENTS

RS2477 (with RST#), Omnibus Roads (with FA#), other roads

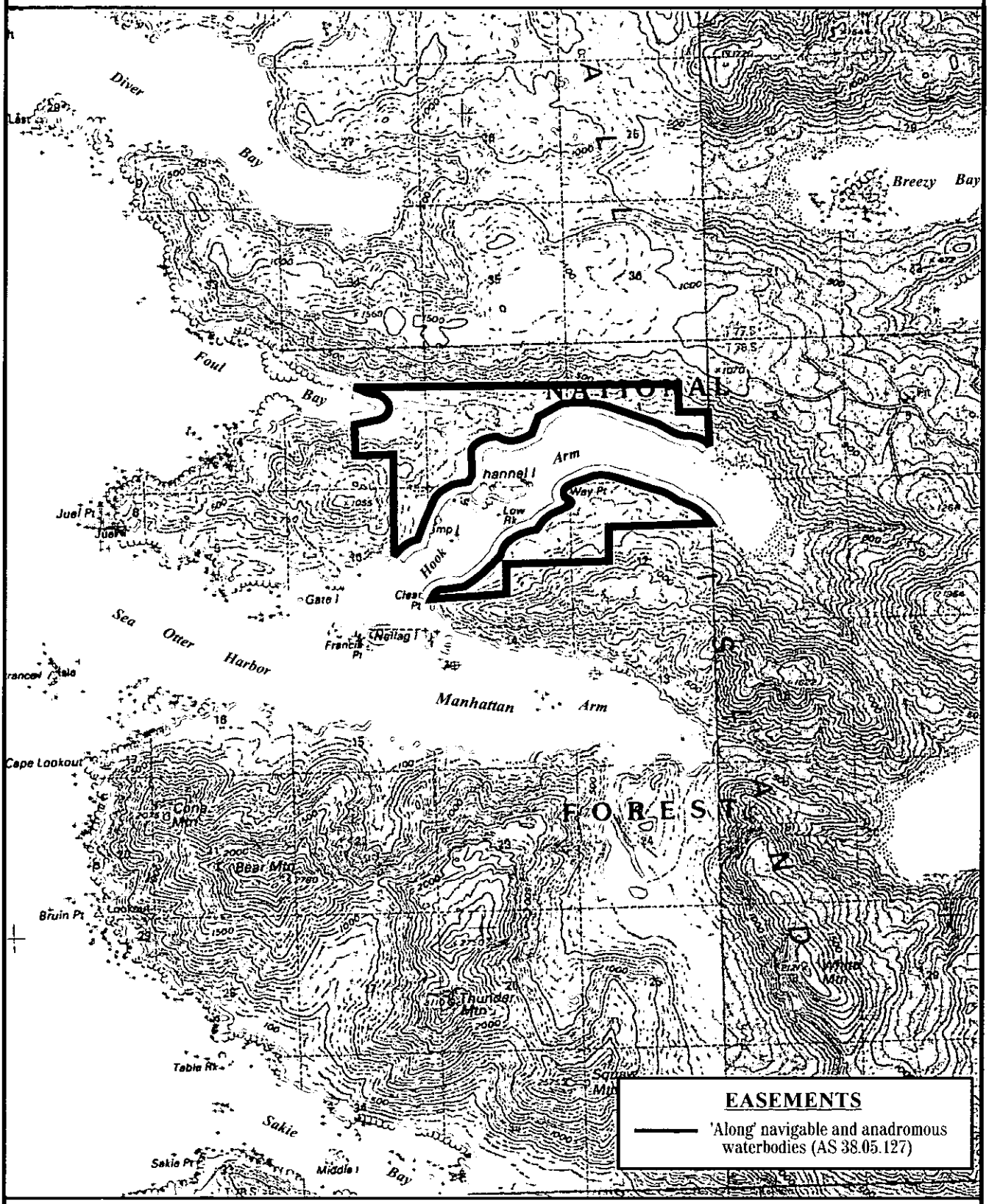
Prepared by: DNR
Source USGS Craig B2, B3, C2, C3
Date: 12/2004

one mile

Meridian	Township	Range
CRM	73S-74S	83E-84E

Hook Arm

PW.HK.1001



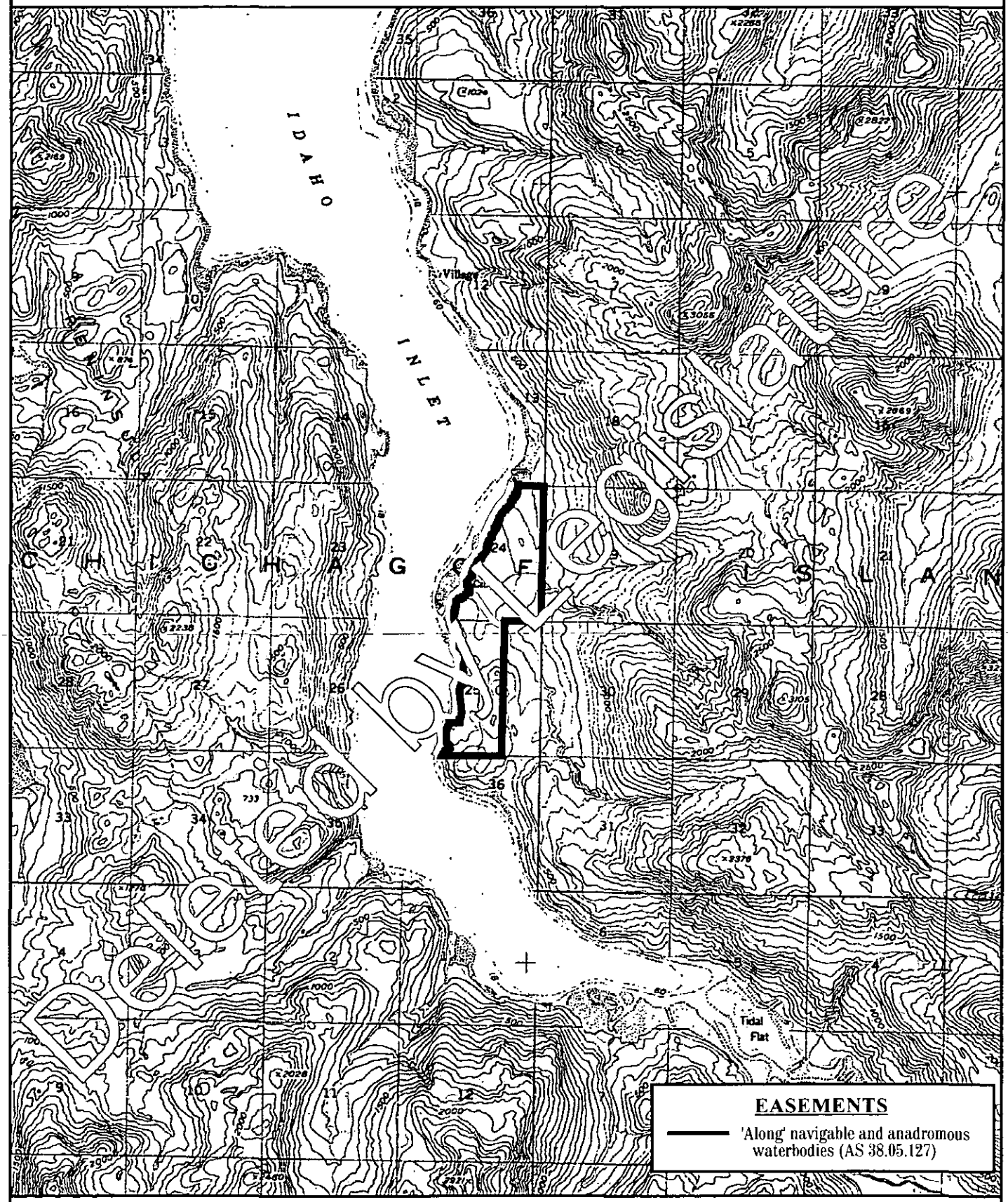
Prepared by: DNR, rhc
Source USGS, Craig A-4
Date: 12/2004

one mile

Meridian	Township	Range
CRM	78S	81E

Idaho Inlet

MF.1002



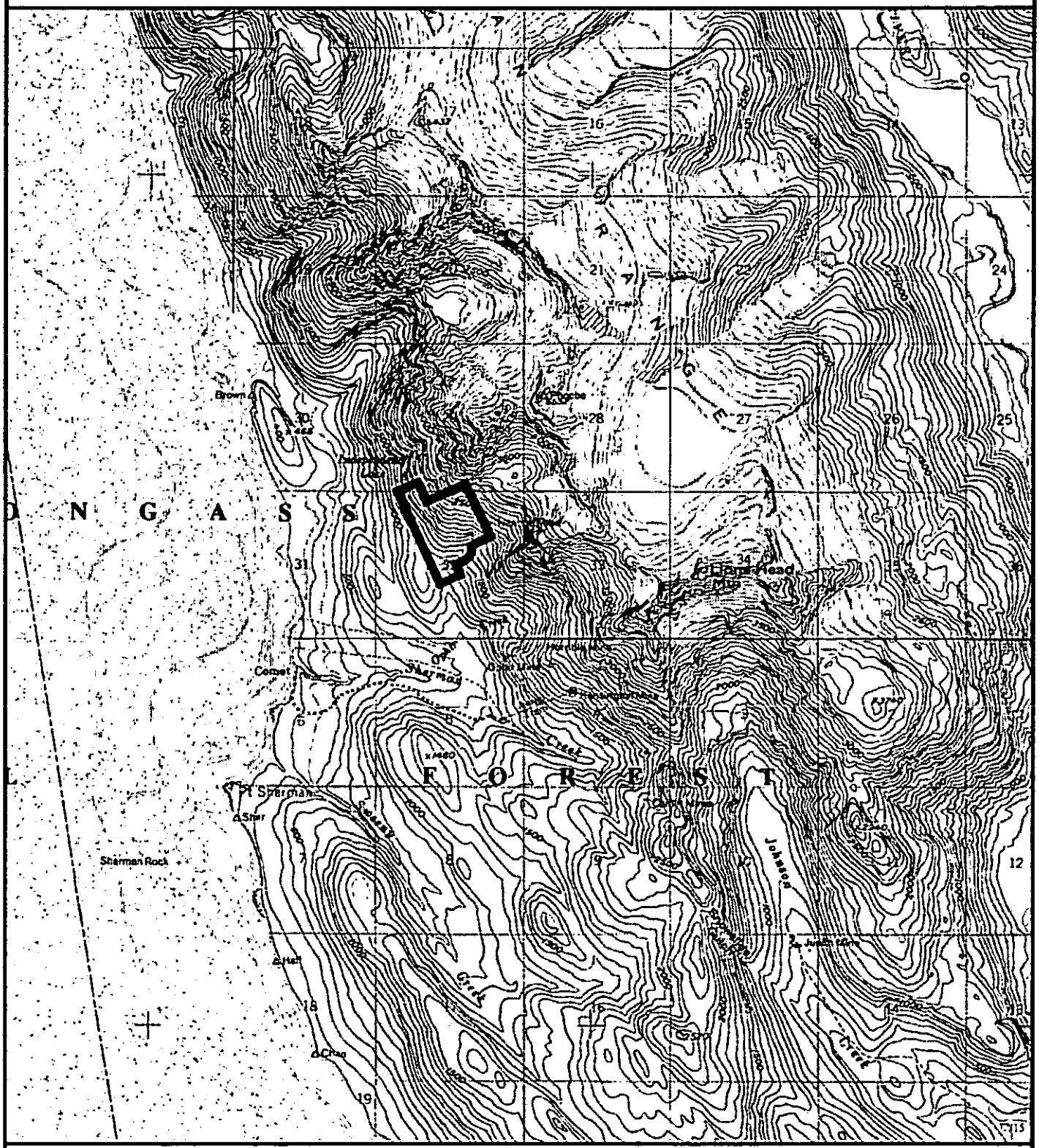
Prepared by: DNR
Source USGS Mt. Fairweather A-1
Date: 12/2004

one mile

Meridian	Township	Range
CRM	43S	56E

Ivanhoe

JU.NL.1001



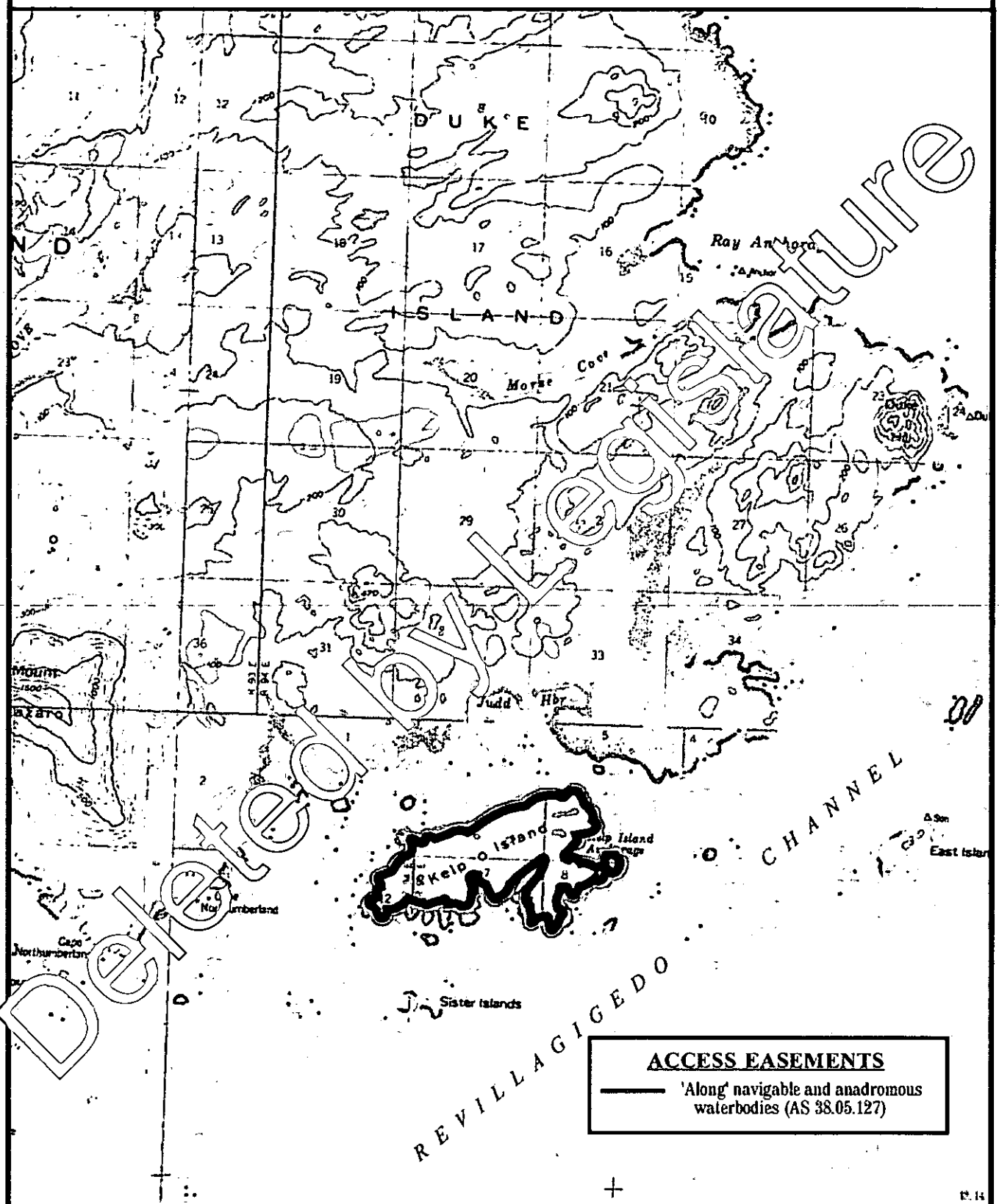
Prepared by: DNR
Source USGS Juneau D-4
Date: 12/2004

one mile

Meridian	Township	Range
CRM	34S	62E

Kelp Island

CS.KI.1001



Deleted by legislature
REVILLAGIGEDO

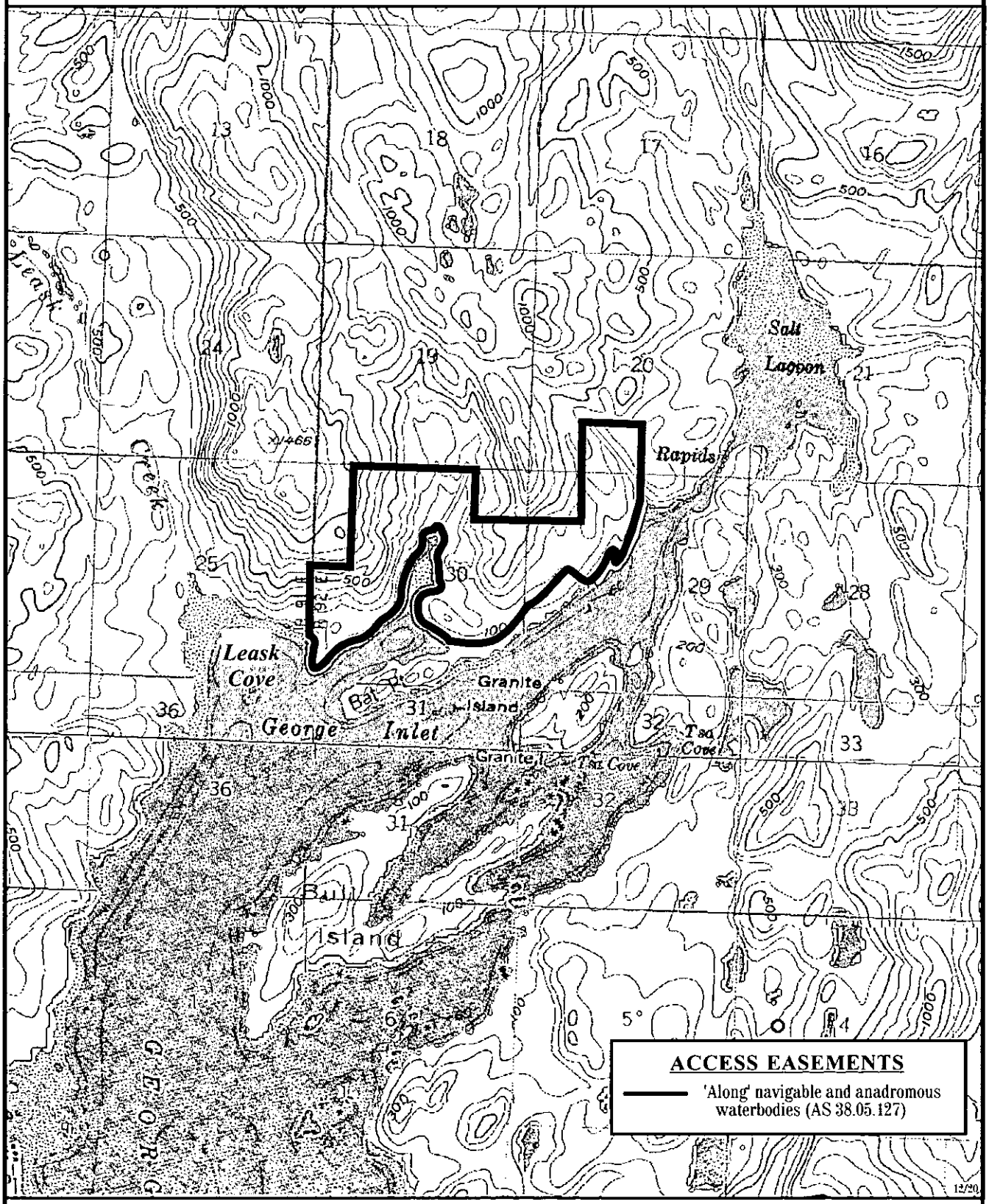
Prepared by: rhc
Source USGS, Prince Rupert D-4
Date: 12/2004

one mile

Meridian	Township	Range
CRM	81S	94-95E

Leask Cove

CS.LE.1001



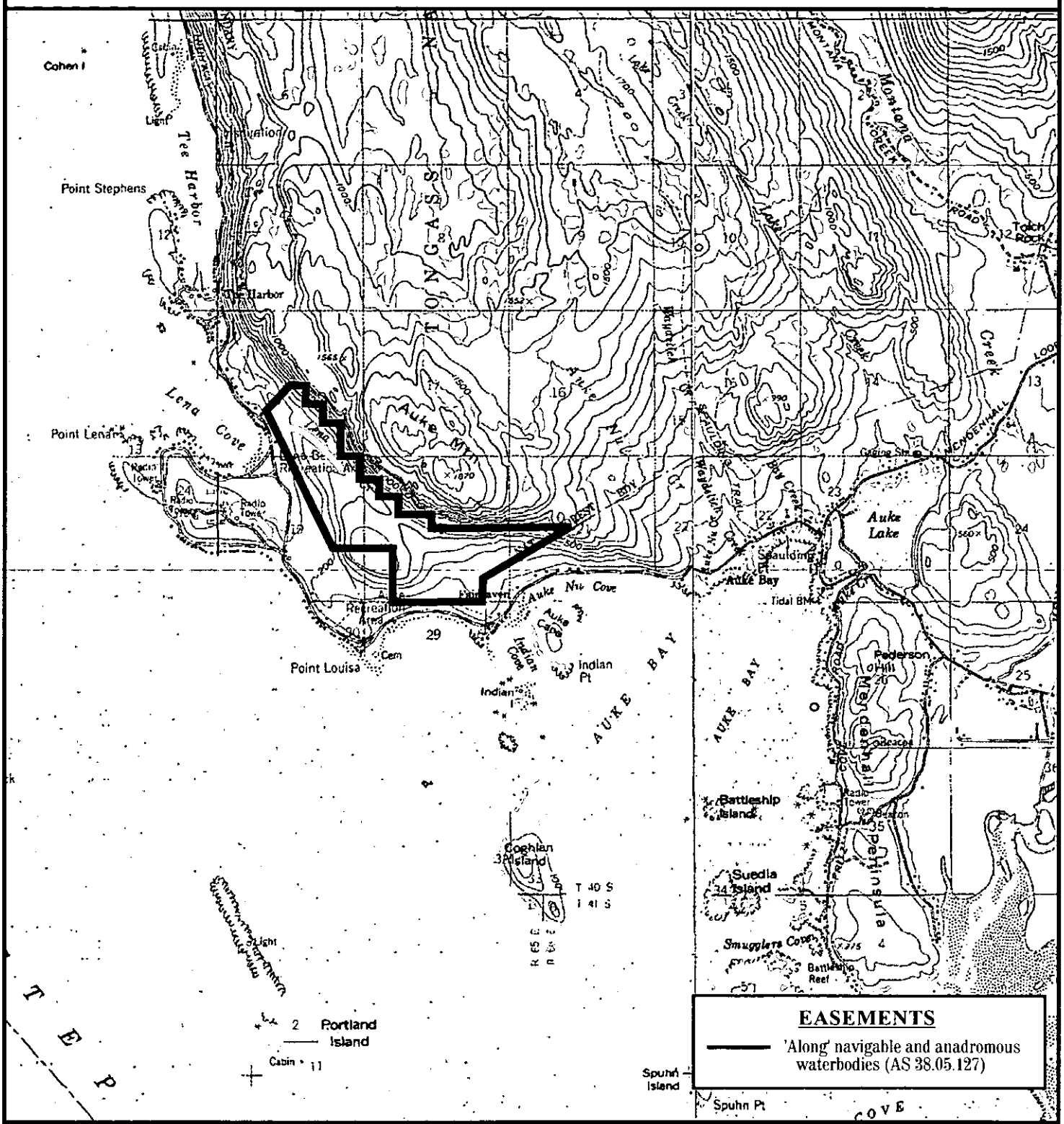
Prepared by: rhc
Source USGS, Ketchikan C-5
Date: 12/2004

one mile

Meridian	Township	Range
CRM	73S	92E

Lena Creek

JU.LM.1001



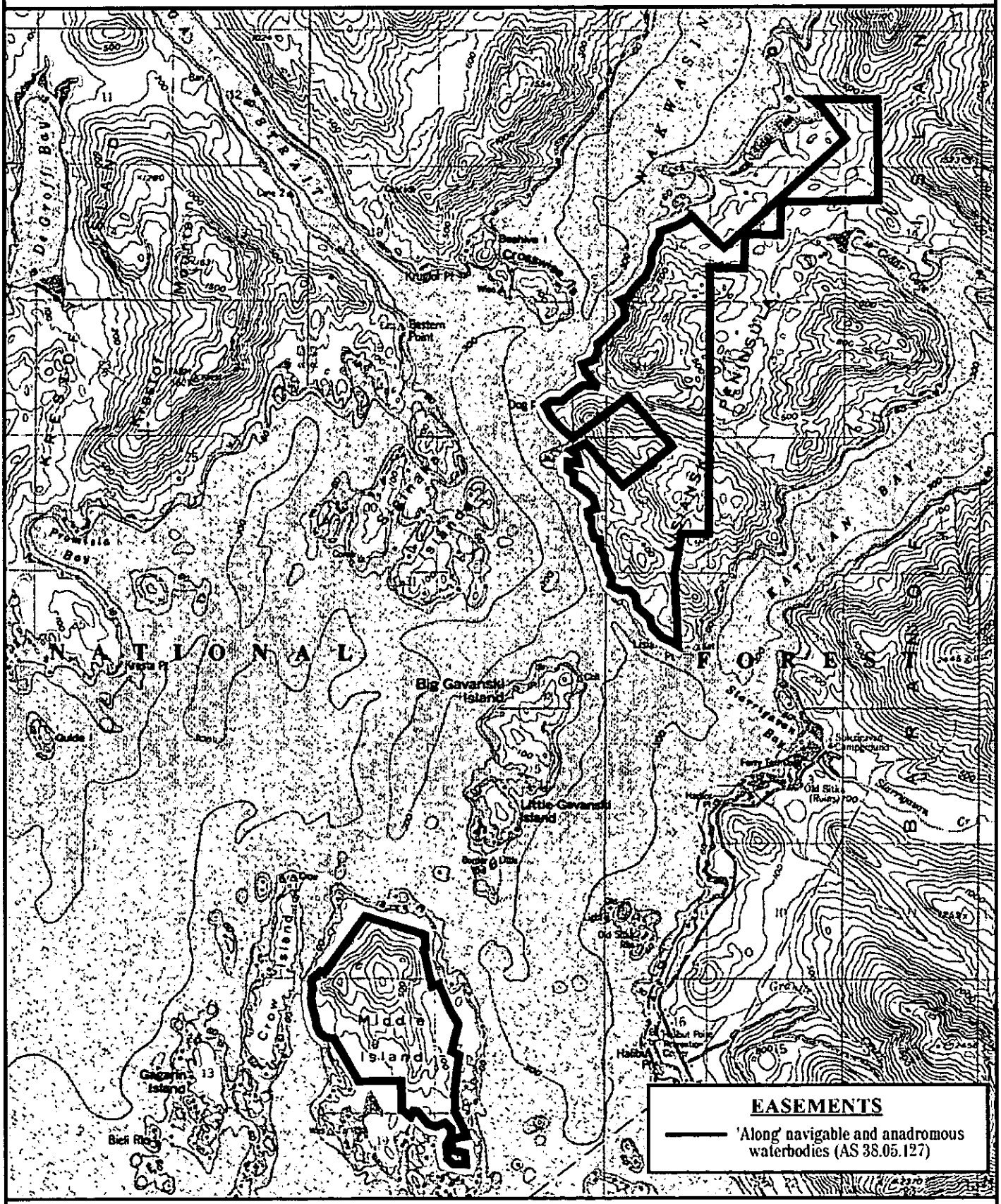
Prepared by: DNR
Source USGS, Juneau B-2, B-3
Date: 12/2004

one mile

Meridian	Township	Range
CRM	40S	65E

Lisianski Peninsula

ST.LS.1001



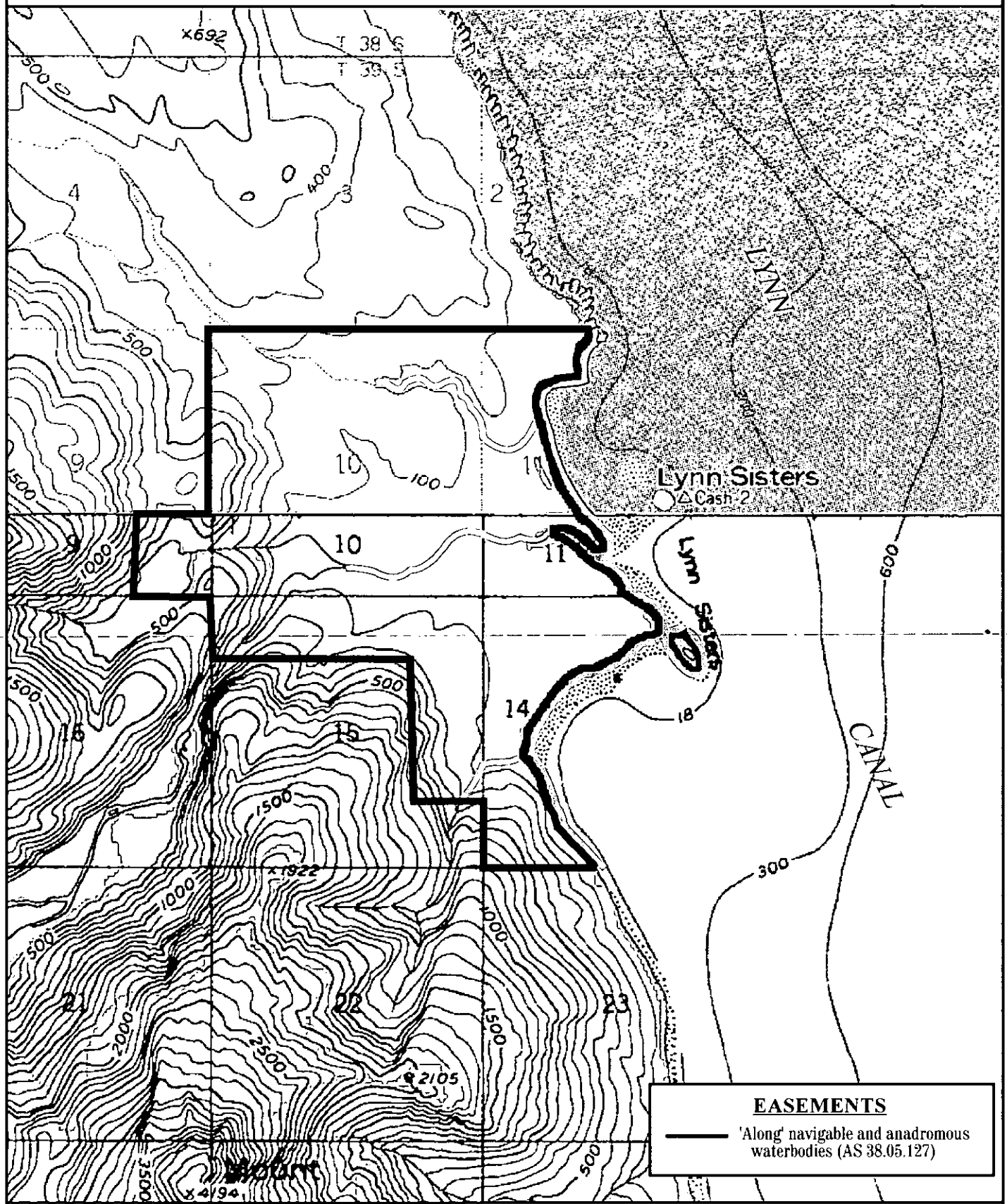
Prepared by: DNR
Source USGS Sitka A-5
Date: 12/2004

one mile

Meridian	Township	Range
CRM	54S	63E

Lynn Canal

JU.1002



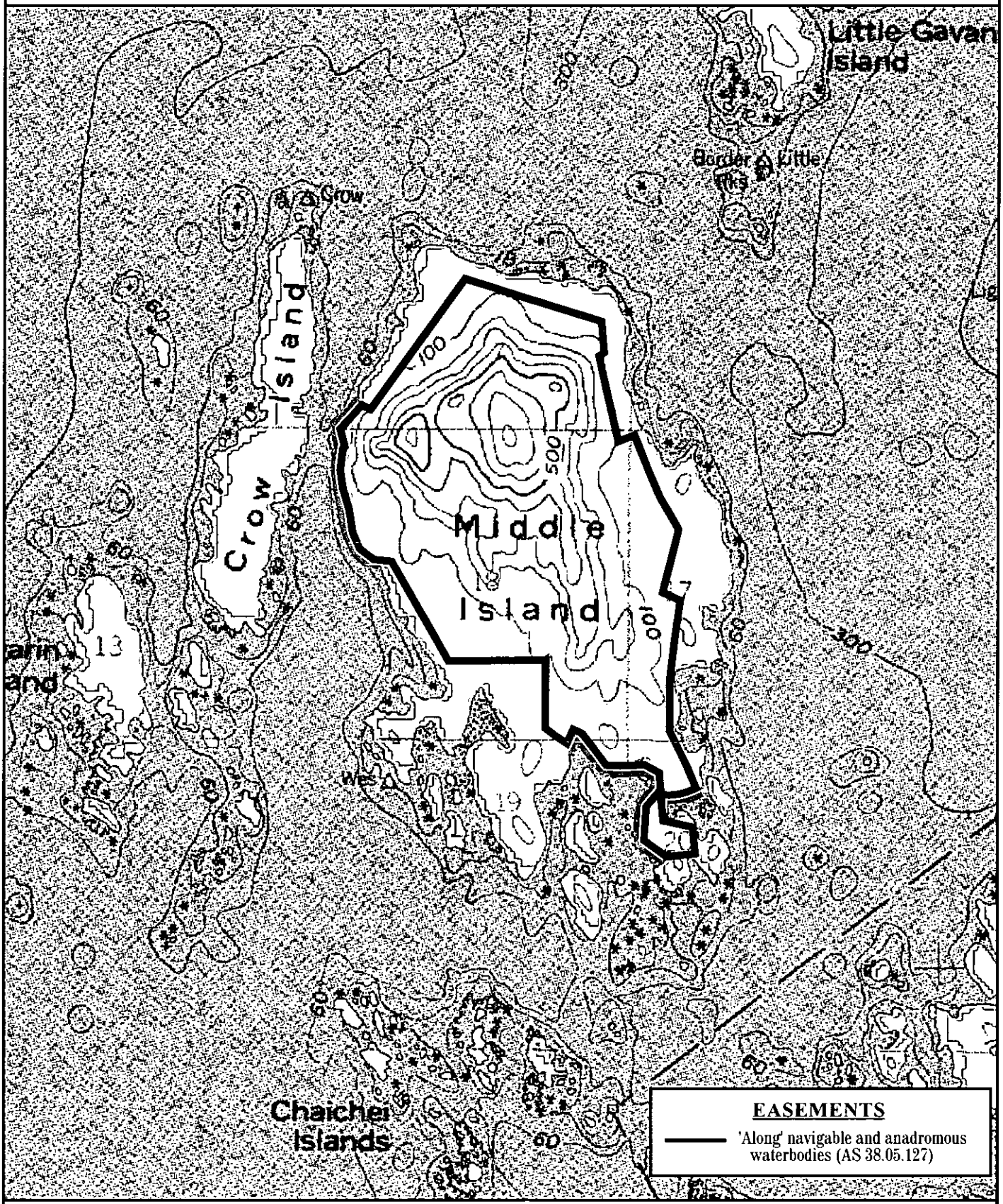
Prepared by: DNR
Source USGS Juneau C-4, B-4
Date: 12/2004

one mile

Meridian	Township	Range
CRM	39S	62E

Middle Island

ST.1001



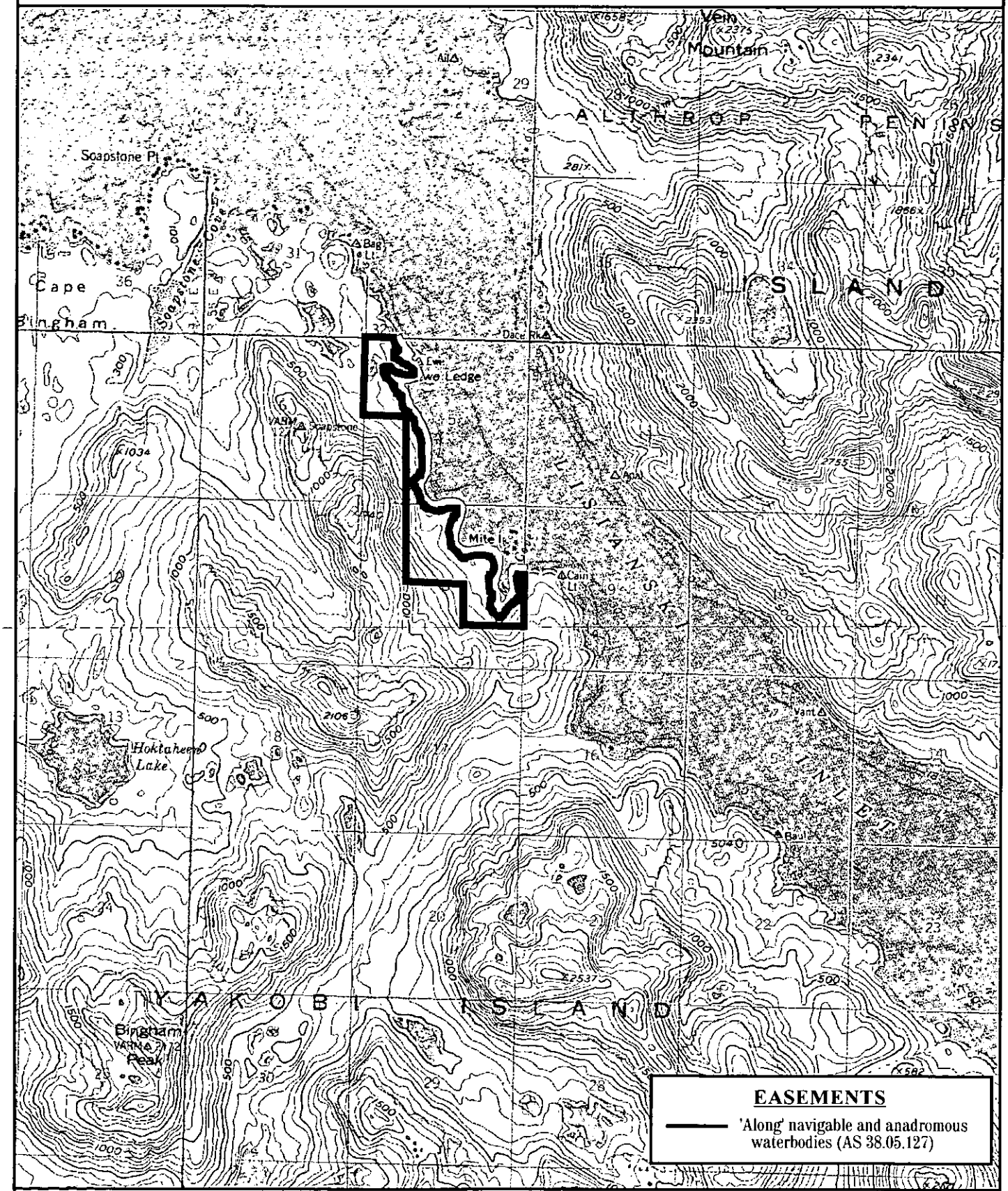
Prepared by: DNR
Source USGS Sitka A-5
Date: 12/2004

one mile

Meridian	Township	Range
CRM	55S	62-63E

Mite Cove

MF.1001



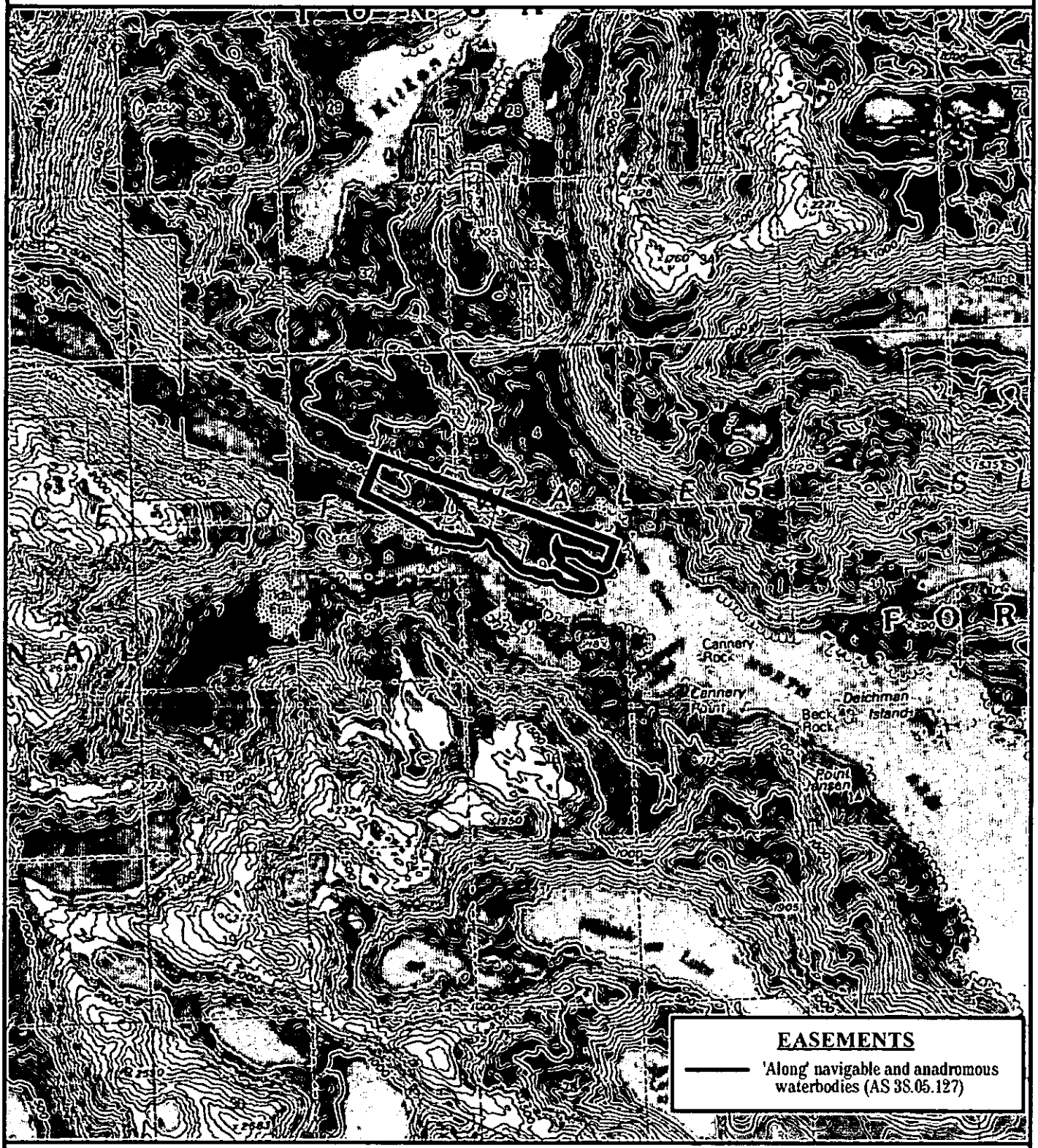
Prepared by: DNR
Source USGS Mt. Fairweather A-2
Date: 12/2004

one mile

Meridian	Township	Range
CRM	44S	55E

Moira Sound/Nowiskay Cove

PW.MS.1001



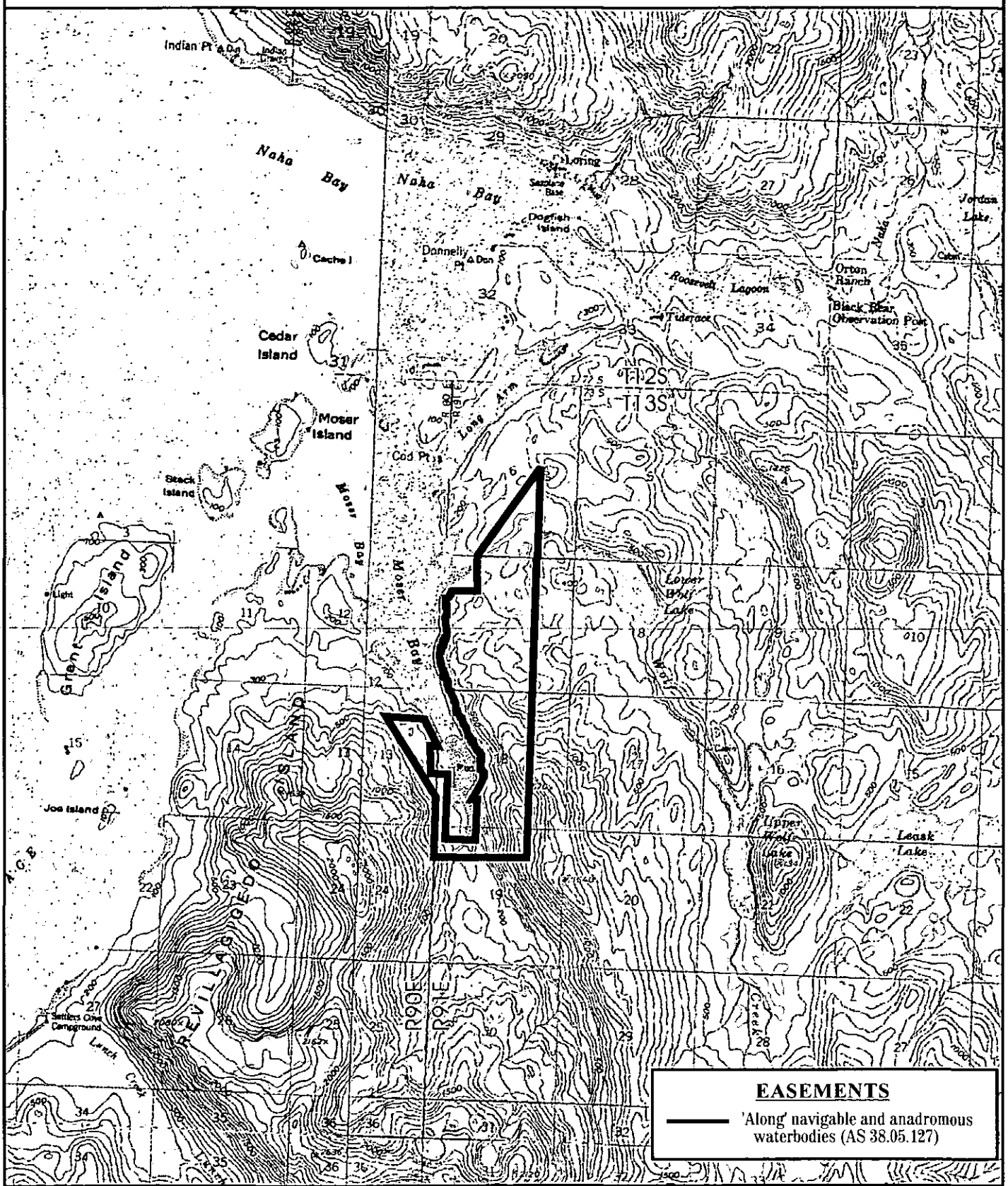
Prepared by: DNR
Source USGS Craig A-1
Date: 12/2004

one mile

Meridian	Township	Range
CRM	78S	88E

Moser Bay

CS.MB.1001



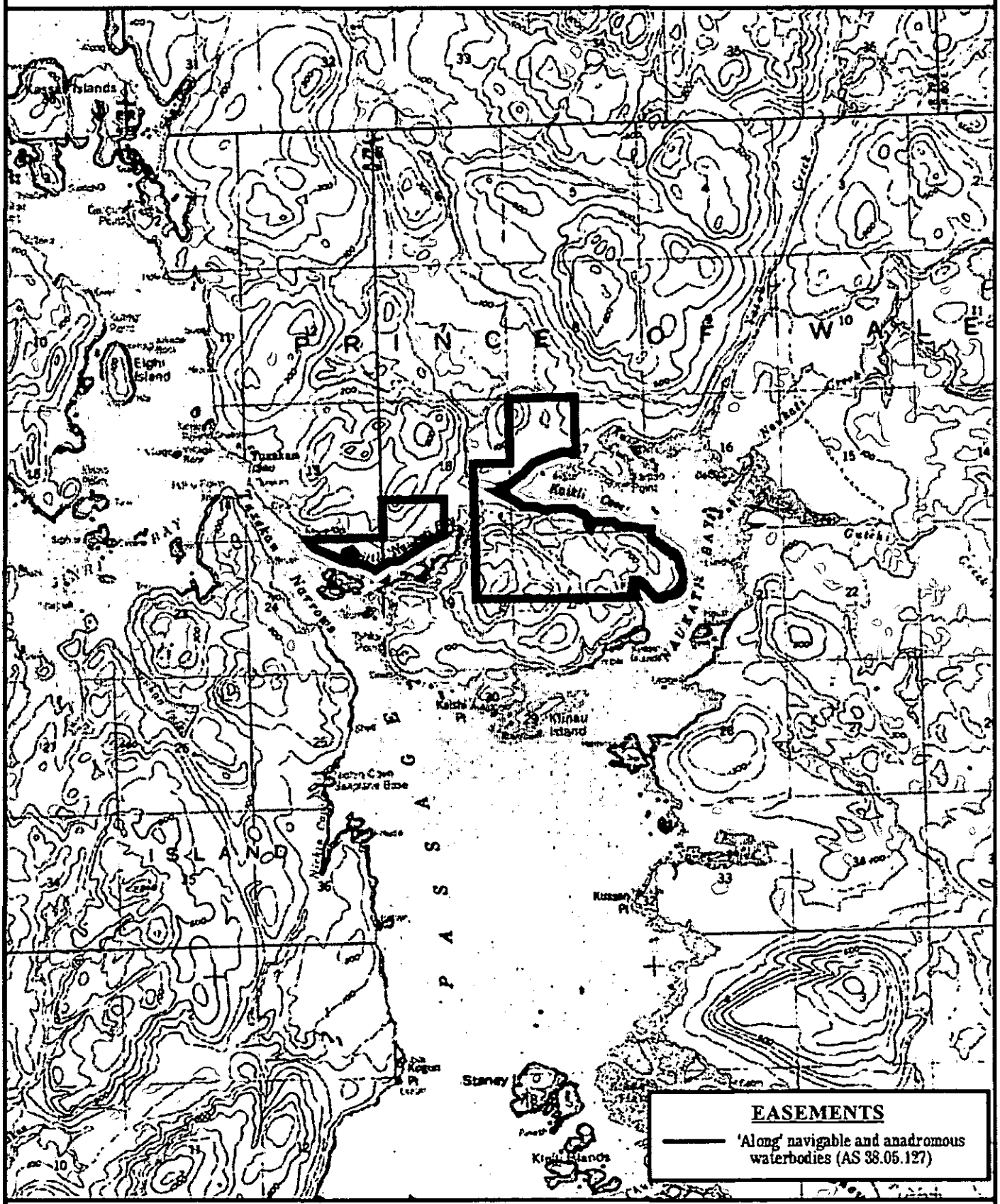
Prepared by: DNR
Source USGS Ketchikan C-5
Date: 12/2004

one mile

Meridian	Township	Range
CRM	73S	90E-91E

Naukati Sound

PW.NA.1001



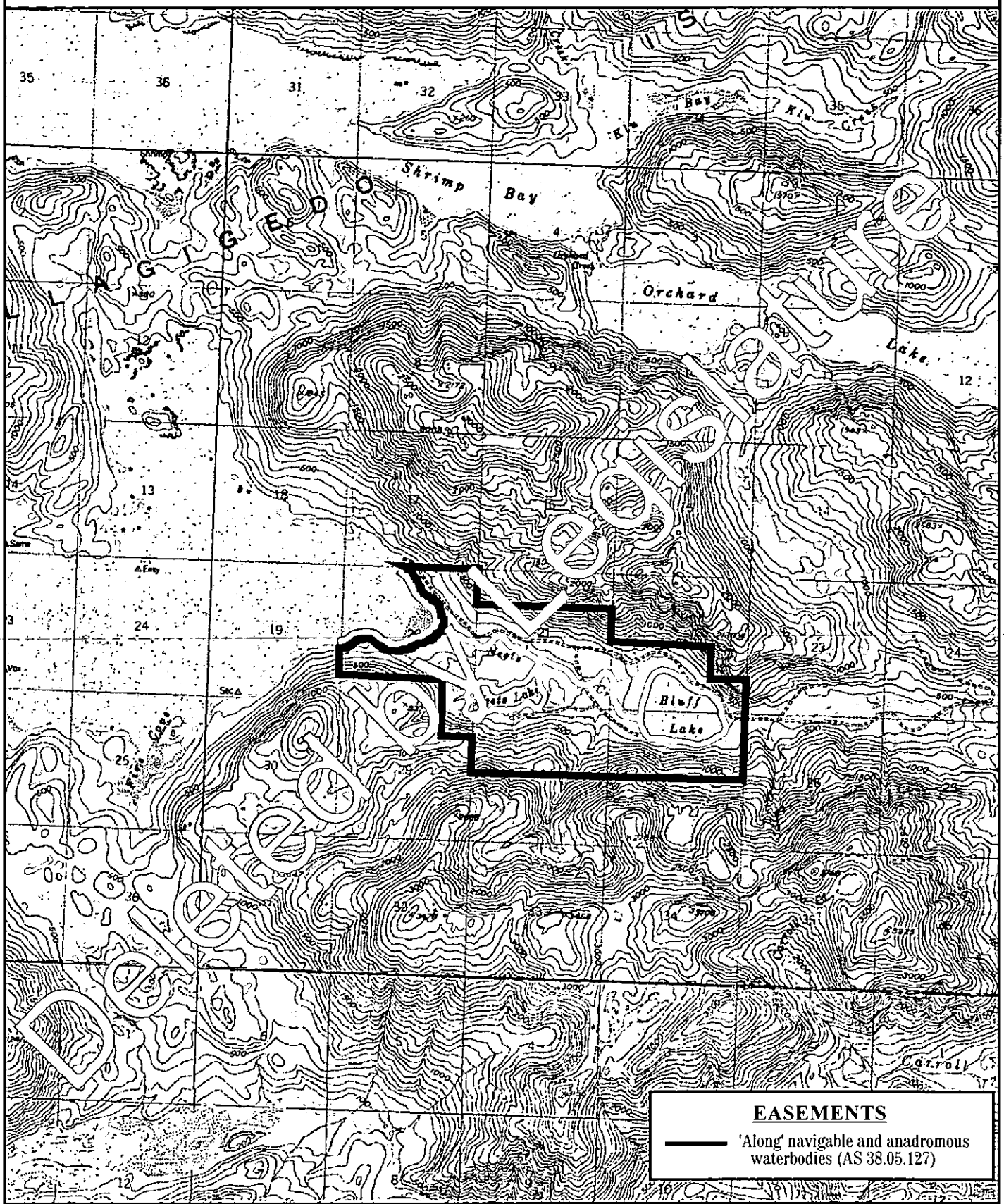
Prepared by: DNR
Source USGS Craig D-4
Date: 12/2004

one mile

Meridian	Township	Range
CRM	69S	79E-80E

Neets Creek

KT.1004



EASEMENTS

'Along' navigable and anadromous waterbodies (AS 38.05.127)

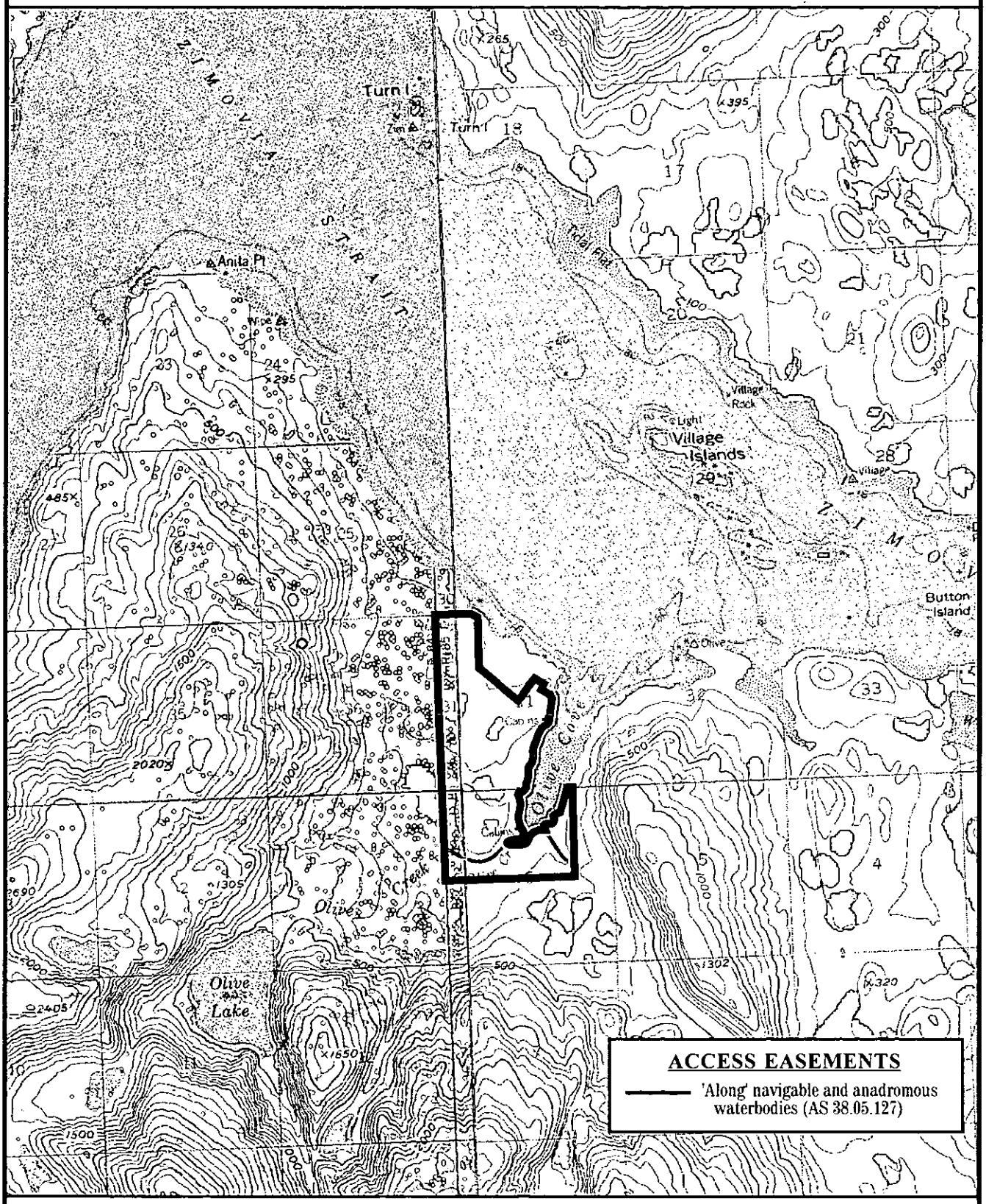
Prepared by: DNR
Source USGS Ketchikan D-4
Date: 12/2004

one mile

Meridian	Township	Range
CRM	70S	91E

Olive Cove

CS.OV.1001



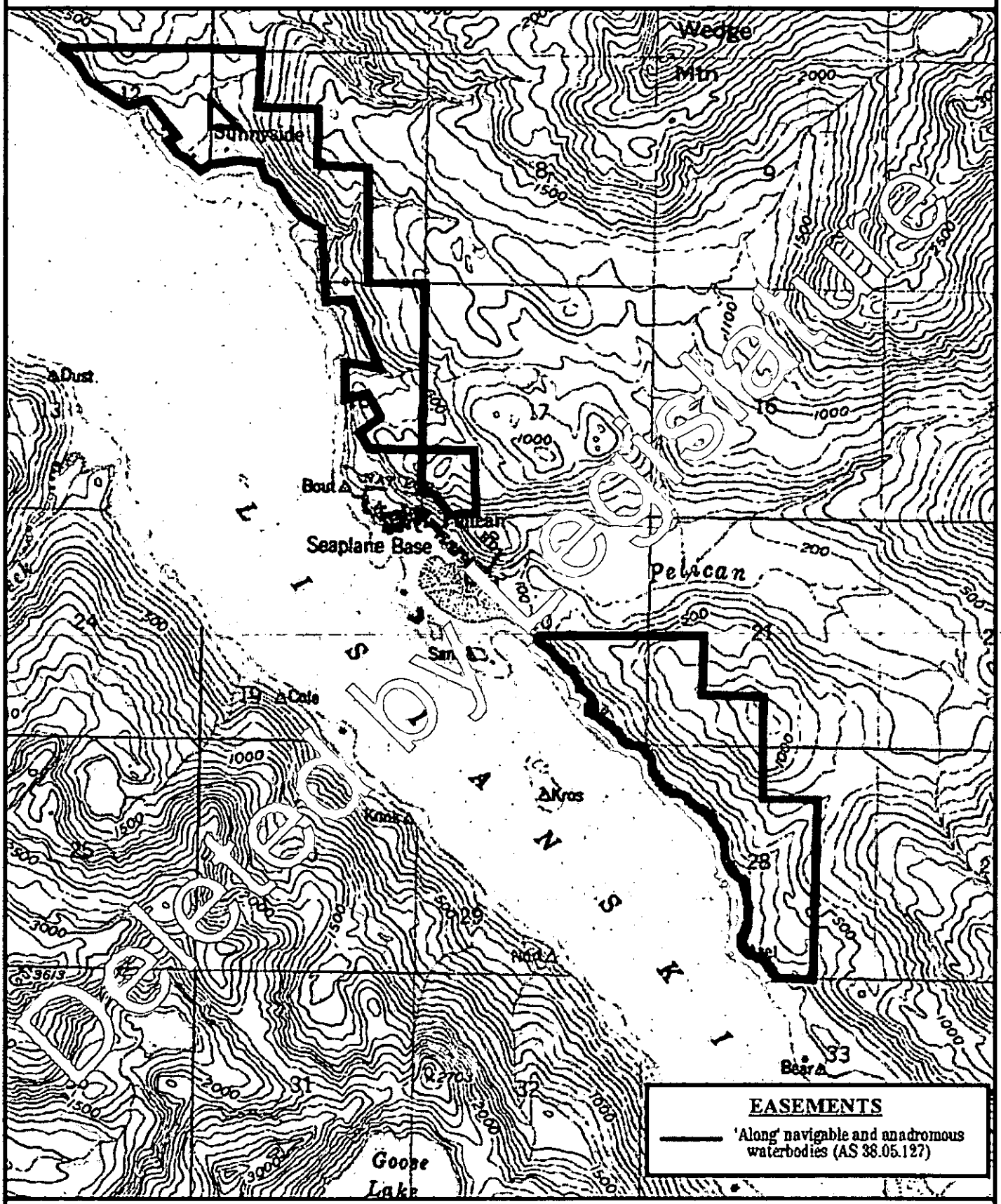
Prepared by: rhc
Source USGS, Petersburg A-1 & A-2
Date: 12/2004

one mile

Meridian	Township	Range
CRM	65 & 66S	85E

Pelican

ST.1002



Prepared by: DNR
Source USGS Sitka D-7
Date: 12/2004

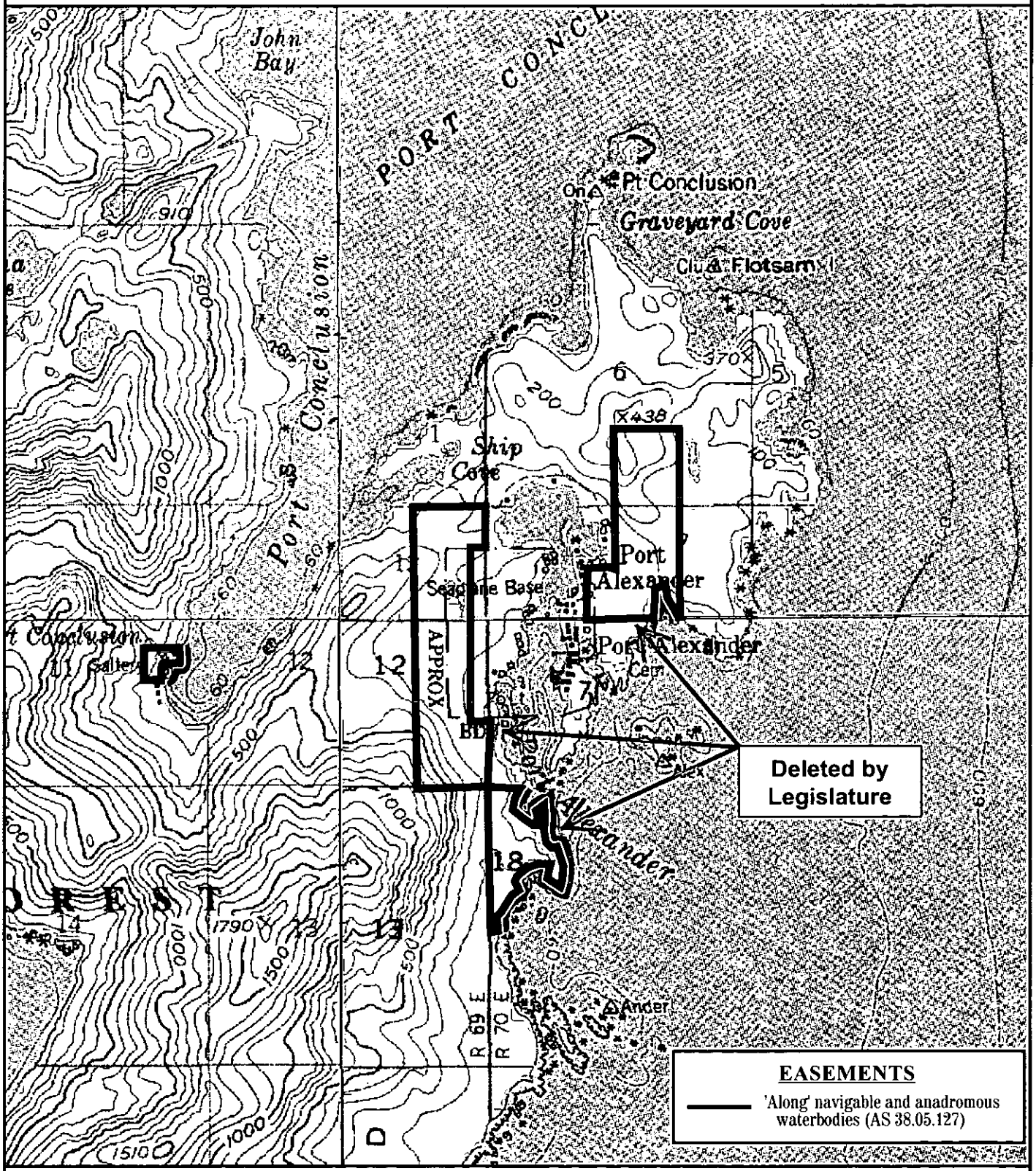
one mile

Meridian	Township	Range
CRM	45S	56-57E

Copyrighted

Port Alexander & Port Conclusion

PA.1001



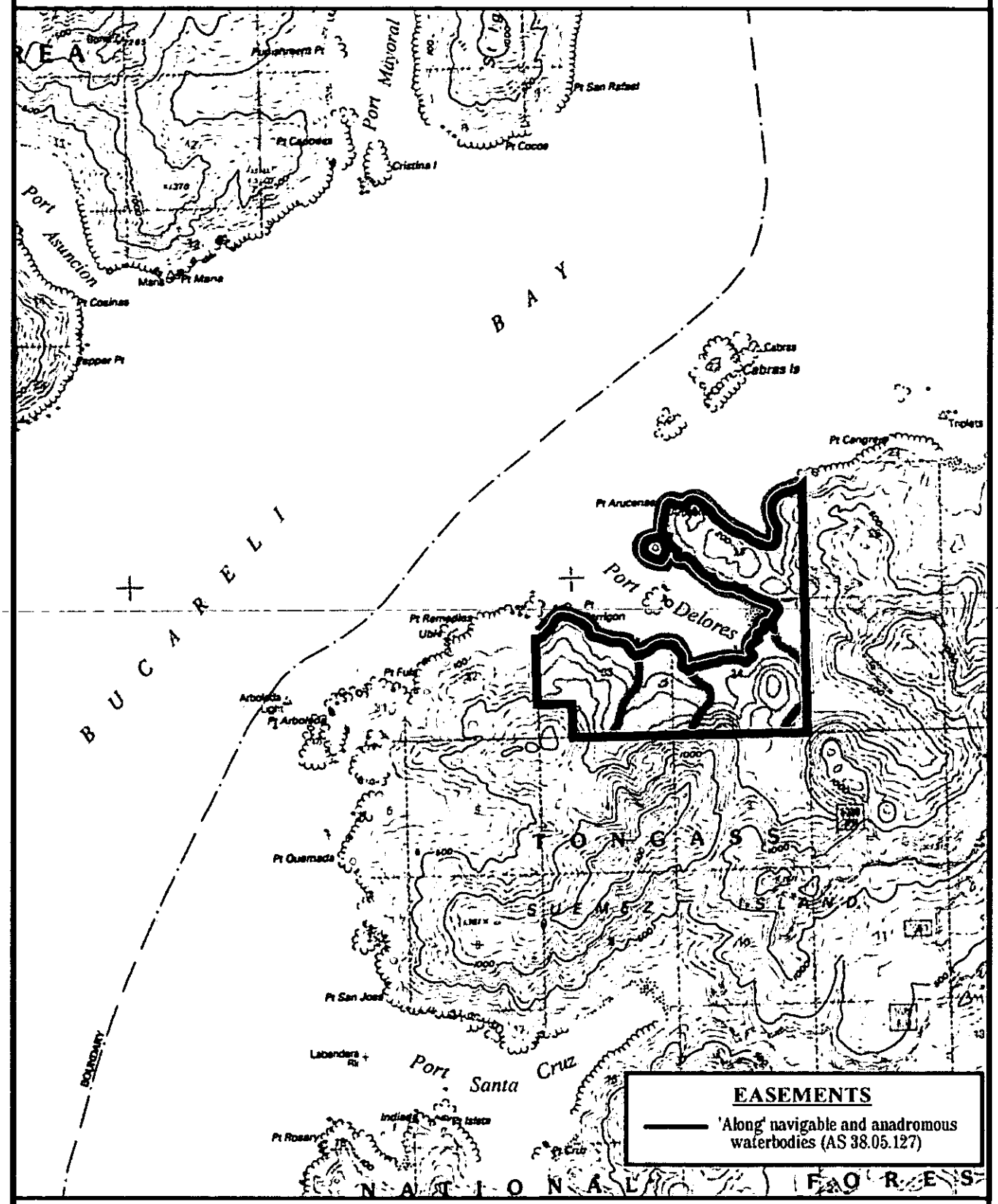
Prepared by: DNR
Source USGS Port Alexander B-2, B-3, A-2, A-3
Date: 12/2004

one mile

Meridian	Township	Range
CRM	65S	69-70E

Port Delores

PW.PD.1001



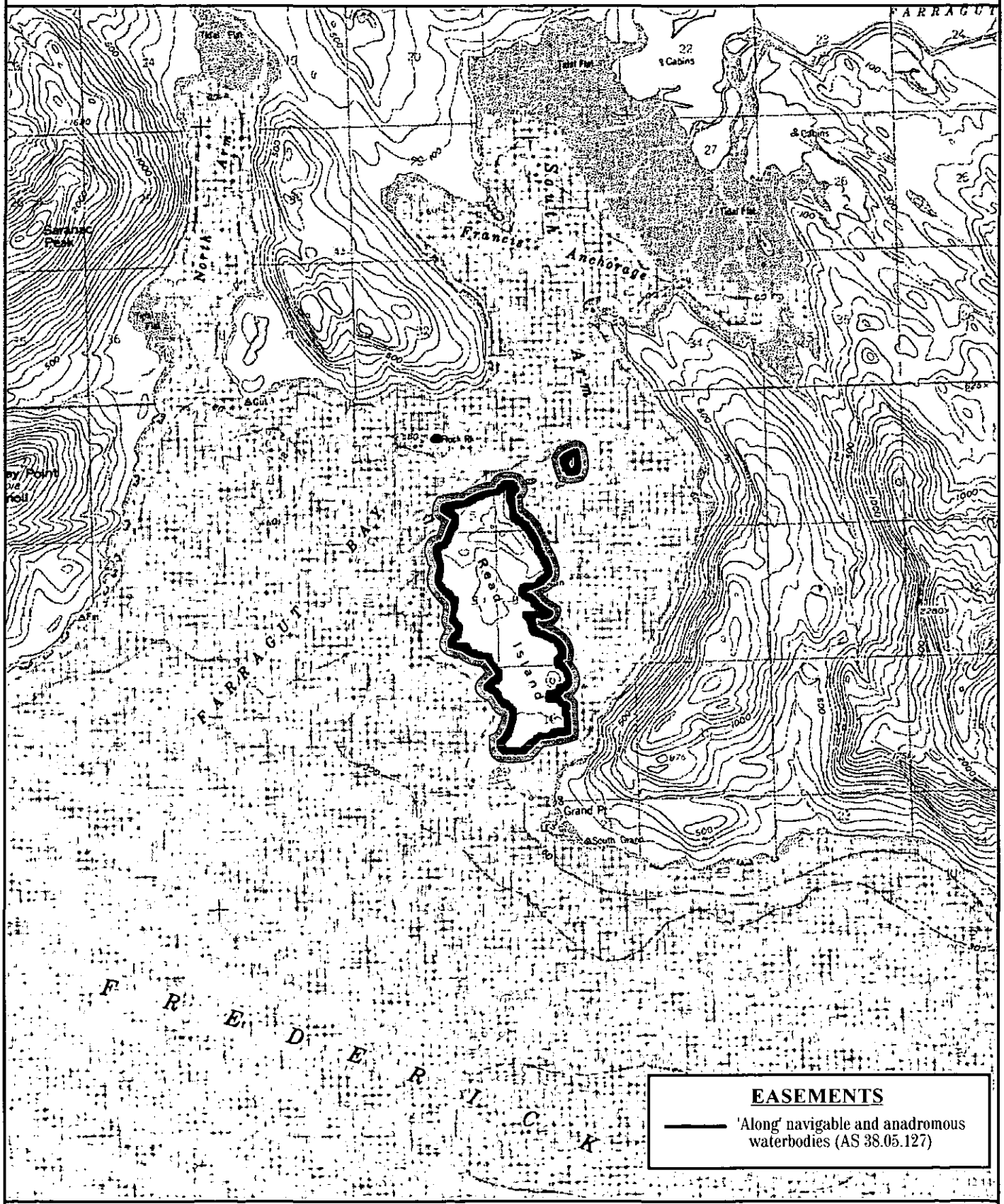
Prepared by: rhc
Source USGS, Craig B-5
Date: 12/2004

one mile

Meridian	Township	Range
CRM	75S	79E

Read Island

SD.1001



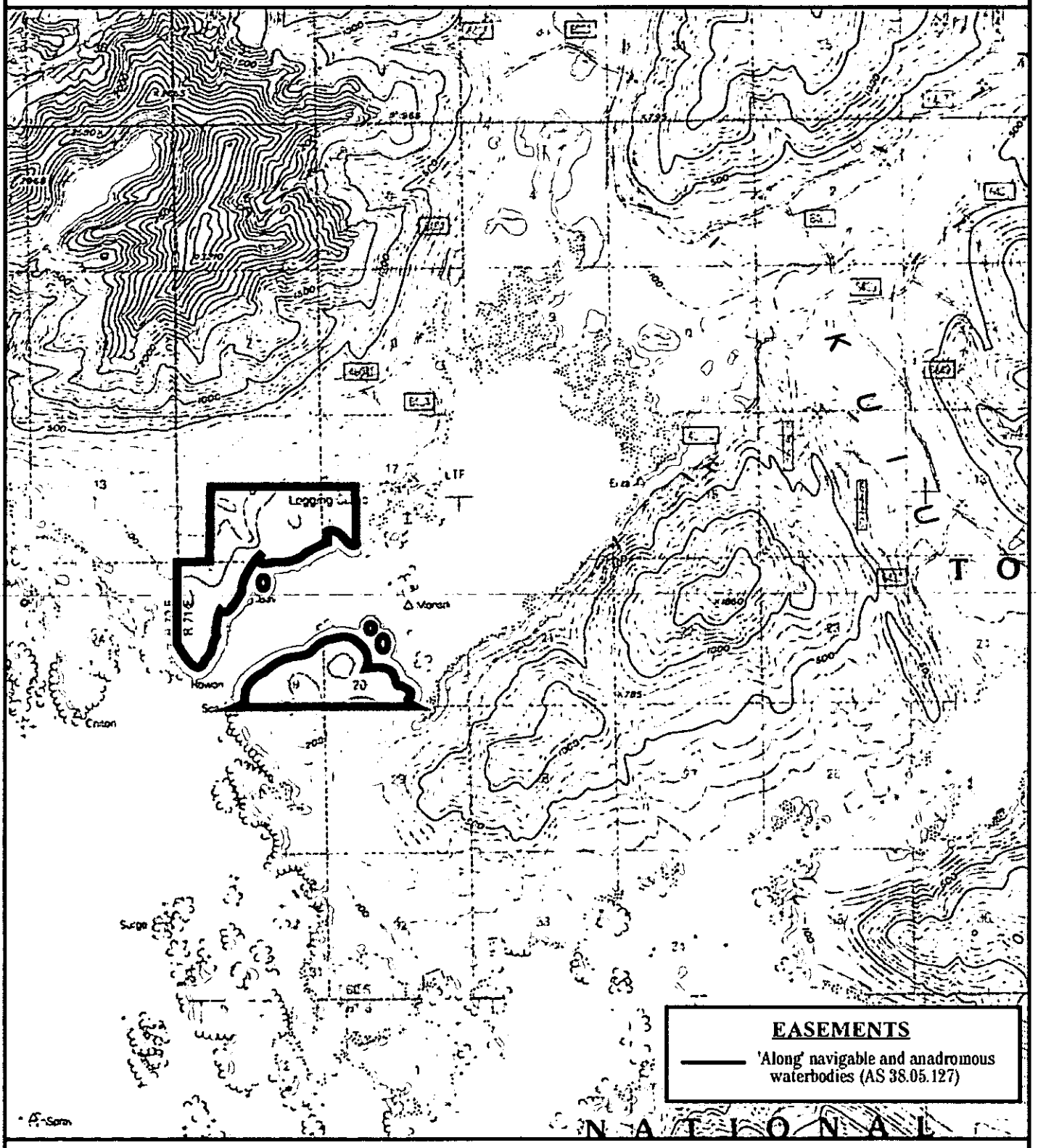
Prepared by: DNR
Source USGS Sumdum A-4
Date: 12/2004

one mile

Meridian	Township	Range
CRM	55S	77E

Rowan Bay

CS.RB.1001



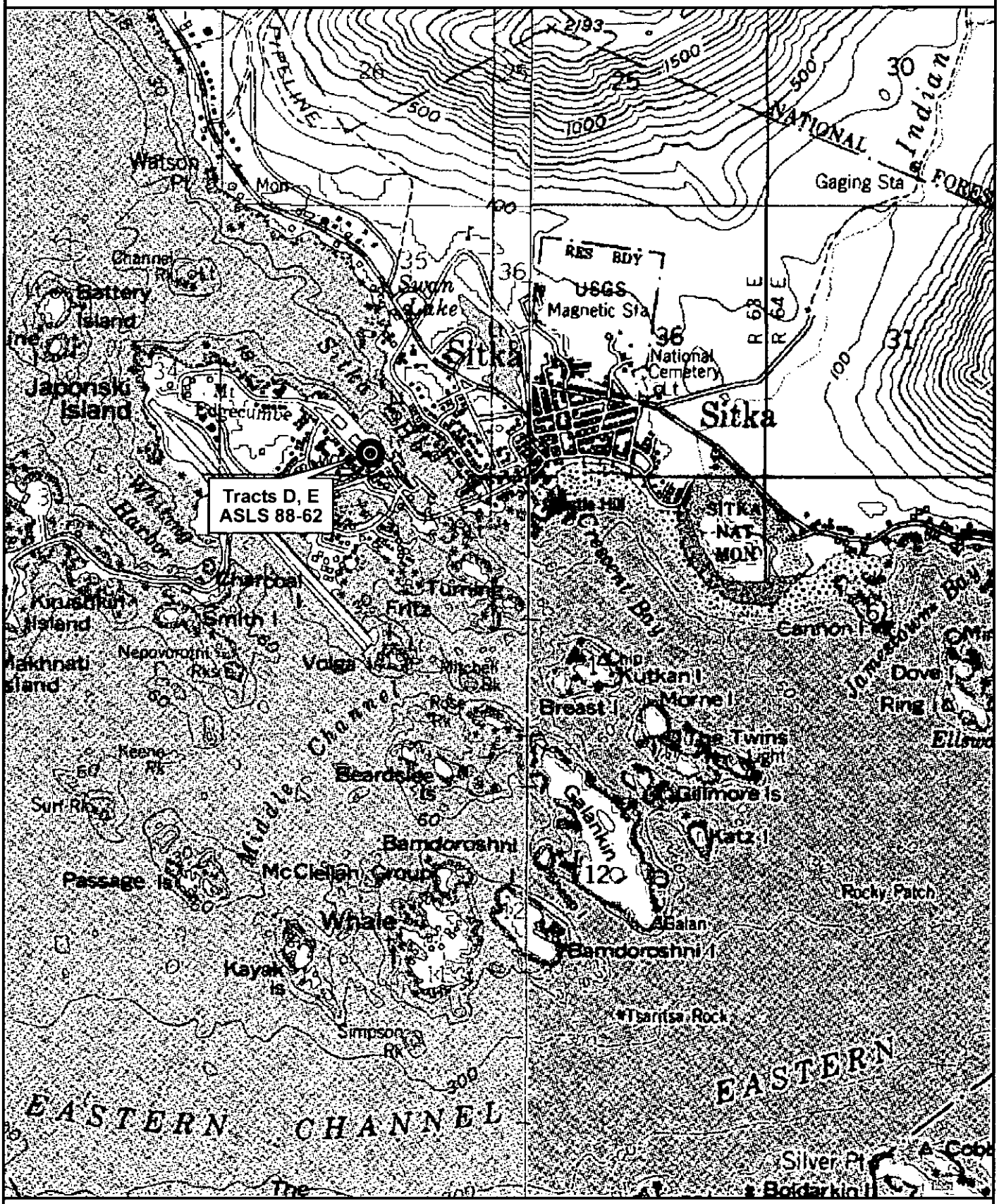
Prepared by: DNR
Source USGS Port Alexander C-1
Date: 12/2004

one mile

Meridian	Township	Range
CRM	60S	71E

Sitka (Campus)

ST.1001



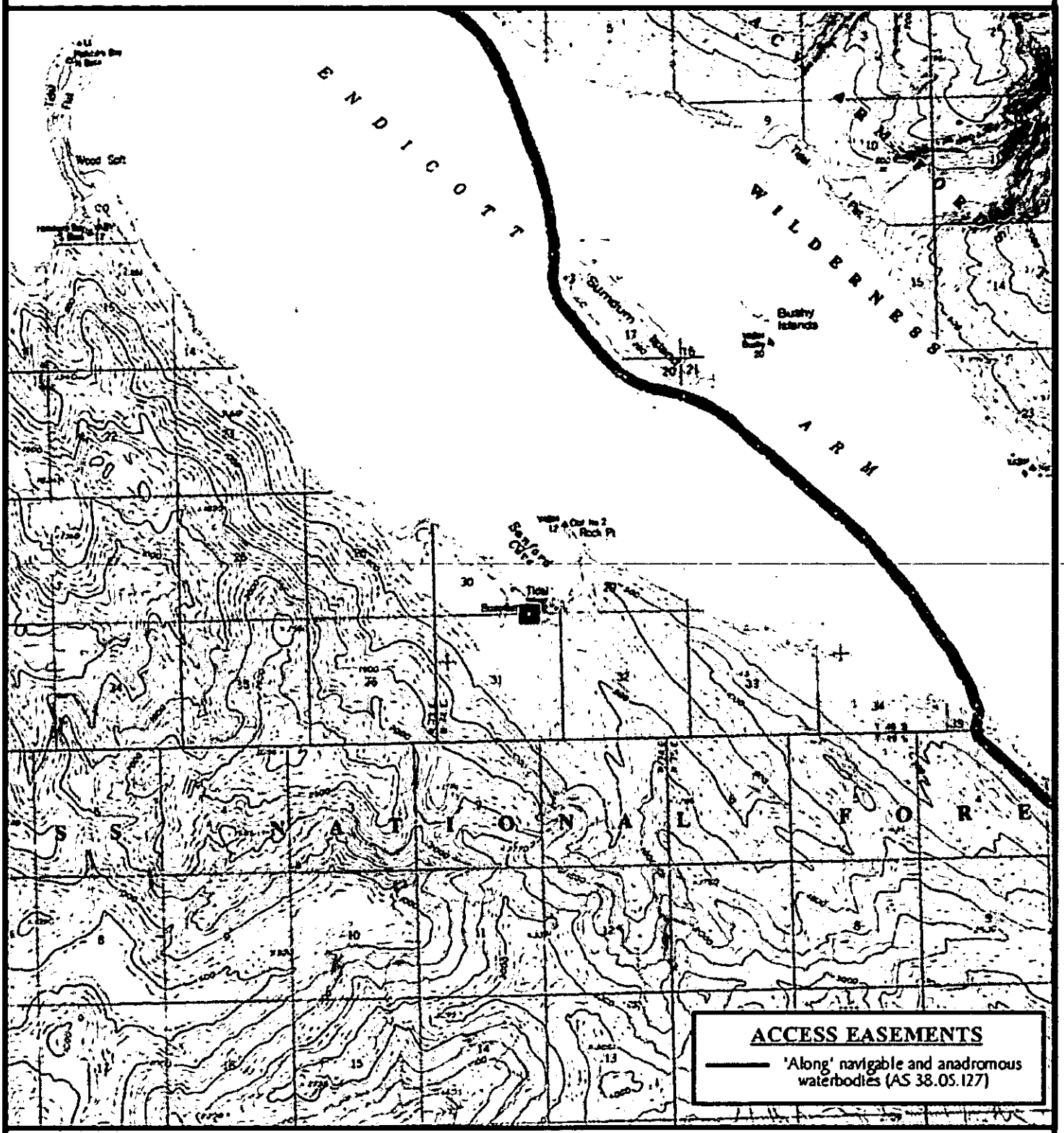
Prepared by: DNR
Source USGS Sitka A-5
Date: 12/2004

one mile

Meridian	Township	Range
CRM	55S	63E

Sumdum

SD.1001



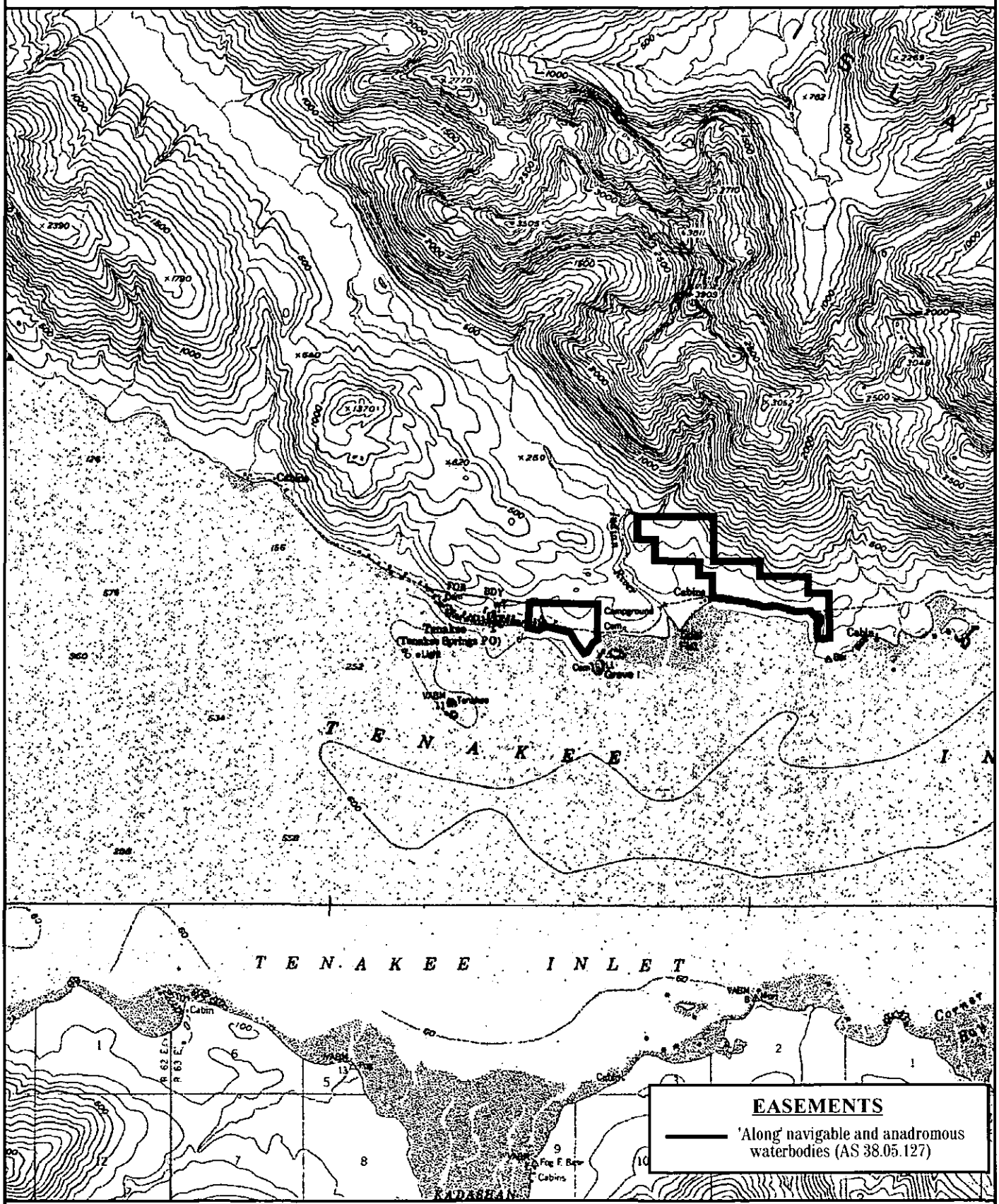
Prepared by: DNR
Source USGS, Sumdum C-5
Date: 12/2004

one mile

Meridian	Township	Range
CRM	48S	74E

Tenakee Springs

ST.1003



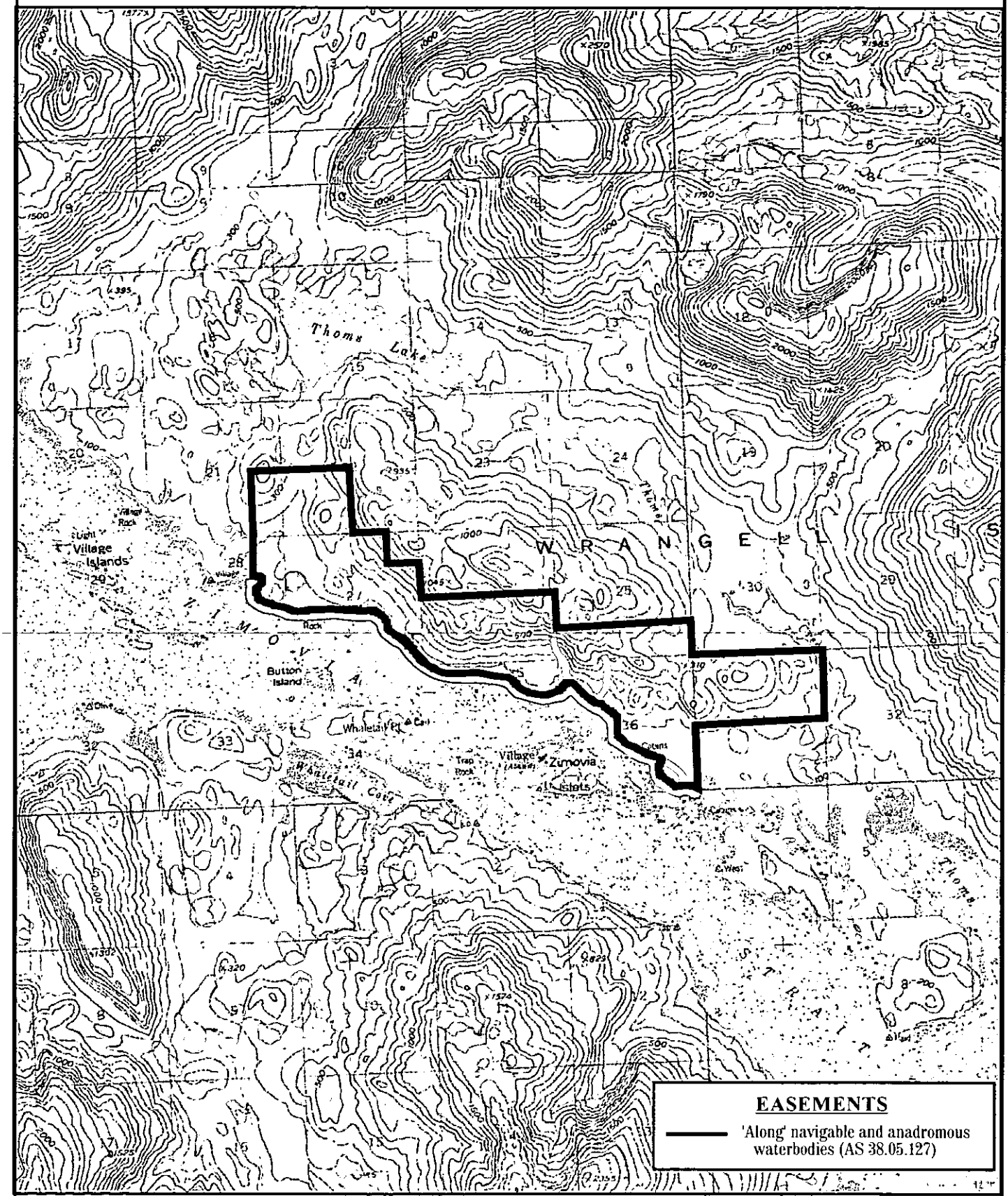
Prepared by: DNR
Source USGS Sitka D-4
Date: 12/2004

one mile

Meridian	Township	Range
CRM	47S	63E

Thoms Place

SD.1001



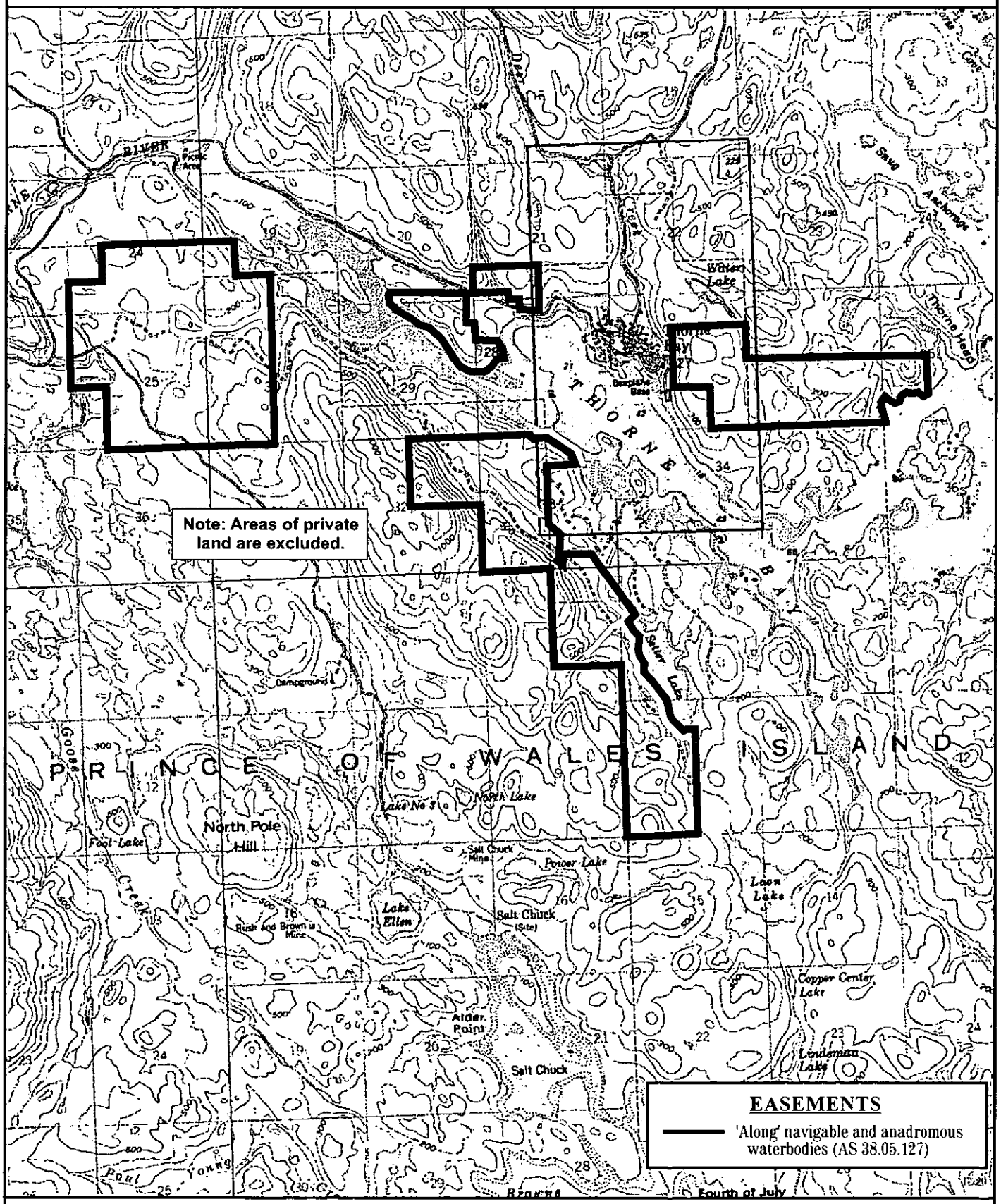
Prepared by: DNR
Source USGS Petersburg A-1
Date: 12/2004

one mile

Meridian	Township	Range
CRM	65S	85-86E

Thorne Bay

PW.TH.01



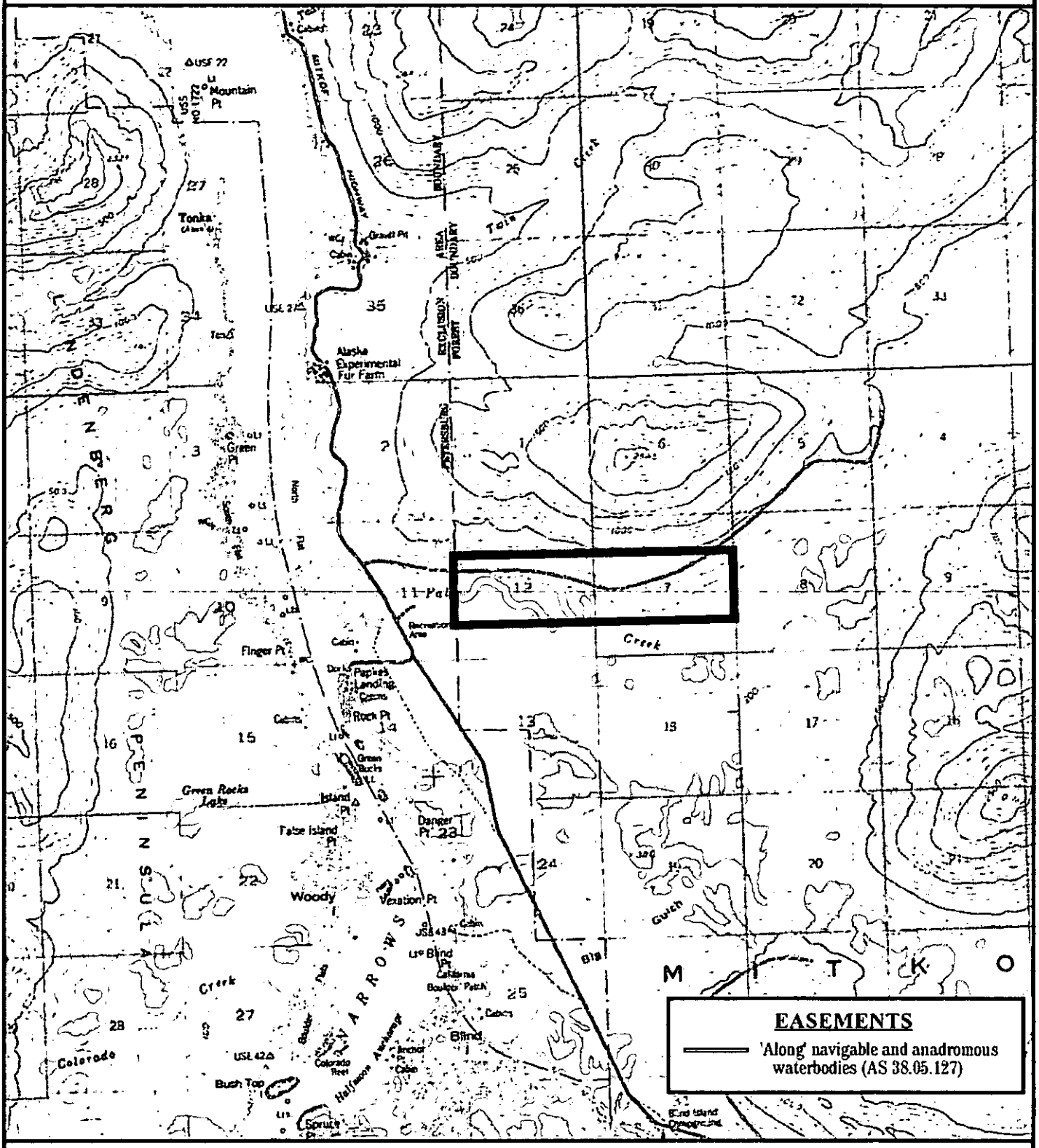
Prepared by: DNR
Source USGS Craig C-2
Date: 12/2004

one mile

Meridian	Township	Range
CRM	71S-72S	83E-84E

Three Lake Road

CS.TL.1001



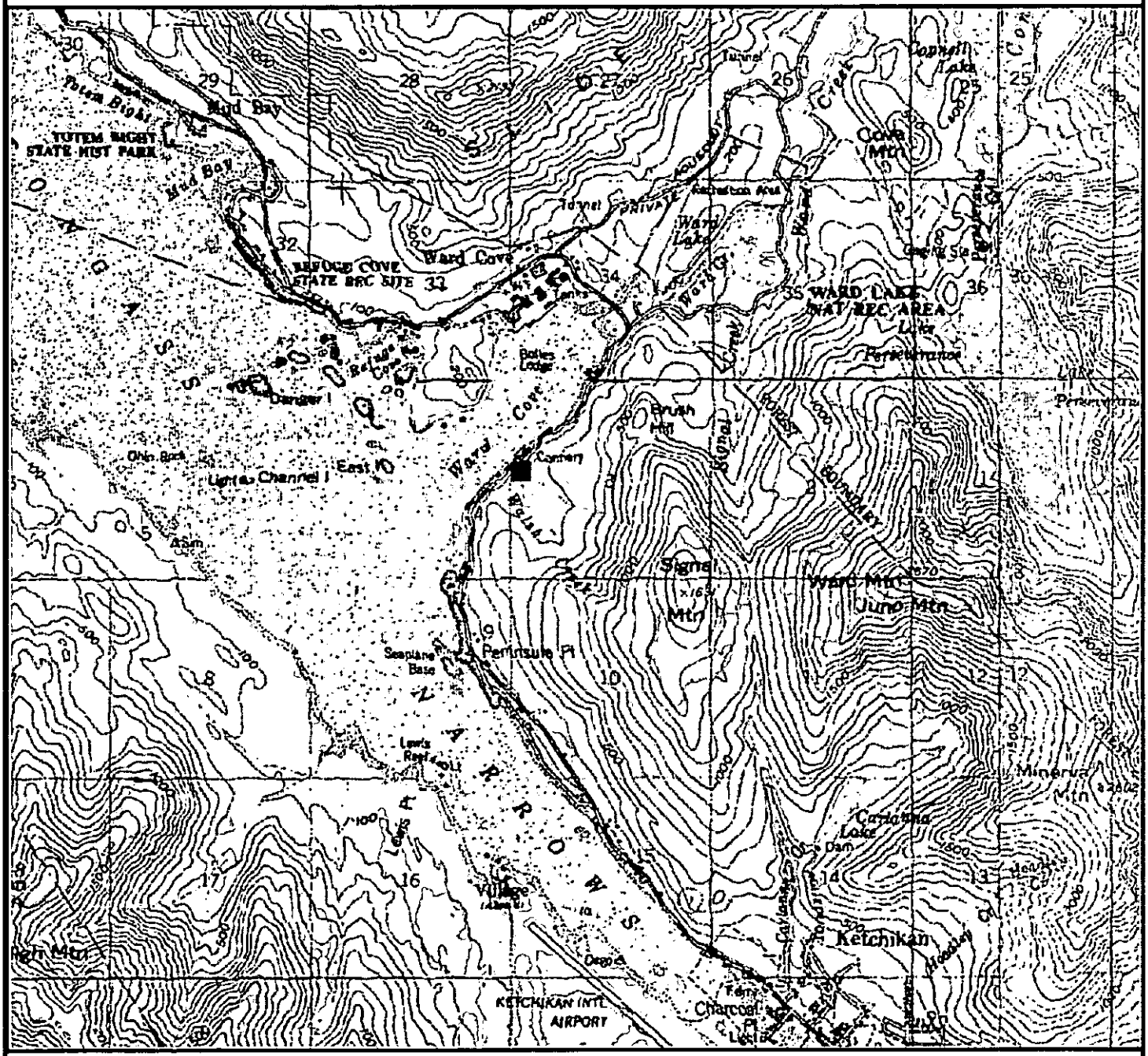
Prepared by: DNR
Source USGS Petersburg C-3
Date: 12/2004

one mile

Meridian	Township	Range
CRM	60S	79-80E

Ward Cove

CS.WC.1001

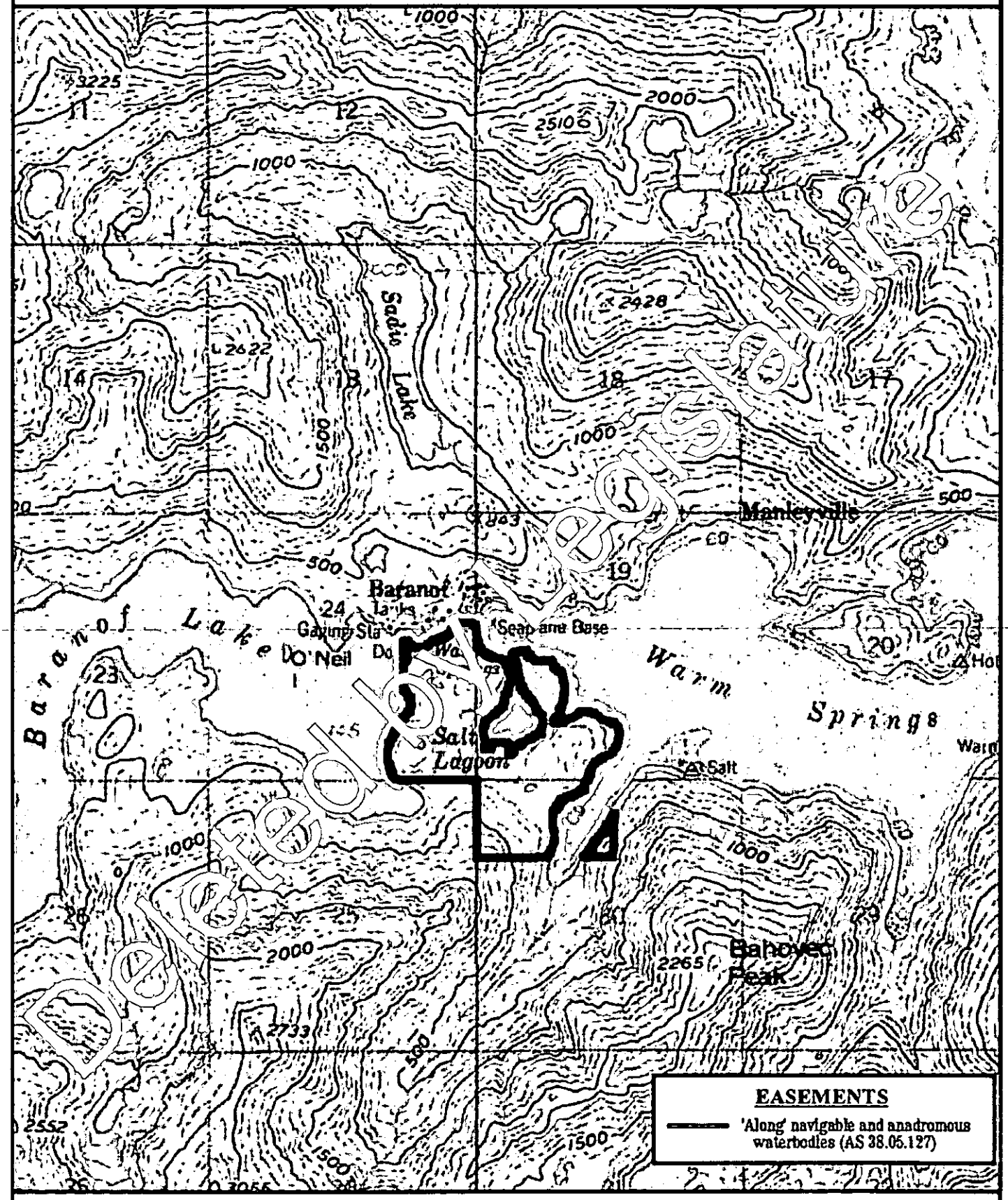


Prepared by: RHC
Source USGS, Ketchikan B-6
Date: 12/2004

one mile

Meridian	Township	Range
CRM	75S	R90E

Warm Springs Bay ST.1002



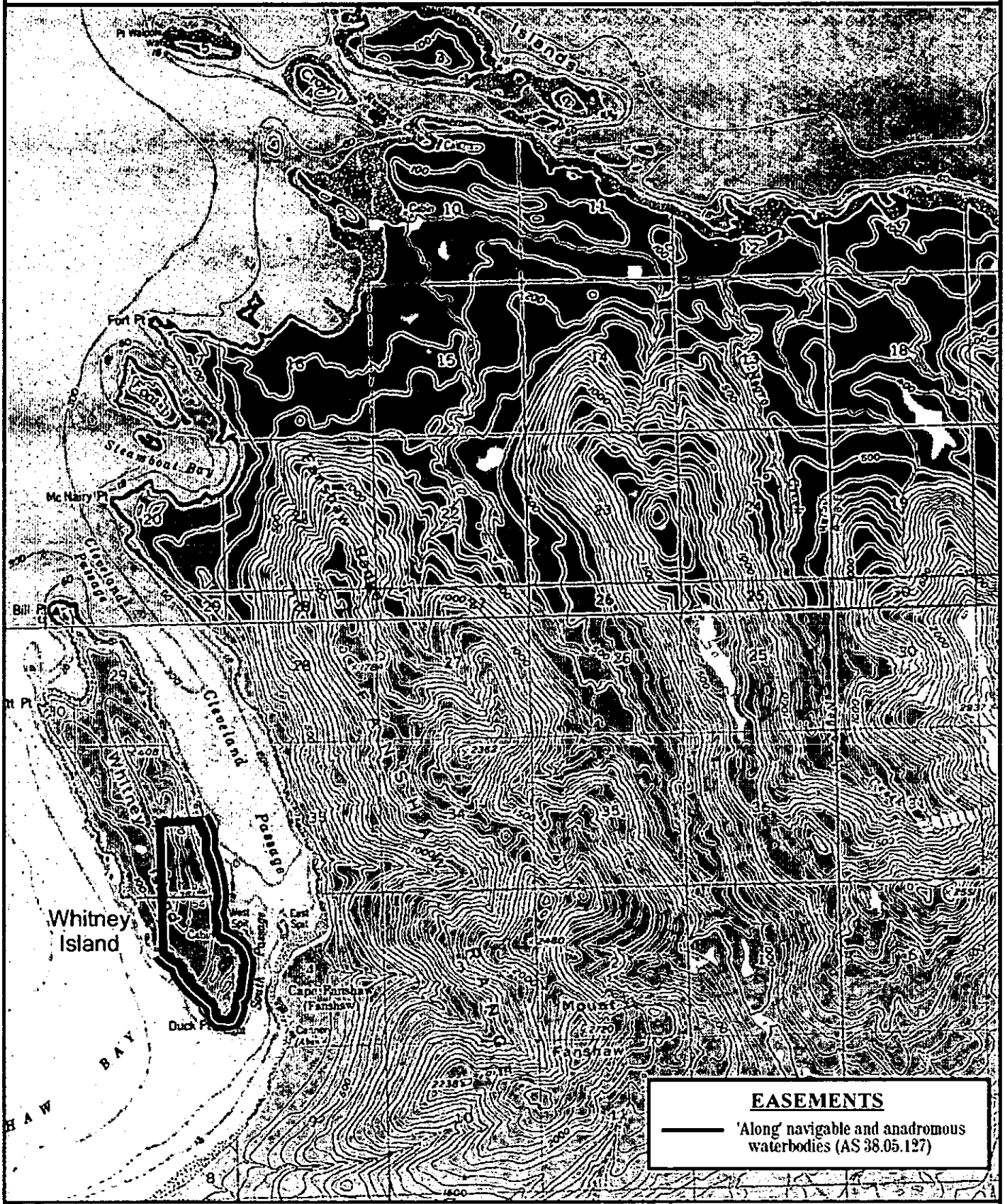
Prepared by: DNR
Source USGS Mt. Sitka A-3
Date: 12/2004

one mile

Meridian	Township	Range
CRM	55S	66-67E

Depicted

Whitney Island SD.1001

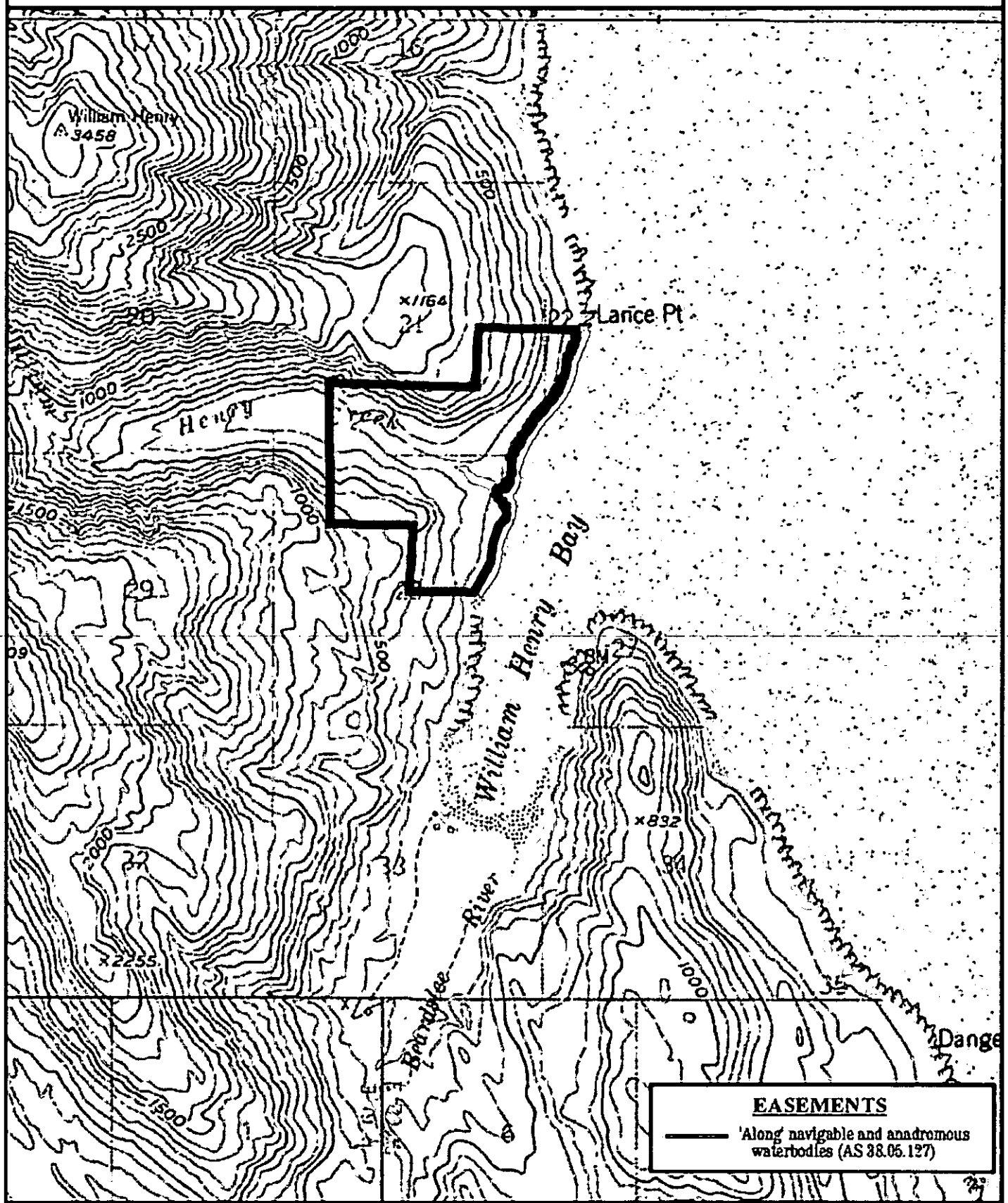


Prepared by: DNR
Source USGS Sumdum A-5, B-5
Date: 12/2004

one mile

Meridian	Township	Range
CRM	53-54S	75E

William Henry Bay JU.1001



Prepared by: DNR
Source USGS Juneau C-4
Date: 12/2004

one mile

Meridian	Township	Range
CRM	36S	61E

LAND LIST:

SUMMARY

Overview of The Land List
Revised 2010

This section provides a general description of the Land List and a table containing specific information related to the parcels in the Land List.

Geographic Distribution.

Most of the land proposed for transfer to the University of Alaska is in the Northern and Interior area of the state. This is primarily because the Nenana Oil and Gas Basin is in the Interior. Both South-central and Southeast have considerably smaller amounts of state land.

- Northern/Interior. Most state land on the Land List occurs in the Northern region, which comprises 150,953 acres or 75.5% of the total acreage. Most of this land is associated with oil and gas (90,000 acres) and coal (16,000 acres) resource values, or are intended for educational/research functions (35,961 acres). The oil and gas tract is situated west of Nenana and the coal tract, within an area known as 'Jarvis Creek', which is situated south of Delta Junction. Tracts with an intended education function are associated either with forestry research in the proposed Tok Research Forests (4,015 acres) or with watershed research in the Caribou and Poker creeks watersheds north of Fairbanks (24,250 acres). There is a small amount of investment properties in the Northern region, which are primarily intended for residential, commercial, or industrial development.

- Southcentral. South-central tracts total 14,230 acres (7.5% of the total) and consists mostly of investment properties near the Willow-Houston (1,730 acres) and McCarthy (12,500 acres) areas.

- Southeast. Southeast, with 34,655 acres or 17.3% of the total, consists largely of remote tracts and areas around communities, which have mostly settlement, general recreation, and some limited forestry values. These tracts are scattered throughout Southeast Alaska, extending from the Lynn Canal north of Juneau to Moira Sound/Nowiskay Cove southwest of Ketchikan. Most of these tracts are situated within Prince of Wales Island or near the communities of Wrangell, Sitka, and Tenakee Springs. Only a small amount (12 acres) of education properties occur in the Southeast (a research facility in Juneau and the Sitka Campus of the University).

Parcel Description

The table that follows gives a brief description of the each parcel proposed for transfer. It describes Investment and Oil and Gas tracts geographically by the three regions of Northern/Interior, South-central, and Southeast. A description of Educational Properties follow this listing. The table contains the following information: parcel number, parcel name, acreage, and a column titled 'Comments'. The Comments column indicates the general location of each parcel, describes the main features of the parcel, indicates its possible use, and indicates the land use designation(s) for the parcel based on existing DNR

land use plans. The land use designations contained in the DNR land use plans do not apply to the land after it is transferred to the University. Generally, the 'Investment Properties' parcels have been selected based upon their development potential and are designated in DNR land use plans for multiple use, settlement, or public recreation. These plan designations are italicized in the table.

This table is linked to the maps that follow the Land List. Parcel numbers and names are the same in the land list, table, and maps.

Summary of Parcel Resource Values

- Nenana Oil and Gas Tract (90,000 acres)

A 90,000 acre tract of state-owned land with oil and gas potential within the Nenana Basin is to be conveyed. This basin has a high probability for presence of gas source, and a high probability that reservoir quality rocks are also present. This tract excludes previous state subdivisions and DNR remote recreational cabin staking areas. Although the tract includes the remote recreational cabin staking area known as Teklanika II, where staking is still underway, buffers of state land will be retained by DNR before this tract is conveyed to the University. The area is part of the Oil and Gas License owned by Andex Corporation, and the land will be transferred subject to the License.

- Investment Properties *other than* in Southeast (39,222 acres)

Lands proposed for transfer include 39,222 acres of state land within the South-central and Northern/Interior regions that are considered to have investment potential. Certain of these tracts are probably best suited for commercial or industrial development; examples include the tracts along the Dalton Highway. The majority are probably best suited for some form of residential development, either for rural subdivisions near community areas (Willow Creek Road and Frying Pan Lake) or for remote recreational development (Lake Snohomish and Wien Lake).

The Jarvis tract provides a coal production potential. A 16,000 acre area near Jarvis Creek occupies the easternmost sub-basin of the Nenana Basin, a coal trend that holds the third largest coal reserve in Alaska. Identified resources are 75 million short tons with a hypothetical resource of 175 million short tons. The areas of Mental Health Trust Land and active mining claims are excluded from the tract. The 2,560 acres of coal leases would be conveyed, subject to the continuation of the lease for the period of their duration.

- Southeast Alaska (34,643 acres)

34,643 acres of state land in Southeast Alaska are to be conveyed. Because the state owns only a small amount of land scattered throughout Southeast, these tracts are comparatively small in size and are distributed throughout Southeast. Most of these tracts were acquired by the state for community and recreational development and may be developed by the University for community or remote recreational settlement; examples include state land at

Hollis, Ketchikan, or Edna Bay. There are also a few that have commercial potential; examples include Harris Road Junction, Ward Cove, and El Capitan South, although most of these could also be used for residential purposes. A limited number of tracts have commercial timber potential. The latter are not considered essential to the existing DNR Southeast Alaska value-added forestry program.

- Educational Properties (35,973 acres)

This category includes eight properties that are either important to current University educational or research programs or that can be developed for such programs. Their primary purpose is educational, not for revenue-generation. These state land tracts occur in the Northern Region, except for the Sitka Campus and Auke Weir tracts in Juneau. One tract constitutes the bulk of the acreage in this category: the Caribou-Poker creeks watershed, consisting of about 24,250 acres, located north of Fairbanks and used exclusively by the University for hydrologic research.

Public Access

Public access is retained across the state land conveyed to the University. DNR has identified known access routes, including Omnibus Roads, existing state or federal rights-of-way, and RS2477 trails). These routes are depicted on the parcel maps. Public access is also retained along coastlines, navigable rivers and lakes, routes traditionally used by the public for access, and along section-line easements. Except for section line easements, these access routes are depicted on the parcel maps.

On-line information and Contact Information

This report, including the parcel maps, may be viewed at the DNR website: http://www.dnr.alaska.gov

For general information regarding the Land List, contact either Dick Mylius or Marty Parsons (269-8600) in Anchorage. For more detail on specific parcels, contact Bruce Phelps at 269-8592 in Anchorage or email: bruce.phelps@alaska.gov

PARCEL DESCRIPTIONS

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University of Alaska
Land Grant List 2010
Parcel Descriptions

Parcel #	Name	Approx. Area in Acres	Description/*Plan Designation*
Non-producing Oil and Gas Resources			
OG.NE.1001	Nenana Gas Basin Tract	90,000	This parcel has oil and gas potential. Situated within the Nenana geologic basin, this area has a high probability for the presence of gas source rocks and a high probability that reservoir rocks are also present. Parcel excludes previous state subdivisions and DNR remote staking areas, and a current DNR remote staking area (Teklanika II). Buffer areas are to be created around this staking area, reducing the size of the parcel to about 90,000 acres. Public access, including future road access to state lands to the north and west of the parcel, are retained. *Wildlife Habitat and Forestry*.
	2010 Revised Oil and Gas Resources, Subtotal	90,000	
Investment Properties			
Northern/ Interior Region			
DH.IS.1001	Dalton Highway MP 48 to 54	1,360	This parcel is located adjacent to the south bank of the Yukon River and the Dalton Highway. It is rather rugged topography, but has road access and views of the Yukon. *Public Recreation and Wildlife Habitat.*
DH.SR.1001	Dalton Highway MP 345 to 347	880	This parcel is south of the old Sagwon airstrip, includes the Sagavanirktok River, the Dalton Highway, and the Alyeska pipeline. It is located near the intersection of winter trails to Umiat, proposed for a major road. The APSC 8" fuel gas line runs through the property. May be subject to AS 19.40.200(b) (2). *Transportation Corridor Land*.
MA.HR.1001	Haul Road Nodes-Coldfoot	1,700	This parcel includes portions of the Coldfoot development node on the Dalton Highway. *Settlement.*
M1.JC.1001	Jarvis Creek	16,000	This coalfield occupies the easternmost sub basin of the Nenana Basin, a coal trend that holds the third largest coal reserve base in Alaska. The coal bearing section of this field is about 2,000 feet thick. Identified resources are 75 million short tons with a hypothetical resource of 175 million short tons. Tract excludes Mental Health Trust Land and active mining claims are excluded.

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University of Alaska
Land Grant List 2010
Parcel Descriptions

Parcel #	Name	Approx. Area in Acres	Description/*Plan Designation*
FA.JC.1001	Jennie M. Creek C	5	Situated near Fairbanks, this small parcel has good access and gentle to level slopes. It is situated within a residential subdivision. Zoned General Use. It occupies a small lot south of Chena Hot Springs Road 3 miles east of Two Rivers School. *No current classification.*
N1.LS.1001	Lake Snohomish	740	Parcel is located 10 miles southwest of the airstrip at Lake Minchumina, with access by trail. Terrain is flat, surrounding Lake Snohomish. *Settlement.*
NZ.FA.1003	Noyes Slough (See Fairbanks Area Parcels map)	7	This parcel was added at the request of the University in order to resolve an old title problem created when DOT moved College Road to its current location. *No classification.*
N5.RS.1001	Summit Lake (Richardson Highway)	960	This parcel includes areas on the east and west side of Summit Lake, situated west of the Richardson Highway. This is a very popular winter recreation area, especially for snowmachiners. DNR land disposals are scheduled for other parts of lake. *Public Recreation and Wildlife Habitat*. Adjacent areas are designated *Settlement.*
FA.NS.1001	West Twin Lake	1,560	Situated in a remote area west of Nenana, this lake is considered to have recreation use potential and some recreational development already exists. Access via float plane or ATV. DNR land disposals are scheduled for other areas along the lake. *Settlement.*
N5.WL.1001	Wien Lake	1,780	This is a fly-in lake with access via snowmachine in winter located in the Kantishna area. Some property has been sold in the area. It is a popular Fairbanks recreation area. DNR land disposals are scheduled to occur along other parts of lake. *Settlement.*
	2010 Revised Northern Interior Region Subtotal	24,992	

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Parcel Descriptions

Parcel #	Name	Approx. Area in Acres	Description/*Plan Designation*
Southcentral Region			
SU.DC.1001	Deception Creek	280	Situated east of Willow, this fairly level parcel is covered with mature birch with some spruce, and has some wetlands in its western part. There is road access to this parcel by way of state-maintained 4 Mile Road off the Willow Creek Road. ATV trails also provide some access. It is part of the land previously reserved for the Willow Capital Site. *Settlement*.
SU.FP.1001	Frying Pan Lake	450	Situated southeast of Willow, this lake has recreational potential for picnicking, swimming, and camping. It is located about a mile from the Parks Highway. It is part of the land previously reserved for the Willow Capitol Site. *Settlement.*
MA.MC.1001	McCarthy-Nizina	12,500	This large parcel is situated near the community of McCarthy, situated within the National Park. Considered good for settlement. Excludes area of possible land exchange and critical salmon spawning areas at Long Lake. *Wildlife Habitat and Public Recreation*.
SU.WC.1001	Willow Creek Road	1,000	Parcel is near Willow Creek Rd. and is part of the land formerly reserved for the Willow Capital Site. Tract is considered good for settlement. Deception Creek runs through this parcel. *Settlement.*
	2010 Revised Southcentral Region Subtotal	14,230	
	2010 Revised Investment Properties Total	39,222	

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University of Alaska
Land Grant List 2010
Parcel Descriptions

Parcel #	Name	Approx. Area in Acres	Description/*Plan Designation*
Southeast Region			
SD.1001	Beecher Pass	1,193	Parcel is located on Kupreanof Island, southwest of Petersburg. It consists of a gently sloping coastal plain, covered in parts by spruce bog. The steeper slopes inland contain dry uplands and are vegetated with hemlock and spruce forest. The parcel also contains part of a previous state subdivision (ASLS 81-9); areas within the subdivision remaining in state ownership and designated as Settlement are included. Another state subdivision (ASLS 81-8) occurs to the east. The parcel is considered appropriate for settlement. Beecher Pass State Park is situated immediately to the south. *General Use and Settlement*.
PA.1002	Biorka Island	438	This parcel, situated on Biorka Island southwest of Sitka, consists of two separate parts. The westerly parcel is situated northeast of an FAA radar facility, with access provided by a road which, in turn, accesses a landing/beach area for the island situated to the east. The easterly part is situated east of the main part of Biorka Island and is joined to it by a narrow beach area. Both parcels are flat and are covered by forested wetlands. Considered appropriate for settlement (remote cabin sites). *General Use*.
KT.1002	Cleveland Peninsula	4,055	This parcel consists of three distinct parts, all of which occupy the nothern part of the Cleveland Peninsula, located northwest of Ketchikan. The two large parcels occupy uplands at Spacious Bay and Sunny Bay, both of which are important recreational destinations. The third parcel occurs at Square Island, within Spacious Bay. The two larger parcels support hemlock and spruce along the coast and forested wetlands further inland. Both parcels contain commercial forest resources, most of which occur in the more inland, higher elevations. Square Island is a gently sloping and flat island covered by forest and muskeg, except for coastal rainforest along and near the coast. There is limited use of Square Island for recreation purposes. Considered appropriate for remote recreation or remote settlement. *General Use*.

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Parcel Descriptions

Parcel #	Name	Approx. Area in Acres	Description/*Plan Designation*
PW.CC.1001	Coffman Cove	1,984	Parcel is situated in and near the community of Coffman Cove, on POW Island. It consists of three separate units of land, each of which is considered good for settlement or recreational development. University already owns land in area and this will infill around their existing holdings. Coffman Cove has protected waters and road access. *Settlement*.
CS.DI.1001	Duke Island *DELETED FROM 2005 LAND LIST BY LEGISLATURE*	1,440	Parcel adjoins the southern coast and is generally flat, and has several good anchorages. It is considered best for commercial development related to marine services and associated residential uses. It is covered with mining claims. In selection status. *General Use.*
CS.EW.1001	Earl West Cove	3,564	Situated southeast of Wrangell, this parcel is considered good for land disposals and/or timber harvest. There is a hemlock and mixed hemlock/spruce forest that contains some commercial timber. An existing road system accesses previously harvested areas. An abandoned LTF provides water access. A crude ramp system also exists. *General Use*.
PW.ED.1001	Edna Bay	250	Parcel is situated in the community of Edna Bay, on POW Island. It includes fairly flat areas that are considered suitable for settlement. Parcel is near other University owned land. Roads access the parcel. Public docks are available and have improved the anchorage. *Settlement.*
PW.EC.1001	El Capitan North	1,847	Parcel occupies areas considered suitable for settlement and community recreation because of road access, terrain, and views of the protected waterway and Twin Lake. Parcel adjoins El Capitan Passage and Twin Island Lake. Parcel excludes Twin Island Lake and its islands. *Settlement.*
PW.ES.1005	El Capitan South	865	Parcel occupies most of El Capitan Island, which is strategically located in the protected waters of Sea Otter Sound. A small island, situated to the west, is also included in this parcel. Tract includes land suitable for commercial recreation and residential development. A particularly suitable site for commercial recreation development occurs in a sheltered bay on the south end of the island. Good anchorages exist. *Settlement/Commercial*.

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Land Grant List 2010
Parcel Descriptions

Parcel #	Name	Approx. Area in Acres	Description/*Plan Designation*
NS.EX.1002	Excursion Inlet	477	This parcel, which consists of four separate parts, is situated north and east of the current subdivisions in Excursion Inlet. Access is provided by water, local roads, and an old Forest Service road. Topography varies from generally flat to moderately sloped. Vegetation consists of hemlock and spruce on the better drained soils and by wetlands in the wetter areas; portions of the parcel may be de-vegetated. Considered suitable for remote settlement. This parcel is the last holding of state land in Excursion Inlet. *Settlement and General Use*.
SD.1001	Favor Peak	1,290	This parcel is located on the southeastern tip of Mitkof Island, from Banana Point to Dry Strait. It is served by a well established road system (Forest Service Road 7). Several areas of commercial forest were harvested in the early 1970s and are dispersed throughout the unit. Areas of the parcel that adjoin the coast may be suitable for settlement. Areas north of the road are fairly steep, and contain areas of hemlock and spruce. *General Use*.
HA.CH.1001	Haines - Chilkoot *DELETED FROM 2005 LAND LIST BY LEGISLATURE*	60	This parcel actually consists of four small individual tracts, all of which are situated south of the community of Haines. All adjoin existing residential areas and are accessed by road. *Settlement.*
CR.1001	Harris Road Junction	320	Parcel consists of fairly flat, vegetated terrain consisting of hemlock and spruce. It is situated along the main island road west of the community of Hollis, at its intersection with the Harris River. In selection status. Potential exists for residential development. *Settlement/Commercial*.
PW.HO.1001	Hollis	622	Parcel is situated in the community of Hollis, on POW Island. Parcel consists of three separate parts, two of which have direct road access (Klawock-Hollis highway) and adjoin areas of existing development. Land is suitable for residential development and, in some locations, commercial use. Previous state subdivsions occur throughout the Hollis. *Settlement*.

University of Alaska
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Parcel Descriptions

Parcel #	Name	Approx. Area in Acres	Description/*Plan Designation*
PW.HK.1001	Hook Arm	1,280	Parcel is situated on the west side of Dall Island, southwest of POW Island. This parcel has a good anchorage, high fish and game values, offshore commercial fishing activities, and resource development activities planned nearby. Tract may be suited for remote residential development or commercial use. In selection status. *General Use*.
MF.1002	Idaho Inlet *DELETED FROM 2005 LAND LIST BY LEGISLATURE*	539	This parcel is situated on the east side of the Idaho Inlet, southeast of Elfin Cove. It has gentle to moderately sloping terrain near the coast and steeper terrain further inland. Parcel is heavily vegetated by spruce and western Hemlock, with scattered wetlands. A secure anchorage provides protection from northerly winds. This tract is considered a strategic site, allowing access to hearby active fishing and transportation waters. Considered appropriate for commercial recreation, general commercial, or remote residential. *General Use*.
JU.NL.1001	Ivanhoe	120	This parcel is comprised of patented mining claims in a known mineralized area north of Juneau. *Mineral and Habitat*
CS.KI.1001	Kelp Island *DELETED FROM 2005 LAND LIST BY LEGISLATURE*	535	Kelp Island adjoins Duke Island and of the two locations, the best anchorage is situated here. It occupies a strategic location near a major navigation route. It would have the same type of commercial marine services and ancillary residential uses as Duke Island. In selection status. *General Use*.
CS.LE.1001	Leask Cove	460	Situated in upper George Inlet, north of Ketchikan, this parcel occupies relatively flat coastal areas, much of which has been previously harvested, and which has some potential for remote settlement. Most of the commercial forested area outside of the existing subdivision is in rotation. The cove provides a good anchorage. There are several previous state subdivisions nearby. *Settlement and General Use*.

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University of Alaska
Land Grant List 2010
Parcel Descriptions

Parcel #	Name	Approx. Area in Acres	Description/*Plan Designation*
JU.LM.1001	Lena Creek	610	This parcel is located near Lena Creek, north of downtown Juneau. This parcel excludes an approved municipal conveyance of approximately 100 acres to the CBJ. The exact location of this CBJ tract must still be surveyed, so the area conveyed to the UA is somewhat uncertain at this time. The parcel map indicates the general location. *Transportation, Settlement, Public Recreation--Dispersed.*
ST.LS.1001	Lisianski Peninsula	1,443	This parcel occupies the remaining areas of state land on the Lisianski Peninsula, situated directly north of Sitka. Portions of the parcel are relatively flat, although the central and southern parts are quite steep. Within areas along the coast and in some inland areas, hemlock and spruce forests predominate; other areas are occupied by scattered wetlands. Water access is available from Cedar Cove; a forest service road accesses the central portions of the parcel. Adjacent land to the north is part of the Tongass National Forest; MH Trust lands are situated to the east. Considered appropriate for remote residential. May have some limited commercial timber potential; some areas of previous harvest exist. *General Use*.
JU.1002	Lynn Canal	1,358	This parcel occupies a fairly flat area on the west side of Lynn Canal, north of Juneau, that is heavily vegetated with a mixture of wetlands in poorly drained areas and Western Hemlock and Sitka Spruce in drier, better drained sites. It is bounded on the west by the Tongass National Forest. The parcel is easily visible from the marine highway route in Lynn Canal, and is considered suitable for commercial recreation or settlement. *Public Facilities-Transfer, Public Recreation and Tourism-Undeveloped*.

University of Alaska
Land Grant List 2010
Parcel Descriptions

Parcel #	Name	Approx. Area in Acres	Description/*Plan Designation*
ST.1001	Middle Island	665	This parcel includes the remaining state lands on Middle Island that are not part of the previous state subdivision (ASLS 87-129) or conveyed to the City/Borough of Sitka or the Mental Health Trust Authority. Middle Island is situated west of Sitka. The parcel occupies the central part of Middle Island, although portions front the water on the northwest and south. Except for areas near the coast on the south and northwest, which are considered suitable for settlement, the remainder of the parcel contains steep terrain. Forested wetlands cover most of the less severe terrain, while western Hemlock and Sitka Spruce cover the remainder. *Settlement, General Use*.
PA.1002	Mite Cove	320	This parcel occupies nearly 200 acres at the northeastern tip of Yakobi Island, at the end of Lisianski Inlet where the Inlet enters Icy Strait. Pelican is the nearest community. Mite Cove is a regionally significant anchorage that is used by both recreational and commercial boaters. It is vegetated with Western Hemlock and Sitka Spruce, and is characterized by steeply sloping terrain throughout most of its eastern and southern parts. Areas along the coast in the northern part of the parcel and near/adjacent to Mite Cove are relatively flat. Considered appropriate for remote residential or commercial recreation marine services. *Public Recreation and Tourism-Undeveloped*.
PW.MS.1001	Moira Sound/Nowiskay Cove	160	This small parcel occupies patented federal mining claims. It may be suitable for a variety of uses, including timber harvest and settlement. It is situated on Sound on POW Island. *General Use*.
CS.MB.1001	Moser Bay	906	Parcel is steep in eastern section but the western portion, adjacent to the coast, can accommodate settlement. Other residential use occurs nearby. Access is by water and it is relatively close to Ketchikan. Contains areas of commercial timber that may be suitable for selective logging. *Settlement*.
PW.NA.1001	Naukati Sound	937	Situated in the community of Naukati on POW Island, parcel occupies areas of generally flat land considered good for settlement. Development would be infill around current residential uses or adjacent to current road system. Road and water access. State land disposal is scheduled in Naukati. *Settlement and General Use*.

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University of Alaska
Land Grant List 2010
Parcel Descriptions

Parcel #	Name	Approx. Area in Acres	Description/*Plan Designation*
KT.1004	Neets Creek *DELETED FROM 2005 LAND LIST BY LEGISLATURE*	1,500	Located at the head of Neets Bay northwest of Ketchikan, this parcel generally consists of a fairly flat area adjacent to the coast, two lakes, and the floodplain of Neets Creek. The valley walls are covered by a mixture of hemlock and spruce forests. The parcel may be accessed by either water or air, although previous logging roads are scattered throughout the parcel. A portion of the tract is used by a regional aquaculture association. Contains both previously harvest and available commercial timber (1,800 acres total). Considered appropriate for remote residential use; may have some commercial timber value. *General Use*.
CS.OV.1001	Olive Cove	450	Parcel occupies flat coastal plain vegetated by hemlock and spruce forest good for settlement. Adjoins an existing subdivision. Situated southwest of Wrangell on Zimovia Island. Direct water access to Zimovia Strait. *General Use.*
ST.1002	Pelican *DELETED FROM 2005 LAND LIST BY LEGISLATURE*	851	This parcel occupies almost all of the remaining state land in and around the community of Pelican, on Lisianski Inlet. Portions of this parcel are relatively flat to moderately sloping near the coast or coastal valleys, but are steeply sloped in most of the remaining areas. There are two distinct parts of the parcel; the first part occupies areas north of this community, some of which are accessed by road. The other part is situated south of the community proper and access is only by water. Both parts adjoin Lisianski Inlet and are heavily vegetated with hemlock and spruce. A previous state subdivision, ASLS 80-183, is situated immediately to the south. *Public Recreation - Dispersed, Settlement*.

University of Alaska
Land Grant List 2010
Parcel Descriptions

Parcel #	Name	Approx. Area in Acres	Description/*Plan Designation*
PA.1001	Port Alexander *DELETED FROM 2005 LAND LIST BY LEGISLATURE*	267	This parcel contains some of the last remaining state land in and adjacent to the community of Port Alexander, situated at the southern tip of Baranof Island. Two parts adjoin the community to the west and east, while a third occupies an area southwest of the community. It consists of flat to moderately sloping terrain and is heavily vegetated by spruce and hemlock, with scattered wetland areas. Access is primarily limited to trails to the western and eastern parts, while the southern has good water access. Several small off shore islands are included in this parcel. *General Use. Some areas of Public Recreation -- Dispersed.*
PA.1001	Port Conclusion (See Port Alexander map)	10	This parcel occupies an area near the end of Port Conclusion, which is situated to the west of the community of Port Alexander. Except for an area near the coast, the parcel is steep and heavily vegetated with western Hemlock, Sitka Spruce, and by areas of forested palustrine wetlands. Considered suitable for remote settlement. *General Use*.
PW.PD.1001	Port Delores	1,100	Port Delores is a protected anchorage with potential for commercial recreation and remote settlement. Some commercial timber exists in the interior of the parcel which may be accessed via Forest Service roads. *Settlement*.
SD.1001	Read Island	706	Situated south of Cape Fanshaw, parcel consists of Read Island and two smaller islands. These occupy the entrance to Farragut Bay, an important commercial tour destination. Read Island is fairly flat, and except for a few small knobs that support dry uplands, the entire island is covered by wetlands. *Public Recreation and Tourism-Undeveloped*.
CS.RB.1001	Rowan Bay	665	Parcel occupies flat and gently rolling coastal plain adjoining Rowan Bay, on the west side of Kuiu Island. Considered good for timber harvest and remote settlement. There have been previous timber harvests. Direct water and road access. *General Use.*
SD.1001	Sumdum	5	This small parcel occupies the head of Sanford Cove, and lies adjacent to a popular cruise ship, charter and recreational boat travel corridor to Endicott Arm. Considered a regionally significant recreational site. *Public Recreation -- Dispersed.*

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University of Alaska
Land Grant List 2010
Parcel Descriptions

Parcel #	Name	Approx. Area in Acres	Description/*Plan Designation*
ST.1003	Tenakee Springs	346	This parcel consists of three distinct parts and constitutes the last remaining developable state land in Tenakee Springs. The first is situated at the end of the main area of community development near the ADOT/PF boat harbor. It abuts the harbor and is used for marine and other types of storage, and is fairly level and heavily vegetated. The second consists of a heavily vegetated, generally flat area that extends further east to Indian River and an old LTF. The third consists of an interior part within sections 15 and 22 situated eastward and upslope of the community, and a part within section 23 that stretches along the coast. This area, which is generally level and heavily vegetated, could be used for commercial and industrial development. *Public Facilities-Retain, Settlement-Commercial*.
SD.1001	Thoms Place	2,360	Situated south of the community of Wrangell, this parcel consists of fairly level to moderately sloping land situated to the west of the Thoms Place community. It is vegetated by hemlock and spruce forest. The unit adjoins Zimovia Strait, which is used as a route of the Alaska Marine Highway. A previous state subdivision and the Thoms Place State Marine Park exist to the south. Considered suitable for settlement. *Settlement, General Use*.
PW.TH.1001	Thorne Bay	2,557	Parcel consists of three separate tracts, two of which have direct road access and are near the community of Thorne Bay. These are considered good for commercial/industrial development. The other adjoins an existing subdivision and has direct road access. *Settlement/Commercial*.
CS.TL.1001	Three Lake Road	640	Situated south of Petersburg, this parcel is near popular fishing streams and adjoins Three Lake Road. Portions of this parcel are previously harvested and are heavily vegetated. It has commercial as well as residential potential. *General Use.*
CS.WA.1001	Ward Cove	3	Small parcel adjoining Tongass Highway north of Ketchikan. This OSL parcel is believed to be part of an old cannery. *Settlement/Commercial.*

University of Alaska
Land Grant List 2010
Parcel Descriptions

Parcel #	Name	Approx. Area in Acres	Description/*Plan Designation*
ST.1002	Warm Springs Bay *DELETED FROM 2005 LAND LIST BY LEGISLATURE*	267	This parcel consists of the remaining state land in the southern part of the Warm Springs community, a popular recreation area for the Sitka community. Area is generally flat and is covered by a mixture of forested wetlands and spruce/hemlock coastal rainforest in the drier parts. Considered suitable for commercial recreation or remote settlement. Previous state subdivision exists on the north side of Warm Springs Bay. *Public Recreation -- Dispersed*.
SD.1001	Whitney Island	316	This unit occupies the generally level southern end of Whitney Island, which is situated immediately west of Cape Fanshaw, an important commercial and recreational anchorage. Most of the island is covered by wetlands except for areas adjacent to the coast covered by spruce and hemlock forest where this parcel is situated. *Public Recreation and Tourism-Undeveloped*.
JU.1001	William Henry Bay	321	Parcel is situated on the west side of Lynn Canal, northwest of Juneau. It occupies the drainage of William Henry Creek in the northwestern part of William Henry Bay. Hemlock and spruce are the dominant vegetation. Areas adjoining the coast at the mouth of the creek are somewhat flat, but are steeper inland. Considered to have commercial recreation or remote settlement potential. *General Use*.
	2010 Revised Southeast Region Subtotal	34,643	

01/11/2010

University of Alaska
Land Grant List 2010
Parcel Descriptions

Parcel #	Name	Approx. Area in Acres	Description/*Plan Designation*
Educational Properties			
JU.AU.1002	Auke Weir	6	Situated close to the UAJ campus along Auke Creek in Juneau, an anadromous fish stream, the parcel includes a fish weir and is suitable for academic and research projects of the UAJ. Includes existing UAJ facilities. *Public Recreation/Habitat*.
LG.PC.01	Caribou-Poker Creeks Drainage	24,250	Situated north of Fairbanks, parcel is currently used and administered by University for hydrologic and water quality research. Occupies portion of the current research watershed used by UA. *Watershed.*
MA.XS.1001	Delta Ag & Forestry Exp. Station	363	Parcel is currently patented to the UA (No. 15524) with restrictions on use to forestry an agricultural research, and contains a reverter. University wants to acquire unrestricted title to allow other uses. *Agriculture and Settlement.*
N2.FA.1004	Fairbanks Parking Garage (includes Court House conveyance) *COURTHOUSE CONVEYED UNDER OTHER AUTHORITY*	1	Parcel is already conveyed. UAF agreed to "count" the acreage should there be a State Land Grant. Parcel was acquired by DOT/PF with federal funds. Provides addition to the University campus. *Not classified.*
NZ.FA.1004	Key Bank Site (See Fairbanks Area Parcels map) *CONVEYED UNDER OTHER AUTHORITY*	1	This parcel adds land to UAF from an area of excess highway right-of-way. It was acquired by DOT/PF with federal funds; the University may be required to reimburse ADOT/PF, to compensate for the loss of federal highway funds. *Not classified.*
MA.KR.1001	Kodiak Rocket Range *DELETED FROM 2005 LAND LIST BY LEGISLATURE*	2,880	This parcel occupies an area on southern Kodiak Island that includes the Kodiak Launch Complex. Portions of the parcel are used for grazing. Conveyance would be subject to the current Inter-agency Land Management Agreement for the Rocket Launch Facility and the grazing lease. Current access and public use areas are retained, including access to Fossil Beach. *Grazing, General Use*.
MA.PF.1002	Poker Flat (Special Use Area)	6,680	This is a large area under permit that the University has reserved for a buffer for its Poker Flat research activities. *Resource Management, Forestry, Mining, Public Recreation, Wildlife Habitat*.
MA.PF.1001	Poker Flat Lease	533	This area is under lease (ADL 414207) from the state and contains university-owned facilities. *Forestry, Mining, Public Recreation*.

01/11/2010

University of Alaska
Land Grant List 2010
Parcel Descriptions

Parcel #	Name	Approx. Area in Acres	Description/*Plan Designation*
MA.SF.1001	Silver Fox Mine	120	This proposal is adjacent to patented federal claims which the University owns in fee. Now used for UAF mining program. *Settlement.*
ST.1001	Sitka Campus	6	Parcel contains the Sitka campus. Management authority would be transferred from the Department of Education to the University. *Public Facilities.*
TV.RF.1001	Tok Research Forest	4,015	Parcel is to be used for forestry research by UAF. *Forestry.*
TV.TV.1001	University Research Forest *CONVEYED UNDER HB 130*	51,820	This parcel contains portions of the Tanana Valley State Forest as well as other state land classified Forestry and Settlement. Parcel is to be rtetained and managed by DNR for the next fifty years after which it will be conveyed to the University. Parcel would also be used for forestry research by UAF. DNR would continue to manage the other uses that occur within this area, including timber harvest and public recreation. Public access is to be maintained. *Forestry and Settlement.*
	2010 Revised Educational Properties Subtotal	35,973	
2010 REVISED TOTAL		**199,838**	

HISTORICAL INFORMATION

STATE OF ALASKA

FRANK H. MURKOWSKI, GOVERNOR

DEPARTMENT OF NATURAL RESOURCES

OFFICE OF THE COMMISSIONER

400 WILLOUGHBY AVENUE
JUNEAU, ALASKA 99801-1796
PHONE: (907) 465-2400
FAX: (907) 465-3886

550 WEST 7TH AVENUE, SUITE 1400
ANCHORAGE, ALASKA 99501-3650
PHONE: (907) 269-8431
FAX: (907) 269-8918

January 14, 2005

Dear Interested Alaskan:

The Governor is announcing new legislation that would transfer 260,000 acres of state land managed by the Department of Natural Resources to the University of Alaska. I am pleased to provide this list of lands for this transfer. The transfer will fulfill the intent of Senate Bill 7 passed by the 2000 Alaska Legislature as Chapter 136 SLA 2000. It will do so in a manner that is quicker, less expensive, and provides more valuable lands to the university than the process envisioned by SB 7.

Background — Senate Bill 7. In 2000, the Alaska Legislature passed SB 7, which provided a 10-year process during which the University of Alaska would select up to 260,000 acres of state-owned land to be conveyed to the university for the primary purpose of generating revenue for the university. Specifically, the bill provided that:

- "most land grant colleges in the western United States have obtained a larger land grant from the federal government than the University of Alaska has received;
- an academically strong and financially secure state university system is a cornerstone to the long-term development of a stable population and to a healthy, diverse economy in the state;
- it is in the best interests of the state and the University of Alaska that the university take ownership of a significant substantial portfolio of income producing land in order to provide income for the support of public higher education in the state;"

SB 7 had a 10-year fiscal note and forecast the need for approximately $1.7 million each year to complete the selection, decision, and transfer process.

Unfortunately, implementing the bill proved difficult, expensive, time-consuming, and subject to litigation. To date, no lands have been conveyed to the University of Alaska to implement the law. In addition, uncertainty over what state land the university may or may not select creates a disincentive for investment and development, and the 10-year conveyance process had the potential to discourage the development and use of state land.

Land List and Accompanying Legislation. Over the course of the past several years, the University of Alaska and the Department of Natural Resources (DNR) have worked to reach agreement on lands proposed for transfer to the university to fulfill the intent of SB 7. These lands include some that were not selectable under SB 7. However, the proposal includes a portfolio of lands that should produce income for the university both in the near-term and long-term, and will provide more income than was available to the university under the provisions of SB 7. The new

legislation requested by the Governor eliminates the lengthy selection process required under SB 7 and directs DNR to convey these specific lands to fulfill the 260,000-acre intent of SB 7.

This new legislation provides a single decision for determining what lands will be transferred to the University of Alaska, rather than a protracted 10-year decision process. This is a quicker and significantly less expensive process. It also eliminates the potential disincentive to development because once the legislation passes, the eventual land manager is immediately clear.

Summary of the Lands to be Transferred to the University of Alaska. The lands proposed to be conveyed to the university are summarized below:

Type of Property	No. of Parcels	Approximate Acreage
Investment Properties, Southeast Alaska	44	40,102
Investment Property, Other than Southeast	14	39,222
Nenana Basin Oil and Gas	1	90,000
Educational Properties	12	90,676
Total:	**71**	**260,000**

In developing a list of investment properties to be transferred, DNR and the University of Alaska focused primarily on lands that had been designated settlement, general use, or general public recreation in DNR Area Plans. The list does not include any lands designated for timber harvest in Southeast Alaska because conveying these to the university would decrease DNR's allowable cut there. Nor does it include lands tentatively scheduled for sale by DNR within the next five years, as conveying these would leave DNR unable to meet near-term land sale goals. The list does not include lands on which municipal selection applications have been filed. The list does not include any producing oil and gas or mineral properties, nor legislatively designated State Game Refuges, Critical Habitat Areas, Parks, or Public Use Areas.

The 44 parcels in southeast are expected to have the greatest near-term income potential. Because of the limited state land in southeast, these tracts are comparatively small and are distributed throughout southeast Alaska.

The remaining investment properties, distributed throughout the state, include some lands suited for commercial or industrial development, but the majority is suited for residential or recreational development.

The Nenana Basin Oil and Gas property is a single 90,000-acre tract within the Nenana Basin. It is located west of the Nenana River generally across the river from the City of Nenana. DNR and the University believe the tract has significant potential for gas development, and the area is part of the Oil and Gas License owned by Andex Corporation. The tract would be transferred to the University of Alaska subject to the Andex license.

The 12 educational properties are intended to strengthen the University of Alaska's education and research programs. Most are located in the Fairbanks area. The largest is a 51,820-acre tract southwest of Fairbanks within the Tanana Valley State Forest. This area, which includes the Bonanza Creek Experimental Forest, would become the University Research Forest. It will be one of the largest university-related forests in the country and will be an important asset to the university for forestry and related research. For at least the next 50 years, DNR would continue to manage the

public uses in this area, such as recreation, and would continue to use the area for commercial timber sales, consistent with the needs of the University Research Forest.

Land Transfer Process. Under the proposed legislation, DNR will convey the lands to the University of Alaska within three years of the bill's passage. During those three years, DNR will complete the required title search, and will reserve appropriate public access easements, navigable waters, etc. Actual authority for management will change on the date the deeds are recorded.

Conveying these lands will accomplish the goals of SB 7 in a manner that is faster and less expensive than the 10-year process previously envisioned. I am pleased to recommend this portfolio of lands for transfer to the University of Alaska. I believe that these lands will provide the university with significant value and future revenue to help fund public education. The transfer helps fulfill the promise of a land grant University.

Sincerely,

Tom Irwin
Commissioner

University of Alaska
Land Grant List 2005

Parcel #	Name	Approx. Area in Acres
Non-producing Oil and Gas Resources		
	Nenana Gas Basin Tracts - Mineral *	90,000
	Nenana Gas Basin Tracts - Land ** *	90,000
	Oil and Gas Resources, Subtotal	**90,000**
Investment Properties		
Northern/ Interior Region		
DH.IS.1001	Dalton Highway MP 48 to 54	1,360
DH.SR.1001	Dalton Highway MP 345 to 347	880
MA.HR.1001	Haul Road Nodes-Coldfoot	1,700
M1.JC.1001	Jarvis Creek (Mineral)	16,000
FA.JC.1001	Jennie M. Creek C	5
N1.LS.1001	Lake Snohomish	740
NZ.FA.1003	Noyes Slough (See Fairbanks Area Parcels map)	7
N5.RS.1001	Summit Lake (Parks Highway)	960
N1.WT.1001	West Twin Lake	1,560
N5.WL.1001	Wien Lake	1,780
	Northern Interior Region Subtotal	24,992
Southcentral Region		
SU.DC.1001	Deception Creek	280
SU.FP.1001	Frying Pan Lake	450
MA.MC.1001	McCarthy-Nizina	12,500
SU.WC.1001	Willow Creek Road	1,000
	Southcentral Region Subtotal	14,230
	Investment Properties Total	**39,222**

* The mapped extent of the parcel exceeds this amount, but will be reconfigured when the Remote Staking for Teklanika II has been completed to equal approximately 90,000 acres.

** The University will provide, at no charge to the state, reasonable access to the state land and resources west and north of the Nenana parcel.

University of Alaska
Land Grant List 2005

Parcel #	Name	Approx. Area in Acres
Southeast Alaska		
SD.1001	Beecher Pass	1,193
PA.1002	Biorka Island	438
KT.1002	Cleveland Peninsula	4,055
PW.CC.1001	Coffman Cove	1,984
CS.DI.1001	Duke Island	1,440
CS.EW.1001	Earl West Cove	3,564
PW.ED.1001	Edna Bay	250
PW.EC.1001	El Capitan North	1,847
PW.ES.1005	El Capitan South	865
NS.EX.1002	Excursion Inlet	477
SD.1001	Favor Peak	1,290
HA.CH.1001	Haines - Chilkoot	60
CR.1001	Harris Road Junction	320
PW.HO.1001	Hollis	622
PW.HK.1001	Hook Arm	1,280
MF.1002	Idaho Inlet	539
JU.NL.1001	Ivanhoe	120
CS.KI.1001	Kelp Island	535
CS.LE.1001	Leask Cove	460
JU.LM.1001	Lena Creek	610
NS.NS.1001	Lisianski Peninsula	1,443
JU.1002	Lynn Canal	1,358
NS.MI.1001	Middle Island	665
PA.1002	Mite Cove	320
PW.MS.1001	Moira Sound/Nowiskay Cove	160
CS.MB.1001	Moser Bay	906
PW.NA.1001	Naukati Sound	937
KT.1004	Neets Creek	1,500
CS.OV.1001	Olive Cove	450
ST.1002	Pelican	851
PA.1001	Port Alexander	267
PA.1001	Port Conclusion (See Port Alexander map)	10
PW.PD.1001	Port Delores	1,100
SD.1001	Read Island	706
CS.RB.1001	Rowan Bay	665
SD.1001	Sumdum	5
ST.1003	Tenakee Springs	346
SD.1001	Thoms Place	2,360
PW.TH.1001	Thorne Bay	2,557
CS.TL.1001	Three Lake Road	640
CS.WA.1001	Ward Cove	3

University of Alaska
Land Grant List 2005

Parcel #	Name	Approx. Area in Acres
ST.1002	Warm Springs Bay	267
SD.1001	Whitney Island	316
JU.1001	William Henry Bay	321
	Southeast Region Subtotal	**40,102**
Educational Properties		
JU.AU.1002	Auke Weir	6
LG.PC.01	Caribou-Poker Creeks Drainage	24,250
MA.XS.1001	Delta Ag & Forestry Exp. Station	363
N2.FA.1004	Fairbanks Parking Garage (includes Court House conveyance)	2
NZ.FA.1004	Key Bank Site (See Fairbanks Area Parcels map)	1
MA.KR.1001	Kodiak Rocket Range	2,880
MA.PF.1002	Poker Flat (Special Use Area)	6,680
MA.PF.1001	Poker Flat Lease	533
MA.SF.1001	Silver Fox Mine	120
ST.1001	Sitka Campus	6
TV.RF.1001	Tok Research Forest	4,015
TV.TV.1001	University Research Forest	51,820
	Educational Properties Subtotal	**90,676**
TOTAL		**260,000**

HB

297

LEGAL SERVICES

DIVISION OF LEGAL AND RESEARCH SERVICES
LEGISLATIVE AFFAIRS AGENCY
STATE OF ALASKA

(907) 465-3867 or 465-2450
FAX (907) 465-2029
Mail Stop 3101

State Capitol
Juneau, Alaska 99801-1182
Deliveries to: 129 6th St., Rm. 329

MEMORANDUM March 31, 2010

SUBJECT: Sectional Summary for CSHB 297(EDC)
(Work Order No. 26-GH2771/P)

TO: Representative Paul Seaton
Chair of the House Education Committee
Attn: Louie Flora

FROM: Jean M. Mischel
Legislative Counsel

You have requested a sectional summary of the above-described amendment.

As a preliminary matter, note that a sectional summary should not be considered an authoritative interpretation and the bill itself is the best statement of its contents. If you would like an interpretation of the amendment as it may apply to a particular set of circumstances, please advise.

Section 1. Requires school districts to determine eligibility of student for a merit-based scholarship award and include that determination in the student's permanent record.

Section 2. Amends the list of duties required of the Department of Education to include administering the governor's scholarship program.

Section 3. Authorizes the Alaska Commission on Postsecondary Education to carry out the purposes of the governor's scholarship program.

Section 4. Establishes the governor's scholarship program for Alaska high school graduates who meet specified academic qualifications and who attend a qualified postsecondary institution in the state. Provides for three levels of scholarship awards for academic and one level for career scholarships, all of which are based on a general range of academic merit demonstrated through gpa, test scores, and course selection. Requires registration with the United States military, the absence of defaults on other student aid, and no felony convictions. Requires the Department of Education and Early Development, the Department of Labor and Workforce Development, and the Alaska Commission on Postsecondary Education to carry out specified duties under the program and to provide an annual report to the legislature by those and other departments and the University of Alaska.

Includes (1) goals related to rigorous curriculum in high school and increasing participation in postsecondary institutions by students in the state among others; (2) a two year limit on extensions of six-year eligibility period for students in the military; (3) specified gpa requirements for various levels of awards; (4) virtual curriculum to satisfy curriculum requirements; and (5) an unmet need scholarship supplement to pay for a percentage of allowable costs of attendance for eligible students.

Section 5. Provides for eligibility for private school students if the school complies with specified statutory requirements.

Section 6. Authorizes the Department of Labor and Workforce Development to administer duties under the governor's scholarship program.

Section 7. Adds contracts for the governor's scholarship program by the Alaska Commission on Postsecondary Education and the Student Loan Corporation to the list of exceptions to the procurement code.

Section 8. Establishes a scholarship fund to be managed by the commissioner of revenue. Provides that a specified portion of the fund is to be identified as available for annual appropriation to scholarships provided for in the bill.

Section 9. Provides for transitional eligibility of current high school juniors without completing all curriculum requirements and for those who graduated after June 30, 2010, and before July 1, 2011. Provides an exception for one year of mathematics and science from the eligibility requirements in the bill for current high school students.

Section 10. Authorizes the Department of Education and Early Development, the Department of Labor and Workforce Development, and the Alaska Commission on Postsecondary Education to adopt regulations to implement the program established in the bill.

Section 11. Provides for an immediate effective date for the regulation provision above.

Section 12. Provides a September 1, 2010, effective date except as provided by the immediate effective date.

JMM:ljw
10-227.ljw

LEGAL SERVICES

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Juneau, Alaska 99801-1182
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MEMORANDUM March 31, 2010

SUBJECT: Sectional and Comparison (CSHB 297(EDC)(Work Order No. 26-GH 2771/P) and HB 297 (Work Order No. 26-GH 2771\A))

TO: Representative Paul Seaton
Chair, House Education Committee
Attn: Louie Flora

FROM: Jean M. Mischel
Legislative Counsel

You have requested a sectional summary of the above-described amendment.

As a preliminary matter, note that a sectional summary should not be considered an authoritative interpretation and the bill itself is the best statement of its contents. If you would like an interpretation of the amendment as it may apply to a particular set of circumstances, please advise.

Please note that when the two versions have the same section numbers for the same statutory references, the differences, if any, will be described in the body of the summarized section. Otherwise, the first section number will be listed for the "P" version and the second for the "A" version.

Section 1. Requires school districts to determine eligibility of student for a scholarship award and include that determination in the student's permanent record. The "P" version specifies that the determination is made in relation to a merit based award only and not an unmet needs based supplement award.

Section 2. Amends the list of duties required of the Department of Education to include administering the governor's scholarship program.

Section 3. Authorizes the Alaska Commission on Postsecondary Education to carry out the purposes of the governor's scholarship program.

Section 4. Establishes the governor's scholarship program for Alaska high school graduates who meet specified academic qualifications and who attend a qualified postsecondary institution in the state. Version A provides for three levels of scholarship awards for academic and one level for career scholarships, all of which are based on a general range of academic merit demonstrated through gpa, test scores, and course selection. Both versions require registration with the United States military, the absence of defaults on other student aid and no felony convictions. Requires the Department of

Education and Early Development, the Department of Labor and Workforce Development, and the Alaska Commission on Postsecondary Education to carry out specified duties under the program and to provide an annual report to the legislature by those and other departments and the University of Alaska.

Version P adds (1) goals related to rigorous curriculum in high school and increasing participation in postsecondary institutions by students in the state; (2) a two year limit on extensions of six year eligibility period for students in the military; (3) specified gpa requirements for various levels of awards; (4) virtual curriculum to satisfy curriculum requirements; and (5) an unmet need scholarship supplement to pay for a percentage of allowable costs of attendance for eligible students.

Section 5. Provides for eligibility for private school students if the school complies with specified statutory requirements.

Section 6. Authorizes the Department of Labor and Workforce Development to administer duties under the governor's scholarship program.

Section 7, version "P" only. Adds contracts for the governor's scholarship program by the Alaska Commission on Postsecondary Education and the Student Loan Corporation to the list of exceptions to the procurement code.

Section 8, version "P" and Section 7, version "A". Establishes a scholarship fund to be managed by the commissioner of revenue. Provides that a specified portion of the fund is to be identified as available for annual appropriation to scholarships provided for in the bill.

Section 9, version "P" and Section 8, version "A" . Provides for transitional eligibility of current high school juniors without completing all curriculum requirements and for those who graduated after June 30 2010 and before July 1 2011. Version "P" provides an exception for one year of mathematics and science from the eligibility requirements in the bill for current high school students.

Section 10, version "P" and section 9, version "A". Authorizes the Department of Education and Early Development, the Department of Labor and Workforce Development, and the Alaska Commission on Postsecondary Education to adopt regulations to implement the program established in the bill.

Section 11, version "P" and section 10, version "A". Provides for an immediate effective date for the regulation provision above.

Section 12, version "P" and section 11, version "A". Provides a September 1, 2010, effective date except as provided by the immediate effective date.

JMM:ljw
10-025.lmb

26-GH2771\~~A~~P

Mischel
3/12/10

CS FOR HOUSE BILL NO. 297(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SIXTH LEGISLATURE - SECOND SESSION

BY THE HOUSE ~~RULES~~EDUCATION COMMITTEE ~~BY REQUEST OF THE GOVERNOR~~

~~Introduced: 1/19/10~~
Offered:
Referred: ~~Education, Finance~~

Sponsor(s): THE HOUSE RULES COMMITTEE BY REQUEST OF THE GOVERNOR

A BILL

FOR AN ACT ENTITLED

"An Act establishing the governor's performance scholarship program and relating to the program; establishing the governor's performance scholarship fund and relating to the fund; relating to student records; making conforming amendments; and providing for an effective date."

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

*** Section 1.** AS 14.03 is amended by adding a new section to read:

Sec. 14.03.113. District determination of scholarship eligibility. A school district shall determine whether a student who graduates from a high school in the district is eligible for an award of a merit-based governor's performance scholarship under AS 14.43.810 - 14.43.890. If a student is eligible, the district shall ~~include~~state in ~~a~~ the student's permanent record the highest ~~tier~~level of funding for which the student is eligible. A district shall provide a student with an opportunity to request that

the district correct ~~any errors~~an error in the eligibility determination.

*** Sec. 2.** AS-_14.07.020(a) is amended to read:

(a) The department shall

(1) exercise general supervision over the public schools of the state except the University of Alaska;

(2) study the conditions and needs of the public schools of the state, adopt or recommend plans, administer and evaluate grants to improve school performance awarded under AS 14.03.125, and adopt regulations for the improvement of the public schools;

(3) provide advisory and consultative services to all public school governing bodies and personnel;

(4) prescribe by ~~adding a new~~ regulation a minimum course of study for the public schools; the regulations must provide that, if a course in American Sign Language is given, the course shall be given credit as a course in a foreign language;

(5) establish, in coordination with the Department of Health and Social Services, a program for the continuing education of children who are held in detention facilities in the state during the period of detention;

(6) accredit those public schools that meet accreditation standards prescribed by regulation by the department; these regulations shall be adopted by the department and presented to the legislature during the first 10 days of any regular session, and become effective 45 days after presentation or at the end of the session, whichever is earlier, unless disapproved by a resolution concurred in by a majority of the members of each house;

(7) prescribe by regulation, after consultation with the state fire marshal and the state sanitarian, standards that will assure healthful and safe conditions in the public and private schools of the state, including a requirement of physical examinations and immunizations in pre-elementary schools; the standards for private schools may not be more stringent than those for public schools;

(8) exercise general supervision over pre-elementary schools that receive direct state or federal funding;

(9) exercise general supervision over elementary and secondary

correspondence study programs offered by municipal school districts or regional educational attendance areas; the department may also offer and make available to any Alaskan through a centralized office a correspondence study program;

(10) accredit private schools that request accreditation and that meet accreditation standards prescribed by regulation by the department; nothing in this paragraph ~~to read:~~authorizes the department to require religious or other private schools to be licensed;

(11) review plans for construction of new public elementary and secondary schools and for additions to and major rehabilitation of existing public elementary and secondary schools and, in accordance with regulations adopted by the department, determine and approve the extent of eligibility for state aid of a school construction or major maintenance project; for the purposes of this paragraph, "plans" include educational specifications, schematic designs, and final contract documents;

(12) provide educational opportunities in the areas of vocational education and training, and basic education to individuals over 16 years of age who are no longer attending school;

(13) administer the grants awarded under AS 14.11;

(14) establish, in coordination with the Department of Public Safety, a school bus driver training course;

(15) require the reporting of information relating to school disciplinary and safety programs under AS 14.33.120 and of incidents of disruptive or violent behavior;

(16) establish by regulation criteria, based on low student performance, under which the department may intervene in a school district to improve instructional practices, as described in AS 14.07.030(14) or (15); the regulations must include

(A) a notice provision that alerts the district to the deficiencies and the instructional practice changes proposed by the department;

(B) an end date for departmental intervention, as described in AS 14.07.030(14)(A) and (B) and (15), after the district demonstrates three consecutive years of improvement consisting of not less than two percent

increases in student proficiency on standards-based assessments in math, reading, and writing as provided in AS 14.03.123(f)(2)(A); and

(C) a process for districts to petition the department for continuing or discontinuing the department's intervention;

(17) notify the legislative committees having jurisdiction over education before intervening in a school district under AS 14.07.030(14) or redirecting public school funding under AS 14.07.030(15);

(18) administer duties assigned to the department under the governor's performance scholarship program established in AS 14.43.810 - 14.43.890.

*** Sec. 3.** AS 14.42.030(e) is amended to read:

(e) The commission may

(1) adopt regulations under AS 44.62 (Administrative Procedure Act) to

(A) carry out the purposes of

(i) **AS 14.43.091 - 14.43.890** [AS 14.43.091 - 14.43.750], 14.43.990, AS 14.44, and AS 14.48; and

(ii) AS 14.43.910 and 14.43.920 as they relate to the purposes of **AS 14.43.091 - 14.43.890** [AS 14.43.091 - 14.43.750], 14.43.990, AS 14.44, and AS 14.48;

(B) ensure compliance with the requirements imposed by state and federal statutes and regulations governing the guaranty, insurance, purchase, or other dealings in eligible loans by federal agencies, instrumentalities, or corporations; and

(C) establish standards for the

(i) administration of hearings conducted under AS 14.43.153; and

(ii) administrative enforcement of collection orders under AS 14.43.151 - 14.43.155;

(2) delegate to the executive director of the commission or a subcommittee of the commission any duty imposed on or power granted to the

commission by this chapter, AS-_14.43, AS-_14.44, or AS-_14.48, except its power to adopt regulations and its duty to consider appeals under AS-_14.43.100(b) and AS _14.48.120;

(3) establish task forces, committees, or subcommittees, not necessarily consisting of commission members, to advise and assist the commission in carrying out its functions;

(4) contract with or use existing institutions of postsccondary education or other individuals or organizations to make studies, conduct surveys, submit recommendations, or otherwise contribute to the work of the commission;

(5) establish fees for the review of an out-of-state institution that

(A) requests approval for participation in the programs under AS-_14.43.091 - 14.43.750, 14.43.990, and AS-_14.44; and

(B) is not accredited by a national or regional accreditation association recognized by the Council for Higher Education Accreditation; and

(6) collect all fees and costs incurred in collection of the amount owed on a loan or repayment obligation if the loan or repayment obligation becomes delinquent or in default; in this paragraph, fees and costs include attorney fees, court costs, and collection fees charged by a collection agency.

*** Sec. 4.** AS-_14.43 is amended by adding new sections to read:

Article 11A. Governor's Performance Scholarship Program.

Sec. 14.43.810. Governor's performance scholarship program established; Alaska residency. (a) The governor's performance scholarship program is established for the purpose of ensuring that a rigorous curriculum is available in all high schools in the state and to provide ~~scholarship opportunities for Alaska resident~~scholarships for high school graduates who are Alaska residents to attend a qualified postsecondary institution in the state. The program includes a merit-based academic scholarship ~~and~~, a merit-based career and technical school scholarship~~.~~, and an unmet financial need scholarship supplement. The merit-based academic scholarship consists of three levels of awards. The merit-based career and technical school scholarship consists of one level of award.

(b) The ~~Department of Education and Early Development~~department shall

design the programmatic standards for the scholarships and appeals of adverse decisions. ~~The Alaska Commission on Postsecondary Education~~ The commission shall administer the daily operations of the program and financing of the program, including the procedures for applying for the scholarships, establishing standards for and ensuring continuing compliance with programmatic standards, and requiring students to apply for other non-loan financial aid, consistent with federal law. The respective agencies shall adopt necessary regulations under AS-44.62 after consultation with each other. The department may change the regulations under AS-44.62 ~~for requirements for~~relating to the programmatic standards for required academic achievement for eligibility only by giving ~~advanced~~advance public notice at least one school year before the effective date of the change.

(c) For purposes of ~~this~~the program, a student is an Alaska resident if the student meets the ~~eligibility~~requirements for establishing residency ~~as described in~~under AS-01.10.055.

(d) The program shall be administered to further the following goals:

(1) increasing high school graduation rates in the state;

(2) improving academic performance of students in ~~grades~~ kindergarten through grade 12 in the state;

(3) improving preparedness of Alaska students for postsecondary education;

(4) improving the quality of the educational programs offered by high schools in the state;

(5) increasing the scores of high school students in the state on college entrance examinations;

(6) increasing job training opportunities in the state;

(7) improving the postsecondary academic achievement and graduation rates of students in the state;

(8) expanding the pool of high school students in the state who pursue postsecondary opportunities~~.~~;

(9) providing a rigorous curriculum in all high schools in the state;

(10) increasing participation of Alaska high school students in Alaska

postsecondary institutions.

Sec. 14.43.815. Qualifications of applicants. (a) A student may ~~submit an application~~apply for a governor's performance scholarship to attend a qualified postsecondary institution in the state if the student

(1) has applied or intends to apply for admission to the institution;

(2) is an Alaska resident who has

(A) graduated, or will graduate ~~no~~not later than six months after the date of the application, from a high school in the state, including a public school, private school, and home school;

(B) graduated, or will graduate ~~no~~not later than six months after the date of the application, from a high school outside of the state under circumstances allowed by the department; for purposes of this subparagraph, allowable circumstances include ~~an Alaska resident~~ a circumstance in which a high school student ~~having~~who is an Alaska resident has attended high school in the state and has left the state because of the military service of the student's ~~Alaska resident~~ custodial parent who is an Alaska resident;

(3) will receive and ~~utilize~~use, while an Alaska resident, the scholarship at a qualified postsecondary institution in the state ~~no~~not later than six years after the beginning of the first school year after a student's graduation from high school, unless the ~~applicant~~student qualifies for an extension of time allowed by the department; for purposes of this paragraph, standards for extension of time ~~must~~may include ~~time while~~not more than two additional years if the student is in military service; and

(4) meets other minimum qualifications to apply or continue to be eligible for a governor's performance scholarship.

(b) A student is not qualified to receive a governor's performance scholarship if the ~~person~~student

(1) has not complied with the military selective service registration requirements imposed under 50 U.S.C. App. 453 (Military Selective Service Act), if those requirements ~~were applicable~~apply to the student;

(2) is currently in default or owes a refund on a federal financial aid

loan under the federal guaranteed student loan program or financial aid awarded under this chapter; or

(3) has been convicted of a felony in the state or another jurisdiction and has not qualified for a waiver under standards adopted by the department.

Sec. 14.43.820. Eligibility for an academic scholarship. (a) Subject to appropriation, the commission shall award a merit-based academic scholarship to an applicant who meets the eligibility criteria for the award under the program.

(b) The programmatic standards for eligibility for an award of a merit-based academic scholarship under the program include the following:

(1) the four-year core academic curriculum, which may include virtual curriculum, that the student must have completed in high school; the core academic curriculum must include

(A) four years of mathematics;

(B) four years of language arts;

(C) four years of science; and

(D) three years of social studies;

(2) the minimum grade ~~point~~ average that the student must have achieved in high school to be eligible for each of the three ~~tiers~~award levels of academic scholarship under AS 14.43.827; for the first award level, a student must have an A average; for the second award level, a student must have a B average; and for the third award level a student must have a C plus average; the grade-point average for an A average is 3.5 or higher, for a B average, less than 3.5 but not less than 3.0, and for a C plus average, less than 3.0 but not less than 2.5; the department shall set by regulation minimum requirements based on a substantially similar standard for districts that do not assign grades;

(3) the minimum score on a college entrance examination that the student must have achieved to be eligible for each of the three ~~tiers~~award levels of academic scholarship~~;~~ under AS 14.43.827;

(4) a process by which a student who meets the grade standards in (2) of this subsection for a particular award level, but does not meet the minimum scores established under (3) of this subsection for that level, may apply for a lower

scholarship award level;

(5) enrollment in a course of study at a qualified ~~university or college in this state~~postsecondary institution as described in AS 14.43.835 that is intended to result in the award of a certificate or degree;

(~~5~~6) a process through which a student who is no longer eligible can regain eligibility;

(~~6~~7) a process through which a home-schooled or private-schooled student may submit evidence to the qualified ~~university or college~~postsecondary institution that establishes the equivalent of the high school diploma, grade-point average, and core academic curriculum for public school students.

Sec. 14.43.825. Eligibility for a career and technical school scholarship. (a) Subject to appropriation, the commission shall award a merit-based career and technical school scholarship to ~~a student~~an applicant who meets the eligibility criteria for the award under the program.

(b) The programmatic standards for eligibility for an award of a merit-based career and technical school scholarship under the program include the following:

(1) the core academic curriculum, which may include virtual curriculum, that the student must have completed in high school; the core academic curriculum must include

(A) four years of mathematics;

(B) four years of language arts;

(C) four years of science; and

(D) three years of social studies;

(2) the minimum grade ~~point~~ average that the student must have achieved in high school; the minimum is C plus average; the C plus average requirement is a grade-point average of 2.5 or higher; the department shall set by regulation minimum requirements based on a substantially similar standard for districts that do not assign grades;

(3) the minimum score that the student must have achieved on a

(A) college entrance examination; or

(B) standardized examination designed to measure a student's

level of preparedness to make the transition to work, as selected by the department;

(4) enrollment in good standing at a certified career and technical school that is intended to result in the award of a certificate that indicates the student's preparedness to enter the workforce;

(5) a process through which a student who is no longer eligible can regain eligibility.

Sec. 14.43.827. Maximum awards and allowable uses. (a) Subject to (b) - (e) of this section, and the programmatic standards established under AS 14.43.820(b), the maximum awards and allowable uses for the ~~program~~merit-based programs are as follows:

(1) for the merit-based academic scholarship, the following three ~~tiers~~levels of scholarship financing ~~awards; the highest tier of~~ award ~~per~~ for a semester ~~must be~~:

(A) the first award level is an amount that is equal to the cost of approved tuition at the University of Alaska in school year 2010 ~~through~~ 2011 ~~for a student taking 15 credits,~~ and ~~require~~requires an A grade average and a very high ~~academic achievement;~~minimum score on a college entrance examination;

(B) the second ~~tier must be~~award level is an amount that is equal to 75 percent of the ~~highest tier and require~~first award level and requires a B grade average and a high ~~academic achievement;~~minimum score on a college entrance examination;

(C) the third ~~tier must be~~award level is an amount that is equal to 50 percent of the ~~highest tier and require moderate academic achievement;~~ first award level and requires a C plus grade average and a moderately high minimum score on a college entrance examination;

(2) for the merit-based career and technical scholarship, the award must be the actual cost of the qualified career and technical school attended by the student, not to exceed $3,000 ~~per~~a school year;

(3) subject to (e) of this section, a ~~student's~~student who qualifies for a

merit-based academic ~~achievement must be determined by~~scholarship may apply the ~~student's high~~award to the costs of attending a qualified career and technical school ~~grade point average and score on an examination~~program as described in AS 14.43.~~820(b)(3) and 14.43.825(b)(3~~835(a)(2).

(b) A part-time student who receives a merit-based academic scholarship and is enrolled on at least a half-time basis is eligible for an award ~~on a pro rata basis.~~of 50 percent of the amount of scholarship award for which the student is eligible under (a) of this section.

(c) A student's eligibility for a scholarship terminates six years after the date the student graduated from high school unless the student qualifies for an extension of time allowed by the department. ~~The department shall recognize the student's military service in making allowances under this subsection.~~

(d) Subject to AS 14.43.815(a)(3), a student receiving a merit-based academic scholarship may remain eligible for up to eight semesters of enrollment at a qualified university or college, which may include graduate courses~~.~~, or for up to two calendar years of attendance at a qualified career or technical school. A student receiving a merit-based career and technical scholarship may remain eligible for two calendar years of attendance at a qualified career and technical school. A student may not receive both an academic and a career and technical scholarship.

(e) The amount of a scholarship award may not exceed the amount of the student's costs of attendance as certified by the postsecondary institution for the purposes of federal financial aid, less any other scholarships or non-loan financial aid awarded to the student.

Sec. 14.43.828. Eligibility for an unmet need scholarship supplement and maximum awards. (a) Subject to appropriation, the commission shall award an unmet need scholarship supplement to a student who meets the eligibility criteria for the award.

(b) A student is eligible to receive an unmet need scholarship supplement if the student

(1) is eligible for a merit-based academic scholarship or a merit-based career and technical school scholarship; and

(2) can demonstrate, in a year in which the student receives a scholarship, that the student has unmet financial need greater than $2,000.

(c) The maximum amount for an unmet need scholarship supplement is 50 percent of the unmet financial need that exceeds $2,000.

(d) The qualified postsecondary institution attended by the student shall determine unmet financial need by subtracting from the student's allowable standard costs of attendance at the institution all non loan sources of financial support, including an expected family contribution and all federal, state, and private scholarships or grants received by the student.

(e) In this section,

(1) "allowable standard costs of attendance" means

(A) for a student who receives a merit-based academic scholarship, the lesser of the

(i) standard costs of attendance at the University of Alaska, as determined by the commission; or

(ii) actual costs of attendance at the qualified postsecondary institution that the student attends or plans to attend, as determined by the commission;

(B) for a student who receives a merit-based career and technical school scholarship, the costs of attendance at the qualified postsecondary institution that the student attends or plans to attend, as determined by the commission based on room and board costs that do not exceed the standard room and board costs at the University of Alaska as determined by the commission;

(2) "expected family contribution" means the amount a student or the student's family is expected to pay toward the student's cost of attendance, as determined by use of the most recent federal Free Application for Federal Student Aid.

Sec. 14.43.830. Programmatic standards. (a) Subject to (b) of this section, the department shall establish programmatic standards for the program.

(b) The department shall establish a make-up procedure or alternative pathway ~~for~~to allow students who are not eligible for a scholarship to make up a deficit by

alternative means if the deficit was caused by circumstances ~~that would make it unfair not to allow the student to make up the deficit.~~beyond the student's control. The department may not waive a requirement and shall require the student to achieve a result comparable to that required of other students. The decision of the department regarding a student's eligibility for alternative means is final. In determining circumstances in which the student may pursue alternative means, the department shall consider the ~~fairness to~~effect on students who have met the requirements and the need to promote the goals of the program. Attendance at a high school outside of the state is not a circumstance in which ~~fairness requires that~~ a student may be allowed to pursue alternative means to qualify for a scholarship. Circumstances in which the department may allow a student to pursue alternative means to qualify for a scholarship include the following:

(1) the required curriculum was not reasonably available to the student because the student attended a small and remote high school in the state;

(2) the deficit was caused by rare and unusual circumstances outside the control of the student.

Sec. 14.43.835. Qualified postsecondary institutions. (a) The following institutions are qualified postsecondary institutions:

(1) a university or college physically located in the state that is

(A) authorized to operate in the state under AS 14.48.020, or is exempt from authorization under AS 14.48.030(b)(1); and

(B) accredited by a regional accreditation association;

(2) a career and technical school program physically located in the state that has been included on a list of certified career and technical school programs received from the Department of Labor and Workforce Development; the commission shall publish the list on or before September 1 of the year preceding enrollment.

(b) The Department of Labor and Workforce Development shall, in consultation with the Department of Education and Early Development, adopt regulations under AS 44.62 establishing criteria under which the Department of Labor and Workforce Development shall certify career and technical school programs in the state as eligible to participate in the career and technical school scholarship program.

The criteria to be considered under this subsection include the following:

(1) the quality of the job-training program offered by the career and technical school;

(2) the employability of a graduate of the program, including whether the program results in a certificate or license that is recognized by the industry for which the training prepares the student;

(3) whether jobs in the industry for which the training prepares the student are available or expected to be available in the future in the state;

(4) other criteria established by the Department of Labor and Workforce Development in regulation.

(c) A postsecondary institution is physically located in the state if the campus, teachers, classrooms, school administrators, and equipment used to provide the education to the students are physically present in the state. Use of virtual, electronic, or online materials by teachers in the state does not disqualify a postsecondary institution even if the materials are generated outside the state. However, a correspondence, virtual, electronic, or online program that is administered from outside the state is not physically located in the state even if the program is delivered by teachers or equipment in the state.

Sec. 14.43.840. Application and award. (a) The commission shall establish application procedures for students to apply for a governor's performance scholarship.

(b) The commission shall adopt procedures for payment of scholarship awards to the institution attended by the scholarship recipient. Payment of a scholarship is subject to appropriation. If insufficient funds are appropriated to pay all eligible scholarships, the commission shall pay existing awards on a pro rata basis.

(c) A student who is awarded a scholarship in error shall be required to refund to the state the amount of the scholarship awarded in error.

Sec. 14.43.845. Governor's performance scholarship fund income account. The governor's performance scholarship fund income account is created as an account in the general fund. Money may be appropriated into the account from the expendable earnings of the governor's performance scholarship fund under AS 37.14.750 - 37.14.790 and other sources. The commission may use money in the account to pay

scholarships awarded to students under AS 14.43.810 - 14.43.890.

Sec. 14.43.850. Report to the legislature. (a) To the extent permitted under law, the department, the commission, the University of Alaska, the Department of Revenue, and the Department of Labor and Workforce Development shall share data necessary to prepare public reports regarding the ~~governor's performance scholarship~~ program.

(b) ~~No~~Not more than 10 days after the ~~start~~convening of each ~~year's~~regular legislative session, the department, the commission, the University of Alaska, the Department of Revenue, and the Department of Labor and Workforce Development shall present an annual report to the public, the governor, and the legislature containing information of public interest regarding the ~~governor's performance scholarship~~ program, including

(1) the number of applicants and number and types of scholarships awarded;

(2) the dollar amount of scholarships awarded in past years and ~~expected~~ the dollar amounts expected to be awarded for the next year; and

(3) data and trends in the data regarding the goals identified in AS 14.43.810.

Sec. 14.43.890. Definitions. In AS 14.43.810 - 14.43.890, unless the context requires otherwise,

(1) ~~"commission" means the Alaska Commission on Postsecondary Education;~~

~~(2) "commissioner" means the commissioner of education and early development;~~

~~(3) "department" means the Department of Education and Early Development;~~

~~(4)~~ "grade-point average" means the average of all grades on a four-point scale~~, or five point scale for advanced placement classes,~~ obtained by the student in high school;

(~~5~~2) "military service" means active duty in the armed forces of the United States;

(~~6~~3) "program" means the governor's performance scholarship program established under AS-_14.43.810 - 14.43.890;

(~~7~~4) "school district" means a borough school district, a city school district, a regional educational attendance area, and a state boarding school.

*** Sec. 5.** AS-_14.45.130(a) is amended to read:

———(a)_ A religious or other private school that elects to comply with AS _14.45.100 - 14.45.130 shall maintain permanent student records reflecting immunizations, physical examinations, standardized testing, academic achievement, [~~and~~AND] courses taken at the school**, and level of eligibility for a governor's performance scholarship under AS- 14.43.810 - 14.43.890**.

*** Sec. 6.** AS-_23.05.060 is amended to read:

————**Sec. ~~AS~~ 23.05.060. Powers of the department.** The department may

(1) enforce all state labor laws;

(2) act as mediator and appoint deputy commissioners of conciliation in labor disputes whenever it considers the interest of industrial peace requires it;

(3) make investigations and collect and compile statistical information concerning the conditions of labor generally and upon all matters relating to the enforcement of this chapter;

(4) institute court proceedings against an employer of labor without cost to the employee when it is satisfied that the employer has failed to pay an employee an amount due by contract;

(5) issue cease and desist orders and other orders and regulations necessary for the enforcement of state labor laws;

(6) in accordance with AS-_37.07 (the Executive Budget Act), receive and spend money derived from agreements with local governments, nongovernmental organizations, or other persons**;**

(7) administer duties assigned to the department under the governor's performance scholarship program established in AS- 14.43.810 - 14.43.890.

*** Sec. 7.** AS-_36.30.850(b) is amended to read:

(b) This chapter applies to every expenditure of state money by the state, acting through an agency, under a contract, except that this chapter does not apply to

(1) grants;

(2) contracts for professional witnesses to provide for professional services or testimony relating to existing or probable lawsuits in which the state is or may become a party;

(3) contracts of the University of Alaska where the work is to be performed substantially by students enrolled in the university;

(4) contracts for medical doctors and dentists;

(5) acquisitions or disposals of real property or interest in real property, except as provided in AS 36.30.080 and 36.30.085;

(6) disposals under AS 38.05;

(7) contracts for the preparation and transportation of ballots under AS 15;

(8) acquisitions or disposals of property and other contracts relating to airports under AS 02.15.070, 02.15.090, 02.15.091, and AS 44.88;

(9) disposals of obsolete property under AS 19.05.060;

(10) disposals of obsolete material or equipment under AS 35.20.060;

(11) agreements with providers of services under AS 47.25.071 - 47.25.095; AS 47.07; AS 47.08; AS 47.10; AS 47.12; AS 47.14; AS 47.17; AS 47.24; and AS 47.27, including contractors under AS 47.27.050;

(12) contracts of the Department of Fish and Game for flights that involve specialized flying and piloting skills and are not point-to-point;

(13) purchases of income-producing assets for the state treasury or a public corporation of the state;

(14) [REPEALED

(15)] a contract that is a delegation, in whole or in part, of investment powers held by

(A) the commissioner of revenue under AS 14.42.200, 14.42.210, AS 18.56.095, AS 37.10.070, 37.10.071, or AS 37.14;

(B) the Board of Regents of the University of Alaska under

AS 14.40.250 - 14.40.491;

(15) [(16)] a contract that is a delegation, in whole or in part, of investment powers or fiduciary duties of

(A) the Board of Trustees of the Alaska Permanent Fund Corporation under AS 37.13;

(B) the Alaska Mental Health Trust Authority under AS 37.14.001 - 37.14.099;

(16) [(17)] the purchase of books, book binding services, newspapers, periodicals, audio-visual materials, network information services access, approval plans, professional memberships, archival materials, objects of art, and items for museum or archival acquisition having cultural, historical, or archaeological significance; in this paragraph

(A) "approval plans" means book selection services in which current book titles meeting an agency's customized specifications are provided to the agency subject to the right of the agency to return those books that do not meet with the agency's approval;

(B) "archival materials" means the noncurrent records of an agency that are preserved after appraisal because of their value;

(C) "audio-visual materials" means nonbook prerecorded materials, including records, tapes, slides, transparencies, films, filmstrips, cassettes, videos, compact discs, laser discs, and items that require the use of equipment to render them usable;

(D) "network information services" means a group of resources from which cataloging information, holdings records, inter-library loans, acquisitions information, and other reference resources can be obtained;

(17) [(18)] contracts for the purchase of standardized examinations for licensure under AS 08;

(18) [(19)] contracts for home health care provided under regulations adopted by the Department of Health and Social Services and for adult residential care services provided under regulations adopted by the Department of Health and Social Services or by the Department of Administration;

(19) [(20)] contracts for supplies or services for research projects funded by money received from the federal government or private grants;

(20) [(21)] guest speakers or performers for an educational or cultural activity;

(21) [(22)] contracts of the Alaska Industrial Development and Export Authority for a clean coal technology demonstration project that

(A) is attempting to develop a coal-fired electric generation project;

(B) uses technology that is capable of commercialization during the 1990's; and

(C) qualifies for federal financial participation under P.L. 99-190 as amended;

(22) [(23)] operation and protection of assets or disposals of equipment and supplies acquired through foreclosure or other legal proceedings relating to loans issued under AS 03.10;

(23) [(24)] purchases of curatorial and conservation services to maintain, preserve, and interpret

(A) objects of art; and

(B) items having cultural, historical, or archaeological significance to the state;

(24) [(25)] acquisition of confidential seismic survey data necessary for pre-sale oil and gas lease or gas only lease analyses under AS 38.05.180;

(25) [(26)] contracts for village public safety officers;

(26) [(27)] purchases of supplies and services to support the operations of the Alaska state troopers or law enforcement officers engaged in fish and wildlife protection if the procurement officer for the Department of Public Safety makes a written determination that publicity of the purchases would jeopardize the safety of personnel or the success of a covert operation;

(27) [(28)] expenditures when rates are set by law or ordinance;

(28) [(29)] construction of new vessels by the Department of Transportation and Public Facilities for the Alaska marine highway system;

(29) [(30)] contracts entered into with a regional development organization; in this paragraph, "regional development organization" has the meaning given in AS 44.33.895;

(30) [(31)] contracts that are to be performed in an area outside of the country and that require a knowledge of the customs, procedures, rules, or laws of the area;

(31) [(32)] contracts that are between the Department of Law and attorneys who are not employed by the state and that are for the review or prosecution of possible violations of the criminal law of the state in situations where the attorney general concludes that an actual or potential conflict of interest makes it inappropriate for the Department of Law to review or prosecute the possible violations;

(32) [(33)] contracts between the Department of Natural Resources and contractors qualified to evaluate hydrocarbon development, production, transportation, and economics, to assist the commissioner of natural resources in evaluating applications for royalty increases or decreases or other royalty adjustments, and evaluating the related financial and technical data, entered into under AS 38.05.180(j);

(33) [(34)] contracts of the Alaska Industrial Development and Export Authority made with the developer of an integrated transportation and port facility owned by the authority;

(34) [(35)] procurements of contracts with the media for advertising;

(35) [(36) REPEALED

(37)] contracts between the state medical examiner and a provider of medical services to perform or assist in performing the duties assigned to the state medical examiner in AS 12.65.020;

(36) [(38)] contracts between the commissioner of revenue and an independent contractor under AS 43.82.240;

(37) [(39)] contracts for a convener under AS 44.62.730 or for a facilitator under AS 44.62.760 related to a negotiated regulation making process under AS 44.62.710 - 44.62.800;

(38) [(40) REPEALED

(41)] a tourism marketing contract awarded under AS 44.33.125;

(39) [(42)] grants and contracts with qualified entities for services under AS 47.18.330 for the foster care transition program;

(40) [(43)] contracts for travel services, including airplane travel, hotel accommodations, and travel agency services, but excluding motor vehicle rentals;

(41) [(44)] contracts of the Alaska Commission on Postsecondary Education or the Alaska Student Loan Corporation for the guarantee and disbursing of financial aid money to institutions of postsecondary education under the financial aid programs under AS 14.43.091 - 14.43.750 and AS 14.44.025;

(42) contracts of the Alaska Commission on Postsecondary Education for the servicing and disbursing of financial aid money to institutions of postsecondary education under the financial aid programs under AS 14.43.810 - 14.43.890;

(43) [(45)] contracts for an arbitration panel to determine whether a project is uneconomic under AS 43.90.240, and contracts for the development of application provisions for licensure and for the evaluation of those applications under AS 43.90;

(44) [(46)] contracts for delivery of home heating assistance under AS 47.25.626;

(45) [(47)] contracts of the Alaska Pension Obligation Bond Corporation under AS 37.16.010 - 37.16.900.

*** Sec. 8.** AS 37.14 is amended by adding new sections to read:

Article 8A. Governor's Performance Scholarship Fund.

Sec. 37.14.750. Governor's performance scholarship fund established. (a) The governor's performance scholarship fund is established as a fund of the state. The fund consists of

(1) appropriations to the fund;

(2) donations to the fund; and

(3) income earned on investments of fund assets.

(b) The commissioner of revenue shall manage the fund with the goal that the purchasing power of the fund will not diminish over time without regard to additional contributions that may be made to the fund. The commissioner shall invest the assets

of the fund in a manner likely to yield at least a five percent real rate of return over time.

(c) Nothing in this section creates a dedicated fund.

Sec. 37.14.755. Powers and duties of the commissioner of revenue. In carrying out the investment duties under AS 37.14.750 - 37.14.790, the commissioner of revenue has the powers and duties set out in AS 37.10.071. The commissioner shall provide reports to the Department of Education and Early Development, the Department of Labor and Workforce Development, and the Alaska Commission on Postsecondary Education on the condition and investment performance of the fund.

Sec. 37.14.760. Use of fund. As soon as practicable after July 1 of each year, the commissioner of revenue shall determine the average month-end market value of the fund for the immediately preceding three fiscal years. The commissioner shall identify five percent of that amount as available for appropriation by the legislature for appropriation to the governor's performance scholarship fund income account created under AS 14.43.845 from which the Alaska Commission on Postsecondary Education may award scholarships under AS 14.43.810 - 14.43.890. The commissioner shall also report as available for appropriation a running total of amounts ~~that had~~ previously ~~been~~ identified as available for appropriation to the governor's performance scholarship fund income account but ~~that had~~ not ~~been~~ appropriated.

Sec. 37.14.790. Definitions. In AS 37.14.750 - 37.14.790, unless the context requires otherwise,

(1) "commissioner" means the commissioner of revenue;

(2) "fund" means the governor's performance scholarship fund established in AS 37.14.750(a).

~~* Sec. 8. The uncodified law of the State of Alaska is amended by adding a new section to read:~~

* **Sec. 9.** The uncodified law of the State of Alaska is amended by adding a new section to read:

TRANSITION: PROGRAM STANDARDS AND IMPLEMENTATION FOR INITIAL SCHOOL YEARS. Notwithstanding any contrary provision of this Act, the Department of Education and Early Development and the Department of Labor and

Workforce Development, after consultation with the Alaska Commission on Postsecondary Education, may adopt regulations under AS 44.62 to implement their respective duties under the governor's performance scholarship program established in AS 14.43.810, enacted by sec. 4 of this Act, so that ~~students~~a student

(1) may be eligible for the program ~~even though they did not fully meet~~if the ~~required core academic curriculum~~ student, for the school years ~~beginning~~between July 1, 2010~~through~~, and June 30, 2013, has completed the core curriculum requirements in language arts and social studies for the scholarship, and three or more years each of mathematics and science; and

(2) who graduated from high school in this state after June 30, 2010, and before July 1, 2011, and ~~meet~~meets eligibility requirements for the program may apply for ~~their scholarships~~a scholarship beginning July 1, 2011.

*** Sec. 9~~10~~.** The uncodified law of the State of Alaska is amended by adding a new section to read:

TRANSITION: REGULATIONS. The Department of Education and Early Development, the Department of Labor and Workforce Development, and the Alaska Commission on Postsecondary Education may proceed to adopt regulations necessary to implement changes made to their respective authorities by this Act. The regulations take effect under AS 44.62 (Administrative Procedure Act), but not before September 1, 2010.

*** Sec. 11. ~~10.~~** Section 9~~10~~ of this Act takes effect immediately under AS 01.10.070(c).

*** Sec. 12. ~~11.~~** Except as provided in sec. ~~10~~11 of this Act, this Act takes effect September 1, 2010.

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3/11/10

CS FOR HOUSE BILL NO. 297(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SIXTH LEGISLATURE - SECOND SESSION

BY THE HOUSE EDUCATION COMMITTEE

Offered:
Referred:

Sponsor(s): THE HOUSE RULES COMMITTEE BY REQUEST OF THE GOVERNOR

A BILL

FOR AN ACT ENTITLED

"An Act establishing the governor's performance scholarship program and relating to the program; establishing the governor's performance scholarship fund and relating to the fund; relating to student records; making conforming amendments; and providing for an effective date."

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

*** Section 1.** AS 14.03 is amended by adding a new section to read:

Sec. 14.03.113. District determination of scholarship eligibility. A school district shall determine whether a student who graduates from a high school in the district is eligible for an award of a merit-based governor's performance scholarship under AS 14.43.810 - 14.43.890. If a student is eligible, the district shall state in the student's permanent record the highest level of funding for which the student is eligible. A district shall provide a student with an opportunity to request that the district correct an error in the eligibility determination.

*** Sec. 2.** AS 14.07.020(a) is amended to read:

(a) The department shall

(1) exercise general supervision over the public schools of the state except the University of Alaska;

(2) study the conditions and needs of the public schools of the state, adopt or recommend plans, administer and evaluate grants to improve school performance awarded under AS 14.03.125, and adopt regulations for the improvement of the public schools;

(3) provide advisory and consultative services to all public school governing bodies and personnel;

(4) prescribe by regulation a minimum course of study for the public schools; the regulations must provide that, if a course in American Sign Language is given, the course shall be given credit as a course in a foreign language;

(5) establish, in coordination with the Department of Health and Social Services, a program for the continuing education of children who are held in detention facilities in the state during the period of detention;

(6) accredit those public schools that meet accreditation standards prescribed by regulation by the department; these regulations shall be adopted by the department and presented to the legislature during the first 10 days of any regular session, and become effective 45 days after presentation or at the end of the session, whichever is earlier, unless disapproved by a resolution concurred in by a majority of the members of each house;

(7) prescribe by regulation, after consultation with the state fire marshal and the state sanitarian, standards that will assure healthful and safe conditions in the public and private schools of the state, including a requirement of physical examinations and immunizations in pre-elementary schools; the standards for private schools may not be more stringent than those for public schools;

(8) exercise general supervision over pre-elementary schools that receive direct state or federal funding;

(9) exercise general supervision over elementary and secondary correspondence study programs offered by municipal school districts or regional educational attendance areas; the department may also offer and make available to any

Alaskan through a centralized office a correspondence study program;

(10) accredit private schools that request accreditation and that meet accreditation standards prescribed by regulation by the department; nothing in this paragraph authorizes the department to require religious or other private schools to be licensed;

(11) review plans for construction of new public elementary and secondary schools and for additions to and major rehabilitation of existing public elementary and secondary schools and, in accordance with regulations adopted by the department, determine and approve the extent of eligibility for state aid of a school construction or major maintenance project; for the purposes of this paragraph, "plans" include educational specifications, schematic designs, and final contract documents;

(12) provide educational opportunities in the areas of vocational education and training, and basic education to individuals over 16 years of age who are no longer attending school;

(13) administer the grants awarded under AS 14.11;

(14) establish, in coordination with the Department of Public Safety, a school bus driver training course;

(15) require the reporting of information relating to school disciplinary and safety programs under AS 14.33.120 and of incidents of disruptive or violent behavior;

(16) establish by regulation criteria, based on low student performance, under which the department may intervene in a school district to improve instructional practices, as described in AS 14.07.030(14) or (15); the regulations must include

(A) a notice provision that alerts the district to the deficiencies and the instructional practice changes proposed by the department;

(B) an end date for departmental intervention, as described in AS 14.07.030(14)(A) and (B) and (15), after the district demonstrates three consecutive years of improvement consisting of not less than two percent increases in student proficiency on standards-based assessments in math, reading, and writing as provided in AS 14.03.123(f)(2)(A); and

(C) a process for districts to petition the department for

continuing or discontinuing the department's intervention;

(17) notify the legislative committees having jurisdiction over education before intervening in a school district under AS 14.07.030(14) or redirecting public school funding under AS 14.07.030(15)**;**

(18) administer duties assigned to the department under the governor's performance scholarship program established in AS 14.43.810 - 14.43.890.

*** Sec. 3.** AS 14.42.030(e) is amended to read:

(e) The commission may

(1) adopt regulations under AS 44.62 (Administrative Procedure Act) to

(A) carry out the purposes of

(i) **AS 14.43.091 - 14.43.890** [AS 14.43.091 - 14.43.750], 14.43.990, AS 14.44, and AS 14.48; and

(ii) AS 14.43.910 and 14.43.920 as they relate to the purposes of **AS 14.43.091 - 14.43.890** [AS 14.43.091 - 14.43.750], 14.43.990, AS 14.44, and AS 14.48;

(B) ensure compliance with the requirements imposed by state and federal statutes and regulations governing the guaranty, insurance, purchase, or other dealings in eligible loans by federal agencies, instrumentalities, or corporations; and

(C) establish standards for the

(i) administration of hearings conducted under AS 14.43.153; and

(ii) administrative enforcement of collection orders under AS 14.43.151 - 14.43.155;

(2) delegate to the executive director of the commission or a subcommittee of the commission any duty imposed on or power granted to the commission by this chapter, AS 14.43, AS 14.44, or AS 14.48, except its power to adopt regulations and its duty to consider appeals under AS 14.43.100(b) and AS 14.48.120;

(3) establish task forces, committees, or subcommittees, not necessarily consisting of commission members, to advise and assist the commission in carrying out its functions;

(4) contract with or use existing institutions of postsecondary education or other individuals or organizations to make studies, conduct surveys, submit recommendations, or otherwise contribute to the work of the commission;

(5) establish fees for the review of an out-of-state institution that

(A) requests approval for participation in the programs under AS 14.43.091 - 14.43.750, 14.43.990, and AS 14.44; and

(B) is not accredited by a national or regional accreditation association recognized by the Council for Higher Education Accreditation; and

(6) collect all fees and costs incurred in collection of the amount owed on a loan or repayment obligation if the loan or repayment obligation becomes delinquent or in default; in this paragraph, fees and costs include attorney fees, court costs, and collection fees charged by a collection agency.

* **Sec. 4.** AS 14.43 is amended by adding new sections to read:

Article 11A. Governor's Performance Scholarship Program.

Sec. 14.43.810. Governor's performance scholarship program established; Alaska residency. (a) The governor's performance scholarship program is established for the purpose of ensuring that a rigorous curriculum is available in all high schools in the state and to provide scholarships for high school graduates who are Alaska residents to attend a qualified postsecondary institution in the state. The program includes a merit-based academic scholarship, a merit-based career and technical school scholarship, and an unmet financial need scholarship supplement. The merit-based academic scholarship consists of three levels of awards. The merit-based career and technical school scholarship consists of one level of award.

(b) The department shall design the programmatic standards for the scholarships and appeals of adverse decisions. The commission shall administer the daily operations of the program and financing of the program, including the procedures for applying for the scholarships, establishing standards for and ensuring continuing compliance with programmatic standards, and requiring students to apply

for other non loan financial aid, consistent with federal law. The respective agencies shall adopt necessary regulations under AS 44.62 after consultation with each other. The department may change the regulations under AS 44.62 relating to the programmatic standards for required academic achievement for eligibility only by giving advance public notice at least one school year before the effective date of the change.

(c) For purposes of the program, a student is an Alaska resident if the student meets the requirements for establishing residency under AS 01.10.055.

(d) The program shall be administered to further the following goals:

(1) increasing high school graduation rates in the state;

(2) improving academic performance of students in kindergarten through grade 12 in the state;

(3) improving preparedness of Alaska students for postsecondary education;

(4) improving the quality of the educational programs offered by high schools in the state;

(5) increasing the scores of high school students in the state on college entrance examinations;

(6) increasing job training opportunities in the state;

(7) improving the postsecondary academic achievement and graduation rates of students in the state;

(8) expanding the pool of high school students in the state who pursue postsecondary opportunities;

(9) providing a rigorous curriculum in all high schools in the state;

(10) increasing participation of Alaska high school students in Alaska postsecondary institutions.

Sec. 14.43.815. Qualifications of applicants. (a) A student may apply for a governor's performance scholarship to attend a qualified postsecondary institution in the state if the student

(1) has applied or intends to apply for admission to the institution;

(2) is an Alaska resident who has

(A) graduated, or will graduate not later than six months after the date of the application, from a high school in the state, including a public school, private school, and home school;

(B) graduated, or will graduate not later than six months after the date of the application, from a high school outside of the state under circumstances allowed by the department; for purposes of this subparagraph, allowable circumstances include a circumstance in which a high school student who is an Alaska resident has attended high school in the state for not less than two years, and has left the state because of the military service of the student's custodial parent who is an Alaska resident;

(3) will receive and use, while an Alaska resident, the scholarship at a qualified postsecondary institution in the state not later than six years after the beginning of the first school year after a student's graduation from high school, unless the student qualifies for an extension of time allowed by the department; for purposes of this paragraph, standards for extension of time must include two additional years if the student is in military service; and

(4) meets other minimum qualifications to apply or continue to be eligible for a governor's performance scholarship.

(b) A student is not qualified to receive a governor's performance scholarship if the student

(1) has not complied with the military selective service registration requirements imposed under 50 U.S.C. App. 453 (Military Selective Service Act), if those requirements apply to the student;

(2) is currently in default or owes a refund on a federal financial aid loan under the federal guaranteed student loan program or financial aid awarded under this chapter; or

(3) has been convicted of a felony in the state or another jurisdiction and has not qualified for a waiver under standards adopted by the department.

Sec. 14.43.820. Eligibility for an academic scholarship. (a) Subject to appropriation, the commission shall award a merit-based academic scholarship to an applicant who meets the eligibility criteria for the award under the program.

(b) The programmatic standards for eligibility for an award of a merit-based academic scholarship under the program include the following:

(1) the four-year core academic curriculum, which may include virtual curriculum, that the student must have completed in high school; the core academic curriculum must include

(A) four years of mathematics;

(B) four years of language arts;

(C) four years of science; and

(D) three years of social studies;

(2) the minimum grade average that the student must have achieved in high school to be eligible for each of the three award levels of academic scholarship under AS 14.43.827; for the first award level, a student must have an A average; for the second award level, a student must have a B average; and for the third award level a student must have a C plus average; the grade-point average for an A average is 3.5 or higher, for a B average, less than 3.5 but not less than 3.0, and for a C plus average, less than 3.0 but not less than 2.5; the department shall set by regulation minimum requirements based on a substantially similar standard for districts that do not assign grades;

(3) the minimum score on a college entrance examination that the student must have achieved to be eligible for each of the three award levels of academic scholarship under AS 14.43.827;

(4) a process by which a student who meets the grade standards in (2) of this subsection for a particular award level, but does not meet the minimum scores established under (3) of this subsection for that level, may apply for a lower scholarship award level;

(5) enrollment in a course of study at a qualified postsecondary institution as described in AS 14.43.835 that is intended to result in the award of a certificate or degree;

(6) a process through which a student who is no longer eligible can regain eligibility;

(7) a process through which a home-schooled or private-schooled

student may submit evidence to the qualified postsecondary institution that establishes the equivalent of the high school diploma, grade-point average, and core academic curriculum for public school students.

Sec. 14.43.825. Eligibility for a career and technical school scholarship. (a) Subject to appropriation, the commission shall award a merit-based career and technical school scholarship to an applicant who meets the eligibility criteria for the award under the program.

(b) The programmatic standards for eligibility for an award of a merit-based career and technical school scholarship under the program include the following:

(1) the core academic curriculum, which may include virtual curriculum, that the student must have completed in high school; the core academic curriculum must include

(A) four years of mathematics;

(B) four years of language arts;

(C) four years of science; and

(D) three years of social studies;

(2) the minimum grade average that the student must have achieved in high school; the minimum is C plus average; the C plus average requirement is a grade-point average of 2.5 or higher; the department shall set by regulation minimum requirements based on a substantially similar standard for districts that do not assign grades;

(3) the minimum score that the student must have achieved on a

(A) college entrance examination; or

(B) standardized examination designed to measure a student's level of preparedness to make the transition to work, as selected by the department;

(4) enrollment in good standing at a certified career and technical school that is intended to result in the award of a certificate that indicates the student's preparedness to enter the workforce;

(5) a process through which a student who is no longer eligible can regain eligibility.

Sec. 14.43.827. Maximum awards and allowable uses. (a) Subject to (b) - (e) of this section and the programmatic standards established under AS 14.43.820(b), the maximum awards and allowable uses for the merit-based programs are as follows:

(1) for the merit-based academic scholarship, the following three levels of scholarship financing award for a semester:

(A) the first award level is an amount that is equal to the cost of approved tuition at the University of Alaska in school year 2010 - 2011 and requires an A grade average and a very high minimum score on a college entrance examination;

(B) the second award level is an amount that is equal to 75 percent of the first award level and requires a B grade average and a high minimum score on a college entrance examination;

(C) the third award level is an amount that is equal to 50 percent of the first award level and requires a C plus grade average and a moderately high minimum score on a college entrance examination;

(2) for the merit-based career and technical scholarship, the award must be the actual cost of the qualified career and technical school attended by the student, not to exceed $3,000 a school year;

(3) subject to (e) of this section, a student who qualifies for a merit-based academic scholarship may apply the award to the costs of attending a qualified career and technical school program as described in AS 14.43.835(a)(2).

(b) A part-time student who receives a merit-based academic scholarship and is enrolled on at least a half-time basis is eligible for an award of 50 percent of the amount of scholarship award for which the student is eligible under (a) of this section.

(c) A student's eligibility for a scholarship terminates six years after the date the student graduated from high school unless the student qualifies for an extension of time allowed by the department.

(d) Subject to AS 14.43.815(a)(3), a student receiving a merit-based academic scholarship may remain eligible for up to eight semesters of enrollment at a qualified university or college, which may include graduate courses, or for up to two calendar years of attendance at a qualified career or technical school. A student receiving a

merit-based career and technical scholarship may remain eligible for two calendar years of attendance at a qualified career and technical school. A student may not receive both an academic and a career and technical scholarship.

(e) The amount of a scholarship award may not exceed the amount of the student's costs of attendance as certified by the postsecondary institution for the purposes of federal financial aid, less any other scholarships or non loan financial aid awarded to the student.

Sec. 14.43.828. Eligibility for an unmet need scholarship supplement and maximum awards. (a) Subject to appropriation, the commission shall award an unmet need scholarship supplement to a student who meets the eligibility criteria for the award.

(b) A student is eligible to receive an unmet need scholarship supplement if the student

(1) is eligible for a merit-based academic scholarship or a merit-based career and technical school scholarship; and

(2) can demonstrate, in a year in which the student receives a scholarship, that the student has unmet financial need greater than $2,000.

(c) The maximum amount for an unmet need scholarship supplement is 50 percent of the unmet financial need that exceeds $2,000.

(d) The qualified postsecondary institution attended by the student shall determine unmet financial need by subtracting from the student's allowable standard costs of attendance at the institution all non loan sources of financial support, including an expected family contribution and all federal, state, and private scholarships or grants received by the student.

(e) In this section,

(1) "allowable standard costs of attendance" means

(A) for a student who receives a merit-based academic scholarship, the lesser of the

(i) standard costs of attendance at the University of Alaska, as determined by the commission; or

(ii) actual costs of attendance at the qualified

postsecondary institution that the student attends or plans to attend, as determined by the commission;

(B) for a student who receives a merit-based career and technical school scholarship, the costs of attendance at the qualified postsecondary institution that the student attends or plans to attend, as determined by the commission based on room and board costs that do not exceed the standard room and board costs at the University of Alaska as determined by the commission;

(2) "expected family contribution" means the amount a student or the student's family is expected to pay toward the student's cost of attendance, as determined by use of the most recent federal Free Application for Federal Student Aid.

Sec. 14.43.830. Programmatic standards. (a) Subject to (b) of this section, the department shall establish programmatic standards for the program.

(b) The department shall establish a make-up procedure or alternative pathway to allow students who are not eligible for a scholarship to make up a deficit by alternative means if the deficit was caused by circumstances beyond the student's control. The department may not waive a requirement and shall require the student to achieve a result comparable to that required of other students. The decision of the department regarding a student's eligibility for alternative means is final. In determining circumstances in which the student may pursue alternative means, the department shall consider the effect on students who have met the requirements and the need to promote the goals of the program. Attendance at a high school outside of the state is not a circumstance in which a student may be allowed to pursue alternative means to qualify for a scholarship. Circumstances in which the department may allow a student to pursue alternative means to qualify for a scholarship include the following:

(1) the required curriculum was not reasonably available to the student because the student attended a small and remote high school in the state;

(2) the deficit was caused by rare and unusual circumstances outside the control of the student.

Sec. 14.43.835. Qualified postsecondary institutions. (a) The following

institutions are qualified postsecondary institutions:

(1) a university or college physically located in the state that is

(A) authorized to operate in the state under AS 14.48.020, or is exempt from authorization under AS 14.48.030(b)(1); and

(B) accredited by a regional accreditation association;

(2) a career and technical school program physically located in the state that has been included on a list of certified career and technical school programs received from the Department of Labor and Workforce Development; the commission shall publish the list on or before September 1 of the year preceding enrollment.

(b) The Department of Labor and Workforce Development shall, in consultation with the Department of Education and Early Development, adopt regulations under AS 44.62 establishing criteria under which the Department of Labor and Workforce Development shall certify career and technical school programs in the state as eligible to participate in the career and technical school scholarship program. The criteria to be considered under this subsection include the following:

(1) the quality of the job-training program offered by the career and technical school;

(2) the employability of a graduate of the program, including whether the program results in a certificate or license that is recognized by the industry for which the training prepares the student;

(3) whether jobs in the industry for which the training prepares the student are available or expected to be available in the future in the state;

(4) other criteria established by the Department of Labor and Workforce Development in regulation.

(c) A postsecondary institution is physically located in the state if the campus, teachers, classrooms, school administrators, and equipment used to provide the education to the students are physically present in the state. Use of virtual, electronic, or online materials by teachers in the state does not disqualify a postsecondary institution even if the materials are generated outside the state. However, a correspondence, virtual, electronic, or online program that is administered from outside the state is not physically located in the state even if the program is delivered

by teachers or equipment in the state.

Sec. 14.43.840. Application and award. (a) The commission shall establish application procedures for students to apply for a governor's performance scholarship.

(b) The commission shall adopt procedures for payment of scholarship awards to the institution attended by the scholarship recipient. Payment of a scholarship is subject to appropriation. If insufficient funds are appropriated to pay all eligible scholarships, the commission shall pay existing awards on a pro rata basis.

(c) A student who is awarded a scholarship in error shall be required to refund to the state the amount of the scholarship awarded in error.

Sec. 14.43.845. Governor's performance scholarship fund income account. The governor's performance scholarship fund income account is created as an account in the general fund. Money may be appropriated into the account from the expendable earnings of the governor's performance scholarship fund under AS 37.14.750 - 37.14.790 and other sources. The commission may use money in the account to pay scholarships awarded to students under AS 14.43.810 - 14.43.890.

Sec. 14.43.850. Report to the legislature. (a) To the extent permitted under law, the department, the commission, the University of Alaska, the Department of Revenue, and the Department of Labor and Workforce Development shall share data necessary to prepare public reports regarding the program.

(b) Not more than 10 days after the convening of each regular legislative session, the department, the commission, the University of Alaska, the Department of Revenue, and the Department of Labor and Workforce Development shall present an annual report to the public, the governor, and the legislature containing information of public interest regarding the program, including

(1) the number of applicants and number and types of scholarships awarded;

(2) the dollar amount of scholarships awarded in past years and the dollar amounts expected to be awarded for the next year; and

(3) data and trends in the data regarding the goals identified in AS 14.43.810.

Sec. 14.43.890. Definitions. In AS 14.43.810 - 14.43.890, unless the context

requires otherwise,

(1) "grade-point average" means the average of all grades on a four-point scale obtained by the student in high school;

(2) "military service" means active duty in the armed forces of the United States;

(3) "program" means the governor's performance scholarship program established under AS 14.43.810 - 14.43.890;

(4) "school district" means a borough school district, a city school district, a regional educational attendance area, and a state boarding school.

*** Sec. 5.** AS 14.45.130(a) is amended to read:

(a) A religious or other private school that elects to comply with AS 14.45.100 - 14.45.130 shall maintain permanent student records reflecting immunizations, physical examinations, standardized testing, academic achievement, [AND] courses taken at the school**, and level of eligibility for a governor's performance scholarship under AS 14.43.810 - 14.43.890**.

*** Sec. 6.** AS 23.05.060 is amended to read:

Sec. 23.05.060. Powers of the department. The department may

(1) enforce all state labor laws;

(2) act as mediator and appoint deputy commissioners of conciliation in labor disputes whenever it considers the interest of industrial peace requires it;

(3) make investigations and collect and compile statistical information concerning the conditions of labor generally and upon all matters relating to the enforcement of this chapter;

(4) institute court proceedings against an employer of labor without cost to the employee when it is satisfied that the employer has failed to pay an employee an amount due by contract;

(5) issue cease and desist orders and other orders and regulations necessary for the enforcement of state labor laws;

(6) in accordance with AS 37.07 (the Executive Budget Act), receive and spend money derived from agreements with local governments, nongovernmental organizations, or other persons;

(7) administer duties assigned to the department under the governor's performance scholarship program established in AS 14.43.810 - 14.43.890.

* **Sec. 7.** AS 36.30.850(b) is amended to read:

(b) This chapter applies to every expenditure of state money by the state, acting through an agency, under a contract, except that this chapter does not apply to

(1) grants;

(2) contracts for professional witnesses to provide for professional services or testimony relating to existing or probable lawsuits in which the state is or may become a party;

(3) contracts of the University of Alaska where the work is to be performed substantially by students enrolled in the university;

(4) contracts for medical doctors and dentists;

(5) acquisitions or disposals of real property or interest in real property, except as provided in AS 36.30.080 and 36.30.085;

(6) disposals under AS 38.05;

(7) contracts for the preparation and transportation of ballots under AS 15;

(8) acquisitions or disposals of property and other contracts relating to airports under AS 02.15.070, 02.15.090, 02.15.091, and AS 44.88;

(9) disposals of obsolete property under AS 19.05.060;

(10) disposals of obsolete material or equipment under AS 35.20.060;

(11) agreements with providers of services under AS 47.25.071 - 47.25.095; AS 47.07; AS 47.08; AS 47.10; AS 47.12; AS 47.14; AS 47.17; AS 47.24; and AS 47.27, including contractors under AS 47.27.050;

(12) contracts of the Department of Fish and Game for flights that involve specialized flying and piloting skills and are not point-to-point;

(13) purchases of income-producing assets for the state treasury or a public corporation of the state;

(14) [REPEALED

(15)] a contract that is a delegation, in whole or in part, of investment

powers held by

(A) the commissioner of revenue under AS 14.42.200, 14.42.210, AS 18.56.095, AS 37.10.070, 37.10.071, or AS 37.14;

(B) the Board of Regents of the University of Alaska under AS 14.40.250 - 14.40.491;

(15) [(16)] a contract that is a delegation, in whole or in part, of investment powers or fiduciary duties of

(A) the Board of Trustees of the Alaska Permanent Fund Corporation under AS 37.13;

(B) the Alaska Mental Health Trust Authority under AS 37.14.001 - 37.14.099;

(16) [(17)] the purchase of books, book binding services, newspapers, periodicals, audio-visual materials, network information services access, approval plans, professional memberships, archival materials, objects of art, and items for museum or archival acquisition having cultural, historical, or archaeological significance; in this paragraph

(A) "approval plans" means book selection services in which current book titles meeting an agency's customized specifications are provided to the agency subject to the right of the agency to return those books that do not meet with the agency's approval;

(B) "archival materials" means the noncurrent records of an agency that are preserved after appraisal because of their value;

(C) "audio-visual materials" means nonbook prerecorded materials, including records, tapes, slides, transparencies, films, filmstrips, cassettes, videos, compact discs, laser discs, and items that require the use of equipment to render them usable;

(D) "network information services" means a group of resources from which cataloging information, holdings records, inter-library loans, acquisitions information, and other reference resources can be obtained;

(17) [(18)] contracts for the purchase of standardized examinations for licensure under AS 08;

(18) [(19)] contracts for home health care provided under regulations adopted by the Department of Health and Social Services and for adult residential care services provided under regulations adopted by the Department of Health and Social Services or by the Department of Administration;

(19) [(20)] contracts for supplies or services for research projects funded by money received from the federal government or private grants;

(20) [(21)] guest speakers or performers for an educational or cultural activity;

(21) [(22)] contracts of the Alaska Industrial Development and Export Authority for a clean coal technology demonstration project that

(A) is attempting to develop a coal-fired electric generation project;

(B) uses technology that is capable of commercialization during the 1990's; and

(C) qualifies for federal financial participation under P.L. 99-190 as amended;

(22) [(23)] operation and protection of assets or disposals of equipment and supplies acquired through foreclosure or other legal proceedings relating to loans issued under AS 03.10;

(23) [(24)] purchases of curatorial and conservation services to maintain, preserve, and interpret

(A) objects of art; and

(B) items having cultural, historical, or archaeological significance to the state;

(24) [(25)] acquisition of confidential seismic survey data necessary for pre-sale oil and gas lease or gas only lease analyses under AS 38.05.180;

(25) [(26)] contracts for village public safety officers;

(26) [(27)] purchases of supplies and services to support the operations of the Alaska state troopers or law enforcement officers engaged in fish and wildlife protection if the procurement officer for the Department of Public Safety makes a written determination that publicity of the purchases would jeopardize the safety of

personnel or the success of a covert operation;

(27) [(28)] expenditures when rates are set by law or ordinance;

(28) [(29)] construction of new vessels by the Department of Transportation and Public Facilities for the Alaska marine highway system;

(29) [(30)] contracts entered into with a regional development organization; in this paragraph, "regional development organization" has the meaning given in AS 44.33.895;

(30) [(31)] contracts that are to be performed in an area outside of the country and that require a knowledge of the customs, procedures, rules, or laws of the area;

(31) [(32)] contracts that are between the Department of Law and attorneys who are not employed by the state and that are for the review or prosecution of possible violations of the criminal law of the state in situations where the attorney general concludes that an actual or potential conflict of interest makes it inappropriate for the Department of Law to review or prosecute the possible violations;

(32) [(33)] contracts between the Department of Natural Resources and contractors qualified to evaluate hydrocarbon development, production, transportation, and economics, to assist the commissioner of natural resources in evaluating applications for royalty increases or decreases or other royalty adjustments, and evaluating the related financial and technical data, entered into under AS 38.05.180(j);

(33) [(34)] contracts of the Alaska Industrial Development and Export Authority made with the developer of an integrated transportation and port facility owned by the authority;

(34) [(35)] procurements of contracts with the media for advertising;

(35) [(36)] [REPEALED

(37)] contracts between the state medical examiner and a provider of medical services to perform or assist in performing the duties assigned to the state medical examiner in AS 12.65.020;

(36) [(38)] contracts between the commissioner of revenue and an independent contractor under AS 43.82.240;

(37) [(39)] contracts for a convener under AS 44.62.730 or for a

facilitator under AS 44.62.760 related to a negotiated regulation making process under AS 44.62.710 - 44.62.800;

(38) [(40) REPEALED

(41)] a tourism marketing contract awarded under AS 44.33.125;

(39) [(42)] grants and contracts with qualified entities for services under AS 47.18.330 for the foster care transition program;

(40) [(43)] contracts for travel services, including airplane travel, hotel accommodations, and travel agency services, but excluding motor vehicle rentals;

(41) [(44)] contracts of the Alaska Commission on Postsecondary Education or the Alaska Student Loan Corporation for the guarantee and disbursing of financial aid money to institutions of postsecondary education under the financial aid programs under **AS 14.43.091 - 14.43.890** [AS 14.43.091 - 14.43.750] and AS 14.44.025;

(42) [(45)] contracts for an arbitration panel to determine whether a project is uneconomic under AS 43.90.240, and contracts for the development of application provisions for licensure and for the evaluation of those applications under AS 43.90;

(43) [(46)] contracts for delivery of home heating assistance under AS 47.25.626;

(44) [(47)] contracts of the Alaska Pension Obligation Bond Corporation under AS 37.16.010 - 37.16.900.

*** Sec. 8.** AS 37.14 is amended by adding new sections to read:

Article 8A. Governor's Performance Scholarship Fund.

Sec. 37.14.750. Governor's performance scholarship fund established. (a) The governor's performance scholarship fund is established as a fund of the state. The fund consists of

(1) appropriations to the fund;

(2) donations to the fund; and

(3) income earned on investments of fund assets.

(b) The commissioner of revenue shall manage the fund with the goal that the purchasing power of the fund will not diminish over time without regard to additional

contributions that may be made to the fund. The commissioner shall invest the assets of the fund in a manner likely to yield at least a five percent real rate of return over time.

(c) Nothing in this section creates a dedicated fund.

Sec. 37.14.755. Powers and duties of the commissioner of revenue. In carrying out the investment duties under AS 37.14.750 - 37.14.790, the commissioner of revenue has the powers and duties set out in AS 37.10.071. The commissioner shall provide reports to the Department of Education and Early Development, the Department of Labor and Workforce Development, and the Alaska Commission on Postsecondary Education on the condition and investment performance of the fund.

Sec. 37.14.760. Use of fund. As soon as practicable after July 1 of each year, the commissioner of revenue shall determine the average month-end market value of the fund for the immediately preceding three fiscal years. The commissioner shall identify five percent of that amount as available for appropriation by the legislature for appropriation to the governor's performance scholarship fund income account created under AS 14.43.845 from which the Alaska Commission on Postsecondary Education may award scholarships under AS 14.43.810 - 14.43.890. The commissioner shall also report as available for appropriation a running total of amounts previously identified as available for appropriation to the governor's performance scholarship fund income account but not appropriated.

Sec. 37.14.790. Definitions. In AS 37.14.750 - 37.14.790, unless the context requires otherwise,

(1) "commissioner" means the commissioner of revenue;

(2) "fund" means the governor's performance scholarship fund established in AS 37.14.750(a).

*** Sec. 9.** The uncodified law of the State of Alaska is amended by adding a new section to read:

TRANSITION: PROGRAM STANDARDS AND IMPLEMENTATION FOR INITIAL SCHOOL YEARS. Notwithstanding any contrary provision of this Act, the Department of Education and Early Development and the Department of Labor and Workforce Development, after consultation with the Alaska Commission on Postsecondary

Education, may adopt regulations under AS 44.62 to implement their respective duties under the governor's performance scholarship program established in AS 14.43.810, enacted by sec. 4 of this Act, so that a student

(1) may be eligible for the program even though the student did not fully meet the required core academic curriculum for the school years beginning July 1, 2010, through June 30, 2013; and

(2) who graduated from high school in this state after June 30, 2010, and before July 1, 2011, and meets eligibility requirements for the program may apply for a scholarship beginning July 1, 2011.

*** Sec. 10.** The uncodified law of the State of Alaska is amended by adding a new section to read:

TRANSITION: REGULATIONS. The Department of Education and Early Development, the Department of Labor and Workforce Development, and the Alaska Commission on Postsecondary Education may proceed to adopt regulations necessary to implement changes made to their respective authorities by this Act. The regulations take effect under AS 44.62 (Administrative Procedure Act), but not before September 1, 2010.

*** Sec. 11.** Section 10 of this Act takes effect immediately under AS 01.10.070(c).

*** Sec. 12.** Except as provided in sec. 11 of this Act, this Act takes effect September 1, 2010.

Louie Flora

From: Kennedy_Crystal [Kennedy_Crystal@asdk12.org]
Sent: Wednesday, February 24, 2010 12:39 AM
To: Rep. Paul Seaton
Cc: Rep. Peggy Wilson
Subject: HB 297-Postsecondary scholarships

Categories: Louie

Dear Rep. Seaton,
There are two things I hope you will consider during your discussions of the scholarship bill. One is that it seems that only references to college attendance are being made. As this is called the post-secondary scholarship bill I would expect that there would also be mention of those seeking post-secondary vocational training. Please keep in mind that one reason we lose students before they graduate is that they have decided in their junior or senior year they do not want to attend college as that is not where their interests lie and they then feel that high school no longer holds anything meaningful for them if the goal is simply to prepare them for college. I would hope that this bill would include some way to entice those students who would prefer post-secondary vocational training to stay in high school until graduation and to financially help them seek that training after graduation. Even though there is a philosophy that a college prepared student is also a career prepared student, these students choose to drop out before they get to the point of being a college prepared student. Please keep in mind that our data (ASD) shows that almost all of our drop-outs have passed the HSGQE (High School Graduation Qualifying Exam) so it is not a question of academic ability!

Secondly, there seems to be another critical element that is being ignored and that is the alignment of what is required of our students as they take college entry and placement tests such as UA's Accuplacer, and the tests that our school districts use to determine if our students are eligible to graduate and considered to be prepared for college. In conversations with the Chugiak- Eagle River branch of UAA, it was pointed out that the test they use for determining the level of math and language arts classes students will be assigned to does not line up with either the Work Keys or the HSGQE (High School Graduation Qualifying Exam). They have offered to field test 20 of our students by having them take the Accuplacer test and the Work Key tests just to see how they compare. They already know they are not comparable but would like to see just how varied they really are.
Aligning these tests would greatly diminish the need for remediation which essentially boils down to an inconsistent system.

As you and Representative Wilson pointed out during a committee meeting on the initial discussion of this bill, there is a need to be careful of the criteria that is required for this scholarship program because that will determine academic programs . And obviously, if our University system already requires that students will need to take the Accuplacer tests to determine their math placements, then we should ensure that our districts are using curriculum that is aligned with those tests as well, or we will always be facing this conflict between what students have been directed to accomplish in their schools and what the University's expectations are. There is a need for a more indepth discussion between our University system and DEED on this issue so that we can all be "on the same page of music!"
Thank you!

Crystal Kennedy
Anchorage School Board member
907-696-2624

Louie Flora

From: M.A [m.acord16@gmail.com]
Sent: Thursday, February 18, 2010 10:35 AM
To: Rep. Paul Seaton
Subject: HB297

Representative Seaton,
My name is Marlena Acord and I am a 2010 graduate. When you are discussing the HB297 Governors Performance Scholarship, please consider amending the bill in favor of the 2010 graduates, who would not be receiving this opportunity.
Thank you for your consideration,
Your constituent,
Marlena Acord

Louie Flora

From: Christopher Corwin McConnell [ASCCM10@uaa.alaska.edu]
Sent: Wednesday, February 17, 2010 8:32 PM
To: Rep. Paul Seaton
Subject: Governor Parnell's Scholarship Plan

Representative Paul Seaton,

My name is Chris McConnell and I am a student at the University of Alaska Anchorage. I am writing you today to urge you to support a needs-based component to the Governor's Scholarship Plan.

Investing in our Universities creates an economic engine, states that have invested in their students see higher high school graduation rates, improved college readiness and a return on their investment by having a home grown workforce.

The most effective programs in other states, including Wyoming's Hathaway plan, have included a needs based component and I hope you will consider improving, strengthening and balancing the plan by including one.

Thank you for your consideration,

Christopher C. McConnell
Student Senator
University of Alaska Anchorage
(907) 301-2031

UNIVERSITY OF ALASKA
SOUTHEAST
Juneau•Ketchikan•Sitka

Student Government

February 17, 2010

Dear Representative Seaton,

With the advent of the Governor's Performance Scholarship and the formation of the UA Booster's Caucus this session, we perceive a climate within the Legislature that is both pro-education and open to collaboration with members of the University's academic community. With that in mind, we write you today to express our support for the creation of a new scholarship program for Alaskan students. We applaud the Governor for his initiative and are glad to see an administration that seeks to reinforce Alaska and its workforce through supplementary funding of higher education.

As you are undoubtedly aware, the Governor's program is based on "Taylor plan" legislation that has been successfully implemented in twenty-two other states. As a result, its similarity to these other programs has often been cited as an argument for its inception in Alaska. However, it should be pointed out that of the twenty-two states cited by this argument, twelve are actually hybrid need/merit-based programs.

In light of this fact and given the language of the Governor's proposed legislation, we would be remiss as student advocates if we did not note its distinct lack of need-based aid, which we consider a vital component to *any* legislation that seeks to provide funding for Alaska's students. Alaska ranks last in college enrollment rates for low-income students, a position that it has held for sixteen years. If solely merit-based legislation passes, we worry that the majority of the funding will go to those students who have benefited from stronger support networks at home & in the community rather than those who against the odds have reached the doors of the University and are now most deserving of our support.

68% of all aid within the UA system already comes in the form of loans (2008-09). With the recent federal financial crisis, we have seen a simultaneous increase of tuition and tightening of credit requirements across the country. As a result, it is becoming increasingly more difficult for prospective students to find funding, even through our own AlaskaAdvantage loans. Without need-based aid, this situation is the final nail in the coffin, sealing off access to higher education for students who have exhausted their other financial means or worse, never had them to begin with.

For the last two years, UAS student government and the Coalition of Student Leaders have advocated for House Bill 94 and Senate Bill 33 and the Alaska Achiever's Incentive Program (or AAIP) that would be created by them. We here at UAS still strongly support this original legislation. However, with the Governor's newly proposed scholarship receiving much of the attention devoted to post-secondary financial aid, we recognize that the best option for passing need-based aid may be the addition of this component to GPS. With those two thoughts in mind, we ask that you lend your support to legislation that will implement need-based aid within the UA system, regardless of the vehicle.

Thank You,

President Tyler Preston

Vice-President CJ Reeves II

Senator Amy Bond

Senator Jessica Eller

Senator David House

Senator Ivy Smith

www.uas.alaska.edu
11120 Glacier Highway, Juneau, Alaska 99801 • (907) 796-6517 office • (907) 796-6358 fax • (907) 796-6528 receptionist

Louie Flora

From: Rep. Paul Seaton
Sent: Wednesday, February 17, 2010 9:38 AM
To: Louie Flora
Subject: FW: Parnell's $400 million scholarship plan

-----Original Message-----
From: Margie Bauman [mailto:margieb42@mtaonline.net]
Sent: Sunday, January 31, 2010 11:08 PM
To: Rep. Paul Seaton
Subject: Parnell's $400 million scholarship plan

Hi Paul...

Saw your comments in the Homer Tribune regarding the governor's proposed scholarship program. What struck me in particular was these comments:

³Kids who get good grades generally come from families who are higher on the social-economic level. Are we accomplishing the goal of increasing the breadth of students who go to college if we focus only on grades?² Seaton asked. ³These are the students who will go to college anyway. I am wondering about those who might fall through the cracks if that is our only criteria.²

You make a good point here. Ought not some substantial funds go to the middle schools for some intensive tutoring and other help for students identified as having a desire to go to college but struggling for a variety of reqsons to get good grades.

Reasons could be from a financially struggling family (homeless to not enough food in the house, or clothes on the kids' backs, or a decent place to study at home--or parents and other relatives with medical or mental health/substance abuse problems...or abuse issues at home which the kids are afraid to talk about.

Could also be that the student needs a good medical check-up to identify something that keeps them from being a good student--anything from allergy to gluten to hearing and eyesight issues. I've known of kids with a variety of such issues that went untreated for years, sometimes unintentionally, most often for financial reasons.

At any rate, all our Alaskan kids deserve equal footing in this effort-if they want to go to college or trade school - and a lot of them are NOT getting it from home.

As a single parent - my son was born in Fairbanks - I did something a lot of people still tell me is weird. Knowing it was up to me, I started saving for my son's college education before he was born. It took me 17 years, but he went on to college at the University of Nevada-Reno and when he graduated,he had no outstanding loans.

College is getting more and more expensive. The kids need help, but I agree with you that heaping the bulk of the state funding upon only the A students is NOT the solution. There are a lot of very bright, successful people that we both know who never were A students... But smart in other ways.

Best regards,
margieb

Louie Flora

From: Ellis's [ellis7@gci.net]
Sent: Tuesday, February 16, 2010 9:35 AM
To: Rep. Paul Seaton
Subject: HB297

February 16, 2010

Representative Paul Seaton,

I am writing to you in regards to HB297. I do not believe it is the state's place to fund higher education. This bill would set up an entitlement mentality that the government owes us a college education. At this time, the legislature should be holding the line on spending and concentrating on ways to improve the job situation in Alaska.

That said, HB297 has many flaws:

1) The bill's stated goal is higher graduation rates but instead is setting new curriculum requirements. DEED already has the ability to change curriculum requirements for graduation. To improve graduation rates you need to reach the students at the elementary level and make sure they receive a sound education. This enables them to be engaged at the middle and high school levels. This bill assumes that students are dropping out due to lack of funding for postsecondary education. This is an unsubstantiated assumption.
2) The bill is inequitable in how it allocates funding for educational choices. If a student is qualified for the program they should be able to use the funds in any university, college or vocational school in the state. Allowing a set dollar amount per year or the cost of tuition, whichever is less, would accomplish this. We should not allocate more money to students who chose a university education over students who choose a vocational school.
3) This bill uses a combination of test scores, GPA and curriculum content to qualify students for this scholarship. This is where the bill again deviates from its' purpose of increasing graduation outcomes to focusing on how students are educated and by whom. How the education was acquired should not be the issue but that the student did acquire the education. DEED would and should no longer be involved in setting curriculum requirements for private, charter or non-public homeschools.
4) This bill should award the scholarship to any student who graduates and has a qualifying SAT or ACT score. Both the SAT and ACT are the standard across the nation for qualifying for entrance to post secondary institutions. The objective is to graduate and move these students on to higher education.

The Merit Scholarship program is in place and rewards the top 10% of all public school children. Will you do away with this program? How many of the students receiving the Merit Scholarship graduate from college? Is this program successful?

Alternately, making money available through student loans to all students, including private and non-public homeschoolers, attending Alaska universities and/or vocational schools would encourage students to stay in Alaska. Portions of the loans could be forgiven after students receive their degrees or certificates and based on the number of years they remain in Alaska.
Because of the many flaws in this bill I hope you will not support HB 297. Please contact me if you have any questions regarding this matter.

Sincerely,

Anne Ellis
3160 N. Longspur Dr.
Wasilla, Alaska
907-376-9382

Louie Flora

From: Cameron & Leslie Seddon [seddon5@mtaonline.net]
Sent: Tuesday, February 16, 2010 9:26 AM
To: Rep. Paul Seaton
Subject: HB297 - Governor's Performance Scholarship

Representative Paul Seaton,

Last night (early morning) I was able to catch up to the latest on HB297, the Governor's Performance Scholarship. I have to say that we are quite upset at the turn of events and do not feel that we are being listened to. When your committee made the decision to exclude this year's graduating seniors from partaking in this program, you cut out a lot of Alaskan youths that have made great sacrifices since the announcement of this proposed scholarship.

Our son is one of the students that were advised from his school that this scholarship was being put together. He met with school staff after the school year started and changed his classes to meet with the criteria for the program. In order to achieve all the credit requirements before graduating, he gave up sports and after school activities. He gave up electives that he had previously signed up for. He gave up the opportunity to work a part time job. He did all of this so that he could double up on his math and spend all of his time pressing forward with his nose to the grind stone.

Our son, Charles, has also followed this bill from the beginning and has written letters of encouragement to the governor's office. You can't imagine his disappointment at the lack of responses to his letters and queries. Alaska has effectively sent this student out of its reaches when it excluded him from this valuable program. This will be Alaska's loss more than his because Charles is an A student that has already taken college level classes and has now met the credit requirements of the GPS.

I am certain that Charles is not the only graduating senior this year that is grossly disappointed in yesterday's committee decision. We hope that it is not too late to make the change that would keep our son and other's graduating youth from leaving the state to pursue their higher level of education.

Please make an amendment to include the 2010 graduating class in the Governor's Performance Scholarship. Don't send our greatest performers out of Alaska.

Thank you,

Leslie Seddon

Sunrise Creek Farm
Cameron & Leslie Seddon
P.O. Box 4528
Palmer, AK 99645

To: The Governor and all Legislatures
From: Lucille McSorley, 745-7607, 1640 S. Chugach #A, Palmer, AK 99645
RE: HB 297 Performance Scholarship
Date: 2/9/10

I am in full support of a college level scholarship. I went to college, U of O, on the Alaska Grant Program, 1979-1981. 50% of my loans were forgiven when I returned home and worked for 5 years.

I support the grant only being used in Alaska because the dollars will have a double purpose; they will help our young adults and support current employees of the Alaskan Universities.

In fairness it should be open to all High school students that complete high school with a GPA of 2 and above. We want all of our young adults to have a chance at further education, regardless of teenage attitudes.

Once in college with 13 or more credit (full time) the Alaskan college students should receive a corresponding GPA percentage granted/forgiven to them for that year of preformance. Many bright high school students with good high school GPA's go on to college only to fail due to social choices. These students should not get scholarship/grant money.

The problem with basing the percentage on the high school GPA and 4 math/4 science is that many (my current high schooler included) were in advanced math and science throughout middle school and now as a junior's in high school, only have one class to finish for his Senior year. He has completed all math and science that he needs to graduate. He will take classes that he can get college credit for: Welding, accounting 1 & 2, logistics during his Senior year. BUT this will only give him 3 maths ALTHOUGH his last Math was Algebra 2. He will take Pre-calculus and Chemistry in College which he will have to take regardless of having taken them in high school.

In addition, any Alaskan High School graduate, that is currently enrolled in an Alaskan University's should be able to qualify for this the grant program.

Thank you for your support of all Alaskan Education, pre-school to college.

Louie Flora

From: Anne Adasiak-Andrew [anne_andrew@mac.com]
Sent: Friday, March 05, 2010 4:27 PM
To: Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Bryce Edgmon; Rep. Wes Keller; Rep. Peggy Wilson; Rep. Bob Buch; Rep. Berta Gardner
Cc: Gullickson_Janice
Subject: World Language Concerns for Gov. Scholarship program

Importance: High

Categories: Louie

Dear Representatives Seaton and Munoz, and members of the House Education Committee:

Although in general we support the idea of the Governor's Performance scholarship program, the way the program is currently worded, requiring 4 years of English, Math and Science, it would have the unintended effect of eliminating the upper division levels of World Language study in Alaskan high schools. This would be a huge step backwards in our education.

Currently, many students find it almost impossible to fit in three to four years of world language study, an art class, and band or orchestra each year of high school in addition to all of the required classes for graduation. Yet all of the research shows that students who study a world language or study music have a greatly enriched learning experience and perform better on national standardized tests. (Even Senators Murkowski and Begich had their children in Anchorage immersion schools before moving to D.C. Other Alaskan Senators and Representatives have chosen to put their children in immersion programs as well.)

Our concern with the current proposal requiring four years of English, math, and science is that it will pull students away from higher levels of achievement in world languages and the arts. Requiring four years of English, math, and science could even discourage students from participating in semester and year-long exchange programs to other countries. How awful to have an "A" student disqualified from the State scholarship program because he took his junior year of high school and lived in Russia or China, becoming fluent in the language and culturally competent, but only having three official years of English, math and science!

Since there is already a requirement in the Anchorage School District for four years of English and social studies, three years of science and two and ½ years of math, *we would like to see the language in the Governor's Performance Scholarship changed to "four years of English, plus any two of the following: four years of math or science or world language or the arts."* This would allow students to show excellence in a variety of ways and still qualify for the Governor's scholarship. We have so many talented musicians and artists in Alaska, and such a wonderful variety of immersion language schools across the state, I would like to see the Governor's Performance Scholarship encourage those students too -- not only those strong in English, math, and science.

Current Credits required for graduation
Language Arts 4 credits (8 semesters)
Social Studies 4 credits (8 semesters)
Mathematics 2½ credits (5 semesters)
Sciences 3 credits (6 semesters)
PE/Health 1½ credits (3 semesters)
Electives **7½ credits (15 semesters)**
Total 22½ credits

Proposed Credits required for Governors Scholarship

Language Arts 4 credits (8 semesters)
Social Studies 4 credits (8 semesters)
Mathematics 4 credits (8 semesters)
Sciences 4 credits (8 semesters)
PE/Health 1½ credits (3 semesters)
Electives **5 credits (10 semesters) - very little time to reach advanced levels of Language or Music/Art**
Total 22½ credits

Anchorage World Language Statistics:

- 44% of Anchorage High School Students are studying a World Language
- There are five K-12 immersion schools in Anchorage, (2 Spanish, 1 Russian, 1 German and 1 Japanese) each with a significant wait list of parents wanting to get their children enrolled.
- Most universities require between 2 and 4 years of language study to be accepted
- 50% of Europeans are bilingual, whereas only 10% of Americans are bilingual. World language has been identified as an area in which Americans are deficient and we have built strong language programs in Anchorage to help change this trend.

Thank you for your consideration on behalf of the ASD World Language Curriculum committee and other concerned language teachers:

Anne Adasiak-Andrew
French Teacher, World Languages Department Chair
Eagle River High School
5251 E. 41st Ave
Anchorage, AK 99508
907-337-6527

Please see below a list of **over 50 names** of concerned constituents who are all World Language teachers in Anchorage and Fairbanks.

Janice Gullickson, World Languages Curriculum Coordinator ASD
Laurel Dirkson - World Languages Curriculum Support ASD

Yoko Grove -East High, Japanese
Todd Smoldon - East High, Japanese
Regina Lunkes - East High
Angie Nishimura - East High, Spanish

Helen Hsieh - Service, Spanish
Virginie Duverger - Service, French
Karen Cafmeyer - Service, Spanish
Kathleen Walgren - Service, French

Dorena Montgomery - Bartlett, French
Brenda Hearn - Bartlett, French
Ashley Van Hemert - Bartlett
Kelly Hughes – Bartlett, German
Ross Grove – Bartlett, Spanish
Louie Jarussi – Bartlett, Spanish
Yan Wang - Bartlett, Chinese

Aline Hopkins - Dimond, French
Victoria Gellert - Dimond, Japanese
Susan Adams – Dimond, German
Rie Davis – Dimond, Japanese

Anne Adasiak-Andrew, Eagle River, French
Jennifer Doerry - Eagle River, German
Karen Cordero - Eagle River, Spanish

Adam Cooley - West High, Spanish
Nancy Clifton - West High, French

Carolina Carr - West High, Spanish
Michele Whaley - West High, Russian

Laurie Salyer - South High, French
Elizabeth Dick - South High, German
Kristin Dahl - South High, Spanish & French
Ilana Kerschbaum
Catherine Richards

Valerie Ekberg-Brown – Chugiak High, Russian
Sarah Birmanns – Chugiak High, Spanish

ANCHORAGE MIDDLE SCHOOLS
Stephanie McElroy- Wendler
Aurora Hovland - Hanshew Spanish
Debra Abshier - Begich, Spanish
Susan Oakley - Goldenview, French
Nick Rothman - Romig, French
Sarah Hansen - Clark, French

ANCHORAGE ELEMENTARY SCHOOLS
Eric Elliott- Spanish Government Hill Elementary
Georgette Yang - Chinese Teacher Scenic Park Elementary
Kristen Newcomer – Chugiak Elementary, Spanish Immersion
Patricia MacNaughton – Chugiak Elementary, Spanish Immersion
Peter Birmanns – Rilke Schule, German

FAIRBANKS
Judy Tolbert - French & Education, UAF
Claudia Markham - Lathrop High, French & German
Eileen Julian - Ben Eielson Jr/Sr High
Rachael Jackson - West Valley High
Jaime M. James - North Pole High, French & German
Leanna Buckwalter - West Valley, French

Louie Flora

From: Anne Adasiak-Andrew [anne_andrew@mac.com]
Sent: Wednesday, March 03, 2010 9:31 AM
To: larry.ledoux@alaska.gov
Cc: Gullickson_Janice; Rep. Sharon Cissna; Sen. Hollis French; Sen. Bettye Davis; Sen. Kevin Meyer; Sen. Joe Thomas; Rep. Paul Seaton
Subject: Governor's Scholarship Concern
Attachments: Governor Parnell Ltr.doc

Importance: High

Categories: Louie

Dear Commissioner Ledoux,

Please see the attached letter that I wrote to the Governor last fall regarding my concerns about the Governor's Performance Scholarship bill.

In concept it is a great idea; however the way it is currently worded it will completely wipe out the advanced levels of World Languages, Music and Art in the Anchorage School District.

Our country DESPERATELY needs linguists. The Anchorage School District has worked very hard over the last 25 years to build fantastic immersion programs and successful high school language programs for its students who regularly reach the Advanced Placement levels. Please read my specific comments in my attached letter to the Governor that explains how a slight change in the requirements of this bill can enable excellence while continuing to support higher levels of advanced World Language study.

Thank you for your support.

Sincerely,

Anne Adasiak-Andrew
French Teacher
Eagle River High School

Anchorage Resident
5251 E. 41st Ave.
Anchorage, AK 99508

October 9, 2009

Dear Governor Parnell,

First, let me say that I whole heartedly support your idea of investing in our youth and offering an incentive to pay for all or part of their higher education here in Alaska based on their high school achievements. This is a fantastic proposal to motivate students to stay in school, to do well, and to go on to college or trade school in Alaska - a win for developing a professional workforce in Alaska and also for supporting Alaska's institutions of higher learning.

Although I agree with your proposal requiring students to seek an academically challenging array of courses, I strongly recommend allowing some measure of flexibility in demonstrating that excellence beyond the proposed four years of English, math and science, and three years of social studies. Students in the Anchorage School District are only allowed 7.5 elective credits beyond the 15 required credits to graduate (where .5 credit equals one semester and 1 credit equals one year) totaling 22.5 credits for graduation. Currently, many students find it almost impossible to fit in three to four years of world language study, an art class, and band or orchestra each year of high school in addition to all of the required classes for graduation. Yet all of the research shows that students who study a world language or study music have a greatly enriched learning experience and perform better on national standardized tests. (Even Senators Murkowski and Begich had their children in Anchorage immersion schools before moving to D.C.)

My concern with the current proposal requiring four years of English, math, and science is that it will pull students away from higher levels of achievement in world languages and the arts. Requiring four years of English, math, and science could even discourage students from participating in semester and year-long exchange programs to other countries. How awful to have an "A" student disqualified from the State scholarship program because he took his junior year of high school and lived in Russia or China, becoming fluent in the language and culturally competent, but only having three official years of English, math and science!

Since there is already a requirement in the ASD for four years of English and social studies, three years of science and two and ½ years of math, *I would like to see the language in the Governor's Performance Scholarship changed to "four years of English, plus any two of the following: four years of math or science or world language or the arts."* This would allow students to show excellence in a variety of ways and still qualify for the Governor's scholarship. We have so many talented musicians and artists in Alaska, and such a wonderful variety of immersion language schools across the state, I would like to see the Governor's Performance Scholarship encourage those students too -- not only those strong in English, math, and science.

Thank you for your consideration, and for investing in our children.

Sincerely,

Anne Adasiak-Andrew, French Teacher
5251 E. 41st Ave.
Anchorage, AK 99508

UNIVERSITY OF ALASKA

BOARD OF REGENTS

A Resolution in Support of Increasing Need-based Financial Aid for Alaska Postsecondary Students

WHEREAS, the State of Alaska does not provide enough need based or grant aid for students seeking postsecondary education compared to most other states; and

WHEREAS, the University of Alaska began the UA Scholars program in 1999, which has grown in usage over time and is funded entirely out of the university's Land Grant Trust Fund; and

WHEREAS, Senator Johnny Ellis and Representative David Guttenberg have introduced legislation to provide additional sources of financial assistance to help financially eligible students attend an eligible postsecondary institution; and

WHEREAS, the University of Alaska's Coalition of Student Leaders, which advocates on behalf of the UA system's 30,000 students across the state, supports the legislative efforts to increase need-based aid, and, in fact, has been integral in its creation; and

WHEREAS, the University of Alaska Board of Regents has long supported all efforts to increase access to postsecondary education, workforce training and lifelong learning; and increased financial aid, both merit- and need-based, is critical for improving access to higher education for both rural and urban residents as well as current and future students; and

NOW THEREFORE BE IT RESOLVED that the University of Alaska Board of Regents supports the legislation introduced by Senator Ellis and Representative Guttenberg and the efforts of the Coalition of Student Leaders; and

BE IT FURTHER RESOLVED that the University of Alaska Board of Regents urges additional support from the Alaska Legislature for both merit- and need-based programs that will be before the Alaska Legislature in the 2010 session; and

BE IT FURTHER RESOLVED that this resolution be appropriately engrossed and conveyed to the Honorable Governor Sean Parnell and Honorable members of the Alaska State Legislature, with a copy to be incorporated into the official minutes of the November 30-December 1, 2009 meeting of the University of Alaska Board of Regents.

A Resolution in Support of the Governor's Performance Scholarship

WHEREAS, the State of Alaska does not provide enough need based or grant aid for students seeking postsecondary education compared to most other states; and

WHEREAS, the University of Alaska began the UA Scholars program in 1999, which has grown in usage over time and is funded entirely out of the university's Land Grant Trust Fund; and

WHEREAS, Governor Sean Parnell has proposed the Governor's Performance Scholarship, a grade- and curriculum based program that would provide financial assistance for students wishing to attend a postsecondary institution within the state of Alaska; and

WHEREAS, the University of Alaska Board of Regents has long supported all efforts to increase access to postsecondary education, workforce training and lifelong learning; and increased financial aid, both merit- and need-based, is critical for improving access to higher education for both rural and urban residents as well as current and future students; and

NOW THEREFORE BE IT RESOLVED that the University of Alaska Board of Regents supports Governor Sean Parnell's proposed Governor's Performance Scholarship; and

BE IT FURTHER RESOLVED that the University of Alaska Board of Regents urges additional support from the Alaska Legislature for both merit- and need-based programs that will be before the Alaska Legislature in the 2010 session; and

BE IT FURTHER RESOLVED that this resolution be appropriately engrossed and conveyed to the Honorable Governor Sean Parnell and Honorable members of the Alaska State Legislature, with a copy to be incorporated into the official minutes of the November 30-December 1, 2009 meeting of the University of Alaska Board of Regents.

JUNEAUEMPIRE.COM

Governor's scholarship program is biased

Sunday, February 21, 2010

Story last updated at 2/21/2010 - 12:54 pm

Governor's scholarship program is biased
Juneau Empire

Funding for Post-Secondary Education is a top priority for this year's Legislature. The proposed Governor's Performance Scholarship is a merit-based scholarship that seeks to provide students with financial motivation to complete a more rigorous course of high school academics.

Sounds familiar right? That's because it is. It's just a beefed- up version on the University of Alaska Scholar program that's already implemented in the UA system. But that's not the real problem; the problem is that the course load required to access the scholarship isn't even offered in all Alaska schools (specifically those in the Bush), which is unfair and biased, not to mention classist and racist, if you look at the demographics.

This is why I'm supporting the Alaska Achievers' Incentive Scholarship Program (AAIP). It is a need-based scholarship for low income students that are making the grades and need a little extra help getting by. I'll bet you didn't know that Alaska has been ranked last for low-income college students for more than a decade and that it is the only state in the country with a state school that doesn't have a needs-based scholarship fund. Alaska needs AAIP. An investment in education is an investment in the future, and it is never the wrong time to do that. Contact to your senators to get this approved and help the youth of Alaska.

Amy Bond-Campion

Juneau

Anchorage Daily News Letters to the Editor – 2-16-2010

Scholarships help

I commend Gov. Parnell for his Performance Scholarship plan and believe that this program, if strengthened with a needs-based component, would provide more students with the incentive to stay in state for college, and with the financial assistance to make education possible in this day and age of rapidly rising expenses and debt. Alaska's youth is the future of Alaska, and by offering students scholarships, this state will reap great benefits.

-- Amy Voss

Anchorage

State has to invest in education

The state of Alaska is lagging behind the rest of the country when it comes to education. It is the only state that doesn't have a need-based program.

Our state has tremendous opportunities for jobs due to its natural resources, oil, minerals, etc., but it doesn't have the people trained to do the jobs the companies require. All that money that out-of-state workers make is lost to the state when they fly back home.

It would be in the best interest of the state to change this. The Legislature needs to take a real long look at The Alaska Achievers Incentive Program (AAIP) and see all that it could do for the state.

I understand the need to tighten spending with the decline of the North Slope's production, but this program would be an investment in the people of Alaska, and now is the time to invest in the future.

-- David House

Auke Bay

Alaska students need a better plan

Juneau Empire 2/16

Alaska is the only state in the nation with a public university that doesn't already have a needs-based scholarship program. The University of Alaska's tuition has increased the past seven years in a row, and many Alaskans who would otherwise seek post-secondary education to develop job skills and to enrich their potential employment opportunities are electing to stay out of school.

I am calling on Alaskans to support the Alaska Achiever's Incentive Program. AAIP is need-based, which means that it will provide funding for low-income students and those who are unable to secure sufficient funding through other means alone. Sixty-eight percent of all aid within the UA system is provided in the form of loans; Alaska students need a better plan to get through school than racking up debt. Eating ramen noodles can only cut costs so much.

Merit-based programs such as UA Scholars are all well and good in their place, but a program that distributes based on need would be far more effective in attracting and retaining Alaska students than either that or the governor's new plan (which is uncannily similar to UA Scholars).

The key to Alaska's success lies in higher education; an investment in those who seek it is an investment in the workforce and in Alaska's future. Please contact your legislator and urge them to support AAIP in the upcoming hearings.

Tyler Preston

Juneau

Louie Flora

From: Bilafer Family [bilafer7@mtaonline.net]
Sent: Monday, March 01, 2010 4:28 PM
To: Rep. Paul Seaton
Subject: HB297

Dear Representative Seaton,

My name is Alison Bilafer and I will graduate from high school this year. Please do your best to pass bill HB297 this legislative session and institute the Governor's Performance Scholarship in time for the 2010 high school graduates to receive it. So many intelligent students who have studied hard in school and meet the eligibility requirements may attend college out-of-state without this scholarship opportunity. This scholarship is an incentive for such students to stay in Alaska, and it is a great way for Alaska to support students in their post-high school education and in their career goals. Thank you for your time.

Respectfully,

Alison Bilafer

Louie Flora

From: Cameron & Leslie Seddon [seddon5@mtaonline.net]
Sent: Monday, March 01, 2010 8:13 PM
To: Rep. Paul Seaton
Subject: HB297 or C.S.

Dear Representative Seaton,

I am anxiously waiting to read the new re-write on SB224 (and HB297?) and look forward to its improvements as they develop. Although it is preferred that the scholarship act remain strictly a merit based award, I can understand why so many are moving towards including a needs based provision. *I sincerely hope you strive to see it written with a definitive cap on the needs based portion of the bill.* It could easily expand and deplete the portion of the funding that was originally intended to reward the exceptional student (by merit only) and retain him/her for Alaska's future benefit.

No issue is taken with any of the other amendments presented (and adopted by the House). They appear to be wonderful tools towards moving the students and schools towards higher expectations. However, the amendment that has recently been put before the Senate Education Committee by Senator Stevens in regards to the non-traditional student is a very faulty one. In order for the fund managers to be accountable, they must have a predictable basis to work from in order for the fund to last. The reward recipients should be expected to complete a degree or career goal in a reasonable amount of time. If that cannot be accomplished, *why not simply state that the scholarship will pay for a certain number of total credits (up to a 4 year degree or comparable certificate) that must be used in a certain amount of time?* This way, if a college student has a legitimate reason for having to drop out and then complete his degree a year or two later, the fund managers can still have some way of predicting the future pay outs. Asking to have an open-ended time frame for completion of a degree is unreasonable.

Also being discussed by the Senate Education Committee is the idea of including the qualifying 2010 graduates in the scholarship bill. Not only has it been discussed as being appropriate, but after Dianne Baron was questioned, it was found to be reasonable as very low numbers are expected to meet the requirements for the first couple of years that the scholarship is instituted. The 2010 students have stated an understanding of how the program is funded and are willing to find their own way to fund their college for the first year as they wait for the fund pay out in 2011.

All in all, your committee is moving forward effectively and efficiently. Thank you for your time and attention to the development of this scholarship bill.

Leslie Seddon

Sunrise Creek Farm
Cameron & Leslie Seddon
P.O. Box 4528
Palmer, AK 99645

www.sunrisecreekfarm.com

Haines Camp 5
Haines, AK 99827

February 22, 2010

26th Legislature
State of Alaska
Education Committee; Rep. Paul Seaton, Chair
Rep. Cathy Munoz, V.Chair;
Representatives Bryce Edgmon, Wes Keller, Peggy Wilson, Tammy Wilson,
Bob Buch, & Berta Gardner

Haines Alaska Native Brotherhood and Alaska Native Sisterhood, Camp 5, stand in support of House Bill 94. (However, we request clarification of AS194.43.195 sec D.) We reject House Bill 297 as it duplicates an existing University of Alaska Scholar PROGRAM and provisions exclude students attending rural schools.
(HB 297)

Thank you for your consideration of our concerns.

Raymond T Dennis, President

Raymond T. Dennis

ANB Camp 5
P O Box 749
Haines, AK 99827

Marilyn R Wilson, President

Marilyn R Wilson

Haines ANS Camp 5
P O Box 932
Haines, AK 99827

(COPY)

To: The House and Senate Education Committees
26th Alaska State Legislature
The Capitol Building
Juneau, Alaska 99801

2/25,/2010

House Bill 94, submitted by Representatives Guttenberg, Lynn, Gara, Kawasaki, Gardner and Tuck is the very Best Scholarship Bill submitted to this 26th Legislature. H.B. 94 should be passed for the following reasons:

(1.) It was developed by a Coalition of Student Leaders. (2.) It is well-written which makes it easy to understand their rationale. It also has a sectional summary from the Legislative Affairs. There is a State Report Card attached that shows where Alaska stands at this time. (3.) The ideas for this bill was developed within the parameters of the University of Alaska System. (4.) It supplements the education of Students who have already proven themselves. (5.) It develops a needs-based assistance, which is a FIRST in Alaska's History. (6.) It is flexible enough to complement other scholarships. (7.) It is under an already existing Post Secondary Commission. (8.) It has a sufficient financial structure. (9.) It has a Resolution dated: 2/3,/09 by the Anchorage Assembly which shows their support for this bill. (10.) This bill also has the support of the University of Alaska President Mark Hamilton dated: 2/3,/09. (11.) It also has the total support of the Patrick F. Taylor Foundation of Louisiana in a letter (2/10,/09) stating so by the Executive Director, James A. Callier which pledges their efforts "even that their own expense."

These then, are some of the reasons why House Bill 94 which creates the "Alaska Achiever's Incentive Program " has our whole-hearted support. It is our hope that this 26th Alaska State Legislature now in session considers and passes House Bill 94 as soon as it is possible to do so.

Thank you for your consideration of our concerns.

Raymond T. Dennis, President
ANB Camp 5
Haines, Alaska 99827

Marilyn R. Wilson, President
Haines ANS, Camp 5
Haines, Alaska 99827

Post Script: We are totally in favor of this bill and we do not support H.B. 297 and it's companion bill S.B. 224 or S.B. 33.

Testimony on HB297 and SB224
Governor's Scholarship merit vs. need

My name is Debbie Joslin and I am representing myself today.

I believe my life experience gives me a unique perspective on the issue of whether to make this scholarship need or merit based.

As a child I was an excellent student from a poor family that became poorer still when my parents divorced while I was in 3rd grade. My parents both married and divorced many times and my mother has spent most of my life in and out of mental hospitals. I was raised on what was then called welfare and spent several years in and out of foster homes. I quit high school and took my GED test at 18. The kind lady who administered the GED test told me I had done so well that I should consider going to college. She guided me into taking the CLEP test where I was able to earn 24 hours of college credit. I went to college with PELL grants and attended one year before quitting. As I look back on why I quit – I think if I had had a support group cheering me on – I might have continued. It was not for lack of funding – PELL grants were still available.

Flash forward 30 years. I homeschool my children independently here in Alaska. By independently I mean that we do not accept any government funding. We use a stellar curriculum. My two high schoolers score 99 every year on the IOWA basic skills test. I pay my college graduated neighbor to administer the tests. Both students plan to go to college and are taking college prep track. Four years of math, English, history/government, and science. I have a daughter in 7th grade who says she doesn't want to go to college. She will still take the college prep courses. If I see that she cannot keep up with the rigorous math (which I doubt will happen) when she gets into high school, we will take the same classes at a slower pace but we will not quit math or science or English. Even if she entirely quits schooling after high school, she will still be better prepared for life. My son is a junior and he talks about school with his public school friends who tell him how boring school is because the bar has been set so low that they barely work at their schoolwork and yet get As. They tell about kids who take the easier classes so they can graduate in the top 10% of their class and how wrong that is. My son feels fortunate to homeschool and be challenged in his schoolwork.

Thoughts on this bill and its effects:

- We need to expect more of all of our students, whether they will attend college or not.
- I support making the scholarship merit based for several reasons:
- We bought a book listing all the scholarships available and it is the size of a large phone book. Most of the scholarships listed are needs based or based on ethnicity. There are precious few scholarships offered for merit and fewer still if you are a white kid – especially male.

- We have saved our kid's PFD checks for all these years to send them to school and there are other schools that offer merit based scholarships so if they are not offered in Alaska we will be more likely to look at going out of state.
- I know of other families who saved those PFD checks only to discover their child was not eligible for scholarship because it was based primarily on need, not merit. One family took all of the money and bought a brand new car for their child so that they could put down a zero for savings on the FAFSA. Our family will not do that. Yes, we have saved up money for college but if my kids can qualify for merit based scholarships, they can save that money for their master's degree or for a down payment on a house. They have worked hard at school and we have worked hard at saving.
- The other reason we would be less likely to send our kids to UAF or UAA is that both schools seem to be dumbed down to accommodate the poor high school education kids are getting in the public school in Alaska. If, as I have heard, states that offer the merit based scholarships for kids who complete a rigorous high school schedule are able to start their college students at college level, we would be more interested in sending our kids to the UA system.

Debbie Joslin
PO Box 377
Delta Junction, AK 99737

March 01, 2010

Representative Paul Seaton, Chair
House Education Committee
State Capitol
Juneau, AK 99802

Chair Seaton and Members of the House Education Committee,

The Alaska Chamber of Commerce, recognizing the importance of affordable and accessible higher education, supports the Alaska Governor's Performance Scholarship initiative. Governor Parnell's recently unveiled proposal would allow all Alaska high school students to earn tuition scholarships for use after high school at qualifying Alaska schools. The Governor's Performance Scholarship, or GPS, is a merit-based scholarship for Alaska high school students. To qualify, students will have to take four years of math, language arts and science, in addition to three years of social studies.

The Alaska State Chamber of Commerce supports HB 297, the Governor's Performance Scholarship (GPS) program. President Mark Hamilton stated many years ago that Alaska has long suffered from a brain drain. For years, our best and brightest left the state and never returned to contribute to the Alaska workforce or to participate in the state's economy as educated entrepreneurs. HB 297 creates an additional scholarship program to keep Alaskans in state. For a sound economy and a sound workforce, we must continue to offer our top achieving high-school graduates additional opportunities to remain in Alaska.

The legislature's passage of the UA Honors program is clearly making progress at getting young Alaskans to remain in Alaska for college. Statistics show that college graduates are more likely to find jobs in their college graduating cities. For businesses to succeed in Alaska, a well-trained and well-educated workforce is paramount to success for any business. HB 297 will continue to bridge the gap in keeping our best and brightest in state for university study and hopefully after for future employment.

Currently, workers entering the marketplace are deficient in proper skill sets to enter the job force. An educated workforce continues to be a problem for employers in Alaska despite a faltering economy. All too often, jobs go unfilled or employers are forced to fill them with unqualified workers. By enticing our best to stay in state, the Alaska State Chamber of Commerce envisions HB 297 making the difference. We can create an educated in state workforce in just a few years.

Yours in economic prosperity,

Wayne A. Stevens
President/CEO

ALASKA STATE CHAMBER OF COMMERCE

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The purpose of this document is to provide a quick glance at the 22 scholarship programs cited by the Taylor Foundation. Ever since Governor Parnell proposed the Governor's Performance Scholarship (GPS) people make references to 22 similar state programs. The GPS is a merit-only program, and the argument for this tends to cite the successes of these 22 other programs. Here I will show some additional information behind this number, primarily looking at the needs-based components within these programs.

To produce this list I researched the programs and states listed on the Taylor Foundation website labeled as "Taylor Plan States." The eligibility requirements listed are the most relevant to the scholarship discussions in the State of Alaska.

- 12 of the State programs cited by the Taylor Foundation have some sort of needs-based component (Arkansas, California, Indiana, Maryland, Mississippi, New Mexico, North Carolina, Oklahoma, Tennessee, Texas, Virginia, and Wyoming).
    - Of these 12, all but Wyoming have demonstrable financial need as an eligibility requirement. Wyoming's need component kicks in when remaining unmet need exists.
- Rhode Island's program is actually a private non-profit. The non-profit's focus is on low-income families
- Information on Alabama is incomplete, and of the State scholarship programs listed, only 2 are general scholarships (one of which is needs-based, the other has no clear merit requirements).

To demonstrate financial need many programs have family income ceilings or require the FAFSA. Those with notable income ceilings are: Indiana, Maryland, Mississippi, New Mexico, Oklahoma, and Tennessee.

For more information contact Ryan Buchholdt
rbuchholdt@gmail.com
(907) 317-2980

This document was created by Ryan Buchholdt as part of his Civic Engagement capstone at the University of Alaska Anchorage. Ryan is a member of UAA's Student Government and has been working on financial aid legislation for the past 2 years (SB33/HB94 – the Alaska Achieves Incentive Program).

Alabama: The Taylor Foundation lists: "Passed by the Legislature, not yet funded – 2003"
Unclear what program is being referenced. Most State financial aid programs in Alabama are specific, aside from 2 financial assistance grants: Alabama Student Assistance Program (needs-based, $300-$2,500 / year) and the Alabama Student Grant Program (up to $1,200 / year).

There are 2 programs under construction, but both are college savings plans.

http://www.ache.state.al.us/StudentAsst/Programs.htm

Arkansas: Academic Challenge Scholarship
Key requirements:

- demonstrate financial need
- ACT of at least 15
- 4 units of English (emphasis on writing), 3 units of Natural Sciences (1 of Biology, 1 of Chemistry or Physics, 1 of any natural science), 4 units of Math (Algebra I and II, Geometry, and 1 advanced math course), 3 units of Social Studies (1 of American History, 1 of World History, ½ of Civics or Government), 2 units of a Foreign Language.

Award of up to $3,500 annually.

http://acs.adhe.edu/aidprograms.html
http://acs.adhe.edu/pdfs/fa/acs_core_aug_2006.pdf

California: The Cal Grant Program
Key eligibility requirements: have demonstrated financial need, have family income and assets below ceilings, minimum GPA.

- GED applicable
- Includes a level for vocational education
- Grants are primarily entitlements based on FAFSA
- If denied the entitlement, competitiveness grants can be given based on GPA and financial need

http://www.calgrants.org/index.cfm?navId=10

Florida: Bright Futures Scholarship Program
3 levels:
1) Academic Scholars Award

- 3.5 GPA
- 4 units of English (3 with substantial writing), 3 units of Math (Algebra I and above), 3 units of Natural Sciences (2 with substantial lab), 3 units of Social Sciences, 2 units of a Foreign Language.
- 75 hours of approved community service
- Scored 1270 on SAT or 28 on ACT (both excluding the writing sections)

2) Medallion Scholars Award

- 3.0 GPA
- 4 units of English (3 with substantial writing), 3 units of Math (Algebra I and above), 3 units of Natural Sciences (2 with substantial lab), 3 units of Social Sciences, 2 units of a Foreign Language.

- No community service requirement
- Scored 970 on SAT or 20 on ACT (both excluding the writing sections)

3) Gold Seal Vocational Scholars Award
- 3.0 weighted GPA w/ a 4-year diploma and a 3.5 unweighted GPA in a minimum of three vocational credits in one vocational program
- 4 units of English, 3 units of Math (including Algebra I), 3 units of Natural Sciences, 3 units of Social Sciences, 1 unit of Practical Arts, ½ in Life Management Skills, ½ in Personal Fitness, ½ in Physical Education, 2 units of a Foreign Language. Plus a minimum of three Vocational Job-Preparatory or Technology Education Program credits in one vocational program.

http://www.floridastudentfinancialaid.org/ssfad/bf/acadrequire.htm

Georgia: Helping Outstanding Pupils Educationally (HOPE)
Eligibility: must meet one:
- 3.0 College Preparatory Diploma or 3.2 other diploma type
- Eligible home school program with 3.0 GPA
- Score in 85th percentile for ACT or SAT
- 3.0 in 30 semester hours or 45 quarterly hours of college degree-level courses.

The award for public institution covers tuition, HOPE-approved fees, book allowance ($100 / quarter or $150 / semester).

http://www.gacollege411.org/Financial_Aid_Planning/HOPE_Program/Georgia_s_HOPE_Scholarship_Program_Overview.aspx

Indiana: Twenty-first Century Scholars Program
Stated goal: "The Twenty-first Century Scholars Program began in 1990 as Indiana's way of raising the educational aspirations of low and moderate-income families. The program aims to ensure that all Indiana families can afford a college education for their children."

Eligibility requirements:
- meet applicable family income ceilings (http://www.in.gov/ssaci/2380.htm)
- Make a commitment to the Scholars Pledge (*will graduate high school, will get at least a 2.0 GPA, will not use drugs or commit a crime, will apply to eligible Indiana university, with apply on time for financial aid*) (http://www.in.gov/ssaci/2374.htm)

Award: the cost of 4 years of undergraduate tuition at public institutions.

http://www.in.gov/ssaci/2345.htm

Kentucky: Kentucky Education Excellence Scholarship (KEES)
Eligibility:
- 2.5 GPA in any year of High School
- 4 units of Language Arts, 3 units of Math, 3 units of Science, 3 units of Social Sciences, ½ unit of Health, ½ unit of Physical Education, 1 unit of Art Appreciation, 7 units of Electives (from the listed subjects, more rigorous than the minimum courses required for graduation)

Additionally there is a bonus award for students who received a score of 15 on ACT or 710 on SAT (critical reading and math).

Award: annual scholarship amount varies by high school GPA and ACT score (for bonus only). A 3.00 GPA gives $250 / year of college.

http://www.kheaa.org/website/kheaa/kees?main=1

Louisiana: Taylor Opportunity Program for Students (TOPS)
TOPS Core curriculum: (http://www.osfa.state.la.us/MainSitePDFs/Core_Curriculum_1.pdf)

- 4 units of English
- 3 units of Math
- 3 units of Science
- 1 additional unit of Math or Science
- 3 units of Social Studies
- 2 units of a Foreign Language
- 1 unit of Fine Arts
- ½ unit of Computer Science

There are 4 components:
1) TOPS Opportunity Award: 2.5 GPA and ACT of 20
2) TOPS Performance Award: 3.0 GPA and ACT of 23
3) TOPS Honors Award: 3.0 GPA and ACT of 27
4) TOPS Tech Award: 2.5 GPA, ACT of 17, and 17 Tech Core unit for Option 1, 19 for Option 2

Awards: based on TOPS level and University.

http://www.osfa.state.la.us/TOPS.htm
http://www.osfa.state.la.us/

Maryland: Educational Excellence Awards Program
2 components:
1) Guaranteed Access (GA) Grant
(http://www.mhec.state.md.us/financialAid/ProgramDescriptions/prog_ga.asp)

- 2.5 GPA in high school
- Must demonstrate financial need and family income must be under certain ceilings

Award: 100% of financial need, capped at $14,300

2) Educational Assistance (EA) Grant
(http://www.mhec.state.md.us/financialAid/ProgramDescriptions/prog_ea.asp)

- Must demonstrate financial need
- Applicants ranked by Estimated Family Contribution (EFC) as reported on the FAFSA

Award: 40% of need for 4-year institutions, 60% of need for community colleges, capped at $3,000.

Missouri: Academic Bright Flight Scholarship Program
Eligibility:

- ACT or SAT score in the top 3% of the state. For 2010 it was raised to 5%.

Award: $2,000 / year.
Starting in 2010-2011 Academic year the award will be divided between two levels determined by ACT or SAT score. ACT of 31 or above will receive $3,000 / year, while ACT of 30 will receive $1,000 / year

http://www.dhe.mo.gov/brightflight.shtml

Mississippi: Higher Education Legislative Plan for Needy Students (HELP)
"Created by the Mississippi Legislature this program is designed to provide tuition assistance to qualified students whose financial need, as demonstrated by federal student aid eligibility, will not be met with gift aid from other sources."

Eligiblity:

- 2.5 GPA
- Score of 20 on ACT
- 4 units of English, 3 units of Math (Algebra I and II, 1 unit of advanced math), 3 units of Science (1 of Biology, 1 of Chemistry, 1 other), 3 units of Social Studies (1 of American History, 1 of World History, 1 of Civics or Economics), 1 unit of Fine Arts, 2 units of a Foreign Language, ½ unit of Computer Science, 1 elective from above subjects.
- Family income must be under certain ceilings (http://www.mississippi.edu/pg2c/glomer/upload_repo/files/HELP_adj_gross_income.pdf)
- Demonstrate financial need via the FAFSA

Award: Tuition and required fees at a public institution, or if attending a private institution an award equal to the nearest comparable public institution.

http://www.mississippi.edu/riseupms/financialaid-step3-grants-loans.php?article_id=225
http://www.mississippi.edu/pg2c/glomer/upload_repo/files/HELP_core_reqs.pdf

Nevada: Millennium Scholarships
Eligibility:

- 3.25 GPA
- Must pass all areas of the Nevada High School Proficiency Exam
- 4 units of English, 4 units of Math (including Algebra II), 3 units of Natural Sciences, 3 units of Social Science and History

Award: based on per-credit basis. Within the Nevada System of Higher Education (NSHE) Scholars will receive $40 / lower division credit and $60 / upper division credit, capped at 12 credits / semester. Scholars attending eligible institutions outside of NSHE will receive $80 / credit.

https://nevadatreasurer.gov/documents/millennium/Doc-FactSheet.pdf

New Mexico: New Mexico Scholars Program
Eligiblity:

- 3.0 GPA in high school
- ACT score of 25 **OR** SAT of 1140 **OR** top 5% of graduating class

- Total combined family income cannot exceed $30,000 with one family member in college, $40,000 with two in college

Award: covers tuition, fees, and books

http://www.unm.edu/~schol/freshmen/nmscholars.html

North Carolina: Legislative College Opportunity Program
"The College Opportunity Program will recruit future students who might not otherwise finish high school or continue on to college. The program will provide financial and academic incentives that will encourage socially and economically disadvantaged students to do well in middle grades and high school and enroll in college following graduation. Improvement in academic performance, high school graduation rates, college going rates, and college graduation rates of under-performing students will be principal goals of the program."

Eligibility:

- "Be a first-generation college student and/or come from a family with an annual income that qualifies the family as disadvantaged based on federal guidelines"
- Maintain a B or better average throughout high school
- Maintain public school attendance of 95%
- Complete the PSAT and SAT or ACT
- Complete at least 15 hours of community service per year
- Remain drug free

Award: First year assistance that will cover tuition, fees, and books.

http://www.northcarolina.edu/policy/index.php?pg=vs&id=467

Oklahoma: Oklahoma Higher Learning Access Program or Oklahoma's Promise
Eligibility:

- 2.5 GPA
- Family income must be $50,000 or less
- 4 units of English, 3 units of Math, 3 units of Lab Sciences, 3 units of History and Citizenship, 2 units of a Foreign Language, 1 additional unit from listed subjects, and 1 unit of Fine Arts

Award: pays tuition at public institutions, and partial tuition at eligible private institutions.

http://www.okhighered.org/okpromise/student-requirements.shtml
http://www.okhighered.org/okpromise/required-courses.shtml

Rhode Island: Children's Crusade for Higher Education
Private, non-profit focused on "reducing school dropout rates and to increasing educational and career success for youth from low-income urban communities."

Eligibility:

- "Earn admission to an accredited college, university, junior college or trade school within one year of graduation or participate in a RI union apprenticeship or industry training program within one year of graduation"

- Full-time student
- Are low-income

Award: Varies by the kind of school and demonstrated need. Maximum scholarship is equal to the Federal Pell Grant ($4,310) or the school's tuition, whichever is lower.

www.childrenscrusade.org

South Carolina: Legislative Incentives for Future Excellence (LIFE) Scholarships
Eligibility: 2 of the 3 following:

- 3.0 High School GPA
- SAT score of 1100 **OR** ACT score of 24
- In top 30% of graduating class

Award: $5,000/year, with $4,700 for tuition and $300 for books.

http://www.clemson.edu/finaid/LIFEnew.htm

Tennessee: Education Lottery Scholarship Program (TELS)
There are a few components under this program:

Tennessee HOPE Scholarship: $4,000 for 4-year institutions or $2,000 for 2-year institutions
Eligibility:

- ACT of 21 **OR** SAT of 980
- High school GPA of 3.0

Tennessee HOPE Access Grant: $2,750 for 4-year institutions or $1,750 for 2-year institutions
Eligibility:

- ACT of 18-20 **OR** SAT of 860-970
- Family adjusted gross income $36,000 or less

General Assembly Merit Scholarship (GAMS) : $1,000 supplemental to HOPE Scholarship
Eligibility:

- ACT of 29 **OR** SAT of 1280
- High school GPA of 3.75

Aspire Award: $1,500 supplemental to HOPE Scholarship
Eligibility:

- Meeting HOPE Scholarship requirements
- Family adjusted gross income of $36,000 or less

Wilder-Naifeh Technical Skills Grant: $2,000
Eligibility:

- Available to all students enrolled at Tennessee Technology Center who are Tennessee residents 1 year prior to entrollment.

http://www.tn.gov/collegepays/mon_college/lottery_scholars.htm
http://www.tn.gov/collegepays/mon_college/sch_app_pdfs/ScholarshipData102009.pdf#DFE9.pdf

Texas: Toward Excellence Access & Success
"The Texas Legislature established the TEXAS (Towards EXcellence, Access and Success) Grant to make sure that well-prepared high school graduates with financial need could go to college."

Eligibility:

- Show financial need and have an Estimated Family Contribution of $4,000 or less
- Completed Recommended High School Program (*4 units of English, 4 units of Math, 4 units of Science, 4 units of Social Studies, 2 units of a Foreign Language, 1 unit of fine Arts, 1 unit of Technology Applications, 1 ½ units of Physical Education, ½ units of Health Education, 1/5 units of Speech, 3 ½ units of electives*) **OR** Distinguished Achievement Program (*score 3 or above on AP exam, or 4 on International Baccalaureate exam; Complete an original project; PSAT score qualifying you as a "Commended Scholar"; earn 3.0 on classes that count as college credit).*

Award: $6,080 / year at public universities and state colleges, $1,780 at community colleges, $2,680 at public technical colleges, and $3,808 at private institutions.

http://www.collegefortexans.com/index.cfm?ObjectID=E81912E0-DF96-53C5-8EE1C469C7298F15
Recommended High School Program:
http://www.collegefortexans.com/index.cfm?ObjectID=B5696E87-D0EE-F501-7D8D3898E6B018D6
Distinguished Achievement Program
http://www.collegefortexans.com/index.cfm?ObjectID=D4D077EF-E089-7788-D2CC15BB69A2494B

Virginia: Virginia Guaranteed Assistance Program
"The purpose of the Virginia Guaranteed Assistance Program (VGAP) is to provide an incentive to financially needy students now attending elementary and secondary school in Virginia to raise their expectations and their academic performance and to consider higher education an achievable objective in their future. The law requires that the awards to undergraduates be proportional to need so that the students with the greatest need receive the largest awards."

Eligibility:

- Demonstrate financial need
- High school GPA of 2.5
- Be classified as a dependent for federal aid purposes

Awards: varies by institution, but neediest students will receive at least the cost of tuition.

http://www.schev.edu/students/factsheetVGAP.asp?from=

West Virginia: Providing Real Opportunities for Maximizing In-State Student Excellence (PROMISE) Scholarship
Eligibility:

- 3.0 High School GPA (or whatever is considered a "B" average)
- 4 units of English, 3 units of Math, 4 units of Social Sciences, 3 units of Natural Sciences
- ACT composite of 22 (w/ 20 in all 4 subsections) **OR** an SAT composite of 1020

Award: $4,750 / year or the cost of tuition and mandatory fees, whichever is less.
http://wvhepcnew.wvnet.edu/index.php?option=com_content&task=view&id=65&Itemid=0/home.asp
x

Wyoming: Hathaway Scholarship Program
The Hathaway Scholarship Program has three levels, each of which has a secondary needs-based component.

Opportunity: $800 / semester; 25% of unmet need: $100-$750 / semester

- High school GPA of 2.5
- ACT of 19
- Completion of Curriculum requirements*, except the Foreign Language requirement

Performance: $1,200 / semester; 25% of unmet need: $100-$750 / semester

- High school GPA of 3.0
- ACT of 21
- Completion of Curriculum requirements*

Honors: $1,600 / semester; 100% of unmet need: $100-total unmet need.

- High school GPA of 3.5
- ACT of 25
- Completion of Curriculum requirements*

*Curriculum requirements:

- 4 years of Math
- 4 years of Science
- 3 years of Social Studies
- 4 years Language Arts
- 2 years of a Foreign Language

http://www.k12.wy.us/Hathaway.asp
http://www.uwyo.edu/hathaway/eligibility.asp

DRAFT FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

Fiscal Note Number:
Bill Version: CSHB297(EDC)-EED-ACPE-03-08-10
() Publish Date:

Identifier (file name): An Act establishing the governor's performance
Title: scholarship program and relating to the program; establishing the
Sponsor: Rules
Requester: Governor

Dept. Affected: Education
RDU: ACPE
Component: Program Administration and Operations
Component Number: 2738

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2011**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**
Personal Services							
Travel							
Contractual	275.0						
Supplies							
Equipment							
Land & Structures							
Grants & Claims			14,480.0	25,623.4	33,252.8	37,169.6	37,169.6
Miscellaneous							
TOTAL OPERATING	**275.0**	**0.0**	**14,480.0**	**25,623.4**	**33,252.8**	**37,169.6**	**37,169.6**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES ( )							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	275.0		14,480.0	25,623.4	33,252.8	37,169.6	37,169.6
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**275.0**	**0.0**	**14,480.0**	**25,623.4**	**33,252.8**	**37,169.6**	**37,169.6**

Estimate of any current year (FY2010) cost:

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

The contractual funds noted above represent the cost of implementation and year one support for scholarship management software.

Assumptions:

1) Baseline count of high school graduates (8,008) based on 2009 data.

2) Referenced utilization rate of 28.78% for similarly structured program in WY. While Alaska has lower college-going rates historically than WY, in recent years we have had a higher percentage of students who do continue on attend in Alaska.

3) Maximum GPS award at highest performance level is based upon the University of Alaska tuition for the 2010-11 school year ($4,755).

Prepared by: Diane Barrans, Executive Director — Phone 465-6740
Division: Alaska Commission on Postsecondary Education — Date/Time 3/8/10 3:00 PM
Approved by: Diane Barrans, Executive Director — Date 3/8/2010
Alaska Commission on Postsecondary Education

(Revised 11/6/2009 OMB)

DRAFT FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

BILL NO. CSHB297(EDC)-EED-ACPE-03-08-10

ANALYSIS CONTINUATION

4) Per student GPS amount is an average of all award levels.
5) Scholar attrition rate is 25% per year based upon UA five-year graduation rate data.
Participation numbers are assumed to be: Year 1=2,305; Year 2=4,034; Year 3=5,187; Year 4=5,763

In 2009, Alaska had 8,008 high school graduates
In Wyoming, approximately 28.8% of graduates utilize the merit scholarship program.
Using the same utilization rate, approximately 2,305 seniors will earn an opportunity for a scholarship.

Scenario #1 is an estimate for the max. scholarship
2,305 X $4,755/year = $10,960,275

Scenario #2 is an estimate for the minimum scholarship
2,305 X 2,378/year = $5,481,290

It is likely the cost will be somewhere in between
($10,960,275 + $5,481,290)/2 = $8,220,783

According to Education Trust, the average graduation rate after 5 years for UAF is 25% and UAA is 16.5%.
The four-year graduation rate is significantly lower.

Cohort: 2,305 students per year

	Participation rates	Number of Students	Average Scholarship	Est. annual cost	Year 1 Estimated Cost	Year 2 Estimated Cost	Year 3 Estimated Cost
Year 1	100%	2,305	$3,567	$ 8,221,935	$8,221.9		
Year 2	75%	1,729	$3,567	$ 6,167,343		$14,389.3	
Year 3	50%	1,153	$3,567	$ 4,112.751			$18,502.0
Year 4	25%	576	$3,567	$ 2,054,592			
Estimated annual cost when fully implement		5,763		$20,556.621			

Unmet need costs based on cohort: 2,305 students per year

	Participation rates	Number of Students	Average Need	Est. annual cost	Year 1 Estimated Cost	Year 2 Estimated Cost	Year 3 Estimated Cost
Year 1	100%	2,305	$2,715	$ 6,258,075	$6,258.0		
Year 2	75%	1,729	$2,878	$ 4,976,062		$11,234.1	
Year 3	50%	1,153	$3,050	$ 3,516,650			$14,750.8
Year 4	25%	576	$3,233	$ 1,862,208			
Estimated annual cost when fully implement		5,763		$16,612,995			

Assumes average Expected Family Contribution of $7,500 + $2,000 required student contribution
Assumes 6% annual increase in standard UA costs of attendance.

gps

GOVERNOR'S PERFORMANCE SCHOLARSHIP

HB297/SB224

INFORMATION PACKET

JANUARY 2010

ALASKA DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT

STATE OF ALASKA

Department of Education & Early Development

Office of the Commissioner

SEAN PARNELL, GOVERNOR

Goldbelt Place
801 West 10th Street, Suite 200
P.O. Box 110500
Juneau, Alaska 99811-0500
Telephone: (907) 465-2800
Fax: (907) 465-4156

Dear Alaskans,

Alaska's high school graduation rate jumped 5 percentage points last year and we graduated 8,000 students, 1,000 more a year than in recent years. That's great news, and it's a tribute to the efforts of our families and educators. Those are 8,000 Alaskans who have pushed open the door to greater opportunities.

But many of our students still leave school without a diploma. That's why I'm excited that Gov. Parnell has sponsored legislation that provides families with an incentive to make high school a productive experience for students.

The Governor's Performance Scholarship says to our kids: Challenge yourself in high school, work hard, and you can earn a substantial scholarship that helps you fulfill *your* goals in life. We call it GPS because its course requirements help students navigate through high school and into their careers.

What I especially like about Gov. Parnell's program is that it creates both academic and career/technical scholarships. Alaska needs the talents of all of our youth. Our economy offers good jobs for a variety of skills. Let's fill those jobs ourselves.

I also like that the scholarships will be available for students with different levels of academic achievement. I was a school principal for decades, and I know that not every productive adult was an A student in high school. If you take tough courses, study hard and end up with a B or a C+ average, you also qualify for a Governor's Performance Scholarship. That's only right.

But it's not a giveaway program. Students who want to receive a Governor's Performance Scholarship must take four years of English, math and science, and three years of social studies. High school students who take a rigorous curriculum are more likely to do well in college.

You'll be hearing a lot about the Governor's Performance Scholarship this year as the Legislature considers the proposal. I hope you will review the bill and talk to your legislators about it. Please contact Information Officer Eric Fry at 465-2851 or eric.fry@alaska.gov if you have questions.

Sincerely,

Larry LeDoux
Commissioner

printed on recycled paper

Brief talking points for the proposed Governor's Performance Scholarship

In a nutshell:

- The Governor's Performance Scholarship program offers scholarships to Alaska residents who take a rigorous curriculum in high school, get good grades, and score well on an assessment.
- The scholarships may be used only at Alaska technical and academic postsecondary institutions, public and private.
- GPS will be funded from earnings of a portion of the state's savings.

The goals:

- Increase high school graduation rates.
- Increase high school graduates' readiness for postsecondary education.
- Increase the likelihood that Alaska's students will be academically and financially prepared to access and succeed in their postsecondary education.
- Ensure that Alaskans can contribute to a robust state economy as participants in the highly skilled work force.
- Encourage schools to provide a rigorous curriculum.
- Encourage families to feel ownership of their students' education.

More details:

- The GPS awards would first be available to the high school Class of 2011, graduates of which would enter colleges or technical schools in or after fall 2011.
- The high school course requirements would be phased in over time. They are: four years of English, math and science, and three years of social studies.
- Examples of permitted assessments include ACT college-admission tests for academic scholarships and the ACT WorkKeys tests for technical scholarships.

Categories of scholarships:

Career and technical: acceptable grade point average and acceptable score on a work-ready assessment for an award capped at $3,000 a year for two years.

Silver: "C+" high school GPA and an acceptable score on a college-entrance assessment for an award of approximately $2,400 a year for up to 8 semesters.

Gold: "B" high school GPA and an acceptable score on a college-entrance assessment for an award of approximately $3,600 a year for up to 8 semesters.

Platinum: "A" high school GPA and an acceptable score on a college-entrance assessment for an award of approximately $4,800 a year for up to 8 semesters.

More information:

EED Information Officer Eric Fry at 907-465-2851 or eric.fry@alaska.gov.

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Governor Sean Parnell
STATE OF ALASKA

January 15, 2010

The Honorable Gary Stevens
President of the Senate
Alaska State Legislature
State Capitol, Room 111
Juneau, AK 99801-1182

Dear President Stevens,

Under the authority of Art. III, Sec. 18, of the Alaska Constitution, I am transmitting a bill that will create a merit-based scholarship program for Alaska high school students who pursue higher education in Alaska.

This legislation, referred to as the Governor's Performance Scholarship (GPS), is patterned after successful scholarship programs in 22 other states. The GPS will improve high school graduation rates, prepare students for college or job training, provide Alaskan students with affordable opportunities for higher education, sustain Alaska's economy with a capable workforce, and retain equipped, hardworking Alaskan students.

This bill provides four tiers of scholarship payment for qualified high school graduates. Three of these tiers would be designated for academic scholarships, and the fourth for career and technical school scholarships.

The key feature of the scholarship program is that it is merit-based. All students who participate will be required to complete a more rigorous high school curriculum consisting of four years of language arts, mathematics, and science, and three years of social studies. Students will also be evaluated according to standards established for their grade-point averages and scores on college entrance or work-ready examinations.

The program will provide an incentive for students to challenge themselves in high school and to graduate. It also provides an impetus for schools to enhance curriculum. Studies have shown that students who take a rigorous curriculum in high school are more likely to do well in college and job training programs. Thus, the scholarship recipients will be more likely to achieve their certification or degree.

Students who achieve the highest attainable grade point average and examination scores will be awarded the highest tier of the academic scholarship for an Alaska-based college or university. This tier will equal the full cost of tuition at an Alaskan university for the 2010-2011 school year. The second and third tiers of the academic scholarship will be 75 and 50 percent the amount of

respective tuition. Students will be eligible for the academic scholarship for a maximum of eight semesters. Students who qualify for a career or technical school scholarship will receive an award of full fees for training, the maximum at $3,000 per year. The career and technical scholarship may be used by a student for up to two years.

The GPS will only be accessible to Alaska residents. However, this bill will allow that Alaskan military members and their families will not lose eligibility on account of their service.

The bill will require that money from these scholarships will only be spent at qualified Alaska post-secondary institutions or training programs. Students educated in the state are more likely to remain in the state. This provision encourages our best and brightest young people to remain in the state and prepare qualified Alaskan workers for Alaskan jobs.

The GPS program contains a "use it or lose it" provision: students will have a six-year window to apply the scholarship to a postsecondary institution. This protects the State of Alaska from an extended liability. As previously stated, the bill will provide extensions for Alaskans who serve in the military.

The GPS will be administered by the Alaska Department of Education and Early Development, the Department of Labor and Workforce Development, and the Alaska Commission on Postsecondary Education. Regulations will be adopted to govern the program, grade-point average standard, eligibility criteria and an appeals process to consider extraordinary circumstances. The Alaska Commission on Postsecondary Education will adopt regulations for streamlined application, award, and continuing eligibility standards.

Also, this bill will establish a fund whose earnings could be used to pay for scholarships. The proposed fund is based on other funds established in statute, such as the Alaska Veterans' Memorial endowment fund, and will be managed by the Department of Revenue. Nothing in this bill will establish a dedicated fund.

The GPS is modeled after the famous "Taylor plan," established by private businessman, Patrick Taylor, to keep students in school and motivate them to pursue successful postsecondary education. Currently, twenty-two states have "Taylor like" state-sponsored plans.

I urge your prompt and favorable action on this bill.

Sincerely,

Sean Parnell
Governor

Enclosure

SENATE BILL NO. 224

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SIXTH LEGISLATURE - SECOND SESSION

BY THE SENATE RULES COMMITTEE BY REQUEST OF THE GOVERNOR

Introduced: 1/19/10
Referred: Education, Finance

A BILL

FOR AN ACT ENTITLED

"An Act establishing the governor's performance scholarship program and relating to the program; establishing the governor's performance scholarship fund and relating to the fund; relating to student records; making conforming amendments; and providing for an effective date."

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

*** Section 1.** AS 14.03 is amended by adding a new section to read:

Sec. 14.03.113. District determination of scholarship eligibility. A school district shall determine whether a student who graduates from a high school in the district is eligible for an award of a governor's performance scholarship under AS 14.43.810 - 14.43.890. If a student is eligible, the district shall include in a student's permanent record the highest tier of funding for which the student is eligible. A district shall provide a student with an opportunity to request that the district correct any errors in the eligibility determination.

*** Sec. 2.** AS 14.07.020(a) is amended by adding a new paragraph to read:

(18) administer duties assigned to the department under the governor's performance scholarship program established in AS 14.43.810 - 14.43.890.

*** Sec. 3.** AS 14.42.030(e) is amended to read:

(e) The commission may

(1) adopt regulations under AS 44.62 (Administrative Procedure Act) to

(A) carry out the purposes of

(i) **AS 14.43.091 - 14.43.890** [AS 14.43.091 - 14.43.750], 14.43.990, AS 14.44, and AS 14.48; and

(ii) AS 14.43.910 and 14.43.920 as they relate to the purposes of **AS 14.43.091 - 14.43.890** [AS 14.43.091 - 14.43.750], 14.43.990, AS 14.44, and AS 14.48;

(B) ensure compliance with the requirements imposed by state and federal statutes and regulations governing the guaranty, insurance, purchase, or other dealings in eligible loans by federal agencies, instrumentalities, or corporations; and

(C) establish standards for the

(i) administration of hearings conducted under AS 14.43.153; and

(ii) administrative enforcement of collection orders under AS 14.43.151 - 14.43.155;

(2) delegate to the executive director of the commission or a subcommittee of the commission any duty imposed on or power granted to the commission by this chapter, AS 14.43, AS 14.44, or AS 14.48, except its power to adopt regulations and its duty to consider appeals under AS 14.43.100(b) and AS 14.48.120;

(3) establish task forces, committees, or subcommittees, not necessarily consisting of commission members, to advise and assist the commission in carrying out its functions;

(4) contract with or use existing institutions of postsecondary education or other individuals or organizations to make studies, conduct surveys,

submit recommendations, or otherwise contribute to the work of the commission;

(5) establish fees for the review of an out-of-state institution that

(A) requests approval for participation in the programs under AS 14.43.091 - 14.43.750, 14.43.990, and AS 14.44; and

(B) is not accredited by a national or regional accreditation association recognized by the Council for Higher Education Accreditation; and

(6) collect all fees and costs incurred in collection of the amount owed on a loan or repayment obligation if the loan or repayment obligation becomes delinquent or in default; in this paragraph, fees and costs include attorney fees, court costs, and collection fees charged by a collection agency.

*** Sec. 4.** AS 14.43 is amended by adding new sections to read:

Article 11A. Governor's Performance Scholarship.

Sec. 14.43.810. Governor's performance scholarship established; Alaska residency. (a) The governor's performance scholarship program is established to provide scholarship opportunities for Alaska resident high school graduates to attend a qualified postsecondary institution in the state. The program includes a merit-based academic scholarship and a merit-based career and technical school scholarship. The merit-based academic scholarship consists of three levels of awards. The merit-based career and technical school scholarship consists of one level of award.

(b) The Department of Education and Early Development shall design the programmatic standards for the scholarships and appeals of adverse decisions. The Alaska Commission on Postsecondary Education shall administer the daily operations of the program and financing of the program, including the procedures for applying for the scholarships, establishing standards for and ensuring continuing compliance with programmatic standards, and requiring students to apply for other non-loan financial aid, consistent with federal law. The respective agencies shall adopt necessary regulations under AS 44.62 after consultation with each other. The department may change the regulations under AS 44.62 for requirements for programmatic standards for required academic achievement for eligibility only by giving advanced public notice at least one school year before the change.

(c) For purposes of this program, a student is an Alaska resident if the student

meets the eligibility for residency as described in AS 01.10.055.

(d) The program shall be administered to further the following goals:

(1) increasing high school graduation rates in the state;

(2) improving academic performance of students in grades kindergarten through 12 in the state;

(3) improving preparedness of Alaska students for postsecondary education;

(4) improving the quality of the educational programs offered by high schools in the state;

(5) increasing the scores of high school students in the state on college entrance examinations;

(6) increasing job training opportunities in the state;

(7) improving the postsecondary academic achievement and graduation rates of students in the state;

(8) expanding the pool of high school students in the state who pursue postsecondary opportunities.

Sec. 14.43.815. Qualifications of applicants. (a) A student may submit an application for a governor's performance scholarship to attend a qualified postsecondary institution in the state if the student

(1) has applied or intends to apply for admission to the institution;

(2) is an Alaska resident who has

(A) graduated, or will graduate no later than six months after the date of the application from a high school in the state, including a public school, private school, and home school;

(B) graduated, or will graduate no later than six months after the date of the application from a high school outside of the state under circumstances allowed by the department; for purposes of this subparagraph, allowable circumstances include an Alaska resident high school student having left the state because of the military service of the student's Alaska resident custodial parent;

(3) will receive and utilize the scholarship at a qualified postsecondary

institution in the state no later than six years after the beginning of the first school year after a student's graduation from high school, unless the applicant qualifies for an extension of time allowed by the department; for purposes of this paragraph, standards for extension of time must include time while the student is in military service; and

(4) meets other minimum qualifications to apply or continue to be eligible for a governor's performance scholarship.

(b) A student is not qualified to receive a governor's performance scholarship if the person

(1) has not complied with the military service registration imposed under 50 U.S.C. App. 453 (Military Selective Service Act), if those requirements were applicable to the student;

(2) is currently in default or owes a refund on a federal financial aid loan under the federal guaranteed student loan program or financial aid awarded under this chapter; or

(3) has been convicted of a felony in the state or another jurisdiction and has not qualified for a waiver under standards adopted by the department.

Sec. 14.43.820. Eligibility for an academic scholarship. (a) Subject to appropriation, the commission shall award a merit-based academic scholarship to an applicant who meets the eligibility criteria for the award under the program.

(b) The programmatic standards for eligibility for an award of a merit-based academic scholarship under the program include the following:

(1) the four-year core academic curriculum that the student must have completed in high school; the core academic curriculum must include

(A) four years of mathematics;

(B) four years of language arts;

(C) four years of science; and

(D) three years of social studies;

(2) the minimum grade-point average that the student must have achieved in high school to be eligible for each of the three tiers of academic scholarship;

(3) the minimum score on a college entrance examination that the

student must have achieved to be eligible for each of the three tiers of academic scholarship;

(4) enrollment in a course of study at a qualified university or college in this state that is intended to result in the award of a certificate or degree;

(5) a process through which a student who is no longer eligible can regain eligibility;

(6) a process through which a home-schooled or private-schooled student may submit evidence to the qualified university or college that establishes the equivalent of the high school diploma, grade-point average, and core academic curriculum for public school students.

Sec. 14.43.825. Eligibility for a career and technical school scholarship. (a) Subject to appropriation, the commission shall award a merit-based career and technical school scholarship to a student who meets the eligibility criteria for the award under the program.

(b) The programmatic standards for eligibility for an award of a merit-based career and technical school scholarship under the program include the following:

(1) the core academic curriculum that the student must have completed in high school; the core academic curriculum must include

(A) four years of mathematics;

(B) four years of language arts;

(C) four years of science; and

(D) three years of social studies;

(2) the minimum grade-point average that the student must have achieved in high school;

(3) the minimum score that the student must have achieved on a

(A) college entrance examination; or

(B) standardized examination designed to measure a student's level of preparedness to make the transition to work, as selected by the department;

(4) enrollment in good standing at a certified career and technical school that is intended to result in the award of a certificate that indicates the student's

preparedness to enter the workforce;

(5) a process through which a student who is no longer eligible can regain eligibility.

Sec. 14.43.827. Maximum awards and allowable uses. (a) Subject to (b) - (e) of this section, the maximum awards for the program are as follows:

(1) for the merit-based academic scholarship, three tiers of scholarship financing awards; the highest tier of award per semester must be equal to the cost of approved tuition at the University of Alaska in school year 2010 through 2011 for a student taking 15 credits, and require very high academic achievement; the second tier must be 75 percent of the highest tier and require high academic achievement; the third tier must be 50 percent of the highest tier and require moderate academic achievement;

(2) for the merit-based career and technical scholarship, the award must be the actual cost of the qualified career and technical school attended by the student, not to exceed $3,000 per school year;

(3) a student's academic achievement must be determined by the student's high school grade-point average and score on an examination described in AS 14.43.820(b)(3) and 14.43.825(b)(3).

(b) A part-time student who receives a merit-based academic scholarship and is enrolled on at least a half-time basis is eligible for an award on a pro rata basis.

(c) A student's eligibility for a scholarship terminates six years after the date the student graduated from high school unless the student qualifies for an extension of time allowed by the department. The department shall recognize the student's military service in making allowances under this subsection.

(d) Subject to AS 14.43.815(a)(3), a student receiving a merit-based academic scholarship may remain eligible for up to eight semesters of enrollment at a qualified university or college, which may include graduate courses. A student receiving a merit-based career and technical scholarship may remain eligible for two calendar years of attendance at a qualified career and technical school. A student may not receive both an academic and a career and technical scholarship.

(e) The amount of a scholarship award may not exceed the amount of the

student's costs of attendance as certified by the postsecondary institution for the purposes of federal financial aid, less any other scholarships or non-loan financial aid awarded to the student.

Sec. 14.43.830. Programmatic standards. (a) Subject to (b) of this section, the department shall establish programmatic standards for the program.

(b) The department shall establish a make-up procedure or alternative pathway for students who are not eligible for a scholarship to make up a deficit by alternative means if the deficit was caused by circumstances that would make it unfair not to allow the student to make up the deficit. The department may not waive a requirement and shall require the student to achieve a result comparable to that required of other students. The decision of the department regarding a student's eligibility for alternative means is final. In determining circumstances in which the student may pursue alternative means, the department shall consider the fairness to students who have met the requirements and the need to promote the goals of the program. Attendance at a high school outside of the state is not a circumstance in which fairness requires that a student be allowed to pursue alternative means to qualify for a scholarship. Circumstances in which the department may allow a student to pursue alternative means to qualify for a scholarship include the following:

(1) the required curriculum was not reasonably available to the student because the student attended a small and remote high school in the state;

(2) the deficit was caused by rare and unusual circumstances outside the control of the student.

Sec. 14.43.835. Qualified postsecondary institutions. (a) The following institutions are qualified postsecondary institutions:

(1) a university or college physically located in the state that is

(A) authorized to operate in the state under AS 14.48.020, or exempt from authorization under AS 14.48.030(b)(1); and

(B) accredited by a regional accreditation association;

(2) a career and technical school program physically located in the state that has been included on a list of certified career and technical school programs received from the Department of Labor and Workforce Development; the commission

shall publish the list on or before September 1 of the year preceding enrollment.

(b) The Department of Labor and Workforce Development shall, in consultation with the Department of Education and Early Development, adopt regulations under AS 44.62 establishing criteria under which the Department of Labor and Workforce Development shall certify career and technical school programs in the state as eligible to participate in the career and technical school scholarship program. The criteria to be considered under this subsection include the following:

(1) the quality of the job-training program offered by the career and technical school;

(2) the employability of a graduate of the program, including whether the program results in a certificate or license that is recognized by the industry for which the training prepares the student;

(3) whether jobs in the industry for which the training prepares the student are available or expected to be available in the future in the state;

(4) other criteria established by the Department of Labor and Workforce Development in regulation.

(c) A postsecondary institution is physically located in the state if the campus, teachers, classrooms, school administrators, and equipment used to provide the education to the students are physically present in the state. Use of virtual, electronic, or online materials by teachers in the state does not disqualify a postsecondary institution even if the materials are generated outside the state. However, a correspondence, virtual, electronic, or online program that is administered from outside the state is not physically located in the state even if the program is delivered by teachers or equipment in the state.

Sec. 14.43.840. Application and award. (a) The commission shall establish application procedures for students to apply for a governor's performance scholarship.

(b) The commission shall adopt procedures for payment of scholarship awards to the institution attended by the scholarship recipient. Payment of a scholarship is subject to appropriation. If insufficient funds are appropriated to pay all eligible scholarships, the commission shall pay existing awards on a pro rata basis.

(c) A student who is awarded a scholarship in error shall be required to refund

to the state the amount of the scholarship awarded in error.

Sec. 14.43.845. Governor's performance scholarship fund income account. The governor's performance scholarship fund income account is created as an account in the general fund. Money may be appropriated into the account from the expendable earnings of the governor's performance scholarship fund under AS 37.14.750 - 37.14.790 and other sources. The commission may use money in the account to pay scholarships awarded to students under AS 14.43.810 - 14.43.890.

Sec. 14.43.850. Report to the legislature. (a) To the extent permitted under law, the department, commission, University of Alaska, Department of Revenue, and Department of Labor and Workforce Development shall share data necessary to prepare public reports regarding the governor's performance scholarship program.

(b) No more than 10 days after the start of each year's legislative session, the department, commission, University of Alaska, Department of Revenue, and Department of Labor and Workforce Development shall present an annual report to the public, the governor, and the legislature containing information of public interest regarding the governor's performance scholarship program, including

(1) the number of applicants and number and types of scholarships awarded;

(2) dollar amount of scholarships awarded in past years and expected dollar amounts for the next year; and

(3) data and trends in the data regarding the goals identified in AS 14.43.810.

Sec. 14.43.890. Definitions. In AS 14.43.810 - 14.43.890, unless the context requires otherwise,

(1) "commission" means the Alaska Commission on Postsecondary Education;

(2) "commissioner" means the commissioner of education and early development;

(3) "department" means the Department of Education and Early Development;

(4) "grade-point average" means the average of all grades on a four-

point scale, or five-point scale for advanced placement classes, obtained by the student in high school;

(5) "military service" means active duty in the armed forces of the United States;

(6) "program" means the governor's scholarship program established under AS 14.43.810 - 14.43.890;

(7) "school district" means a borough school district, a city school district, a regional educational attendance area, and a state boarding school.

* **Sec. 5.** AS 14.45.130(a) is amended to read:

(a) A religious or other private school that elects to comply with AS 14.45.100 - 14.45.130 shall maintain permanent student records reflecting immunizations, physical examinations, standardized testing, academic achievement, [and] courses taken at the school**, and level of eligibility for a governor's performance scholarship under AS 14.43.810 - 14.43.890**.

* **Sec. 6.** AS 23.05.060 is amended to read:

Sec. AS 23.05.060. Powers of the department. The department may

(1) enforce all state labor laws;

(2) act as mediator and appoint deputy commissioners of conciliation in labor disputes whenever it considers the interest of industrial peace requires it;

(3) make investigations and collect and compile statistical information concerning the conditions of labor generally and upon all matters relating to the enforcement of this chapter;

(4) institute court proceedings against an employer of labor without cost to the employee when it is satisfied that the employer has failed to pay an employee an amount due by contract;

(5) issue cease and desist orders and other orders and regulations necessary for the enforcement of state labor laws;

(6) in accordance with AS 37.07 (the Executive Budget Act), receive and spend money derived from agreements with local governments, nongovernmental organizations, or other persons;

(7) administer duties assigned to the department under the

governor's performance scholarship program established in AS 14.43.810 - 14.43.890.

* **Sec. 7.** AS 37.14 is amended by adding new sections to read:

Article 8A. Governor's Performance Scholarship Fund.

Sec. 37.14.750. Governor's performance scholarship fund established. (a) The governor's performance scholarship fund is established as a fund of the state. The fund consists of

(1) appropriations to the fund;

(2) donations to the fund; and

(3) income earned on investments of fund assets.

(b) The commissioner of revenue shall manage the fund with the goal that the purchasing power of the fund will not diminish over time without regard to additional contributions that may be made to the fund. The commissioner shall invest the assets of the fund in a manner likely to yield at least a five percent real rate of return over time.

(c) Nothing in this section creates a dedicated fund.

Sec. 37.14.755. Powers and duties of the commissioner of revenue. In carrying out the investment duties under AS 37.14.750 - 37.14.790, the commissioner of revenue has the powers and duties set out in AS 37.10.071. The commissioner shall provide reports to the Department of Education and Early Development, Department of Labor and Workforce Development, and the Alaska Commission on Postsecondary Education on the condition and investment performance of the fund.

Sec. 37.14.760. Use of fund. As soon as practicable after July 1 of each year, the commissioner of revenue shall determine the average month-end market value of the fund for the immediately preceding three fiscal years. The commissioner shall identify five percent of that amount as available for appropriation by the legislature for appropriation to the governor's performance scholarship fund income account created under AS 14.43.845 from which the Alaska Commission on Postsecondary Education may award scholarships under AS 14.43.810 - 14.43.890. The commissioner shall also report as available for appropriation a running total of amounts that had previously been identified as available for appropriation to the governor's performance

scholarship fund income account but that had not been appropriated.

Sec. 37.14.790. Definitions. In AS 37.14.750 - 37.14.790, unless the context requires otherwise,

(1) "commissioner" means the commissioner of revenue;

(2) "fund" means the governor's performance scholarship fund established in AS 37.14.750(a).

*** Sec. 8.** The uncodified law of the State of Alaska is amended by adding a new section to read:

TRANSITION: PROGRAM STANDARDS AND IMPLEMENTATION FOR INITIAL SCHOOL YEARS. Notwithstanding any contrary provision of this Act, the Department of Education and Early Development and the Department of Labor and Workforce Development, after consultation with the Alaska Commission on Postsecondary Education, may adopt regulations under AS 44.62 to implement their respective duties under the governor's performance scholarship program established in AS 14.43.810, enacted by sec. 4 of this Act, so that students

(1) may be eligible for the program even though they did not fully meet the required core academic curriculum for the school years beginning July 1, 2010 through June 30, 2013; and

(2) who graduated from high school in this state after June 30, 2010 and before July 1, 2011 and meet eligibility requirements for the program may apply for their scholarships beginning July 1, 2011.

*** Sec. 9.** The uncodified law of the State of Alaska is amended by adding a new section to read:

TRANSITION: REGULATIONS. The Department of Education and Early Development, the Department of Labor and Workforce Development, and the Alaska Commission on Postsecondary Education may proceed to adopt regulations necessary to implement changes made to their respective authorities by this Act. The regulations take effect under AS 44.62 (Administrative Procedure Act), but not before September 1, 2010.

*** Sec. 10.** Section 9 of this Act takes effect immediately under AS 01.10.070(c).

*** Sec. 11.** Except as provided in sec. 10 of this Act, this Act takes effect September 1, 2010.

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Governor Sean Parnell
STATE OF ALASKA

January 15, 2010

The Honorable Mike Chenault
Speaker of the House
Alaska State Legislature
State Capitol, Room 208
Juneau, AK 99801-1182

Dear Speaker Chenault,

Under the authority of Art. III, Sec. 18, of the Alaska Constitution, I am transmitting a bill that will create a merit-based scholarship program for Alaska high school students who pursue higher education in Alaska.

This legislation, referred to as the Governor's Performance Scholarship (GPS), is patterned after successful scholarship programs in 22 other states. The GPS will improve high school graduation rates, prepare students for college or job training, provide Alaskan students with affordable opportunities for higher education, sustain Alaska's economy with a capable workforce, and retain equipped, hardworking Alaskan students.

This bill provides four tiers of scholarship payment for qualified high school graduates. Three of these tiers would be designated for academic scholarships, and the fourth for career and technical school scholarships.

The key feature of the scholarship program is that it is merit-based. All students who participate will be required to complete a more rigorous high school curriculum consisting of four years of language arts, mathematics, and science, and three years of social studies. Students will also be evaluated according to standards established for their grade-point averages and scores on college entrance or work-ready examinations.

The program will provide an incentive for students to challenge themselves in high school and to graduate. It also provides an impetus for schools to enhance curriculum. Studies have shown that students who take a rigorous curriculum in high school are more likely to do well in college and job training programs. Thus, the scholarship recipients will be more likely to achieve their certification or degree.

Students who achieve the highest attainable grade point average and examination scores will be awarded the highest tier of the academic scholarship for an Alaska-based college or university. This tier will equal the full cost of tuition at an Alaskan university for the 2010-2011 school year. The second and third tiers of the academic scholarship will be 75 and 50 percent the amount of

respective tuition. Students will be eligible for the academic scholarship for a maximum of eight semesters. Students who qualify for a career or technical school scholarship will receive an award of full fees for training, the maximum at $3,000 per year. The career and technical scholarship may be used by a student for up to two years.

The GPS will only be accessible to Alaska residents. However, this bill will allow that Alaskan military members and their families will not lose eligibility on account of their service.

The bill will require that money from these scholarships will only be spent at qualified Alaska post-secondary institutions or training programs. Students educated in the state are more likely to remain in the state. This provision encourages our best and brightest young people to remain in the state and prepare qualified Alaskan workers for Alaskan jobs.

The GPS program contains a "use it or lose it" provision: students will have a six-year window to apply the scholarship to a postsecondary institution. This protects the State of Alaska from an extended liability. As previously stated, the bill will provide extensions for Alaskans who serve in the military.

The GPS will be administered by the Alaska Department of Education and Early Development, the Department of Labor and Workforce Development, and the Alaska Commission on Postsecondary Education. Regulations will be adopted to govern the program, grade-point average standard, eligibility criteria and an appeals process to consider extraordinary circumstances. The Alaska Commission on Postsecondary Education will adopt regulations for streamlined application, award, and continuing eligibility standards.

Also, this bill will establish a fund whose earnings could be used to pay for scholarships. The proposed fund is based on other funds established in statute, such as the Alaska Veterans' Memorial endowment fund, and will be managed by the Department of Revenue. Nothing in this bill will establish a dedicated fund.

The GPS is modeled after the famous "Taylor plan," established by private businessman, Patrick Taylor, to keep students in school and motivate them to pursue successful postsecondary education. Currently, twenty-two states have "Taylor like" state-sponsored plans.

I urge your prompt and favorable action on this bill.

Sincerely,

Sean Parnell
Governor

Enclosure

HOUSE BILL NO. 297

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SIXTH LEGISLATURE - SECOND SESSION

BY THE HOUSE RULES COMMITTEE BY REQUEST OF THE GOVERNOR

Introduced: 1/19/10
Referred: Education, Finance

A BILL

FOR AN ACT ENTITLED

"An Act establishing the governor's performance scholarship program and relating to the program; establishing the governor's performance scholarship fund and relating to the fund; relating to student records; making conforming amendments; and providing for an effective date."

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

*** Section 1.** AS 14.03 is amended by adding a new section to read:

Sec. 14.03.113. District determination of scholarship eligibility. A school district shall determine whether a student who graduates from a high school in the district is eligible for an award of a governor's performance scholarship under AS 14.43.810 - 14.43.890. If a student is eligible, the district shall include in a student's permanent record the highest tier of funding for which the student is eligible. A district shall provide a student with an opportunity to request that the district correct any errors in the eligibility determination.

*** Sec. 2.** AS 14.07.020(a) is amended by adding a new paragraph to read:

(18) administer duties assigned to the department under the governor's performance scholarship program established in AS 14.43.810 - 14.43.890.

*** Sec. 3.** AS 14.42.030(e) is amended to read:

(e) The commission may

(1) adopt regulations under AS 44.62 (Administrative Procedure Act) to

(A) carry out the purposes of

(i) **AS 14.43.091 - 14.43.890** [AS 14.43.091 - 14.43.750], 14.43.990, AS 14.44, and AS 14.48; and

(ii) AS 14.43.910 and 14.43.920 as they relate to the purposes of **AS 14.43.091 - 14.43.890** [AS 14.43.091 - 14.43.750], 14.43.990, AS 14.44, and AS 14.48;

(B) ensure compliance with the requirements imposed by state and federal statutes and regulations governing the guaranty, insurance, purchase, or other dealings in eligible loans by federal agencies, instrumentalities, or corporations; and

(C) establish standards for the

(i) administration of hearings conducted under AS 14.43.153; and

(ii) administrative enforcement of collection orders under AS 14.43.151 - 14.43.155;

(2) delegate to the executive director of the commission or a subcommittee of the commission any duty imposed on or power granted to the commission by this chapter, AS 14.43, AS 14.44, or AS 14.48, except its power to adopt regulations and its duty to consider appeals under AS 14.43.100(b) and AS 14.48.120;

(3) establish task forces, committees, or subcommittees, not necessarily consisting of commission members, to advise and assist the commission in carrying out its functions;

(4) contract with or use existing institutions of postsecondary education or other individuals or organizations to make studies, conduct surveys,

submit recommendations, or otherwise contribute to the work of the commission;

(5) establish fees for the review of an out-of-state institution that

(A) requests approval for participation in the programs under AS 14.43.091 - 14.43.750, 14.43.990, and AS 14.44; and

(B) is not accredited by a national or regional accreditation association recognized by the Council for Higher Education Accreditation; and

(6) collect all fees and costs incurred in collection of the amount owed on a loan or repayment obligation if the loan or repayment obligation becomes delinquent or in default; in this paragraph, fees and costs include attorney fees, court costs, and collection fees charged by a collection agency.

*** Sec. 4.** AS 14.43 is amended by adding new sections to read:

Article 11A. Governor's Performance Scholarship.

Sec. 14.43.810. Governor's performance scholarship established; Alaska residency. (a) The governor's performance scholarship program is established to provide scholarship opportunities for Alaska resident high school graduates to attend a qualified postsecondary institution in the state. The program includes a merit-based academic scholarship and a merit-based career and technical school scholarship. The merit-based academic scholarship consists of three levels of awards. The merit-based career and technical school scholarship consists of one level of award.

(b) The Department of Education and Early Development shall design the programmatic standards for the scholarships and appeals of adverse decisions. The Alaska Commission on Postsecondary Education shall administer the daily operations of the program and financing of the program, including the procedures for applying for the scholarships, establishing standards for and ensuring continuing compliance with programmatic standards, and requiring students to apply for other non-loan financial aid, consistent with federal law. The respective agencies shall adopt necessary regulations under AS 44.62 after consultation with each other. The department may change the regulations under AS 44.62 for requirements for programmatic standards for required academic achievement for eligibility only by giving advanced public notice at least one school year before the change.

(c) For purposes of this program, a student is an Alaska resident if the student

meets the eligibility for residency as described in AS 01.10.055.

(d) The program shall be administered to further the following goals:

(1) increasing high school graduation rates in the state;

(2) improving academic performance of students in grades kindergarten through 12 in the state;

(3) improving preparedness of Alaska students for postsecondary education;

(4) improving the quality of the educational programs offered by high schools in the state;

(5) increasing the scores of high school students in the state on college entrance examinations;

(6) increasing job training opportunities in the state;

(7) improving the postsecondary academic achievement and graduation rates of students in the state;

(8) expanding the pool of high school students in the state who pursue postsecondary opportunities.

Sec. 14.43.815. Qualifications of applicants. (a) A student may submit an application for a governor's performance scholarship to attend a qualified postsecondary institution in the state if the student

(1) has applied or intends to apply for admission to the institution;

(2) is an Alaska resident who has

(A) graduated, or will graduate no later than six months after the date of the application from a high school in the state, including a public school, private school, and home school;

(B) graduated, or will graduate no later than six months after the date of the application from a high school outside of the state under circumstances allowed by the department; for purposes of this subparagraph, allowable circumstances include an Alaska resident high school student having left the state because of the military service of the student's Alaska resident custodial parent;

(3) will receive and utilize the scholarship at a qualified postsecondary

institution in the state no later than six years after the beginning of the first school year after a student's graduation from high school, unless the applicant qualifies for an extension of time allowed by the department; for purposes of this paragraph, standards for extension of time must include time while the student is in military service; and

(4) meets other minimum qualifications to apply or continue to be eligible for a governor's performance scholarship.

(b) A student is not qualified to receive a governor's performance scholarship if the person

(1) has not complied with the military service registration imposed under 50 U.S.C. App. 453 (Military Selective Service Act), if those requirements were applicable to the student;

(2) is currently in default or owes a refund on a federal financial aid loan under the federal guaranteed student loan program or financial aid awarded under this chapter; or

(3) has been convicted of a felony in the state or another jurisdiction and has not qualified for a waiver under standards adopted by the department.

Sec. 14.43.820. Eligibility for an academic scholarship. (a) Subject to appropriation, the commission shall award a merit-based academic scholarship to an applicant who meets the eligibility criteria for the award under the program.

(b) The programmatic standards for eligibility for an award of a merit-based academic scholarship under the program include the following:

(1) the four-year core academic curriculum that the student must have completed in high school; the core academic curriculum must include

(A) four years of mathematics;

(B) four years of language arts;

(C) four years of science; and

(D) three years of social studies;

(2) the minimum grade-point average that the student must have achieved in high school to be eligible for each of the three tiers of academic scholarship;

(3) the minimum score on a college entrance examination that the

student must have achieved to be eligible for each of the three tiers of academic scholarship;

(4) enrollment in a course of study at a qualified university or college in this state that is intended to result in the award of a certificate or degree;

(5) a process through which a student who is no longer eligible can regain eligibility;

(6) a process through which a home-schooled or private-schooled student may submit evidence to the qualified university or college that establishes the equivalent of the high school diploma, grade-point average, and core academic curriculum for public school students.

Sec. 14.43.825. Eligibility for a career and technical school scholarship. (a) Subject to appropriation, the commission shall award a merit-based career and technical school scholarship to a student who meets the eligibility criteria for the award under the program.

(b) The programmatic standards for eligibility for an award of a merit-based career and technical school scholarship under the program include the following:

(1) the core academic curriculum that the student must have completed in high school; the core academic curriculum must include

(A) four years of mathematics;

(B) four years of language arts;

(C) four years of science; and

(D) three years of social studies;

(2) the minimum grade-point average that the student must have achieved in high school;

(3) the minimum score that the student must have achieved on a

(A) college entrance examination; or

(B) standardized examination designed to measure a student's level of preparedness to make the transition to work, as selected by the department;

(4) enrollment in good standing at a certified career and technical school that is intended to result in the award of a certificate that indicates the student's

preparedness to enter the workforce;

(5) a process through which a student who is no longer eligible can regain eligibility.

Sec. 14.43.827. Maximum awards and allowable uses. (a) Subject to (b) - (e) of this section, the maximum awards for the program are as follows:

(1) for the merit-based academic scholarship, three tiers of scholarship financing awards; the highest tier of award per semester must be equal to the cost of approved tuition at the University of Alaska in school year 2010 through 2011 for a student taking 15 credits, and require very high academic achievement; the second tier must be 75 percent of the highest tier and require high academic achievement; the third tier must be 50 percent of the highest tier and require moderate academic achievement;

(2) for the merit-based career and technical scholarship, the award must be the actual cost of the qualified career and technical school attended by the student, not to exceed $3,000 per school year;

(3) a student's academic achievement must be determined by the student's high school grade-point average and score on an examination described in AS 14.43.820(b)(3) and 14.43.825(b)(3).

(b) A part-time student who receives a merit-based academic scholarship and is enrolled on at least a half-time basis is eligible for an award on a pro rata basis.

(c) A student's eligibility for a scholarship terminates six years after the date the student graduated from high school unless the student qualifies for an extension of time allowed by the department. The department shall recognize the student's military service in making allowances under this subsection.

(d) Subject to AS 14.43.815(a)(3), a student receiving a merit-based academic scholarship may remain eligible for up to eight semesters of enrollment at a qualified university or college, which may include graduate courses. A student receiving a merit-based career and technical scholarship may remain eligible for two calendar years of attendance at a qualified career and technical school. A student may not receive both an academic and a career and technical scholarship.

(e) The amount of a scholarship award may not exceed the amount of the

student's costs of attendance as certified by the postsecondary institution for the purposes of federal financial aid, less any other scholarships or non-loan financial aid awarded to the student.

Sec. 14.43.830. Programmatic standards. (a) Subject to (b) of this section, the department shall establish programmatic standards for the program.

(b) The department shall establish a make-up procedure or alternative pathway for students who are not eligible for a scholarship to make up a deficit by alternative means if the deficit was caused by circumstances that would make it unfair not to allow the student to make up the deficit. The department may not waive a requirement and shall require the student to achieve a result comparable to that required of other students. The decision of the department regarding a student's eligibility for alternative means is final. In determining circumstances in which the student may pursue alternative means, the department shall consider the fairness to students who have met the requirements and the need to promote the goals of the program. Attendance at a high school outside of the state is not a circumstance in which fairness requires that a student be allowed to pursue alternative means to qualify for a scholarship. Circumstances in which the department may allow a student to pursue alternative means to qualify for a scholarship include the following:

(1) the required curriculum was not reasonably available to the student because the student attended a small and remote high school in the state;

(2) the deficit was caused by rare and unusual circumstances outside the control of the student.

Sec. 14.43.835. Qualified postsecondary institutions. (a) The following institutions are qualified postsecondary institutions:

(1) a university or college physically located in the state that is

(A) authorized to operate in the state under AS 14.48.020, or exempt from authorization under AS 14.48.030(b)(1); and

(B) accredited by a regional accreditation association;

(2) a career and technical school program physically located in the state that has been included on a list of certified career and technical school programs received from the Department of Labor and Workforce Development; the commission

shall publish the list on or before September 1 of the year preceding enrollment.

(b) The Department of Labor and Workforce Development shall, in consultation with the Department of Education and Early Development, adopt regulations under AS 44.62 establishing criteria under which the Department of Labor and Workforce Development shall certify career and technical school programs in the state as eligible to participate in the career and technical school scholarship program. The criteria to be considered under this subsection include the following:

(1) the quality of the job-training program offered by the career and technical school;

(2) the employability of a graduate of the program, including whether the program results in a certificate or license that is recognized by the industry for which the training prepares the student;

(3) whether jobs in the industry for which the training prepares the student are available or expected to be available in the future in the state;

(4) other criteria established by the Department of Labor and Workforce Development in regulation.

(c) A postsecondary institution is physically located in the state if the campus, teachers, classrooms, school administrators, and equipment used to provide the education to the students are physically present in the state. Use of virtual, electronic, or online materials by teachers in the state does not disqualify a postsecondary institution even if the materials are generated outside the state. However, a correspondence, virtual, electronic, or online program that is administered from outside the state is not physically located in the state even if the program is delivered by teachers or equipment in the state.

Sec. 14.43.840. Application and award. (a) The commission shall establish application procedures for students to apply for a governor's performance scholarship.

(b) The commission shall adopt procedures for payment of scholarship awards to the institution attended by the scholarship recipient. Payment of a scholarship is subject to appropriation. If insufficient funds are appropriated to pay all eligible scholarships, the commission shall pay existing awards on a pro rata basis.

(c) A student who is awarded a scholarship in error shall be required to refund

to the state the amount of the scholarship awarded in error.

Sec. 14.43.845. Governor's performance scholarship fund income account. The governor's performance scholarship fund income account is created as an account in the general fund. Money may be appropriated into the account from the expendable earnings of the governor's performance scholarship fund under AS 37.14.750 - 37.14.790 and other sources. The commission may use money in the account to pay scholarships awarded to students under AS 14.43.810 - 14.43.890.

Sec. 14.43.850. Report to the legislature. (a) To the extent permitted under law, the department, commission, University of Alaska, Department of Revenue, and Department of Labor and Workforce Development shall share data necessary to prepare public reports regarding the governor's performance scholarship program.

(b) No more than 10 days after the start of each year's legislative session, the department, commission, University of Alaska, Department of Revenue, and Department of Labor and Workforce Development shall present an annual report to the public, the governor, and the legislature containing information of public interest regarding the governor's performance scholarship program, including

(1) the number of applicants and number and types of scholarships awarded;

(2) dollar amount of scholarships awarded in past years and expected dollar amounts for the next year; and

(3) data and trends in the data regarding the goals identified in AS 14.43.810.

Sec. 14.43.890. Definitions. In AS 14.43.810 - 14.43.890, unless the context requires otherwise,

(1) "commission" means the Alaska Commission on Postsecondary Education;

(2) "commissioner" means the commissioner of education and early development;

(3) "department" means the Department of Education and Early Development;

(4) "grade-point average" means the average of all grades on a four-

point scale, or five-point scale for advanced placement classes, obtained by the student in high school;

(5) "military service" means active duty in the armed forces of the United States;

(6) "program" means the governor's scholarship program established under AS 14.43.810 - 14.43.890;

(7) "school district" means a borough school district, a city school district, a regional educational attendance area, and a state boarding school.

*** Sec. 5.** AS 14.45.130(a) is amended to read:

(a) A religious or other private school that elects to comply with AS 14.45.100 - 14.45.130 shall maintain permanent student records reflecting immunizations, physical examinations, standardized testing, academic achievement, [and] courses taken at the school**, and level of eligibility for a governor's performance scholarship under AS 14.43.810 - 14.43.890**.

*** Sec. 6.** AS 23.05.060 is amended to read:

Sec. AS 23.05.060. Powers of the department. The department may

(1) enforce all state labor laws;

(2) act as mediator and appoint deputy commissioners of conciliation in labor disputes whenever it considers the interest of industrial peace requires it;

(3) make investigations and collect and compile statistical information concerning the conditions of labor generally and upon all matters relating to the enforcement of this chapter;

(4) institute court proceedings against an employer of labor without cost to the employee when it is satisfied that the employer has failed to pay an employee an amount due by contract;

(5) issue cease and desist orders and other orders and regulations necessary for the enforcement of state labor laws;

(6) in accordance with AS 37.07 (the Executive Budget Act), receive and spend money derived from agreements with local governments, nongovernmental organizations, or other persons;

(7) administer duties assigned to the department under the

governor's performance scholarship program established in AS 14.43.810 - 14.43.890.

* **Sec. 7.** AS 37.14 is amended by adding new sections to read:

Article 8A. Governor's Performance Scholarship Fund.

Sec. 37.14.750. Governor's performance scholarship fund established. (a) The governor's performance scholarship fund is established as a fund of the state. The fund consists of

(1) appropriations to the fund;

(2) donations to the fund; and

(3) income earned on investments of fund assets.

(b) The commissioner of revenue shall manage the fund with the goal that the purchasing power of the fund will not diminish over time without regard to additional contributions that may be made to the fund. The commissioner shall invest the assets of the fund in a manner likely to yield at least a five percent real rate of return over time.

(c) Nothing in this section creates a dedicated fund.

Sec. 37.14.755. Powers and duties of the commissioner of revenue. In carrying out the investment duties under AS 37.14.750 - 37.14.790, the commissioner of revenue has the powers and duties set out in AS 37.10.071. The commissioner shall provide reports to the Department of Education and Early Development, Department of Labor and Workforce Development, and the Alaska Commission on Postsecondary Education on the condition and investment performance of the fund.

Sec. 37.14.760. Use of fund. As soon as practicable after July 1 of each year, the commissioner of revenue shall determine the average month-end market value of the fund for the immediately preceding three fiscal years. The commissioner shall identify five percent of that amount as available for appropriation by the legislature for appropriation to the governor's performance scholarship fund income account created under AS 14.43.845 from which the Alaska Commission on Postsecondary Education may award scholarships under AS 14.43.810 - 14.43.890. The commissioner shall also report as available for appropriation a running total of amounts that had previously been identified as available for appropriation to the governor's performance

scholarship fund income account but that had not been appropriated.

Sec. 37.14.790. Definitions. In AS 37.14.750 - 37.14.790, unless the context requires otherwise,

(1) "commissioner" means the commissioner of revenue;

(2) "fund" means the governor's performance scholarship fund established in AS 37.14.750(a).

*** Sec. 8.** The uncodified law of the State of Alaska is amended by adding a new section to read:

TRANSITION: PROGRAM STANDARDS AND IMPLEMENTATION FOR INITIAL SCHOOL YEARS. Notwithstanding any contrary provision of this Act, the Department of Education and Early Development and the Department of Labor and Workforce Development, after consultation with the Alaska Commission on Postsecondary Education, may adopt regulations under AS 44.62 to implement their respective duties under the governor's performance scholarship program established in AS 14.43.810, enacted by sec. 4 of this Act, so that students

(1) may be eligible for the program even though they did not fully meet the required core academic curriculum for the school years beginning July 1, 2010 through June 30, 2013; and

(2) who graduated from high school in this state after June 30, 2010 and before July 1, 2011 and meet eligibility requirements for the program may apply for their scholarships beginning July 1, 2011.

*** Sec. 9.** The uncodified law of the State of Alaska is amended by adding a new section to read:

TRANSITION: REGULATIONS. The Department of Education and Early Development, the Department of Labor and Workforce Development, and the Alaska Commission on Postsecondary Education may proceed to adopt regulations necessary to implement changes made to their respective authorities by this Act. The regulations take effect under AS 44.62 (Administrative Procedure Act), but not before September 1, 2010.

*** Sec. 10.** Section 9 of this Act takes effect immediately under AS 01.10.070(c).

*** Sec. 11.** Except as provided in sec. 10 of this Act, this Act takes effect September 1, 2010.

FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

Fiscal Note Number: 1
Bill Version: SB 224
(S) Publish Date: 1/19/10

Identifier (file name): 0771-DOLWD-CO-12-09-09
Dept. Affected: Labor and Workforce Development
Title: Establishing the Governor's Performance Scholarship Program
RDU: Office of the Commissioner
Component: Commissioner's Office
Sponsor: Rules Committee
Requester: Governor
Component Number:

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2011**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**
Personal Services							
Travel							
Contractual	25.0						
Supplies							
Equipment							
Land & Structures							
Grants & Claims							
Miscellaneous							
TOTAL OPERATING	**25.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES ( )							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	25.0						
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**25.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

Estimate of any current year (FY2010) cost: None

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

These funds will be used to contract for services to assist in the drafting of regulations setting criteria for the career and technical school scholarship portion of the bill required under Section 14.43.835 of this legislation.

Prepared by: Guy Bell, Assistant commissiioner
Phone 465-2700
Division: Office of the Commissioner
Date/Time 12/9/09 3:18 PM
Approved by: Click Bishop, Commissioner
Date 12/9/09
Agency: Department of Labor and Workforce Development

(Revised 11/6/2009 OMB)

FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

Fiscal Note Number: 2
Bill Version: SB 224
(S) Publish Date: 1/19/10

Identifier (file name): 0771-DOR-TRS-11-30-09
Dept. Affected: Revenue
Title: Governor's Performance Scholarship Endowment Fund
RDU: Treasury
Component: Treasury
Sponsor
Requester: Governor
Component Number: 121

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2011**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**
Personal Services	60.0		60.0	60.0	60.0	60.0	60.0
Travel							
Contractual	55.0		55.0	55.0	55.0	55.0	55.0
Supplies							
Equipment							
Land & Structures							
Grants & Claims							
Miscellaneous							
TOTAL OPERATING	**115.0**	**0.0**	**115.0**	**115.0**	**115.0**	**115.0**	**115.0**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES ( )							
FUND SOURCE		(Thousands of Dollars)					
1002 Federal Receipts							
1003 GF Match							
1004 GF							
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts	115.0		115.0	115.0	115.0	115.0	115.0
TOTAL	**115.0**	**0.0**	**115.0**	**115.0**	**115.0**	**115.0**	**115.0**

Estimate of any current year (FY2010) cost:

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

The draft bill provides for a separate endowment fund to be set up in the amount of $400 million to be managed by the Commissioner of Revenue. It is anticipated the fund will be managed with asset allocation of 60% fixed income and 40% domestic equity in order to yield a real annual rate of return of 5%. These costs include investment management fees, audit, accounting and custody fees and are projected based on the assumptions provided by the division's investment advisor and the division's cost allocation plan.

Prepared by: Pamela Green, Comptroller
Phone 465-2300
Division: Treasury Division
Date/Time
Approved by: Jerry Burnett, Deputy Commissioner
Date 11/25/2009
Department of Revenue

(Revised 11/6/2009 OMB)

FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

Fiscal Note Number: 3
Bill Version: SB 224
(S) Publish Date: 1/19/10

Identifier (file name): An Act establishing the governor's performance
Title: scholarship program and relating to the program; establishing the
Sponsor: Rules
Requester: Governor

Dept. Affected: Education
RDU: ACPE
Component: Program Administration and Operations
Component Number: 2738

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2011**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**
Personal Services							
Travel							
Contractual	275.0						
Supplies							
Equipment							
Land & Structures							
Grants & Claims			8,221,935.0	14,389,278.0	18,502,029.0	20,556,621.0	20,556,621.0
Miscellaneous							
TOTAL OPERATING	**275.0**	**0.0**	**8,221,935.0**	**14,389,278.0**	**18,502,029.0**	**20,556,621.0**	**20,556,621.0**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES ( )							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	275.0		8,221,935.0	14,389,278.0	18,502,029.0	20,556,621.0	20,556,621.0
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**275.0**	**0.0**	**8,221,935.0**	**14,389,278.0**	**18,502,029.0**	**20,556,621.0**	**20,556,621.0**

Estimate of any current year (FY2010) cost:

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

The contractual funds noted above represent the cost of implementation and year one support for scholarship management software.

Analysis of Governor's Performance Scholarship (GPS) utilization rates and related costs follow on page two.

Prepared by: Diane Barrans, Executive Director — Phone 465-6740
Division: Alaska Commission on Postsecondary Education — Date/Time 1/8/10 12:00 AM
Approved by: Diane Barrans, Executive Director — Date 1/8/2010
Alaska Commission on Postsecondary Education

(Revised 11/6/2009 OMB)

FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

Fiscal Note Number: 4
Bill Version: SB 224
(S) Publish Date: 1/19/10

Identifier (file name): 0771-EED-TLS-12-1-09
Title "An Act establishing the governor's performance scholarship..."
Sponsor Rules at the request of the Governor
Requester Governor

Dept. Affected: Education
RDU Teaching & Learning Support
Component School & Student Achievement
Component Number 2796

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2011**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**
Personal Services	87.3						
Travel							
Contractual							
Supplies	30.0						
Equipment							
Land & Structures							
Grants & Claims							
Miscellaneous							
TOTAL OPERATING	**117.3**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES ( )							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	117.3						
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**117.3**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

Estimate of any current year (FY2010) cost:

POSITIONS

Full-time	1.0						
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

Teaching and Learning Support will need to hire one staff member to oversee the promulgation and implementation of the department's regulations along coordination between EED, the University of Alaska, Department of Labor and Workforce Development and the Alaska Commission on Postsecondary Education (ACPE).

Education Specialist I at $87,306 plus start-up office supplies (computer, furniture, etc.) at $30,000 = $117,306

Prepared by: Eddy Jeans, Director — Phone 465-8679
Division School Finance and Facilities — Date/Time 12/1/09 12:00 AM
Approved by: Larry LeDoux — Date 12/1/2009
Commissioner

(Revised 10/13/2009 OMB)

Prepared by the DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT
SECTIONAL ANALYSIS
Governor's Performance Scholarship program

BILL SECTION	SECTION TITLE	PAGE	LINE	PURPOSE OF SECTION	EFFECTIVE DATE
1	District determination of scholarship eligibility	1	6-13	Adds a new section placing determination of a student's scholarship eligibility with the school district of the graduate; also states that the student's permanent record shall include the highest scholarship tier funding for which the student is eligible.	
2	Duties of the department	1-2	14; 1-2	New paragraph authorizing EED to administer duties related to GPS.	
3	Functions, duties and powers of commission	2-3	3-31;1-10	Amends ACPE's authority to promulgate regulations; carry out purpose as it relates to GPS; etc	
4	Governor's Performance Scholarship	3-10	11...31	Adds new sections 14.43.810 establishes GPS and sets forth program goals; 14.43.815 sets forth qualifications of applicants; 14.43.820 establishes programmatic standards for eligibility for an award of merit-based academic scholarship; 14.43.825 establishes programmatic standards for an award of career and technical school scholarship; 14.43.827 sets for the maximum awards and their allowable uses; 14.43.830 establishes programmatic standards for an alternative pathway for students who are not eligible due to circumstances that would make it unfair no to allow them to make up the deficit; 14.43.835 sets forth the required credentials for qualified postsecondary institutions; 14.43.840 Authorizes the commission (ACPE) to establish procedures for student application for the GPS; 14.43.845 Sets forth the GPS fund as an income fund in the general fund and states that the fund may be used to pay scholarships awarded to students; 14.43.850 states that EED, ACPE, Dept. of	

				Revenue, UA and DOL/WD shall share data necessary to prepare public reports regarding GPS to the extent permitted under law and states that a report to the legislature, public and governor shall be given no more than 10 days following the start of each year's legislative session; 14.43.890 sets out definitions.	
5	Records	11	1-6	Adds the requirement that a religious or other private school that complies with AS 14.45.100 (Exemptions) must include the level of student eligibility for the GPS in each permanent student record.	
6	Powers of the department	11	7-25	Amends section by adding EED's responsibility to administer duties assigned to EED under the GPS establishment.	
7	Governor's Performance Scholarship Fund	11-12	26-31; 1-29	Establishes the GPS fund and sets out that the commissioner of revenue manages the fund; 37.14.755 states the powers of the commissioner of revenue; 37.14.760 sets out the uses of the fund; 37.14.790 definitions.	
8	The uncodified law of the State of Alaska is amended by adding a new section: Transition: Program Standards and Implementation For Initial School Years	12	30-31; 1-13	Authorizes EED, DOL/WD and ACPE to adopt regulations related to duties assigned under the establishment of the GPS so that students may be eligible for an award without meeting the core curriculum and setting qualifying dates.	
9	The uncodified law of the State of Alaska is amended by adding a new section: Transition: Regulations	13	14-20	Authorizes EED, DOL/WD and ACPE to adopt regulations necessary to implement changes made to their respective authorities.	September 1, 2010
10		13	21	Sets an effective date.	Immediately
11		13	22	Sets an effective date for section 11.	September 1, 2010

ALASKA DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT

Resolution of the State Board of Education & Early Development

The Governor's Performance Scholarship

Resolution 03-2010

WHEREAS, the proposed Governor's Performance Scholarship (GPS) invites Alaska's high school students to challenge themselves with a rigorous course of study;

WHEREAS, the GPS encourages high schools to offer four years of science and math courses as well as the currently required four years of language arts courses and three years of social studies courses;

WHEREAS, the GPS recognizes a variety of meritorious students by awarding technical and academic scholarships to students with grade point averages ranging from C+ to A;

WHEREAS, the GPS serves students in public schools, private schools and home schools;

WHEREAS, the GPS encourages parents and guardians to participate in planning their students' high school career;

WHEREAS, the GPS encourages students to complete high school and be better prepared to attend a postsecondary institution;

WHEREAS, the GPS helps Alaska's families afford postsecondary education;

WHEREAS, the GPS encourages students to receive their postsecondary education in Alaska;

WHEREAS, the GPS recognizes the value and variety of Alaska's private and public postsecondary education institutions;

WHEREAS, the GPS will help Alaska to train its own highly skilled work force;

THEREFORE, BE IT RESOLVED, the State Board of Education & Early Development strongly supports the proposed Governor's Performance Scholarship to meet the academic and financial needs of Alaska's youth.

Esther J. Cox, Chair
Alaska State Board of Education & Early Development

January 13, 2010

UNIVERSITY OF ALASKA BOARD OF REGENTS

A Resolution in Support of the Governor's Performance Scholarship

WHEREAS, the State of Alaska does not provide enough need based or grant aid for students seeking postsecondary education compared to most other states; and

WHEREAS, the University of Alaska began the UA Scholars program in 1999, which has grown in usage over time and is funded entirely out of the university's Land Grant Trust Fund; and

WHEREAS, Governor Sean Parnell has proposed the Governor's Performance Scholarship, a grade- and curriculum based program that would provide financial assistance for students wishing to attend a postsecondary institution within the state of Alaska; and

WHEREAS, the University of Alaska Board of Regents has long supported all efforts to increase access to postsecondary education, workforce training and lifelong learning; and increased financial aid, both merit- and need-based, is critical for improving access to higher education for both rural and urban residents as well as current and future students; and

NOW THEREFORE BE IT RESOLVED that the University of Alaska Board of Regents supports Governor Sean Parnell's proposed Governor's Performance Scholarship; and

BE IT FURTHER RESOLVED that the University of Alaska Board of Regents urges additional support from the Alaska Legislature for both merit- and need-based programs that will be before the Alaska Legislature in the 2010 session; and

BE IT FURTHER RESOLVED that this resolution be appropriately engrossed and conveyed to the Honorable Governor Sean Parnell and Honorable members of the Alaska State Legislature, with a copy to be incorporated into the official minutes of the November 30-December 1, 2009 meeting of the University of Alaska Board of Regents.

GREATER FAIRBANKS CHAMBER OF COMMERCE

Interior Alaska – The "Place" To Do Business

Introduced By: Kurt Newman, Education Committee Chair
Date Introduced: January 4, 2010
Date Passed: January 11, 2010
Date Transmitted: January 12, 2010

RESOLUTION 10-0111
A RESOLUTION BY THE GREATER FAIRBANKS CHAMBER OF COMMERCE (GFCC) SUPPORTING THE GOVERNOR'S PERFORMANCE SCHOLARSHIP, A MERIT-BASED SCHOLARSHIP FOR ALASKA HIGH SCHOOL STUDENTS

WHEREAS, the Greater Fairbanks Chamber of Commerce recognizes the need to encourage our Alaska high school students to attain the necessary core education to enable them to go onto higher education or vocational training, and remain in the State as productive citizens and future leaders; and

WHEREAS, we should work to keep our best and brightest students in Alaska after college, to position Alaska's economy for growth with a better prepared workforce; and

WHEREAS, only half of Alaskan students who receive a high school diploma are academically prepared for post-secondary education (Greene and Winters 2005) and are ready for college-level reading assignments in the core study areas like math, history, science, and English (ACT, 2006); and

WHEREAS, a more rigorous high school curriculum will prepare Alaska's high school students for entrance into higher education or vocational education, including the recommended four years of math, four years of science, four years of language arts, and three years of social studies; and

WHEREAS, at graduation, students will receive scholarships based on academic achievement and their hard work. For example, at graduation from high school, an 'A' student with a 3.5 GPA or better would be eligible for a 100% tuition scholarship award; a 'B' student with a 3.0 GPA or higher would be eligible for a 75% tuition award, and a 'C' student with at least a 2.5 GPA would be eligible for a 50% tuition scholarship award; and

WHEREAS, the Governor's performance Scholarship could be used at the University of Alaska, at any certified, in-state job training institution and at other certified post-secondary institutions in Alaska; and

WHEREAS, by giving more Alaskan students the opportunity to earn a scholarship like this and requiring it to be used at an in-state institution, we are preparing our youth as the future workforce leaders for Alaska.

NOW THEREFORE BE IT RESOLVED, in recognizing the importance of affordable and accessible higher education, and the need to encourage our youth to stay in Alaska and to provide for future workforce and leadership roles, the Greater Fairbanks Chamber of Commerce supports the Alaska Governor's Performance Scholarship Initiative.

BE IT FURTHER RESOLVED that this resolution be distributed to:
Governor Sean Parnell, State of Alaska
Alaska State Legislature

Dan Britton
Board Chair
Greater Fairbanks Chamber of Commerce

Kurt Newman
Chair
Education Committee

INVESTORS

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Flowline Alaska
Fountainhead Development
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Hale & Associates, Inc.
JL Properties, Inc.
Key Bank
K Janitorial Services, LLC
Northrim Bank
Operating Engineers Local 302
Personnel Plus
Pogo Mine
Santina's Flowers & Gifts
Spirit of Alaska FCU
Tanana Valley Clinic
TDL Professional Staffing
TOTE
WAL-MART Stores, Inc.

100 Cushman St., Suite 102 | Fairbanks, Alaska 99701-4665 | ph (907) 452-1105 | fax (907) 456-6968 | www.FairbanksChamber.org

26G-2
(2/12/2010)
(12:42 pm)

AMENDMENT #1 Adopted as Amended

OFFERED IN THE HOUSE EDUCATION COMMITTEE

BY _____

TO: HB 297

Page 1, line 9, following "award of a":

Insert "merit-based"

Page 3, line 17, following "academic scholarship":

Delete "and"

Insert ","

Page 3, line 17, following "school scholarship":

Insert "and a needs-based scholarship"

Page 7, line 5, following "awards for the":

Delete "program"

Insert "merit-based programs"

Conceptual #1

Page 8, following line 3:

Insert:

unMet Need Component

"**Sec. 14.43.828. Eligibility for a ~~needs-based~~ scholarship and maximum awards.** (a) Subject to appropriation, the commission shall award a needs-based scholarship to a student who meets the eligibility criteria for the award.

(b) A student is eligible to receive a needs-based scholarship if the student

(1) is eligible for a merit-based academic scholarship or a merit-based

career and technical school scholarship; and

(2) can demonstrate in a year in which the student receives a scholarship that the student has unmet financial need greater than $2,000.

(c) The maximum amount for the needs-based award is 50 percent of unmet financial need greater than $2,000.

(d) The qualified postsecondary institution attended by the student shall determine unmet financial need by subtracting from the student's allowable standard costs of attendance at the institution all non-loan sources of financial support, including an expected family contribution and all federal, state, and private scholarships or grants received by the student.

(e) In this section,

(1) "allowable standard costs of attendance" means

(A) for a student who receives a merit-based academic scholarship, the lesser of the

(i) standard costs of attendance at the University of Alaska, as determined by the commission; or

(ii) actual costs of attendance at the qualified postsecondary institution that the student attends or plans to attend, as determined by the commission;

(B) for a student who receives a merit-based career and technical school scholarship, the costs of attendance at the qualified postsecondary institution that the student attends or plans to attend, as determined by the commission based on room and board costs that do not exceed the standard room and board costs at the University of Alaska as determined by the commission;

(2) "expected family contribution" means the amount a student or the student's family is expected to pay towards the student's costs of attendance, as determined by use of the most recent federal Free Application for Federal Student Aid."

DRAFT

26G-2
(2/10/2010)
(1:14 pm)

AMENDMENT #2 Pass/Adopt

OFFERED IN THE HOUSE EDUCATION COMMITTEE

BY _____

TO: HB 297

Page 5, line 28:

Delete "grade-point"

Insert "grade"

Page 5, line 30, following "scholarship;":

Insert "the top tier is the A average tier, the second tier is the B average tier, and the third tier is the C plus average tier; the grade-point average for the A average tier is 3.5 or higher, for the B average tier is less than 3.5 but no less than 3.0, and for the C plus average tier is less than 3.0 but no less than 2.5; the board shall set by regulation minimum requirements based on a substantially similar standard for districts that do not assign grades;

Page 6, following line 2:

Insert "(4) a process by which a student who meets the grade standards in (2) of this subsection for a particular tier, but does not meet the minimum scores established under (3) of this subsection for that tier, may apply for a lower tier scholarship;"

Page 6, line 3:

Delete "(4)"

Insert "(5)"

552

Page 6, line 5:

Delete "(5)"

Insert "(6)"

Page 6, line 7:

Delete "(6)"

Insert "(7)"

Page 6, line 23:

Delete "grade-point"

Insert "grade"

Page 6, line 24, following "school;":

Insert "the minimum is C plus average; the C plus average requirement is a grade-point average of 2.5 or higher; the board shall set by regulation minimum requirements based on a substantially similar standard for districts that do not assign grades;"

AMENDMENT #3 - Adopted

OFFERED IN THE HOUSE BY REPRESENTATIVE SEATON

TO: HB 297

Page 6, lines 3 - 4:

Delete "university or college in this state"

Insert "postsecondary institution as described in AS 14.43.835"

Page 6, line 8:

Delete "university or college"

Insert "postsecondary institution"

Page 7, line 5, following "maximum awards":

Insert "and allowable uses"

Page 7, line 12, following "achievement;":

Insert "for purposes of this paragraph, a student's academic achievement must be determined by the student's high school grade-point average and score on an examination described in AS 14.43.820(b)(3);"

Page 7, lines 16 - 18:

Delete all material and insert:

"(3) subject to (e) of this section, a student who qualifies for a merit-based academic scholarship may apply the award to the costs of attending a qualified career and technical school program as described in AS 14.43.835(a)(2);"

Page 7, lines 27, following "courses":

Insert ", or for up to two calendar years of attendance at a qualified career and technical school"

555

Withdrawn Left on Table

Conceptional Amendment No. 4 **26GH2771\A.1**

To House Bill 297 Tabled

Proposed by: Representative Keller

House Education Committee

Amendment to Page 5, line 22 & 23

Sec. 14.43.820. Eligibility for an academic scholarship. (a) Subject to appropriation, the commission shall award a merit-based academic scholarship to an applicant who meets the eligibility criteria for the award under the program.

(b) The programmatic standards for eligibility for an award of a merit-based academic scholarship under the program include the following:

(1) the **as approved by the local district** four-year core academic curriculum **which may include a virtual curriculum** that the student must have

[23] **24** completed in high school; the core academic curriculum must include

Amendment #5 + #14

Conceptional Amendment No. 5

To House Bill 297

Proposed by: Representative Keller

House Education Committee

Tabled MW02 Bring Back up then MW02 withdrawn

26GH2771\A.3

Records Requests on This action be labeled - Amendment #14

Amendment to Page 12, line 16

03 * **Sec. 7.** AS 37.14 is amended by adding new sections to read:

04 **Article 8A. Governor's Performance Scholarship Fund.**

05 **Sec. 37.14.750. Governor's performance scholarship fund established.** (a)

06 The governor's performance scholarship fund is established as a fund of the state. The

07 fund consists of

08 (1) appropriations to the fund;

09 (2) donations to the fund; and

10 (3) income earned on investments of fund assets.

11 (b) The commissioner of revenue shall manage the fund with the goal that the

12 purchasing power of the fund will not diminish over time without regard to additional

13 contributions that may be made to the fund. The commissioner shall invest the assets

14 of the fund in a manner likely to yield at least a five percent real rate of return over

15 time.

16 (c) donations to the fund from private sources shall be considered for the

17 education tax credit as per AS 43.20.014

[16] **18** [(c)] **(d)** Nothing in this section creates a dedicated fund.

New Text Underlined **[DELETED TEXT BRACKETED]**

Conceptional Amendment No. 6 **26GH2771\A.4**

To House Bill 297 Tabled

Proposed by: Representative Keller

House Education Committee

Amendment to Page 10, line 23

Sec. 14.43.850. Report to the legislature. (a) To the extent permitted under law, the department, commission, University of Alaska, Department of Revenue, and Department of Labor and Workforce Development shall share data necessary to prepare public reports regarding the governor's performance scholarship program.

(b) No more than 10 days after the start of each year's legislative session, the department, commission, University of Alaska, Department of Revenue, and Department of Labor and Workforce Development shall present an annual report to the public, the governor, and the legislature containing information of public interest regarding the governor's performance scholarship program, including

(1) the number of applicants and number and types of scholarships awarded;

(2) dollar amount of scholarships awarded in past years and expected dollar amounts for the next year; and

(3) data and trends in the data regarding the goals identified in AS 14.43.810.

(4) data shall be included and available via a specific web page linkable on the State of Alaska's home page

New Text Underlined **|DELETED TEXT BRACKETED|**

AMENDMENT #7 Tabled

From: Adam Berg
Sent: Wednesday, February 17, 2010 7:19 AM
To: Louie Flora
Subject: FYI

Tabled

Conceptual Amendment: Rep. Edgemon

Page 4, following line 16,

Add: " (9) increasing participation from Alaska high school students in Alaska post-secondary institutions."

26-GH2771\A.16
Mischel
2/18/10

#8 Adopted
W/out objection

AMENDMENT

OFFERED IN THE HOUSE BY REPRESENTATIVE SEATON

TO: HB 297

Page 3, line 14, following "established":

Insert "for the purpose of ensuring that a rigorous curriculum is available in all high schools in the state and"

Page 4, line 16, following "opportunities":

Insert ";

(9) providing a rigorous curriculum in all high schools in the state"

560

26-GH2771\A.10
Chenoweth
2/17/10

#9 Adopted

AMENDMENT

OFFERED IN THE HOUSE BY REPRESENTATIVE GARDNER

TO: HB 297

Page 10, line 1, following "error":

Insert "less any scholarship award payments previously expended if the error in the award of the scholarship was not due to any fault of the student"

26-GH2771\A.17
Mischel
2/18/10

AMENDMENT #10 w/d

OFFERED IN THE HOUSE BY REPRESENTATIVES GARDNER

TO: HB 297 AND BUCH

Page 3, lines 16 - 19:

Delete "The program includes a merit-based academic scholarship and a merit-based career and technical school scholarship. The merit-based academic scholarship consists of three levels of awards. The merit-based career and technical school scholarship consists of one level of award."

Page 5, line 17:

Delete "**an academic**"

Insert "**a performance**"

Page 5, line 18:

Delete "academic"

Insert "performance"

Page 5, line 21:

Delete "academic"

Insert "performance"

Page 5, lines 29 - 30:

Delete "academic scholarship"

Insert "scholarship award"

Page 6, lines 2 - 3:

Delete "academic scholarship"

Insert "scholarship award"

Page 6, lines 3 - 4:

Delete "university or college in this state"

Insert "postsecondary institution as described in AS 14.43.835"

Page 6, line 8:

Delete "university or college"

Insert "postsecondary institution"

Page 6, line 11, through page 7, line 15:

Delete all material and insert:

"**Sec. 14.43.825. Maximum awards.** (a) Subject to (b) - (f) of this section, the maximum awards under the program are

(1) for a student who demonstrates very high academic achievement, the cost of approved tuition for a full-time student in school year 2009 through 2010 at the qualified postsecondary institution at which the student intends to enroll;

(2) for a student who demonstrates high academic achievement, 75 percent of approved tuition for a full-time student in school year 2009 through 2010 at the qualified postsecondary institution at which the student intends to enroll;

(3) for a student who demonstrates moderate academic achievement, 50 percent of approved tuition for a full-time student in school year 2009 through 2010 at the qualified postsecondary institution at which the student intends to enroll."

Page 7, line 16:

Delete "(3) a"

Insert "(b) A"

Reletter the following subsections accordingly.

Page 7, line 19:

Delete "merit-based academic"

Page 7, line 25:

Delete "merit-based academic"

Page 7, line 27:

Delete "university or college"

Insert "postsecondary institution as described in AS 14.43.835"

Page 7, lines 27 - 29:

Delete "A student receiving a merit-based career and technical scholarship may remain eligible for two calendar years of attendance at a qualified career and technical school. A student may not receive both an academic and a career and technical scholarship"

Insert "A student may not receive more than one scholarship award"

26-GH2771\A.18
Mischel
2/18/10

AMENDMENT #11 w/drawn 6.1.26

OFFERED IN THE HOUSE BY REPRESENTATIVE BUCH

TO: HB 297

Page 5, lines 22 - 27:

Delete all material and insert:

"(1) the four-year core academic curriculum that the student must have completed in high school; the core academic curriculum must include one of the following:

(A) a combination of

(i) four years of mathematics;

(ii) four years of language arts;

(iii) four years of science; and

(iv) four years of social studies, one year of which may include a foreign language, Alaska Native language, fine arts, or cultural heritage; or

(B) a combination of

(i) three years of mathematics;

(ii) four years of language arts;

(iii) three years of science;

(iv) four years of social studies; and

(v) two years of a foreign language, Alaska Native language, fine arts, or cultural heritage;"

Page 6, lines 17 - 22:

Delete all material and insert:

"(1) the four-year core academic curriculum that the student must have

completed in high school; the core academic curriculum must include one of the following:

(A) a combination of

(i) four years of mathematics;

(ii) four years of language arts;

(iii) four years of science; and

(iv) four years of social studies, one year of which may include a foreign language, Alaska Native language, fine arts, or cultural heritage; or

(B) a combination of

(i) three years of mathematics;

(ii) four years of language arts;

(iii) three years of science;

(iv) four years of social studies; and

(v) two years of a foreign language, Alaska Native language, fine arts, or cultural heritage;"

GH2771\A.18
Mischel
2/18/10

AMENDMENT

OFFERED IN THE HOUSE

BY REPRESENTATIVE BUCH

TO: HB 297

Page 5, lines 22 - 27:

Delete all material and insert:

"(1) the four-year core academic curriculum that the student must have completed in high school; the core academic curriculum must include ~~one of the following:~~

(A) a combination of

(i) four years of mathematics;

(ii) four years of language arts;

(iii) four years of science; and

(iv) four years of social studies, one year of which may include a foreign language, Alaska Native language, fine arts, or cultural heritage~~; or~~

(B) a combination of

(i) three years of mathematics;

(ii) four years of language arts;

(iii) three years of science;

(iv) four years of social studies; and

(v) two years of a foreign language, Alaska Native language, fine arts, or cultural heritage;"

Page 6, lines 17 - 22:

Delete all material and insert:

"(1) the four-year core academic curriculum that the student must have

completed in high school; the core academic curriculum must include ~~one of the following:~~

(A) a combination of

(i) four years of mathematics;

(ii) four years of language arts;

(iii) four years of science; and

(iv) four years of social studies, one year of which may include a foreign language, Alaska Native language, fine arts, or cultural heritage; ~~or~~

(B) a combination of

(i) three years of mathematics;

(ii) four years of language arts;

(iii) three years of science;

(iv) four years of social studies; and

(v) two years of a foreign language, Alaska Native language, fine arts, or cultural heritage;"

Delete

26-GH2771\A.11
Kane
2/17/10

#12 adopted

AMENDMENT

OFFERED IN THE HOUSE BY REPRESENTATIVE EDGMON

TO: HB 297

Page 4, line 16, following "opportunities":

Insert ";

(9) increasing participation of Alaska high school students in Alaska postsecondary institutions"

569

26-GH2771\A.21
Mischel
2/25/10

AMENDMENT #13 Adopted w/out objection

OFFERED IN THE HOUSE

TO: HB 297

Page 5, line 22, following "curriculum":

Insert ", which may include virtual curriculum,"

Page 6, line 17, following "curriculum":

Insert ", which may include virtual curriculum,"

Conceptional Amendment No. #4 **26GH2771\A.1**

To House Bill 297

Proposed by: Representative Keller

House Education Committee

Amendment to Page 5, line 22 & 23

Sec. 14.43.820. Eligibility for an academic scholarship. (a) Subject to appropriation, the commission shall award a merit-based academic scholarship to an applicant who meets the eligibility criteria for the award under the program.

(b) The programmatic standards for eligibility for an award of a merit-based academic scholarship under the program include the following:

(1) [the] **as approved by the local district** four-year core academic curriculum **which may include a virtual curriculum** that the student must have [23] **24** completed in high school; the core academic curriculum must include

New Text Underlined **[DELETED TEXT BRACKETED]**

Paul Withdraw ALL other Keller Amendments Keep this one. Thank You

LEGAL SERVICES

DIVISION OF LEGAL AND RESEARCH SERVICES
LEGISLATIVE AFFAIRS AGENCY
STATE OF ALASKA

(907) 465-3867 or 465-2450
FAX (907) 465-2029
Mail Stop 3101

State Capitol
Juneau, Alaska 99801-1182
Deliveries to: 129 6th St., Rm. 329

MEMORANDUM February 25, 2010

SUBJECT: Clarification of school district approval of curriculum (HB 297) (Work Order No. 26-GH2771\A.20)

TO: Representative Paul Seaton
Chair of the House Education Committee
Attn: Louie Flora

FROM: Jean M. Mischel
Legislative Counsel

Enclosed is an amendment based upon a conceptual amendment to include school district approval of virtual curriculum within the core curriculum requirements for a student to be eligible for the academic scholarship under the bill. The following points are made to clarify the translation of that concept into the above amendment.

1. Title change. This is necessitated by the amendment's introduction of a new concept into the scholarship subject of the bill: district authorization to approve virtual curriculum. A school district is not expressly authorized under current law to approve curriculum but is authorized to "provide for" an "educational program" and to "review and select textbooks and instructional materials" that include "curriculum materials." Therefore, the addition of the express authority to approve curriculum, including virtual curriculum, must either be added to as a separate authorization or added to the current authority to review and select curriculum materials. Both options add school district authority to the existing subject of a scholarship program and must be, according to the Revisor of Statutes, noted in the title.

2. Placement of the virtual curriculum authorization. The conceptual amendment attempted to place the authorization of virtual curriculum in the subsection pertaining to the student's eligibility. Since the amendment relates to school district approval, the language was made into a separate subsection that modifies the concept of "core curriculum" for purposes of scholarship eligibility and added to the general authorities of school boards to review and select curriculum materials. In addition, the conceptual amendment only modified the academic scholarship provision, although both the academic and career scholarships have core curriculum requirements. Believing this to be an oversight, I drafted the amendment to amend both types of scholarship eligibility provisions.

3. Definition of virtual curriculum. Since the concept does not appear anywhere else in current law and does not, to my knowledge, have a common meaning, I have attempted to define the concept in this amendment.

If I may be of further assistance, please advise.

JMM:ljw
10-130.ljw

Enclosure

AMENDMENT

OFFERED IN THE HOUSE BY REPRESENTATIVE SEATON

TO: HB 297

Page 1, line 3, following "**records;**":

Insert "**relating to review and selection of textbooks and instructional materials;**"

Page 1, line 6:

Delete "a new section"

Insert "new sections"

Page 1, following line 13:

Insert a new section to read:

"**Sec. 14.03.114. District review and selection of Internet materials.** The review and selection of textbooks and instructional materials by the governing body of a school district under AS 14.08.111 and AS 14.14.090 may include review and selection of curriculum materials available on the Internet."

Page 6, following line 10:

Insert a new subsection to read:

"(c) The core curriculum required under (b)(1) of this section may be completed using a virtual curriculum."

Page 7, following line 3:

Insert a new subsection to read:

"(c) The core curriculum required under (b)(1) of this section may be completed using a virtual curriculum."

Page 11, line 8, following "school":

Insert ";

(8) "virtual curriculum" means a course that is provided by a school district through the use of materials available on the Internet."

LEGAL SERVICES

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State Capitol
Juneau, Alaska 99801-1182
Deliveries to: 129 6th St., Rm. 329

MEMORANDUM March 11, 2010

SUBJECT: Two year high school attendance requirement (CSHB 297(EDC) (Work Order No. 26-GH2771\E))

TO: Representative Paul Seaton
Chair of the House Education Committee
Attn: Louie Flora

FROM: Jean M. Mischel
Legislative Counsel

Upon further reflection after the committee hearing yesterday on the above referenced bill, I'd like to clarify my response to the questions pertaining to the addition in this version of a two year high school attendance requirement for Alaska residents who graduate from a high school outside of the state and whose parents are in military services at page 7, lines 15 - 16 of the bill.

The option of graduation from an out-of-state high school under circumstances allowed by the Department of Education and Early Development itself presents a potential equal protection issue under the bill, the result of which depends greatly upon the importance of and relationship to the state interest served by both the option and the in-state requirement from an equal protection and a privileges and immunity perspective.

In Alaska, if a court finds that two people are similarly situated, a sliding scale of high to low scrutiny by the court is applied to unequal treatment. In the case of a fundamental right (education), the court will apply a strict scrutiny standard and invalidate an apparently inequitable state law unless the state has shown a compelling interest for it, the law is closely related to that interest, and there are no alternative means for accomplishing that. If the court finds that the interest at stake is merely economic (scholarship funding), a lower level of scrutiny is applied and the distinction between out-of-state and in-state graduates will be upheld if the state has a legitimate interest in maintaining the distinction and the law is rationally related to that interest.

The addition of two years of in-state attendance for an out-of-state graduate for a student whose parents serve in the military both enhances the distinction and provides consistency for the out-of-state option with the stated purpose of the bill: to instill rigor in the curriculum of in-state high schools and to better prepare those graduates for post-secondary work. The out-of-state graduate, then, is not only not in a similar situation to

the in-state graduate, the stated purpose for the bill is called into question by the out-of-state option.

On the other hand, in-state graduates may themselves have attended high school here for less than two years. The means employed, then, may not be found by a court to be rationally related to the state purpose. A court would look at information such as the percentage of in-state students who spend less than two years at a high school in the state and compare that to the basis for adding that requirement for out-of-state graduates in the face of a constitutional challenge. That presumes, however, that the court would first find that the two types of graduates are similarly situated and, in particular, that students with military parents, spend as much time at in-state schools as graduates from in-state schools. In my opinion, the two are not similarly situated but if a court finds otherwise, the two year requirement bears a close relationship to a compelling state interest. I can, however, not assure the committee of that result if the provision is subject to constitutional challenge.

I hope this adds some clarity to a fairly complex issue. If I may be of further assistance, please advise.

JMM:med
10-038.med

26-GH2771\~~R~~E
Mischel
~~3/4/10~~
3/11/10

CS FOR HOUSE BILL NO. 297(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SIXTH LEGISLATURE - SECOND SESSION

BY THE HOUSE EDUCATION COMMITTEE

Offered:
Referred:

Sponsor(s): THE HOUSE RULES COMMITTEE BY REQUEST OF THE GOVERNOR

A BILL

FOR AN ACT ENTITLED

"An Act establishing the governor's performance scholarship program and relating to the program; establishing the governor's performance scholarship fund and relating to the fund; relating to student records; making conforming amendments; and providing for an effective date."

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

*** Section 1.** AS 14.03 is amended by adding a new section to read:

Sec. 14.03.113. District determination of scholarship eligibility. A school district shall determine whether a student who graduates from a high school in the district is eligible for an award of a merit-based governor's performance scholarship under AS 14.43.810 - 14.43.890. If a student is eligible, the district shall state in the student's permanent record the highest ~~tier~~level of funding for which the student is eligible. A district shall provide a student with an opportunity to request that the district correct an error in the eligibility determination.

*** Sec. 2.** AS 14.07.020(a) is amended to read:

(a) The department shall

(1) exercise general supervision over the public schools of the state except the University of Alaska;

(2) study the conditions and needs of the public schools of the state, adopt or recommend plans, administer and evaluate grants to improve school performance awarded under AS 14.03.125, and adopt regulations for the improvement of the public schools;

(3) provide advisory and consultative services to all public school governing bodies and personnel;

(4) prescribe by regulation a minimum course of study for the public schools; the regulations must provide that, if a course in American Sign Language is given, the course shall be given credit as a course in a foreign language;

(5) establish, in coordination with the Department of Health and Social Services, a program for the continuing education of children who are held in detention facilities in the state during the period of detention;

(6) accredit those public schools that meet accreditation standards prescribed by regulation by the department; these regulations shall be adopted by the department and presented to the legislature during the first 10 days of any regular session, and become effective 45 days after presentation or at the end of the session, whichever is earlier, unless disapproved by a resolution concurred in by a majority of the members of each house;

(7) prescribe by regulation, after consultation with the state fire marshal and the state sanitarian, standards that will assure healthful and safe conditions in the public and private schools of the state, including a requirement of physical examinations and immunizations in pre-elementary schools; the standards for private schools may not be more stringent than those for public schools;

(8) exercise general supervision over pre-elementary schools that receive direct state or federal funding;

(9) exercise general supervision over elementary and secondary correspondence study programs offered by municipal school districts or regional educational attendance areas; the department may also offer and make available to any

Alaskan through a centralized office a correspondence study program;

(10) accredit private schools that request accreditation and that meet accreditation standards prescribed by regulation by the department; nothing in this paragraph authorizes the department to require religious or other private schools to be licensed;

(11) review plans for construction of new public elementary and secondary schools and for additions to and major rehabilitation of existing public elementary and secondary schools and, in accordance with regulations adopted by the department, determine and approve the extent of eligibility for state aid of a school construction or major maintenance project; for the purposes of this paragraph, "plans" include educational specifications, schematic designs, and final contract documents;

(12) provide educational opportunities in the areas of vocational education and training, and basic education to individuals over 16 years of age who are no longer attending school;

(13) administer the grants awarded under AS 14.11;

(14) establish, in coordination with the Department of Public Safety, a school bus driver training course;

(15) require the reporting of information relating to school disciplinary and safety programs under AS 14.33.120 and of incidents of disruptive or violent behavior;

(16) establish by regulation criteria, based on low student performance, under which the department may intervene in a school district to improve instructional practices, as described in AS 14.07.030(14) or (15); the regulations must include

(A) a notice provision that alerts the district to the deficiencies and the instructional practice changes proposed by the department;

(B) an end date for departmental intervention, as described in AS 14.07.030(14)(A) and (B) and (15), after the district demonstrates three consecutive years of improvement consisting of not less than two percent increases in student proficiency on standards-based assessments in math, reading, and writing as provided in AS 14.03.123(f)(2)(A); and

(C) a process for districts to petition the department for

continuing or discontinuing the department's intervention;

(17) notify the legislative committees having jurisdiction over education before intervening in a school district under AS 14.07.030(14) or redirecting public school funding under AS 14.07.030(15);

(18) administer duties assigned to the department under the governor's performance scholarship program established in AS 14.43.810 - 14.43.890.

*** Sec. 3.** AS 14.42.030(e) is amended to read:

(e) The commission may

(1) adopt regulations under AS 44.62 (Administrative Procedure Act) to

(A) carry out the purposes of

(i) **AS 14.43.091 - 14.43.890** [AS 14.43.091 - 14.43.750], 14.43.990, AS 14.44, and AS 14.48; and

(ii) AS 14.43.910 and 14.43.920 as they relate to the purposes of **AS 14.43.091 - 14.43.890** [AS 14.43.091 - 14.43.750], 14.43.990, AS 14.44, and AS 14.48;

(B) ensure compliance with the requirements imposed by state and federal statutes and regulations governing the guaranty, insurance, purchase, or other dealings in eligible loans by federal agencies, instrumentalities, or corporations; and

(C) establish standards for the

(i) administration of hearings conducted under AS 14.43.153; and

(ii) administrative enforcement of collection orders under AS 14.43.151 - 14.43.155;

(2) delegate to the executive director of the commission or a subcommittee of the commission any duty imposed on or power granted to the commission by this chapter, AS 14.43, AS 14.44, or AS 14.48, except its power to adopt regulations and its duty to consider appeals under AS 14.43.100(b) and AS 14.48.120;

(3) establish task forces, committees, or subcommittees, not necessarily consisting of commission members, to advise and assist the commission in carrying out its functions;

(4) contract with or use existing institutions of postsecondary education or other individuals or organizations to make studies, conduct surveys, submit recommendations, or otherwise contribute to the work of the commission;

(5) establish fees for the review of an out-of-state institution that

(A) requests approval for participation in the programs under AS 14.43.091 - 14.43.750, 14.43.990, and AS 14.44; and

(B) is not accredited by a national or regional accreditation association recognized by the Council for Higher Education Accreditation; and

(6) collect all fees and costs incurred in collection of the amount owed on a loan or repayment obligation if the loan or repayment obligation becomes delinquent or in default; in this paragraph, fees and costs include attorney fees, court costs, and collection fees charged by a collection agency.

*** Sec. 4.** ~~AS 14.42.200 is amended to read:~~

~~**Sec. 14.42.200. General powers.** In addition to other powers granted in this chapter, the corporation may~~

~~(1) sue and be sued in its own name;~~

~~(2) adopt an official seal;~~

~~(3) adopt regulations under AS 44.62 (Administrative Procedure Act) to carry out the purposes of this chapter;~~

~~(4) make and execute agreements, contracts, and other instruments necessary or convenient in the exercise of the powers and functions of the corporation, including contracts with a person or governmental entity;~~

~~(5) receive, take, hold, and administer, on behalf of the corporation and for any of its purposes, any appropriation, gift, grant, bequest, devise, or donation of real property or personal property if that obligation of the corporation is not a debt of the state; in this paragraph, "property" includes~~

~~(A) money; and~~

~~(B) life estates, leases, or other interests in property;~~

~~(6) borrow money as provided in this chapter to carry out its corporate purposes and issue its obligations as evidence of the borrowing;~~

~~(7) include in a borrowing the amounts to pay financing charges, interest on the obligations for a period not exceeding one year after the date on which the corporation estimates funds will otherwise be available to pay the interest, consultant, advisory, and legal fees, and other expenses necessary or incident to the borrowing;~~

~~(8) invest or reinvest, subject to its contracts with noteholders and bondholders, money held by the corporation as set out in AS 37.10.071;~~

~~(9) set and collect interest, fees, and charges in connection with education loans or repayment obligations held by the corporation and its servicing agents; in this paragraph, "charges" includes costs of financing by the corporation, service charges, insurance premiums, and other costs incurred by the corporation in carrying out its corporate purposes;~~

~~(10) gather information on postsecondary education financial resources available to residents of this state and disseminate the information to reasonably assure that qualified residents are aware of those financial resources;~~

~~(11) service education loans and repayment obligations held by the corporation;~~

~~(12) purchase or participate in the purchase of education loans;~~

~~(13) contract in advance for the purchase or sale of education loans;~~

~~(14) sell or participate in the sale, either public or private and on terms authorized by the board, of education loans to the Student Loan Marketing Association or to other purchasers;~~

~~(15) collect and pay reasonable fees and charges in connection with the purchase, sale, and servicing of education loans and repayment obligations;~~

~~(16) enter into agreements with the federal government, including guaranty agreements and supplemental guaranty agreements as described in 20 U.S.C. 1001 - 1155, as amended, as necessary to provide for the receipt by the corporation of administrative allowances and other benefits available under 20 U.S.C. 1001 - 1155, as amended;~~

~~(17) administer federal money allotted to the state involving insured education loans and related administrative costs and other matters;~~

~~(18) enter into agreements with the commission relating to education loans and repayment obligations, the administration of the financial aid and loan programs under~~ **AS 14.43.091 - 14.43.890** [AS 14.43.091 - 14.43.750], 14.43.990, and ~~AS 14.44, and the payment of and security for bonds of the corporation;~~

~~(19) to the extent permitted under contracts with bondholders, consent to the modification of the rate of interest, time of payment of an installment of principal or interest, or other terms of an education loan or repayment obligation held by the corporation;~~

~~(20) procure insurance against any loss in connection with the operation of its programs;~~

~~(21) provide advisory services to borrowers and other participants in the corporation's programs;~~

~~(22) enter into credit facility agreements and make pledges, covenants, and agreements with respect to the repayment of borrowings under the credit facility agreements;~~

~~(23) develop and implement education financing programs; in this paragraph, "programs" includes~~

~~(A) programs listed in AS 14.42.030(b)(1);~~

~~(B) programs for the guaranteeing, servicing, originating, and financing of education loans for borrowers located both inside and outside the state; and~~

~~(C) federal financial aid programs made under federal law; and~~

~~(24) perform acts that may be necessary or appropriate to carry out effectively the general objectives and purposes of the corporation under AS 14.42.100 - 14.42.990.~~

~~* Sec. 5.~~ AS 14.43 is amended by adding new sections to read:

Article 11A. Governor's Performance Scholarship Program.

Sec. 14.43.810. Governor's performance scholarship program established; Alaska residency. (a) The governor's performance scholarship program is established

for the purpose of ensuring that a rigorous curriculum is available in all high schools in the state and to provide scholarships for high school graduates who are Alaska residents to attend a qualified postsecondary institution in the state. The program includes a merit-based academic scholarship, a merit-based career and technical school scholarship, and an unmet financial need scholarship supplement. The merit-based academic scholarship consists of three levels of awards. The merit-based career and technical school scholarship consists of one level of award.

(b) The department shall design the programmatic standards for the scholarships and appeals of adverse decisions. The commission shall administer the daily operations of the program and financing of the program, including the procedures for applying for the scholarships, establishing standards for and ensuring continuing compliance with programmatic standards, and requiring students to apply for other non loan financial aid, consistent with federal law. The respective agencies shall adopt necessary regulations under AS 44.62 after consultation with each other. The department may change the regulations under AS 44.62 relating to the programmatic standards for required academic achievement for eligibility only by giving advance public notice at least one school year before the effective date of the change.

(c) For purposes of the program, a student is an Alaska resident if the student meets the requirements for establishing residency under AS 01.10.055.

(d) The program shall be administered to further the following goals:

(1) increasing high school graduation rates in the state;

(2) improving academic performance of students in kindergarten through grade 12 in the state;

(3) improving preparedness of Alaska students for postsecondary education;

(4) improving the quality of the educational programs offered by high schools in the state;

(5) increasing the scores of high school students in the state on college entrance examinations;

(6) increasing job training opportunities in the state;

(7) improving the postsecondary academic achievement and graduation rates of students in the state;

(8) expanding the pool of high school students in the state who pursue postsecondary opportunities;

(9) providing a rigorous curriculum in all high schools in the state;

(10) increasing participation of Alaska high school students in Alaska postsecondary institutions.

Sec. 14.43.815. Qualifications of applicants. (a) A student may apply for a governor's performance scholarship to attend a qualified postsecondary institution in the state if the student

(1) has applied or intends to apply for admission to the institution;

(2) is an Alaska resident who has

(A) graduated, or will graduate not later than six months after the date of the application, from a high school in the state, including a public school, private school, and home school;

(B) graduated, or will graduate not later than six months after the date of the application, from a high school outside of the state under circumstances allowed by the department; for purposes of this subparagraph, allowable circumstances include a circumstance in which a high school student who is an Alaska resident has attended high school in the state for not less than two years, and has left the state because of the military service of the student's custodial parent who is an Alaska resident;

(3) will receive and use, while an Alaska resident, the scholarship at a qualified postsecondary institution in the state not later than six years after the beginning of the first school year after a student's graduation from high school, unless the student qualifies for an extension of time allowed by the department; for purposes of this paragraph, standards for extension of time must include ~~time while~~two additional years if the student is in military service; and

(4) meets other minimum qualifications to apply or continue to be eligible for a governor's performance scholarship.

(b) A student is not qualified to receive a governor's performance scholarship

I thought this was applicable within six months after graduation

if the student

(1) has not complied with the military selective service registration requirements imposed under 50 U.S.C. App. 453 (Military Selective Service Act), if those requirements apply to the student;

(2) is currently in default or owes a refund on a federal financial aid loan under the federal guaranteed student loan program or financial aid awarded under this chapter; or

(3) has been convicted of a felony in the state or another jurisdiction and has not qualified for a waiver under standards adopted by the department.

Sec. 14.43.820. Eligibility for an academic scholarship. (a) Subject to appropriation, the commission shall award a merit-based academic scholarship to an applicant who meets the eligibility criteria for the award under the program.

(b) The programmatic standards for eligibility for an award of a merit-based academic scholarship under the program include the following:

(1) the four-year core academic curriculum, which may include virtual curriculum, that the student must have completed in high school; the core academic curriculum must include

(A) four years of mathematics;

(B) four years of language arts;

(C) four years of science; and

(D) three years of social studies;

(2) the minimum grade average that the student must have achieved in high school to be eligible for each of the three ~~tiers~~award levels of academic scholarship~~; the top tier is the~~ under AS 14.43.827; for the first award level, a student must have an A average~~ tier,~~; for the second ~~tier is the~~award level, a student must have a B average~~ tier,~~; and for the third ~~tier is the~~award level a student must have a C plus average~~ tier~~; the grade-point average for ~~the~~ an A average ~~tier~~ is 3.5 or higher, for ~~the~~ a B average~~ tier is,~~ less than 3.5 but not less than 3.0, and for ~~the~~ a C plus average~~ tier is,~~ less than 3.0 but not less than 2.5; the department shall set by regulation minimum requirements based on a substantially similar standard for districts that do not assign grades;

(3) the minimum score on a college entrance examination that the student must have achieved to be eligible for each of the three ~~tiers~~award levels of academic scholarship~~;~~ under AS 14.43.827;

(4) a process by which a student who meets the grade standards in (2) of this subsection for a particular ~~tier~~award level, but does not meet the minimum scores established under (3) of this subsection for that ~~tier~~level, may apply for a lower ~~tier~~ scholarship award level;

(5) enrollment in a course of study at a qualified postsecondary institution as described in AS 14.43.835 that is intended to result in the award of a certificate or degree;

(6) a process through which a student who is no longer eligible can regain eligibility;

(7) a process through which a home-schooled or private-schooled student may submit evidence to the qualified postsecondary institution that establishes the equivalent of the high school diploma, grade-point average, and core academic curriculum for public school students.

Sec. 14.43.825. Eligibility for a career and technical school scholarship. (a) Subject to appropriation, the commission shall award a merit-based career and technical school scholarship to an applicant who meets the eligibility criteria for the award under the program.

(b) The programmatic standards for eligibility for an award of a merit-based career and technical school scholarship under the program include the following:

(1) the core academic curriculum, which may include virtual curriculum, that the student must have completed in high school; the core academic curriculum must include

(A) four years of mathematics;

(B) four years of language arts;

(C) four years of science; and

(D) three years of social studies;

(2) the minimum grade average that the student must have achieved in high school; the minimum is C plus average; the C plus average requirement is a

grade-point average of 2.5 or higher; the department shall set by regulation minimum requirements based on a substantially similar standard for districts that do not assign grades;

(3) the minimum score that the student must have achieved on a

(A) college entrance examination; or

(B) standardized examination designed to measure a student's level of preparedness to make the transition to work, as selected by the department;

(4) enrollment in good standing at a certified career and technical school that is intended to result in the award of a certificate that indicates the student's preparedness to enter the workforce;

(5) a process through which a student who is no longer eligible can regain eligibility.

Sec. 14.43.827. Maximum awards and allowable uses. (a) Subject to (b) - (e) of this section, and the programmatic standards established under AS 14.43.820(b), the maximum awards and allowable uses for the merit-based programs are as follows:

(1) for the merit-based academic scholarship, the following three ~~tiers~~levels of scholarship financing ~~awards; the highest tier of~~ award for a semester ~~must be~~:

(A) the first award level is an amount that is equal to the cost of approved tuition at the University of Alaska in school year 2010 ~~through~~ 2011 ~~for a student taking 15 credits,~~ and ~~require~~ requires an A grade average and a very high ~~academic achievement;~~minimum score on a college entrance examination;

(B) the second ~~tier must be~~award level is an amount that is equal to 75 percent of the ~~highest tier and require~~first award level and requires a B grade average and a high ~~academic achievement;~~minimum score on a college entrance examination;

(C) the third ~~tier must be~~award level is an amount that is equal to 50 percent of the ~~highest tier and require moderate academic achievement; for purposes of this paragraph, a student's academic achievement must be~~

~~determined by the student's~~first award level and requires a C plus grade average and a moderately high ~~school grade point average described in AS 14.43.820(b)(2) and~~minimum score on ~~an~~a college entrance examination ~~described in AS 14.43.820(b)(3);~~;

(2) for the merit-based career and technical scholarship, the award must be the actual cost of the qualified career and technical school attended by the student, not to exceed $3,000 a school year;

(3) subject to (e) of this section, a student who qualifies for a merit-based academic scholarship may apply the award to the costs of attending a qualified career and technical school program as described in AS 14.43.835(a)(2~~);~~).

(b) A part-time student who receives a merit-based academic scholarship and is enrolled on at least a half-time basis is eligible for an award ~~on a pro rata basis.~~of 50 percent of the amount of scholarship award for which the student is eligible under (a) of this section.

(c) A student's eligibility for a scholarship terminates six years after the date the student graduated from high school unless the student qualifies for an extension of time allowed by the department.

(d) Subject to AS 14.43.815(a)(3), a student receiving a merit-based academic scholarship may remain eligible for up to eight semesters of enrollment at a qualified university or college, which may include graduate courses, or for up to two calendar years of attendance at a qualified career or technical school. A student receiving a merit-based career and technical scholarship may remain eligible for two calendar years of attendance at a qualified career and technical school. A student may not receive both an academic and a career and technical scholarship.

(e) The amount of a scholarship award may not exceed the amount of the student's costs of attendance as certified by the postsecondary institution for the purposes of federal financial aid, less any other scholarships or non loan financial aid awarded to the student.

Sec. 14.43.828. Eligibility for an unmet need scholarship supplement and maximum awards. (a) Subject to appropriation, the commission shall award an unmet need scholarship supplement to a student who meets the eligibility criteria for the

award.

(b) A student is eligible to receive an unmet need scholarship supplement if the student

(1) is eligible for a merit-based academic scholarship or a merit-based career and technical school scholarship; and

(2) can demonstrate, in a year in which the student receives a scholarship, that the student has unmet financial need greater than $2,000.

(c) The maximum amount for an unmet need scholarship supplement is 50 percent of the unmet financial need that exceeds $2,000.

(d) The qualified postsecondary institution attended by the student shall determine unmet financial need by subtracting from the student's allowable standard costs of attendance at the institution all non loan sources of financial support, including an expected family contribution and all federal, state, and private scholarships or grants received by the student.

(e) In this section,

(1) "allowable standard costs of attendance" means

(A) for a student who receives a merit-based academic scholarship, the lesser of the

(i) standard costs of attendance at the University of Alaska, as determined by the commission; or

(ii) actual costs of attendance at the qualified postsecondary institution that the student attends or plans to attend, as determined by the commission;

(B) for a student who receives a merit-based career and technical school scholarship, the costs of attendance at the qualified postsecondary institution that the student attends or plans to attend, as determined by the commission based on room and board costs that do not exceed the standard room and board costs at the University of Alaska as determined by the commission;

(2) "expected family contribution" means the amount a student or the student's family is expected to pay toward the student's cost of attendance, as

determined by use of the most recent federal Free Application for Federal Student Aid.

Sec. 14.43.830. Programmatic standards. (a) Subject to (b) of this section, the department shall establish programmatic standards for the program.

(b) The department shall establish a make-up procedure or alternative pathway to allow students who are not eligible for a scholarship to make up a deficit by alternative means if the deficit was caused by circumstances beyond the student's control. The department may not waive a requirement and shall require the student to achieve a result comparable to that required of other students. The decision of the department regarding a student's eligibility for alternative means is final. In determining circumstances in which the student may pursue alternative means, the department shall consider the effect on students who have met the requirements and the need to promote the goals of the program. Attendance at a high school outside of the state is not a circumstance in which a student may be allowed to pursue alternative means to qualify for a scholarship. Circumstances in which the department may allow a student to pursue alternative means to qualify for a scholarship include the following:

(1) the required curriculum was not reasonably available to the student because the student attended a small and remote high school in the state;

(2) the deficit was caused by rare and unusual circumstances outside the control of the student.

Sec. 14.43.835. Qualified postsecondary institutions. (a) The following institutions are qualified postsecondary institutions:

(1) a university or college physically located in the state that is

(A) authorized to operate in the state under AS 14.48.020, or is exempt from authorization under AS 14.48.030(b)(1); and

(B) accredited by a regional accreditation association;

(2) a career and technical school program physically located in the state that has been included on a list of certified career and technical school programs received from the Department of Labor and Workforce Development; the commission shall publish the list on or before September 1 of the year preceding enrollment.

(b) The Department of Labor and Workforce Development shall, in

consultation with the Department of Education and Early Development, adopt regulations under AS 44.62 establishing criteria under which the Department of Labor and Workforce Development shall certify career and technical school programs in the state as eligible to participate in the career and technical school scholarship program. The criteria to be considered under this subsection include the following:

(1) the quality of the job-training program offered by the career and technical school;

(2) the employability of a graduate of the program, including whether the program results in a certificate or license that is recognized by the industry for which the training prepares the student;

(3) whether jobs in the industry for which the training prepares the student are available or expected to be available in the future in the state;

(4) other criteria established by the Department of Labor and Workforce Development in regulation.

(c) A postsecondary institution is physically located in the state if the campus, teachers, classrooms, school administrators, and equipment used to provide the education to the students are physically present in the state. Use of virtual, electronic, or online materials by teachers in the state does not disqualify a postsecondary institution even if the materials are generated outside the state. However, a correspondence, virtual, electronic, or online program that is administered from outside the state is not physically located in the state even if the program is delivered by teachers or equipment in the state.

Sec. 14.43.840. Application and award. (a) The commission shall establish application procedures for students to apply for a governor's performance scholarship.

(b) The commission shall adopt procedures for payment of scholarship awards to the institution attended by the scholarship recipient. Payment of a scholarship is subject to appropriation. If insufficient funds are appropriated to pay all eligible scholarships, the commission shall pay existing awards on a pro rata basis.

(c) A student who is awarded a scholarship in error shall be required to refund to the state the amount of the scholarship awarded in error~~, less any scholarship award payments previously expended if the error, in the award of the scholarship was not due~~

~~to any fault of the student.~~ .

Sec. 14.43.845. Governor's performance scholarship fund income account. The governor's performance scholarship fund income account is created as an account in the general fund. Money may be appropriated into the account from the expendable earnings of the governor's performance scholarship fund under AS 37.14.750 - 37.14.790 and other sources. The commission may use money in the account to pay scholarships awarded to students under AS 14.43.810 - 14.43.890.

Sec. 14.43.850. Report to the legislature. (a) To the extent permitted under law, the department, the commission, the University of Alaska, the Department of Revenue, and the Department of Labor and Workforce Development shall share data necessary to prepare public reports regarding the program.

(b) Not more than 10 days after the convening of each regular legislative session, the department, the commission, the University of Alaska, the Department of Revenue, and the Department of Labor and Workforce Development shall present an annual report to the public, the governor, and the legislature containing information of public interest regarding the program, including

(1) the number of applicants and number and types of scholarships awarded;

(2) the dollar amount of scholarships awarded in past years and the dollar amounts expected to be awarded for the next year; and

(3) data and trends in the data regarding the goals identified in AS 14.43.810.

Sec. 14.43.890. Definitions. In AS 14.43.810 - 14.43.890, unless the context requires otherwise,

(1) "grade-point average" means the average of all grades on a four-point scale~~, or five-point scale for advanced placement classes,~~ obtained by the student in high school;

(2) "military service" means active duty in the armed forces of the United States;

(3) "program" means the governor's performance scholarship program established under AS 14.43.810 - 14.43.890;

(4) "school district" means a borough school district, a city school district, a regional educational attendance area, and a state boarding school.

*** Sec. 6~~5~~.** AS 14.45.130(a) is amended to read:

(a) A religious or other private school that elects to comply with AS 14.45.100 - 14.45.130 shall maintain permanent student records reflecting immunizations, physical examinations, standardized testing, academic achievement, [AND] courses taken at the school**, and level of eligibility for a governor's performance scholarship under AS 14.43.810 - 14.43.890**.

*** Sec. ~~7~~6.** AS 23.05.060 is amended to read:

Sec. 23.05.060. Powers of the department. The department may

(1) enforce all state labor laws;

(2) act as mediator and appoint deputy commissioners of conciliation in labor disputes whenever it considers the interest of industrial peace requires it;

(3) make investigations and collect and compile statistical information concerning the conditions of labor generally and upon all matters relating to the enforcement of this chapter;

(4) institute court proceedings against an employer of labor without cost to the employee when it is satisfied that the employer has failed to pay an employee an amount due by contract;

(5) issue cease and desist orders and other orders and regulations necessary for the enforcement of state labor laws;

(6) in accordance with AS 37.07 (the Executive Budget Act), receive and spend money derived from agreements with local governments, nongovernmental organizations, or other persons**;**

(7) administer duties assigned to the department under the governor's performance scholarship program established in AS 14.43.810 - 14.43.890.

*** Sec. ~~8~~7.** AS 36.30.850(b) is amended to read:

(b) This chapter applies to every expenditure of state money by the state, acting through an agency, under a contract, except that this chapter does not apply to

(1) grants**;**

(2) contracts for professional witnesses to provide for professional services or testimony relating to existing or probable lawsuits in which the state is or may become a party;

(3) contracts of the University of Alaska where the work is to be performed substantially by students enrolled in the university;

(4) contracts for medical doctors and dentists;

(5) acquisitions or disposals of real property or interest in real property, except as provided in AS 36.30.080 and 36.30.085;

(6) disposals under AS 38.05;

(7) contracts for the preparation and transportation of ballots under AS 15;

(8) acquisitions or disposals of property and other contracts relating to airports under AS 02.15.070, 02.15.090, 02.15.091, and AS 44.88;

(9) disposals of obsolete property under AS 19.05.060;

(10) disposals of obsolete material or equipment under AS 35.20.060;

(11) agreements with providers of services under AS 47.25.071 - 47.25.095; AS 47.07; AS 47.08; AS 47.10; AS 47.12; AS 47.14; AS 47.17; AS 47.24; and AS 47.27, including contractors under AS 47.27.050;

(12) contracts of the Department of Fish and Game for flights that involve specialized flying and piloting skills and are not point-to-point;

(13) purchases of income-producing assets for the state treasury or a public corporation of the state;

(14) [REPEALED

(15)] a contract that is a delegation, in whole or in part, of investment powers held by

(A) the commissioner of revenue under AS 14.42.200, 14.42.210, AS 18.56.095, AS 37.10.070, 37.10.071, or AS 37.14;

(B) the Board of Regents of the University of Alaska under AS 14.40.250 - 14.40.491;

(15) [(16)] a contract that is a delegation, in whole or in part, of investment powers or fiduciary duties of

(A) the Board of Trustees of the Alaska Permanent Fund Corporation under AS 37.13;

(B) the Alaska Mental Health Trust Authority under AS 37.14.001 - 37.14.099;

(16) [(17)] the purchase of books, book binding services, newspapers, periodicals, audio-visual materials, network information services access, approval plans, professional memberships, archival materials, objects of art, and items for museum or archival acquisition having cultural, historical, or archaeological significance; in this paragraph

(A) "approval plans" means book selection services in which current book titles meeting an agency's customized specifications are provided to the agency subject to the right of the agency to return those books that do not meet with the agency's approval;

(B) "archival materials" means the noncurrent records of an agency that are preserved after appraisal because of their value;

(C) "audio-visual materials" means nonbook prerecorded materials, including records, tapes, slides, transparencies, films, filmstrips, cassettes, videos, compact discs, laser discs, and items that require the use of equipment to render them usable;

(D) "network information services" means a group of resources from which cataloging information, holdings records, inter-library loans, acquisitions information, and other reference resources can be obtained;

(17) [(18)] contracts for the purchase of standardized examinations for licensure under AS 08;

(18) [(19)] contracts for home health care provided under regulations adopted by the Department of Health and Social Services and for adult residential care services provided under regulations adopted by the Department of Health and Social Services or by the Department of Administration;

(19) [(20)] contracts for supplies or services for research projects funded by money received from the federal government or private grants;

(20) [(21)] guest speakers or performers for an educational or cultural

activity;

(21) [(22)] contracts of the Alaska Industrial Development and Export Authority for a clean coal technology demonstration project that

(A) is attempting to develop a coal-fired electric generation project;

(B) uses technology that is capable of commercialization during the 1990's; and

(C) qualifies for federal financial participation under P.L. 99-190 as amended;

(22) [(23)] operation and protection of assets or disposals of equipment and supplies acquired through foreclosure or other legal proceedings relating to loans issued under AS 03.10;

(23) [(24)] purchases of curatorial and conservation services to maintain, preserve, and interpret

(A) objects of art; and

(B) items having cultural, historical, or archaeological significance to the state;

(24) [(25)] acquisition of confidential seismic survey data necessary for pre-sale oil and gas lease or gas only lease analyses under AS 38.05.180;

(25) [(26)] contracts for village public safety officers;

(26) [(27)] purchases of supplies and services to support the operations of the Alaska state troopers or law enforcement officers engaged in fish and wildlife protection if the procurement officer for the Department of Public Safety makes a written determination that publicity of the purchases would jeopardize the safety of personnel or the success of a covert operation;

(27) [(28)] expenditures when rates are set by law or ordinance;

(28) [(29)] construction of new vessels by the Department of Transportation and Public Facilities for the Alaska marine highway system;

(29) [(30)] contracts entered into with a regional development organization; in this paragraph, "regional development organization" has the meaning given in AS 44.33.895;

(30) [(31)] contracts that are to be performed in an area outside of the country and that require a knowledge of the customs, procedures, rules, or laws of the area;

(31) [(32)] contracts that are between the Department of Law and attorneys who are not employed by the state and that are for the review or prosecution of possible violations of the criminal law of the state in situations where the attorney general concludes that an actual or potential conflict of interest makes it inappropriate for the Department of Law to review or prosecute the possible violations;

(32) [(33)] contracts between the Department of Natural Resources and contractors qualified to evaluate hydrocarbon development, production, transportation, and economics, to assist the commissioner of natural resources in evaluating applications for royalty increases or decreases or other royalty adjustments, and evaluating the related financial and technical data, entered into under AS 38.05.180(j);

(33) [(34)] contracts of the Alaska Industrial Development and Export Authority made with the developer of an integrated transportation and port facility owned by the authority;

(34) [(35)] procurements of contracts with the media for advertising;

(35) [(36)] [REPEALED

(37)] contracts between the state medical examiner and a provider of medical services to perform or assist in performing the duties assigned to the state medical examiner in AS 12.65.020;

(36) [(38)] contracts between the commissioner of revenue and an independent contractor under AS 43.82.240;

(37) [(39)] contracts for a convener under AS 44.62.730 or for a facilitator under AS 44.62.760 related to a negotiated regulation making process under AS 44.62.710 - 44.62.800;

(38) [(40) REPEALED

(41)] a tourism marketing contract awarded under AS 44.33.125;

(39) [(42)] grants and contracts with qualified entities for services under AS 47.18.330 for the foster care transition program;

(40) [(43)] contracts for travel services, including airplane travel, hotel

accommodations, and travel agency services, but excluding motor vehicle rentals;

(41) [(44)] contracts of the Alaska Commission on Postsecondary Education or the Alaska Student Loan Corporation for the guarantee and disbursing of financial aid money to institutions of postsecondary education under the financial aid programs under **AS 14.43.091 - 14.43.890** [AS 14.43.091 - 14.43.750] and AS 14.44.025;

(42) [(45)] contracts for an arbitration panel to determine whether a project is uneconomic under AS 43.90.240, and contracts for the development of application provisions for licensure and for the evaluation of those applications under AS 43.90;

(43) [(46)] contracts for delivery of home heating assistance under AS 47.25.626;

(44) [(47)] contracts of the Alaska Pension Obligation Bond Corporation under AS 37.16.010 - 37.16.900.

*** Sec. 98.** AS 37.14 is amended by adding new sections to read:

Article 8A. Governor's Performance Scholarship Fund.

Sec. 37.14.750. Governor's performance scholarship fund established. (a) The governor's performance scholarship fund is established as a fund of the state. The fund consists of

(1) appropriations to the fund;

(2) donations to the fund; and

(3) income earned on investments of fund assets.

(b) The commissioner of revenue shall manage the fund with the goal that the purchasing power of the fund will not diminish over time without regard to additional contributions that may be made to the fund. The commissioner shall invest the assets of the fund in a manner likely to yield at least a five percent real rate of return over time.

(c) Nothing in this section creates a dedicated fund.

Sec. 37.14.755. Powers and duties of the commissioner of revenue. In carrying out the investment duties under AS 37.14.750 - 37.14.790, the commissioner of revenue has the powers and duties set out in AS 37.10.071. The commissioner shall

provide reports to the Department of Education and Early Development, the Department of Labor and Workforce Development, and the Alaska Commission on Postsecondary Education on the condition and investment performance of the fund.

Sec. 37.14.760. Use of fund. As soon as practicable after July 1 of each year, the commissioner of revenue shall determine the average month-end market value of the fund for the immediately preceding three fiscal years. The commissioner shall identify five percent of that amount as available for appropriation by the legislature for appropriation to the governor's performance scholarship fund income account created under AS 14.43.845 from which the Alaska Commission on Postsecondary Education may award scholarships under AS 14.43.810 - 14.43.890. The commissioner shall also report as available for appropriation a running total of amounts previously identified as available for appropriation to the governor's performance scholarship fund income account but not appropriated.

Sec. 37.14.790. Definitions. In AS 37.14.750 - 37.14.790, unless the context requires otherwise,

(1) "commissioner" means the commissioner of revenue;

(2) "fund" means the governor's performance scholarship fund established in AS 37.14.750(a).

* **Sec. ~~10.~~9.** The uncodified law of the State of Alaska is amended by adding a new section to read:

TRANSITION: PROGRAM STANDARDS AND IMPLEMENTATION FOR INITIAL SCHOOL YEARS. Notwithstanding any contrary provision of this Act, the Department of Education and Early Development and the Department of Labor and Workforce Development, after consultation with the Alaska Commission on Postsecondary Education, may adopt regulations under AS 44.62 to implement their respective duties under the governor's performance scholarship program established in AS 14.43.810, enacted by sec. ~~54~~ of this Act, so that a student

(1) may be eligible for the program even though the student did not fully meet the required core academic curriculum for the school years beginning July 1, 2010, through June 30, 2013; and

(2) who graduated from high school in this state after June 30, 2010, and

before July 1, 2011, and meets eligibility requirements for the program may apply for a scholarship beginning July 1, 2011.

* **Sec. ~~11.~~10.** The uncodified law of the State of Alaska is amended by adding a new section to read:

TRANSITION: REGULATIONS. The Department of Education and Early Development, the Department of Labor and Workforce Development, and the Alaska Commission on Postsecondary Education may proceed to adopt regulations necessary to implement changes made to their respective authorities by this Act. The regulations take effect under AS 44.62 (Administrative Procedure Act), but not before September 1, 2010.

* **Sec. ~~12.~~11.** Section ~~11~~10 of this Act takes effect immediately under AS 01.10.070(c).

* **Sec. ~~13.~~12.** Except as provided in sec. ~~12~~11 of this Act, this Act takes effect September 1, 2010.

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CS FOR HOUSE BILL NO. 297(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SIXTH LEGISLATURE - SECOND SESSION

BY THE HOUSE EDUCATION COMMITTEE

Offered:
Referred:

Sponsor(s): THE HOUSE RULES COMMITTEE BY REQUEST OF THE GOVERNOR

A BILL

FOR AN ACT ENTITLED

"An Act establishing the governor's performance scholarship program and relating to the program; establishing the governor's performance scholarship fund and relating to the fund; relating to student records; making conforming amendments; and providing for an effective date."

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

*** Section 1.** AS 14.03 is amended by adding a new section to read:

Sec. 14.03.113. District determination of scholarship eligibility. A school district shall determine whether a student who graduates from a high school in the district is eligible for an award of a merit-based governor's performance scholarship under AS 14.43.810 - 14.43.890. If a student is eligible, the district shall state in the student's permanent record the highest tier of funding for which the student is eligible. A district shall provide a student with an opportunity to request that the district correct an error in the eligibility determination.

*** Sec. 2.** AS 14.07.020(a) is amended to read:

(a) The department shall

(1) exercise general supervision over the public schools of the state except the University of Alaska;

(2) study the conditions and needs of the public schools of the state, adopt or recommend plans, administer and evaluate grants to improve school performance awarded under AS 14.03.125, and adopt regulations for the improvement of the public schools;

(3) provide advisory and consultative services to all public school governing bodies and personnel;

(4) prescribe by regulation a minimum course of study for the public schools; the regulations must provide that, if a course in American Sign Language is given, the course shall be given credit as a course in a foreign language;

(5) establish, in coordination with the Department of Health and Social Services, a program for the continuing education of children who are held in detention facilities in the state during the period of detention;

(6) accredit those public schools that meet accreditation standards prescribed by regulation by the department; these regulations shall be adopted by the department and presented to the legislature during the first 10 days of any regular session, and become effective 45 days after presentation or at the end of the session, whichever is earlier, unless disapproved by a resolution concurred in by a majority of the members of each house;

(7) prescribe by regulation, after consultation with the state fire marshal and the state sanitarian, standards that will assure healthful and safe conditions in the public and private schools of the state, including a requirement of physical examinations and immunizations in pre-elementary schools; the standards for private schools may not be more stringent than those for public schools;

(8) exercise general supervision over pre-elementary schools that receive direct state or federal funding;

(9) exercise general supervision over elementary and secondary correspondence study programs offered by municipal school districts or regional educational attendance areas; the department may also offer and make available to any

Alaskan through a centralized office a correspondence study program;

(10) accredit private schools that request accreditation and that meet accreditation standards prescribed by regulation by the department; nothing in this paragraph authorizes the department to require religious or other private schools to be licensed;

(11) review plans for construction of new public elementary and secondary schools and for additions to and major rehabilitation of existing public elementary and secondary schools and, in accordance with regulations adopted by the department, determine and approve the extent of eligibility for state aid of a school construction or major maintenance project; for the purposes of this paragraph, "plans" include educational specifications, schematic designs, and final contract documents;

(12) provide educational opportunities in the areas of vocational education and training, and basic education to individuals over 16 years of age who are no longer attending school;

(13) administer the grants awarded under AS 14.11;

(14) establish, in coordination with the Department of Public Safety, a school bus driver training course;

(15) require the reporting of information relating to school disciplinary and safety programs under AS 14.33.120 and of incidents of disruptive or violent behavior;

(16) establish by regulation criteria, based on low student performance, under which the department may intervene in a school district to improve instructional practices, as described in AS 14.07.030(14) or (15); the regulations must include

(A) a notice provision that alerts the district to the deficiencies and the instructional practice changes proposed by the department;

(B) an end date for departmental intervention, as described in AS 14.07.030(14)(A) and (B) and (15), after the district demonstrates three consecutive years of improvement consisting of not less than two percent increases in student proficiency on standards-based assessments in math, reading, and writing as provided in AS 14.03.123(f)(2)(A); and

(C) a process for districts to petition the department for

continuing or discontinuing the department's intervention;

(17) notify the legislative committees having jurisdiction over education before intervening in a school district under AS 14.07.030(14) or redirecting public school funding under AS 14.07.030(15)**;**

(18) administer duties assigned to the department under the governor's performance scholarship program established in AS 14.43.810 - 14.43.890.

*** Sec. 3.** AS 14.42.030(e) is amended to read:

(e) The commission may

(1) adopt regulations under AS 44.62 (Administrative Procedure Act) to

(A) carry out the purposes of

(i) **AS 14.43.091 - 14.43.890** [AS 14.43.091 - 14.43.750], 14.43.990, AS 14.44, and AS 14.48; and

(ii) AS 14.43.910 and 14.43.920 as they relate to the purposes of **AS 14.43.091 - 14.43.890** [AS 14.43.091 - 14.43.750], 14.43.990, AS 14.44, and AS 14.48;

(B) ensure compliance with the requirements imposed by state and federal statutes and regulations governing the guaranty, insurance, purchase, or other dealings in eligible loans by federal agencies, instrumentalities, or corporations; and

(C) establish standards for the

(i) administration of hearings conducted under AS 14.43.153; and

(ii) administrative enforcement of collection orders under AS 14.43.151 - 14.43.155;

(2) delegate to the executive director of the commission or a subcommittee of the commission any duty imposed on or power granted to the commission by this chapter, AS 14.43, AS 14.44, or AS 14.48, except its power to adopt regulations and its duty to consider appeals under AS 14.43.100(b) and AS 14.48.120;

(3) establish task forces, committees, or subcommittees, not necessarily consisting of commission members, to advise and assist the commission in carrying out its functions;

(4) contract with or use existing institutions of postsecondary education or other individuals or organizations to make studies, conduct surveys, submit recommendations, or otherwise contribute to the work of the commission;

(5) establish fees for the review of an out-of-state institution that

(A) requests approval for participation in the programs under AS 14.43.091 - 14.43.750, 14.43.990, and AS 14.44; and

(B) is not accredited by a national or regional accreditation association recognized by the Council for Higher Education Accreditation; and

(6) collect all fees and costs incurred in collection of the amount owed on a loan or repayment obligation if the loan or repayment obligation becomes delinquent or in default; in this paragraph, fees and costs include attorney fees, court costs, and collection fees charged by a collection agency.

*** Sec. 4.** AS 14.42.200 is amended to read:

Sec. 14.42.200. General powers. In addition to other powers granted in this chapter, the corporation may

(1) sue and be sued in its own name;

(2) adopt an official seal;

(3) adopt regulations under AS 44.62 (Administrative Procedure Act) to carry out the purposes of this chapter;

(4) make and execute agreements, contracts, and other instruments necessary or convenient in the exercise of the powers and functions of the corporation, including contracts with a person or governmental entity;

(5) receive, take, hold, and administer, on behalf of the corporation and for any of its purposes, any appropriation, gift, grant, bequest, devise, or donation of real property or personal property if that obligation of the corporation is not a debt of the state; in this paragraph, "property" includes

(A) money; and

(B) life estates, leases, or other interests in property;

(6) borrow money as provided in this chapter to carry out its corporate purposes and issue its obligations as evidence of the borrowing;

(7) include in a borrowing the amounts to pay financing charges, interest on the obligations for a period not exceeding one year after the date on which the corporation estimates funds will otherwise be available to pay the interest, consultant, advisory, and legal fees, and other expenses necessary or incident to the borrowing;

(8) invest or reinvest, subject to its contracts with noteholders and bondholders, money held by the corporation as set out in AS 37.10.071;

(9) set and collect interest, fees, and charges in connection with education loans or repayment obligations held by the corporation and its servicing agents; in this paragraph, "charges" includes costs of financing by the corporation, service charges, insurance premiums, and other costs incurred by the corporation in carrying out its corporate purposes;

(10) gather information on postsecondary education financial resources available to residents of this state and disseminate the information to reasonably assure that qualified residents are aware of those financial resources;

(11) service education loans and repayment obligations held by the corporation;

(12) purchase or participate in the purchase of education loans;

(13) contract in advance for the purchase or sale of education loans;

(14) sell or participate in the sale, either public or private and on terms authorized by the board, of education loans to the Student Loan Marketing Association or to other purchasers;

(15) collect and pay reasonable fees and charges in connection with the purchase, sale, and servicing of education loans and repayment obligations;

(16) enter into agreements with the federal government, including guaranty agreements and supplemental guaranty agreements as described in 20 U.S.C. 1001 - 1155, as amended, as necessary to provide for the receipt by the corporation of administrative allowances and other benefits available under 20 U.S.C. 1001 - 1155, as amended;

(17) administer federal money allotted to the state involving insured education loans and related administrative costs and other matters;

(18) enter into agreements with the commission relating to education loans and repayment obligations, the administration of the financial aid and loan programs under **AS 14.43.091 - 14.43.890** [AS 14.43.091 - 14.43.750], 14.43.990, and AS 14.44, and the payment of and security for bonds of the corporation;

(19) to the extent permitted under contracts with bondholders, consent to the modification of the rate of interest, time of payment of an installment of principal or interest, or other terms of an education loan or repayment obligation held by the corporation;

(20) procure insurance against any loss in connection with the operation of its programs;

(21) provide advisory services to borrowers and other participants in the corporation's programs;

(22) enter into credit facility agreements and make pledges, covenants, and agreements with respect to the repayment of borrowings under the credit facility agreements;

(23) develop and implement education financing programs; in this paragraph, "programs" includes

(A) programs listed in AS 14.42.030(b)(1);

(B) programs for the guaranteeing, servicing, originating, and financing of education loans for borrowers located both inside and outside the state; and

(C) federal financial aid programs made under federal law; and

(24) perform acts that may be necessary or appropriate to carry out effectively the general objectives and purposes of the corporation under AS 14.42.100 - 14.42.990.

*** Sec. 5.** AS 14.43 is amended by adding new sections to read:

Article 11A. Governor's Performance Scholarship Program.

Sec. 14.43.810. Governor's performance scholarship program established; Alaska residency. (a) The governor's performance scholarship program is established

for the purpose of ensuring that a rigorous curriculum is available in all high schools in the state and to provide scholarships for high school graduates who are Alaska residents to attend a qualified postsecondary institution in the state. The program includes a merit-based academic scholarship, a merit-based career and technical school scholarship, and an unmet financial need scholarship supplement. The merit-based academic scholarship consists of three levels of awards. The merit-based career and technical school scholarship consists of one level of award.

(b) The department shall design the programmatic standards for the scholarships and appeals of adverse decisions. The commission shall administer the daily operations of the program and financing of the program, including the procedures for applying for the scholarships, establishing standards for and ensuring continuing compliance with programmatic standards, and requiring students to apply for other non loan financial aid, consistent with federal law. The respective agencies shall adopt necessary regulations under AS 44.62 after consultation with each other. The department may change the regulations under AS 44.62 relating to the programmatic standards for required academic achievement for eligibility only by giving advance public notice at least one school year before the effective date of the change.

(c) For purposes of the program, a student is an Alaska resident if the student meets the requirements for establishing residency under AS 01.10.055.

(d) The program shall be administered to further the following goals:

(1) increasing high school graduation rates in the state;

(2) improving academic performance of students in kindergarten through grade 12 in the state;

(3) improving preparedness of Alaska students for postsecondary education;

(4) improving the quality of the educational programs offered by high schools in the state;

(5) increasing the scores of high school students in the state on college entrance examinations;

(6) increasing job training opportunities in the state;

(7) improving the postsecondary academic achievement and graduation rates of students in the state;

(8) expanding the pool of high school students in the state who pursue postsecondary opportunities;

(9) providing a rigorous curriculum in all high schools in the state;

(10) increasing participation of Alaska high school students in Alaska postsecondary institutions.

Sec. 14.43.815. Qualifications of applicants. (a) A student may apply for a governor's performance scholarship to attend a qualified postsecondary institution in the state if the student

(1) has applied or intends to apply for admission to the institution;

(2) is an Alaska resident who has

(A) graduated, or will graduate not later than six months after the date of the application, from a high school in the state, including a public school, private school, and home school;

(B) graduated, or will graduate not later than six months after the date of the application, from a high school outside of the state under circumstances allowed by the department; for purposes of this subparagraph, allowable circumstances include a circumstance in which a high school student who is an Alaska resident left the state because of the military service of the student's custodial parent who is an Alaska resident;

(3) will receive and use the scholarship at a qualified postsecondary institution in the state not later than six years after the beginning of the first school year after a student's graduation from high school, unless the student qualifies for an extension of time allowed by the department; for purposes of this paragraph, standards for extension of time must include time while the student is in military service; and

(4) meets other minimum qualifications to apply or continue to be eligible for a governor's performance scholarship.

(b) A student is not qualified to receive a governor's performance scholarship if the student

(1) has not complied with the military selective service registration

requirements imposed under 50 U.S.C. App. 453 (Military Selective Service Act), if those requirements apply to the student;

(2) is currently in default or owes a refund on a federal financial aid loan under the federal guaranteed student loan program or financial aid awarded under this chapter; or

(3) has been convicted of a felony in the state or another jurisdiction and has not qualified for a waiver under standards adopted by the department.

Sec. 14.43.820. Eligibility for an academic scholarship. (a) Subject to appropriation, the commission shall award a merit-based academic scholarship to an applicant who meets the eligibility criteria for the award under the program.

(b) The programmatic standards for eligibility for an award of a merit-based academic scholarship under the program include the following:

(1) the four-year core academic curriculum, which may include virtual curriculum, that the student must have completed in high school; the core academic curriculum must include

(A) four years of mathematics;

(B) four years of language arts;

(C) four years of science; and

(D) three years of social studies;

(2) the minimum grade average that the student must have achieved in high school to be eligible for each of the three tiers of academic scholarship; the top tier is the A average tier, the second tier is the B average tier, and the third tier is the C plus average tier; the grade-point average for the A average tier is 3.5 or higher, for the B average tier is less than 3.5 but not less than 3.0, and for the C plus average tier is less than 3.0 but not less than 2.5; the department shall set by regulation minimum requirements based on a substantially similar standard for districts that do not assign grades;

(3) the minimum score on a college entrance examination that the student must have achieved to be eligible for each of the three tiers of academic scholarship;

(4) a process by which a student who meets the grade standards in (2)

of this subsection for a particular tier, but does not meet the minimum scores established under (3) of this subsection for that tier, may apply for a lower tier scholarship;

(5) enrollment in a course of study at a qualified postsecondary institution as described in AS 14.43.835 that is intended to result in the award of a certificate or degree;

(6) a process through which a student who is no longer eligible can regain eligibility;

(7) a process through which a home-schooled or private-schooled student may submit evidence to the qualified postsecondary institution that establishes the equivalent of the high school diploma, grade-point average, and core academic curriculum for public school students.

Sec. 14.43.825. Eligibility for a career and technical school scholarship. (a) Subject to appropriation, the commission shall award a merit-based career and technical school scholarship to an applicant who meets the eligibility criteria for the award under the program.

(b) The programmatic standards for eligibility for an award of a merit-based career and technical school scholarship under the program include the following:

(1) the core academic curriculum, which may include virtual curriculum, that the student must have completed in high school; the core academic curriculum must include

(A) four years of mathematics;

(B) four years of language arts;

(C) four years of science; and

(D) three years of social studies;

(2) the minimum grade average that the student must have achieved in high school; the minimum is C plus average; the C plus average requirement is a grade-point average of 2.5 or higher; the department shall set by regulation minimum requirements based on a substantially similar standard for districts that do not assign grades;

(3) the minimum score that the student must have achieved on a

(A) college entrance examination; or

(B) standardized examination designed to measure a student's level of preparedness to make the transition to work, as selected by the department;

(4) enrollment in good standing at a certified career and technical school that is intended to result in the award of a certificate that indicates the student's preparedness to enter the workforce;

(5) a process through which a student who is no longer eligible can regain eligibility.

Sec. 14.43.827. Maximum awards and allowable uses. (a) Subject to (b) - (e) of this section, the maximum awards and allowable uses for the merit-based programs are as follows:

(1) for the merit-based academic scholarship, three tiers of scholarship financing awards; the highest tier of award for a semester must be equal to the cost of approved tuition at the University of Alaska in school year 2010 through 2011 for a student taking 15 credits, and require very high academic achievement; the second tier must be 75 percent of the highest tier and require high academic achievement; the third tier must be 50 percent of the highest tier and require moderate academic achievement; for purposes of this paragraph, a student's academic achievement must be determined by the student's high school grade-point average described in AS 14.43.820(b)(2) and score on an examination described in AS 14.43.820(b)(3);

(2) for the merit-based career and technical scholarship, the award must be the actual cost of the qualified career and technical school attended by the student, not to exceed $3,000 a school year;

(3) subject to (e) of this section, a student who qualifies for a merit-based academic scholarship may apply the award to the costs of attending a qualified career and technical school program as described in AS 14.43.835(a)(2);

(b) A part-time student who receives a merit-based academic scholarship and is enrolled on at least a half-time basis is eligible for an award on a pro rata basis.

(c) A student's eligibility for a scholarship terminates six years after the date the student graduated from high school unless the student qualifies for an extension of

time allowed by the department.

(d) Subject to AS 14.43.815(a)(3), a student receiving a merit-based academic scholarship may remain eligible for up to eight semesters of enrollment at a qualified university or college, which may include graduate courses, or for up to two calendar years of attendance at a qualified career or technical school. A student receiving a merit-based career and technical scholarship may remain eligible for two calendar years of attendance at a qualified career and technical school. A student may not receive both an academic and a career and technical scholarship.

(e) The amount of a scholarship award may not exceed the amount of the student's costs of attendance as certified by the postsecondary institution for the purposes of federal financial aid, less any other scholarships or non loan financial aid awarded to the student.

Sec. 14.43.828. Eligibility for an unmet need scholarship supplement and maximum awards. (a) Subject to appropriation, the commission shall award an unmet need scholarship supplement to a student who meets the eligibility criteria for the award.

(b) A student is eligible to receive an unmet need scholarship supplement if the student

(1) is eligible for a merit-based academic scholarship or a merit-based career and technical school scholarship; and

(2) can demonstrate, in a year in which the student receives a scholarship, that the student has unmet financial need greater than $2,000.

(c) The maximum amount for an unmet need scholarship supplement is 50 percent of the unmet financial need that exceeds $2,000.

(d) The qualified postsecondary institution attended by the student shall determine unmet financial need by subtracting from the student's allowable standard costs of attendance at the institution all non loan sources of financial support, including an expected family contribution and all federal, state, and private scholarships or grants received by the student.

(e) In this section,

(1) "allowable standard costs of attendance" means

(A) for a student who receives a merit-based academic scholarship, the lesser of the

(i) standard costs of attendance at the University of Alaska, as determined by the commission; or

(ii) actual costs of attendance at the qualified postsecondary institution that the student attends or plans to attend, as determined by the commission;

(B) for a student who receives a merit-based career and technical school scholarship, the costs of attendance at the qualified postsecondary institution that the student attends or plans to attend, as determined by the commission based on room and board costs that do not exceed the standard room and board costs at the University of Alaska as determined by the commission;

(2) "expected family contribution" means the amount a student or the student's family is expected to pay toward the student's cost of attendance, as determined by use of the most recent federal Free Application for Federal Student Aid.

Sec. 14.43.830. Programmatic standards. (a) Subject to (b) of this section, the department shall establish programmatic standards for the program.

(b) The department shall establish a make-up procedure or alternative pathway to allow students who are not eligible for a scholarship to make up a deficit by alternative means if the deficit was caused by circumstances beyond the student's control. The department may not waive a requirement and shall require the student to achieve a result comparable to that required of other students. The decision of the department regarding a student's eligibility for alternative means is final. In determining circumstances in which the student may pursue alternative means, the department shall consider the effect on students who have met the requirements and the need to promote the goals of the program. Attendance at a high school outside of the state is not a circumstance in which a student may be allowed to pursue alternative means to qualify for a scholarship. Circumstances in which the department may allow a student to pursue alternative means to qualify for a scholarship include the following:

(1) the required curriculum was not reasonably available to the student because the student attended a small and remote high school in the state;

(2) the deficit was caused by rare and unusual circumstances outside the control of the student.

Sec. 14.43.835. Qualified postsecondary institutions. (a) The following institutions are qualified postsecondary institutions:

(1) a university or college physically located in the state that is

(A) authorized to operate in the state under AS 14.48.020, or is exempt from authorization under AS 14.48.030(b)(1); and

(B) accredited by a regional accreditation association;

(2) a career and technical school program physically located in the state that has been included on a list of certified career and technical school programs received from the Department of Labor and Workforce Development; the commission shall publish the list on or before September 1 of the year preceding enrollment.

(b) The Department of Labor and Workforce Development shall, in consultation with the Department of Education and Early Development, adopt regulations under AS 44.62 establishing criteria under which the Department of Labor and Workforce Development shall certify career and technical school programs in the state as eligible to participate in the career and technical school scholarship program. The criteria to be considered under this subsection include the following:

(1) the quality of the job-training program offered by the career and technical school;

(2) the employability of a graduate of the program, including whether the program results in a certificate or license that is recognized by the industry for which the training prepares the student;

(3) whether jobs in the industry for which the training prepares the student are available or expected to be available in the future in the state;

(4) other criteria established by the Department of Labor and Workforce Development in regulation.

(c) A postsecondary institution is physically located in the state if the campus, teachers, classrooms, school administrators, and equipment used to provide the

education to the students are physically present in the state. Use of virtual, electronic, or online materials by teachers in the state does not disqualify a postsecondary institution even if the materials are generated outside the state. However, a correspondence, virtual, electronic, or online program that is administered from outside the state is not physically located in the state even if the program is delivered by teachers or equipment in the state.

Sec. 14.43.840. Application and award. (a) The commission shall establish application procedures for students to apply for a governor's performance scholarship.

(b) The commission shall adopt procedures for payment of scholarship awards to the institution attended by the scholarship recipient. Payment of a scholarship is subject to appropriation. If insufficient funds are appropriated to pay all eligible scholarships, the commission shall pay existing awards on a pro rata basis.

(c) A student who is awarded a scholarship in error shall be required to refund to the state the amount of the scholarship awarded in error, less any scholarship award payments previously expended if the error, in the award of the scholarship was not due to any fault of the student.

Sec. 14.43.845. Governor's performance scholarship fund income account. The governor's performance scholarship fund income account is created as an account in the general fund. Money may be appropriated into the account from the expendable earnings of the governor's performance scholarship fund under AS 37.14.750 - 37.14.790 and other sources. The commission may use money in the account to pay scholarships awarded to students under AS 14.43.810 - 14.43.890.

Sec. 14.43.850. Report to the legislature. (a) To the extent permitted under law, the department, the commission, the University of Alaska, the Department of Revenue, and the Department of Labor and Workforce Development shall share data necessary to prepare public reports regarding the program.

(b) Not more than 10 days after the convening of each regular legislative session, the department, the commission, the University of Alaska, the Department of Revenue, and the Department of Labor and Workforce Development shall present an annual report to the public, the governor, and the legislature containing information of public interest regarding the program, including

(1) the number of applicants and number and types of scholarships awarded;

(2) the dollar amount of scholarships awarded in past years and the dollar amounts expected to be awarded for the next year; and

(3) data and trends in the data regarding the goals identified in AS 14.43.810.

Sec. 14.43.890. Definitions. In AS 14.43.810 - 14.43.890, unless the context requires otherwise,

(1) "grade-point average" means the average of all grades on a four-point scale, or five-point scale for advanced placement classes, obtained by the student in high school;

(2) "military service" means active duty in the armed forces of the United States;

(3) "program" means the governor's performance scholarship program established under AS 14.43.810 - 14.43.890;

(4) "school district" means a borough school district, a city school district, a regional educational attendance area, and a state boarding school.

*** Sec. 6.** AS 14.45.130(a) is amended to read:

(a) A religious or other private school that elects to comply with AS 14.45.100 - 14.45.130 shall maintain permanent student records reflecting immunizations, physical examinations, standardized testing, academic achievement, [AND] courses taken at the school**, and level of eligibility for a governor's performance scholarship under AS 14.43.810 - 14.43.890**.

*** Sec. 7.** AS 23.05.060 is amended to read:

Sec. 23.05.060. Powers of the department. The department may

(1) enforce all state labor laws;

(2) act as mediator and appoint deputy commissioners of conciliation in labor disputes whenever it considers the interest of industrial peace requires it;

(3) make investigations and collect and compile statistical information concerning the conditions of labor generally and upon all matters relating to the enforcement of this chapter;

(4) institute court proceedings against an employer of labor without cost to the employee when it is satisfied that the employer has failed to pay an employee an amount due by contract;

(5) issue cease and desist orders and other orders and regulations necessary for the enforcement of state labor laws;

(6) in accordance with AS 37.07 (the Executive Budget Act), receive and spend money derived from agreements with local governments, nongovernmental organizations, or other persons;

(7) administer duties assigned to the department under the governor's performance scholarship program established in AS 14.43.810 - 14.43.890.

*** Sec. 8.** AS 36.30.850(b) is amended to read:

(b) This chapter applies to every expenditure of state money by the state, acting through an agency, under a contract, except that this chapter does not apply to

(1) grants;

(2) contracts for professional witnesses to provide for professional services or testimony relating to existing or probable lawsuits in which the state is or may become a party;

(3) contracts of the University of Alaska where the work is to be performed substantially by students enrolled in the university;

(4) contracts for medical doctors and dentists;

(5) acquisitions or disposals of real property or interest in real property, except as provided in AS 36.30.080 and 36.30.085;

(6) disposals under AS 38.05;

(7) contracts for the preparation and transportation of ballots under AS 15;

(8) acquisitions or disposals of property and other contracts relating to airports under AS 02.15.070, 02.15.090, 02.15.091, and AS 44.88;

(9) disposals of obsolete property under AS 19.05.060;

(10) disposals of obsolete material or equipment under AS 35.20.060;

(11) agreements with providers of services under AS 47.25.071 -

47.25.095; AS 47.07; AS 47.08; AS 47.10; AS 47.12; AS 47.14; AS 47.17; AS 47.24; and AS 47.27, including contractors under AS 47.27.050;

(12) contracts of the Department of Fish and Game for flights that involve specialized flying and piloting skills and are not point-to-point;

(13) purchases of income-producing assets for the state treasury or a public corporation of the state;

(14) [REPEALED

(15)] a contract that is a delegation, in whole or in part, of investment powers held by

(A) the commissioner of revenue under AS 14.42.200, 14.42.210, AS 18.56.095, AS 37.10.070, 37.10.071, or AS 37.14;

(B) the Board of Regents of the University of Alaska under AS 14.40.250 - 14.40.491;

(15) [(16)] a contract that is a delegation, in whole or in part, of investment powers or fiduciary duties of

(A) the Board of Trustees of the Alaska Permanent Fund Corporation under AS 37.13;

(B) the Alaska Mental Health Trust Authority under AS 37.14.001 - 37.14.099;

(16) [(17)] the purchase of books, book binding services, newspapers, periodicals, audio-visual materials, network information services access, approval plans, professional memberships, archival materials, objects of art, and items for museum or archival acquisition having cultural, historical, or archaeological significance; in this paragraph

(A) "approval plans" means book selection services in which current book titles meeting an agency's customized specifications are provided to the agency subject to the right of the agency to return those books that do not meet with the agency's approval;

(B) "archival materials" means the noncurrent records of an agency that are preserved after appraisal because of their value;

(C) "audio-visual materials" means nonbook prerecorded

materials, including records, tapes, slides, transparencies, films, filmstrips, cassettes, videos, compact discs, laser discs, and items that require the use of equipment to render them usable;

(D) "network information services" means a group of resources from which cataloging information, holdings records, inter-library loans, acquisitions information, and other reference resources can be obtained;

(17) [(18)] contracts for the purchase of standardized examinations for licensure under AS 08;

(18) [(19)] contracts for home health care provided under regulations adopted by the Department of Health and Social Services and for adult residential care services provided under regulations adopted by the Department of Health and Social Services or by the Department of Administration;

(19) [(20)] contracts for supplies or services for research projects funded by money received from the federal government or private grants;

(20) [(21)] guest speakers or performers for an educational or cultural activity;

(21) [(22)] contracts of the Alaska Industrial Development and Export Authority for a clean coal technology demonstration project that

(A) is attempting to develop a coal-fired electric generation project;

(B) uses technology that is capable of commercialization during the 1990's; and

(C) qualifies for federal financial participation under P.L. 99-190 as amended;

(22) [(23)] operation and protection of assets or disposals of equipment and supplies acquired through foreclosure or other legal proceedings relating to loans issued under AS 03.10;

(23) [(24)] purchases of curatorial and conservation services to maintain, preserve, and interpret

(A) objects of art; and

(B) items having cultural, historical, or archaeological

significance to the state;

(24) [(25)] acquisition of confidential seismic survey data necessary for pre-sale oil and gas lease or gas only lease analyses under AS 38.05.180;

(25) [(26)] contracts for village public safety officers;

(26) [(27)] purchases of supplies and services to support the operations of the Alaska state troopers or law enforcement officers engaged in fish and wildlife protection if the procurement officer for the Department of Public Safety makes a written determination that publicity of the purchases would jeopardize the safety of personnel or the success of a covert operation;

(27) [(28)] expenditures when rates are set by law or ordinance;

(28) [(29)] construction of new vessels by the Department of Transportation and Public Facilities for the Alaska marine highway system;

(29) [(30)] contracts entered into with a regional development organization; in this paragraph, "regional development organization" has the meaning given in AS 44.33.895;

(30) [(31)] contracts that are to be performed in an area outside of the country and that require a knowledge of the customs, procedures, rules, or laws of the area;

(31) [(32)] contracts that are between the Department of Law and attorneys who are not employed by the state and that are for the review or prosecution of possible violations of the criminal law of the state in situations where the attorney general concludes that an actual or potential conflict of interest makes it inappropriate for the Department of Law to review or prosecute the possible violations;

(32) [(33)] contracts between the Department of Natural Resources and contractors qualified to evaluate hydrocarbon development, production, transportation, and economics, to assist the commissioner of natural resources in evaluating applications for royalty increases or decreases or other royalty adjustments, and evaluating the related financial and technical data, entered into under AS 38.05.180(j);

(33) [(34)] contracts of the Alaska Industrial Development and Export Authority made with the developer of an integrated transportation and port facility owned by the authority;

(34) [(35)] procurements of contracts with the media for advertising;

(35) [(36)] [REPEALED

(37)] contracts between the state medical examiner and a provider of medical services to perform or assist in performing the duties assigned to the state medical examiner in AS 12.65.020;

(36) [(38)] contracts between the commissioner of revenue and an independent contractor under AS 43.82.240;

(37) [(39)] contracts for a convener under AS 44.62.730 or for a facilitator under AS 44.62.760 related to a negotiated regulation making process under AS 44.62.710 - 44.62.800;

(38) [(40) REPEALED

(41)] a tourism marketing contract awarded under AS 44.33.125;

(39) [(42)] grants and contracts with qualified entities for services under AS 47.18.330 for the foster care transition program;

(40) [(43)] contracts for travel services, including airplane travel, hotel accommodations, and travel agency services, but excluding motor vehicle rentals;

(41) [(44)] contracts of the Alaska Commission on Postsecondary Education or the Alaska Student Loan Corporation for the guarantee and disbursing of financial aid money to institutions of postsecondary education under the financial aid programs under **AS 14.43.091 - 14.43.890** [AS 14.43.091 - 14.43.750] and AS 14.44.025;

(42) [(45)] contracts for an arbitration panel to determine whether a project is uneconomic under AS 43.90.240, and contracts for the development of application provisions for licensure and for the evaluation of those applications under AS 43.90;

(43) [(46)] contracts for delivery of home heating assistance under AS 47.25.626;

(44) [(47)] contracts of the Alaska Pension Obligation Bond Corporation under AS 37.16.010 - 37.16.900.

*** Sec. 9.** AS 37.14 is amended by adding new sections to read:

Article 8A. Governor's Performance Scholarship Fund.

Sec. 37.14.750. Governor's performance scholarship fund established. (a) The governor's performance scholarship fund is established as a fund of the state. The fund consists of

(1) appropriations to the fund;

(2) donations to the fund; and

(3) income earned on investments of fund assets.

(b) The commissioner of revenue shall manage the fund with the goal that the purchasing power of the fund will not diminish over time without regard to additional contributions that may be made to the fund. The commissioner shall invest the assets of the fund in a manner likely to yield at least a five percent real rate of return over time.

(c) Nothing in this section creates a dedicated fund.

Sec. 37.14.755. Powers and duties of the commissioner of revenue. In carrying out the investment duties under AS 37.14.750 - 37.14.790, the commissioner of revenue has the powers and duties set out in AS 37.10.071. The commissioner shall provide reports to the Department of Education and Early Development, the Department of Labor and Workforce Development, and the Alaska Commission on Postsecondary Education on the condition and investment performance of the fund.

Sec. 37.14.760. Use of fund. As soon as practicable after July 1 of each year, the commissioner of revenue shall determine the average month-end market value of the fund for the immediately preceding three fiscal years. The commissioner shall identify five percent of that amount as available for appropriation by the legislature for appropriation to the governor's performance scholarship fund income account created under AS 14.43.845 from which the Alaska Commission on Postsecondary Education may award scholarships under AS 14.43.810 - 14.43.890. The commissioner shall also report as available for appropriation a running total of amounts previously identified as available for appropriation to the governor's performance scholarship fund income account but not appropriated.

Sec. 37.14.790. Definitions. In AS 37.14.750 - 37.14.790, unless the context requires otherwise,

(1) "commissioner" means the commissioner of revenue;

(2) "fund" means the governor's performance scholarship fund established in AS 37.14.750(a).

*** Sec. 10.** The uncodified law of the State of Alaska is amended by adding a new section to read:

TRANSITION: PROGRAM STANDARDS AND IMPLEMENTATION FOR INITIAL SCHOOL YEARS. Notwithstanding any contrary provision of this Act, the Department of Education and Early Development and the Department of Labor and Workforce Development, after consultation with the Alaska Commission on Postsecondary Education, may adopt regulations under AS 44.62 to implement their respective duties under the governor's performance scholarship program established in AS 14.43.810, enacted by sec. 5 of this Act, so that a student

(1) may be eligible for the program even though the student did not fully meet the required core academic curriculum for the school years beginning July 1, 2010, through June 30, 2013; and

(2) who graduated from high school in this state after June 30, 2010, and before July 1, 2011, and meets eligibility requirements for the program may apply for a scholarship beginning July 1, 2011.

*** Sec. 11.** The uncodified law of the State of Alaska is amended by adding a new section to read:

TRANSITION: REGULATIONS. The Department of Education and Early Development, the Department of Labor and Workforce Development, and the Alaska Commission on Postsecondary Education may proceed to adopt regulations necessary to implement changes made to their respective authorities by this Act. The regulations take effect under AS 44.62 (Administrative Procedure Act), but not before September 1, 2010.

*** Sec. 12.** Section 11 of this Act takes effect immediately under AS 01.10.070(c).

*** Sec. 13.** Except as provided in sec. 12 of this Act, this Act takes effect September 1, 2010.

Conceptual Amendment #1 to Work-draft Version R Repeals this language

26-GH2771\A.10
Chenoweth
2/17/10

adopted to Version A

AMENDMENT

OFFERED IN THE HOUSE BY REPRESENTATIVE GARDNER

TO: HB 297

Page 10, line 1, following "error":

Insert "less any scholarship award payments previously expended if the error in the award of the scholarship was not due to any fault of the student"

HB297 #2 Adopted

Conceptual Amendment by Representative Seaton

Page 9 line 26
After "include" add "two additional years if"

Line 26
Delete "time while"

Adpt

HB 297 AS amdd

Conceptual Amendment #3 Representative Seaton

Friendly Amendment

Page 5 line 16 thru Page 7 line 27

Delete all of Sec 4

HB 297

Conceptual Amendment #14 A1991 by Representative Seaton

Page 9 line 23

After "six years" add ", providing the student maintains Alaska residency,"

Adopted

Conceptual Amendment #5 Representative Seaton

Amended
17
Page ~~24~~ line 10
Delete ", or five-point scale for advanced placement classes,"

Price - Y
Miller - Y
Brown - N
Gardner - N
Seib - Y

Conceptual Amendment #6 - Adopted

p. 9 line 16-21

"who has attended at least 2 years of high school in Alaska."

Conceptual Amendment #7 – Adopted

p. 12, line 29

"1/2 time student may receive one half of tier award"

Also,

I you had mentioned that you would be working on language to define more clearly the different award tiers, so please provide language on this issue in the work-draft

---

Louie Flora

From: Saichi Oba [stoba@alaska.edu]
Sent: Tuesday, February 16, 2010 9:28 AM
To: Louie Flora
Cc: larry.ledoux@alaska.gov; Diane Barrans; Jeans, Eddy (EED); Wendy Redman; Saichi Oba; Herman, Marcy J (EED)
Subject: GED's & UA
Attachments: stoba.vcf

Rep. Seaton (cc Commissioner LeDoux, Exec. Dir. Barrans, Dir. Jeans, VP Redman),

The following information is provided in response to your question regarding GED's awarded through the University of Alaska.

As mentioned at the committee meeting on Monday, February 15, the University of Alaska does not award GED's *per se*. However, several community campuses do in fact offer prep work and administer the GED tests. The State of Alaska awards the GED Diplomas.

According to Amy Iutzi, Director, Adult Basic Education, GED's awarded in Alaska for the last three FY's (which include those facilitated at the community campuses) are as follows:

FY07 - 1,591 GED graduates

FY08 - 1,540 GED graduates

FY09 - 1,686 GED graduates

Thank you,

Saichi Oba
Associate VP, Student & Enrollment
University of Alaska

Gwendolyn White, Associate VP
(907) 450-8192
(907) 450-8181 fax
gwen.white@alaska.edu

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910 Yukon Drive Ste. 108
Fairbanks, AK 99775-5260

February 3, 2010

Mr. Louie Flora,
Office of Representative Seaton
State Capitol, Room 102
Juneau, AK 99801-1182

Dear Mr. Flora:

Thank you for the recent inquiry regarding the need for preparatory coursework by UA Scholars. I am pleased to provide the table below summarizing the proportion of UA Scholars as well as the overall proportion of UA first-time freshmen taking preparatory coursework. Overall, fewer UA Scholars require preparatory coursework than the entire population of first-time freshmen.

UA First-Time Freshman Taking Preparatory Coursework

	UA Scholars		All	
	Headcount, Fall 2009	Average Percent, Fall 2005 - 2009	Headcount, Fall 2009	Average Percent, Fall 2005 - 2009
Total Headcount, Fall 2009	444		3,58x	
Took Preparatory Coursework in:				
English AND Math	50	12.1%	689	17.9%
English OR Math	149	34.0%	1,929	50.0%
Any Subject	154	35.1%	1,946	50.7%
Math	121	28.5%	1,632	42.5%
English	78	17.6%	986	25.4%
Science	3	0.8%	23	0.7%
Developmental Studies	21	4.0%	77	2.1%

Note: Headcounts is unduplicated at the reporting level. Preparatory classes typically have course numbers of 050-069. These courses are preparatory in nature and do not satisfy baccalaureate degree requirements. While generally offered for credit, relative to financial aid eligibility, any credits in preparatory courses are considered to be electives and are not applied toward a degree. 'Developmental Studies' includes courses in study skills and other success-related topics.
Source: Data supplied by MAUs via UA Information Systems: Banner Student Information Closing Extracts, fall 2005 - 2009.

Please let me know if you would like any further information on this topic.

Sincerely,

Gwendolyn White

GPS SCHOLARSHIP HB297 / SB224

ACADEMIC	CAREER / TECHNICAL
AS 14.430.810(a) Establish scholarship	
Academic 3 Levels	Career / Technical 1 Level
AS 14.43.815 Application, scholarship available for 6 years	
AS 14.43.820 Core curriculum GPA three tiers: A B C+ Minimum score on college entrance exam for each tier. Process for home school & private school to meet requirements, University or College that leads to a certificate or degree.	AS 14.43.825 Core curriculum GPA one tier: C+ or better Minimum score on college entrance exam OR assessment of work readiness. Career or Technical School that leads to a certificate
AS 14.43.827(1) Award: Platinum - $4,755 Gold - $3,566 Silver - $2,378 Eligibility term six years Good for eight semesters	AS 14.43.827(2) Award: $3,000 Eligibility term six years Good for two calendar years
AS 14.43.830 State Board to establish make up procedures or alternative pathway while maintaining integrity of eligibility criteria under AS 14.43.820 & 825.	
AS 14.43.835(1) Qualified universities or colleges	AS 14.43.835(2) Approve career and technical schools

Governor's Scholarship Program
Department of Education and Early Development
Updated 1-7-10

In 2009, Alaska has 8,008 high school graduates
In Wyoming approximately 28.78% of their graduates utilize the merit scholarship program.
Using the same utilization rate approximately 2,305 seniors will earn an opportunity for a scholarship.

Scenario #1 is an estimate for the maximum scholarship
2,305 X $4,755/year = $10,960,275

Scenario #2 is an estimate for the minimum scholarship
2,305 X $2,378/year = $5,481,290

It is likely the cost will be somewhere in between
($10,960,275 + $5,481,290)/2 = $8,220,783

According to Education Trust, the average graduation rate for 5 year graduation for UAF is 25% and UAA is 16.5%.
The four year graduation rate is significantly lower.

Cohort: 2,305 Students per year

	Participation rates	Number of Students	Average Scholarship	Est. annual cost	Year 1 Estimated cost	Year 2 Estimated cost	Year 3 Estimated cost
Year 1 students	100%	2,305	$3,567	$8,221,935	$8,221,935		
Year 2 students	75%	1,729	$3,567	$6,167,343		$14,389,278	
Year 3 students	50%	1,153	$3,567	$4,112,751			$18,502,029
Year 4 students	25%	576	$3,567	$2,054,592			
Estimated annual cost when fully implemen		5,763		$20,556,621			

GOVERNOR'S PERFORMANCE SCHOLARSHIP

CURRICULUM – GRADE POINT AVERAGE (GPA) – ASSESSMENT SCORES

SAMPLE

CURRICULUM

⇒ 4 years of mathematics

⇒ 4 years of science

⇒ 4 years of English

⇒ 3 years of social studies

GPA

⇒ A Average = 100%

⇒ B Average = 75%

⇒ C+ Average = 50%

⇒ C+ Average = CTE - $3000 per year for up to two years

ASSESSMENT SCORES

ACT	SAT	
36 - 32	2400 – 2130	A
31 - 28	2120 – 1860	B
27 - 26	1850 – 1760	C+

Annual Cost of Attending UA	$ 14,000.00
Pell Grant	$ (5,700.00)
UA Scholars Award	$ (2,750.00)
Governor's Performance Award	$ (4,755.00)
Unmet Need	$ 795.00

w/o Pell

Annual Cost of Attending UA	$ 14,000.00
UA Scholars Award	$ (2,750.00)
Governor's Performance Award	$ (4,755.00)
Unmet Need	$ 6,495.00

Annual Cost of Attending APU	$ 34,500.00
Pell Grant	$ (5,700.00)
Alaska Award	$ (6,000.00)
Housing Award	$ (4,000.00)
Governor's Performance Award	$ (4,755.00)
	$ 14,045.00

w/o Pell

Annual Cost of Attending APU	$ 34,500.00
Alaska Award	$ (6,000.00)
Housing Award	$ (4,000.00)
Governor's Performance Award	$ (4,755.00)
	$ 19,745.00

Program Costs of Attending AVTEC	
Heavy Equipment Technologies-197 days	$ 15,775.00
Pell Grant	$ (5,700.00)
Governor's Performance Award	$ (3,000.00)
	$ 7,075.00

w/o Pell

Program Costs of Attending AVTEC	
Heavy Equipment Technologies-197 days	$ 15,775.00
Governor's Performance Award	$ (3,000.00)
	$ 12,775.00

Program Costs of Attending AVTEC	
Plumbing/Heating - 102 days	$ 8,511.00
Pell Grant	$ (5,700.00)
Governor's Performance Award	$ (2,811.00)
	$ -

w/o Pell

Program Costs of Attending AVTEC	
Plumbing/Heating - 102 days	$ 8,511.00
Governor's Performance Award	$ (3,000.00)
	$ 5,511.00

STATE OF ALASKA

ALASKA COMMISSION ON POSTSECONDARY EDUCATION

SEAN PARNELL, GOVERNOR

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February 23, 2010

The Honorable Kevin Meyer
The Honorable Joe Thomas
Co-Chairs, Education Committee
Alaska State Senate
State Capitol, Rooms 101, 514
Juneau, Alaska 99801

Subject: SB 224 - An Act establishing the governor's performance scholarship program...

Dear Senators Meyer and Thomas:

The following information is provided in response to questions raised at the February 22, 2010 meeting of the Senate Education Committee relating to:

- Average education loan indebtedness of Alaska students
- Documentation of proposed financial aid award hierarchy
- Amount of grant aid to Alaska students

Average education loan indebtedness of Alaska students:
In 2008, the most recent year for which federal statistics are published, the average federal loan debt of a borrower *graduating* from an Alaska four-year public or non-profit institution was $24,448. For comparison purposes, the national average for the same period was $23,200.
Source: Project on Student Debt (projectonstudentdebt.org)

This number does not include any non-federal loan debt such as that provided through the AlaskAdvantage Supplemental Education Loan (ASEL) program administered by the Alaska Commission on Postsecondary Education (ACPE). As of December 2009, the average ASEL debt amount per borrower was $13,277. Please note that this average is for all ASEL borrowers without regard to the type of school attended or whether the borrower graduated. It is reasonable to assume that the debt for students who complete their program of study is substantially greater, but borrowers are not required to document graduation.
Source: Alaska Student Loan Corporation

Documentation of proposed financial aid award hierarchy, relative to Governor's Performance Scholarship (GPS) awards:
In order to supplement rather than supplant federal aid, GPS awards are proposed as a "last dollar" award, meaning that an individual's actual award is determined only after all other non-

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loan aid has been exhausted. Thus, the hierarchy is (1) federal grants, (2) private and institutional scholarship aid, (3) other state grants, (4) GPS, and (5) loans and self-help programs such as work/study.

Average amount of grant aid to Alaska students:
Grants most commonly available to Alaska postsecondary students:

Grant	Type	Annual Amount	National Stats	Alaska-Specific Notes
Pell Grant	Federal, need-based	Up to $5,350	Federal funding of $13,660,711,000	In 07/08, Pells were awarded to 4,906 students at AK institutions; average award was $1,740 *Source: Postsecondary.org and US Dept of Education*
Supplemental Educational Opportunity Grant	Federal, need-based (requires exceptional need; usually a $0 EFC)	Up to $4,000	For 2009, estimated new awards to 13 million students; average award size of $762	Varies (limited funds allocated to institutions to make award decisions) *Source: US Dept of Education*
Academic Competitiveness Grant (ACG) & SMART Grant	Federal, merit and need combined	Up to $1,300 in addition to Pell	Requires rigorous high school curriculum; $493 million awarded to 467,000 students in 07/08	$413,471 awarded to 290 AK students in 07/08 *Source: US Dept of Education*
AlaskAdvantage Grant	State (ASLC funded), need-based	Up to $2,000	N/A	In 2009, $1.5 million awarded to 2,000 students (note this figure includes one-time funds); program does not have funding in FY12 budget
Institutional and Private Grants	Varies	Varies	N/A	N/A

Note: This chart does not include the University of Alaska Scholars Program, a scholarship of $1,375 per semester available to top Alaska high school graduates who attend a UA institution.

During committee discussion members also expressed interest in learning the basis for the GPS program requirement for eligible GPS recipients to use their awards within six years of

high school graduation. The administration has several objectives in proposing this timeframe. First and foremost, in terms of ensuring student success, there is a growing body of research documenting that students who go directly to higher education are more likely to complete their higher education goals, and do so at less cost, than those who stop out or who attend over a longer period. In terms of managing and forecasting the state's potential financial obligations under the program, it establishes a terminal date after which the state no longer has an outstanding obligation to the individual. In terms of achieving measurable success for the state, a six-year limit ensures that the program comports with federal standards for reporting collegiate-level student success, defined as the percent of students completing a four-year degree within 150% of the normal period. I would note that the bill specifically excludes a period of military service from the six-year period, thereby extending the timeframe by the period of service. While most state merit programs require that otherwise eligible students begin their program of study within one year of high school graduation, in developing this proposal the administration sought a balance between the value of immediately continuing into postsecondary education and training and the tendency of young Alaskans to want to explore the world beyond our state's borders.

Thank you for the opportunity to provide this information. Please do not hesitate to contact me if there are additional questions.

Sincerely,

Stephanie Butler
Director of Operations

cc: Diane Barrans, Executive Director
Larry LeDoux, Commissioner, Department of Education and Early Development

STATE OF ALASKA

ALASKA COMMISSION ON POSTSECONDARY EDUCATION

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February 25, 2010

The Honorable Kevin Meyer
The Honorable Joe Thomas
Co-Chairs, Education Committee
Alaska State Senate
State Capitol, Rooms 101, 514
Juneau, Alaska 99801

Subject: SB 224 - An Act establishing the governor's performance scholarship program...
Federal Grant Programs

Dear Senators Meyer and Thomas:

Attached please find a summary page on the various federal grant programs that have been discussed in recent hearings related to SB224. I thought this information would be helpful as committee members move forward in their discussions of a needs-based piece to the bill. Additionally, I am working with EED staff to provide responses to specific questions you've posed regarding various aid scenarios, and that information will be forthcoming shortly.

Please let me know if you would like anything further.

Sincerely,

Diane Barrans
Executive Director

DB/dv

Attachment

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Federal Grant Programs Information

Federal Pell Grant: The Federal Pell Grant Program provides need-based grants to low-income undergraduate students to promote access to postsecondary education. Grant amounts are dependent on: the student's expected family contribution (EFC); the cost of attendance (as determined by the institution); the student's enrollment status (full-time or part-time); and whether the student attends for a full academic year or less. For the 2010-11 award year (July 1, 2010 to June 30, 2011), the maximum award is $5,550 and minimum is approximately $1,180. The maximum amount can change each award year and depends on program funding. The application for the federal Pell grant is the Free Application for Federal Student Aid (FAFSA).

Academic Competitiveness Grant: for Pell-eligible students enrolled at least half-time in their first or second year of study or in a certificate program of at least one year at a degree-granting school. First year students: must have completed a rigorous secondary school program of study; have graduated from high school after Jan. 1, 2006. Second year students: must have completed a rigorous secondary school program of study; graduated from high school after Jan. 1, 2005; have at least 3.0 cumulative GPA at the end of first year of postsecondary study.

National Science and Mathematics Access to Retain Talent (SMART) Grant, is available during the third and fourth years of undergraduate study to full-time students who are eligible for the Federal Pell Grant and who are majoring in physical, life, or computer sciences, mathematics, technology, or engineering or in a foreign language determined critical to national security.

Federal Supplemental Educational Opportunity Grants (FSEOG) are for undergraduates with exceptional financial need. Pell Grant recipients with the lowest EFCs are first to receive these federal supplemental grants. These annual awards range between $100 and $4000, depending on the time of application, financial need, and available funding at the school. FSEOGs are awarded only to first-time undergraduate students.

Pell-eligibility is the cross-cutting qualification for each of the grants described above. Following are *generally* applicable annual gross family income ranges within which a full-time student may expect to receive a Pell grant, assuming one family member in college.

Net Assets	Income/3 in family	Income/4 in family	Income/5 in family	Income/6 in family
$25,000	$30k -- $55k	$30k -- $65k	$40k -- $70k	$50k -- $75k
$50,000	$30k -- $55k	$30k -- $65k	$40k -- $70k	$40k -- $75k
$100,000	$20k --$45k	$20k -- $55k	$30k -- $60k	$40k -- $65k

U.S. DOE has developed an online tool to assist families in estimating their precise EFC at www.fafsa4caster.ed.gov. A general rule of thumb is that if the family's EFC is at or above $4600, they will not be Pell-eligible.

Provided by Diane Barrans, February 25, 2010

STATE OF ALASKA

ALASKA COMMISSION ON POSTSECONDARY EDUCATION

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March 9, 2010

The Honorable Paul Seaton
Chair
House Education Committee
House of Representatives
State Capitol, Room 102
Juneau, Alaska 99801

The Honorable Kevin Meyer
The Honorable Joe Thomas
Co-Chairs, Education Committee
Alaska State Senate
State Capitol, Rooms 101, 514
Juneau, Alaska 99801

Subject: CSHB 297 (ED) and CSSB224 (ED) – An Act establishing the governor's performance scholarship....

Dear Representative Seaton and Senators Meyer and Thomas:

I am writing relative to the committee substitutes for HB 297 and SB224, each of which includes, as Section 4, amendment to AS 14.42.200, the general powers of the Alaska Student Loan Corporation (Corporation or ASLC). Specifically, the proposed amendment is to AS 14.42.200(18), and adds the Governor's Performance Scholarship (GPS) as a program for which the Corporation may "enter into agreements with the commission."

It is my understanding that this section was introduced at the request of the Legislature's Division of Legal and Research Services, who have indicated it is their opinion it is necessary to establish authority for the program under the statutes governing the activities of the Corporation as a cross-reference.

I am concerned that this amendment is both unnecessary, and, more significantly, may be of concern to the Corporation's bond rating agencies and other financing partners. It would be, in my opinion, inappropriate to assign to ASLC any responsibility, either directly or indirectly, for a potentially high-cost program such as the GPS. The history of ACPE and ASLC underscores the differences between the two organizations and the importance of retaining clear separation between ACPE, as the agency tasked with administering postsecondary education access and aid programs for the state, and ASLC, as the organization established separately by the legislature for the express primary purpose of financing education loan programs.

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HB 297 and SB 224 already appropriately amend AS 14.42.030(e), *Functions of the Commission*, to add carrying out the GPS program. Since ASLC has no responsibility for funding that program, it is not necessary to create any cross-reference in the statutes governing the activities of the Corporation.

Another example of an ACPE function that is not a Corporation function is the regulation of postsecondary institutions in Alaska. It is appropriately included as a Commission responsibility in AS 14.42.030 (reference is to AS 14.48), but is not included as a function of ASLC in AS 14.42.200.

I hope this letter clarifies my concerns relative to this proposed amendment, and I appreciate this opportunity to express my strong reservations about including such language in statutes specific to the Corporation's financial activities, especially relative to its potential negative reception by bond rating agencies. I would welcome an opportunity to discuss these concerns with the Division of Legal and Research Services should they wish to better understand the issue, and to answer any questions you or the committee members may have.

Sincerely,

for Barrans

Diane Barrans
Executive Director

DB/dv

STATE OF ALASKA

SEAN PARNELL, GOVERNOR

ALASKA COMMISSION ON POSTSECONDARY EDUCATION

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March 3, 2010

The Honorable Paul Seaton
Chair, Education Committee
Alaska House of Representatives
State Capitol, Room 102
Juneau, Alaska 99801

Subject: CSHB 297 (ED) - An Act establishing the governor's performance scholarship...

Dear Representative Seaton:

At the February 26, 2010 committee meeting you asked that I provide information regarding potential programmatic impacts of a specific amendment to HB297. The amendment in question was to modify the provision within the bill that would require a student who is erroneously awarded a scholarship to return the erroneous amount. The amendment added the provision that the recipient would not have to refund the erroneous amount unless the error was "any fault of the student."

When asked to comment I did express my concern about the provision because it would prevent the Commission from recovering inappropriately disbursed state funds unless the student had engaged in some form of misconduct that contributed to the erroneous award. While I certainly understand the intention of the committee in adopting this change, it does establish an unusual student aid program provision. In general, student financial aid programs are operated with the understanding that should an error occur that results in an aid recipient receiving more funds than is received by any other similarly situated student, the aid recipient is expected to return the amount of the over award.

Members were interested in quantifying the frequency of such occurrences, and, although I did contact Director of Financial Aid Barbara Burnett at UAS, it does not appear that related statistics are available. Ms. Burnett and I did discuss the implications of the provision and she shared the following advice:

> *There are some scholarship/grant programs that say any aid awarded cannot exceed the cost of attendance (or the cost of tuition and/or some other budget item) - if the student got some of this money in addition to the GPS, then the other aid might have to be reduced if the total awards were greater than the cost of attendance. The Pell grant is an entitlement, as is the UA Scholars - the student would get those no matter how much other aid s/he was awarded... Need-based aid such as the SEOG would be reduced if the student got other aid in excess of*

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the cost of attendance... The University's need based grant is awarded using equity packaging rules - the student does not get it if they have other grants and scholarships in excess of the equity level we are using - receipt of the GPS could likely reduce or eliminate the student's eligibility for this grant. If the student got only entitlements and other non-restrictive scholarships, then s/he could get the excess funds for personal use.

Based on this additional information, I must maintain my concerns regarding the unintended consequences of the referenced amendment. There are outcomes that I fear would be detrimental to the program. One is that, because we expect to package GPS awards fairly early in the financial aid award process, prior to distribution of other non-loan aid, we would lose the ability for financial aid officials at the institution to distribute subsequently received aid because it would result in an over award situation. In short, GPS would be supplanting rather than supplementing otherwise available financial aid. Another is that it appears to preclude Commission staff from recovering funds erroneously disbursed, regardless of the amount and regardless of the error, unless it was the student's fault.

I hope this information is helpful. Do not hesitate to contact me if there is other information I can provide.

Sincerely,

Diane Barrans
Executive Director

DB/dv

Alaska Department of Education & early Development

Responses to questions provided by the Senate Education Committee

1) What percentage of schools is currently unable to attain these academic standards?

School Course Offerings Counts for Mathematics and Science

Each number provided in the right column below is unique—total 339 schools considered as they have high school students enrolled.

• Schools offering a least four courses each year		57
• Schools offering at least four unique courses over two years		87
• Correspondence or Alt school within district with other options		52
• Low enrollment or less than current Required offerings (distant or correspondence likely necessary)		38
• Offer less than four years of mathematics		33
○ 2 math courses	12	
○ 3 math courses	21	
• Offer less than four years of science		72
○ 2 science courses	31	
○ 3 science courses	41	

Estimates based on data based on school staffing reports, school type, school grade configuration, enrollment counts, district web sites, district curriculum continuums provided to EED, district instructional audit.

2) What is in place to help those schools?

Distance delivered instruction has evolved dramatically in the last ten years as access to internet technology and bandwidth have increased. Traditional distance delivery, where a lone student struggles on his/her own to learn complicated concepts with a book and a distantly connected adult proctor, is very rare. Today, a number of innovative program options and strategies are used by districts and colleges in Alaska to provide quality core and elective coursework for students. Strategies may include:

Learning Centers: Students using distance courses are commonly centralized into a learning center and actively supervised by a teacher who monitors course progress, learning focus, and technology utilization. Learning Center staff provides individual encouragement,

instructional assistance, and access to highly qualified teachers. Students are encouraged to work collaboratively and to assist one another.

Access to Highly Qualified Teachers: Some districts contract with off-site, content teachers to provide remote assistance for students engaged in distance coursework. Students are encouraged to contact their assigned specialists as necessary. E-mail is usually the form of contact but voice contact is also common.

Asynchronous Distance Learning: Coursework that allows students to engage in high school or college level learning activities at their own pace in any place that has internet connectivity. While the quality of distance delivery options may vary, significant progress has been made to design and develop quality distance coursework. Many real-time options are embedded into distance delivery including interactive e-mail or voice discussions with other students or instructors. Asynchronous distance learning is popular in Alaska because it does not require extensive bandwidth to operate. Colleges and universities around the country are using this technology to offer college courses.

Synchronous Distance Learning: Synchronous learning connects teachers to students in real time through the use to internet-based, interactive video conferencing. Synchronous learning technology allows students from multiple sites to receive instruction directly from a teacher. Some districts are even using this technology to teach band. While synchronous delivery holds real promise, it is limited in use because it is a heavy user of bandwidth and sensitive to inclement weather.

Alternative Education Programming: The sophistication of distance courseware has evolved to a point where many districts allow students in brick and mortar schools to select distance-learning courses as an alternative to classroom instruction.

Districts that provide asynchronous learning courseware for their students have several options to select courseware:

- District designed
- State approved distance delivery schools
- Commercial
- College and University

A number of districts operate local distance programs as options for their home school and brick and mortar students. The following statewide programs assist students outside of their districts.

Chugach Schools
Chugach Extension Correspondence
9312 Vanguard Dr
Anchorage, AK 99507
Telephone: (907) 522-7400
Fax: (907) 522-3399
Grades: PK - 12
Annie Dougherty, Head Teacher
Bob Crumley, Superintendent

Copper River Schools
Copper River Correspondence
Box 108
Glennallen, AK 99588
Telephone: (907) 822-3234
Fax: (907) 822-5933
Grades: KG - 12
Ramona Henspeter, Teacher/Advisor
Michael Johnson, Superintendent

Craig City Schools
PACE Correspondence
Box 800
Craig, AK 99921
Telephone: (907) 826-3274
Fax: (907) 826-2974
Grades: KG - 12
Bill Taylor, Principal
Jim Thomas, Superintendent

Delta-Greely Schools
Delta Cyber School
PO Box 369
Delta Junction, AK 99737
Telephone: (907) 895-1043
Fax: (907) 895-5198
Grades: KG - 12
Duncan Ware, Principal
PJ Ford Slack, Superintendent

Denali Borough Schools
Denali Peak Program
PO Box 280
Healy, AK 99743
Telephone: (907) 683-7325
Fax: (907) 683-0329
Grades: KG - 12
Jeni Mason, Principal
Kim Langton, Superintendent

Galena City Schools
Ivanof Bay School
2157 VanHorn Rd
Fairbanks, AK 99701
Telephone: (907) 374-2200
Fax: (907) 374-2286
Grades: PK - 12
Tim Cline, Director
Jim Smith, Superintendent

Iditarod Area Schools
Distance Learning/Corresp. Ctr.
Box 772182
Eagle River, AK 99577
Telephone: (907) 694-6100
Fax: (907) 694-6105
Grades: PK - 12
Joe Banghart, Superintendent
Joe Banghart, Superintendent

Nenana City Schools
CyberLynx Correspondence Program
PO Box 599
Nenana, AK 99760
Telephone: (907) 832-5423
Fax: (907) 832-5468
Grades: PK - 12
John Abrams, Principal
Eric Gebhart, Superintendent

Southeast Island Schools
SE Island Correspondence
PO Box 19569
Thorne Bay, AK 99919
Telephone: (907) 828-8254
Fax: (907) 828-8257
Grades: PK - 12
Kathy Shirley, Teacher
Lauren Burch, Superintendent

Yukon-Koyukuk Schools
Raven Correspondence School
4762 Old Airport Way
Fairbanks, AK 99709
Telephone: (907) 374-9401
Fax: (907) 374-9440
Grades: PK - 12
Andrea Berg, Director
Kerry Boyd, Superintendent

3) **If a school needs to offer a virtual curriculum to meet the standards, who pays for the upgrade?**

Districts that offer distance options are responsible for the cost of the program. A number of commercial vendors are available. The vast majority of districts, if not all, support some form of distance delivery for students.

Parents in Alaska have the option of co-enrolling in both statewide correspondence programs and tradition brick and mortar schools. This arrangement generates a shared ADM between the statewide school and the local district.

4) **In some schools it takes five years to do a science program. If the student is pursuing classes full time, but unable to graduate in four years, due to no fault of the student, can it be extended?**

The GPS program provides eligibility for eight semesters over six years.

If the question refers to graduation from high school, the GPS does not set a limit on how long it takes a student to graduate from high school. The six year program eligibility limit begins from the date of high school graduation.

If the student is not able to complete the rigorous curriculum demanded by GPS, he or she may apply for an alternative pathway. If approved, the alternative pathway will provide an alternative opportunity for the student to meet the GPS curricular requirements.

Sec. 14.43.830. (b) The department shall establish a make-up procedure or alternative pathway for students who are not eligible for a scholarship to make up a deficit by alternative means if the deficit was caused by circumstances that would make it unfair not to allow the student to make up the deficit. The department may not waive a requirement and shall require the student to achieve a result comparable to that required of other students. The decision of the department regarding a student's eligibility for alternative means is final. In determining circumstances in which the student may pursue alternative means, the department shall consider the fairness to students who have met the requirements and the need to promote the goals of the program. Attendance at a high school outside of the state is not a circumstance in which fairness requires that a student be allowed to pursue alternative means to qualify for a scholarship.
Circumstances in which the department may allow a student to pursue alternative means to qualify for a scholarship include the following:

(1) the required curriculum was not reasonably available to the student because the student attended a small and remote high school in the state;
(2) the deficit was caused by rare and unusual circumstances outside the control of the student.

The Commissioner will develop in conjunction with the State Board of Education, a process to consider requests for a make-up procedure or alternative pathway for students who are not eligible for a scholarship to make up a deficit by alternative means if the deficit was caused by circumstances that would make it unfair not to allow the student to make up the deficit.

Regulations adopted by the State Board of Education require an opportunity for public hearings, comments and public discussions.

5) **Wyoming has an explicit phase in for current students. How would the department phase in the course requirements so that students already in high school could be eligible?**

The GPS has defined specific language in the Statute that allows the program standards (curriculum, standardized assessment, and G.P.A.) to be waived during a phase-in of the GPS requirements. The phase-in will take four years.

The Alaska Board of Education will be responsible to develop the regulations that govern implementation and operation of the GPS, including the phase-in requirements. The State Board's regulatory process requires a period of public hearings and comment followed by majority vote to accept the regulations. The process is lengthy, thorough and public.

6) **Wyoming defines required courses, i.e., Algebra I, Geometry and Algebra II.**

The intent of the GPS is to prepare students to engage successfully in college-level coursework. Following action by the State Board of Education, the department will publish a list of **courses** and **content specifications** that will meet the rigorous course requirements required by GPS. The following will provide a framework for the State Board to consider as content specifications are forged into regulations.

- Successful completion of Advanced Placement courses and college courses will meet curricular requirements.
- Students who meet the curriculum requirements for an Academic Scholarship also meet the requirements for a Career Tech Scholarship.
- It is the intent of GPS that, beginning in their 6th grade year, each student be counseled annually concerning their course history, options for future course selections, and consequences attached to selecting course pathways. Students, parents and a school official will meet yearly to review the student's seven-year plan and to discuss opportunities for scholarships.
- DRAFT Course List: The list of courses is not exhaustive. Alternative courses must be approved by EED. The course content specifications are more important than the course title.
- EED will work closely with both school districts and the University of Alaska to ensure that the final course list is consistent with GPS goals.

Sample GPS Course List

Science (Four Years)
Earth Science
Biology
Chemistry
Physics
*Physical Science
Computer Science
*Power Mechanics
Marine Science

*Career Tech Approved
Choose three from above plus one additional science course.
Courses which districts intend to be used as the functional equivalent of the specified science courses, must be approved by EED.

Math (Four Years)
~Algebra I
~Algebra II
~Geometry
Trigonometry & Analytic Geometry
College Algebra
Calculus
*Business Math
*Applied Math
Statistics and Probability

Choose one additional approved math course
*Career Tech Approved
~Recommended minimum math coursework to qualify.
Courses which districts intend to be used as the functional equivalent of the specified math courses, including courses taken before grade nine used to satisfy the level of the requirement of Algebra I, Algebra II, and Geometry must be approved by EED.

Social Studies (Three Years)
World History
+US History
Sociology
Psychology
Geography
American Government
Civics
Economics
+Alaska History
+One credit of US History and .5 Credits of Alaska History is required under current law.

Language Arts Standards (Four Years)
Reading
Writing
Listening
Speaking

Students must select four years of language arts at the college or industry preparatory level in grades 9 through 12, to include standards in Reading, Writing, Listening, and Speaking.

7) Can private individuals make donations to the fund?

Yes, SB224 includes language that allows donations to the fund.

* **Sec. 7.** AS 37.14 is amended by adding new sections to read:
Article 8A. Governor's Performance Scholarship Fund.
Sec. 37.14.750. Governor's performance scholarship fund established. (a) The governor's performance scholarship fund is established as a fund of the state. The fund consists of
(1) appropriations to the fund;
(2) donations to the fund; and
(3) income earned on investments of fund assets.

8) **Issue of first in, last out—would that make students hesitant to apply for other scholarships and grants, which would reduce the cost the following years if it was a multiyear grant?**

No. While it is difficult to predict applicant behavior psychology, the GPS, even with the needs-based assistance, will not provide 100% of the cost of attendance. Students should be encouraged by their parents and counselors to apply for the maximum awards possible. The need to fully inform parents and students is another reason why a multi-year college plan with annual reviews is important to the program's success.

Students will apply because they will be required to complete the FAFSA which automatically puts them in the pool for federal aid and also because it is in their own best interest to since the needs based portion is limited to 50% of unmet need. The motivation there will be to get that unmet need amount as small as possible which will be mutually beneficial to the student and the state. They may not go to the trouble of applying for non-federal or institutional aid but that will be to their own disadvantage. We will also make it perfectly clear that the state has no legal obligation to appropriate from one year to the next.

9) **Why the six year cap? Can that be extended? If the students starts using the scholarship in their sixth year, then do they receive all eight semesters thereafter?**

The administration has several objectives in proposing this timeframe. First and foremost, in terms of ensuring student success, there is a growing body of research documenting that students who go directly to higher education are more likely to complete their higher education goals, and do so at less cost, than those who stop out or who attend over a longer period. In terms of managing and forecasting the state's potential financial obligations under the program, it establishes a terminal date after which the state no longer has an outstanding obligation to the individual. In terms of achieving measurable success for the state, a six-year limit ensures that the program comports with federal standards for reporting collegiate-level student success, defined as the percent of students completing a four-year degree within 150% of the normal period. It is important to note that the bill specifically excludes a period of military service from the six-year period, thereby extending the timeframe by that period. While most state merit programs require that otherwise eligible students begin their program of study within one year of high school graduation, in developing this proposal the administration sought a balance between the value of immediately continuing into postsecondary education and training and the tendency of young Alaskans to want to explore the world beyond our state's borders.

10) "meets other minimum qualifications to apply or continue to be eligible for a governor's performance scholarship." What does this mean. What are the other requirements? Who sets them?

The phrase "meets other minimum qualifications to apply or continue to be eligible for a governor's performance scholarship." (Sec. 14.43.815 A4) refers to the programmatic standards for eligibility, G.P.A. requirements and qualifying scores on a college entrance examination.

11) "...a process through which a student who is no longer eligible can regain eligibility;" What is that process? Who determines it?

The criteria for losing eligibility will be set in regulation by the State Board of Education. The following criteria will be submitted to the State Board for regulatory consideration.

Criteria for Losing Eligibility: A student will lose eligibility if/once the student:

- does not take advantage of the scholarship within the six year limit following graduation from high school. Military service may extend this timeline;
- completes eight semesters of eligibility;
- does not maintain a grade-point average of 2.5 at a qualified postsecondary institution;
- does not meet other minimum qualifications to apply or continue to be eligible for a governor's scholarship;
    - ✓ has not complied with the military selective service registration requirements imposed under 50 U.S.C. App. 453 (Military Selective Service Act), if those requirements apply to the student;
    - ✓ is currently in default or owes a refund on a federal financial aid loan under the federal guaranteed student loan program or financial aid awarded under this chapter; or
    - ✓ has been convicted of a felony in the state or another jurisdiction and has not qualified for a waiv3er under standards adopted by the department.
- does not maintain Satisfactory Academic Progress (SAP) – completing a minimum number of credits relative to their enrollment status (at least 6 for half-time and at least 12 for full-time). [

Students may regain eligibility by meeting this requirement for one subsequent semester during which they are not eligible to receive their GPS award.

Student eligibility is certified by the institution disbursing the GPS funds received from ACPE.

12) Should requirement options be offered? Three years of math and two years of a foreign language, for instance.

Section AS 14.43,810 (d)

The program shall be administered to further the following goals:

(1) increasing high school graduation rates in the state;

(2) improving academic performance of students in grades kindergarten through 12 in the state;

(3) improving preparedness of Alaska students for postsecondary education;

(4) improving the quality of the educational programs offered by high schools in the state;

(5) increasing the scores of high school students in the state on college entrance examinations;

(6) increasing job training opportunities in the state;

(7) improving the postsecondary academic achievement and graduation rates of students in the state

(8) expanding the pool of high school students in the state who pursue postsecondary opportunities.

Changes in the proposed curricular requirements should be carefully considered in light of the GPS goals. The inclusion of a two year foreign or Alaska Native language requirement with a commensurate reduction in the four-year requirement in Math and Science to three years meets the standards defined as a college prep program. However, four years of math and science are an even greater predictor of college success. Students interested in any degree program that requires strong proficiency in math and science will be well advised to take four years of math and science.

13) What do you expect the ACT/SAT requirements to be? Why are they a part of this if the students are getting the grades?

A standardized achievement test provides an opportunity to ensure that an applicant's G.P.A. is not the result of grade inflation and that the student's qualifying coursework was academically rigorous. For this purpose, the qualifying score will be of sufficient scale to validate G.P.A. and curricular rigor. Qualifying scores will be used to validate G.P.A. and curriculum rigor rather than representing a barrier to scholarship access. The State Board of Education will set the SAT/ACT standard. **(The exact achievement will be approved by the State Board of Education).**

Students will have the option of using the ACT and SAT for Academic performance scholarships. Students who qualify for the Career and Technical scholarship may use the ACT, SAT or WorkKeys as the qualifying assessment.

Merit program without a standardized assessment have no external measure of a students' academic fitness for college. Research studies have established a clear link between ACT/SAT performance and a students' performance during their first year of college. If students enter college or the GPS program as a result of grade inflation or general coursework, the goals of the GPS will not be met. Students will continue to require both remedial education and increased academic failure.

ACT has identified the minimum score needed on each ACT test to indicate a **50% chance of obtaining a B** or higher or about a **75% chance of obtaining a C** or higher in the corresponding first-year college course.

ACT Test	ACT Benchmark Score	College Course
English	18	English Composition
Math	22	Algebra
Reading	21	Social Sciences/Humanities
Science	24	Biology

The ACT® test assesses high school students' general educational development and their ability to complete college-level work.

The ACT is universally accepted for college admission.

The ACT is curriculum-based. The ACT is not an aptitude or an IQ test. Instead, the questions on the ACT are directly related to what students have learned in high school courses in English, mathematics, and science. Because the ACT tests are based on what is taught in the high school curriculum, students are generally more comfortable with the ACT than they are with traditional aptitude tests or tests with narrower content. Colleges use the ACT and the SAT Reasoning Test because there are substantial differences in funding, curricula, grading, and difficulty among U.S. secondary schools due to American, local control, and the prevalence of private, distance, home schooled students and, most importantly, lack of rigorous college entrance examination system like those used in other countries. ACT/SAT scores are used to supplement the secondary school record and help admission officers put local data—such as course work, grades, and class rank—in a national perspective.

14) Why does someone have to fill out a FAFSA form if they are not interested in getting any financial aid?

FAFSA is the Free Application for Federal Student Aid, and it is a required application for students who want to apply for federal and state financial aid and college scholarships. Most public and private colleges require students who want to apply for **any** financial aid or

college scholarships to submit the FAFSA every year they are in college if they want to be considered for such awards.

There are several reasons to require the FAFSA for the GPS program. They include:

- The FAFSA is the most cost effective method to ensure that GPS funds are used for their intended purpose. The development of a form unique to the GPS would be expensive to develop and difficult to manage. ACPE already uses FAFSA data in aid administration.
- The FAFSA has been redesigned to simplify the application process.
- The University of Alaska uses data derived from the FAFSA to determine financial need. ACPE and UA staff also host annual FAFSA completion events to help families fill out the FAFSA.
- The FAFSA provides statistical data that will help ensure that the GPS achieves the goals defined in legislation. The Legislature will use this data to determine if the GPA is meeting the goals outlined in the GPS legislation.

15) Goals—do you really want intent language in the bill? Should that not be in an accompanying letter?

It is important that the intent language remain in the legislation. The GPS is designed to:

- inspire Alaska's youth to engage in a rigorous college curriculum;
- invite youth to work to their full potential as learners;
- demand that communities, school leaders, teachers and students work collegially to ensure that every child is provided an educational program that prepares him/her for college or tech school; and to
- ensure that Alaska has a trained workforce necessary for Alaska's economy to thrive.

The GPS intent language is a constant reminder that the GPS is much more than a scholarship program.

16) Currently the language excluded anyone who graduates before June 30, 2010. What do we tell students who worked *this year* to earn this, but are not allowed to receive it?

There is no answer to this question that will satisfy either the person asking the question or the one who answers. Every program has to have a beginning. While there may be options to reach back a year to the class of 2010, each will create a new challenge. If 2010 is included...why not 2009, 2008 and so forth.

The GPS is designed as a partnership between a student and the state. If the student engages in a rigorous curriculum, achieves a qualifying G.P.A. and SAT/ACT score, Alaska will

provide support for postsecondary education. The GPS is not a reward as much as it is a contractual invite for excellence.

If members of the class of 2010 selected college/career tech classes based on the possibility of the GPS being funded, they are better prepared for college. No public statements have included the class of 2010 in the program.

17) This is a complicated bill, with many different components. Is this too much to do in one year?

Absolutely Not. Alaska does not have to reinvent the wheel. There are many examples of merit-based scholarship programs in the United States. Departmental staff and attorneys are already working on regulatory language necessary to implement the GPS for the Class of 2011. The State School Board is prepared to consider and deliberate on these proposed regulations.

The Alaska Department of Education, the Alaska Commission on Postsecondary Education, the Department of Labor and Workforce Development and the University of Alaska are ready to move forward as soon as the GPS is approved by the Legislature and signed by the Governor.

If enacted thousands of Alaska's youth in the Class of 2011 will be able to participate.

18) Should the awards to career scholars be limited to $3,000? Why was that scholarship limited to $3,000 when the cost of attendance can be greater?

The cost of attendance at Career and Technical schools varies considerably. The highest cost of tuition at AVTEC is $5,000 for the Licensed Practical Nurse program (176 training days) and $1,320 for the Certified Nurse Assistant (38 training days). The cost of tools for the Automotive Technology (197 training days) and the Diesel/Heavy Equipment (197 training days) programs are both higher than the cost of tuition. The tuition for the majority of programs at AVTEC are below $3,000.

Students who qualify for one of the performance scholarships may carry that award to an approved technical school program. This is significant in that the majority of the career and technical school programs in Alaska are offered by the University of Alaska. Students who earn a Career and Technical Scholarship may use it at the University of Alaska.

The Unmet Financial need proposed by the GPS will assist those students who qualify for a Career and Technical Education GPS award and have unmet financial need. Unmet need includes the cost of room and board, tools and other costs of attendance.

AVTEC Training Dates

Alaska Culinary Academy

- **Professional Cooking & Baking**, 210 training days
  Offered 01/05/10 to 12/16/10, 08/16/10 to 06/30/11

Alaska Maritime Training Center Courses

- **Marine License Preparation - Master Mate**, 45 training days

of the Engine Department (QMED) Oiler, 60 training days
Offered 09/13/10 to 12/08/10

Allied Health Department - Anchorage Training Facility

- **Certified Nurse Assistant (CNA)**, 38 training days
  Offered 01/04/10 to 02/26/10, 02/03/10 to 03/30/10, 03/08/10 to 04/28/10, 04/05/10 to 05/27/10, 05/05/10 to 06/29/10, 06/07/10 to 08/03/10, 07/12/10 to 09/01/10
- **Licensed Practical Nurse (LPN)**, 176 training days
  Offered 01/04/10 to 11/18/10, 08/16/10 to 07/01/11

Applied Technologies Department

- **Automotive Technology**, 197 training days
  Offered 01/05/10 to 12/17/10, 08/16/10 to 06/09/11
- **Combination Welding**, 172 training days
  Offered 01/25/10 to 12/17/10, 08/16/10 to 05/04/11
- **Diesel/Heavy Equipment Technologies**, 197 training days
  Offered 01/05/10 to 12/17/10, 08/16/10 to 06/09/11
- **Industrial Electricity**, 197 training days
  Offered 08/16/10 to 6/09/11
- **Pipe Welding**, 75 training days
  Offered 01/19/10 to 05/05/10, 09/01/10 to 12/17/10
- **Power Plant Operation**, 40 training days
  Offered 01/11/10 to 03/05/10, 03/17/10 to 05/11/10
- **Structural Welding**, 97 training days
  Offered 01/25/10 to 06/11/10, 08/16/10 to 01/17/11

Information Technology Department

- **Business & Office Technology**, 183 training days
  Offered 01/05/10 to 12/17/10, 08/16/10 to 05/19/11
- **Information Technology**, 188 training days
  Offered 08/16/10 to 05/26/11
- **Web Development Technology**, 188 training days
  Offered 08/16/10 to 07/12/11

Building Trades Technology

- **Facility Maintenance Construction Trades**, 188 training days
  Offered 08/16/10 to 05/26/11
- **Plumbing & Heating**, 102 training days
  Offered 01/05/10 to 05/28/10

AVTEC Training Cost * Costs Effective July 1, 2009

Program	Tuition	Technology Fee[1]	Security Deposit	Student Service Fee*	Meal Plan[4]	Dormitory Fees	Dorm Security Deposit[3]	Books/ Supplies[2] sold by AVTEC	Tools/ Supplies Not sold by AVTEC	Total
Qualified Member of the Engine Department (QMED) Oiler	$1,650	$150	$50	$75	$1,573	$1,820	$200	$155	$655	$6,328
Marine License Preparation - Master Mate	$1,650	$150	$50	$75	$1,086	$1,260	$200	$302	N/A	$4,773
Certified Nurse Assistant	$1,320	N/A	N/A	N/A	N/A	N/A	N/A	$580	N/A	$1,900
Licensed Practical Nurse	$5,000	$150	$50	N/A	N/A	N/A	N/A	$360	N/A	$5,560
Business & Office Technology	$2,750	$150	$50	$75	$3,400	$4,400	$200	$1,800	N/A	$12,825
Information Technology	$2,750	$150	$50	$75	$3,400	$4,400	$200	$2,600	N/A	$13,625
Web Development Technology	$2,750	$150	$50	N/A	N/A	N/A	N/A	$2,400	N/A	$5,350
Professional Cooking & Baking	$2,750	$150	$50	$75	$3,400	$4,400	$200	$1,425	$300	$12,750
Automotive Technology	$2,750	$150	$50	$75	$3,400	$4,400	$200	$600	$3,600	$15,225
Diesel/Heavy Equipment Technologies	$2,750	$150	$50	$75	$3,400	$4,400	$200	$1,050	$3,700	$15,775
Industrial Electricity	$2,750	$150	$50	$75	$3,400	$4,400	$200	$950	$2,300	$14,275
Pipe Welding	$1,650	$150	$50	$75	$1,700	$2,100	$200	$570	$700	$7,195
Power Plant Operation	$1,320	$150	$50	$75	$975	$1,120	N/A	N/A	$420	$4,110
Structural Welding	$2,200	$150	$50	$75	$1,700	$2,200	$200	$920	$600	$8,095
Combination Welding	$2,750	$150	$50	$75	$3,400	$4,400	$200	$1,500	$800	$13,325
Facility Maintenance/ Construction Trades	$2,750	$150	$50	$75	$3,400	$4,400	$200	$650	$2,000	$13,675
Plumbing & Heating	$2,200	$150	$50	$75	$1,700	$2,200	$200	$236	$1,700	$8,511

19) Why is the time limit for career scholarships set for two years, while the time limit for the academic scholarships are semesters?

The time limit was set to two years because almost all career and technical education programs are under two years in duration.

Most career and technical education programs are not divided into semesters unless they are offered at a University or College.

ACPE will ensure that the funds are available and disbursed for both semester and non-semester programs.

20) Are the scholarships be transferable between categories? Can a student use a top tier grant to attend a career school?

Under the amended GPS bill before the House Education Committee, students who earn a performance scholarship may use it for a Career and Technical Education program.

Students who achieve a career and technical education GPS award may not use it at the University unless they are engaged in a career and technical education program.

21) The statue says the eligible career and technical schools are certified by DLWD each September. Would you use last year's list? By September a student would already be enrolled at a school.

The certification by the Department of Labor and Workforce Development will be for the following year or semester of attendance.

22) Is there any kind of financial cap for the needs based scholarship? The merit scholarship is capped at 2010-2011 tuition rates. (Currently the Alaska Scholars program, capped at 1998 levels, promises a full tuition, but only pays $2750 of tuition.)

There is no total dollar cap for needs-based under the amended GPS program amendment approved by the House Education Committee other than the amount may not exceed 50% of unmet need as calculated based upon the standard cost of attendance at UA.

Governor's Performance Scholarship Aid by Family Income

Assumes: Minimal net assets
Family size of four/one in college
Dependent student, attending full-time and residing on campus
Cost of attendance is averaged between UAA/UAF for 2009-10 year

A-level GPS Award

Family income	$25,000	$50,000	$75,000	$100,000
Cost of Attendance	$18,500	$18,500	$18,500	$18,500
Less Pell Grant	-$5,550	-$0	-$0	-$0
Remaining Costs	$12,950	$18,500	$18,500	$18,500
Less GPS	-$4,775	-$4,775	-$4,775	-$4,775
Remaining Costs	$8,175	$13,725	$13,725	$13,725
Less EFC	-$2,000	-$6,772	-$14,157	-$15,401
Unmet Need	$6,175	$6,953	$0	$0
Less Needs GPS @ 50%	-$3,088	-$3,476	$0	$0
Remaining Costs	$3,088	$3,477	$0	$0
Total State Aid	$7,862	$8,251	$4,775	$4,775
Total Student & Family Paid	$5,087	$10,249	$13,725	$15,401

Note: Actual results will vary based on family size, net assets, enrollment level, eligibility for additional non-loan aid, dependency status of student and whether the student resides: at home, on campus, or off campus but independent from parental household.

Provided by Diane Barrans February 25, 2010

Governor's Performance Scholarship Aid by Family Income

Assumes: Minimal net assets
Family size of four/one in college
Dependent student, attending full-time and residing on campus
Cost of attendance is averaged between UAA/UAF for 2009-10 year

B-level GPS Award

Family income	$25,000	$50,000	$75,000	$100,000
Cost of Attendance	$18,500	$18,500	$18,500	$18,500
Less Pell Grant	-$5,550	-$0	-$0	-$0
Remaining Costs	$12,950	$18,500	$18,500	$18,500
Less GPS	-$3,566	-$3,566	-$3,566	-$3,566
Remaining Costs	$9,384	$14,934	$14,934	$14,934
Less EFC	-$2,000	-$6,772	-$14,157	-$15,401
Unmet Need	$7,384	$8,212	$777	$0
Less Needs GPS @ 50%	-$3,692	-$4,106	-$388	$0
Remaining Costs	$3,692	$4,106	$389	$0
Total State Aid	$7,258	$7,672	$3,954	$3,566
Total Student & Family Paid	$5,692	$10,878	$14,546	$15,401

Note: Actual results will vary based on family size, net assets, enrollment level, eligibility for additional non-loan aid, dependency status of student and whether the student resides: at home, on campus, or off campus but independent from parental household.

Provided by Diane Barrans February 25, 2010

Governor's Performance Scholarship Aid by Family Income

Assumes: Minimal net assets
Family size of four/one in college
Dependent student, attending full-time and residing on campus
Cost of attendance is averaged between UAA/UAF for 2009-10 year

C-level GPS Award

Family income	$25,000	$50,000	$75,000	$100,000
Cost of Attendance	$18,500	$18,500	$18,500	$18,500
Less Pell Grant	-$5,550	-$0	-$0	-$0
Remaining Costs	$12,950	$18,500	$18,500	$18,500
Less GPS	-$2,378	-$2,378	-$2,378	-$2,378
Remaining Costs	$10,572	$16,122	$16,122	$16,122
Less EFC	-$2,000	-$6,772	-$14,157	-$15,401
Unmet Need	$8,572	$9,350	$1,965	$721
Less Needs GPS @ 50%	-$4,286	-$4,675	-$982	-$360
Remaining Costs	$4,286	$4,675	$983	$361
Total State Aid	$6,664	$7,053	$3,360	$2,738
Total Student & Family Paid	$6,286	$11,447	$15,140	$15,762

Note: Actual results will vary based on family size, net assets, enrollment level, eligibility for additional non-loan aid, dependency status of student and whether the student resides: at home, on campus, or off campus but independent from parental household.

Provided by Diane Barrans February 25, 2010

23) Does the whole needs based part of it muddy the waters? Should we not just push the merit part, and work on a needs based bill later?

The core of the GPS program is the demand for excellence or merit from students. Discussions in the House and Senate Education Committees evidence that a needs-based component is an important addition to the program.

A provision for need following the achievement of GPS performance standards preserves the integrity of the program as a vehicle to meet the goals delineated in the GPS Legislation.

24) What is the financial cost of the needs based amendment as proposed by the administration?

The inclusion of a needs-based addition to the GPS program will increase the costs of the program. EED Finance Director Eddy Jeans is working on those projections based on the current college-going patterns in Alaska. It is important to note that to the extent the program is successful in encouraging more low-income students into postsecondary education than have historically participated beyond high school, this successful outcome will increase programs costs.

WorkKeys®

The WorkKeys® system provides employers, schools, students, and community organizations with a common language for building a higher-skilled, higher-paid workforce.
Using WorkKeys . . .

- Employers can identify and develop workers for a wide range of skilled jobs, both professional and technical
- Students and workers can document and advance their employability skills
- Educators can tailor instructional programs to help students acquire the skills employers need.

The WorkKeys system uses job profiling combined with WorkKeys assessments, instructional guidance, and reporting to help students and workers identify their strengths and weaknesses as they pursue their education and career goals. This enables them to make appropriate decisions about jobs.

What skills does WorkKeys measure?
WorkKeys assessments measure nine foundational workplace skills:

- Applied Mathematics
- Applied Technology
- Business Writing
- Listening
- Locating Information
- Observation
- Reading for Information
- Teamwork
- Writing

WorkKeys also measures personal skills:

- Performance — a job applicant's tendency toward unsafe behaviors and attitudes toward work
- Talent — characteristics such as dependability, assertiveness, and emotional stability
- Fit — the interests and values that determine the fit between a candidate and occupations in an organization

What kinds of jobs are profiled?
WorkKeys is used for white-collar professional jobs as well as jobs on the shop floor.

More than 15,000 unique job titles, ranging from accountant to automotive technician and from welder to webmaster, have been profiled.

WorkKeys is also the foundation of the ACT National Career Readiness Certificate, a nationally recognized credential for job seekers.

What companies are using WorkKeys?

Thousands of companies across the United States and worldwide have experienced the benefits of WorkKeys in a broad range of high technology, manufacturing, service, and retail environments. WorkKeys has been used in virtually every industry.
Review these examples of WorkKeys case studies to see how companies have used WorkKeys.

What benefits have companies that use WorkKeys experienced?
Companies that use the WorkKeys system to assess their incoming and current workforce typically achieve substantial benefits, including:

- Improved employee selection and advancement procedures
- Reduced overtime
- Reduced turnover
- Increased productivity
- Fewer legal challenges over hiring processes
- Higher employee morale

For specific examples, see WorkKeys case studies.

Why should students, parents, and educators care about these tests?
All students enter the workforce eventually—whether they get a job right out of high school, work part-time while continuing their education, or go through extensive postsecondary training.

WorkKeys stresses skills development important for virtually *every* type of employment. In fact, the fastest growing segments of the WorkKeys job analyses are being done for professional, technical, and managerial jobs that require at least a bachelor's degree.
The abilities to learn, listen, communicate, work in teams, and solve problems—all areas addressed by WorkKeys—are important assets for any employee, regardless of career choice. They are also extremely important in today's higher education. (ACT.org)

Responses to Rep. Gardner's GPS Questions from 3/9/10
Submitted by EED 3/9/10

1. **Page 9, Lines 16-21:** Alaska graduates who graduate from out of state: I think we need to limit this to students who completed at least 2 years of high school in Alaska.

Outside of the AS 01.10.055 residency requirements will be set forth in regulation.

2. **Page 9, Lines 27-28:** Meets other minimum qualifications: What does this mean?
Page 9, Line 27. Meets other minimum qualifications to apply: G.P.A, Rigorous Curriculum and Standardized Assessment Score

Page 9, Line27. "or continue to be eligible ..." Students must meet requirements for continued eligibility. (G.P.A. and/or Academic Progress) The Commission anticipates its regulations will align with other financial aid programs' standard for a student to be in good academic standing.

3. **Page 10:** Eligibility for academic scholarship: I believe we discussed the possibility of a student who graduates in May while lacking one or more of the GPS required classes and wants to take meet the qualifications by taking summer classes. Is this possible under the language of Sec 14.43.820?

Yes, it is covered in Sec. 14.43.830 under the alternative pathway. Otherwise students need to get busy in high school.

4. **Page 11, Line 7:** a process through which a student who is no longer eligible can regain eligibility: Please explain what this means.

A student will lose eligibility if the student:

- does not take advantage of the scholarship within the six year limit following graduation from high school. Military service may extend this timeline;
- completes eight semesters of eligibility;
- does not maintain a grade-point average of 2.5 at a qualified postsecondary institution;

- does not meet other minimum qualifications to apply or continue to be eligible for a governor's scholarship;
    - ✓ has not complied with the military selective service registration requirements imposed under 50 U.S.C. App. 453 (Military Selective Service Act), if those requirements apply to the student;
    - ✓ is currently in default or owes a refund on a federal financial aid loan under the federal guaranteed student loan program or financial aid awarded under this chapter; or
    - ✓ has been convicted of a felony in the state or another jurisdiction and has not qualified for a waiv3er under standards adopted by the department.
- does not maintain Satisfactory Academic Progress (SAP) -- 12 credits every regular semester (fall and spring). Students who are on a part-time schedule (4-11) are not required to maintain SAP.
- does not maintain a 2.5 minimum GPA.

Students may regain eligibility following the completion of at least one full-time semester (without GPS) that meets the eligibility requirement and if they otherwise meet the good academic standing requirements.

5. Page 12, Line 22-24: $3,000 per school year for career and technical scholarship: I'd like more discussion about how this figure was selected, and what it means to students in terms of the likely costs of their continuing education.

It was considered a reasonable amount for C+ achievers. The CS for HB297 allows for A students and B students to use the academic scholarship at a career and technical school if they choose.

6. Page 12, Line 30-31: ....scholarship terminates .....unless the student qualifies for an extension: Under what circumstances might a student qualify for an extension?

Military service.

7. Page 16, Line 10: Scholarship awards given to institution: Does this mean that if the award is granted to a student in error, and given to the institution, the student has to pay it back?

This language is intended to indicate that the awards will be disbursed via the institution

on behalf of the student. It is the standard procedure to disburse all aid via the institution. The institution is then responsible for verifying that the student is enrolled in the proper number of courses, is also enrolled in a certificate or degree program, is in academic good standing and is otherwise eligible for the aid. The referenced line is in subsection (b) and only indirectly relates to subsection (c) which clarifies that students have to return award amounts that were awarded in error.

Responses to Rep. Seaton's Questions on GPS from 3/7/10 Submitted by EED on 3/9/10

1. **Sec 1**
   "School Districts to determine eligibility" – How does this work with **"Page 9"** qualifications some of which are not under the purview of a school district [i.e. they have GPAs but may not the college entrance exams etc]; and more especially **"Page 10, Line 9"** seems to be eligibility determined by the 'Commission'.

   The school district will certify the edibility of students enrolled in the district. The school district has direct access to a student's coursework and grades/standards. Standardized test scores are sent directly to the student's high school or to colleges. The student will be required to direct scores to the high school for purposes of scholarship edibility.

   Page 10, Line 8. *Sec. 14.43.820. "Eligibility for an academic scholarship. (a) Subject to appropriation, the commission shall award a merit-based academic scholarship to an applicant* ***who meets the eligibility criteria for the award under the program."***

   The school district certifies eligibility; the Alaska Commission on Postsecondary Education awards the merit-scholarship.

2. **Page 16 line 7- 8**
   "Commission shall establish application procedures." This may all work but I would like to see a flow chart to be sure we are not establishing conflicting authorities and everyone is clear who does what in the program.

   Page 8, Line 8. The Department will be responsible for developing programmatic standards ..."

   Page 8, Line 13. "The respective agencies shall adopt necessary regulations under AS 44.62 relating to the programmatic standards for required academic achievement for eligibility only by giving advance public notice...."

   Page 8, Line 9. "The Commission shall administer the daily operations of the program and financing of the program, including the procedures for applying for the scholarships, establishing standards for and ensuring continuing compliance with programmatic standards, and requiring students to apply for other non loan financial aid, consistent with federal law."

3. **Page 9 line 19-21**
   Does this mean - left Alaska as a High School student or any aged student for any number or years as long as parent is on allowable absence? Military, does this mean a student retains

for 20+ year career then 6 year to use after retirement? This seems to be creating an indeterminate unfunded liability especially in the new age of a service person being to give their VA education benefit to another family member then utilizing GPS. Is this intended in the bill? Perhaps allowing a specific 2 years additional qualification period is more definable for the fiscal note. There should probably be a qualification of extension that the member maintained their Alaska residency.

Page 9, Line 21. The custodial parent must be an Alaska resident.

Page 9, Line 18. *"for purposes of this subparagraph, allowable circumstances include a circumstance in which a* ***high school student*** *who is an Alaska resident left the state because of the military service of the student's custodial parent who is an Alaska resident;"*

4. **Similarly on Page 9, Line 24**
   After school add " if the student maintains Alaska residency"

   The Department will define this in Regulation. There probably should be a limit for the State Board to consider.

5. **Page 9, Lines 27 -28**
   What does this mean or continue to be eligible for GPS ?? if did not meet other minimum requirements???

   Page 9, Line 27. Meets other minimum qualifications to apply: G.P.A, Rigorous Curriculum and Standardized Assessment Score

   Page 9, Line27. "or continue to be eligible ..." Students must meet requirements for continued eligibility. (G.P.A. and/or Academic Progress) The Commission anticipates its regulations will align with other financial aid programs' standard for a student to be in good academic standing.

6. **Page 10, Line 20 and Page 11, Line 26**
   I thought the testimony was that all GPA was on 4 point scale but we have definition of GPA on page 17 of 4 point and 5 point for AP scale?? We need to clarify on record with the Commissioner and keep or adjust based on committee policy decision.

   5.0 scale reference should be removed.

7. **Page 10, Line 28**
   Does this give flexibility for Accuplacer exam that UA rural campuses use or is it just ACT or SAT scores that are privately or publically paid for?

The State Board will select the exam. The ACT and SAT are used by most state merit aid programs. While some states do pay for exams on a statewide level, this bill does not propose that Alaska do so. Students are expected to pay for this exam. In the case of the ACT exam, the testing company (College Board) does provide some fee waivers based on students' low-income status.

SAT $45; ACT $32; ACT Plus Writing $47
Both exams provide a fee waiver for students who cannot pay the registration fee.

The Accuplacer is designed to help students identify their academic strengths and needs to assist in planning an appropriate schedule of coursework.

ACCUPLACER was developed, standardized, and validated by the College Board, a division of the Educational Testing Service (which also administers the SATs, GREs, and TOEFL tests). ACCUPLACER assesses students' skill levels in English and mathematics to help determine which courses they should start -- where they have the greatest chance of success.

8. **Page 11, Line 7 (6) and Page 12 Lines 8-9 (5)**
What is this and what are limits? Is this getting eligibility after failing to have good enough GPA or core classes or is it reestablishing residency or ??? It is not the rural school unavailability of classes as that is in (7) and we were NOT going to have waivers of criteria.

A student will lose eligibility if the student:

- does not take advantage of the scholarship within the six year limit following graduation from high school. Military service may extend this timeline;
- completes eight semesters of eligibility;
- does not maintain a grade-point average of 2.5 at a qualified postsecondary institution;
- does not meet other minimum qualifications to apply or continue to be eligible for a governor's scholarship;
    - ✓ has not complied with the military selective service registration requirements imposed under 50 U.S.C. App. 453 (Military Selective Service Act), if those requirements apply to the student;
    - ✓ is currently in default or owes a refund on a federal financial aid loan under the federal guaranteed student loan program or financial aid awarded under this chapter; or
    - ✓ has been convicted of a felony in the state or another jurisdiction and has not qualified for a waiv3er under standards adopted by the department.
- does not maintain Satisfactory Academic Progress (SAP) -- 12 credits every regular semester (fall and spring). Students who are on a part-time schedule (4-11) are not required to maintain SAP.
- does not maintain a 2.5 minimum GPA.

Students may regain eligibility following the completion of at least one full-time semester (without GPS) that meets the eligibility requirement and if they otherwise meet the good academic standing requirements.

9. Page 12, Line 16

What does this mean in the Maximum Awards section? "and require very high academic achievement..." similarly line 17 " and require high academic achievement..." and on pg 12 line 18 "and require moderate academic achievement..." These seem to be qualification references stuck to the awards or are they referring to some postsecondary GPA attainment which has not previously been examined?? Is there a reason to mix the programmatic standards, eligibility and the award level sections??

The comments "very high", "high" and "moderate" are editorial references to the merit academic tiers for initial GPS eligibility.

10. Page 12, Line 29

Define how pro rata works. Is between half time and full time ½ the award or does it start at ½ then go up proportionately by every credit to full award at minimum full time status?

What is the definition of a part-time student?

- For the purposes of this program part-time students will have to be at least half-time to qualify. This means they carry between 6 and 11 credits during a semester. Full-time students carry 12 or more credits per semester.
- Students who attend less than full-time still use up a semester of eligibility.
- Students who attend during a summer session use up a semester of eligibility.
- Subject to the half-time cap noted below, students will be awarded scholarship funds based on their cost of attendance for between 6 and 11 credits.
- The maximum merit award a half-time student can qualify for will be 50% of the maximum applicable to their tier.

11. Page 13, Line 2

What do lines 2-7 mean more than the citation AS 14.43.815(a) (3) already encompasses. Lines 7-8 seem to be the only needed new part.

Lines 2-7 allows a merit-based academic scholarship to be used in a manner similar to a career and technical scholarship.

12. Page 15 lines 3-4

Did we get a firm decision as to whether or not this provision is applying to alternative testing methods or accommodations for special needs students?

No it is not. Special needs students are already provided accommodations based on the IEP.

13. Page 15-16

Does this definition of "physically located in the state" have any consequences for High School District collaboration with outside administered virtual curriculums? I realize that it is for postsecondary institutions but I want to be sure we do not draw any unintended consequences for curriculum being offered by high schools for core curriculum or dual credit courses. We need clarification on the record.

No.

14. Page 16 line 10

This says that the money goes to the institution but we had testimony that in some cases it could go directly to students to cover off campus room and board etc. Do we need to change language to allow what Diane Barons said would take place or will such be prevented by this statutory language?

This language is intended to indicate that the awards will be disbursed via the institution on behalf of the student. It is the standard procedure to disburse all aid via the institution. The institution is then responsible for verifying that the student is enrolled in the proper number of courses, is also enrolled in a certificate or degree program, is in academic good standing and is otherwise eligible for the aid. The referenced line is in subsection (b) and only indirectly relates to subsection (c) which clarifies that students have to return award amounts that were awarded in error.

15. Page 17

Should the report include the number of scholarships used at each institution?

Yes. This information will be included as regulations are developed.

Responses to Questions from (H) EDC Members from 2/12/2010 Hearing
Submitted by EED

1. **Rep. Seaton indicated that he would like additional information regarding home schooled students.**

Response:

- Home school students who are not affiliated with a state sponsored program must:
  a. Meet all Alaska graduation credit requirements
  b. Successfully complete the GPS curriculum requirements
  c. Achieve the GPS eligibility score on the ACT/SAT
  d. Achieve the GPS GPA eligibility score.

- Home School students affiliated with a district sponsored distance program must:
  a. Meet all graduation requirements for the State of Alaska and the sponsoring district
  b. Successfully complete the GPS curriculum requirements
  c. Achieve the GPS eligibility score on the ACT/SAT
  d. Achieve the GPS GPA eligibility score.

- Homes school students must meet the same criteria used for high school students.

- All transcripts should include 9th to 12th grade courses, and the time frame of each course (academic year and semester). In addition, an assessment of performance (letter grade, percentage, standards rubric, etc.) is required.

- Home schooled graduates must meet and apply for the award and enroll at an eligible college prior to age 19.

- The Department of Education and Early Development will act as the certification office for non-affiliated home school students.

2. **REPRESENTATIVE MUNOZ requested an analysis of the scoring matrix for SAT/ACT and how they compare to requirements of schools across the nation. She indicated that the samples indicated appeared high. What type of score is a competitive school in the Lower 48 in terms of average admission?**

Response:

About 1.48 million of the 3.3 million members of the high school class of 2009 took the ACT, typically in their junior year.

Scoring matrix for SAT/ACT and how they compare to requirements of schools across the nation.
The ACT® test assesses high school students' general educational development and their ability to complete college-level work.

- The multiple-choice tests cover four skill areas: English, mathematics, reading, and science.
- The Writing Test, which is optional, measures skill in planning and writing a short essay.
- To develop the test, ACT incorporates the objectives for instruction for middle and high schools throughout the United States, reviews approved textbooks for subjects taught in Grades 7–12, and surveys educators on which knowledge skills are relevant to success in postsecondary education. ACT publishes a technical manual that summarizes studies conducted of its validity in predicting freshman GPA, equating different high school GPAs, and measuring educational achievement.[8]
- Colleges use the ACT and the SAT Reasoning Test because there are substantial differences in funding, curricula, grading, and difficulty among U.S. secondary schools due to American, local control, and the prevalence of private, distance, home schooled students and, most importantly, lack of rigorous college entrance examination system like those used in other countries. ACT/SAT scores are used to supplement the secondary school record and help admission officers put local data—such as course work, grades, and class rank—in a national perspective.
- Most colleges use ACT scores as only one factor in their admission process.

ACT has identified the minimum score needed on each ACT test to indicate a **50% chance of obtaining a B** or higher or about a **75% chance of obtaining a C** or higher in the corresponding first-year college course.

ACT Test	ACT Benchmark Score	College Course
English	18	English Composition
Math	22	Algebra
Reading	21	Social Sciences/Humanities
Science	24	Biology

ACTstudent.org

State By State report of ACT performance

The chart below summarizes each section and the average test score based on graduating high school seniors in 2009.

State	% of Graduates Tested	Average Composite Score	Average English Score	Average Math Score	Average Reading Score	Average Science Score
National	45	21.1	20.6	21.0	21.4	20.9
Alabama	76	20.3	20.5	19.5	20.7	20.1
Alaska	29	21.0	20.1	21.1	21.7	20.7
Arizona	15	21.9	21.3	22.1	22.4	21.3
Arkansas	73	20.6	20.6	20.1	21.0	20.2
California	19	22.2	21.8	22.8	22.4	21.4
Colorado	100	20.8	20.1	20.5	21.1	20.8
Connecticut	21	23.5	23.6	23.5	24.0	22.6
Delaware	11	22.6	22.2	22.5	23.1	22.0
District of Columbia	30	19.4	19.1	19.5	19.7	18.6
Florida	62	19.5	18.7	19.7	20.2	19.0
Georgia	40	20.6	20.1	20.6	20.9	20.3
Hawaii	22	21.5	20.9	22.1	21.4	21.0
Idaho	58	21.6	20.9	21.3	22.3	21.4
Illinois	97	20.8	20.5	20.7	20.8	20.7
Indiana	24	22.2	21.6	22.4	22.6	21.6
Iowa	59	22.4	21.9	21.9	22.9	22.4
Kansas	74	21.9	21.4	21.7	22.4	21.8
Kentucky	100	19.4	18.8	19.0	19.8	19.7
Louisiana	89	20.1	20.3	19.6	20.2	20.0
Maine	9	23.1	23.0	23.0	23.6	22.3
Maryland	17	22.1	21.9	22.1	22.5	21.5

Massachusetts	18	23.9	23.9	24.3	24.3	22.8
Michigan	100	19.6	18.6	19.6	19.6	20.1
Minnesota	68	22.7	22.0	22.7	23.1	22.6
Mississippi	93	18.9	19.1	18.3	19.0	18.7
Missouri	67	21.6	21.5	20.9	22.1	21.5
Montana	54	22.0	21.2	21.7	22.7	21.7
Nebraska	72	22.1	21.9	21.8	22.5	22.0
Nevada	30	21.5	20.9	21.4	22.0	21.0
New Hampshire	15	23.5	23.3	23.4	24.1	22.6
New Jersey	16	23.1	22.9	23.5	23.2	22.1
New Mexico	65	20.0	19.3	19.6	20.7	20.0
New York	25	23.1	22.5	23.4	23.3	22.7
North Carolina	15	21.6	20.9	22.0	21.9	21.1
North Dakota	78	21.5	20.7	21.5	21.8	21.6
Ohio	64	21.7	21.1	21.4	22.2	21.7
Oklahoma	71	20.7	20.5	19.9	21.4	20.5
Oregon	33	21.4	20.5	21.5	21.9	21.1
Pennsylvania	14	22.1	21.7	22.2	22.4	21.5
Rhode Island	10	22.8	23.0	22.5	23.4	21.8
South Carolina	50	19.8	19.2	20.0	19.9	19.8
South Dakota	74	22.0	21.2	21.8	22.3	22.0
Tennessee	92	20.6	20.7	19.8	21.0	20.4
Texas	30	20.8	19.9	21.3	20.9	20.6
Utah	68	21.8	21.4	21.1	22.6	21.6

Vermont	24	23.1	22.9	22.9	23.7	22.5
Virginia	20	21.9	21.7	21.8	22.3	21.4
Washington	18	22.8	22.4	22.9	23.5	22.1
West Virginia	62	20.7	20.8	19.6	21.4	20.5
Wisconsin	67	22.3	21.7	22.2	22.6	22.3
Wyoming	99	20.0	18.9	19.8	20.4	20.2

Totals for graduating seniors were obtained from *Knocking at the College Door—March 2008, Projections of High School Graduates by State and Race/Ethnicity, 1992–2022*, © March 2008 by the Western Interstate Commission for Higher Education.

Alaska SAT/ACT Scores

SAT / ACT scores are **not required** for **associate or certificate** admission at any UA campus.
SAT/ACT are **not required** for admission to UAA and UAS for baccalaureate admission.
UAF uses a more competitive admission standard for their baccalaureate programs. At UAF, ACT or SAT scores can be used in lieu of minimum HS GPA.

At UAF:

- 72% of students, who submit ACT scores, possess composite scores of 18 (or higher).
- 85% of students, who submit SAT scores, possess composite scores of 400 or higher. The average GPA for entering freshman at UAF is 3.15.

SAT scores for Alaska: for the year 2009 (includes graduating seniors in the class of 2009): 3589 Alaskan high school students took and received scores on the SAT. The average scores were:

- Critical Reading: 520
- Math: 516
- Writing: 492

For the same year for all test takers: over 1.5 million test takers. The average scores were:

- Critical Reading: 501
- Math: 515
- Writing: 493

Alaska

University of Alaska, Fairbanks Admissions Requirements

Baccalaureate Degree

- Must have a high school diploma, **AND**
- Pass the 16-credit high school core curriculum with a GPA of at least 2.5, **AND**
- Submit results of the ACT Plus Writing (preferred) or SAT exam taken within the last two years, **AND**
  Have a high school GPA of at least 3.0, **OR**
  Have a high school GPA of at least 2.5 and ACT Plus Writing score of at least 18 or SAT score of at least 1290 (including writing skills section).
- Freshman and transfer applicants with fewer than 30 semester credit hours must submit the results of either the ACT Plus Writing (preferred) or the SAT examination. Test results must be less than two years old. These test scores are used to help place the student in English, mathematics and other first-year courses.

Certificate or Associate Degree

- Must have a high school diploma, or GED
- Students with fewer than 30 transferable semester hours, who will take English or mathematics course work must submit results of the ACCUPLACER test. Alternatively, SAT or ACT Plus Writing test results are accepted.

Distribution of high school units required and/or recommended*

	Units Required	Units Recommended
English	4	N/A
Mathematics	3	N/A
Science	3	N/A
Lab	1	N/A
Foreign language	N/A	2
Social studies	3	N/A
History	N/A	N/A
Academic electives	3	N/A
Total academic units	16	

2006-2007 Freshman Class Profile

- Top 10 percent of high school class: 15%
- Top 25 percent of high school class: 35%
- Top 50 percent of high school class: 64%
- First-year students submitting high school class standing: 57%
- Average high school GPA: 3.2
- First-year students submitting GPA: 70%

- **First-year students submitting SAT scores: 52%**
  SAT scores (25/75 percentile):

Critical Reading:	450 - 600
Math:	450 - 590
Combined:	900 - 1190

Percent of first-time, first-year students enrolled in Fall 2006 with scores in each range:

	SAT Critical Reading	SAT Math
700-800	4.0%	2.8%
600-699	24.5%	19.8%
500-599	33.5%	36.6%
400-499	26.4%	30.1%
300-399	9.9%	10.0%
200-299	1.6%	0.7%

First-year students submitting ACT scores: 33%

ACT scores (25/75 percentile):

English:	16 - 24
Math:	17 - 25
Composite:	18 – 25

Percent of first-time, first-year students enrolled in Fall 2006 with scores in each range:

	ACT Composite	ACT English	ACT Math
30-36	2.4%	4.1%	4.4%
24-29	32.7%	25.1%	29.8%
18-23	41.2%	40.0%	37.0%
12-17	22.8%	25.8%	28.8%
6-11	1.0%	5.1%	N/A
Below 6	N/A	N/A	N/A

University of Alaska, Anchorage Admissions Requirements

Admission Requirements Baccalaureate Degree

Qualifications (one of the following)

- Graduation from high school with GPA of at least 2.5 and completion of either SAT, ACT or a UAA-approved test (high school graduates with GPAs between 2.0 and 2.49 will be admitted on probation); or
- Successful completion of the GED, and completion of either SAT, ACT or a UAA-approved test.

Admission Requirements Certificate for Associate Degree (1-2 years)

Qualifications (one of the following)

- A high school diploma (no minimum GPA required); or
- GED; or
- Ability to Benefit Certificate (must be 18 years of age or older).

	Units Required	Units Recommended
English	N/A	4
Mathematics	N/A	2
Science	N/A	3
Lab	N/A	N/A
Foreign language	N/A	1
Social studies	N/A	3
History	N/A	1
Academic electives	N/A	N/A
Total academic units	N/A	N/A

2006-2007 Freshman Class Profile

Top 10 percent of high school class: 12%
Top 25 percent of high school class: 31%
Top 50 percent of high school class: 61%
First-year students submitting high school class standing: 77%
Average high school GPA: N/A
First-year students submitting GPA: N/A
First-year students submitting SAT scores: 44%

SAT scores (25/75 percentile):

Critical Reading:	446 - 570
Math:	450 - 570
Combined:	896 – 1140

Percent of first time, first-year students enrolled in Fall 2006 with scores in each range:

	SAT Critical Reading	SAT Math
700-800	2.5%	2.1%
600-699	14.9%	15.7%
500-599	37.4%	37.6%
400-499	34.1%	33.5%
300-399	10.3%	9.9%
200-299	0.7%	1.2%

First-year students submitting ACT scores: 21%

ACT scores (25/75 percentile):

English:	16 - 24
Math:	17 - 25
Composite:	18 - 25

Percent of first-time, first-year students enrolled in Fall 2006 with scores in each range:

	ACT Composite	ACT English	ACT Math
30-36	2.8%	5.0%	4.2%
24-29	27.3%	23.1%	30.9%
18-23	46.8%	39.3%	35.9%
12-17	22.6%	26.7%	29.0%
6-11	0.6%	5.6%	0.0%
Below 6	0.0%	0.3%	0.0%

University of Alaska, Southeast Admissions Requirements

Alaska high school graduates must pass all sections of the High School Qualifying Exam to be admitted. If the cumulative GPA is below a 2.0 a student may be admitted on probation and will be required to maintain a minimum GPA of 2.0 during your first semester.

High school completion requirement: High school diploma is required and GED is accepted

2006-2007 Freshman Class Profile

Top 10 percent of high school class: 9%
Top 25 percent of high school class: 19%
Top 50 percent of high school class: 44%
First-year students submitting high school class standing: 76%
Average high school GPA: 3.0
First-year students submitting GPA: 75%
First-year students submitting SAT scores: 44%

SAT scores (25/75 percentile):

Critical Reading:	442 - 600
Math:	440 - 570
Combined:	882 - 1170

Percent of first-time, first-year students enrolled in Fall 2006 with scores in each range:

	SAT Critical Reading	SAT Math
700-800	2.9%	1.9%
600-699	26.5%	11.7%

	SAT Critical Reading	SAT Math
500-599	8.8%	40.3%
400-499	44.1%	34.6%
300-399	17.6%	11.5%
200-299	0.0%	0.0%

First-year students submitting ACT scores: 18%

ACT scores (25/75 percentile):

English:	17 - 21
Math:	19 - 22
Composite:	20 – 23

Percent of first-time, first-year students enrolled in Fall 2006 with scores in each range:

	ACT Composite	ACT English	ACT Math
30-36	15.8%	15.8%	15.8%
24-29	72.7%	57.9%	74.0%
18-23	11.5%	26.3%	10.2%

Alaska Pacific University Admission Requirements

Admissions Requirements High school completion requirement: High school diploma is required and GED is accepted

2006-2007 Freshman Class Profile
Top 10 percent of high school class: 11%
Top 25 percent of high school class: 50%
Top 50 percent of high school class: 68%
First-year students submitting high school class standing: 60%
Average high school GPA: 3.3
First-year students submitting GPA: 83%
First-year students submitting SAT scores: 50%

SAT scores (25/75 percentile):

Critical Reading:	450 - 610
Math:	470 - 610
Combined:	920 - 1220

Percent of first-time, first-year students enrolled in Fall 2006 with scores in each range:

	SAT Critical Reading	SAT Math

	SAT Critical Reading	SAT Math
700-800	0.0%	0.0%
600-699	26.0%	26.0%
500-599	46.0%	37.0%
400-499	22.0%	31.0%
300-399	6.0%	6.0%
200-299	0.0%	0.0%

First-year students submitting ACT scores: 36%

ACT scores (25/75 percentile):

English:	20 - 28
Math:	19 - 26
Composite:	21 – 26

Percent of first-time, first-year students enrolled in Fall 2006 with scores in each range:

	ACT Composite	ACT English	ACT Math
30-36	4.0%	9.0%	9.0%
24-29	48.0%	26.0%	34.0%
18-23	48.0%	61.0%	48.0%
12-17	0.0%	4.0%	9.0%
6-11	0.0%	0.0%	0.0%
Below 6	0.0%	0.0%	0.0%

Ability-to-Benefit (Accuplacer question)

Degree-seeking individuals 18 years or older who have not earned a high school diploma or GED must take the ATB Test, in order to demonstrate that they have the ability to benefit from a college education. To demonstrate this ability, the individual must achieve the following federally determined Accuplacer scores:

- **Arithmetic:** 34
- **Reading Comprehension:** 55
- **Sentence Skills:** 60

If individual has already completed 60 college credits, the ATB test is not necessary. Individuals taking the ATB test on Accuplacer are permitted to retake the entire test after a 14-day waiting period. The ATB provision does not allow candidates to retake only a portion of the test: all three parts of Accuplacer must be completed in one sitting. It is very important to inform the test proctor if you are testing under Ability-to-Benefit, to insure you will be administered the correct tests. The regular Accuplacer test cannot be used to validate Ability-to-Benefit.

3. **Rep. Seaton asked how will the residency requirements of the GPS interact with the university, private university or certificated programs in Alaska, i.e. AVTEC and resident programs?**

Response:

- The GPS statute draft provides minimal guidance. Residency requirements will be defined by regulation.

- In addition to specific GPS eligibility requirements, a student must demonstrate Alaska residency, which is determined by the post-secondary institution.

- A student whose custodial parent or legal guardian is an Alaska resident at the time the student graduates from high school or is in active military service and maintains Alaska as their domicile state is considered an Alaska resident.

- This is an important point with regard to tuition. If the university considers a student a non-resident, they will charge higher tuition.

Alaska Residency for Tuition Purposes at UA

Students who qualify for resident status should file an application for residency for the term they plan to attend, with required documentation at the appropriate university office prior to the published end of the add/drop period for regular semester-length courses.

The following is a summary of the Board of Regents policy to determine whether you are eligible for resident tuition. Students eligible for Alaska resident tuition must be United States citizens or eligible non-citizens and include those who:

- Received or have been qualified to receive an Alaska Permanent Fund Dividend within the last 12 months.
- Have graduated in the last 12 months from a qualified Alaska high school.
- Have been physically present in Alaska for the past two years.
- Are active-duty military personnel or members of the National Guard, or their spouses or dependent children.
- Are students from foreign cities and provinces that have established sister city or sister province relationships with the state of Alaska or Alaska municipalities, and have been approved by the president.
- Are participants in the UA Scholars program.
- Are participants in the University of Alaska College Savings Plan program who meet eligibility criteria as established by the Education Trust of Alaska.
- Are dependent children of a person who holds an associate, baccalaureate, or graduate degree from the University of Alaska.

- Are dependent children of an Alaska resident, as evidenced by the most current federal income tax return filed within the past 16 months.
- Are participating in the Western Interstate Commission on Higher Education (WICHE) or Western Regional Graduate Program (WRGP).
- Are enrolled in four or fewer credit hours within the UA system.

4. **REPRESENTATIVE GARDNER offered the question of the military families.**

- A student whose custodial parent or legal guardian is an Alaska resident at the time the student graduates from high school or is in active military service and maintains Alaska as their domicile state is considered an Alaska resident.

5. **CHAIR SEATON asked about the criteria for losing eligibility.**

Response:

A student will lose edibility if the student:

- does not take advantage of the scholarship within the six year limit following graduation from high school. Military service may extend this timeline;
- completes eight semesters of eligibility;
- does not maintain a grade-point average of 2.5 at a qualified postsecondary institution;
- does not meet other minimum qualifications to apply or continue to be eligible for a governor's scholarship;
    - ✓ has not complied with the military selective service registration requirements imposed under 50 U.S.C. App. 453 (Military Selective Service Act), if those requirements apply to the student;
    - ✓ is currently in default or owes a refund on a federal financial aid loan under the federal guaranteed student loan program or financial aid awarded under this chapter; or
    - ✓ has been convicted of a felony in the state or another jurisdiction and has not qualified for a waiver under standards adopted by the department.
- does not maintain Satisfactory Academic Progress (SAP) -- 12 credits every regular semester (fall and spring). Students who are on a part-time schedule (4-11) are not required to maintain SAP.

Students may regain eligibility following the completion of one full-time semester that meets the eligibility requirement.

6. **CHAIR SEATON requested a more detailed explanation of the role of GED's .**

- The GPS does not include a pathway for a G.E.D.
- The language of 14.43.820 addresses the requirement for home school students to meet both the curricular requirements necessary to achieve a diploma and the rigorous curriculum demands of the GPS. It is not a pathway for a G.E.D.
- Some states have a GED pathway to a scholarship. The points on a G.E.D. are used to qualify a student's attendance.

Hathaway GED Criteria

A student who attended a Wyoming high school, did not graduate, took the GED, and whose class has graduated, may qualify for a Hathaway Scholarship. Below are ACT and GED score requirements for Hathaway Scholarships. Students below a 550 GED do not qualify for UW admission.

Opportunity	Minimum GED of 500, and minimum ACT of 19
Performance	Minimum GED of 540, and minimum ACT of 21
Honors	Minimum GED of 575, and minimum ACT of 25

Information on Taking the GED in Alaska

The GED (General Educational Development) test in Alaska is a 5-part national exam for the high school equivalency; the five GED tests cover reading, writing, science, social studies and mathematics, and are taken individually. The GED test may be taken by any adult over 18 who is not currently enrolled in a high school diploma program; persons 16 to 18 years old must have written documentation that they have withdrawn from school, such as a transcript or withdrawal slip, and legal emancipation documentation or a parent or guardian's signature before GED testing is allowed. Two retests, per test purchased, are available for each of the five sections; there are no limits to how many times a person can retake the test. Your total score on the GED in Alaska must be at least 2,250 points and no one test can have a lower score than 410. The GED test is submitted to the Alaska Department of Labor and Workforce Development, where the score is computed. All GED applicants must reside in the state of Alaska at the time of their GED testing application; tests must also be taken at an official GED testing center in Alaska. Testing sites for the GED in Alaska include, but are not limited to, Anchorage, Nome, Kenai Peninsula, Homer, Palmer, Juneau, Sitka, Fairbanks, Dillingham, Soldotna and Kodiak.

**UA Associate Vice President, Saichi Oba will follow up with the committee on G.E.D.'s administered by the outlying UA campuses.

7. **Representatives Munoz and Wilson would like more information on the disparity between the cost of attending UA and technical schools. Why is the GPS set at $3,000 per year for the CTE?**

Response:
The CTE scholarship is an average. It could be increased to include room and board costs.

Estimated 2009-2010 UAF Annual Costs

FRESHMEN and SOPHOMORES	**Alaska Resident**	**Non-Resident**	**WUE****
Tuition and Fees* *(30 credits, 100-200-level classes)*	$5,138	$15,218	$7,298
Room and Board *(double room & 19 meals/week on campus)*	$6,802	$6,802	$6,802
ANNUAL TOTAL	$11,940	$22,020	$14,100

JUNIORS and SENIORS	**Alaska Resident**	**Non-Resident**	**WUE****
Tuition and Fees* *(30 credits, 300-400-level classes)*	$5,678	$15,788	$8,108
Room and Board *(double room & 19 meals/week on campus)*	$6,802	$6,802	$6,802
ANNUAL TOTAL	$12,480	$22,590	$14,910

GRADUATE STUDENTS	**Alaska Resident**	**Non-Resident**
Tuition and Fees* *(18 credits, 600-level classes)*	$6,536	$12,602
Room and Board *(double room & 19 meals/week on campus)*	$6,802	$6,802
ANNUAL TOTAL	$13,338	$19,404

ALL STUDENTS	**Living Off Campus**	**Living On Campus**
Books/Supplies	$1,300	$1,300
Miscellaneous/Personal	$2,070	$2,070
Transportation	$1,800	$432

** Includes Wood Center student life, student government, technology, transportation, UA network, athletics, Student Recreation Center and health center fees. Does not include health insurance, books, supplies, travel, parking, miscellaneous expenses or special costs associated with international or exchange students. Costs are subject to change.*

*** Western Undergraduate Exchange*

AVTEC Training Dates

Alaska Culinary Academy

- **Professional Cooking & Baking**, 210 training days
  Offered 01/05/10 to 12/16/10, 08/16/10 to 06/30/11

Alaska Maritime Training Center Courses

- **Marine License Preparation - Master Mate**, 45 training days
  TBA
- **Qualified Member of the Engine Department (QMED) Oiler**, 60 training days
  Offered 09/07/10 to 12/02/10
- **See all AVTEC Maritime training dates and costs**
  (Complete class listing)

Allied Health Department - Anchorage Training Facility

- **Certified Nurse Assistant (CNA)**, 38 training days
  Offered 01/04/10 to 02/26/10, 02/03/10 to 03/30/10, 03/08/10 to 04/28/10, 04/05/10 to 05/27/10, 05/05/10 to 06/29/10, 06/07/10 to 08/03/10, 07/12/10 to 09/01/10
- **Licensed Practical Nurse (LPN)**, 176 training days
  Offered 01/04/10 to 11/18/10, 08/16/10 to 07/01/11

Applied Technologies Department

- **Automotive Technology**, 197 training days
  Offered 01/05/10 to 12/17/10, 08/16/10 to 06/09/11
- **Combination Welding**, 172 training days
  Offered 01/25/10 to 12/17/10, 08/16/10 to 05/04/11
- **Diesel/Heavy Equipment Technologies**, 197 training days
  Offered 01/05/10 to 12/17/10, 08/16/10 to 06/09/11
- **Industrial Electricity**, 197 training days
  Offered 08/16/10 to 6/09/11
- **Pipe Welding**, 75 training days
  Offered 01/19/10 to 05/05/10, 09/01/10 to 12/17/10
- **Power Plant Operation**, 40 training days
  Offered 01/11/10 to 03/05/10, 03/17/10 to 05/11/10
- **Structural Welding**, 97 training days
  Offered 01/25/10 to 06/11/10, 08/16/10 to 01/17/11

Information Technology Department

- **Business & Office Technology**, 183 training days
  Offered 01/05/10 to 12/17/10, 08/16/10 to 05/19/11
- **Information Technology**, 188 training days
  Offered 08/16/10 to 05/26/11
- **Web Development Technology**, 188 training days
  Offered 08/16/10 to 07/12/11

Building Trades Technology

- **Facility Maintenance Construction Trades**, 188 training days
  Offered 08/16/10 to 05/26/11
- **Plumbing & Heating**, 102 training days
  Offered 01/05/10 to 05/28/10

AVTEC Training Cost * Costs Effective July 1, 2009

Program	Tuition	Technology Fee[1]	Security Deposit	Student Service Fee*	Meal Plan[4]	Dormitory Fees	Dorm Security Deposit[3]	Books/ Supplies[2] sold by AVTEC	Tools/ Supplies Not sold by AVTEC	Total
Qualified Member of the Engine Department (QMED) Oiler	$1,650	$150	$50	$75	$1,573	$1,820	$200	$155	$655	$6,328
Marine License Preparation - Master Mate	$1,650	$150	$50	$75	$1,086	$1,260	$200	$302	N/A	$4,773
Certified Nurse Assistant	$1,320	N/A	N/A	N/A	N/A	N/A	N/A	$580	N/A	$1,900
Licensed Practical Nurse	$5,000	$150	$50	N/A	N/A	N/A	N/A	$360	N/A	$5,560
Business & Office Technology	$2,750	$150	$50	$75	$3,400	$4,400	$200	$1,800	N/A	$12,825
Information Technology	$2,750	$150	$50	$75	$3,400	$4,400	$200	$2,600	N/A	$13,625
Web Development Technology	$2,750	$150	$50	N/A	N/A	N/A	N/A	$2,400	N/A	$5,350
Professional Cooking & Baking	$2,750	$150	$50	$75	$3,400	$4,400	$200	$1,425	$300	$12,750
Automotive Technology	$2,750	$150	$50	$75	$3,400	$4,400	$200	$600	$3,600	$15,225
Diesel/Heavy Equipment Technologies	$2,750	$150	$50	$75	$3,400	$4,400	$200	$1,050	$3,700	$15,775
Industrial Electricity	$2,750	$150	$50	$75	$3,400	$4,400	$200	$950	$2,300	$14,275
Pipe Welding	$1,650	$150	$50	$75	$1,700	$2,100	$200	$570	$700	$7,195
Power Plant Operation	$1,320	$150	$50	$75	$975	$1,120	N/A	N/A	$420	$4,110
Structural Welding	$2,200	$150	$50	$75	$1,700	$2,200	$200	$920	$600	$8,095
Combination Welding	$2,750	$150	$50	$75	$3,400	$4,400	$200	$1,500	$800	$13,325
Facility Maintenance/ Construction Trades	$2,750	$150	$50	$75	$3,400	$4,400	$200	$650	$2,000	$13,675
Plumbing & Heating	$2,200	$150	$50	$75	$1,700	$2,200	$200	$236	$1,700	$8,511

8. **Rep. Seaton would like to know what the definition of a part-time student is.**

Response:

- Part-time students carry between 6 and 11 credits during a semester. Full-time students carry 12 or more credits per semester.
- Students who attend part-time use up a semester of eligibility.
- Students who attend during a summer session use up a semester of eligibility.

9. **Special Education and the GPS**

Response:

AS 14.30.180 Purpose. It is the purpose of AS14.30.180 - 14.30.350 to provide an appropriate public education for each child with a disability in the state who is at least three years of age but less than 22 years of age; (2) allow procedures and actions necessary to comply with the requirements of federal law, including 20 U.S.C. 1400 – 1487 (Individuals with Disabilities Education Act.)

10. **Representatives Edgmon and Buch asked about the Alternative Pathways: How will decisions be made pursuant to Section 14.43.830?**

Response:

The Commissioner will develop in conjunction with the State Board of Education, a process to consider requests for a make-up procedure or alternative pathway for students who are not eligible for a scholarship to make up a deficit by alternative means if the deficit was caused by circumstances that would make it unfair not to allow the student to make up the deficit.

Regulations adopted by the State Board of Education require an opportunity for public hearing, comment and public discussion.

11. Rep. Seaton asked if a student is able to graduate from a high school out of state and then enroll in an Alaska high school in an effort to gain eligibility of the GPS; essentially graduating from high school twice?

Response:

Practice in Alaska is to request the student's transcripts from the sending school. This practice allows the receiving Alaska high school to verify whether or not the student has in fact already graduated from an out of state high school.

Louie Flora

Subject: FW: Rep. Seaton comments on GPS work-draft

From: Paul Seton [mailto:pkseaton@gmail.com]
Sent: Saturday, March 06, 2010 11:18 AM
To: Louie Flora; Rep. Paul Seaton
Subject: RE: Items for Monday's House Education Hearing including GPS work-draft with amendments

Louie,
Please distribute my comments to the committee and the Commissioner and theirs to me so our thought processes can progress before the committee meeting and we will be more prepared to address the issues during the committee meeting.

Re: HB 297 (EDU) workdraft 26 GH2771\R of 3/4/10
Sec 1 School Districts to determine eligibility – How does this work with page 9 qualifications some of which are not under the purview of a school district [i.e. they have GPAs but may not the college entrance exams etc];
and more especially page 10 line 9 seems to be eligibility determined by the 'commission'.
Also page 16 line 7-8 Commission shall establish application procedures.
This may all work but I would like to see a flow chart to be sure we are not establishing conflicting authorities and everyone is clear who does what in the program.

Pg 9 line 19-21
Does this mean - left Alaska as a High School student or any aged student for any number or years as long as parent is on allowable absence?

Pg 9 military, does this mean a student retains for 20 + year career then 6 year to use after retirement? This seems to be creating an indeterminate unfunded liability especially in the new age of a service person being to give their VA education benefit to another family member then utilizing GPS. Is this intended in the bill? Perhaps allowing a specific 2 years additional qualification period is more definable for the fiscal note.
There should probably be a qualification of extension that the member maintained their Alaska residency.

Similarly on page 9 lie 24 after school add " if the student maintains Alaska residency"

Page 9 lines 27 -28
What does this mean or continue to be eligible for GPS ?? if did not meet other minimum requirements???

Page 10 line 20 and page 11 line 26
I thought the testimony was that all GPA was on 4 point scale but we have definition of GPA on page 17 of 4 point and 5 point for AP scale?? We need to clarify on record with the Commissioner and keep or adjust based on committee policy decision.

Page 10 line 28

Does this give flexibility for Acuplacer exam that UA rural campuses use or is it just ACT or SAT scores that are privately or publically paid for?

Page 11 line 7 (6) and page 12 lines 8-9 (5) What is this and what are limits? Is this getting eligibility after failing to have good enough GPA or core classes or is it reestablishing residency or ??? It is not the rural school unavailability of classes as that is in (7) and we were NOT going to have waivers of criteria.

Page 12 line 16 what does this mean in the Maximum Awards section? "and require very high academic achievement..." similarly line 17 " and require high academic achievement..." and on pg 12 line 18 "and require moderate academic achievement..." These seem to be qualification references stuck to the awards or are they referring to some postsecondary GPA attainment which has not previously been examined?? Is there a reason to mix the programmatic standards, eligibility and the award level sections??

Page 12 line 29, Define how pro rata works. Is between half time and full time ½ the award or does it start at ½ then go up proportionately by every credit to full award at minimum full time status?

Page 13 line 2 What do lines 2-7 mean more than the citation AS 14.43.815(a)(3) already encompasses. Lines 7-8 seem to be the only needed new part.

Page 15 lines 3-4 Did we get a firm decision as to whether or not this provision is applying to alternative testing methods or accommodations for special needs students?

Page 15-16 Does this definition of "physically located in the state" have any consequences for High School District collaboration with outside administered virtual curriculums? I realize that it is for postsecondary institutions but I want to be sure we do not draw any unintended consequences for curriculum being offered by high schools for core curriculum or dual credit courses. We need clarification on the record.

Page 16 line 10 This says that the money goes to the institution but we had testimony that in some cases it could go directly to students to cover off campus room and board etc. Do we need to change language to allow what Diane Barons said would take place or will such be prevented by this statutory language?

Page 17 Should the report include the number of scholarships used at each institution?

From: Louie Flora [mailto:Louie_Flora@legis.state.ak.us]
Sent: Thursday, March 04, 2010 4:52 PM
To: Paul Seaton; Rep. Paul Seaton
Subject: FW: Items for Monday's House Education Hearing including GPS work-draft with amendments

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From: Louie Flora
Sent: Thursday, March 04, 2010 4:52 PM

EXECUTIVE SUMMARY

INTRODUCTION

Singaporean students ranked first in the world in mathematics on the Trends in International Mathematics and Science Study-2003; U.S. students ranked 16th out of 46 participating nations at grade 8 (Mullis, et al., 2004). Scores for U.S. students were among the lowest of all industrialized countries. Because it is unreasonable to assume that Singaporean students have mathematical abilities inherently superior to those of U.S. students, there must be something about the system that Singapore has developed to teach mathematics that is better than the system we use in the United States.

This exploratory study compares key features of the Singapore and U.S. mathematics systems in the primary grades, when students need to build a strong mathematics foundation. It identifies major differences between the mathematics frameworks, textbooks, assessments, and teachers in Singapore and the United States. It also presents initial results from four pilot sites that introduced the Singapore mathematics textbook in place of their regular textbooks.

Analysis of these evidentiary streams finds Singaporean students more successful in mathematics than their U.S. counterparts because *Singapore has a world-class mathematics system with quality components aligned to produce students who learn mathematics to mastery.* These components include Singapore's highly logical national mathematics framework, mathematically rich problem-based textbooks, challenging mathematics assessments, and highly qualified mathematics teachers whose pedagogy centers on teaching to mastery. Singapore also provides its mathematically slower students with an alternative framework and special assistance from an expert teacher.

The U.S. mathematics system does not have similar features. It lacks a centrally identified core of mathematical content that provides a focus for the rest of the system. Its traditional textbooks emphasize definitions and formulas, not mathematical understanding; its assessments are not especially challenging; and too many U.S. teachers lack sound mathematics preparation. At-risk students often receive special assistance from a teacher's aide who lacks a college degree. As a result, the United States produces students who have learned only to mechanically apply mathematical procedures to solve routine problems and who are, therefore, not mathematically competitive with students in most other industrialized countries.

The experiences of several of the U.S pilot sites that introduced the Singapore mathematics textbooks without the other aspects of the Singaporean system also illustrate the challenges teachers face when only one piece of the Singapore system is replicated. Some pilot sites coped successfully with these challenges and significantly improved their students' mathematics achievement, but others had great difficulty. Professional training improved the odds of success, as did serving a stable population of students who were reasonably able with mathematics. These mixed results further reinforce the comparative findings that the U.S. will have to consider making comprehensive reforms to its school mathematics system if we are to replicate the Singaporean successes.

The U.S. mathematics system has some features that are an improvement on Singapore's system, notably an emphasis on 21st century thinking skills, such as reasoning and communications, and a focus on applied mathematics. However, if U.S. students are to become successful in these

RESEARCH

- In 2001 (the most recent year for which data are available), US industry spent more on tort litigation than on research and development.[37]

- In 2005, only four American companies ranked among the top 10 corporate recipients of patents granted by the *United States* Patent and Trademark Office.[38]

- Beginning in 2007, the most capable high-energy particle accelerator on Earth will, for the first time, reside outside the United States.[39]

- Federal funding of research in the physical sciences, as a percentage of GDP, was 45% less in FY 2004 than in FY 1976.[40] The amount invested annually by the US federal government in research in the physical sciences, mathematics, and engineering combined equals the annual increase in US health care costs incurred every 20 days.[41]

PERSPECTIVES

- "We go where the smart people are. Now our business operations are two-thirds in the U.S. and one-third overseas. But that ratio will flip over the next 10 years." –Intel spokesman Howard High[42]

- "If we don't step up to the challenge of finding and supporting the best teachers, we'll undermine everything else we are trying to do to improve our schools."—Louis V. Gerstner, Jr., Former Chairman, IBM[43]

- "If you want good manufacturing jobs, one thing you could do is graduate more engineers. We had more sports exercise majors graduate than electrical engineering grads last year." — Jeffrey R. Immelt, Chairman and Chief Executive Office, General Electric[44]

- "If I take the revenue in January and look again in December of that year 90% of my December revenue comes from products which were not there in January." – Craig Barrett, Chairman of the Intel Corporation[45]

- "When I compare our high schools to what I see when I'm traveling abroad, I am terrified for our workforce of tomorrow." –Bill Gates, Chairman and Chief Software Architect of Microsoft Corporation[46]

- "Where once nations measured their strength by the size of their armies and arsenals, in the world of the future knowledge will matter most." –President Bill Clinton [47]

- "Science and technology have never been more essential to the defense of the nation and the health of our economy."—President George W. Bush[48]

PRINTTHIS

Private Sector Leaders Committed to Efforts Focused on Science, Technology, Engineering, and Math (STEM) Education

WASHINGTON, Nov. 23 /PRNewswire-USNewswire/ -- The following is being issued by Information Technology Industry Council:

Today the White House is announcing a national education initiative to strengthen America's economic competitiveness through leadership in science, technology, engineering, and math (STEM) education.

Led by former CEO and Chairman Craig Barrett of Intel Corporation; Chairman, President and CEO Glenn Britt of Time Warner Cable; Ursula Burns, CEO of Xerox Corporation; Antonio M. Perez, Chairman and CEO of Eastman Kodak Company; and Dr. Sally Ride, CEO of Sally Ride Science and the first American woman in space; in conjunction with Carnegie Corporation of New York, and the Bill and Melinda Gates Foundation, the effort seeks to improve America's students' interest and performance in the STEM disciplines, which are the foundation for innovation.

"At Intel, we have seen what young people can do with math and science when they are inspired and well-taught. It is up to all of us to stimulate that interest and provide teachers who can guide and nurture students in these critical subjects," said Craig R. Barrett.

"For nearly a half century, Xerox has been enabling young people to pursue educations and careers in science, technology, engineering and math," said Ursula Burns. "President Obama's initiative is not only the right thing for the young people of our country, but essential to maintaining America's leadership position in the global economy."

"The American economy has always depended on innovation, and in a knowledge-based society, there can be no real innovation without an educational emphasis on science, technology, engineering and math," said Antonio M. Perez, Chairman and CEO of Eastman Kodak. "This is especially important to create a workforce that can succeed in today's rapidly changing economy. Kodak has a long history of supporting education in these disciplines because we know that innovation is the key differentiator for our company and our country."

"We are grateful the Obama administration is focused on America's need to increase its STEM proficiency, and believe this will have positive outcomes for technology-focused businesses like Time Warner Cable," Glenn Britt said. "We have a need to fill the jobs pipeline with qualified engineers and technologists to continue our tradition of significant innovation in the telecommunications industry."

Under this public-private partnership, founders are building a coalition that seeks to shape a strong national STEM network that will mobilize the business community, philanthropists, educators, governors and the public at-large. These founding champions aim to recruit other leaders from the business community to create a robust advisory board that will contribute the necessary resources to fund a sustainable effort. Working at a rapid pace--similar to the one that fueled our entry into the space race 50 years ago--this new nonprofit organization seeks to mobilize the resources needed to fuel a national STEM initiative and raise the level of math and science learning for all students.

Supported by a dynamic and highly qualified executive and staff, the organization will aim to improve STEM performance of America's students, by harnessing new technologies and social networks to connect teachers with STEM professionals, drive public demand for STEM education and careers, and challenge companies to engage in ways consistent with their core business competencies through building an national innovation infrastructure. Organizations including National Math and Science Institute and Battelle have already signed on to help as core partners.

"America's global competitiveness and the future of our democratic society depend on our ability to mobilize together now, with

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STEM Quotes

Quotable Quotes about Math + Science

"Today, more than ever before, science holds the key to our survival as a planet and our security and prosperity as a nation. It's time we once again put science at the top of our agenda and work to restore America's place as the world leader in science and technology."
-- President Barack Obama

"America faces many challenges...but the enemy I fear most is complacency. We are about to be hit by the full force of global competition. If we continue to ignore the obvious task at hand while others beat us at our own game, our children and grandchildren will pay the price. We must now establish a sense of urgency."
--Charles Vest, President of the National Academy of Engineering, President Emeritus at Massachusetts Institute of Technology

Q: What do we know works to improve student achievement in K-12 STEM [science, technology, engineering, and mathematics] education?
A: "I'd say great teachers, who know the content."

--U.S. Secretary of Education Arne Duncan

Q: You've talked about the value of alternative certification. But there are different approaches. Attracting midcareer professionals is one approach. But then there's the Teach for America model, and the UTeach [at the University of Texas] model. What are the strengths and weaknesses of those different approaches?

A: "I love 'em all. I see them as three different buckets. You have the young guns, the Teach for America students who are right out of school. Then you have the midcareer changers. Then you have a set of folks in their 50s and 60s, moving toward retirement. But they still have a good 10 to 15 years in them. I think we need to work very aggressively in all three areas. The important thing is to collect the data and track them over time, to see who's achieving the best results for children."
--U.S. Secretary of Education Arne Duncan, interview with Science Magazine

"If America is to maintain our high standard of living, we must continue to innovate. We are competing with nations many times our size. We don't have a single brain to waste. Math and science are the engines of innovation. With these engines we can lead the world. We must demystify math and science so that all students feel the joy that follows understanding."

-- Dr. Michael Brown, former Nobel Prize winner for medicine and the Paul J. Thomas Professor of Molecular Genetics and Director of the Jonsson Center for Molecular Genetics at the University of Texas Southwestern Medical School in Dallas

Q: Anything you would like business schools to teach more? Less?
A: In our business, there's not enough emphasis on math. Coming out of college, we really like to have kids who like math, study math and get it. And so I'd like to make sure that there is an emphasis on math.

Q: But somebody might say, 'That's what calculators are for.'
A: And that's exactly the problem. Because when, at least when I was in school, we didn't have the computer technology that we have today to do a lot of the work for us. And so I think there's logic that has to go into this. And I don't think you should actually have to have a calculator for every decision that you make that has numbers attached to I t. Some of that should just come to you quickly, and you should be able to quickly move to your instincts about that being a good or not good decision."
- Terry J. Lundgren, CEO of Macy's, interviewed by The New York Times, April 12, 2009

"The United States is facing much more than a temporary economic crisis - we may put a patch on our stalled economic system, but we aren't likely to see robust, long-term growth unless we get a 21st century engine."

-- Tom Luce, CEO National Math and Science Initiative

"Only by providing leading-edge human capital and knowledge capital can American continue to maintain a high standard of living, including providing national security for its citizens."

-- Norman Augustine, Chair, "Rising Above the Gathering Storm" Committee

"On October 4, 1957, history changed with the Soviet Union's successful launch of Sputnik I, the world's first man-made satellite. Americans were alarmed that we had been outpaced technologically and saw the Soviet feat as a threat to our national security. In order to catch up with the Russians, our nation swung into action and infused new funding and resources into scientific research on a priority basis that resulted in new labs springing up all over the country. To support this national initiative, schools upgraded and expanded math and science instruction at every level. Congress established scholarships and grants to enable young people to pursue science and engineering majors in college and graduate schools. These efforts paid off as a new generation of American scientists and engineers was produced and the United States became the Mecca for scientific research in virtually all fields. Now, five decades later, we are again on the verge of falling behind technologically, largely because of a failure to provide world class science and math instruction in our schools...We cannot fail to prepare our children to thrive in a world where science and technology define in many ways how we work, live and entertain ourselves."
-- Marian Wright Edelman, President and Founder, Children's Defense Fund

"I relate a lot of it to my football training. We had a highly functioning team and learned all the things you need to do to have a successful launch. I try to tell kids if you play sports, you can be an Astronaut, because it is very similar, the training is similar. It's just that you have to learn something different. I tell them, 'Hey, go for your dreams -- but you have to have a plan.' My plan was education. ..I was in Algebra class like you are in the eighth grade, I did the same things you do. There's nothing magic about becoming an Astronaut, it's about dedication and working hard. It's work ethic. If they have that work ethnic and apply themselves, they can be an Astronaut also."
-- Astronaut Leland Melvin, who was drafted after college by the NFL to play as a wide receiver for the Detroit Lions and recently served on the crew of the space Shuttle Atlantis on a mission to the international space station.

"The financial crisis just made the hole deeper, which is why our stimulus needs to be both big and smart, both financially and educationally stimulating. It needs to be able to produce not only more shovel-ready jobs and shovel-ready workers, but more Google-ready jobs and Windows-ready and knowledge-ready workers."
-- Columnist Thomas L. Friedman, The New York Times.

"In a global economy, the best jobs are not going to go to the best in your class, but to the best in the world," said Gary Phillips, a chief scientist for the American Institutes for Research in Washington, D.C. "Some of the Asian countries are just outstanding in math and science achievement and we're way behind." Phillips' research shows that even American eighth graders in the best-performing states like Massachusetts rank significantly below eighth grade "We do produce students who function at the highest levels in math and science internationally. The problem is we don't produce enough of them."
--Vivien Stewart, vice president for Education at Asia Society in New York

"Now that we know what works, we should ask government and corporate leaders to take action today. Every minute we wait, we fall further behind other countries."

-- Tom Luce, CEO National Math and Science Initiative

"Only by providing leading-edge human capital and knowledge capital can America continue to maintain a high standard of living - including providing national-security - for its citizens."

-- Norm Augustine, chair, "Rising Above the Gathering Storm" Committee

"Will America lead...and reap the rewards? Or will we surrender that advantage to other countries with clearer vision?"

-- Susan Hockfield, President MIT

"Yes, we know the world is flat. But what are we going to do about it? We need to start educating kids today for the jobs of tomorrow. We need better math and science classes and more math and science teachers. We need to launch a national campaign to make math and science a national priority. And we need to act like our future depends on it. After all, it does."

-- Tom Luce, CEO National Math and Science Initiative

"Among the most consistently cited challenges facing science and math education are the number and quality of teachers. The National Science Board's Science and Engineering Indicators 2008 report noted that 80 percent of schools had teaching vacancies last year, with 74 percent having vacancies in math programs and 56 percent having openings in physical science departments."

-- Rob Broisseau, Inside Science News Service

"One of my favorite quotes is from Carl Sagan, who said it's suicidal to create a society that depends on science and technology in which no one knows anything about science and technology - and that's the road that we are headed down.
I think part of the issues is that it takes year, decades, to build the capability to have a society that does depend on science and technology.
You need to generate the scientists and engineers, starting in school-elementary school, middle school, you have to fund the research that those scientists go on to do-the fundamental research. You have to generate the engineers that can turn those scientific breakthroughs into products and services. And then you have to have the right environment."
--Sally Ride, President and CEO Sally Ride Science, former Astronaut, first American woman in space.

"This new generation will have the opportunity to solve many global issues: healthcare, energy security and the global food crisis to name just a few. Given this, the missing ingredient is a better knowledge of math and science and its power to provide solutions to these problems. Technology can and will change the world. For this younger generation to be the force for good they want to be, they need to understand that the new literacy of the 21st century includes math and science."

-- Tom Luce, CEO, NMSI

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WYOMING

HATHAWAY

SCHOLARSHIP PROGRAM

Make College A Reality

REFERENCE MANUAL

Data Collection
2010 →

Version 1.20 11/17/2009

Reference Manual Changes from Version 1.10

Section	Page(s)	Item	Action	New Code	New Text
Data Reporting Cycle	11, 14	Cycle-At-a-Glance/Who-What-Why-When	Added Step		Summer End-of-Term Report
The Reports	17	The End-Of-Term Report	Added paragraph		"Note: The due date for the End-of-Term report serves as the deadline for submitting Hathaway Scholarships granted for the semester. Scholarships reported to the WDE after the end-of-term due date will not be reimbursed to the post secondary institution."
The Reports	17	The End-Of-Term Report (2nd pgf)	Sentence - edit		~~" AND have not used up their 4 or 8 semester limit"~~ " AND have not used up their 8 semester (96 credit hrs) limit"
The Data Transfer Path	20	Relationships Between Elements	Sentence - added text		5. Cumulative data (hours and points) supports the CUMULATIVE_STATUS (if student has attended only one institution), unless an appeal was approved
Appendix A	28, 32, 35, 38	Element #13 - HS_NAME	Changed element		HS_ID (WDE School Identification #)
Appendix A	30, 40	Element # 36 - GPA_CUM_HRS_GR	Added to Data Definition		"..since initiation of the Hathaway scholarship"
Appendix A	30, 40	Element # 37 - EARNED_CUM_HRS_NGR	Added to Data Definition		"..since initiation of the Hathaway scholarship"
Appendix A	30, 40	Element # 38 - EARNED_CUM_HRS_REM	Added to Data Definition		"..since initiation of the Hathaway scholarship"
Appendix A	30, 40	Element # 39 - EARNED_CUM_PTS	Added to Data Definition		"..since initiation of the Hathaway scholarship"
Appendix A	30, 40, 41	Element #40 - CUMULATIVE_STATUS	Added valid value	750	INELIGIBLE CONTINUOUS ENROLLMENT
Appendix A	30, 40, 41	Element #40 - CUMULATIVE_STATUS	Added valid value	775	REDUCED TO OPPORTUNITY
Appendix A	30, 40, 41	Element #40 - CUMULATIVE_STATUS	Added valid value	900	APPEAL APPROVED

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The Law:

Statutes and Rules & Regulations Governing the Hathaway Scholarship Program

Data Reporting

Hathaway Scholarship Reimbursements

Statute:

21-16-1308 (a)(v) The department shall determine and certify to the state treasurer the amount which is equal to seventy-five percent (75%) of the total amount the eligible institution received during the preceding semester under this subsection. Not later than September 1 for the fall semester and not later than January 15 for the spring semester, the state treasurer shall pay from the scholarship expenditure account the amount certified by the department. The department shall review the lists provided under paragraph (iv) of this subsection, determine there is no duplication of students, and determine and certify to the state treasurer the balance of the amount due under this article to each institution for the semester. The state treasurer shall pay from the scholarship expenditure account the balance of the amount due. Payments of the balance due under this paragraph shall be made not later than seventy-five (75) days after the institution's semester has commenced. Payments to the university shall be made directly to the university. Payments to the community colleges shall be made directly to each college and be reported by the state treasurer to the community college commission. Should a prepayment under this paragraph exceed the amount actually due the institution for any semester, the excess amount shall be calculated by the department and deducted from the next payment made.
For purposes of this subsection, payments due for summer terms shall be included within the calculations and payments for the subsequent fall semester.

Rules & Regulations:

Chapter 38, Section 18, Payment to Institutions.

(a) For the first four years of the program, eligible institutions shall report to the Wyoming Department of Education by August 1 estimates of the number of students and the scholarship awards they anticipate for the upcoming fall semester. Institutions must report again to the Department by December 1 the number of students and scholarship amounts they anticipate for the following spring semester. Community colleges shall additionally report to the Commission the estimates they submitted to the Department for August 1 and December 1.

> (i) The Department shall certify to the State Treasurer the amounts to be paid to each eligible institution in a manner that will enable the prepayment to be made to the institutions by September 1 for the fall semester and by January 15 for the spring semester.

(b) After the first four years of estimates by the institutions, the Department will rely on actual data to make annual prepayments to institutions in the amount of 75% of the total amount that institution received the preceding semester.

(i) The Department will certify to the state treasurer the amount to be paid to each eligible institution in time for the institutions to receive their fall semester prepayment by September 1 and their spring semester prepayment January 15.

(c) Within 30 days of the commencement of each semester, the community colleges shall submit to the Wyoming Community College Commission a list of students enrolled in the institution who qualify for Hathaway Merit and Need-Based Scholarships, and the amount for which they qualify.

(d) Within 10 days of receipt of the last student data list from an individual community college, the Commission shall verify no inappropriate duplication of students exists between the colleges then shall submit to the Department a complete list of students and the amount each college is to receive for Hathaway Scholarship awards.

(e) Within 45 days of the commencement of each semester, the University shall certify to the Department a list of students enrolled in the institution who qualify for Hathaway Merit and Need-Based Scholarships, and the amount for which they qualify.

(f) The lists submitted to the Department from the eligible institutions must include all the data elements needed to enable the institutions and the Department to meet the reporting requirements of the Hathaway Scholarship program. Data elements shall include but are not limited to:

(i) Student name, birth date, and gender;
(ii) Unique student identifier identified by the Department and the institutions;
(iii) Name of the institution;
(iv) Hathaway scholarship category;
(v) Number of credit hours;
(vi) Semester identifier; and
(vii) High school graduation year.

(g) Upon receipt of the two student lists, the Department shall verify there is no inappropriate duplication of students among the institutions.

(i) Any duplication of students will be reported by the Department to the institutions and to the Commission. The institutions, in coordination with the Commission, will research and resolve the problem, if any, and submit final lists back to the Department.

(ii) If it is determined a student is properly attending multiple eligible institutions, the Department shall award the entire Hathaway scholarship for which the student qualifies to the eligible institution designated in the student's consortium agreement as the home institution.

(h) When the final lists are certified as accurate and approved, the Department will certify to the state treasurer the balance of the amount due to each institution for the semester.

(i) The state treasurer shall pay the amounts due no later than 75 days after commencement of the institution's semester. Individual payments will be made to the University and to each community college.

(i) The state treasurer shall report to the Wyoming Community College commission and the Department the amounts paid to each college.

(j) Any prepayment that exceeds the amount actually due the institution for any semester shall be calculated by the Department and deducted from the next payment(s) made to the institution.

(k) Students receiving a Hathaway Scholarship for a summer semester shall be included with the institution's fall semester calculations.

(i) The Department will consequently adjust the award to the institution for the fall semester to include the appropriate additional amount for the summer semester.

Hathaway Scholarship Reporting on Participants and their Academic Progress

Statute:

21-16-1308

(c) The department shall establish annual reporting procedures for purposes of policy analysis and program evaluation and providing accurate data to the legislature and governor relative to the program's impact on the state and on students.

In developing the annual reporting procedure the department shall consult with the University of Wyoming and community college financial aid officers and registrars or their designees. It is the intention of the legislature that the reporting system and the requirements thereof shall be applicable to all recipients of scholarships under this article. Compliance with this section shall be made a condition of receiving a scholarship under this article.

The reporting system shall include the following information:

(i) A report prepared for each semester or equivalent periods of time during each academic year relative to the rate of retention of program participants;

(ii) Scholarships-by-students as they progress from semester to semester or other equivalent periods of time as may be applicable once enrolled at an eligible institution.

The data shall be reported by institution attended, by the instructional program, and by scholarship category and shall include

-the percent of students losing scholarship eligibility due to not earning the minimum number of credit hours,

-the percent of students losing scholarship eligibility due to not having the required cumulative grade point average,

-the percent of students losing scholarship eligibility for failing to make satisfactory academic progress

-and the percentage of students losing scholarship eligibility for failing to enroll.

The same information shall also be reported by categories showing those students qualifying through WORKKEYS scores and GED scores and by the group of students who attended a home-based educational program and did not graduate from an eligible high school;

(iii) The persistence rates at the eligible institutions of freshmen, sophomore, junior and senior students receiving a scholarship reported by scholarship category and by award year;

(iv) The graduation rates or rates of completion of the chosen post-secondary education program if otherwise applicable for students receiving a scholarship reported by scholarship category and award year, including for those graduating with an academic degree at the baccalaureate level the rate for persons graduating within four (4) years, within five (5) years and within six (6) years, respectively and including for those graduating with a certificate or associate degree the rate for persons graduating within one (1), two (2) and three (3) years;

(v) The mean length of time required for a student receiving a scholarship under this article to graduate with a degree or to complete the certificate program with such information being reported by scholarship category and by award year;

(vi) An annual report on the number of applicants as well as the percent of high school graduates by high school district who apply for a scholarship by scholarship category, and the percent of those students who are awarded a scholarship and subsequently enroll in an eligible institution;

(vii) Statistical studies on the relationship between the courses taken and grades earned by a high school student and the student's score on the ACT or WORKKEYS test. Relative to public high schools, such statistical studies shall use student course and grade data that is otherwise available from the schools and such studies shall be conducted at no additional cost to the governing authority of any public high school;

(viii) Statistical studies on the relationship between the courses taken and the grades earned in high school and the student's college or university GPA.

(d) The annual report by the department shall be submitted to the governor and the legislature in accordance with W.S. 9-2-1014.

Rules & Regulations:

Chapter 38, Section 22, Data Gathering and Reporting Procedures

(a) In consultation with school districts and the financial aid officers and registrars of the eligible institutions, or their designees, the Department shall develop annual reporting procedures for purposes of policy analysis and program evaluation. The annual report on the Hathaway Scholarship Program shall be presented by the Department in accordance with the budget timeframes identified in W.S. § 9-2-1014.

(b) Data reporting is a requirement for receipt of scholarship funds.

(c) The University of Wyoming shall submit the required information directly to the Department.

(d) Wyoming community colleges shall submit the required information to the Wyoming Community College Commission which shall submit to the Department individual college information, as well as a summative report of all college data.

(e) Information to be provided to the Department from the eligible institutions includes:

(i) By district and scholarship type, the number and percent of students who apply, the number and percent of students who meet success curriculum requirements, the number and percent of students awarded a scholarship, and the number and percentage of students who subsequently enroll in the institution;

(ii) Rate of retention of scholarship recipients;

(iii) Persistence rate of freshman, sophomore, junior, and senior scholarship recipients, by original award year, by scholarship type; and

(iv) Graduation rates or rates of completion, by scholarship type by award year to include:

(A) For those receiving a baccalaureate level degree, the rate scholarship recipients graduated in four, five or six years, and the mean length of time for students to earn the degree; and

(B) For those receiving a certificate or associate degree, the rate scholarship recipients graduated in one, two, or three years, and the mean length of time for students to complete the certificate or associate degree.

(v) By institution, instructional program, scholarship type, and award year, report on the loss of scholarship eligibility of students at the end of each spring semester according to the following categories:

(A) Those qualifying through high school graduation with the accompanying GPA and ACT requirements;

(B) Those qualifying through high school graduation with the accompanying GPA and WorkKeys requirements;

(C) Those qualifying through GED and the accompanying ACT requirements;

(D) Those qualifying through a home-based educational program and the accompanying ACT requirements.

(vi) In addition to reporting the number of students who have lost scholarship eligibility as specified in Section 22 (e)(v) of these rules, institutions shall provide further data on cause of loss of scholarship to include:

(A) The number and percentage of students failing to meet satisfactory academic progress due to either minimum number of credit hours and/or failure to maintain minimum cumulative GPA ;

(B) The number and percentage of students failing to maintain minimum continuous enrollment requirements; and

(C) The number and percentage of students failing to enroll in the eligible institution.

(f) Studies the Department shall undertake annually for each graduating cohort include:

(i) Analysis of the relationship between courses taken, grades earned in high school, and a student's ACT and or WorkKeys test scores; and

(ii) Analysis of the relationship between courses taken, grades earned in high school, and a student's college and/or university GPA.

The Reporting Cycle

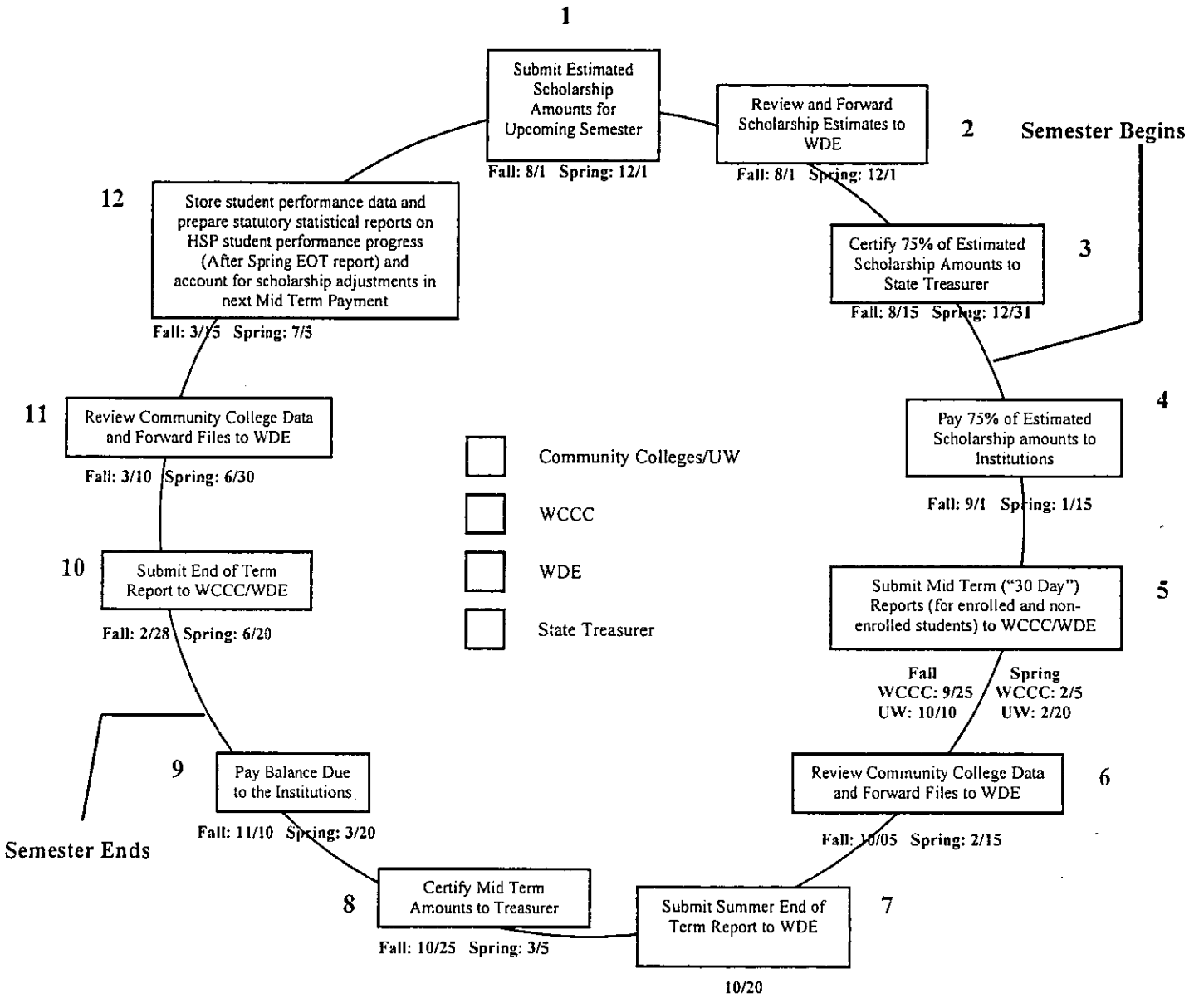
As the statutes quoted in the previous section indicate, the Hathaway data collection is based on the need for information in three areas; **Scholarship Applicants , Scholarship Amounts Awarded,** and **Student Performance**. This information is gathered by the institutions and collected by the WCCC (if applicable) and the WDE via four reports during each semester (see p.16-17 for details about each report). These reports are created, reviewed, stored, and analyzed in eleven steps during a semester. The participants in the cycle are the Institutions, the Wyoming Community College Commission (WCCC), The Wyoming Department of Education (WDE), and the State Treasurer.

All steps in the reporting cycle involve the listing, verification, or reimbursement of **Scholarship Amounts Awarded,** whereas **Scholarship Applicant** and **Student Performance** data are dealt with in only a few of the steps. Applicant and performance data are analyzed by the WDE after the end of each school year to generate the statutorily required statistics on the applicants and the academic progress of scholarship recipients.

The next page provides an illustration of the reporting cycle. The pages that follow it provide detail on each step in the process in a "Who, What, Why, and When" format.

Successive sections provide more information about the required data reports, the data submission path, scholarship accounting, and student progress statistics.

The Cycle At-a-Glance



Note: the dates are approximate – refer to the rules for exact time intervals.

Refer to pages 12 thru 15 for details on each step in the cycle.....

716

1. WHO: **Community Colleges/UW**
   WHAT: **The Estimate Report.** (Page 16)
   WHY: To receive 75% reimbursement at the beginning of the semester.
   WHEN: By 8/1 for the Fall semester, and 12/1 for the Spring semester. (Community Colleges report to the WCCC, UW reports directly to the WDE)

2. WHO: The WCCC
   WHAT: Review Estimate Reports submitted by each individual Community College and forward to WDE.
   WHY: To ensure reports are complete.
   WHEN: Upon Receipt from the Community Colleges.

3. WHO: The WDE
   WHAT: Download the Estimate Reports to the HSP Data Warehouse and prepare certification to the State Treasurer.
   Required Information for each institution: Beginning Balance, Recipient Counts and Amounts by Scholarship Category, and Total Amount to be paid.
   WHY: To track individual institution balances and to ensure institutions are properly compensated.
   WHEN: Submit certified amounts to the State Treasurer by 8/15 for the Fall semester and by 12/31 for the Spring semester.

4. WHO: The State Treasurer
   WHAT: Pay from the scholarship expenditure account 75% of the estimated scholarship amounts due to each institution as certified by the WDE.
   WHY: To reimburse the institutions for the Hathaway scholarships awarded.
   WHEN: By 9/1 for the Fall semester, and by 1/15 for the Spring semester.

5. WHO: Community Colleges/UW
   WHAT: The Mid Term Reports (Page 16)
   WHY: To provide the WDE with data to calculate the remaining balance due for scholarships awarded, and to provide information on attempted hours and instructional program selections, and to provide data on applicants who did not enroll. Data on enrolled and non-enrolled students are submitted in two separate reports.
   WHEN: Community Colleges: Submit to the WCCC within 30 days of the commencement of each semester.
   UW: Submit to the WDE within 45 days of the commencement of each semester.

6. WHO: The WCCC
   WHAT: Review Mid Term Reports submitted by the Community Colleges for accuracy and verify no inappropriate duplication of students exists and forward to WDE.
   WHY: To ensure that no student exceeds the maximum scholarship amount allowed if enrolled in more than one institution.
   WHEN: Within 10 days of receipt from the Community Colleges.

7. WHO: Community Colleges/UW
   WHAT: The Summer End-Of-Term Report (Page17)
   WHY: To provide the WDE with data to run the statutory statistical reports on Hathaway student performance and to include summer scholarships for reimbursement (to be applied to the fall semester Mid Term payment).
   WHEN: By 10/20 of each year

8. WHO: The WDE
   WHAT: Download the Mid Term Reports to the HSP Data Warehouse, review for duplicate student records between CCs and UW, and prepare certification to the State Treasurer.
   Required Information for each institution: Beginning Balance, Recipient Counts and Amounts by Scholarship Category, and Total Amount to be paid.
   WHY: To track individual institution balances and to ensure institutions are properly compensated.
   WHEN: Submit certified amounts to the State Treasurer by 10/25 for the Fall semester, and by 3/5 for the Spring Semester.

9. WHO: The State Treasurer
   WHAT: Pay from the scholarship expenditure account the balance of the amount due to each institution as certified by the WDE.
   WHY: To reimburse the institutions the balance due for the Hathaway scholarships awarded.
   WHEN: Within 75 days of the commencement of each semester.

10. WHO: **Community Colleges/UW**
WHAT: **The End-Of-Term Report.** (Page 17)
WHY: To provide the WDE with data to run the statutory statistical reports on Hathaway student performance and to account for any adjustments in scholarship reimbursements (to be applied to next semester's Mid Term payment).
WHEN: **Community Colleges:** Submit to the WCCC within 60 days of the end of fall semester, and within 30 days of the end of spring semester.
UW: Submit to the WDE within 70 days of the end of fall semester, and within 40 days of the end of spring semester.

11. WHO: The WCCC
WHAT: Review the End-Of-Term Reports submitted by the Community Colleges for completeness and duplicate student records between institutions and forward to WDE.
WHY: To ensure that accurate data is submitted to WDE.
WHEN: Within 10 days of receipt from the Community Colleges.

12. WHO: The WDE
WHAT: Download the End Of Term Reports to the Hathaway Data Warehouse and prepare student performance statistics (post Spring only), and identify any adjustments to scholarship amounts.
WHY: To comply with the annual statutory reporting and track individual institution balances to ensure institutions are properly compensated.
WHEN: The annual statutory statistical reports on student performance are to be completed by 10/1. Any adjustments in scholarship amounts will be applied to next semester's Mid Term payment.

The Reports

1. The Estimate Report

This is an estimated totals report that is submitted by the institutions by 8/1 for the fall semester, and by 12/1 for the spring semester. As the title indicates, it is an estimate of the number of students and scholarships within the four merit levels, as well as an estimate of the Needs award. 75% of the estimated scholarship total is remitted to the institutions as a prepayment for the semester. The payments need to be made by the State Treasurer to the institutions by 9/1 for the fall semester, and by 1/15 for the spring semester.

The three reports below require the collection and submission of certain pieces of data that pertain to Hathaway Scholarship applicants and enrolled students. These data elements and their properties are listed in Appendix A starting on page 27.

2. a) The Mid Term Report - Enrolled Students

This report is submitted by the community colleges to the WCCC within thirty days of the start of the semester, who then forwards the files within ten days of receipt to the WDE. The University submits the file directly to the WDE within 45 days of the start of the semester. The institutions receive the difference between the 75% of the Estimate payment and the sum of scholarship amounts provided in this report. The payments need to be made by the State Treasurer to the institutions within 75 days of the start of the semester. Information on attempted hours and instructional program is included in this report. The specific elements for this data submission are listed on pages 31 - 33.

b) The Mid Term Report - Non-Enrolled New Applicants

This report is to accompany the Mid Term Report for Enrolled Students. It provides information about new applicants (or newly screened Wyo grads, GED or Home Schooled students) who did not qualify or did not accept the scholarship and includes data indicating the reason for non-enrollment. The purpose of this report is to complete the set of applicants for the semester being reported;

All Students in the Mid Term Non-Enrolled New Applicants file
\+ All New Students in the Mid Term Enrolled Students file
= New Applicants for the reporting term

The specific elements for this data submission are listed on pages 34 - 36.

3. The End-of-Term Report – Enrolled Students

The main purpose of this report is for the institutions to submit student performance data that is analyzed by the WDE for the statutorily required annual academic progress statistics. However, any changes made to individual scholarship amounts during the last part of the current semester will be registered and accounted for as an adjustment to the last payment for the following semester.

Students to be included in this report:
-All students who have initiated the scholarship (in the past or in the current semester), whether they received a scholarship during the semester or not,
-AND have not used up their 8 semester (96 credit hrs) limit,
-AND are inside of the 6 year deadline

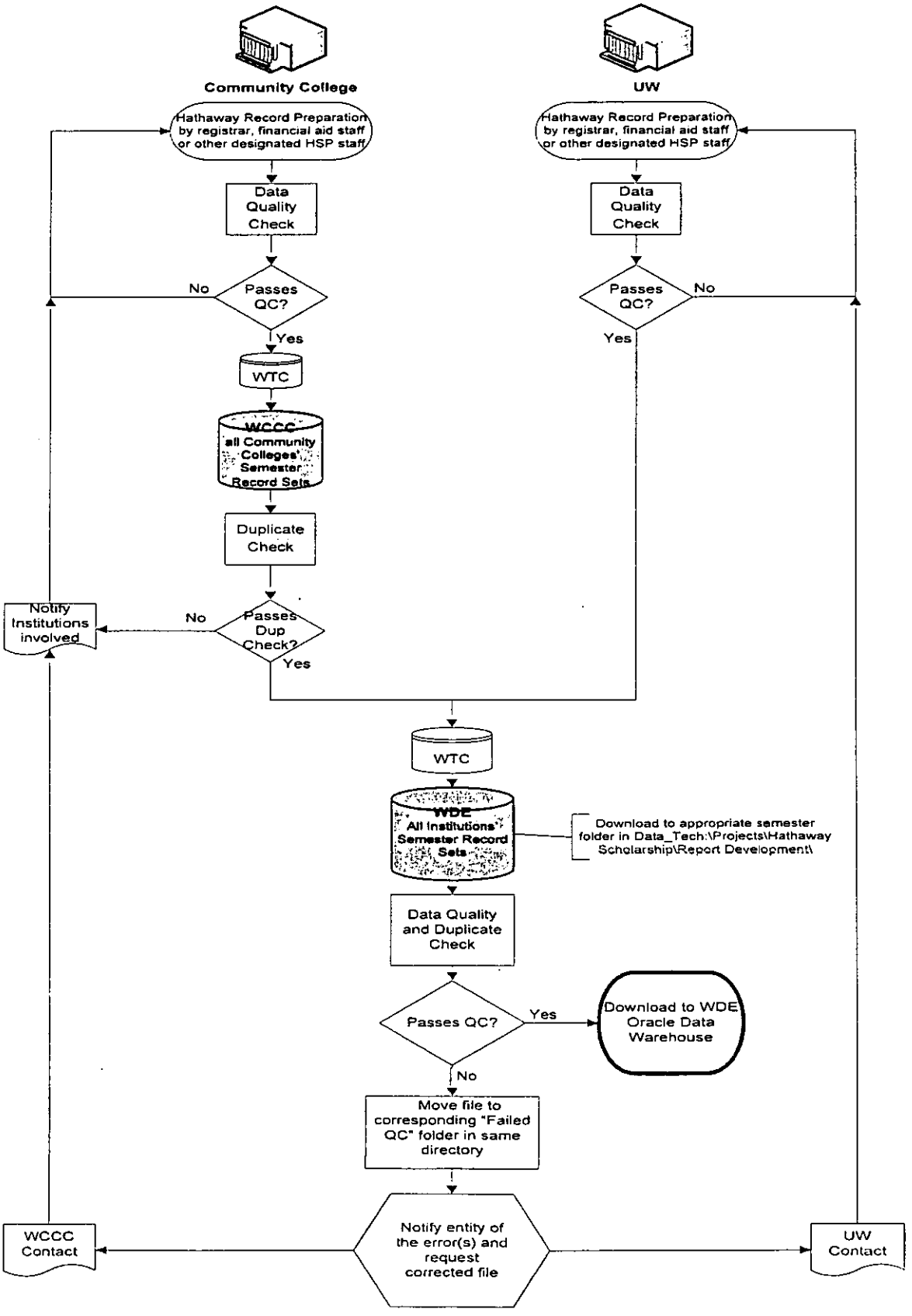
The specific elements for this data submission are listed on pages 37 – 40.

Note: *The due date for the End-of-Term report serves as the deadline for submitting Hathaway Scholarships granted for the semester. Scholarships reported to the WDE after the end-of-term due date will not be reimbursed to the post secondary institution.*

The Data Transfer Path

The Wyoming Transcript Center (WTC) provides a secure method of transferring sensitive student information between the entities that are involved in creating and managing the data. Within the path, it is essential to have data quality check points to guarantee that the HSP Data Warehouse ultimately receives accurate records with clean data to ensure efficient and precise reporting.

The following page illustrates the flow of information as it originates at the Institutions, passes through the Wyoming Community College Commission (if applicable), and ultimately downloaded to the WDE Data Warehouse. Information about the data quality checks follows on page 20.


Community College
UW
Hathaway Record Preparation by registrar, financial aid staff or other designated HSP staff
Hathaway Record Preparation by registrar, financial aid staff or other designated HSP staff
Data Quality Check
Data Quality Check
No
Passes QC?
Passes QC?
No
Yes
Yes
WTC
WCCC all Community Colleges' Semester Record Sets
Duplicate Check
Notify Institutions involved
No
Passes Dup Check?
Yes
WTC
WDE All Institutions' Semester Record Sets
Download to appropriate semester folder in Data_Tech:\Projects\Hathaway Scholarship\Report Development\
Data Quality and Duplicate Check
Passes QC?
Yes
Download to WDE Oracle Data Warehouse
No
Move file to corresponding "Failed QC" folder in same directory
WCCC Contact
Notify entity of the error(s) and request corrected file
UW Contact

Data Quality Checks

(Refer to Appendix A starting on page 28 for data element detail)

Data Elements

1. All required fields are populated.
2. Fields are populated with Valid Values only, and consistent with specified format.
3. There are no duplicate records.

Relationships Between Elements

1. High School performance data (HS_GPA, ACT_SCORE, GED_SCORE, WORKKEYS_SCORE) supports the scholarship level (SCHOLARSHIP_CATEGORY).
2. Award Amount (MERIT_AWARD_AMOUNT) is not greater than the amount allowed based on the scholarship level and attempted non-remedial hours (ATT_SEM_HRS_GR + ATT_SEM_HRS_NGR).
3. For each of the semester hour fields, earned hours do not exceed attempted hours.
4. Previous semester's Cumulative Data supports the current scholarship level (SCHOLARSHIP_CATEGORY).
5. Cumulative data (hours and points) supports the CUMULATIVE_STATUS (if student has attended only one institution), unless an appeal was approved.

Post End-Of-Term Record Updates

Any change to a student Hathaway record during the semester should be reflected in the End-of-Term Report for that semester.

If there is a change to any Hathaway data element after the End-of-Term Report was submitted, upload to the Wyoming Transcript Center (WTC) the complete Hathaway record(s) (all required elements must be included) that contains the changes, and notify the WCCC of the data transfer (UW notifies WDE). The same submission process and quality checks applies to individual record transfers.

The Accounting

As is mentioned in the Data Reporting Cycle section on pages 10 - 15 , the WDE receives three updates from the institutions during any given semester that include scholarship amounts awarded, and are provided via these reports discussed in detail on pages 16 - 17;

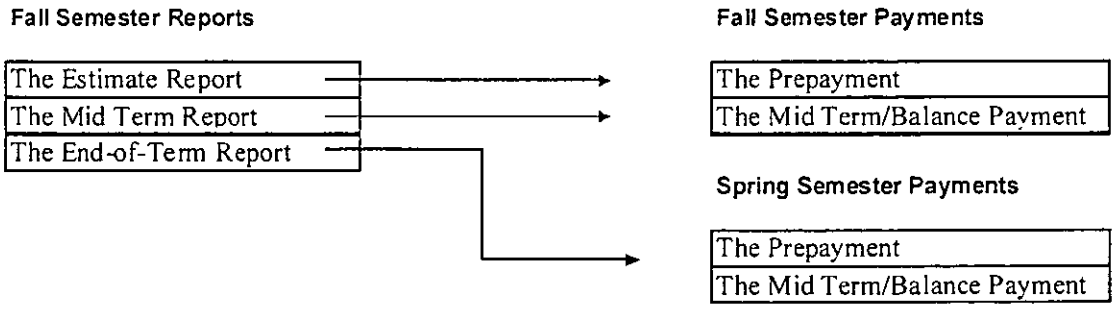
1. The Estimate Report
2. The Mid Term Report – Enrolled Students
3. The End-of-Term Report – Enrolled Students

The scholarship information declared in these reports is accounted for in two payments to the institutions each semester;

1. The Prepayment
2. The Mid Term/Balance Payment

Special note regarding the End-of-Term Report: Since the last payment (the Mid Term/Balance Payment) for the current semester, and the first payment (the Prepayment) for the following semester have already been processed by the time this report is due, the amount in this report must be carried forward to the second payment (the Mid Term/Balance Payment) for the following semester.

Illustration:



See next page for the current accounting set-up.

2008SP Reports

	Report	Scholarships	Casper College		Central Wy. College		Eastern Wy. College		Laramie County CC		Northwest College		Sheridan College		Western Wy. CC		Community College Total		UW		Grand Total	
			HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount
1	Estimate Report 12/1/07	Honors	67	$107,200	16	$25,600	20	$32,000	44	$70,400	45	$63,740	32	$47,200	42	$64,000	266	$410,140	625	975,000	891	$1,385,140
2		Performance	193	$230,000	55	$66,000	39	$46,800	130	$156,000	108	$122,786	92	$108,000	120	$138,777	737	$868,363	490	575,000	1,227	$1,443,363
3		Opportunity	151	$120,200	33	$26,400	27	$21,600	118	$91,200	60	$46,495	65	$50,400	90	$69,577	544	$425,872	230	175,000	774	$600,872
4		Career	65	$52,000	20	$16,000	24	$19,200	40	$32,000	30	$22,753	30	$23,200	18	$14,400	227	$179,553	0	0	227	$179,553
5		Need Award	39					$5,091	6	$1,371	9	$1,697	5	$1,800	7	$1,900	83	$28,343	245	240,000	328	$268,343
6		Estimated Sch.Shps.	476					$124,491				$247,471	219	$230,600	270	$288,654	1,774	$1,912,271	1,345	1,965,000	3,119	$3,877,271
7	Mid Term (30 Day) Report	Honors																				
8		Performance																				
9		Opportunity																				
10		Career																				
11		Need Award																				
12		Actual Sch.Shps.	0	$0	0	$0	0	$0	0					$0	0	$0	0	$0	0	$0	0	$0
13	Supplemental Report	Honors																				
14		Performance																				
15		Opportunity																				
16		Career																				
17		Need Award																				
18		Additional Sch.Shps.																				
19	End of Term (Post Sem) Report	Honors																				
20		Performance																				
21		Opportunity																				
22		Career																				
23		Need Award																				
24		Final Sch.Shps.	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0		$0		$0

Line 1: This amount is provided by the institutions. The details are entered above in the Estimate Report section.

Line 2: This amount is 75% of line 2

Line 4: This amount is carried over from the previous semester's End-Of-Term Report since both payments for last semester (and the first payment for this semester) have already been processed.

Line 5: This amount is provided by the institutions. The details are entered above in the Mid-Term Report section.

Line 6: This amount is the difference between line 5 and line 3, plus line 4.

2008SP Accounting

			Casper College	Central Wy. College	Eastern Wy. College	Laramie County CC	Northwest College	Sheridan College	Western Wy.	Community	UW	Grand Total
1	Estimated	Estimate	$525,125	$134,759	$124,691	$350,971	$257,471	$230,600			$1,965,000	$3,877,271
2		75% of Estimate	$393,844	$101,069	$93,518	$263,228	$193,103	$172,950			$1,473,750	$2,907,953
3		1st Payment	$393,844	$101,069	$93,518	$263,228	$193,103	$172,950	$216,491	$1,434,203	$1,473,750	PAY $2,907,953
4	After Mid-Term (30 Day) Report	From 2007FA Final										
5		Actual										
6		Balance Due										
7		2nd Payment										
8	After End of Term	Final Actual										
9		Balance Due										
10		Carry over to 2008FA 2nd										

Line 6: This amount is the difference between line 5 and line 3, plus line 4.

Line 8: This amount is provided by the institutions. The details are entered above in the End-of-Term Report

Line 9: This amount is the difference between line 8 and line 5.

Line 10: Same as line 9, but noting that the amount is being carried over to next semester's 2nd payment since both payments for this semester, and the first payment for next semester have already been processed.

The Student Academic Progress Statistics

Statute requires that we gauge the counts of Hathaway Scholarship students and their academic progress in order to make good recommendations to the legislature on how the program can be "adjusted" to optimize the State's return on the scholarship funding. The required information is listed in statute and rules and quoted on pages 6 - 9. The data that is analyzed is delivered to the WDE via the Mid-Term Report and the End-of-Term Report (p.16 - 17), and the required data elements are listed and described in Appendix A starting on page 27.

Initial HSP Applicants

The institutions must submit a Hathaway record (based on the required data elements) for each applicant, whether the student filled out an application, or was automatically screened by the institution. Both enrolled and non-enrolled applicants must be reported. Refer to Appendix B on page 42 for an overview on how to qualify an applicant.

Returning HSP Students

Fewer data elements are required for students who enrolled in the program prior to the current semester. Data such as gender, high school graduation date, high school GPA, ACT scores, etc. is already on file at the WDE from the institution's initial data submission for these students. Refer to the Requirement Indicator field in the data element lists to see what data are required for each report, starting on page 31 in Appendix A.

Hathaway data for students who have lost eligibility, but returned to school, must still be submitted. These students may regain eligibility in later semesters, so we want to maintain continuity in the semester records for these students.

HSP Students not Returning

No record needs to be generated and submitted by the institution for an active Hathaway student (initiated the scholarship in a prior semester) who is expected to return, but fails to enroll. A gap in successive semesters enrolled within the data warehouse is enough information in itself to gauge continuous enrollment.

Refer to pages 24 - 25 for a tabelized view of the statutorily required HSP statistics.

Hathaway Scholarship Program Student Performance Reports

Information Required as provided in Chapter 38 - Rules for the Hathaway Scholarship Program - Section 22 (e)		Statutory Reference	Report	Grouping 1	Grouping 2	Grouping 3	Conditions/Remarks
(i)	Count of applicants	21-16-1308(c)(vi)	HSP01	NA	NA	NA	Denominator = All Wyo HS grads/residents initially registered in an eligible institution.
	Count of students awarded a scholarship		HSP03	By Scholarship Type	By School District		
	Percent of students awarded a scholarship		HSP03				
	Count of students subsequently enrolling		HSP04				
	Percent of students subsequently enrolling		HSP04				
(ii)	Rate of retention of scholarship recipients	21-16-1308(c)(i)	HSP05				
(iii)	Persistence rate of Freshman recipients	21-16-1308(c)(iii)	HSP06	By Award Year	By Scholarship Type		
	Persistence rate of Sophomore recipients		HSP07				
	Persistence rate of Junior recipients		HSP08				
	Persistence rate of Senior recipients		HSP09				
(iv) A	Rate of recipients graduating in 4 years - Bacc degree	21-16-1308(c)(iv)	HSP10	By Scholarship Type	By Award Year		
	Rate of recipients graduating in 5 years - Bacc degree		HSP11				
	Rate of recipients graduating in 6 years - Bacc degree		HSP12				
(iv) B	Rate of recipients graduating in 1 year - Cert or Assc degree		HSP13				
	Rate of recipients graduating in 2 years - Cert or Assc degree		HSP14				
	Rate of recipients graduating in 3 years - Cert or Assc degree		HSP15				
(v) A	Count of students losing elig. - Qualified through HS graduation - GPA/ACT		HSP20	By Instructional Program	By Scholarship Type	By Award Year	
(v) B	Count of students losing elig. - Qualified through HS graduation - GPA/WorkKeys		HSP21				
(v) C	Count of students losing elig. - Qualified through GED/ACT		HSP22				
(v) D	Count of students losing elig. - Qualified through Home Based Ed. Program		HSP23				

Hathaway Scholarship Program Student Performance Reports

(vi) A	Count of students failing to meet SAP due to min credit hrs	21-16-1308(c)(ii)	HSP24	By Instructional Program	By Scholarship Type	By Award Year	
	Count of students failing to meet SAP due to min GPA		HSP25				
	Percent of students failing to meet SAP due to min credit hrs		HSP24				
	Percent of students failing to meet SAP due to min GPA		HSP25				
(vi) B	Count of students failing to maintain min continous enrollment requirements		HSP26	By Instructional Program	By Scholarship Type	By Award Year	
	Percent of students failing to maintain min continous enrollment requirements		HSP26				
(vi) C	Count of students failing to enroll in the eligible institution		HSP04				Awarded, but failed to enroll.
	Percent of students failing to enroll in the eligible institution		HSP04				
Section 22 (f)							
(i)	Relationship between courses taken, grades earned in HS, and student's ACT and/or WorkKeys test scores	21-16-1308(c)(vii)	HSP28				
(ii)	Relationship between courses taken, grades earned in HS, and student's college university GPA	21-16-1308(c)(viii)	HSP29				

Appendices

Appendix A

Appendix A contains the current data elements, as well as proposed elements that will take effect at the beginning of the 09/10 school year.

The Appendix contains four sets of element lists;

-The Data Element Master List p. 27
-The Data Elements for the Mid-Term Report, Enrolled Students p. 31
-The Data Elements for the Mid-Term Report, Non-Enrolled New Applicants p. 34
-The Data Elements for the End-Of-Term Report, Enrolled Students p. 37

Appendix B

Appendix B is a flow chart that illustrates the process of qualifying an initial applicant for the Hathaway Scholarship. Students that are not placed in the Enrolled "bucket" at the bottom of the flowchart are accounted for in the Mid-Term Report for Non-Enrolled New Applicants.

Appendix A

DATA REPORTING ELEMENTS
2009-10 Master List

Field #	Data Element / Field Name	Data Type	Length	Valid Values / Format	Data Definition
1	WISER_ID	Text	8	8-digits	The WDE 8-digit state assigned student record identifier. (Institutions will be required to provide WISER ID to WDE starting Fall 2007 for WY HS graduates)
2	SSN	Text	9	9-digits no dashes	Social Security Number (SSN) or unique identifier used by the institution when SSN was not provided by the student. This is a text data type to ensure leading "0"s are captured.
3	COLLEGE_ID	Text	7	0150010 1350011 0750012 0850013 1150015 1750003 1550016 1950017	The college identification number of the post secondary eligible institution assigned by WDE. This is a text data type to ensure leading "0"s are captured. 0150010 = UW 1350011 = CC 0750012 = CWC 0850013 = EWC 1150015 = LCCC 1750003 = NWCC (Sheridan) 1550016 = NWC (Powell) 1950017 = WWCC
4	COLLEGE	Text	4	UW CC CWC EWC LCCC NWCC NWC WWCC	The abbreviation of the post secondary eligible institution. UW = University of Wyoming CC = Casper College CWC = Central Wyoming College EWC = Eastern Wyoming College LCCC = Laramie County Community College NWCC = North West Community College (Sheridan) NWC = Northwest College (Powell) WWCC = Western Wyoming Community College
5	SEMESTER	Text	6	YYYYFA YYYYSP YYYYSU	The semester or term for which data is being reported. Year followed by semester code. Semester codes: FA for fall, SP for spring, and SU for summer 2008FA = fall semester beginning in September 2008 2009SP = spring semester beginning in January 2009 2009SU = summer term beginning in June 2009

Field #	Data Element / Field Name	Data Type	Length	Valid Values / Format	Data Definition
6	LAST_NAME	Text	60	Name characters	Student's last name
7	FIRST_NAME	Text	15	Name characters	Student's first name
8	MIDDLE_NAME	Text	15	Name characters	Student's middle name
9	NAME_SUFFIX	Text	8	Name characters	Generational indicator i.e. Sr, Jr, III
10	DATE_OF_BIRTH	Text	8	YYYYMMDD	Student's date of birth
11	GENDER	Text	1	F, M, U	Student's Gender: F-Female; M-Male; U-Unknown
12	HS_CITY	Text	60	"name" "name1_name2" Casper Rock_Springs	Name of the city of the high school i.e.:
13	HS_ID	Text	7	"0000000"	WDE assigned school ID
14	HS_GRAD_DATE	Text	6	YYYYMM	High school graduation date, year and month only in format YYYYMM (or corresponding date for students earning GEDs or receiving home-based education)
15	HS_GRAD_TYPE	Text	8	WYO_GRAD OTR_GRAD HOME GED	High School Graduation Type. Element needed to gauge performance by qualification: WYO_GRAD = Wyoming High School Graduate OTR_GRAD = Eligible Out-of-State High School Graduate per W.S. 21-16-1303c HOME = Home-based GED = GED
16	ACT_SCORE	Number	2	0 - 36	ACT composite score (or SAT score converted to equivalent ACT score)
17	WORKKEYS_SCORE	Number	2	0 - 20	"cumulative score ... on applied math, reading for information and locating information on WorkKeys tests"
18	GED_SCORE	Number	3	0 - 800	GED standard score
19	HS_GPA	Number	4	0.00 - 4.00	"Grade point average" or "GPA" means the numbered grade average calculated using a 4.0 scale

Field #	Data Element / Field Name	Data Type	Length	Valid Values / Format	Data Definition
20	NON_ENROLLMENT_REASON	Text	2	10 20 30 40 50	10 = NOT QUALIFIED DUE TO NON ACADEMIC REASON(S) 20 = NOT QUALIFIED DUE TO HIGH SCHOOL ACADEMIC REASON(S) 30 = QUALIFIED BUT FAILED TO ENROLL 40 = QUALIFIED BUT DECLINED 50 = QUALIFIED BUT DEFERRED See page 41 for more detail
21	SEMESTER_STATUS			70 80 90 95 97	70 = COMPLETED SEMESTER 80 = WITHDRAW 90 = REGAIN ELIGIBILITY ATTEMPT 95 = POST INITIATION DEFERMENT (enrolled) 97 = POST INITIATION DEFERMENT (military/religious) See page 41 for more detail
22	SCHOLARSHIP_CATEGORY	Text	1	1 2 3 5	The students level of merit scholarship for the semester being reported. 1 = HONORS 2 = PERFORMANCE 3 = OPPORTUNITY 5 = OPPORTUNITY PROVISIONAL
23	INSTRUCTIONAL_PROGRAM	Text	2	2 digits	NCES CIP Family Code (the first two digits of the CIP code) Le.: 09 = Communication, Journalism, and Related Programs 14 = Engineering This is a text data type to ensure leading "0"s are captured
24	DEGREE	Text	4	BA, AA, CERT, etc	Required when college degree is completed. Code set to be defined by UW and CC's
25	GRAD_DATE	Text	6	YYYYFA YYYYSP YYYYSU	Required when college degree is completed. Grad Date codes: FA for fall, SP for spring, and SU for summer 2009FA = fall semester beginning in September 2009 2010SP = spring semester beginning in January 2010 2010SU = summer term beginning in June 2010
26	MERIT_AWARD_AMOUNT	Number	7	0 - 1600	HSP award amount - can be zero - NOT BLANK
27	NEED_AMOUNT	Number	7	0 - 10000	HSP need based amount - can be zero - NOT BLANK
28	CONSORTIUM	Text	1	T/F	Is the student concurrently enrolled in 2 or more Hathaway eligible institutions? T = True F = False
29	ATT_SEM_HRS_GR	Number	2	0-99	Credit Hours Enrolled: non-remedial, A - F grade outcome courses

Field #	Data Element / Field Name	Data Type	Length	Valid Values / Format	Data Definition
30	ATT_SEM_HRS_NGR	Number	2	0-99	Credit Hours Enrolled: non-remedial, P/F, S/U, or similar grade outcome courses
31	ATT_SEM_HRS_REM	Number	2	0-99	Credit Hours Enrolled: remedial
32	EARNED_SEM_HRS_GR	Number	2	0-99	Semester Credit Hours Earned for non-remedial, A - D grade earned courses
33	EARNED_SEM_HRS_NGR	Number	2	0-99	Semester Credit Hours Earned non-remedial, S or P grade outcome
34	EARNED_SEM_HRS_REM	Number	2	0-99	Semester Credit Hours Earned remedial
35	EARNED_SEM_PTS	Number	3	0-999	Semester GPA/Quality Points Earned: for non-remedial, A - F grade earned courses
36	GPA_CUM_HRS_GR	Number	3	0-999	Cumulative Credit Hours Earned for non-remedial, A - F grade earned courses (for this institution). This data is used to measure cumulative GPA since initiation of the Hathaway scholarship
37	EARNED_CUM_HRS_NGR	Number	3	0-999	Cumulative Credit Hours Earned non-remedial, S or P grade outcome (for this institution) since initiation of the Hathaway scholarship
38	EARNED_CUM_HRS_REM	Number	3	0-999	Cumulative Credit Hours Earned remedial (for this institution) since initiation of the Hathaway scholarship
39	EARNED_CUM_PTS	Number	3	0-999	Cumulative GPA/Quality Pts. Earned: non-remedial, A-F grade earned courses (this institution) since initiation of the Hathaway scholarship
40	CUMULATIVE_STATUS Spring Only	Text	3	100 200 300 400 500 600 700 750 775 800 900	100 = INELIGIBLE GPA 200 = INELIGIBLE HRS 300 = INELIGIBLE SAP 400 = INELIGIBLE GPA HRS 500 = INELIGIBLE GPA SAP 600 = INELIGIBLE HRS SAP 700 = INELIGIBLE GPA HRS SAP 750 = INELIGIBLE CONTINUOUS ENROLLMENT 775 = REDUCED TO OPPORTUNITY 800 = SATISFACTORY 900 = APPEAL APPROVED

See page 41 for more detail

WYOMING HATHAWAY SCHOLARSHIP PROGRAM *Make College A Reality*

DATA ELEMENTS FOR THE MID-TERM REPORT
- ENROLLED STUDENTS -

Deadline for submitting this report:
Community Colleges: to WCCC within 30 days of the commencement of the semester
University of Wyoming: to WDE within 45 days of the commencement of the semester

The following values indicate if population of each particular field is required or optional, per the following codes: R = required; O = optional; (R) = required if event occurred; R-I then O = required on the first mid semester report corresponding to each student's initial application, optional for subsequent reporting periods.

Field #	Data Element / Field Name	Data Type	Length	Valid Values / Format	Data Definition	Requirement Indicator
1	WISER_ID	Text	8	8-digits	The WDE 8-digit state assigned student record identifier. (Institutions will be required to provide WISER ID to WDE starting Fall 2007 for WY HS graduates)	R
2	SSN	Text	9	9-digits no dashes	Social Security Number (SSN) or unique identifier used by the institution when SSN was not provided by the student. This is a text data type to ensure leading "0"s are captured.	R
3	COLLEGE_ID	Text	7	0150010 1350011 0750012 0850013 1150015 1750003 1550016 1950017	The college identification number of the post secondary eligible institution assigned by WDE. This is a text data type to ensure leading "0"s are captured. 0150010 = UW 1350011 = CC 0750012 = CWC 0850013 = EWC 1150015 = LCCC 1750003 = NWCC (Sheridan) 1550016 = NWC (Powell) 1950017 = WWCC	R
4	COLLEGE	Text	4	UW CC CWC EWC LCCC NWCC NWC WWCC	The abbreviation of the post secondary eligible institution. UW = University of Wyoming CC = Casper College CWC = Central Wyoming College EWC = Eastern Wyoming College LCCC = Laramie County Community College NWCC = North West Community College (Sheridan) NWC = Northwest College (Powell) WWCC = Western Wyoming Community College	O

Field #	Data Element / Field Name	Data Type	Length	Valid Values / Format	Data Definition	Requirement Indicator
5	SEMESTER	Text	6	YYYYFA YYYYSP YYYYSU	The semester or term for which data is being reported. Year followed by semester code. Semester codes: FA for fall, SP for spring, and SU for summer 2008FA = fall semester beginning in September 2008 2009SP = spring semester beginning in January 2009 2009SU = summer term beginning in June 2009	R
6	LAST_NAME	Text	60	Name characters	Student's last name	R
7	FIRST_NAME	Text	15	Name characters	Student's first name	R
8	MIDDLE_NAME	Text	15	Name characters	Student's middle name	O
9	NAME_SUFFIX	Text	8	Name characters	Generational indicator i.e. Sr, Jr, III	O
10	DATE_OF_BIRTH	Text	8	YYYYMMDD	Student's date of birth	R_I then O
11	GENDER	Text	1	F, M, U	Student's Gender: F-Female, M-Male, U-Unknown	R_I then O
12	HS_CITY	Text	60	"name" "name1_name2"	Name of the city of the high school i.e.: Casper Rock_Springs	R_I then O
13	HS_ID	Text	7	"0000000"	WDE assigned school ID	R_I then O
14	HS_GRAD_DATE	Text	6	YYYYMM	High school graduation date, year and month only in format YYYYMM (or corresponding date for students earning GEDs or receiving home-based education)	R_I then O
15	HS_GRAD_TYPE	Text	8	WYO_GRAD OTR_GRAD HOME GED	High School Graduation Type. Element needed to gauge performance by qualification. WYO_GRAD = Wyoming High School Graduate OTR_GRAD = Eligible Out-of-State High School Graduate per W.S. 21-16-1303c HOME = Home-based GED = GED	R_I then O
16	ACT_SCORE	Number	2	0 - 36	ACT composite score (or SAT score converted to equivalent ACT score)	R_I then O
17	WORKKEYS_SCORE	Number	2	0 - 20	"cumulative score ... on applied math, reading for information and locating information on WorkKeys tests".	R_I then O
18	GED_SCORE	Number	3	0 - 800	GED standard score	R_I then O

Field #	Data Element / Field Name	Data Type	Length	Valid Values / Format	Data Definition	Requirement Indicator
19	HS_GPA	Number	4	0.00 - 4.00	"Grade point average" or "GPA" means the numbered grade average calculated using a 4.0 scale	R_I then O
22	SCHOLARSHIP_CATEGORY	Text	1	1 2 3 5	The students level of merit scholarship for the semester being reported. 1 = HONORS 2 = PERFORMANCE 3 = OPPORTUNITY 5 = OPPORTUNITY PROVISIONAL	R
23	INSTRUCTIONAL_PROGRAM	Text	2	2 digits	NCES CIP Family Code (the first two digits of the CIP code) i.e.: 09 = Communication, Journalism, and Related Programs 14 = Engineering This is a text data type to ensure leading "0"s are captured	R
26	MERIT_AWARD_AMOUNT	Number	7	0 - 1600	HSP award amount - can be zero - NOT BLANK	R
27	NEED_AMOUNT	Number	7	0 - 10000	HSP need based amount - can be zero - NOT BLANK	R
28	CONSORTIUM	Text	1	T/F	Is the student concurrently enrolled in 2 or more Hathaway eligible institutions? T = True F = False	R
29	ATT_SEM_HRS_GR	Number	2		Credit Hours Enrolled: non-remedial, A - F grade outcome courses	R
30	ATT_SEM_HRS_NGR	Number	2		Credit Hours Enrolled: non-remedial, P/F, S/U, or similar grade outcome courses	R
31	ATT_SEM_HRS_REM	Number	2		Credit Hours Enrolled: remedial	R

WYOMING HATHAWAY SCHOLARSHIP PROGRAM

DATA ELEMENTS FOR THE MID-TERM REPORT
- NON-ENROLLED NEW APPLICANTS -

Deadline for submitting this report:
Community Colleges: to WCCC within 30 days of the commencement of the semester
University of Wyoming: to WDE within 45 days of the commencement of the semester

The following values indicate if population of each particular field is required or optional, per the following codes: R = required; O = optional; (R) = required if event occurred; R-I then O = required on the first mid-semester report corresponding to each student's initial application, optional for subsequent reporting periods.

Field #	Data Element / Field Name	Data Type	Length	Valid Values / Format	Data Definition	Requirement Indicator
1	WISER_ID	Text	8	8-digits	The WDE 8-digit state assigned student record identifier. (Institutions will be required to provide WISER ID to WDE starting Fall 2007 for WY HS graduates)	R
2	SSN	Text	9	9-digits no dashes	Social Security Number (SSN) or unique identifier used by the institution when SSN was not provided by the student. This is a text data type to ensure leading "0"s are captured.	R
3	COLLEGE_ID	Text	7	0150010 1350011 0750012 0850013 1150015 1750003 1550016 1950017	The college identification number of the post secondary eligible institution assigned by WDE. This is a text data type to ensure leading "0"s are captured. 0150010 = UW 1350011 = CC 0750012 = CWC 0850013 = EWC 1150015 = LCCC 1750003 = NWCC (Sheridan) 1550016 = NWC (Powell) 1950017 = WWCC	R
4	COLLEGE	Text	4	UW CC CWC EWC LCCC NWCC NWC WWCC	The abbreviation of the post secondary eligible institution. UW = University of Wyoming CC = Casper College CWC = Central Wyoming College EWC = Eastern Wyoming College LCCC = Laramie County Community College NWCC = North West Community College (Sheridan) NWC = Northwest College (Powell) WWCC = Western Wyoming Community College	O

Field #	Data Element / Field Name	Data Type	Length	Valid Values / Format	Data Definition	Requirement Indicator
5	SEMESTER	Text	6	YYYYFA YYYYSP YYYYSU	The semester or term for which data is being reported. Year followed by semester code. Semester codes: FA for fall, SP for spring, and SU for summer 2008FA = fall semester beginning in September 2008 2009SP = spring semester beginning in January 2009 2009SU = summer term beginning in June 2009	R
6	LAST_NAME	Text	60	Name characters	Student's last name	R
7	FIRST_NAME	Text	15	Name characters	Student's first name	R
8	MIDDLE_NAME	Text	15	Name characters	Student's middle name	O
9	NAME_SUFFIX	Text	8	Name characters	Generational indicator i.e. Sr, Jr, III	O
10	DATE_OF_BIRTH	Text	8	YYYYMMDD	Student's date of birth	R
11	GENDER	Text	1	F, M, U	Student's Gender: F-Female, M-Male, U-Unknown	R
12	HS_CITY	Text	60	"name" "name1_name2" Casper Rock_Springs	Name of the city of the high school i.e.:	R
13	HS_ID	Text	7	"0000000"	WDE assigned school ID	R
14	HS_GRAD_DATE	Text	6	YYYYMM	High school graduation date, year and month only in format YYYYMM (or corresponding date for students earning GEDs or receiving home-based education)	R
15	HS_GRAD_TYPE	Text	8	WYO_GRAD OTR_GRAD HOME GED	High School Graduation Type. Element needed to gauge performance by qualification. WYO_GRAD = Wyoming High School Graduate OTR_GRAD = Eligible Out-of-State High School Graduate per W.S. 21-16-1303c	R
16	ACT_SCORE	Number	2	0 - 36	ACT composite score (or SAT score converted to equivalent ACT score)	R
17	WORKKEYS_SCORE	Number	2	0 - 20	"cumulative score ... on applied math, reading for information and locating information on WorkKeys tests"	R
18	GED_SCORE	Number	3	0 - 800	GED standard score	R
19	HS_GPA	Number	4	0.00 - 4.00	"Grade point average" or "GPA" means the numbered grade average calculated using a 4.0 scale	R

Field #	Data Element / Field Name	Data Type	Length	Valid Values / Format	Data Definition	Requirement Indicator
20	NON_ENROLLMENT_REASON	Text	2	10 20 30 40 50	10 = NOT QUALIFIED DUE TO NON ACADEMIC REASON(S) 20 = NOT QUALIFIED DUE TO HIGH SCHOOL ACADEMIC REASON(S) 30 = QUALIFIED BUT FAILED TO ENROLL 40 = QUALIFIED BUT DECLINED 50 = QUALIFIED BUT DEFERRED See page 41 for more detail	R

WYOMING HATHAWAY SCHOLARSHIP PROGRAM Make College A Reality

DATA ELEMENTS FOR THE END-OF-TERM REPORT
- ENROLLED STUDENTS -

Deadline for submitting this report:
Community Colleges: Fall: to WCCC within 60 days of the end of the semester
Spring: to WCCC within 30 days of the end of the semester
University of Wyoming: Fall: to WDE within 70 days of the end of the semester
Spring: to WDE within 40 days of the end of the semester

The following values indicate if population of each particular field is required or optional, per the following codes: R = required; O = optional; (R) = required if event occurred; R-I then O = required on the first mid semester report corresponding to each student's initial application, optional for subsequent reporting periods.

Field #	Data Element / Field Name	Data Type	Length	Valid Values / Format	Data Definition	Requirement Indicator
1	WISER_ID	Text	8	8-digits	The WDE 8-digit state assigned student record identifier. (Institutions will be required to provide WISER ID to WDE starting Fall 2007 for WY HS graduates)	R
2	SSN	Text	9	9-digits no dashes	Social Security Number (SSN) or unique identifier used by the institution when SSN was not provided by the student. This is a text data type to ensure leading "0"s are captured.	R
3	COLLEGE_ID	Text	7	0150010 1350011 0750012 0850013 1150015 1750003 1550016 1950017	The college identification number of the post secondary eligible institution assigned by WDE. This is a text data type to ensure leading "0"s are captured. 0150010 = UW 1350011 = CC 0750012 = CWC 0850013 = EWC 1150015 = LCCC 1750003 = NWCC (Sheridan) 1550016 = NWC (Powell) 1950017 = WWCC	R

Field #	Data Element / Field Name	Data Type	Length	Valid Values / Format	Data Definition	Requirement Indicator
4	COLLEGE	Text	4	UW CC CWC EWC LCCC NWCC NWC WWCC	The abbreviation of the post secondary eligible institution. UW = University of Wyoming CC = Casper College CWC = Central Wyoming College EWC = Eastern Wyoming College LCCC = Laramie County Community College NWCC = North West Community College (Sheridan) NWC = Northwest College (Powell) WWCC = Western Wyoming Community College	O
5	SEMESTER	Text	6	YYYYFA YYYYSP YYYYSU	The semester or term for which data is being reported. Year followed by semester code. Semester codes: FA for fall, SP for spring, and SU for summer 2008FA = fall semester beginning in September 2008 2009SP = spring semester beginning in January 2009 2009SU = summer term beginning in June 2009	R
6	LAST_NAME	Text	60	Name characters	Student's last name	R
7	FIRST_NAME	Text	15	Name characters	Student's first name	R
8	MIDDLE_NAME	Text	15	Name characters	Student's middle name	O
9	NAME_SUFFIX	Text	8	Name characters	Generational indicator i.e. Sr, Jr, III	O
10	DATE_OF_BIRTH	Text	8	YYYYMMDD	Student's date of birth	O
11	GENDER	Text	1	F, M, U	Student's Gender: F-Female, M-Male, U-Unknown	O
12	HS_CITY	Text	60	"name" "name1_name2" Casper Rock_Springs	Name of the city of the high school i.e.:	O
13	HS_ID	Text	7	"0000000"	WDE assigned school ID	O
14	HS_GRAD_DATE	Text	6	YYYYMM	High school graduation date, year and month only in format YYYYMM (or corresponding date for students earning GEDs or receiving home-based education)	O

Field #	Data Element / Field Name	Data Type	Length	Valid Values / Format	Data Definition	Requirement Indicator
15	HS_GRAD_TYPE	Text	8	WYO_GRAD OTR_GRAD HOME GED	High School Graduation Type. Element needed to gauge performance by qualification. WYO_GRAD = Wyoming High School Graduate OTR_GRAD = Eligible Out-of-State High School Graduate per W.S. 21-16-1303c	O
16	ACT_SCORE	Number	2	0 - 36	ACT composite score (or SAT score converted to equivalent ACT score)	O
17	WORKKEYS_SCORE	Number	2	0 - 20	"cumulative score ... on applied math, reading for information and locating information on WorkKeys tests"	O
18	GED_SCORE	Number	3	0 - 800	GED standard score	O
19	HS_GPA	Number	4	0.00 - 4.00	"Grade point average" or "GPA" means the numbered grade average calculated using a 4.0 scale	O
21	SEMESTER_STATUS			70 80 90 95 97	70 = COMPLETED SEMESTER 80 = WITHDRAW 90 = REGAIN ELIGIBILITY ATTEMPT 95 = POST INITIATION DEFERMENT (enrolled) 97 = POST INITIATION DEFERMENT (military/religious)	R
22	SCHOLARSHIP_CATEGORY	Text	1	1 2 3 5	The students level of merit scholarship for the semester being reported. 1 = HONORS 2 = PERFORMANCE 3 = OPPORTUNITY 5 = OPPORTUNITY PROVISIONAL	R
23	INSTRUCTIONAL_PROGRAM	Text	2	2 digits	NCES CIP Family Code (the first two digits of the CIP code) i.e.: 09 = Communication, Journalism, and Related Programs 14 = Engineering This is a text data type to ensure leading "0"s are captured	R
24	DEGREE	Text	4	BA, AA, CERT, etc	Required when college degree is completed: Code set to be defined by UW and CC's	(R)
25	GRAD_DATE	Text	6	YYYYFA YYYYSP YYYYSU	Required when college degree is completed. Grad Date codes: FA for fall, SP for spring, and SU for summer 2009FA = fall semester beginning in September 2009 2010SP = spring semester beginning in January 2010 2010SU = summer term beginning in June 2010	(R)

See page 41 for more detail

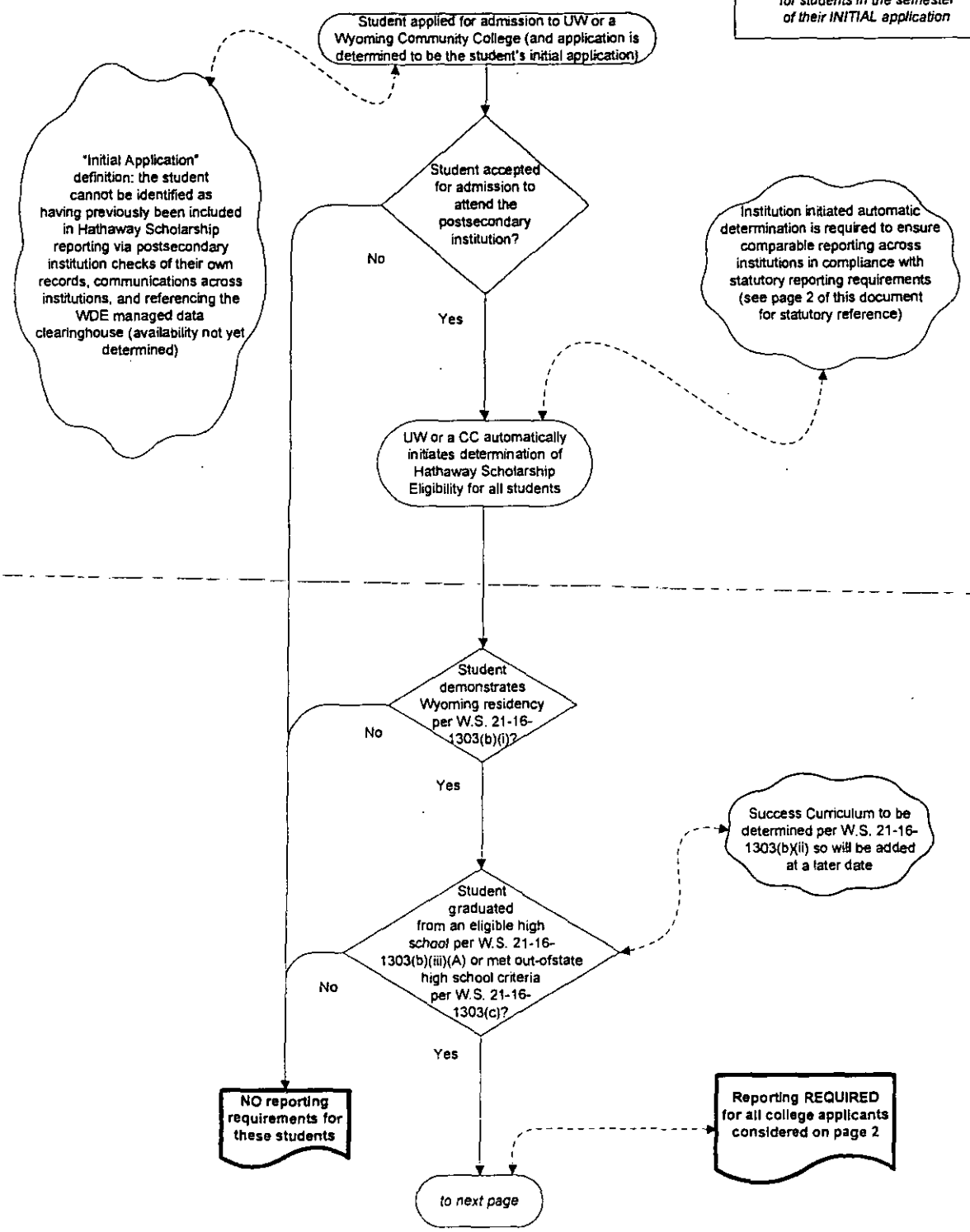
Field #	Data Element / Field Name	Data Type	Length	Valid Values / Format	Data Definition	Requirement Indicator
26	MERIT_AWARD_AMOUNT	Number	7	0 - 1600	HSP award amount - can be zero - NOT BLANK	R
27	NEED_AMOUNT	Number	7	0 - 10000	HSP need based amount - can be zero - NOT BLANK	R
28	CONSORTIUM	Text	1	T/F	Is the student concurrently enrolled in 2 or more Hathaway eligible institutions? T = True F = False	R
29	ATT_SEM_HRS_GR	Number	2		Credit Hours Enrolled: non-remedial, A - F grade outcome courses	R
30	ATT_SEM_HRS_NGR	Number	2		Credit Hours Enrolled: non-remedial, P/F, S/U, or similar grade outcome courses	R
31	ATT_SEM_HRS_REM	Number	2		Credit Hours Enrolled: remedial	R
32	EARNED_SEM_HRS_GR	Number	2		Semester Credit Hours Earned for non-remedial, A - D grade earned courses	R
33	EARNED_SEM_HRS_NGR	Number	2		Semester Credit Hours Earned non-remedial, S or P grade outcome	R
34	EARNED_SEM_HRS_REM	Number	2		Semester Credit Hours Earned remedial	R
35	EARNED_SEM_PTS	Number	6		Semester GPA/Quality Points Earned: for non-remedial, A - F grade earned courses	R
36	GPA_CUM_HRS_GR	Number	2		Cumulative Credit Hours Earned for non-remedial, A - F grade earned courses (for this institution). This data is used to measure cumulative GPA since initiation of the Hathaway scholarship	R
37	EARNED_CUM_HRS_NGR	Number	2		Cumulative Credit Hours Earned non-remedial, S or P grade outcome (for this institution) since initiation of the Hathaway scholarship	R
38	EARNED_CUM_HRS_REM	Number	2		Cumulative Credit Hours Earned remedial (for this institution) since initiation of the Hathaway scholarship	R
39	EARNED_CUM_PTS	Number	6		Cumulative GPA/Quality Pts. Earned: non-remedial, A-F grade earned courses (this institution) since initiation of the Hathaway scholarship	R
40	CUMULATIVE_STATUS Spring only	Text	3	100 200 300 400 500 600 700 750 775 800 900	100 = INELIGIBLE GPA 200 = INELIGIBLE HRS 300 = INELIGIBLE SAP 400 = INELIGIBLE GPA HRS 500 = INELIGIBLE GPA SAP 600 = INELIGIBLE HRS SAP 700 = INELIGIBLE GPA HRS SAP 750 = INELIGIBLE CONTINUOUS ENROLLMENT 775 = REDUCED TO OPPORTUNITY 800 = SATISFACTORY 900 = APPEAL APPROVED See page 41 for more detail	R

Data Element	Code	Name	Description
NON_ENROLLMENT_REASON	10	NOT QUALIFIED DUE TO NON ACADEMIC REASON(S)	Applicant does not meet non academic requirements of the Hathaway Scholarship (citizenship, selective service, loans and aid, legal, etc.) per W.S. 21-16-1303(b)(ii)(B) and W.S. 21-16-1303(e)
	20	NOT QUALIFIED DUE TO HIGH SCHOOL ACADEMIC REASON(S)	Applicant does not meet minimum high school GPA and/or ACT/WORKKEYS scores requirements for the Hathaway Scholarship per W.S. 21-16-1303(b)(iii)©
	30	QUALIFIED BUT FAILED TO ENROLL	Awarded student; fails to enroll in at least 6 non remedial credit hours
	40	QUALIFIED BUT DECLINED	Awarded student; enrolls but actively refuses the scholarship
	50	QUALIFIED BUT DEFERRED	Awarded student; turned down scholarship for later use
SEMESTER_STATUS	70	COMPLETED SEMESTER	Enrolled student, received scholarship, and received a grade in at least one non-remedial class.
	80	WITHDRAW	Enrolled student, received scholarship, but withdrew from ALL non-remedial classes
	90	REGAIN ELIGIBILITY	Enrolled student, did not receive scholarship, and used semester to regain eligibility
	95	POST INITIATION DEFERMENT (enrolled)	Is an existing Hathaway student, enrolled, but chose to defer the scholarship
	97	POST INITIATION DEFERMENT (mil/rel)	Is an existing Hathaway student, did not enroll, and obtained approval to defer enrollment for this semester due to military or religious reasons
CUMULATIVE_STATUS	100	INELIGIBLE GPA	Enrolled student; not eligible next semester due to not meeting the GPA requirements ONLY
	200	INELIGIBLE HRS	Enrolled student; not eligible next semester due to not meeting credit hour requirements ONLY
	300	INELIGIBLE SAP	Enrolled student; not eligible next semester due to not meeting other (non-credit hour) SAP requirements as defined by the institution ONLY: ("...and meeting such other criteria as established by the eligible institution to ensure the student earns his degree or certificate in a timely manner.")
	400	INELIGIBLE GPA HRS	Enrolled student; not eligible next semester due to not meeting GPA requirements AND not meeting credit hour requirements
	500	INELIGIBLE GPA SAP	Enrolled student; not eligible next semester due to not meeting GPA requirements AND not meeting other (non-credit hour) SAP requirements
	600	INELIGIBLE HRS SAP	Enrolled student; not eligible next semester due to not meeting credit hour requirements AND not meeting other (non-credit hour) SAP requirements
	700	INELIGIBLE GPA HRS SAP	Enrolled student; not eligible next semester due to not meeting GPA requirements AND not meeting credit hour requirements AND not meeting other (non-credit hour) SAP requirements
	750	INELIGIBLE CONTINUOUS ENROLLMENT	Enrolled student; not eligible next semester due to not attempting 6 or more non-remedial hours to maintain continuous enrollment
	775	REDUCED TO OPPORTUNITY	Enrolled student; Honors or Performance dropped to Opportunity due to Hathaway cumulative GPA
	800	SATISFACTORY	Cumulative results meet or exceed Hathaway criteria
	900	APPEAL APPROVED	Enrolled student; did not meet continued performance criteria for the school year, but won an appeal to continue receiving the scholarship

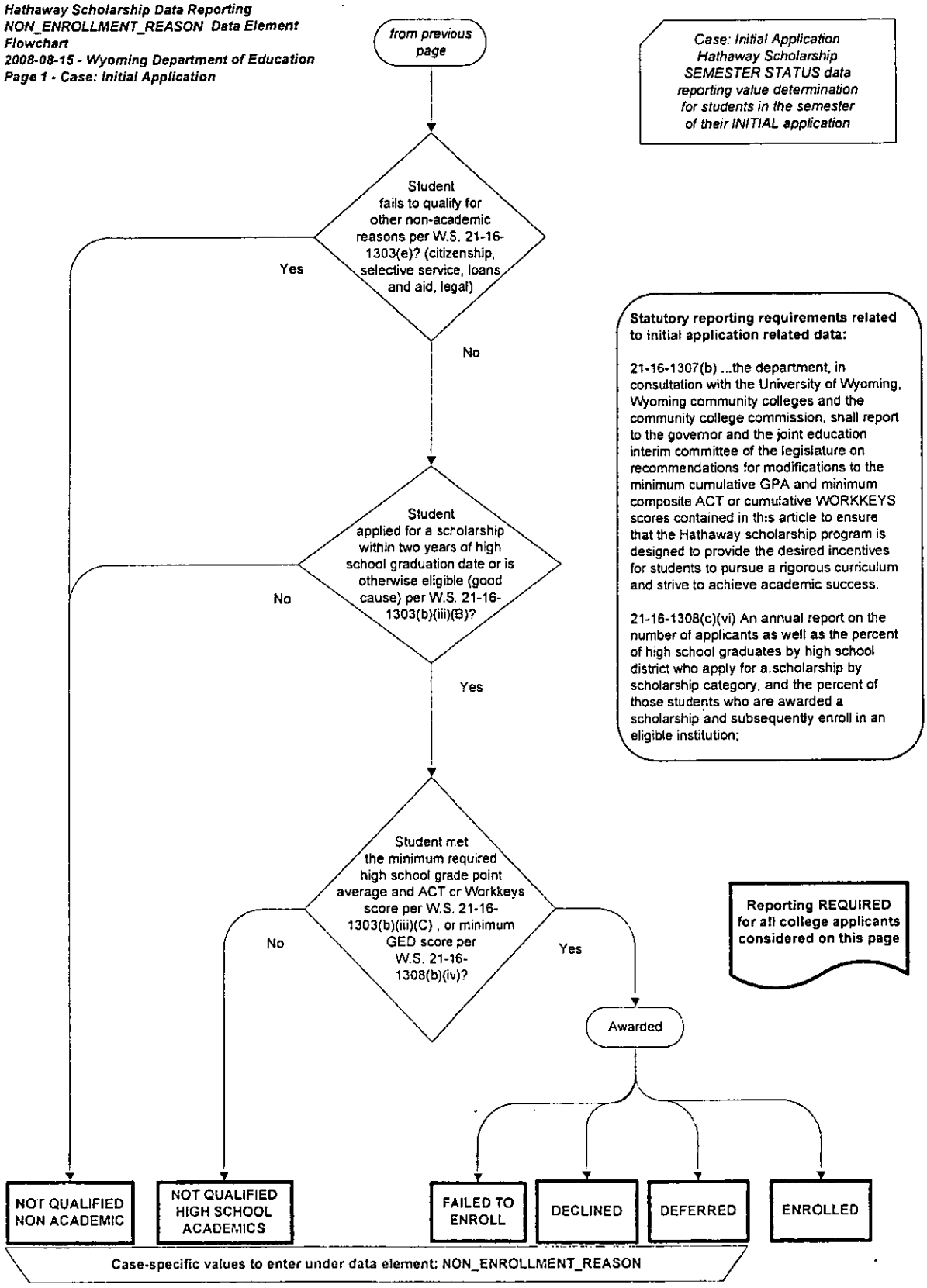
Appendix B

Hathaway Scholarship Data Reporting
NON_ENROLLMENT_REASON Data Element
Flowchart
2008-08-15 - Wyoming Department of Education
Page 1 - Case: Initial Application

Case: Initial Application
Hathaway Scholarship
ELIGIBILITY STATUS data
reporting value determination
for students in the semester
of their INITIAL application



Hathaway Scholarship Data Reporting
NON_ENROLLMENT_REASON Data Element Flowchart
2008-08-15 - Wyoming Department of Education
Page 1 - Case: Initial Application



GPS

FROM "THE TOOLBOX REVISITED"
Executive Summary Attached -

for HB 291 Senate

Summary of high school curriculum and performance variables

To remind the reader of our tools before heading into Step 1 of the logistic narrative: For the high school curriculum components of the analysis we have a composite variable called HSCURRQ, and four variables set forth in Part II above describing discrete components of HSCURRQ that we can test as proxy measures for the composite—highest level of mathematics, science momentum (a combination of highest math and core laboratory science credits), foreign language credits, and number of Advanced Placement courses. In a moment all these will appear in a correlation matrix that will provide a preview of how they might play out in multivariate analyses.

For our other performance measures, we bring forward from Part II a quintile presentation of the student's high school class rank/GPA, and a quintile presentation of senior year test score.

Academic Resources

The original *Tool Box* advanced a notion explored and developed by Karl Alexander of Johns Hopkins and his associates in numerous exemplary contributions to the research literature: A student's academic background was far more important than demographic variables such as gender, race/ethnicity, family composition, and socioeconomic status in relation to test performance (Alexander and Pallas 1984), entering higher education (Thomas, Alexander, and Eckland 1979), and, in one study, degree completion (Alexander, Riordan, Fennessey and Pallas 1982). How does one reflect a composite idea of "academic background" of students coming out of high school and into postsecondary education? The key measure of Academic Resources (or ACRES, as the original *Tool Box* variable was called in order to elicit the idea of academic cultivation), combined curricular record, academic performance (class rank/GPA) as an indicator of student effort, and an external measure in the form of performance on tests of general learned abilities. These three components, as we have seen, are set out in quintiles. To get a preliminary idea of their relative strength in relation to bachelor's degree completion and to equalize the conditions of judging degree-completion rates by performance quintiles, table 9 takes all on-time high school graduates in 1992 and indicates the percentage who completed a bachelor's degree by December 2000 by quintile of each of the three components of Academic Resources. To be included in table 9, the student's record had to contain positive values for all three components.

Table 9 offers some hints of what multivariate analysis will confirm. Compared to the distributions for academic curriculum intensity and class rank/GPA, the test score quintile variable yields weaker degree completion rates in its highest two quintiles. This is a clear sign that the test score quintile will not have as strong an association with degree completion as the curriculum and performance factors. At first glance, it looks as if class rank/GPA will be fairly dependable, but it has one minor bump. The reader is directed in table 9 to the percentage of eventual bachelor's recipients from the lowest quintile of class rank/GPA (13 percent) compared to the percent of bachelor's degree completers in the lowest quintile of test scores and academic curriculum (about 9 percent in both cases). The differences are statistically significant in a

descriptive account such as that of table 9, but how meaningful they turn out to be must await a multivariate context. In the meantime, one would posit that the class rank/GPA measure may not prove as strong as the curriculum measure.

Table 9. Percentage of on-time 1992 high school graduates who continued their education in any postsecondary institution who completed bachelor's degrees by December 2000, by quintile performance in the three component variables of Academic Resources

	Percent completing bachelor's degree				
Population	Quintiles of Academic Resources components				
	Highest	Second	Third	Fourth	Lowest
All on-time1992 high school graduates who continued to postsecondary education at any time					
Curriculum	81.7 (1.50)	60.5 (2.14)	35.5 (1.93)	23.4 (1.99)	8.7 (1.37)
Class rank/GPA	78.8 (1.47)	59.1 (2.24)	40.3 (2.11)	25.7 (2.16)	13.0 (1.94)
Senior test score	74.9 (1.72)	53.9 (1.92)	37.2 (2.16)	26.7 (2.41)	8.9 (1.31)

NOTES: Standard errors are in parentheses. Weighted N = 1.6M.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

A multivariate analysis involving these variables, in fact, confirms our suspicions, and its results are presented in table 10. The model is the foundation for construction of the composite variable, Academic Resources, and is derived from ratios of the standardized beta estimates of the three high school performance indicators produced by a logistic regression with bachelor's degree attainment as the dependent variable and no controls (the logistic regression itself can be found in Appendix L, table L7). The change in these ratios between those for the High School Class of 1982 and those for the High School Class of 1992, while still leaving academic curriculum with the highest weight, narrows the gap between curriculum and performance, and lowers the strength of test scores as a component of Academic Resources. Given the differences in overall participation in the variable, i.e., the proportion of 12th-graders for whom all three components have positive values, some of the change may be an artifice of the NELS:88/2000 data set. But the principal message is one observed when commenting on the change in the distribution of students by highest level of mathematics studied in high school: The higher the average level of mathematics attainment, the more student effort, reflected in grades, will count. This theme will continue to play out when our story crosses the matriculation line into postsecondary education; and it was one of the principal points made by DesJardins, McCall, Ahlburg and Moye (2002) in their critique of the original *Tool Box* study.

When using all three measures—curriculum, class rank, and ACT test score—in a traditional linear analysis predicting first-year college grades, Pike and Saupe (2002) found curriculum to be the strongest, though their curriculum variable was dichotomous (students either meeting or not meeting the entrance specifications for a selective state university), which would naturally increase its power. Even when they introduced indirect effects of high school characteristics —control (private/public), size, mean ACT score of students, and mean proportion of students who attended the university—the parameter estimates for this curriculum variable were significantly greater than those for test scores or class rank. While *The Toolbox Revisited* is not in the business of predicting first-year grades, it is gratifying to note research that has similar respect for the propulsive power of course of study.

Table 10. Component weights of the high school Academic Resources variable for 1982 12th-graders and 1992 12th-graders who presented positive values for all three components

Components of Academic Resources	1982 12th-graders	1992 12th-graders
Academic curriculum intensity	.41	.42
Classrank/GPA	.30	.33
Senior test score	.29	.25

NOTE: Columns will add to 1.00.
SOURCES: High School & Beyond/Sophomore cohort (NCES 2000-194), and NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

A second message bears repeating from its formulation in the original *Tool Box*: Student effort in curriculum participation and performance over the three *years* of high school (grades 10 to 12) reflected in the transcript data is worth considerably more than performance on a three-*hour* test on a Saturday morning. Test scores are a natural consequence of the academic intensity of curriculum and quality of student effort reflected in grades, and the weakening position of the test score variable in the ACRES configuration for the NELS:88/2000 cohort is a natural outcome of improvements in academic curriculum participation of the post-*A Nation at Risk* era.

Correlations

Now that we have all the precollegiate variables explained and in place, the process of bringing zoom and macro lenses of multivariate analysis to bear begins. The first stage sets forth a correlation matrix of precollegiate academic variables including three outcomes: on-time high school graduation, basic postsecondary "access," and bachelor's degree completion. Table 11 presents the Pearson's *r* results. Some of these correlations are weak, suggesting that one or both of the variables in question will not add to the explanatory power of a logistic regression. On-time high school graduation, for the most noted example, is not related to anything (this was also true in the parallel correlation matrix in the original *Tool Box*). Other relationships are not surprising, e.g., Advanced Placement has almost no bearing on entering postsecondary education (96.7 percent [s.e. = 1.48] of NELS 12th-graders with any AP courses entered the postsecondary sphere, versus 75.9 percent [s.e. = 1.01] of those with no AP course work).

Table 11. Correlations of major precollege Academic Resources variables and high school graduation status, college entry, and bachelor's degree attainment by December 2000 for 1992 12th-graders

	Curriculum intensity quintile (CURRQ)	AP courses (APCRS)	Highest math (5 levels) (HMATH)	Science momentum (3 levels) (SCIMOM)	Foreign language (3 levels) (FLAN)	Class rank/GPA quintile (RANK)	Senior test quintile (TEST)	On-time HS grad, standard diploma (ONTIME)	Post-secondary entry (PSENT)
CURRQ	-----	0.368	0.777	0.774	0.645	0.572	0.581	0.167*	0.352
APCRS		-----	0.438	0.366	0.270	0.326	0.317	0.050*	0.111*
HMATH			-----	0.869	0.519	0.618	0.634	0.124*	0.301
SCIMOM				-----	0.489	0.594	0.578	0.118*	0.279
FLAN					-----	0.430	0.510	0.146*	0.338
RANK						----	0.566	0.185*	0.298
TEST							-----	0.138*	0.313
ONTIME								-----	0.168*
PSENT									-----
BACHELOR'S	0.524	0.319	0.538	0.530	0.451	0.493	0.469	0.129*	0.332

NOTE: All estimates except those noted with an asterisk are statistically significant at $p<.05$ or better.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

True to its position in the construction of the composite academic curriculum intensity variable (abbreviated here as CURRQ), in fact, Advanced Placement does not exhibit as strong a correlation with the composite as do the mathematics, science momentum, and foreign language components. Why? Because AP is invoked as a sorting criterion in only six of those 31 levels of academic curriculum intensity (see Appendix F), while highest mathematics is invoked in 25 levels, foreign languages in 18, and core laboratory science or all science in 30. Common sense says that we will find higher correlations of these other components with the composite curriculum variable.

But among those other components, the correlation between the highest level of mathematics and science momentum (which includes highest math in its definition) is so strong (0.869) as to set off collinearity bells. The clear message is to use only one of them in any multivariate analysis. The highest level of mathematics was dropped because the variable represents only one curricular area, whereas SCIMOM carries two. Likewise, following Pedhazur's (1982) rules of thumb for identifying potential collinearity problems from correlations, table 11 advises that if we use the high school academic curriculum index, we should not invoke either highest level of math or science momentum in the same multivariate model.

The only other observations of the correlation matrix of table 11 worth special attention are:

- When bachelor's degree completion is the reference point, the relative correlations of the curriculum, class rank/GPA, and test score variables are in roughly the same relationship observed in the more complex construction of the composite Academic Resources variable: Curriculum exhibits the strongest correlation, followed by class rank/GPA, followed by test score.
- However, when the referent variable is simply entering postsecondary education, (a) the correlation coefficients are much lower, and (b) the test score variable is slightly stronger than class rank/GPA.

The bottom line of these two conclusions: What counts for completion will be more potent than what counts for mere entrance (the "easy part," in the words of Venezia, Kirst, and Antonio, 2003).

Step 1: The First Logistics

In the commentaries and critiques of these aspects of the original *Tool Box*, two potent questions were raised:

> 1) Is a composite variable such as Academic Resources, a variable that yokes together very different types of measures (a basically qualitative curriculum index, class rank and GPA, test score), as convincing as these measures taken separately in any multivariate account of degree completion (DesJardins, McCall, Ahlburg, and Moye 2002)?
>
> 2) Unlike class rank/GPA and senior test score, the academic curriculum intensity variable is built from components, some of which are high profile in their own right, e.g., Advanced Placement and highest level of mathematics reached in high school. If we substitute the major components for the composite in an account of degree completion, will they be as convincing?

In light of these questions, three distinct ways of setting up the first step in the progression of logistic analyses that lead us to appreciate what makes a difference (and how much of a difference) in completing a bachelor's degree for students who attended a four-year college at any time were explored. The first step covers both student demographics and high school performance.

What happens to all those demographic variables in the "demography only" logistic of table 3 when these three competing approaches were tried out? With the exception of gender, race/ethnicity, and becoming a parent by age 20, the minute the high school performance variables enter, the demographic variables disappear. Taken individually, none of them—first postsecondary generation status, second language dominant, recent immigrant status, family income, number of siblings, and urbanicity of community in which the student's high school was located—meet the statistical criteria for either entering or staying in the logistic models employed in this study. But two of these variables, family income and level of parents' education, play dominant roles in the construct of socioeconomic status, which itself more than qualifies for the logistic treatment.

for HB 297-GPS section

THE TOOLBOX REVISITED

Paths to Degree Completion from High School Through College

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Executive Summary

The Toolbox Revisited is a data essay that follows a nationally representative cohort of students from high school into postsecondary education, and asks what aspects of their formal schooling contribute to completing a bachelor's degree by their mid-20s. The universe of students is confined to those who attended a four-year college at any time, thus including students who started out in other types of institutions, particularly community colleges.

The core question, data source, and legacy

The core question is not about basic "access" to higher education. It is not about persistence to the second term or the second year following postsecondary entry. It is about completion of academic credentials—the culmination of opportunity, guidance, choice, effort, and commitment.

To answer the question, *The Toolbox Revisited* uses the most recently completed of the national grade-cohort longitudinal studies conducted by the National Center for Education Statistics. This study, known as the NELS:88/2000, began with a national sample of eighth-graders in 1988. They were scheduled to be in the 12th grade and graduate from high school in 1992. They were followed through December 2000. In addition to regular interviews with these students, the data set on which this essay draws includes the critical components of high school and college transcripts, and the transcript data are the principal sources for the academic history observed.

The Toolbox Revisited was designed as a replication of a noted previous study published by the U.S. Department of Education, *Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment* (1999), hereinafter referred to as "the original *Tool Box,*" which based its analysis on a national cohort of high school students who were scheduled to graduate in 1982, and who were followed through 1993. The question naturally arose as to whether the hypotheses and analyses based on that cohort's history would hold up in the story of the slightly overlapping 1992–2000 period.

We have learned a great deal in a very short time from numerous initiatives of states and private foundations to prepare high school students better for higher education, and from major federal stimuli under the *No Child Left Behind* legislation to jump start the process of academic momentum prior to high school. One of the reasons for examining the academic history of the NELS:88/2000 cohort is that its students attended high school after the wave of reforms in the 1980s that followed the critique of U.S. education offered by the seminal report, *A Nation at Risk* (1983), and, hence, may provide some clues as to the likely outcomes of current reform efforts.

Much has changed in other ways, too, since the High School Class of 1982 (the subjects of the original *Tool Box*) moved through their scheduled 12th grade and through postsecondary education. A dramatically higher proportion of high school seniors of all race/ethnicity groups continue their education, though access gaps remain (Wirt et al. 2005, indicator 22). Postsecondary attendance patterns among traditional-age students have become far more

complex, with nearly 60 percent of undergraduates attending more than one institution, and 35 percent of this group crossing state lines in the process; community college transfer rates rising nearly 10 percentage points; one out of eight undergraduates based in four-year institutions using community colleges to fill in pieces of their curriculum, and another eight percent "swirling" back and forth between the four-year and two-year sectors. Dual-enrollment while in high school, credit-by-examination, and use of summer terms all added to the dynamic mix of time and space that marked student pathways in the1990s.

With all this change, we still measure something called "college graduation rates" with anachronistic formulas that do not track students through increasingly complex paths to degrees. As a result, we do not understand what is really going on. The dominant language accompanying analyses bemoaning putatively low graduation rates is a language of "attrition," with students labeled "at risk" or "minimally college-qualified," and leaking out of "pipelines."

This study looks at student histories derived from transcript records in a different way and with a different tone. It follows the student, not the institution, because it is the *student's* success that matters to families—and to the nation. It allows the maximum length of postsecondary time for the High School Class of 1992, 8.5 years, for students to earn degrees no matter how many institutions they attend. It notes that if the history of the Class of 1982 were truncated at 8.5 years, there has been a decent improvement in bachelor's degree attainment among non-incidental students (those who earned more than 10 credits, i.e. "made a go of it") who attended a four-year college at any time (from 60 to 66 percent). It is natural to ask how this happened, to identify the moments and aspects of schooling that may have made a difference, and to reflect on what might make the most difference in the future for narrowing degree-completion gaps by race/ethnicity. In that task, *The Toolbox Revisited* looks for the features of academic history that are realistically subject to change by institutions whose principal business is the generation, preservation, and dissemination of knowledge. While acknowledging that for degree-completion rates to improve, students themselves must respond, and that their response does not occur in a vacuum, the features of student histories that are the domain of this inquiry do not include social and psychological variables attendant on the passage from adolescence to adulthood.

It is important to note that, as was the case for the original *Tool Box*, the student universe for *The Toolbox Revisited* constitutes roughly half who reach the 12th grade (table 1). It does not include students who failed to graduate from high school, those who earned General Education Diplomas (GEDs), those who had not enrolled in any postsecondary institution by the age of 26, and those who entered the postsecondary system but never attended a bachelor's degree-granting institution. The resulting demographics are slightly more female, slightly less minority, less with a second language background, and a higher socioeconomic status distribution than the cohort as a whole (table 2).

Organization

We learned from critiques of the original *Tool Box* to sort the chronology of events with greater care. There are seven steps in the analysis of *The Toolbox Revisited*, each of which involves a

collection of variables that are investigated in terms of the degree to which they help us explain bachelor's degree completion for the population of students under investigation:

Step 1: Demographic background and high school history
Step 2: Postsecondary entrance (timing and type of institution)
Step 3: First postsecondary year history (curriculum and performance)
Step 4: Factors of financing postsecondary education in the early years
Step 5: Postsecondary attendance patterns
Step 6: Extended postsecondary history (curriculum and performance)
Step 7: Final model, with complete academic history

This essay also takes an important pause outside the steps of the core statistical model to consider the characteristics of student progress through the *second* year following postsecondary entry.

As each step of the statistical model of student history is set forth, it is pointed out where the results are similar to the findings of the original *Tool Box* with its earlier population, and where they diverge. All seven steps are subsequently assembled together in one place (table 29) so that the reader can observe the factors that have *consistently* contributed to degree completion.

Principal Stories and Guidance

This executive summary offers themes, highlights, and implications of the data for those who comment on secondary and higher education and make decisions about institutional or system policy—editorial writers, legislators, researchers, education administrators.

Two national longitudinal studies, a decade apart, have told similar stories. When the second story reinforces the first—and sheds even more light—something has to be right, and it behooves us to pay attention. Both of them provide support for current efforts to improve the quality of high school curricula and the participation in those curricula of ever larger proportions of students. Both of them provide guidance for college and community college processes likely to lead students to degree completion.

Some of what was learned from the original *Tool Box* was taken to heart at the secondary school level, and, in some respects, we are seeing positive results in academic curricular participation in high schools. But counting Carnegie units[1] in English or science is not the same as describing and validating what students have learned, and whether that learning links smoothly to the performance expectations of the postsecondary world. *The Toolbox Revisited* says we have more to do, that the bulk of our task lies both after the college matriculation line, and in communication and outreach between postsecondary institutions and high schools. How do we

[1]A Carnegie unit is the basic credit system for U.S. secondary schools. It is generally recognized as representing a full year (36-40 weeks) in a specific class meeting four or five times per week for 40-50 minutes per class session (Martinez and Bray 2002).

learn what we have to do? By following students in the richness and complexity of their postsecondary histories.

Curriculum, starting in high school, and continuing

However complex students' attendance patterns, the principal story line leading to degrees is that of content. What one learns is what one studies, and what one brings to economic and community life. The story starts in high school, but merely crossing the bridge to college or community college doesn't mean the story is over. Furthermore, the bridge is not always aligned with the road on the other side.

The academic intensity of the student's high school curriculum still counts more than anything else in precollegiate history in providing momentum toward completing a bachelor's degree. At the highest level of a 31-level scale describing this academic intensity (see Appendix F), one finds students who, through grade 12 in1992, had accumulated:

3.75 or more Carnegie units of English
3.75 or more Carnegie units of mathematics
highest mathematics of either calculus, precalculus, or trigonometry
2.5 or more Carnegie units of science *or* more than 2.0 Carnegie units of core laboratory science (biology, chemistry, and physics)
more than 2.0 Carnegie Units of foreign languages
more than 2.0 Carnegie Units of history and social studies
1.0 or more Carnegie Units of computer science
more than one Advanced Placement course
no remedial English; no remedial mathematics

These are minimums. In fact, students who reached this level of academic curriculum intensity accumulated much more than these threshold criteria (see table F1), and 95 percent of these students earned bachelor's degrees (41 also percent earned master's, first professional, or doctoral degrees) by December 2000.

Provided that high schools offer these courses, students are encouraged or required to take them, and, in the case of electives, students *choose* to take them, just about everybody could accumulate this portfolio. Unfortunately, not all high schools present adequate opportunity-to-learn, and some groups of students are excluded more than others. Latino students, for example, are far less likely to attend high schools offering trigonometry (let alone calculus) than white or Asian students. Students from the lowest socioeconomic status (SES) quintile attend high schools that are much less likely to offer any math above Algebra 2 than students in the upper SES quintiles (table 6). If we are going to close gaps in preparation—and ultimate degree attainment—the provision of curriculum issue has to be addressed. In recent years, colleges and community colleges have begun to provide these courses to high school students, and distance learning provides additional options if students have access to the technology. The hypothetical

consequences of participating in curriculum configurations approaching that illustrated above for Latino degree completion rates, in particular, are stunning (table 32).

There is a quantitative theme to the curriculum story that illustrates how students cross the bridge onto and through the postsecondary landscape successfully. The highest level of mathematics reached in high school continues to be a key marker in precollegiate momentum, with the tipping point of momentum toward a bachelor's degree now firmly above Algebra 2. But in order for that momentum to pay off, earning credits in truly college-level mathematics on the postsecondary side is *de rigeur*. The world has gone quantitative: business, geography, criminal justice, history, allied health fields—a full range of disciplines and job tasks tells students why math requirements are not just some abstract school exercise. By the end of the second calendar year of enrollment, the gap in credit generation in college-level mathematics between those who eventually earned bachelor's degrees and those who didn't is 71 to 38 percent (table 21). In a previous study, the author found the same magnitude of disparity among community college students in relation to earning a terminal associate degree (Adelman 2005a). The math gap is something we definitely have to fix.

A dominant feature of academic histories that cannot really be assessed until the end of the second year following college entry is the extent to which students successfully completed credits in a range of "gateway" courses. It is at this point that the postsecondary curricular story line fully emerges, with ratios of participation in the "gateways" between those who ultimately earned degrees and those who did not running 6:1 in American literature, 4:1 in general chemistry, and more than 3:1 in precalculus, micro/macroeconomics, introduction to philosophy, and world civilization (table 20). These gaps in curricular participation argue for academic administrators to identify their key gateway courses and regularly monitor participation.

College and community college expectations for their first-year students in those gateway courses—expressed through examinations, paper and laboratory assignments—need to be more public. Examples such as those offered by the American Diploma Project in its report, *Ready or Not: Creating a High School Diploma That Counts* (2004), should be shared with larger audiences than policymakers and others who habitually read such reports. Parents should see those assignments even if they don't understand them; high school teachers should ponder them to assess whether their exiting students are likely to be prepared; and, most importantly, high school students have got to see them as road signs to their next education destination. *The Toolbox Revisited* advocates making these examples part and parcel of admissions packets, publicity brochures, and Web sites. There is risk in this: Some students may be scared away. But there is no better way to enhance articulation and preparedness than to display what students can expect.

Postsecondary benchmarks

In both colleges and community colleges, the curriculum story line intersects attendance patterns and performance in ways that set benchmarks for academic advisement and intervention:

- Less than 20 credits by the end of the first calendar year of enrollment (no matter in what term one started, whether summer, fall, winter, spring) is a serious drag on degree completion. The original *Tool Box* told the same story. It is all the more reason to begin the transition process in high school with expanded dual enrollment programs offering true postsecondary course work so that students enter higher education with a *minimum* of 6 additive credits to help them cross that 20-credit line. Six is good, 9 is better, and 12 is a guarantee of momentum.
- We falsely believe that beginning students drop out of higher education in appalling numbers by the end of their scheduled first academic year of attendance. In fact, about 90 percent of traditional-age beginning students turn up somewhere (maybe not at the first school attended) and at some time (maybe not in the fall term) during the subsequent calendar academic year (which we measure as July 1 through June 30). However impressive this percentage, the *quality* of persistence counts more, and, for a third of these students, the quality of persistence leaves much to be desired (table 17). *The Toolbox Revisited* urges that institutions monitor and report the quality (as much as the fact) of persistence.
- More than 60 percent of the students in the sample under investigation enrolled during summer terms. Undergraduates are not only more geographically mobile, but have shattered observance of the traditional academic calendar. Summer term credits are more than metaphors for high octane persistence: Earning more than 4 credits during those terms held a consistently positive relationship to degree completion, and gave African-American students, in particular, a significant boost in hypothetical graduation rates (table 32). College and community college administrators can be very creative in expanding the use of summer terms.

Student uses of time

The example of summer-term credits, particularly in combination with the complex multi-institutional attendance patterns, underscores another theme of *The Toolbox Revisited*: Student uses of time in undergraduate careers are now more important than their uses of place. In other words, *when* students do something academic has a more significant relationship to degree completion than *where* they do it. For example:

- For the High School Class of 1982 (the subjects of the original *Tool Box)*, timing of entry to postsecondary education never rose to a level of statistical significance in the analysis, whereas variables for the type of institution first entered played inconsistent but positive roles in explaining degree completion. A decade later, with a higher proportion of high school students continuing to college, the situation was reversed (table 13). What this means is that recruitment efforts have to insure that students enter postsecondary education immediately following high school graduation. The longer students wait, the less likely they will finish a degree.

- The only characteristic of the first institution of attendance to be admitted to statistical analysis was selectivity, but it never rose above the threshold of significance. Quite frankly, one isn't worried about degree completion for the 5 percent of traditional-age undergraduates who enter highly selective colleges. One is more concerned with the rest of the river—particularly the 78 percent who start in either nonselective four-year colleges or open-door community colleges.
- The original *Tool Box* study declined to confront part-time status and its effects. If one is using transcripts as evidence, there are a number of problems in determining which students are part-time and when. *The Toolbox Revisited* found a way around these problems to mark whether a student's enrollment intensity *ever* fell into part-time status, i.e., less than 12 credits per semester or its equivalent. Part-time attendance by whatever means, as Carroll (1989) labeled it, proved "hazardous" to degree completion health (table 24; table 29).
- In longitudinal studies extending for as long a period of postsecondary time as does the NELS:88/2000 (8.5 calendar years), a student is allowed stop-out periods totaling one semester or its equivalent (e.g., two quarters), exclusive of summer terms, and still be considered "continuously enrolled." Continuous enrollment is a factor of attendance patterns, and another marker of the student's use of time. It proves to be overpowering: with 16 other variables in play, continuous enrollment increases the probability of degree completion by 43 percent (table 27). The original *Tool Box* offered the same message, arguing for assiduous monitoring of student stop-out periods. Put another way: Keep the student continuously enrolled, even part-time (less damaging than excessive stop-out periods).

Purposeful migration versus "swirling"

The complexity of student postsecondary enrollment patterns, already a notable phenomenon for the population under study in the original *Tool Box*, accelerated in the subsequent cohort. The construction of the NELS:88/2000 postsecondary transcript files took advantage of what we learned from more sophisticated institutional and state system tracking studies of the 1990s; hence, some new attendance pattern variables were available and others (those describing different kinds of multi-institutional attendance) refined.

What we found for the students of the 1992-2000 period was this:

- Formal transfer from a community college to a four-year college and formal transfer from one four-year college to another were positively associated with degree completion, but wandering from one school to another was not.

In fact, the nomadic multi-institutional attendance behavior increasingly known as 'swirling,' held a significant and negative relationship to degree completion (table 24, table 39). These statements are a very simple untangling of complex realities.

The basic question asked of the transcript data—did a student attend only one school or more than one?—begins a process of inquiry to determine *how* the student attended second and third institutions. Given very taut definitions of what transfer means, we are advised to ensure that multi-institutional attendance is purposeful and productive. For that, we require much better student tracking systems than we currently possess, and regular contact with students in motion.

Student academic performance

More than the original *Tool Box*, *The Toolbox Revisited* recognizes that the path of student academic performance, marked by grades, is a reflection of quality of effort, and pays off. It starts in high school: Academic curriculum participation is still the strongest of the precollegiate momentum indicators, but between the 1980s and 1990s, class rank/GPA moved markedly ahead of senior year test score in its contribution to students' overall "Academic Resources" index, a composite indicator of high school curriculum intensity, class rank/GPA, and senior year scores on a 90-minute exam best described as a mini, enhanced SAT (see p. 16 and Glossary).

This story continues on the postsecondary side of the matriculation line:

- Earning grades that place one in the top 40 percent of first-year GPA for the whole cohort is a strong—and positive—contributor to academic momentum, and remains in the account of degree completion throughout the histories of both the class of 1982 and the class of 1992 (table 15).

- The theme of quality-of-student-effort, reflected in grades, is strengthened when the canvas covers the student's entire undergraduate career. In the original *Tool Box*, the variable describing the *trend* in students' GPA had only two reference points: first calendar year and final GPA. For *The Toolbox Revisited*, there are three such points: first calendar year GPA, cumulative GPA for the first two calendar years, and GPA as of the last date of attendance, whether or not a degree was earned. A rising trend in grades fits with attainment (table 25), contributing positively and significantly (table 26).

A story twice told should be a story to which we listen

Both the original *Tool Box* and *The Toolbox Revisited* revealed that one of the most degree-crippling features of undergraduate histories is an excessive volume of courses from which the student withdrew *without penalty* and those the student repeated. We set this up as a ratio, and marked those who withdrew from or repeated 20 percent or more of their course attempts. Doing so cuts the probability of completing a degree in half (table 27)!

The withdrawals counted here are not "drop" grades that apply during standard drop-and-add periods at the beginning of terms. They are the result of institutional policies that allow withdrawals without penalty after the drop-and-add period. No-credit repeats are standard fare

in remedial courses, but when they reach destructive levels the question arises as to how many times an institution allows a student to repeat a course. Think of it this way: Every non-penalty withdrawal and no-credit repeat means that a seat in a course is not available to someone else. Add those seats up, and admission to an institution may not be available to someone else. Excessively lax withdrawal and repeat policy, then, ultimately blocks general access. And in terms of degree completion, such policies do students no favors.

What Does Not Count in The Account of Completion?

- Students' education "anticipations" (the consistency and level of their vision of how far they will get in school) were not significant at any step of the logistic account for the High School Class of 1992. This is a change from the position of the "anticipations" variable in the original *Tool Box*, where it ducked in and out of significance. The new message is more clear: Among students who attend a four-year college at some time, expectations are distinctly secondary to one's uses of academic time and to one's academic performance.

- Whereas grants and student work-study were modestly significant contributors to degree momentum at *early* stages of students' postsecondary careers in the history of the High School Class of 1982, the data on finance mechanisms for the High School Class of 1992 are poor, and the results inconclusive. Analysts are directed instead to the Beginning Postsecondary Students longitudinal studies, which contain detailed financial aid data (but skeletal information on high school histories and postsecondary course work).

- Of student demographic characteristics, only one—socioeconomic status—was significantly associated with degree completion, though in a modest manner. Gender and race/ethnicity were never significant in the logistic narrative, even though some *indirect* effects of these key demographic characteristics would probably be found in other statistical models. When each race/ethnicity group was treated as an independent variable, the basic story did not change.

- Both a dichotomous variable marking any remedial work in the first calendar year of attendance, and an elaborate variable describing types and extent of remediation over the course of a student's entire undergraduate career were employed in the analysis, but to no avail. The same procedure was used in the original *Tool Box*, where the variables were admitted to the statistical model but did not reach the threshold of significance. Sufficient numbers of students who took remedial classes successfully moved through them so that remediation did not make a strategic difference in degree completion.

- Half of the students in the sample for *The Toolbox Revisited* who earned bachelor's degrees changed their major along the way. It was natural to ask whether change-of-major had any influence on degree attainment. It did not,

principally because, with few exceptions, community college transfer students come in to the four-year institution from a general studies program and automatically are classified as "change-of-major" the minute they enter a specific program at the four-year school.

Students as active, responsible participants

The Toolbox Revisited does not treat students as passive creatures whose fate is wholly molded by schools and colleges. It demonstrates that, within the population of traditional-age students who attend a four-year college at any time (obviously including community college transfers), we *can* improve graduation rates and close some of the gaps in completion by race/ethnicity and socioeconomic status. But it also argues that there is a limit to what we can realistically do unless students respond to highly targeted advice and prodding.

The analysis of *The Toolbox Revisited* identifies features of academic history that are most tractable in terms of second party intervention. But there is also something we might dub "first party intervention." Once the modest echoes of socioeconomic status are accounted for, each step of academic history offers *students* a set of decisions that require the commitment of time and effort likely to yield the return of earning a degree. Provided there is opportunity, the choices made by students, beginning with high school curriculum and quality of effort in high school, allow subsequent leverage. Entering a postsecondary institution directly from high school, earning 20 or more credits in the first calendar year of enrollment, and performing well enough in that first calendar year to fall in the top 40 percent of a GPA distribution build on previous academic investments, and are all signs of commitment.

Subsequent choices that may not be reflected in a bounded period of time, such as excessive course withdrawals, prove to be poor decisions with negative returns, breaking accumulated momentum. Other configurations of choice, including summer-term credit generation, meeting the challenge of college-level mathematics, effort required to yield a rising GPA, and most of all, remaining continuously enrolled, all reflect continuing leverage of attainment. This is what academic momentum is all about. While these choices do not take place in a social and psychological vacuum, this is a story about the intersection of student choice with the structures of opportunity offered by institutions whose first order of business is the distribution of knowledge. It is not a story about growing up, although that happens along the way.

Degree Completion: How High Can We Go? How Much Can the Gaps Be Closed?

In Part V of *The Toolbox Revisited*, three different national longitudinal studies conducted during the 1990s are set side-by-side, so as to demonstrate a remarkable degree of agreement on the rate of bachelor's degree completion for students who started out in four-year colleges (granted, that is only part of the broader universe addressed in this essay). Looking at the concordance of these three sources (table 30), it is fair to say that:

- A third of traditional-age students who started in a four-year college earned a bachelor's degree from the same school in the "traditional" four-year period.

- Between 54 and 58 percent earned the degree from the same school in which they began within six years of entry.
- When the option of earning a degree from a different four-year college than the one in which these students commenced study, the six-year completion rates are in the 62–67 percent range.
- Only the NELS:88/2000 extends the time period for earning a degree beyond six years; at 8.5 years, its degree completion rate for students who started in a four-year college approaches 70 percent.

However, it is unfortunate to note that despite increased participation of minority students to postsecondary education over the past quarter century, the gap in bachelor's degree completion between whites and Asians, on the one hand, and Latinos and African-Americans, on the other, remains wide.

What features of academic history might close the gaps, and by how much?

The data-driven exercise in Part V of *The Toolbox Revisited* can be characterized as "reasoned speculation." From the NELS:88/2000, we start with a degree completion gap between whites and Asians vis-a-vis African-Americans of 15 percent; and with reference to Latinos, 22 percent. We go back through our analysis and ask what factors:

(a) consistently contributed to bachelor's degree completion at all stages of the model in which they were "in play," and

(b) were most subject to change by external parties with little-to-modest—but creative—effort that might improve the portrait of degree completion.

Five factors stand out, four of which affect small populations in which minority students are over-represented. Small populations can add up. These factors are:

1. **First-year credit generation**, i.e., the goal of making sure that postsecondary students end their first calendar year of enrollment with 20 or more additive credits.

2. The problem of **excessive no-penalty withdrawals and no-credit repeats**, which affect 10 percent of the cohort. Institutional policy and advising can cut the incidence of withdrawals and repeats in half.

3. **Use of summer terms**. Strategic enrollment management can move more sections of high demand courses into summer terms, offer credit-bearing internships in summer terms, and engage in other creative initiatives that will also smooth out the utilization of institutional resources over what has become an "academic calendar year."

4. **No delay of entry.** This is a matter of recruitment strategy among high school students whose commitment to postsecondary education is less than fervid. The later they show up, the more their postsecondary fate is in jeopardy.

5. **The high school curriculum component of "Academic Resources."** This is not a case of "little-to-modest" effort or a small population. It is a megawork in progress, much of which depends on students' reading skills on entering high school. If students cannot read close to grade level, the biology textbook, the math problems, the history documents, the novel—all will be beyond them. And if high schools are not offering a full academic curriculum, there is little hope.

But with those five factors in mind, and assuming full student response and success, *potential* degree completion rates were hypothesized based on the records of NELS:88/2000 high school graduates by race/ethnicity (table 32) and socioeconomic status quintile (table 34). Virtually every one of these factors contributed to closing degree completion gaps, but none more than high school academic curriculum participation—which, to repeat, is criterion-referenced, hence, open to everyone to rank at or near the top. For African-American students, the combination of moving into the top 40 percent of the high school academic curriculum intensity index plus earning more than four credits during postsecondary summer terms would lower the degree completion gap vis-a-vis white and Asian students from 15 percent to 6 percent. For students from the lowest socioeconomic status quintile, moving into the top 40 percent of the academic curriculum intensity index and entering postsecondary education directly from high school would improve degree completion from 36 to 59 percent. For Latino students, the same steps would improve degree completion from 45 to 69 percent. Does that mean that future degree completion rates will look like those in tables 32 and 34 if everyone meets the criteria on all five counts? No; not everybody will make it. But the tables suggest just where the improvements could be dramatic—and for whom.

Messages to Students and Commentators

Student responsibility (the intersection of choice with opportunity) is a major theme of *The Toolbox Revisited* in a way that was only implicit in the original *Tool Box*. The essay concludes with some recommendations for students, who are partners in their own education fate, who shouldn't wait around for someone else to do something for them, and who are rarely addressed in studies of attainment.

The concluding messages also reflect on the dissonant data of public discourse on high school graduation rates, college attrition rates, and college graduation rates, examples of consequent "scare stories" that do not help us identify and address real problems, and a plea for creativity and cooperation in developing better student tracking systems. These messages also urge a considerable change in the language we use in describing what happens to students from a negative rhetoric that assumes passivity to one that respects students as active players, seeking and discovering paths to their education goals.

A Guide for Reading Tables and Terms

Interchangeable terms

This essay frequently compares the histories of two grade-cohort longitudinal studies carried out by the National Center for Education Statistics (NCES). Each of these studies can be referenced in a number of ways, and all of these references are used.

The following labels for the longitudinal study that began with a national sample of 10th-graders in 1980, the High School and Beyond/Sophomore cohort, are interchangeable:

HS&B/So
High School Class of 1982
class of 1982 (where inter-cohort comparisons of 12th-graders are at issue)

"High School & Beyond/Sophomore cohort" will also be spelled out when the entire longitudinal study, including all its data set components, is the subject.

The following labels for the longitudinal study that began with a national sample of eighth-graders in 1988, the National Education Longitudinal Study of 1988, are interchangeable:

NELS:88/2000
High School Class of 1992
class of 1992 (where inter-cohort comparisons of 12th-graders are at issue)

On reading tables in this study, part 1: Descriptive cross-tabulations

All tables in this study are constructed to meet the statistical standards for table presentation of the National Center for Education Statistics (NCES 2002a). They are stand-alone tables, so that if they are reproduced outside the context of the essay, they tell a complete, self-contained story. To ensure a complete story, the descriptive cross-tabulations in this document include the standard errors of the estimates. The reason for this election—instead of placing tables of standard errors in an appendix—is to enable the reader to judge, on the spot, whether the difference between any two estimates is statistically significant. While the text draws the reader's attention to statistically significant (and insignificant) estimates important to the narrative, it does not comment on all statistically significant estimates. In general, the formula invoked for statistical significance is the simple student's *t* test:

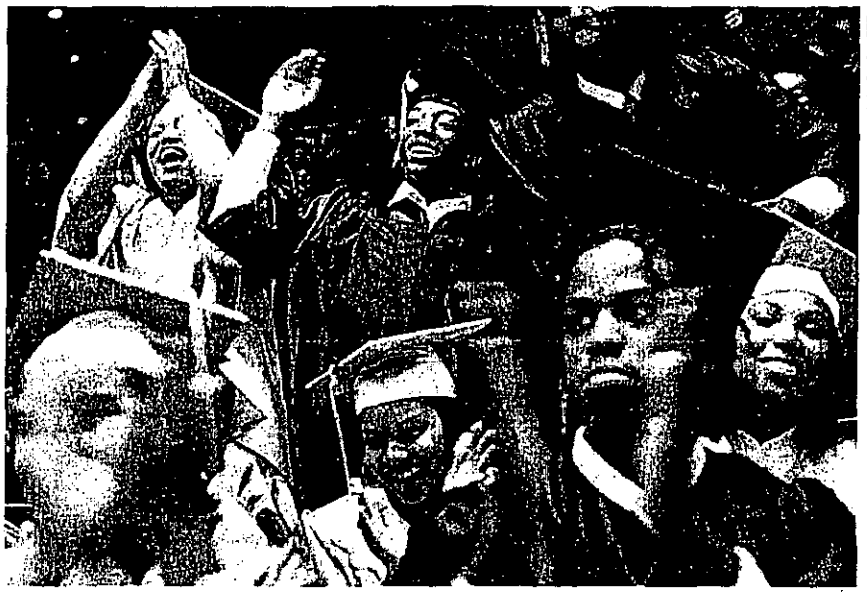
$$t = (P_1 - P_2) \div \sqrt{(se_1^2 + se_2^2)}$$

where P_1 and P_2 are the percentage estimates to be compared and se_1 and se_2 are the corresponding standard errors. If $t > 1.96$, one has a statistically significant difference at $p < .05$ (which means that the probability that this observation would occur by chance is less than 1 in 20), a standard marker. In the case of multiple comparisons, the critical value for *t* rises.[2]

[2]For technical issues concerning standard errors and multiple comparisons, see Appendix D.

A wake-up call to educators

Crossing the Finish Line: Completing College at America's Public Universities
by William G. Bowen, Matthew M. Chingos and Michael S. McPherson
Princeton University Press: 2009. 413 pp. $27.95, £19.95



A. WONG/GETTY

US high-school grades are a better predictor of university graduation rates than admissions-test scores.

In the United States, earning a bachelor's degree is recognized as the most important factor for reducing economic inequality and increasing social mobility. But since the mid-1970s, university graduation rates have stagnated and disparities in educational outcomes have risen both among ethnic minorities and among those with low socioeconomic status. In *Crossing the Finish Line*, authors William Bowen, Matthew Chingos and Michael McPherson analyse these troubling trends and propose solutions to help colleges support their students more effectively.

Using regression analysis, the authors tracked and compared degree-completion rates for different groups based on various criteria. They found that students with low socioeconomic status and those from ethnic minorities — particularly black men and Hispanic students — were least likely to graduate. The authors also tested the predictive limitations of college admissions-test scores, the effectiveness of need-based financial aid and the ease of transferring between institutions. Although focused on the US educational system, these data contain warnings that other countries should heed.

By following the incoming class of roughly 125,000 freshmen entering their first course at 68 US universities in 1999, the authors show that degree completion has slowed to unacceptably low levels. Just 65% of full-time students graduated in four years from the most selective 'flagship' universities, and only half graduated within six years from the least selective public universities. The authors argue that for those students who complete their education, delaying degree attainment from the standard four years to five or six years increases their financial burden and limits their future educational and career opportunities.

> "Degree completion has slowed to unacceptably low levels."

Admissions mechanisms, such as the sorting of applicants by universities and colleges and the reliance on standardized tests, dictate which types of institutions students attend. However, student scores on the SAT Reasoning Test (formerly the Scholastic Assessment Test) or the American College Test (ACT) are known to be heavily biased by gender, race and socioeconomic status, such that high test scores and wealth go hand-in-hand, often conferring an advantage on white male students. Interestingly, the authors' analyses revealed that scores from the SAT and the ACT do not predict graduation rates. Instead, high-school grade-point average is the most powerful predictor of both four-year and six-year graduation rates, regardless of the quality of the high school attended. Another surprise was that the scores from tests in individual subjects were able to predict graduation rates: both Advanced Placement tests and SAT Subject Tests (additional exams required by selective universities) were strongly predictive.

The authors found that academically over-qualified students who attend less-demanding schools — known as undermatching — have a significantly higher probability of never completing their degrees than comparably qualified students who attend more-selective universities. This is especially prevalent among black men, they note. Many minority students and those of low socioeconomic status undermatch: 59% of students in the bottom quartile of family income do so, compared with 27% of those in the top quartile. In addition, 64% of students whose parents have no college education undermatch, compared with 41% and 31% of those whose parents have college or graduate degrees, respectively.

Difficulty in transferring between colleges also disproportionately affects students from minorities and of low socioeconomic status. For example, students who sought to save money by completing the first two years of their degree at a local community college before transferring to a more expensive public university for the remaining two years had an especially low graduation rate owing to limited transfer opportunities. However, those who did manage to gain later admission into a four-year-institution did well — better, in fact, than first-time freshmen with stronger pre-college credentials who went directly to a four-year university.

The authors' offer several solutions to these worrying trends. They include: early identification of high-performing students from disadvantaged backgrounds and then tracking them to prevent undermatching; greater investment in need-based financial aid to help qualified students of low socioeconomic status to enter a four-year institution directly; and encouraging four-year universities to accept more transfer students.

Crossing the Finish Line serves as a wake-up call to educators and administrators, and provides valuable data that will help universities to invest their resources in nurturing the talents of all their students. It also provides a disturbing glimpse of the far-reaching effects of limited expectations and diminished educational opportunities. ■

Devorah Bennu is a researcher and writer who writes the blog 'Living the Scientific Life (Scientist, Interrupted)' at ScienceBlogs.com. e-mail: grrlscientist@gmail.com

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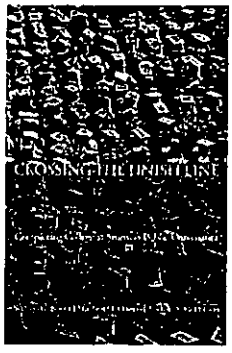

Crossing the Finish Line: Completing College at America's Public Universities

William G. Bowen, Matthew M. Chingos & Michael S. McPherson

Cloth | 2009 | $27.95 / £19.95
392 pp. | 6 x 9 | 97 line illus. 9 tables.

e-Book | 2009 | $27.95 | ISBN: 978-1-4008-3146-3

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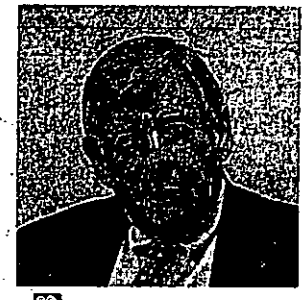
Chapter 1 [PDF]

**Appendix Material to Accompany "*Crossing the Finish Line*"



Watch video interview with William G. Bowen

Long revered for their dedication to equal opportunity and affordability, public universities play a crucial role in building our country's human capital. And yet--a sobering fact--less than 60 percent of the students entering four-year colleges in America today are graduating. Why is this happening and what can be done? *Crossing the Finish Line*, the most important book on higher education to appear since *The Shape of the River*, provides the most detailed exploration ever of the crisis of college completion at America's public universities. This groundbreaking book sheds light on such serious issues as dropout rates linked to race, gender, and socioeconomic status.

Probing graduation rates at twenty-one flagship public universities and four statewide systems of public higher education, the authors focus on the progress of students in the entering class of 1999--from entry to graduation, transfer, or withdrawal. They examine the effects of parental education, family income, race and gender, high school grades, test scores, financial aid, and characteristics of universities attended (especially their selectivity). The conclusions are compelling: minority students and students from poor families have markedly lower graduation rates--and take longer to earn degrees--even when other variables are taken into account. Noting the strong performance of transfer students and the effects of financial constraints on student retention, the authors call for improved transfer and financial aid policies, and suggest ways of improving the sorting processes that match students to institutions.

An outstanding combination of evidence and analysis, *Crossing the Finish Line* should be read by everyone who cares about the nation's higher education system.

William G. Bowen is president emeritus of the Andrew W. Mellon Foundation and Princeton University. **Matthew M. Chingos** is a PhD student in the Department of Government at Harvard University and research associate at the Andrew W. Mellon Foundation. **Michael S. McPherson** is president of the Spencer Foundation and former president of Macalester College.

Reviews:

"Identifying the causes of the college dropout crisis matters enormously, and [*Crossing the Finish Line*] tries to do precisely that. . . . For all the book's alarming statistics, its message is ultimately uplifting--or at least invigorating. . . . *Crossing the Finish Line* makes it clear that we can do better."--David Leonhardt, *New York Times*

"The most comprehensive look yet possible at the determinants of graduation rates--and what might be done to improve them. Bowen and McPherson are economists and bring economists' sensibilities and methods to their subject. Much of the book uses regression analysis to assess the impact of various factors on college completion (e.g., socioeconomic status, financial aid, and institutional selectivity) after adjusting for other factors such as students' high-school grades and test scores. Individual chapters deftly summarize what is known about each topic and then often extend that knowledge substantially. . . . The book provides new and often surprising insights on other major determinants of college completion. The chapters on financial aid, in particular, are masterful. . . . *Crossing the Finish Line* exemplifies the best that social science research has to offer: rigorous

Record: 1

Title:	Helping Students Finish the 4-Year Run.
Authors:	Bowen, William G.[1] Chingos, Matthew M.[2] McPherson, Michael S.[3]
Source:	Chronicle of Higher Education; 9/18/2009, Vol. 56 Issue 4/5, pA28-A29, 2p, 2 charts, 1 graph
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Abstract:	In this article the authors discuss aspects of helping students to complete college. They discuss the factors behind the country's educational attainment plateau and how to reduce the disparities in four-year degree completion rates by socioeconomic status, race, and ethnicity. Also investigated is the research findings on this topic from the authors' book "Crossing the Finish Line: Completing College at America's Public Universities."
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Section: COMMENTARY

Helping Students Finish the 4-Year Run

OVER THE LAST 35 years, the United States has failed to build human capital at anything like its historic irate, and the Obama administration is wise to give a high priority to improving graduation rates. Our new book, Crossing the Finish Line: Completing College at America's Public Universities (Princeton University Press), examines the factors behind this plateau in educational attainment and the substantial (and closely related) disparities in bachelor's-degree completion rates by socioeconomic status, race, and ethnicity. Reducing these disparities is essential if the United States is to raise the overall level of educational attainment and regain its leadership in higher education worldwide.

We focus on America's public universities because they enroll such a high percentage of the collegegoing population--about two-thirds of all full-time students seeking B.A.'s and more than three-fourths of all students in four-year programs. This is also the sector that has the strongest historical commitment to promoting social mobility. We present data for all members of the 1999 entering cohorts at 21 flagship universities and at all 47 four-year public universities in four states: Maryland, North Carolina, Ohio, and Virginia. Here are six major findings:

1. Disparities in outcomes (especially graduation rates and the time it takes to earn a degree) are strongly related to socioeconomic status, race, and ethnicity. The disparities are substantial, pervasive, and persistent (see Chart 1). Moreover, related differences in college preparation account for a relatively small part of the gaps.

2. Lengthy time-to-degree is a major problem. At the flagship campuses of public-university systems, just under half of entering freshmen go on to graduate in four years. Throughout the four state systems that we studied, less than 40 percent graduate in four years, and the number who take five and six years exceeds the number of four-year graduates. There is now debate over the desirability of promoting three-year programs; yet raising the percentage of students who graduate in four years would save far more resources and have a much greater impact on the "efficiency" of the educational system.
3. Withdrawals from flagship universities are far less concentrated in the first two years of study than many people assume. Nearly half of all students who withdraw do so after the second semester, so it will not do to focus only on getting students off to a good start--important as that is. Once again, there are substantial gaps among students from different socioeconomic groups, although the overall pattern is similar (see Chart 2).
4. Money matters. We find big gaps by family income in completion rates and in the time it takes to earn degrees--even after we control for related differences in factors like parental education. For example, at the flagships 83 percent of students from the top half of the income distribution graduate within six years, but only 68 percent from the bottom half do so: a difference of 15 percentage points. The difference in four-year graduation rates is 19 points. We also find that differences across states in the net prices paid by students have significant effects on the odds that a low-income student will graduate: the higher the net price, the lower the completion rate (other things equal). On the other hand, there is no correlation between net price and completion rates for high-income students, a finding that raises real questions about the wisdom of merit-aid programs and policies aimed at keeping tuition low across the board.
5. But money is by no means the entire story, perhaps not even the largest part. Student's choices of where to apply to college are enormously important. A surprisingly large number of students--especially those from poor families and those who are African-American or Hispanic-"undermatch." That is, they go to less demanding four-year institutions than they are qualified to attend, to two-year colleges, or to no college at all. For example, 59 percent of students in the bottom quartile of family income undermatch; 27 percent in the top quartile do so. In addition, 64 percent of students whose parents have no college education undermatch, compared with 41 percent of those whose parents have college degrees and 31 percent whose parents have graduate degrees (see Chart 3). Undermatching has serious consequences because there is a strong association between institutional selectivity and B.A.-completion rates: Students with essentially the same qualifications who attend more-selective universities have a considerably higher probability of graduating than do comparable students who attend less selective universities. Our data also confirm the results of other studies that show that students whose objective is to earn a B.A. are much less likely to do so if they start at a two-year college (again, other things equal).
6. "Sorting" of applicants by universities, especially overreliance on standardized tests, is consequential and problematic. We are not opposed to testing per se. Standardized tests can be helpful when used in the right ways and in the right settings. They are especially helpful when used with high-school grades to predict college grades at the most selective universities. It is clear, however, that high-school grades are far better predictors of graduation rates, especially at less selective universities. This finding holds even when we do not take account of differences in the quality of the high school that a student attended. Results of achievement tests, especially scores on Advanced Placement tests, are also good predictors. Both grades and achievement-test scores measure not only cognitive achievement but also coping and time-management skills--which, we surmise, affect completion rates.

Thus, in our view, institutions and national policy makers need to make stronger efforts to help students complete their college programs in a timely way. Starting college is obviously important, but so is crossing the finish line.

1. Graduation Rates by Socioeconomic Status (SES), 1999 Entering Students

	Graduation rate (percent)		
	Graduated in 5 or 6 years	Graduated in 4 years	
Flagships			
Low SES	30	38	68
Middle SES	28	45	73
High SES	26	57	83

State Systems

Low SES	23	32	55
Middle SES	24	39	63
High SES	22	52	74

Figure 3-4 from Crossing the Finish Line: Completing College at America's Public Universities (Princeton University Press)

GRAPH: 2. Cumulative Withdrawals per Semester at Flagship Universities, by Socioeconomic Status (SES)

3. Undermatch Rates for North Carolina Students and Institutions, by Family Income and Parental Education

	Undermatch rate (percent)
Family income	
Bottom quartile	58
Second quartile	54
Third quartile	42
Top quartile	27
Parental education	
No college	64
Some college	51
College degree	41
Graduate degree	31

Note: Undermatching is the rate at which students go to less-demanding institutions than they are qualified to attend.

Figure 5-5 from Crossing the Finish Line

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By William G. Bowen; Matthew M. Chingos and Michael S. McPherson

William G. Bowen is president emeritus of the Andrew W. Mellon Foundation and Princeton University. Matthew M. Chingos is a Ph.D. student in government at Harvard University and a research associate at the Mellon Foundation. Michael S. McPherson is president of the Spencer Foundation and a former president of Macalester College.

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TOPS REPORT

BOARD of REGENTS

MAY, 2009

Appendix A – ACT 1202 of 2001
Appendix B – Student Retention/Persistence Reports (BRPRG06AYR, 2003-2007 FTF Cohort)
Appendix C – Completer Reports (CMPL6CFYR, CMPL6CTRY: 2000-2002 FTF Cohort, Bacc & ≤Assoc)

TOPS: Taylor Opportunity Program for Students

The Taylor Opportunity Program for Students (TOPS), Louisiana's comprehensive, merit-based student aid program, was initiated with the incoming freshman class of Fall 1998. Although the founding legislation does not directly document the goals of the program, four generally accepted purposes of TOPS are:

- To promote academic success by requiring completion of a rigorous high school core curriculum;
- To provide financial incentives as a reward for good academic performance;
- To keep Louisiana's best and brightest in the state to pursue postsecondary educational opportunities; and
- To promote access to and success in postsecondary education.

TOPS includes three levels of awards for students enrolling at Louisiana's colleges and universities: Opportunity, Performance, and Honors. The criteria for eligibility include completion of a defined high school core curriculum, with a minimum grade point average on the core and a minimum ACT composite score. Table 1 lists current criteria and awards.

Table 1: TOPS Eligibility Criteria & Value, 2009

AWARD	Core	Core GPA	ACT	Award Specifics	Duration*
Opportunity	17.5 Units	2.50	20	Tuition	4 Years
Performance	17.5 Units	3.00	23	Tuition + $400/year	4 Years
Honors	17.5 Units	3.00	27	Tuition + $800/year	4 Years

* 4 Years, or 8 semesters.

To maintain eligibility, TOPS recipients must be continuously enrolled as full-time students, earn at least 24 hours of credit each academic year (Fall and Spring), and maintain academic progress as demonstrated by the cumulative grade point average. Table 2 lists the minimum renewal requirements for each award.

Table 2: Renewal Requirements

AWARD	Hours Earned per Academic Year (Fall & Spring)	Cumulative GPA each Academic Year (2.0 each semester/term)	Award Reinstated (Upon Recovery of Required GPA)
Opportunity	24	2.30 – first year 2.50 – subsequent years	Yes
Performance	24	3.00	Yes, as *Opportunity*
Honors	24	3.00	Yes, as *Opportunity*

Administration of TOPS is statutorily assigned to the Louisiana Office of Student Financial Assistance (LOSFA). Initial student eligibility is determined using a combination of:

the Free Application for Federal Student Aid (FAFSA) or TOPS On-line Application; the high school transcript from the Department of Education's Student Transcript System (STS); and official ACT scores. Continuing eligibility is determined based on data received from the institution in which the student enrolls.

ACT 1202 of 2001

ACT 1202 of the 2001 Regular Legislative Session charged the Board of Regents with developing a uniform TOPS reporting system for the purposes of policy analysis and program evaluation and to provide accurate data and statistics relative to the program's impact on the state and on students. (Text is included as Appendix A.) ACT 1202 requires a TOPS report, to include:

- Relationship between the high school courses taken and the student's score on the American College Test (ACT).
- Number of high school graduates who are eligible for TOPS and subsequently enroll in college;
- Persistence rates of TOPS students;
- Retention rates of TOPS students, including numbers of and reasons for students losing award eligibility; and
- Graduation data, including rates.

To satisfy the reporting requirements of ACT 1202, Regents' staff developed interfaces between the major systems needed to identify and track TOPS students as they move through the enrollment cycle.

TOPS REPORT

The data in this report include current and historical data on TOPS and non-TOPS students to allow for comparison. It is presented in an order that follows the students' progression through the enrollment process: from preparation, to persistence, to graduation.

It should be noted that most of the data in this report do not include private institutions, because they do not currently participate in Regents' reporting systems. Nor does that data include the Louisiana Technical College (LTC) enrollment, because the LTC did not participate in Regents' reporting systems prior to 2003.

Preparation

TOPS eligibility requirements encourage students to take high school courses that will prepare them for success after high school, particularly in postsecondary education. The TOPS core curriculum is the key component for eligibility for an award. With the 2001 Master Plan, the Board of Regents adopted the TOPS core as the *Regents' Core*, the most important element of the minimum standards established for admission to the state's public four-year colleges or universities. With this change, students have had a double incentive to complete the college-preparatory curriculum, and it has had a very positive effect on student behavior.

Whether a high school graduate actually attends college with TOPS, the match of the TOPS core and the Regents' core for admission has resulted in a growing number of students completing a college preparatory curriculum, which also makes them better prepared for career advancement. As shown in Table 3, even as the number of high school graduates has decreased (as anticipated by demographic projections), the actual number and percentage of high school graduates completing the TOPS core curriculum has generally been increasing. The percentage completing the core declined with the 2008 graduating class due to increased requirements (i.e., the addition of a 4th unit in advanced math or science).

Table 3. HS Graduates and TOPS Core

	2003	2004	2006	2007	2008
HS Graduates	45,057	44,350	40,403	40,763	41,435
With TOPS Core	25,544	26,105	26,356	27,122	25,256
% with Core	57%	59%	65%	67%	61%
Eligible for TOPS	17,713	18,526	18,394	18,503	*Not available*

Note: Not including LTC. TOPS Eligibility: LOSFA data

* *TOPS Core changed in 2008: additional Math or Science course required*

Students who complete a rigorous curriculum score significantly better on the ACT than those who do not. As a result of the growing number of students who complete the TOPS/Regents' core, the average ACT composite score in Louisiana has improved steadily. The state average ACT for the 2003 graduating class was 19.6; by 2008 the average had increased to 20.3 composite.

Participation

The majority of TOPS freshmen enroll with an Opportunity Award at a public, four-year institution. Table 4 illustrates the distribution of TOPS awards received by the 2007 entering class (freshmen) and where recipients enrolled.

Table 4. 2007 Entering TOPS Class

TOPS AWARD	
Honors Award	13%
Performance Award	18%
Opportunity Award	69%
INSTITUTION TYPE	
Public 2-year	5%
Public 4-year	95%

For the past three years, over half of the Louisiana residents in the entering fall cohorts of first time, full-time freshmen (FTF) at public postsecondary institutions began college with a TOPS award. The FTF cohort includes students enrolled in postsecondary education for the first time, regardless of age or date of high school graduation.

Table 5. Entering FTF Cohorts

Entering Fall	FTF Cohort	Number from Louisiana	%	Number with TOPS	% (from LA w/ TOPS)
1998	27,202	25,074	92%	10,610	42%
1999	25,681	23,804	93%	10,376	44%
2000	26,495	24,384	92%	11,137	46%
2001	26,758	24,398	91%	11,607	48%
2002	27,307	24,972	91%	11,913	48%
2003	29,828	26,685	89%	12,270	46%
2004	30,195	26,978	89%	12,630	47%
2005	24,354	21,567	89%	11,669	54%
2006	26,569	24,194	91%	12,731	53%
2007	27,050	24,338	90%	12,372	51%

Note: FTF not including LTC.

As shown in Table 5, from 1998 to 2007, the number of first-time freshmen enrolling with TOPS has increased by 17% (1,762 students). In that same time frame, the TOPS requirements changed, with an increase of the minimum ACT score (from 19 to 20), change in required high school GPA from the *overall* to a *core* GPA, and increase in the number of core courses from 16.5 to 17.5. Even with these increases in eligibility requirements, and recovering from the 2005 setback due to hurricane-driven displacements, TOPS has made a difference: more, better-prepared Louisiana students are enrolling in college with TOPS.

Persistence

Persistence in postsecondary education is usually measured by the rate at which first time full-time students are retained to their second year. The statewide retention (persistence) rate to the second year for the entering class in fall 1997 (prior to TOPS) returning in fall 1998 was 71.3%. The statewide retention rate for the class entering in fall

2007 and returning in fall 2008 was 75%; among TOPS recipients the state retention rate was 88%, while among non-TOPS students it was 65%.

The Student Retention/Persistence reports in Appendix B identify, by entering fall term and institution, the FTF cohort and second- through sixth-year retention rates for those who began college with TOPS and without a TOPS award (non-TOPS). Table 6 compares the overall retention rate to the second, third, and fourth year (if available) of TOPS students (*whether or not they retained the award*) and non-TOPS students. The data indicate that, in spite of hurricanes like Katrina/Rita that interrupted so many students' planned enrollments in 2005-2006, students who start school with a TOPS award reenroll in subsequent years at a higher rate than non-TOPS students.

Table 6. Retention/Persistence

Fall Semester Entering Class	% Re-enrolled in Subsequent Years					
	2nd Year		3rd Year		4th Year	
	TOPS	Non-TOPS	TOPS	Non-TOPS	TOPS	Non-TOPS
1999	88%	62%	82%	50%	77%	44%
2001	87%	65%	82%	54%	76%	47%
2003	89%	66%	77% *	43% *	77%	42%
2006	87%	64%	81%	51%	-	-

Note: Not including LTC ** 2005 Academic Year: Kartrina/Rita*

Retention of TOPS Award

Students who receive a TOPS award must maintain minimum academic criteria to retain their award (Table 2). Those who fail to maintain the minimum GPA have their award suspended; if they raise their cumulative GPA to the required level within two years, the award is reinstated. The award is cancelled when students fail to maintain full-time enrollment, earn the required 24 hours of credit, or raise their GPA to the required minimum.

Table 7 shows the percentage of students with TOPS whose award was suspended or cancelled over the course of an academic year. Though approximately 13% of TOPS students lose the award each year, Regents' data indicates that, of the public postsecondary students who lost TOPS over the four-year period from 2004-2007, 77 percent subsequently re-enrolled in a public postsecondary institution (without TOPS) to continue their education.

Table 7. Lost TOPS

Academic Year	TOTAL TOPS Awards	SUSPENDED: GPA	CANCELLED: Hours Earned	CANCELLED: Other Reason
2004	37,221	16.6%	10.4%	2.9%
2005	37,344	20.8%	6.5%	2.8%
2006	38,568	19.9%	11.8%	3.7%
2007	37,205	18.6%	10.5%	3.5%

* Public, only: New & Continuing Students. *Not including TOPS Tech.*

Graduation

Graduation is usually measured at the rate in which first time entering students earn their academic degrees within 150% of the time required, i.e., within three-years for associate degrees, and six-years for baccalaureate degrees. This 150% protocol for measuring degrees was adopted by the federal government and has become the standard followed by the regions and states. Table 8 displays the percent of TOPS and non-TOPS students who have earned a bachelor's degree within the six academic years, starting with the Fall/1998 entering class.

Table 8: Completers (Baccalaureates)

Entering FALL	% GRADUATING Within 6 Years		
	Total	TOPS	Non-TOPS
1998	35%	58%	19%
1999	37%	59%	21%
2000	37%	58%	20%
2001	37%	57%	20%

Note: Not including LTC

Students who begin college with TOPS consistently graduate at nearly three times the rate of non-TOPS students. The Completers reports in Appendix C list, by institution, the number of TOPS and non-TOPS students in an entering cohort who earned a Baccalaureate degree within six years or an Associate degree (or certificate or diploma) within three years.

To further study program success, Regents and LOSFA identified students in the *TOPS Cohort*—who entered a public college/university in 2000 and 2001 with TOPS awards—who had completed the TOPS program, i.e., who *kept* TOPS (without either suspension or cancellation) *for the full eight semesters*, and who had graduated with a bachelor's degree by 2007-08. This quantified the students on TOPS who had earned a baccalaureate within six (for the 2001 cohort) or seven (for the 2000 cohort) years.

Table 9: TOPS Completers

Freshman Year	TOPS Cohort (*Public*)	Award Status (Full 8-Semester Program)		By 2007-08	
				Earned Bach Degree	No Bach Degree
2000	11,137	Kept TOPS	5753	5362	391
		Lost TOPS	5384	1892	3492
2001	11,605	Kept TOPS	5,981	5446	535
		Lost TOPS	5,624	1666	3,958

The data in Table 9 show that, for both of the freshman cohorts, almost two-thirds of the students who started college with TOPS awards in 2000 or 2001 have graduated, whether or

not they managed to keep the award for all eight semesters, and 93% of those who kept TOPS all four years have graduated with a bachelor's degree.

Whether or not students retain the TOPS award, those who begin college on TOPS complete a degree at a faster rate, as a group, than those who do not.

SUMMARY

The purposes of the reporting requirements of ACT 1202 are to provide accurate data and statistics relative to the impact of TOPS on the state and students as well as for policy analysis and program evaluation. The TOPS reporting model developed by Regents serves the state by providing accurate data for policy analysis and the basis for future decisions regarding the TOPS program in Louisiana.

A review of the data presented in this report indicates that the TOPS program is meeting the generally accepted purposes for which it was developed:

- Students who take the core curriculum score significantly better on the ACT;
- More students in the recent graduating class took the core and more have been determined eligible for TOPS by LOSFA;
- The number of first time freshmen with TOPS enrolling in public postsecondary education has increased;
- A larger number of students with higher ACT scores are remaining in Louisiana to attend college;
- Students receiving a TOPS award persist in college at a higher rate than non-TOPS students; and
- More students with TOPS graduate from college in a shorter period of time than non-TOPS students.

Act 1202

ENROLLED

Regular Session, 2001
HOUSE BILL NO. 2012
BY REPRESENTATIVE DANIEL
AN ACT

To enact R.S. 17:3048.3 and 3048.4, relative to the Tuition Opportunity Program for Students; to provide for the establishment and implementation of a uniform information reporting system; to provide for applicability; to provide relative to compliance with reporting system requirements by colleges and universities, including requiring compliance as a condition of eligibility to receive certain payments by the state; to require that the reporting system include certain components; to provide for certain notifications to parents and others about program availability; and to provide for related matters. Be it enacted by the Legislature of Louisiana:

Section 1. R.S. 17:3048.3 and 3048.4 are hereby enacted to read as follows:

§3048.3. Program information reporting system; implementation; requirements; applicability; participation by eligible institutions and others

A.(1) The Board of Regents shall formulate, develop, establish, and implement a uniform Tuition Opportunity Program for Students information reporting system for the purposes of policy analysis and program evaluation and for providing accurate data and statistics to the legislature, the governor and appropriate executive branch agencies, and the public relative to the program's impact on the state and on students.

(2) In formulating and developing the information reporting system, the Board of Regents shall consult with and seek written recommendations from the Louisiana Student Financial Assistance Commission, each college or university eligible for participation in the Tuition Opportunity Program for Students, each of the public postsecondary education management boards, the Louisiana Association of Independent Colleges and Universities, legislators, and knowledgeable others as determined appropriate by the Board of Regents.

(3) It is the intention of the legislature that the reporting system provided by this Section and the requirements thereof shall be applicable to all Tuition Opportunity Program for Students applicants, all award recipients regardless of eligible college or university attended, and all such eligible colleges and universities. Effective for the 2002- 2003 award year and thereafter, compliance with the requirements of the Tuition Opportunity Program for Students information reporting system shall be a condition for an eligible college or university to remain eligible to receive payments from the state on behalf of an award recipient. Compliance determinations shall be made annually by the Board of Regents.

B. The Tuition Opportunity Program for Students information reporting system shall include but not be limited to the following:

(1) A report prepared as of the end of the Fall semester and again as of the end of the Spring semester or equivalent periods of time during each academic year relative to the rate of retention of program awards by students as they progress from semester to semester or other equivalent periods of time as may be applicable once enrolled at an eligible college or university. The data shall be reported by institution attended, by the two digit classification of instructional program, and by program award category and shall include the percent of students losing program eligibility due to not earning the minimum number of credit hours, the percent of students losing program eligibility due to not having the required cumulative grade point average, and the percent of students losing program eligibility for failing to make steady academic progress.

(2) The persistence rates at colleges and universities of freshmen, sophomore, junior, and senior students receiving a program award reported by award category and by award year.

(3) The graduation rates or rates of completion of the chosen postsecondary education program if otherwise applicable for students receiving a program award, reported by award category and award

year, including for those graduating with an academic degree at the baccalaureate level the rate for persons graduating within four years, within five years, and within six years, respectively.

(4) The mean length of time required for a student receiving a program award to graduate with an academic degree at the baccalaureate level or to complete the chosen postsecondary education program if otherwise applicable with such information being reported by award category and by award year.

(5) An annual report on the number of applicants as well as the percent of high school graduates by high school and by parish who apply for a program award, by award category, and the percent of those students who subsequently enroll in a college or university.

(6) Statistical studies on the relationship between the courses taken and grades earned by a high school student and the student's score on the American College Test or the Scholastic Aptitude Test. Relative to public high schools, such statistical studies shall use student course and grade data that is otherwise available from the schools and such studies shall be conducted at no additional cost to the governing authority of any public high school.

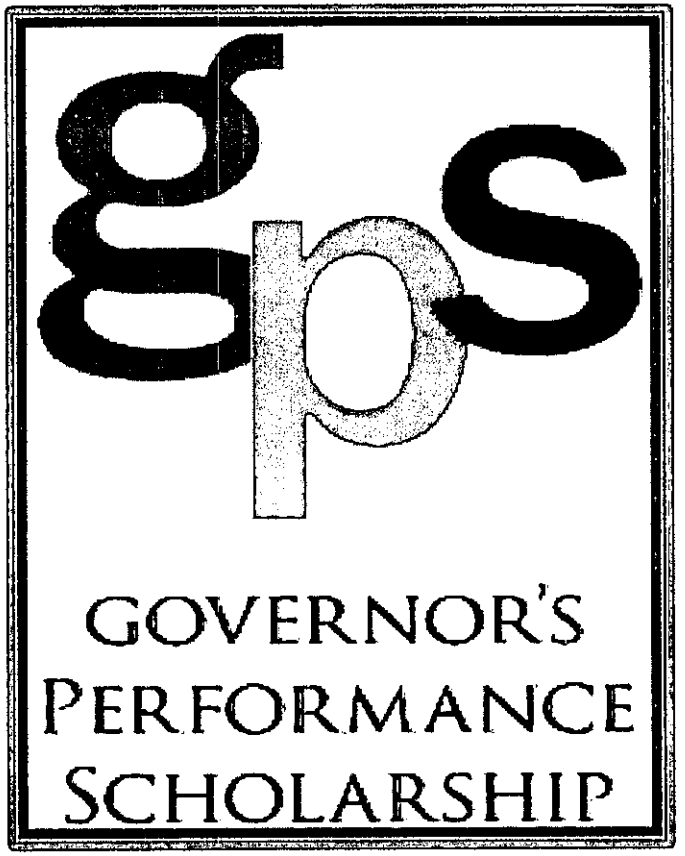
C. When necessary due to limitations in existing secondary data sources and systems, the Board of Regents, consistent with the general provisions of this Section, may modify any specific requirement of this Section. However, prior to making any such modifications the board shall report in writing to the House Committee on Education and the Senate Committee on Education on the proposed action and the board shall have received approval from each committee relative to the proposed action.

§3048.4. Notice to students and parents

The State Board of Elementary and Secondary Education shall require that the governing authority of every public secondary school include as a component of a student's Five Year Educational Plan as required by R.S. 17:183.2 comprehensive information relative to the Tuition Opportunity Program for Students and program eligibility requirements for each of the awards. Additionally, the parent or other person responsible for the student's school attendance at the ninth grade level shall be required to return to the school at the start of the student's ninth grade year a signed notice that the program information and eligibility requirements have been reviewed by the parent or other responsible person and by the student and that, for informational and data collection purposes only, expresses the intent of the parent or other responsible person as to whether or not the student will be pursuing the necessary program of studies to be eligible for a Tuition Opportunity Program for Students award.

Section 2. This Act shall become effective upon signature by the governor or, if not signed by the governor, upon expiration of the time for bills to become law without signature by the governor, as provided in Article III, Section 18 of the Constitution of Louisiana. If vetoed by the governor and subsequently approved by the legislature, this Act shall become effective on the day following such approval.

SPEAKER OF THE HOUSE OF REPRESENTATIVES
PRESIDENT OF THE SENATE
GOVERNOR OF THE STATE OF LOUISIANA
APPROVED:



AN INVITE TO EXCELLENCE AND RIGOR

GOALS:

- *Increase High School (HS) graduation rate.*
- *More HS students taking rigorous curriculum.*
- *More course offerings in HS.*
- *More HS students prepared for postsecondary.*
- *More-affordable postsecondary.*
- *More use of in-state postsecondary.*
- *Contribute to a college going culture.*
- *Increase the rigor of courses statewide.*

BASIC INFORMATION

- *Open to graduates of Alaska high schools.*
- *Open to home school, public school and private school students.*
- *Use at Alaska postsecondary, private or public*

TYPES OF SCHOLARSHIPS

- *Three levels of academic scholarships*
- *One level of career and technical scholarship*

CRITERIA

- *Grades*
- *Assessments*
- *Curriculum*
- *Alternative Pathway*

CRITERIA: Grades

- *"A" average for highest level of academic scholarship*
- *"B" average for middle level of academic scholarship*
- *"C+" average for lower level of academic scholarship*
- *"C+" average for career and technical scholarship*

CRITERIA: Assessments

- *An established national college-entrance assessment for academic scholarships.*

- *An established national work-ready assessment for career and technical scholarships.*

CRITERIA: Curriculum

- *Four years of English*
- *Four years of Math*
- *Four years of Science*
- *Three years of Social Studies*
- *Options for rural students*

VALUE OF SCHOLARSHIPS

- *Platinum academic: Equal to 100% of tuition at UA in 2010, for 8 semesters.*
- *Gold academic: Equal to 75% of tuition at UA in 2010, for 8 semesters.*
- *Silver academic: Equal to 50% of tuition at UA in 2010, for 8 semesters.*
- *Career & Technical: Actual tuition up to $3,000 a year, for two years.*

FUNDING

- *Use the annual earnings from $400 million of general fund.*

What happens if a student starts out in a vocational program and decides to change later?

Louie Flora

From: bcampen@ptialaska.net
Sent: Saturday, January 30, 2010 6:30 PM
To: Rep. Paul Seaton
Subject: House Bill 297 - Gov's Performance Scholarship

Representative Paul Seaton, Chair
House Education Committee
Alaska State Legislature
Juneau, AK 99811

Dear Representative Seaton:

I would like to address HB 297, the Governor's Performance Scholarship. My intention had been to write a "hard copy" letter, but I found out that a House/Senate joint committee will discuss the bill next week, and so am sending this email letter instead.

At the bottom of this letter is a letter that I wrote to Governor Parnell in Oct. 2009 in which I expressed my concern about the eligibility requirements for the scholarship. As a long-time Alaska social studies teacher, I am disheartened that our governor and the Commissioner of the Dept. of Education and Early Development would propose a scholarship that holds three core curricular areas as more important than the fourth - social studies. To be eligible for the scholarship, a student must have earned 4 credits of math, science, and English. They only need 3 credits of social studies. There appears to be no rationale for it. In fact, as I state in my letter below, more than ¾ of all Alaska students are already required to take four credits of social studies, so I fail to see how the criteria for the GPS represents a "more challenging curriculum". Knowledge of history, geography, politics, economic, sociology - all embedded in the social studies - is essential for informed decision making and becoming a fully engaged citizen. Why would we expect less social studies knowledge of our students? Doing so sends a poor message about what is important and sets a poor precedent.

I ask that you push to increase the eligibility of social studies to 4 credits for the GPS. Social studies will then be identified as equal to math, English, and science, as it should be. Students will then see that legislators value social studies as the other core curricular areas. Shouldn't this be what they see coming from government leaders?

Thank you for you consideration of this request. I will be following this bill with great interest.

Sincerely,

Brenda D. Campen
P.O. Box 1562
Sitka, AK 99835
bcampen@ptialaska.net 907.747.3441

P.O. Box 1562
Sitka, AK 99835

10.22.09

The Honorable Sean Parnell
Alaska Office of the Governor
P.O. Box 110001
Juneau, AK 99811-0001

Dear Governor Parnell:

It is with great interest that I have followed news of your proposal for the Governor's Performance Scholarship. Most recently, details of the plan were covered in the 10.20.09 edition of the Daily Sitka Sentinel. I would like to share a few thoughts on this proposal, specifically the eligibility requirements for the scholarship.

I am the social studies department chair at Mt. Edgecumbe High School in Sitka. I have been with MEHS since it reopened as a state school in 1985. Previous to that I worked in Yukon-Koyukuk School District, Iditarod School District, and Chatham School District. I brought eight years of rural teaching experience to Mt.
Edgecumbe High School and have 33 years of teaching experience in Alaska. I have had several opportunities to move into the administrative level of education, but have remained a classroom teacher because that is what I love. There is no better job than sharing and learning history, geography, politics, and current events with high school students.

Your GPS proposal has merit, and I only wish to address one item about which I was surprised and concerned. The qualifications for eligibility are listed as four years of math, science, English…..and only three years of social studies. I must ask why, why only three years of social studies? The message this sends to students, teachers, and parents is that social studies is less essential than the other three core curricular areas.

I have spent my entire career working to affirm the legitimacy and the absolute necessity of the social studies. Social studies and science are really the heart of the core curriculum, with math and lang.arts/reading supporting the acquisition of knowledge and skills. Social studies and science are where students learn to apply their math and reading/writing skills. In the world today, with the complexities of issues facing all global citizens, why would there not be support for more social studies rather than less?

I can tell you that in my years of teaching in Alaska, I have seen a diminishment of students' basic geography and history knowledge as they enter high school. This has been most pronounced since the advent of No Child Left Behind. It is actually quite alarming. The social studies, not formally tested, has been marginalized to the point that students simply don't possess what one would expect as basic knowledge, and are coming to high school less prepared. Yet, when students are properly challenged and taught, social studies classes often become the most
interesting and valuable of all their classes.. Remember, not everyone will become an engineer, nurse, computer technician, or carpenter, but everyone is a citizen and will be in a position to vote and engage in civic activities. Why would we expect less preparation for student in social studies than for any other area of the high school core curriculum?

Are you aware that Anchorage School District, with over 50% of all Alaska students, requires four credits of social studies for graduation? Mt. Edgecumbe High School

has required four credits since 1985. Instead of "raising the bar" by expecting students to tackle a rigorous high school program, the current GPS proposal lowers the bar for social studies, and relegates it to a less important position. I can't believe that is your intention.

Please reconsider the proposal, support the social studies, and raise the eligibility for the GPS program to four credits of social studies as for all the other core curricular areas. More than 50% of the students in the state already achieve this for their local high school diploma. Should the governor expect anything less?

Thank you for considering this change.

Sincerely,

Brenda D. Campen
bcampen@ptialaska.net

Brenda D. Campen
2006 Alaska History Teacher of the Year
1997 Milken Educator Award
1993 National Council for the Social Studies Teacher of the Year
1993 Alaska Council for the Social Studies Teacher of the Year

2007FA Reports

	Report	Scholarships	Casper College		Central Wy. College		Eastern Wy. College		Laramie County CC		Northwest College		Sheridan College		Western Wy. CC		Community College Total		UW		Grand Total	
			HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount
1	Estimate Report 8/1/07	Honors	75	$119,867	18	$28,800	19	$30,400	37	$59,200	52	$78,916	56	$44,200	42	$67,200	299	$428,583	625	$1,000,000	924	$1,428,583
2		Performance	187	$223,600	53	$63,600	30	$36,000	97	$115,333	120	$139,999	61	$73,152	84	$100,800	632	$752,484	500	$630,000	1,132	$1,382,484
3		Opportunity	146	$115,332	38	$30,400	19	$14,400	82	$65,600	68	$53,746	40	$31,268	69	$55,200	462	$365,946	250	$200,000	712	$565,946
4		Career	69	$54,067	20	$16,000	20	$16,000	16	$12,800	40	$30,482	14	$10,336	16	$12,800	195	$152,485	0	$0	195	$152,485
5		Need Award	15	$5,062	0	$0	3	$1,225	1	$105	13	$2,812	0	$0	5	$5,200	37	$14,404	215	$210,000	252	$224,404
6		**Estimated Sch.Shps.**	**477**	**$517,928**	**129**	**$138,800**	**88**	**$98,025**	**232**	**$253,038**	**280**	**$305,955**	**171**	**$158,956**	**211**	**$241,200**	**1,588**	**$1,713,902**	**1,375**	**$2,040,000**	**2,963**	**$3,753,902**
7	Mid Term (30 Day) Report 10/11/07	Honors	65	$102,933	16	$25,600	21	$33,600	35	$56,000	46	$66,874	31	$47,600	42	$67,200	256	$399,807	638	$1,020,800	894	$1,420,607
8		Performance	189	$220,400	55	$65,300	39	$46,500	112	$130,200	118	$135,984	85	$100,308	114	$134,876	712	$833,568	502	$601,900	1,214	$1,435,468
9		Opportunity	147	$110,195	32	$25,132	25	$18,601	93	$68,335	65	$50,318	64	$47,656	89	$67,976	515	$388,213	235	$187,466	750	$575,679
10		Career	65	$46,868	18	$13,000	26	$19,799	29	$18,135	33	$24,044	30	$21,232	16	$12,600	217	$155,678	0	$0	217	$155,678
11		Need Award	40	$14,810	1	$216	13	$5,568	5	$1,033	9	$1,694	4	$1,066	0	$0	72	$24,387	263	$254,521	335	$278,908
12		**Actual Sch.Shps.**	**466**	**$495,206**	**121**	**$129,248**	**111**	**$124,068**	**269**	**$273,703**	**262**	**$278,914**	**210**	**$217,862**	**261**	**$282,652**	**1,700**	**$1,801,653**	**1,375**	**$2,064,687**	**3,075**	**$3,866,340**
13	Supplemental Report 12/5/07	Honors															0	$0			0	$0
14		Performance															0	$0			0	$0
15		Opportunity			1	$800			1	$400	2	$1,600					4	$2,800			4	$2,800
16		Career	1	$667	1	$800	1	$600			1	$766					4	$2,833			4	$2,833
17		Need Award															0	$0			0	$0
18		**Additional Sch.Shps.**	**1**	**$667**	**2**	**$1,600**	**1**	**$600**	**1**	**$400**	**3**	**$2,366**	**0**	**$0**	**0**	**$0**	**8**	**$5,633**	**0**	**0**	**8**	**$5,633**
19	End of Term (Post Sem) Report 3/17/08	Honors	65	$102,933	16	$25,600	20	$32,000	35	$56,000	45	$65,274	33	$50,800	40	$64,000	254	$396,607	639	$1,017,600	893	$1,414,207
20		Performance	189	$220,500	55	$65,300	38	$45,300	111	$129,000	107	$122,166	88	$103,908	117	$138,176	705	$824,350	532	$625,500	1,237	$1,449,850
21		Opportunity	147	$110,195	33	$25,932	23	$16,934	93	$68,268	59	$45,688	68	$51,223	86	$65,443	509	$383,683	210	$165,499	719	$549,182
22		Career	66	$47,535	17	$11,534	27	$20,265	29	$18,135	29	$21,245	31	$22,096	15	$11,667	214	$152,477	0	$0	214	$152,477
23		Need Award	39	$14,363	5	$757	9	$4,086	7	$1,999	8	$1,594	5	$1,816	0	$0	73	$24,615	279	$266,591	352	$291,206
24		**Final Sch.Shps.**	**467**	**$495,526**	**121**	**$129,123**	**108**	**$118,585**	**268**	**$273,402**	**240**	**$255,967**	**220**	**$229,843**	**258**	**$279,286**	**1,682**	**$1,781,732**	**1,381**	**$2,075,190**	**3,063**	**$3,856,922**

2008SP Reports

	Report	Scholarships	Casper College		Central Wy. College		Eastern Wy. College		Laramie County CC		Northwest College		Sheridan College		Western Wy. CC		Community College Total		UW		Grand Total	
			HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount
1	Estimate Report 8/1/07	Honors	67	$107,200	16	$25,600	20	$32,000	44	$70,400	45	$63,740	32	$47,200	42	$64,000	266	$410,140	625	975,000	891	$1,385,140
2		Performance	193	$230,000	55	$66,000	39	$46,800	130	$156,000	108	$122,786	92	$108,000	120	$138,777	737	$868,363	490	575,000	1,227	$1,443,363
3		Opportunity	151	$120,200	33	$26,400	27	$21,600	118	$91,200	60	$46,495	65	$50,400	90	$69,577	544	$425,872	230	175,000	774	$600,872
4		Career	65	$52,000	20	$16,000	24	$19,200	40	$32,000	30	$22,753	30	$23,200	18	$14,400	227	$179,553	0	0	227	$179,553
5		Need Award	39	$15,725	5	$759	12	$5,091	6	$1,371	9	$1,697	5	$1,800	7	$1,900	83	$28,343	245	240,000	328	$268,343
6		**Estimated Sch.Shps.**	**476**	**$525,125**	**124**	**$134,759**	**110**	**$124,691**	**332**	**$350,971**	**243**	**$257,471**	**219**	**$230,600**	**270**	**$288,654**	**1,774**	**$1,912,271**	**1,345**	**1,965,000**	**3,119**	**$3,877,271**
7	Mid Term (30 Day) Report 3/7/08	Honors	63	$98,267	15	$24,000	20	$32,000	34	$54,400	40	$56,247	35	$55,264	41	$65,600	248	$385,778	644	$1,024,267	892	$1,410,045
8		Performance	198	$230,550	46	$55,000	32	$37,900	109	$128,300	110	$126,624	89	$104,400	117	$137,377	701	$820,151	521	$612,466	1,222	$1,432,617
9		Opportunity	146	$108,735	32	$25,533	19	$15,200	97	$72,469	65	$49,582	63	$47,672	87	$67,177	509	$386,368	196	$156,501	705	$542,869
10		Career	58	$43,467	12	$9,133	23	$18,267	32	$22,268	34	$25,452	22	$17,336	18	$13,400	199	$149,323	0	$0	199	$149,323
11		Need Award	37	$15,279	3	$367	7	$3,264	6	$1,992	8	$1,597	6	$1,765	12	$2,016	79	$26,280	267	$257,656	346	$283,936
12		**Actual Sch.Shps.**	**465**	**$496,298**	**105**	**$114,033**	**94**	**$106,631**	**272**	**$279,429**	**249**	**$259,502**	**209**	**$226,437**	**263**	**$285,570**	**1,657**	**$1,767,900**	**1,361**	**$2,050,890**	**3,018**	**$3,818,790**
13	End of Term (Post Sem) Report 7/9/08	Honors	63	$98,267	15	$24,000	20	$32,000	33	$52,800	40	$56,247	34	$54,064	43	$68,800	248	$386,178	646	$1,027,600	894	$1,413,778
14		Performance	200	$232,950	47	$56,200	31	$37,200	104	$123,200	111	$127,098	91	$106,800	118	$138,577	702	$822,025	525	$616,666	1,227	$1,438,691
15		Opportunity	147	$109,535	32	$25,533	19	$15,133	94	$70,069	67	$51,432	63	$48,072	88	$67,977	510	$387,751	198	$158,101	708	$545,852
16		Career	58	$43,467	12	$9,133	23	$18,267	30	$21,268	34	$25,452	21	$16,536	17	$12,600	195	$146,723	0	$0	195	$146,723
17		Need Award	37	$15,279	3	$367	7	$3,264	5	$1,767	8	$1,597	5	$1,367	12	$2,016	77	$25,657	272	$258,566	349	$284,223
18		**Final Sch.Shps.**	**468**	**$499,498**	**106**	**$115,233**	**93**	**$105,864**	**261**	**$269,104**	**252**	**$261,826**	**209**	**$226,839**	**266**	**$289,970**	**1,655**	**$1,768,334**	**1,369**	**$2,060,933**	**3,024**	**$3,829,267**

2008FA Reports

	Report	Scholarships	Casper College		Central Wy. College		Eastern Wy. College		Laramie County CC		Northwest College		Sheridan College		Western Wy. CC		Community College Total		UW		Grand Total	
			HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount
1	Estimate Report 8/11/08	Honors	95	$147,137	24	$38,400	17	$27,200	63	$94,072	39	$61,382	42	$59,456	66	$105,600	346	$533,247	1,140	$1,822,400	1,486	$2,355,647
2		Performance	256	$298,200	55	$64,800	49	$58,800	175	$192,645	105	$121,667	115	$121,388	134	$159,100	889	$1,016,600	1,000	$1,200,000	1,889	$2,216,600
3		Opportunity	188	$133,896	38	$30,400	52	$41,660	174	$126,733	73	$56,495	87	$57,753	94	$28,000	706	$474,937	512	$409,600	1,218	$884,537
4		Career	111	$80,867	26	$20,800	46	$36,800	55	$40,267	36	$25,811	40	$27,000	19	$13,798	333	$245,343	0	$0	333	$245,343
5		Need Award	38	$15,380	0	$0	11	$6,143	5	$1,236	6	$1,133	0	$0	5	$1,467	65	$25,359	354	$305,383	419	$330,742
6		**Estimated Sch.Shps.**	**650**	**$675,480**	**143**	**$154,400**	**164**	**$170,603**	**467**	**$454,953**	**253**	**$266,488**	**284**	**$265,597**	**313**	**$307,965**	**2,274**	**$2,295,486**	**2,652**	**$3,737,383**	**4,926**	**$6,032,869**
7	Mid Term (30 Day) Report 10/10/08	Honors	85	$132,237	18	$28,800	17	$27,200	40	$59,006	42	$64,592	36	$54,784	40	$64,000	278	$430,619	989	$1,575,210	1,267	$2,005,829
8		Performance	243	$281,200	49	$56,800	38	$45,000	150	$169,819	109	$127,062	123	$140,770	103	$120,600	815	$941,251	773	$927,200	1,588	$1,868,451
9		Opportunity	181	$130,611	35	$27,733	32	$25,133	134	$95,106	82	$63,592	89	$65,918	73	$55,862	626	$463,955	376	$305,200	1,002	$769,155
10		Career	80	$54,867	26	$17,266	42	$32,067	48	$34,069	32	$22,596	43	$30,322	19	$13,932	290	$205,119	0	$0	290	$205,119
11		Need Award	43	$20,586	0	$0	19	$8,357	6	$1,666	8	$2,766	7	$2,607	5	$1,467	88	$37,449	396	$359,996	484	$397,445
12		**Actual Sch.Shps.**	**589**	**$619,501**	**128**	**$130,599**	**129**	**$137,757**	**372**	**$359,666**	**265**	**$280,608**	**291**	**$294,401**	**235**	**$255,861**	**2,009**	**$2,078,393**	**2,138**	**$3,167,606**	**4,147**	**$5,245,999**
13	End of Term (Post Sem) 03/06/09	Honors	85	$132,237	19	$30,400	17	$27,200	42	$62,206	41	$62,992	37	$57,328	37	$59,200	278	$431,563	1,001	$1,599,610	1,279	$2,031,173
14		Performance	243	$281,200	50	$59,200	39	$45,800	149	$168,619	111	$128,362	127	$143,586	106	$125,000	825	$951,767	793	$948,800	1,618	$1,900,567
15		Opportunity	181	$130,712	39	$30,800	31	$24,333	132	$93,599	82	$63,592	90	$67,118	83	$63,598	638	$473,752	395	$315,537	1,033	$789,289
16		Career	79	$54,334	29	$21,134	45	$34,467	49	$34,869	35	$24,629	43	$30,522	21	$15,532	301	$215,487	0	$0	301	$215,487
17		Need Award	43	$20,087	2	$376	22	$9,356	9	$2,680	9	$3,072	7	$2,607	5	$1,467	97	$39,645	414	$373,530	511	$413,175
18		**Final Sch.Shps.**	**588**	**$618,570**	**137**	**$141,910**	**132**	**$141,156**	**372**	**$361,973**	**269**	**$282,647**	**297**	**$301,161**	**247**	**$264,797**	**2,042**	**$2,112,213**	**2,189**	**$3,237,477**	**4,231**	**$5,349,690**

2009SP Reports

	Report	Scholarships	Casper College		Central Wy. College		Eastern Wy. College		Laramie County CC		Northwest College		Sheridan College		Western Wy. CC		Community College Total		UW		Grand Total	
			HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount
1	[redacted] 12/10/08	Honors	75	$123,972	17	$27,200	17	$27,200	63	$37,420	44	$67,392	41	$53,888	44	$128,000	301	$465,072	960	1,566,544	1,261	$2,031,616
2		Performance	237	$282,900	51	$61,200	39	$46,800	179	$210,763	112	$129,773	130	$137,834	109	$241,300	857	$1,110,570	760	918,944	1,617	$2,029,514
3		Opportunity	178	$140,083	40	$32,000	32	$25,600	171	$136,342	87	$69,064	92	$65,324	79	$119,665	679	$588,078	381	285,743	1,060	$873,821
4		Career	86	$65,999	31	$24,800	45	$33,600	68	$54,400	39	$31,466	47	$24,469	20	$28,332	336	$263,066	0	0	336	$263,066
5		Need/Award	44	$18,600	0	$0	22	$8,745	5	$1,150	10	$3,301	7	$2,603	5	$2,933	93	$37,332	390	333,976	483	$371,308
6		**Estimated Sch'Ships.**	**576**	**$631,554**	**139**	**$145,200**	**133**	**$141,945**	**481**	**$440,075**	**282**	**$300,996**	**310**	**$284,118**	**252**	**$520,230**	**2,173**	**$2,464,118**	**2,101**	**3,105,207**	**4,274**	**$5,569,325**
7	[redacted] 03/06/09	Honors	77	$120,238	17	$27,200	18	$28,800	42	$64,228	47	$70,355	34	$53,600	41	$65,330	276	429,751	1,006	1,608,800	1,282	$2,038,551
8		Performance	241	$284,877	40	$46,000	39	$45,100	150	$173,500	108	$126,200	113	$130,132	103	$120,900	794	926,709	800	$955,894	1,594	$1,882,603
9		Opportunity	185	$139,217	41	$31,467	32	$25,133	121	$91,201	73	$56,294	88	$66,245	73	$56,422	613	465,979	376	$298,589	989	$764,568
10		Career	82	$59,765	28	$21,067	43	$34,000	45	$32,735	37	$26,156	40	$29,997	17	$12,673	292	216,393	0	$0	292	$216,393
11		Need/Award	40	$19,471	2	$375	25	$11,168	6	$1,647	9	$2,903	6	$1,424	4	$1,000	92	37,988	393	$350,810	485	$388,798
12		**Actual Sch'Ships.**	**585**	**$623,568**	**126**	**$126,109**	**132**	**$144,201**	**358**	**$363,311**	**265**	**$281,908**	**275**	**$281,398**	**234**	**$256,325**	**1,975**	**$2,076,820**	**2,182**	**$3,214,093**	**4,157**	**$5,290,913**
13	[redacted] (Post Stmt)	Honors																				
14		Performance																				
15		Opportunity																				
16		Career																				
17		Need/Award																				
18		**Final Sch'Ships.**																				

2009FA Reports

	Report	Scholarship	Casper College		Central Wy. College		Eastern Wy. College		Laramie County CC		Northwest College		Sheridan College		Western Wy. CC		Community College Total		UW		Grand Total	
			HC*	Amount	HC*	Amount	HC*	Amount	HC*	Amount	HC*	Amount	HC*	Amount	HC*	Amount	HC*	Amount	HC*	Amount	HC*	Amount
1	Estimate Report (8/4/2009)	Honors	89	$141,067	24	$38,400	13	$20,800	50	$78,090	54	$84,800	60	$92,528	33	$52,800	323	$508,485	1,307	$2,091,200	1,630	$2,599,685
2		Performance	267	$302,250	58	$69,600	30	$36,000	162	$189,555	146	$171,386	153	$159,216	69	$82,800	885	$1,010,807	1,071	$1,285,200	1,956	$2,296,007
3		Opportunity	218	$159,801	53	$42,400	31	$24,800	163	$122,660	124	$97,800	102	$68,066	33	$26,400	724	$541,927	511	$408,800	1,235	$950,727
4		Provisional Opportunity	138	$98,599	35	$28,000	34	$26,800	95	$73,569	58	$45,299	82	$49,936	19	$15,200	461	$337,403	5	$4,000	466	$341,403
5		Need Award	45	$20,316	0	$0	17	$6,440	12	$3,576	1	$117	8	$2,063	6	$3,400	89	$35,912	499	$460,456	588	$496,368
6		**Estimated Sch.Shps.**	**712**	**$722,033**	**170**	**$178,400**	**108**	**$114,840**	**470**	**$467,450**	**382**	**$399,402**	**397**	**$371,809**	**154**	**$180,600**	**2,393**	**$2,434,534**	**2,894**	**$4,249,656**	**5,287**	**$6,684,190**
7	Mid Term (30 day) Report (10/22/2009)	Honors	84	$133,467	21	$33,067	8	$12,533	54	$83,690	46	$71,126	54	$83,859	49	$78,400	316	$496,142	1,295	$2,072,288	1,611	$2,568,430
8		Performance	253	$294,100	55	$65,200	38	$45,566	154	$174,976	120	$138,936	134	$155,804	114	$133,400	868	$1,007,982	1,056	$1,264,412	1,924	$2,272,394
9		Opportunity	216	$160,593	53	$40,067	36	$28,934	163	$117,393	111	$85,109	112	$81,323	80	$60,754	771	$574,173	533	$425,749	1,304	$999,922
10		Provisional Opportunity	121	$83,467	38	$28,334	45	$34,936	89	$57,845	59	$43,533	71	$50,206	44	$31,722	467	$330,043	5	$3,336	472	$333,379
11		Need Award	88	$41,034	0	$0	19	$10,812	15	$4,701	6	$2,609	21	$5,314	0	$0	149	$64,470	538	$483,175	687	$547,645
12		**Mid-Term Sch.Shps.**	**674**	**$712,661**	**167**	**$166,668**	**127**	**$132,781**	**460**	**$438,605**	**336**	**$341,313**	**371**	**$376,506**	**287**	**$304,276**	**2,422**	**$2,472,810**	**2,889**	**$4,248,960**	**5,311**	**$6,721,770**
13	End of Term Report	Honors																				
14		Performance																				
15		Opportunity																				
16		Provisional Opportunity																				
17		Need Award																				
18		**Final Sch.Shps.**	**0**	**$0**	**0**	**$0**	**0**	**$0**	**0**	**$0**	**0**	**$0**	**0**	**$0**	**0**	**$0**	**0**	**$0**	**0**	**$0**	**0**	**$0**

* HC = Head Count of scholarship $ recipients

HB 310

Alaska State Legislature

Rep. Cathy Muñoz, Vice-Chair
Rep. Wes Keller
Rep. Bob Buch

Rep. Peggy Wilson
Rep. Bryce Edgmon
Rep. Berta Gardner

Rep. Paul Seaton, Chairman
HOUSE EDUCATION COMMITTEE

Sponsor Statement HB 310

School Debt Bond Reimbursement

HB 310 extends Municipal School Debt Bond Reimbursement until November 30, 2013 (it is currently scheduled to sunset on November 30th, 2010). Under the program the State reimburses municipalities for up to 70% of their payments (principal and interest) made during a fiscal year for the cost of new facilities and major renovation of existing facilities. A municipality qualifies for 70% reimbursement if their project is within the state space guidelines as laid out in 4ACC.31.020. The percentage the State reimburses a municipality is reduced to 60% if the project exceeds those space guidelines.

If a municipality decided to build a new school, expand or rehabilitate an existing one, they apply to the Department of Education and Early Development. The Department determines if their application meets the 60/40 or 70/30 reimbursement schedule. There is no time frame in which the municipality has to use the bonding authorization once it is received. If approved, the municipality goes out to bond on the project and builds, expands, or rehabilitees a school. Payments on the bond work similar to a personal mortgage. Once paperwork is filled out the state directly reimburses the municipality for either 60% or 70% of those payments on a bi-annual basis for the life of the bond. Payments are subject to appropriation by the legislature annually and appear in the language section of the operating budget. This year the State portion of the school debt bond reimbursement payments amount to approximately $106 million.

Staff Contact, Katie Koester 465-2028
HB 310/A
1/28/2010

State Capitol, Room 102, Juneau, AK 99801 - Phone: 465-3923 - Fax: 465-3472 - Toll Free (800) 665-2689
Representative_Paul_Seaton@legis.state.ak.us

Sec. 14.07.020. Duties of the department.

(a) The department shall

(11) review plans for construction of new public elementary and secondary schools and for additions to and major rehabilitation of existing public elementary and secondary schools and, in accordance with regulations adopted by the department, determine and approve the extent of eligibility for state aid of a school construction or major maintenance project; for the purposes of this paragraph, "plans" include educational specifications, schematic designs, and final contract documents;

4 AAC »31.020«. Guides for planning educational facilities

(a) The following are the basic guides for educational facility planning:

(1) for a school capital project application submitted to the department

(A) before January 1, 1996, *The Guide for Planning Educational Facilities*, as published by the Council of Educational Facilities Planners, International, 1982 Edition (Revised); and

(B) on or after January 1, 1996, *The Guide for Planning Educational Facilities*, as published by the Council of Educational Facilities Planners, International, 1991 Edition (Revised);

(2) repealed 4/17/98;

(3) repealed 4/17/98;

(4) *Guidelines for School Equipment Purchases*, as published by the Alaska Department of Education and Early Development, 1997 edition;

(5) deleted 8/31/90;

(6) repealed 4/17/98;

(7) *Swimming Pool Guidelines*, as published by the Alaska Department of Education and Early Development, 1997 edition; and

(8) *Site Selection Criteria and Evaluation Guideline*, as published by the Alaska Department of Education and Early Development, 1997 edition.

(b) In the event of a conflict between publications incorporated by reference in (a) of this section, the publication prepared by the Department of Education and Early Development controls.

(c) Notwithstanding (a)(1) of this section, for the purpose of determining funding for a school capital project under AS 14.11, the square feet allowable must be determined under this subsection based on the grade levels offered in the school. The base square feet allowable per average daily membership (ADM) and supplemental square feet allowable per ADM are calculated, and additional square footage is approvable, as follows:

(1) the base square feet allowable per ADM for an elementary school is 114 square feet;

(2) the supplemental square feet allowable per ADM for an elementary school is 130 X 10*(-ADM/f/250)*;

(3) the base square feet allowable per ADM for a secondary school is 165 square feet;

(4) the supplemental square feet allowable per ADM for a secondary school is 300 X 10*(-ADM/f/300)*;

(5) the base square feet allowable per ADM for a combined elementary and secondary school is 114 square feet per elementary ADM and 165 square feet per secondary ADM;

(6) :QL the supplemental square feet allowable per ADM for

a combined elementary and secondary school is 213 X

10*(-combined ADM/f/483)*;

(7) a district may request the commissioner to approve a variance for additional space for a school; the request for

each variance must be in writing; all requested variances, taken together may not exceed 20 percent of the gross square feet allowable for the school; the commissioner will approve the request, subject to (g) of this section, and will apply the variance to both planned and completed schools, if the commissioner finds

(A) that a unique educational program not envisioned by the educational facility planning guides set out in (a) of this section is required to meet the needs of the population to be served by the school; and

(B) at least one of the following:

(i) that the district has demonstrated that additional space is required to adequately house the unique educational program and that the effect of accommodating the additional space without a variance prohibits the remainder of the population served by the school from having sufficient space for standard educational programs;

(ii) that the added space is necessary to meet the needs of the educational program and is in the best interests of the state;

(8) the commissioner, at the request of the district, may approve a variance for additional space of not more than 15 square feet per projected ADM for new projects that propose the rehabilitation of or addition to an existing facility and not more than 20 square feet per current capacity for existing schools that have, at some previous point, experienced a rehabilitation of or addition to an existing facility; the commissioner will approve a request under this paragraph only if the district's request is supported by an explanation of the reasons for the request that demonstrates

(A) the specific cause of each impact;

(B) the square feet affected by the cause of impact; and

(C) the reason for this condition merits an exception;

(9) the base square feet allowable per ADM for a mixed grade school is 114 square feet per elementary ADM and 165 square feet per secondary ADM, except that for a mixed grade school that includes grade six in conjunction with two or more secondary grades located in a separate school facility, the base square feet allowable per ADM is 165 square feet per grade six ADM;

(10) the supplemental square feet allowable per ADM for a mixed grade school is 250 X 10*(-combined ADM/f/250)*.

(d) The department shall reduce a project budget in proportion to the amount that the project's design exceeds the square feet allowable as determined under (c) of this section. This subsection applies to a project that has not received a grant under AS 14.11, a project that has received money from the department for planning, and a project that has not secured the approval of the commissioner under 4 AAC 31.040. This subsection does not apply to a project that has secured the approval of the commissioner under 4 AAC 31.040.

(e) For the purposes of this section, the space of a building is the sum of the areas of the floors of a building in gross square feet. The floors of a building include a basement, a mezzanine, an intermediate floored tier, and a penthouse of headroom height. Space is measured from the exterior face of an exterior wall or from the centerline of a wall that separates a building. For the purposes of calculating a building's gross square footage, the

(1) building's gross square footage does not include

(A) a utility distribution area with

(i) a ceiling height below seven feet; and

(ii) a floor assembly not sized to support an occupant load according to applicable state and municipal building

codes;

(B) a pipe chase;

(C) an exterior terrace or steps;

(D) a chimney; or

(E) a roof overhang; and

(2) following allowances above the gross square footage calculated in (c) of this section are permitted:

(A) covered exterior areas not conditioned with heating or cooling

(i) equal to the greater of 15 percent of a building's gross square footage or 3,000 gross square feet; and

(ii) to a maximum of 9,000 gross square feet;

(B) space to support water storage, water treatment, or sewer treatment to a maximum of five percent of a building's gross square footage.

(f) The provisions of

(1) subsections (c)(1) - (7), (d), and (e) as they read on and after October 10, 1995 and until April 17, 1998 do not apply to an application for a former school construction grant submitted under this chapter to the department before January 1, 1996;

(2) subsections (c) - (e) and (g) of this section as they read on and after April 17, 1998 do not apply to an application for a former school construction grant submitted under this chapter to the department before January 1, 1996.

(g) A request to approve a variance for additional space made and approved under (c)(7) of this section expires on the first day of October following the one-year anniversary of the commissioner's approval of it unless the district certifies to the department, no later than that date, the continued existence of the unique educational program described in (c)(7)(A) of this section for which the additional space was approved.

(h) Notwithstanding (c) of this section, the commissioner will deny or disallow a determination of allowable space under (c)(1) - (6), (9), and (10) of this section and will deny a request to approve a variance for additional space under (c)(7) and (8) of this section if the commissioner finds that the space determination or approval of the request is the result of a choice in educational delivery by the school district that could be eliminated by a redistribution of school age populations between attendance centers in the attendance area.

(i) Notwithstanding (a) - (h) of this section, the commissioner shall approve a variance from the limitations on allowable space in a school set out in this section for space that is jointly used by the school and another entity, if the request meets the requirements of this subsection and the department determines that the sharing entity is able to participate as specified in the agreement. The request must be made by a district, in writing, and meet the following:

(1) the space that is jointly used is subject to a formal binding agreement between the district and the entity sharing use; the agreement must cover allocation and method of sharing between the district and the entity of the following:

(A) the operating costs for the jointly used space for the life of the facility;

(B) future capital costs for the life of the facility;

(C) the initial capital costs for a new or remodeled facility only;

(2) the variance requested is limited to the amount of square footage that the entity sharing space accepts responsibility for in the agreement described in (1) of this subsection;

(3) a copy of the agreement described in (1) of this subsection is submitted with the request for variance.

(j) A variance approved under (i) of this section is no longer valid if the agreement upon which the variance was based is amended or terminated. If the agreement is amended or terminated, the district shall immediately notify the department and submit any new request for a variance in accordance with (i) of this section.

(k) Notwithstanding (a) - (h) of this section, the commissioner will approve a variance from the limitations on allowable space in a school set out in this section for space that is provided in oversized core areas, if the request meets the requirements of this subsection. The request must be made by a district, in writing, and meet the following:

(1) the district requesting the variance has an established standard for educational delivery that

(A) defines a specific school program;

(B) establishes a standard student population to be served by the program; and

(C) has an educational specification approved under 4 AAC 31.010 for that program;

(2) the oversized core areas for a future project are sized proportionate to that size required in the project's educational specifications to accommodate a student population projected in accordance with 4 AAC 31.021(c)(3), and projected for an additional five years at the growth rate accepted for the initial projection, not to exceed 130 percent of the initial projection;

(3) the individual core areas of an existing facility, when combined, exceed the square footage of that core area stated in the educational specification to a maximum of 10 percent of the gross square footage of the facility.

History: Eff. 3/1/78, Register 65; am 6/9/83, Register 86; am 12/2/83, Register 88; am 8/31/90, Register 115; am 10/7/95, Register 136; am 4/17/98, Register 146; am 2/18/99, Register 149; am 7/13/2000, Register 155; am 8/23/2001, Register 159; am 12/20/2002, Register 164

Authority: AS 14.07.020

AS 14.07.060

AS 14.11.011

AS 14.11.020

AS 14.11.100

AS 14.11.132

Editor's note: The guides and charts mentioned in 4 AAC »31.020 « may be obtained from the Department of Education and Early Development, 801 W. Tenth St., Suite 200, Juneau, Alaska 99801-1894.

As of Register 151 (October 1999), the regulations attorney made technical revisions under AS 44.62.125 (b)(6) to reflect the name change of the Department of Education to the Department of Education and Early Development made by ch. 58, SLA 1999, and the corresponding title change of the commissioner of education.

State of Alaska

Department of Education and Early Development

Capital Improvement Projects

HB13/HB373 Debt Reimbursement Program - Effective 10/1/2006 - 11/30/2010

District	Project Number	Project Title	Dept Approval	Req Amt	Voter Amt	EED Apprved Amt	Rate	EED Apprved	Voter Apprved	Comments
Anchorage										
		Bartlett High School Synthetic Field Surface Installation	1/26/2009	$2,380,000	$0	$2,380,000	70%	☑	☐	2009 projects did not pass voter approval on 4/7/09
		Bleacher Replacement, 2 Schools	1/26/2009	$725,000	$0	$725,000	70%	☑	☐	
		Eagle River High School, Connect to Public Water/Sewer Service	1/26/2009	$2,500,000	$0	$2,500,000	70%	☑	☐	
		Electrical Projects, 9 Sites	1/26/2009	$3,520,000	$0	$3,520,000	70%	☑	☐	
		Girdwood School Upgrade and Addition Design	1/26/2009	$680,000	$0	$680,000	60%	☑	☐	
		Mechanical Upgrades, 2 Schools	1/26/2009	$3,320,000	$0	$3,320,000	70%	☑	☐	
		Parking and Site Circulation Upgrades, 2 Schools	1/26/2009	$6,550,000	$0	$6,550,000	70%	☑	☐	

District	Project Number	Project Title	Dept Approval	Req Amt	Voter Amt	EED Apprved Amt	Rate	EED Apprved	Voter Apprved	Comments
		Roof Replacement, 2 Schools	1/26/2009	$2,155,000	$0	$2,155,000	70%	☑	☐	
		Security System Upgrades, 5 Schools	1/26/2009	$1,165,000	$0	$1,165,000	70%	☑	☐	
		Service High School Addition and Renewal	1/26/2009	$66,700,000	$0	66,700,000	60%	☑	☐	
		Aquarian Charter School Sprinkler System	1/26/2009	$1,165,000	$0	$1,165,000	70%	☑	☐	
	DR-07-110	Clark Middle School Replacement	2/6/2007	$65,000,000	$65,000,000	65,000,000	60%	☑	☑	2007 Anchorage projects voter approved April 3, 2007
	DR-07-111	Districtwide Code/Hazardous Materials/ADA Projects	2/6/2007	$1,265,000	$1,265,000	$1,265,000	70%	☑	☑	
	DR-07-112	Districtwide Roof Replacement and Repairs	2/6/2007	$1,950,000	$1,950,000	$1,950,000	70%	☑	☑	
	DR-07-113	Districtwide Security System Upgrades	2/6/2007	$890,000	$890,000	$890,000	70%	☑	☑	
	DR-07-114	Emergency Communication Systems-2 High Schools	2/6/2007	$650,000	$650,000	$650,000	70%	☑	☑	
	DR-07-115	Districtwide Building Renewal Projects	2/6/2007	$4,110,000	$4,110,000	$4,110,000	70%	☑	☑	

District	Project Number	Project Title	Dept Approval	Req Amt	Voter Amt	EED Apprved Amt	Rate	EED Apprved	Voter Apprved	Comments
	DR-07-116	Districtwide Electrical Projects	2/6/2007	$2,190,000	$2,190,000	$2,190,000	70%	☑	☑	
	DR-07-117	Districtwide Mechanical Projects	2/6/2007	$5,845,000	$5,845,000	$5,845,000	70%	☑	☑	
	DR-07-118	Traffic Safety Upgrades, 3 Elementary Schools	2/6/2007	$3,100,000	$3,100,000	$3,100,000	70%	☑	☑	
	DR-08-103	Chester Valley Addition and Renewal	1/17/2008	$16,500,000	$16,500,000	16,500,000	60%	☑	☑	2008 Anchorage projects voter approved April 1, 2008
	DR-08-104	Sand Lake Addition and Renewal	1/17/2008	$17,500,000	$17,500,000	17,500,000	60%	☑	☑	
	DR-08-105	Girdwood K-8 School Design	1/17/2008	$300,000	$300,000	$300,000	60%	☑	☑	
	DR-08-106	Code Hazmat, 2 Schools	1/17/2008	$465,000	$465,000	$465,000	70%	☑	☑	
	DR-08-107	Roof Replacement, 2 Schools	1/17/2008	$950,000	$950,000	$950,000	70%	☑	☑	
	DR-08-108	Traffic Safety Upgrades, 2 Schools	1/17/2008	$600,000	$600,000	$600,000	70%	☑	☑	
	DR-08-109	Electrical Upgrades, 8 Schools	1/17/2008	$1,475,000	$1,475,000	$1,475,000	70%	☑	☑	

District	Project Number	Project Title	Dept Approval	Req Amt	Voter Amt	EED Apprved Amt	Rate	EED Apprved	Voter Apprved	Comments
	DR-08-110	Mechanical Upgrades, 5 Schools	1/17/2008	$1,950,000	$1,950,000	$1,950,000	70%	☑	☑	
	DR-08-111	Building Renewal, 7 Schools	1/17/2008	$1,240,000	$1,240,000	$1,240,000	70%	☑	☑	
	DR-08-112	Track Improvements, 3 Schools	1/17/2008	$2,250,000	$2,250,000	$2,250,000	70%	☑	☑	
	DR-08-113	Emergency Communications Systems, 3 Schools	1/17/2008	$480,000	$480,000	$480,000	70%	☑	☑	
Anchorage Totals:				**$219,570,000**	**$128,710,000**	**$219,570,000**				
Cordova										
	DR-09-101	Mt. Eccles Elementary School Renovation	9/9/2008	$10,699,415	$10,670,111	10,699,415	70%	☑	☑	
	DR-09-102	Mt. Eccles Elementary School Addition	9/9/2008	$5,944,889	$5,944,889	$5,944,889	60%	☑	☑	
Cordova Totals:				**$16,644,304**	**$16,615,000**	**$16,644,304**				
Dillingham City										
	DR-08-101	Dillingham Elementary/Middle/High School Addition/Upgrade	8/28/2007	$1,257,551	$1,257,551	$1,257,551	70%	☑	☑	

District	Project Number	Project Title	Dept Approval	Req Amt	Voter Amt	EED Apprved Amt	Rate	EED Apprved	Voter Apprved	Comments
	DR-08-101	Dillingham Elementary/Middle/High School Upgrade	8/28/2007	$14,433,697	$13,843,697	13,843,697	70%	☑	☑	One project agreement
Dillingham City Totals:				**$15,691,248**	**$15,101,248**	**$15,101,248**				
Fairbanks										
	DR-07-104	Barnette Elementary Renovation, Phase 2	11/17/2006	$6,591,000	$6,591,000	$6,591,000	70%	☑	☑	
	DR-07-105	Ryan Middle School Renovation, Phase 1	11/17/2006	$1,800,000	$1,800,000	$1,800,000	70%	☑	☑	
Fairbanks Totals:				**$8,391,000**	**$8,391,000**	**$8,391,000**				
Juneau City Borough										
	DR-03-125	New Juneau High School, Amendment #2	3/30/2007	$17,100,000	$17,100,000	17,100,000	70%	☑	☑	Amendment #2
	DR-06-111	Glacier Valley Elementary Renovation	9/14/2007	$7,100,000	$7,100,000	$7,100,000	70%	☑	☑	Amends DR-06-111 (DR-00-009)
	DR-08-100	Harborview Elementary Renovation	9/14/2007	$15,300,000	$15,300,000	15,300,000	70%	☑	☑	
	DR-08-102	Thunder Mountain High School Pool	6/26/2007	$19,800,000	$19,800,000	$8,650,853	60%	☑	☑	

District	Project Number	Project Title	Dept Approval	Req Amt	Voter Amt	EED Apprved Amt	Rate	EED Apprved	Voter Apprved	Comments
	DR-09-103	Dzantik'i Heeni Middle School Covered Play Area	7/24/2008	$1,680,000	$1,680,000	$1,680,000	70%	☑	☑	
	DR-10-101	Gastineau Elementary School Renovation	11/24/2009	$11,800,000	$11,800,000	11,800,000	70%	☑	☑	
Juneau City Borough Totals:				**$72,780,000**	**$72,780,000**	**$61,630,853**				
Ketchikan										
		Mike Smithers Pool Replacement	5/29/2009	$24,576,591	$0	$5,865,000	60%	☑	☑	
		Schoenbar Middle School Repair/Remediation	8/18/2006	$8,706,000	$0	$8,706,000	70%	☑	☐	Did not receive voter approval.
Ketchikan Totals:				**$33,282,591**	**$0**	**$14,571,000**				
Kodiak Island										
	DR-05-110	New Kodiak MS/HS Pool	1/22/2007	$8,000,000	$8,000,000	$8,000,000	60%	☑	☑	Amends previous amount for a total project of $14,210,000
Kodiak Island Totals:				**$8,000,000**	**$8,000,000**	**$8,000,000**				
Mat-Su Borough										

District	Project Number	Project Title	Dept Approval	Req Amt	Voter Amt	EED Apprved Amt	Rate	EED Apprved	Voter Apprved	Comments
	DR-08-115	Districtwide Safety & Security Upgrade	6/10/2008	$19,520,957	$14,236,720	14,236,720	70%	☑	☑	
	DR-08-116	Cottonwood Creek Site Circulation & Parking/Safety Improvements	6/10/2008	$1,500,000	$1,500,000	$1,500,000	70%	☑	☑	
	DR-08-116	Wasilla HS Fire Hydrant Installation	6/10/2008	$500,000	$500,000	$500,000	70%	☑	☑	
	DR-08-116	Wasilla HS Site Circulation & Parking/Safety Improvements	6/10/2008	$1,000,000	$1,000,000	$1,000,000	70%	☑	☑	
	DR-08-117	Palmer HS Original Building Roof Replacement	6/10/2008	$1,791,163	$1,791,163	$1,791,163	70%	☑	☑	
Mat-Su Borough Totals:				**$24,312,120**	**$19,027,883**	**$19,027,883**				
Unalaska City										
	DR-08-114	Unalaska Jr./Sr. High School Roof Replacement	8/24/2007	$2,400,000	$2,900,000	$3,198,515	70%	☑	☑	
	DR-08-114	Unalaska Jr./Sr. High School Carpet/Flooring Replacement	8/24/2007	$600,000	$600,000	$766,704	70%	☑	☑	
	DR-08-114	Unalaska Jr./Sr. High School Kitchen/Energy/Technology Upgrades	8/24/2007	$1,000,000	$1,000,000	$1,182,714	70%	☑	☑	

District	Project Number	Project Title	Dept Approval	Req Amt	Voter Amt	EED Apprved Amt	Rate	EED Apprved	Voter Apprved	Comments
Unalaska City Totals:				$4,000,000	$4,500,000	$5,147,933				
Grand Totals:				$402,671,263	$273,125,131	$368,084,221				

Total of Projects Both Voter and EED Approved: $268,518,221

(This is a total of the EED Approved Amount.)

State of Alaska
Department of Education and Early Development
Capital Improvement Projects (FY2011)
School Construction Grant Fund

Reconsideration List

Dec 18	Nov 5	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	EED Recommended Amount	Participating Share	State Share	Aggregate Amount
1	1	Lower Yukon	Alakanuk K-12 School Replacement	$47,394,170	$47,394,170	$0	$47,394,170	$947,883	$46,446,287	$46,446,287
2	2	Lower Kuskokwim	Kipnuk K-12 School Renovation / Addition	$56,344,082	$50,841,480	$0	$50,841,480	$1,016,830	$49,824,650	$96,270,937
3	3	Lower Kuskokwim	Kwigillingok K-12 School Renovation / Addition	$39,128,740	$32,750,467	$0	$32,750,467	$655,009	$32,095,458	$128,366,395
4	4	Lower Kuskokwim	Napaskiak K-12 School Replacement	$40,921,255	$33,586,431	$0	$33,586,431	$671,729	$32,914,702	$161,281,097
5	5	Lower Yukon	Emmonak K-12 School Renovation/Addition	$28,898,799	$39,990,445	$0	$39,990,445	$799,809	$39,190,636	$200,471,733
6	6	Lower Kuskokwim	Kuinerramiut Elitnaurviat K-12 School Renovation/Addition, Quinhagak	$31,160,414	$31,160,414	$0	$31,160,414	$623,208	$30,537,206	$231,008,939
7	7	Northwest Arctic	Kivalina K-12 Renovation/Addition	$15,414,491	$15,414,491	$0	$15,414,491	$4,624,347	$10,790,144	$241,799,083
8	8	Lower Kuskokwim	Kwethluk K-12 School Replacement	$60,489,918	$45,445,163	$0	$45,445,163	$908,903	$44,536,260	$286,335,343
9	9	Southwest Region	Koliganek K-12 School Replacement	$26,311,134	$22,902,662	$0	$22,902,662	$458,053	$22,444,609	$308,779,952
10	10	Lower Kuskokwim	Nightmute K-12 School Renovation / Addition	$33,913,215	$23,770,075	$0	$23,770,075	$475,401	$23,294,674	$332,074,626
11	11	Kuspuk	Auntie Mary Nicoli Elementary School Replacement, Aniak	$12,363,060	$12,363,060	$0	$12,363,060	$247,261	$12,115,799	$344,190,425
12	12	Northwest Arctic	Districtwide Clock Upgrade	$178,760	$178,760	$0	$178,760	$53,628	$125,132	$344,315,557
13	13	Craig City	Craig Schools Alternative Wood Heat Project, Recovery Of Funds	$179,080	$179,080	$0	$179,080	$8,954	$170,126	$344,485,683
14	14	Lake & Peninsula	Port Alsworth Classroom Addition	$6,752,414	$6,838,249	$0	$6,838,249	$683,825	$6,154,424	$350,640,107
15	15	Galena	Galena Regional Learning Center Iditarod Classroom Conversion	$14,340,516	$13,916,787	$0	$13,916,787	$695,839	$13,220,948	$363,861,055
16	16	Kuspuk	Johnie John Sr. K-12 Replacement School, Crooked Creek	$13,314,890	$13,314,890	$0	$13,314,890	$266,298	$13,048,592	$376,909,647
17	17	Northwest Arctic	Buckland Heating System Improvements	$220,200	$220,200	$0	$220,200	$66,060	$154,140	$377,063,787
18	18	Anchorage	Mears Middle School & Huffman Elementary Paving and Site Circulation	$7,505,000	$7,505,000	$0	$7,505,000	$2,251,500	$5,253,500	$382,317,287
19	19	Saint Marys	Playground Equipment Replacement	$291,107	$291,107	$0	$291,107	$14,555	$276,552	$382,593,839
20	20	Mat-Su Borough	Iditarod Elementary School Interior Renovation	$8,128,531	$8,128,531	$0	$8,128,531	$2,438,559	$5,689,972	$388,283,811
21	21	Southeast Island	Kassan K-12 Covered Physical Education Area	$474,004	$474,004	$0	$474,004	$9,480	$464,524	$388,748,335
22	22	Kenai Peninsula	Districtwide Asphalt Repairs	$1,561,600	$1,561,600	$0	$1,561,600	$546,560	$1,015,040	$389,763,375
23	23	Annette Island	Metlakatla Schools Track and Field Construction	$4,584,988	$4,584,988	$0	$4,584,988	$91,700	$4,493,288	$394,256,663

State of Alaska
Department of Education and Early Development
Capital Improvement Projects (FY2011)
School Construction Grant Fund

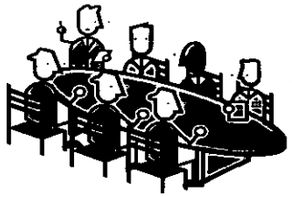
Reconsideration List

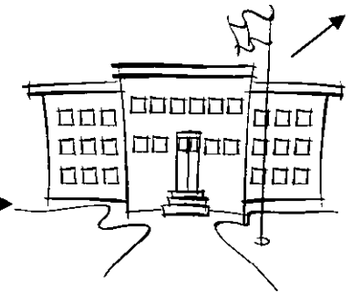
Dec 18	Nov 5	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	EED Recommended Amount	Participating Share	State Share	Aggregate Amount
24	24	Valdez City	Districtwide Technology Upgrades	$3,072,367	$2,386,635	$0	$2,386,635	$835,322	$1,551,313	$395,807,976
25	25	Mat-Su Borough	Mat-Su Day School New Construction	$10,798,001	$10,798,001	$0	$10,798,001	$3,239,400	$7,558,601	$403,366,577
26	26	Juneau City Borough	Floyd Dryden Middle School Covered Play Area & Dzantik'i Heeni Middle School Trail Addition	$1,960,000	$1,960,000	$0	$1,960,000	$686,000	$1,274,000	$404,640,577
27	27	Petersburg City	Districtwide Boiler Upgrades	$2,180,335	$2,180,335	$0	$2,180,335	$654,100	$1,526,235	$406,166,812
28	28	Mat-Su Borough	Talkeetna Elementary School Playground Equipment Replacement	$121,121	$78,584	$0	$78,584	$23,575	$55,009	$406,221,821
29	29	Mat-Su Borough	Meadow Lakes Elementary School Playground Equipment Replacement	$121,121	$78,584	$0	$78,584	$23,575	$55,009	$406,276,830
30	30	Mat-Su Borough	Colony High School Chalk Boards Replacement	$149,601	$141,564	$0	$141,564	$42,469	$99,095	$406,375,925
31	31	Juneau City Borough	Juneau School District Site / Safety / Security Improvements	$1,700,000	$1,700,000	$0	$1,700,000	$595,000	$1,105,000	$407,480,925
32	32	Mat-Su Borough	Track And Field Renovation, 3 Schools	$2,766,635	$2,766,635	$0	$2,766,635	$829,990	$1,936,645	$409,417,570
33	33	Petersburg City	Districtwide Covered Sidewalks	$1,157,466	$972,618	$0	$972,618	$291,785	$680,833	$410,098,403
34	34	Juneau City Borough	Districtwide Food Service Upgrades	$1,450,000	$1,450,000	$0	$1,450,000	$507,500	$942,500	$411,040,903
35	35	Lower Yukon	Pilot Station K-12 School Access Road Remediation	$614,537	$614,537	$0	$614,537	$12,291	$602,246	$411,643,149
			TOTALS:	**$475,961,552**	**$437,939,547**		**$0 $437,939,547**	**$26,296,398**	**$411,643,149**	

HB 310 School Debt Bond Reimbursement

Voters approve bond

State pays **70%** of bond payment for life of bond for muni that meets space requirement (subject to appropriation)





70% state/30 Municipality for new, school, expansion, rehabilitation and meets space guidelines

60% state/40 Municipality for new School or expansion but exceeds state space guidelines

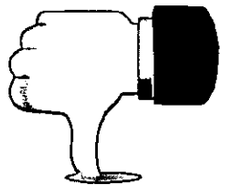
DEED determines if project qualifies for 60% or 70% reimbursement

4AAC.31.020 regulations on space and construction requirements

Municipality puts bond on ballot for project

Muni bonds for money needed for project (does not need to bond immediately after approval)

Municipality builds new school/rehabilitation/expansion



Voters disapprove bond

Until next time!

State pays **60%** of bond payment for life of bonds for munis that do not meet space guidelines (subject to appropriation)

Prepared by office of Rep. Seaton 1-28-2010

HB

317

Louie Flora

From: Comeau_Carol [Comeau_Carol@asdk12.org]
Sent: Monday, February 01, 2010 7:58 AM
To: Louie Flora
Cc: Stokesbary_Janet
Subject: FW: HB 317
Attachments: HB317.pdf; HB317Analysis.xls

Importance: High

Louie,
We will not be able to call in this morning due to a special audit subcommittee meeting with an outside consultant. Can you pass this message and the information along to Rep. Seaton and the House Education Committee. As you can see, my Chief Financial Officer, Janet Stokesbary, feels that HB 317 will garner less revenue that adding $200 to the funding. I will be prepared to discuss this further when I come to Juneau Monday and Tuesday with the AASB fly-in group.
Thanks,
Carol

Carol Comeau, Superintendent
Anchorage School District
5530 E. Northern Lights Blvd.
Anchorage, AK 99504
Phone: 907-742-4312 Fax: 907-742-4318
comeau_carol@asdk12.org
"There can be no keener revelation of a society's soul than the way in which it treats its children."
Nelson Mandela

From: Stokesbary_Janet
Sent: Friday, January 29, 2010 4:48 PM
To: Comeau_Carol
Cc: Olson_Robin
Subject: HB 317
Importance: High

Carol,

Attached is a copy of a spreadsheet I prepared to show how much more Foundation revenue we would receive based on HB 317. The bill has mainly three components:

- Provides for Pupil Transportation per student funding to increase based on CPI increases. It changes the verbiage from "changes" to "increase" which I interpret to be if the CPI is negative, the per student funding amount would stay the same and not decrease.
- Special needs factor increases from 1.20 to 1.215 beginning in July 1, 2011
- BSA increases $125 each year for FY2011-12, FY2012-13, and FY2013-14
- Using the current projected ADM for FY2010-12, ASD would receive approximately **$32.5 M** above the current formula for the three-year period (FY2011-12 $13.8 M, FY2013-12 $9.3 M, FY2013-14 $9.3 M), subject to changes in assessed valuation and amount of Federal Impact Aid revenue. See top half of attached spreadsheet.

In Representative Berta Gardner's e-mail to you on January 25, she indicated that she thought the funding provided in HB 317 was better than increasing the BSA by $200. The lower half of attached spreadsheet shows the increased revenue if the BSA were to increase $200 with no increase to the percentage for special needs students. The $200 increase to the

BSA would generate approximately $44.3 M above the current formula over the three-year period. This increase is more than in HB 317.

Call me if you have any questions.

Thanks, Janet

ANCHORAGE SCHOOL DISTRICT
COMPARISON OF HOUSE BILL 317 TO $200 ANNUAL INCREASE IN BASE STUDENT ALLOCATION
FISCAL YEARS 2011-12 TO FY 2013-14

Analysis of House Bill 317 (Based on Enrollment Projections for FY 2010-11) [1]

	FY 2010-11 Current	FY 2011-12 Proposed	FY 2012-13 Proposed	FY 2013-14 Proposed
ADM excluding correspondence students	48,486.00	48,486.00	48,486.00	48,486.00
ADM after school size factor	53,099.02	53,099.02	53,099.02	53,099.02
Special Needs Factor [2]	1.200	**1.215**	**1.215**	**1.215**
ADM after Special Needs Factor	63,718.82	64,515.31	64,515.31	64,515.31
Intensive Students 725 @ 13 Times	9,425.00	9,425.00	9,425.00	9,425.00
Correspondence Students 909 @ 80%	727.20	727.20	727.20	727.20
Total Adjusted ADM	73,871.02	74,667.51	74,667.51	74,667.51
Base Student Allocation (BSA) [3]	$ 5,680	**$ 5,805**	**$ 5,930**	**$ 6,055**
Basic Need	$ 419,587,394	$ 433,444,896	$ 442,778,334	$ 452,111,773
Quality Schools Grant (Adjusted ADM Times $16) [4]	1,181,936	1,194,680	1,194,680	1,194,680
Total Basic Need and Quality Schools Funding [5]	$ 420,769,330	$ 434,639,576	$ 443,973,014	$ 453,306,453
Increase over Current Formula		**$ 13,870,246**	**$ 23,203,684**	**$ 32,537,123**
Increase over Prior Year		**$ 13,870,246**	**$ 9,333,438**	**$ 9,333,439**

[1] Analysis does not reflect Section 1 of HB 317 which provides for CPI increases to per student funding for pupil transportion.
[2] Section 2 provides for increase for special needs funding from 1.20 to 1.215 effective July 1, 2011
[3] Sections 3 thru 5 provide for increase to the BSA of $125 each year for FY 2011-12 thru FY 2013-14
[4] Amount of Quality Schools Grant increases since the Adjusted ADM increases due to the increase in special needs factor.
[5] Amounts indicated do not reflect actual funding received by ASD because deductions for Required Local Contribution and a portion of Federal Impact Aid reduces the amount of actual Foundation Aid received.

Analysis of $200 Increase to BSA (Based on Enrollment Projections for FY 2010-11)

	FY 2010-11 Current	FY 2011-12 Proposed	FY 2012-13 Proposed	FY 2013-14 Proposed
ADM excluding correspondence students	48,486.00	48,486.00	48,486.00	48,486.00
ADM after school size factor	53,099.02	53,099.02	53,099.02	53,099.02
Special Needs Factor	1.200	1.200	1.200	1.200
ADM after Special Needs Factor	63,718.82	63,718.82	63,718.82	63,718.82
Intensive Students 725 @ 13 Times	9,425.00	9,425.00	9,425.00	9,425.00
Correspondence Students 909 @ 80%	727.20	727.20	727.20	727.20
Total Adjusted ADM	73,871.02	73,871.02	73,871.02	73,871.02
Base Student Allocation (BSA) [1]	$ 5,680	**$ 5,880**	**$ 6,080**	**$ 6,280**
Basic Need	$ 419,587,394	$ 434,361,598	$ 449,135,802	$ 463,910,006
Quality Schools Grant (Adjusted ADM Times $16)	1,181,936	1,181,936	1,181,936	1,181,936
Total Basic Need and Quality Schools Funding [2]	$ 420,769,330	$ 435,543,534	$ 450,317,738	$ 465,091,942
Increase over Current Formula		**$ 14,774,204**	**$ 29,548,408**	**$ 44,322,612**
Increase over Prior Year		**$ 14,774,204**	**$ 14,774,204**	**$ 14,774,204**

[1] Scenario based on $200 annual increase to BSA in FY 2011-12 thru FY 2013-14
[2] Amounts indicated do not reflect actual funding received by ASD because deductions for Required Local Contribution and a portion of Federal Impact Aid reduces the amount of actual Foundation Aid received.

CONCLUSION: Based on assumption used in analysis, $200 annual increase to the BSA for FY 2011-12 thru FY 2013-14 generates greater funding than HB 317

Mary Francis

Position Statement 09-1

Increase to Base Student Allocation

The Alaska Council of School Administrators requests that the Legislature establish and fund a base student allocation beyond the amount currently in law.

- Increased energy costs, increases in health care costs, general labor expenses and other costs continue to result in funding pressures in school districts.
- Many districts project FY 11 staff and program cuts; the negative effects on student education would be mitigated by this additional funding.
- Provide adequate and equitable funding to all districts.

Adopted by the Alaska Council of School Administrators
October and December 2009

Mary Francis

Position Statement 09-15

Career and Technical Education

The Alaska Council of School Administrators supports the reestablishment of categorical Career and Technical Education funding to ensure our K-12 schools have the tools to prepare a workforce trained in 21st century work skills and to provide a viable mechanism to increase graduation rates by reengaging disenfranchised students in their high school education.

- Increased funding in Career and Technical Education professional development opportunities is critical to ensure CTE teachers can meet the wide array of learning needs of our students while also demonstrating content mastery through methods appropriate to their areas of expertise, utilizing industry-based credentials.

- All students need a strong array of reading, comprehension, reasoning, problem-solving and personal skills to be ready to enter the world of meaningful postsecondary education and training or to enter the high-skilled workplace.

- A strong and well-articulated Career and Technical Education model is critical to supporting high K-12 educational standards and Alaska's economic stability and growth.

Adopted by the Alaska Council of School Administrators (AASA, AAESP and AASSP) October 2009

Louie Flora

From: Al Weinberg [alweinberg@hydaburg.k12.ak.us]
Sent: Saturday, January 30, 2010 1:11 PM
To: Louie Flora
Subject: RE: House Education Committee schedule

Hydaburg City School District supports HB317.

Al Weinberg, Superintendent
HYDABURG CITY SCHOOL DISTRICT

From: Louie Flora [mailto:Louie_Flora@legis.state.ak.us]
Sent: Thursday, January 28, 2010 4:54 PM
To: lhsclaf+houseeducationcommittee@legis.state.ak.us; lhsclaf+educationlist@legis.state.ak.us; lhsclaf+liolist@legis.state.ak.us
Subject: House Education Committee schedule

Attached and posted below is the schedule for House Education Committee next week.

Louie Flora
House Education Committee Aide,
Representative Paul Seaton, Chair
(907) 465-3923

Monday, February 1st Room 106 at 8:00 a.m.

*+ HB 317 EDUC. FUNDING: BASIC/SPEC NEEDS/TRANSPORT
=+ HB 235 PROF STUDENT EXCHANGE LOAN FORGIVENESS
=+HB 206 HIGH SCHOOL ASSESSM'T/POSTSECONDARY CLASS

<bills previously heard/scheduled>

Wednesday, February 3rd Room 124 at 8:00 a.m.
(Joint With Senate Education)

+ Overview – Governor's Performance Scholarship
*+HB 297 POSTSECONDARY SCHOLARSHIPS

Friday, February 5th Room 106 at 8:00 a.m.

<bills previously heard/scheduled>

+ <teleconferenced>

The Department of Education and Early Development – School Finance.
Response to House Education Committee Questions of 2/1/2010/

Invite

- #1 Does Alaska Military Youth Academy (AMYA) receive more or less funding than other residential programs?

The AMYA program is not of the same type as some other residential programs, for example the program serves all drop outs and runs two sessions of students (spring and fall) each year. State aid per ADM compares approximately: $18,249 (Galena); $20,703 (Lower Kuskokwim); $18,139 (Nenana); $19,441 (Mt Edgecumbe); and $27,756 plus $2,361-post residential mentoring for a separate pool of students (AMYA).

- #2 How does AMYA schedule the residential portion?

There are two 22 week residential sessions each year. Funding is provided once based on the October residential count. For example, the FY2010 count funded 209 ADM, this represents 209 students in the first session and a different 209 students in the second session. Residential is "24/7" students do not leave the campus.

- #3 Are pupil transportation contracts tied to the CPI?

Some contracts (Anchorage, Mat su, and Kodiak) adjust up and down with the CPI. Other districts have in house programs or contracts that do not adjust up and down with CPI.

- #4 How did total categorical funding for Voc Ed under the old formula compare to adding 1.5% to the current 20% special needs block grant?

1998, prior categorical funding for Voc Ed was 1.08% of total basic need.

Based on 2012 projections, adding .015% to the special needs factor for a total of 1.215% equates to 1.07% of basic need intended towards Career and Technical.

Adding a second .015% to the special needs factor for a total of 1.23% equates to 2.14% of basic need intended towards Career and Technical.

EED 2/11/2010
Summary Data FY2010 Residential Program Comparative Revenues
FY2010 Projected Data

	Galena		
	Residential ADM	Revenues	Residential per ADM
Foundation State Aid	163.7	2,044,982	12,492
State GF Residential Boarding Home	159	915,360	5,757
(Dec 1 residential count paid for 159 students)			
Total Support per residential ADM, not including Capital			**$ 18,249**

	Lower Kuskokwim		
	Residential ADM	Revenues	Residential per ADM
Foundation State Aid	29.5	471,130	15,971
State GF Residential Boarding Home	10	47,322	4,732
(Dec 1 residential count paid for 10 students)			
Total Support per residential ADM, not including Capital			**$ 20,703**

	Nenana		
	Residential ADM	Revenues	Residential per ADM
Foundation State Aid	84	1,086,771	12,938
State GF Residential Boarding Home	84	436,917	5,201
Total Support per residential ADM, not including Capital			**$ 18,139**

	Mt Edgecumbe		
	Residential ADM	Revenues	Residential per ADM
Foundation State Aid	395.85	3,023,382	7,638
State GF Residential Boarding Home	395.85	3,971,800	10,034
State receipted Federal Impact Aid	395.85	700,647	1,770
Total Support per residential ADM, not including Capital			**$ 19,441**

Alaska Military Youth Academy			
ADM: Residential 209, post residential mentoring/education 266			
	Residential ADM	Revenues	Residential per ADM
Foundation State Aid - residential w education program	209	8,163,540	39,060
Federal Grant Reduction	209	(2,362,500)	(11,304)
Total Support per residential ADM, not including Capital			**27,756**
Non residential component, after program mentoring			
Foundation State Aid - non residential	266	890,568	3,348
Federal Grant Reduction	266	(262,500)	(987)
Total Support per non residential/mentoring ADM			**2,361**

Note:
Does not include formula grants such as NCLB, Special Education, etc.. Does not include separate capital project funding.

Subject: Pupil Transportation - CPI increase impact

After a few telephone discussions about the contract language in different district contracts, I found out the following.

Anchorage, MatSu, and Kodiak all have language in their current contracts that have adjustments to their contract prices based on the ANC CPI index whether it goes up or down. Additional language in each also states that the increase will be 4% or the CPI whichever is less, with a cap of 6%.

Kenai has language in their contract that has no increases over the life of the contract. They have taken on the burden of paying for all fuel in the contract instead of building in an increase.

All of the above contracts expire on June 30, 2011 and will be up for renewal/bid.

Subject: AMYA....info

As requested.

I spoke with James Jones, Deputy Director at the military youth academy, (907)384-6105.
The academy runs 2 sessions of 22week or 5 ½ months, in a year.
The dates of those programs are: Oct 1 to Feb. 28 and April 1 to August 31.

The student attend the residential program for those 22 weeks and do not leave campus at all. It is 7 days a week 24 hours a day. Following the program the cadet leaves or graduates from the residential program/academy and then becomes a non-residential that works with a mentor that they check in with once a week and also once a month with academy, too.

page 4/5

EED
School Finance

VOCATIONAL EDUCATION/ CAREER & TECHNICAL INCREASES TO THE 1.20 SPECIAL NEEDS FACTOR

FY1998 Categorical Funding		1.215 BSA at $5680		1.230 BSA at $5680	
8,575,990 795,018,978	1.08%	14,707,549 1,376,845,060	1.07%	29,888,952 1,398,953,329	2.14%

G:\DistSup\$11Foundation\FiscalNotes\HB317\[VocEdAddOn_ComparedtoBasicNeed_2-4-10.xlsx]Sheet1

FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

Fiscal Note Number:
Bill Version: **HB317**
() Publish Date:

Identifier (file name): HB317-EED-AMYA-2-5-10
Dept. Affected: Education & Early Development
Title "An Act increasing the special needs funding and base student Allocation for public schools, and extending the adjustment for student...."
RDU K-12 Support
Component AK Challenge Youth Academy
Sponsor House Education Committee
Requester House Education Committee
Component Number 2837

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2011**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**
Personal Services							
Travel							
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims	0.0	0.0	187.7	187.7	0.0	0.0	0.0
Miscellaneous							
TOTAL OPERATING	**0.0**	**0.0**	**187.7**	**187.7**	**0.0**	**0.0**	**0.0**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES ( )							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	0.0	0.0	187.7	187.7	0.0	0.0	0.0
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**0.0**	**0.0**	**187.7**	**187.7**	**0.0**	**0.0**	**0.0**

Estimate of any current year (FY2010) cost:

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

HB 317 beginning in FY 2012 the following increases will affect the Alaska Challenge Youth Academy:
FY2012 BSA increase of $125 to $5,805.
FY2013 BSA increases of $125 to $5,930.

Prepared by: Eddy Jeans, Director
Phone 465-8679
Division School Finance
Date/Time 2/5/10 12:00 AM
Approved by: Larry LeDoux, Commissioner
Date 2/5/2010

(Revised 10/13/2009 OMB)

Department of Education & Early Development
Prepared 1/27/2010

Prepared by School Finance

ALASKA MILITARY YOUTH ACADEMY

FY2011 Projection	
189 x $5680 x 7 =	7,514,640
297 x $5680 x 60% =	1,012,176
less $2,700,000	(2,700,000)
TOTAL $	**5,826,816**

FY12 Projection	
189 x $5805 x 7 =	7,680,015
297 x $5805 x 60% =	1,034,451
less $2,700,000	(2,700,000)
TOTAL $	**6,014,466**

FY12 Change over FY11	**$**	**187,650**

NOTES:

HB317 increases BSA from $5680 to $5805 in FY12

G:\DistSup\$11Foundation\FiscalNotes\HB317\[HB317_SF_AMYA_BSAincreases.xlsx]

Department of Education & Early Development
Prepared 1/27/2010

Prepared by School Finance

ALASKA MILITARY YOUTH ACADEMY

FY2012 Projection	
189 x $5805 x 7 =	7,680,015
297 x $5805 x 60% =	1,034,451
less $2,700,000	(2,700,000)
TOTAL $	**6,014,466**

FY13 Projection	
189 x $5930 x 7 =	7,845,390
297 x $5930 x 60% =	1,056,726
less $2,700,000	(2,700,000)
TOTAL $	**6,202,116**

FY12 Change over FY11	**$**	**187,650**

NOTES:

HB317 increases BSA from $5805 to $5930 in FY13

G:\DistSup\$11Foundation\FiscalNotes\HB317\[HB317_SF_AMYA_BSAincreases.xlsx]

FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

Fiscal Note Number:
Bill Version: **HB317**
() Publish Date:

Identifier (file name): HB317-EED-ESS-2-8-10
Title "An Act increasing the special needs funding and base student Allocation for public schools, and extending the adjustment for student...."
Sponsor House Education Committee
Requester House Education Committee

Dept. Affected: Education & Early Development
RDU K-12 Support
Component Foundation Program
Component Number 141

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2011**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**
Personal Services							
Travel							
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims	0.0	0.0	44,984.5	46,048.0	0.0	0.0	0.0
Miscellaneous							
TOTAL OPERATING	**0.0**	**0.0**	**44,984.5**	**46,048.0**	**0.0**	**0.0**	**0.0**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES ( )							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	0.0	0.0	44,984.5	46,048.0	0.0	0.0	0.0
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**0.0**	**0.0**	**44,984.5**	**46,048.0**	**0.0**	**0.0**	**0.0**

Estimate of any current year (FY2010) cost:

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

HB 317 beginning in FY 2012 the following increases will affect the foundation formula:
FY2012 special needs funding factor of 1.20 to 1.215; BSA increase of $125 to $5,805.
FY2013 speical needs funding factor of 1.215 to 1.230; BSA increases of $125 to $5,930.

In addition the Pupil Transportation language has been altered to use only increases to the CPI-U for all urban consumers for the Anchorage metropolitan area rather than changes. If there is a reduction in the CPI-U then the pupil transportation grants will be unaffected.

Prepared by: Eddy Jeans, Director — Phone 465-8679
Division School Finance — Date/Time 2/5/10 12:00 AM
Approved by: Larry LeDoux, Commissioner — Date 2/5/2010

(Revised 10/13/2009 OMB)

Department of Education and Early Development
Prepared 2/5/2010
HB317

Prepared by School Finance

School Districts	FY2012 - SPED add on from 1.20 to 1.215	BSA Increased by $125 to $5805	Total Increase
ALASKA GATEWAY	78,434	149,842	**228,276**
ALEUTIAN REGION	17,942	33,549	**51,491**
ALEUTIANS EAST BOROUGH	81,965	147,355	**229,320**
ANCHORAGE	4,536,807	9,333,439	**13,870,246**
ANNETTE ISLAND	45,283	85,420	**130,703**
BERING STRAIT	443,434	814,281	**1,257,715**
BRISTOL BAY BOROUGH	32,467	60,961	**93,428**
CHATHAM	37,024	71,302	**108,326**
CHUGACH	10,205	29,832	**40,037**
COPPER RIVER	86,181	167,151	**253,332**
CORDOVA CITY	53,372	102,944	**156,316**
CRAIG CITY	45,626	127,419	**173,045**
DELTA/GREELY	112,895	233,650	**346,545**
DENALI BOROUGH	45,910	104,881	**150,791**
DILLINGHAM CITY	72,567	137,263	**209,830**
FAIRBANKS NORTH STAR BOROUGH	1,486,828	3,258,327	**4,745,155**
GALENA CITY	45,283	420,530	**465,813**
HAINES BOROUGH	43,575	91,794	**135,369**
HOONAH CITY	22,499	44,843	**67,342**
HYDABURG CITY	13,498	25,605	**39,103**
IDITAROD AREA	59,921	116,523	**176,444**
JUNEAU BOROUGH	538,955	1,149,286	**1,688,241**
KAKE CITY	16,975	35,082	**52,057**
KASHUNAMIUT	60,605	114,175	**174,780**
KENAI PENINSULA BOROUGH	1,017,761	2,048,173	**3,065,934**
KETCHIKAN GATEWAY BOROUGH	263,270	510,320	**773,590**
KLAWOCK CITY	23,125	46,023	**69,148**
KODIAK ISLAND BOROUGH	334,184	645,286	**979,470**
KUSPUK	93,984	170,306	**264,290**
LAKE AND PENINSULA BOROUGH	122,579	222,763	**345,342**
LOWER KUSKOKWIM	829,736	1,565,831	**2,395,567**
LOWER YUKON	457,047	836,830	**1,293,877**
MATANUSKA-SUSITNA BOROUGH	1,596,132	3,438,192	**5,034,324**
NENANA CITY	35,998	145,235	**181,233**
NOME CITY	112,041	209,939	**321,980**
NORTH SLOPE BOROUGH	332,532	605,738	**938,270**
NORTHWEST ARCTIC BOROUGH	409,713	767,229	**1,176,942**
PELICAN CITY	2,979	5,254	**8,233**
PETERSBURG CITY	75,699	154,032	**229,731**
PRIBILOF	24,664	43,904	**68,568**
SAINT MARY'S	37,708	71,875	**109,583**
SITKA BOROUGH	157,722	335,881	**493,603**
SKAGWAY CITY	14,126	28,318	**42,444**
SOUTHEAST ISLAND	52,174	98,173	**150,347**
SOUTHWEST REGION	154,019	288,323	**442,342**
TANANA	12,701	24,167	**36,868**
UNALASKA CITY	67,897	122,313	**190,210**
VALDEZ CITY	85,497	166,644	**252,141**
WRANGELL PUBLIC	44,998	96,338	**141,336**
YAKUTAT	21,303	37,929	**59,232**
YUKON FLATS	93,529	174,288	**267,817**
YUKON/KOYUKUK	87,946	276,157	**364,103**
YUPIIT	108,850	198,283	**307,133**
Mt. Edgecumbe	49,384	87,704	**137,088**
TOTAL	**14,707,549**	**30,276,902**	**44,984,451**

G:\DistSup\$11Foundation\FiscalNotes\HB317\[HB317_SF_$125BSA_FY12&13_SPED1.215&1.23_2-5-10UPDATE.xlsx]FY12 Proj. Funding Increase

Department of Education and Early Development
Prepared 2/5/2010
HB317

Prepared by School Finance

School Districts	FY2012 - SPED add on from 1.215 to 1.230	FY2013 - BSA Increased by $125 to $5930	Total Increase
ALASKA GATEWAY	82,076	154,917	**236,993**
ALEUTIAN REGION	18,569	34,333	**52,902**
ALEUTIANS EAST BOROUGH	86,849	154,609	**241,458**
ANCHORAGE	4,636,310	9,432,999	**14,069,309**
ANNETTE ISLAND	47,732	88,928	**136,660**
BERING STRAIT	466,961	848,296	**1,315,257**
BRISTOL BAY BOROUGH	33,762	62,760	**96,522**
CHATHAM	39,234	74,616	**113,850**
CHUGACH	10,636	30,381	**41,017**
COPPER RIVER	89,178	170,951	**260,129**
CORDOVA CITY	55,299	105,535	**160,834**
CRAIG CITY	47,500	130,013	**177,513**
DELTA/GREELY	116,827	238,780	**355,607**
DENALI BOROUGH	46,918	105,888	**152,806**
DILLINGHAM CITY	74,684	139,833	**214,517**
FAIRBANKS NORTH STAR BOROUGH	1,523,705	3,298,479	**4,822,184**
GALENA CITY	46,394	421,701	**468,095**
HAINES BOROUGH	45,462	94,353	**139,815**
HOONAH CITY	23,750	46,619	**70,369**
HYDABURG CITY	14,261	26,735	**40,996**
IDITAROD AREA	62,809	120,654	**183,463**
JUNEAU BOROUGH	558,584	1,174,857	**1,733,441**
KAKE CITY	18,045	36,655	**54,700**
KASHUNAMIUT	62,983	117,421	**180,404**
KENAI PENINSULA BOROUGH	1,058,083	2,102,329	**3,160,412**
KETCHIKAN GATEWAY BOROUGH	274,227	525,175	**799,402**
KLAWOCK CITY	24,332	47,649	**71,981**
KODIAK ISLAND BOROUGH	347,689	663,544	**1,011,233**
KUSPUK	98,083	175,957	**274,040**
LAKE AND PENINSULA BOROUGH	128,702	231,476	**360,178**
LOWER KUSKOKWIM	858,249	1,602,213	**2,460,462**
LOWER YUKON	480,523	870,503	**1,351,026**
MATANUSKA-SUSITNA BOROUGH	1,640,416	3,489,417	**5,129,833**
NENANA CITY	36,964	146,366	**183,330**
NOME CITY	115,605	214,362	**329,967**
NORTH SLOPE BOROUGH	346,640	624,963	**971,603**
NORTHWEST ARCTIC BOROUGH	426,854	790,650	**1,217,504**
PELICAN CITY	3,044	5,396	**8,440**
PETERSBURG CITY	79,224	158,944	**238,168**
PRIBILOF	25,729	45,358	**71,087**
SAINT MARY'S	39,350	74,151	**113,501**
SITKA BOROUGH	164,210	344,665	**508,875**
SKAGWAY CITY	14,437	28,692	**43,129**
SOUTHEAST ISLAND	54,659	101,650	**156,309**
SOUTHWEST REGION	160,369	297,063	**457,432**
TANANA	13,214	24,928	**38,142**
UNALASKA CITY	70,491	125,784	**196,275**
VALDEZ CITY	87,897	169,446	**257,343**
WRANGELL PUBLIC	46,742	98,672	**145,414**
YAKUTAT	22,527	39,662	**62,189**
YUKON FLATS	98,142	180,912	**279,054**
YUKON/KOYUKUK	91,855	281,612	**373,467**
YUPIIT	113,218	204,258	**317,476**
Mt. Edgecumbe	51,400	90,451	**141,851**
TOTAL	**15,181,403**	**30,866,561**	**46,047,964**

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Alaska State Legislature

Rep. Cathy Muñoz, Vice-Chair
Rep. Wes Keller
Rep. Bob Buch

Rep. Peggy Wilson
Rep. Bryce Edgmon
Rep. Berta Gardner

Rep. Paul Seaton, Chairman
HOUSE EDUCATION COMMITTEE

Letter of intent: HB 317

Introduced By: SEATON

Date: February 10, 2010

It is the intent of the legislature that the increases in block funding for education in AS.14.17.420(a)(1) as amended by HB 317 are meant to enhance a district's ability to offer career technical/vocational education as an addition to other funds that a district applies to career technical/vocational education. The increase is not to be interpreted as the *only* funds a district can designate for career technical/vocational education.

State Capitol, Room 102, Juneau, AK 99801 - Phone: 465-3923 - Fax: 465-3472 - Toll Free (800) 665-2689
Representative_Paul_Seaton@legis.state.ak.us

26-LS1378\S
Mischel
2/5/10

CS FOR HOUSE BILL NO. 317(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SIXTH LEGISLATURE - SECOND SESSION

BY THE HOUSE EDUCATION COMMITTEE

Offered:
Referred:

Sponsor(s): HOUSE EDUCATION COMMITTEE

A BILL

FOR AN ACT ENTITLED

"An Act increasing the special needs funding and base student allocation for public schools, and extending the adjustment for student transportation funding; and providing for an effective date."

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

*** Section 1.** AS 14.09.010(c) is amended to read:

(c) Beginning July 1, 2009, funding provided to a school district under (a) of this section shall be adjusted annually on October 1 according to **increases** [CHANGES] in the Consumer Price Index for all urban consumers for the Anchorage metropolitan area compiled by the United States Department of Labor, Bureau of Labor Statistics. The index for 1982 to 1984 is the reference base index for an adjustment made under this subsection.

*** Sec. 2.** AS 14.17.420(a), as amended by sec. 6, ch. 9, SLA 2008, is amended to read:

(a) As a component of public school funding, a district is eligible for special needs funding and may be eligible for intensive services funding as follows:

(1) special needs funding is available to a district to assist the district in providing special education, gifted and talented education, vocational education, and bilingual education services to its students; a special needs funding factor of **1.215** [1.20] shall be applied as set out in AS 14.17.410(b)(1);

(2) in addition to the special needs funding for which a district is eligible under (1) of this subsection, a district is eligible for intensive services funding for each special education student who needs and receives intensive services and is enrolled on the last day of the count period; for each such student, intensive services funding is equal to the intensive student count multiplied by 13.

*** Sec. 3.** AS 14.17.420(a), as amended by sec. 6, ch. 9, SLA 2008, and by sec. 2 of this Act, is amended to read:

(a) As a component of public school funding, a district is eligible for special needs funding and may be eligible for intensive services funding as follows:

(1) special needs funding is available to a district to assist the district in providing special education, gifted and talented education, vocational education, and bilingual education services to its students; a special needs funding factor of **1.23** [1.215] shall be applied as set out in AS 14.17.410(b)(1);

(2) in addition to the special needs funding for which a district is eligible under (1) of this subsection, a district is eligible for intensive services funding for each special education student who needs and receives intensive services and is enrolled on the last day of the count period; for each such student, intensive services funding is equal to the intensive student count multiplied by 13.

*** Sec. 4.** AS 14.17.470, as amended by sec. 10, ch. 9, SLA 2008, is amended to read:

Sec. 14.17.470. Base student allocation. The base student allocation is **$5,805** [$5,680].

*** Sec. 5.** AS 14.17.470, as amended by sec. 10, ch. 9, SLA 2008, and by sec. 4 of this Act, is amended to read:

Sec. 14.17.470. Base student allocation. The base student allocation is **$5,930** [$5,805].

*** Sec. 6.** Section 11, ch. 9, SLA 2008, is amended to read:

Sec. 11. AS 14.09.010(c), added by sec. 2**, ch. 9, SLA 2008** [OF THIS ACT],

is repealed June 30, **2013** [2011].

*** Sec. 7.** Sections 2 and 4 of this Act take effect July 1, 2011.

*** Sec. 8.** Sections 3 and 5 of this Act take effect July 1, 2012.

HB 317
Adopted

26-LS1378\E.2
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2/4/10

AMENDMENT

OFFERED IN THE HOUSE BY REPRESENTATIVE SEATON

TO: HB 317

Page 2, following line 9:

Insert a new bill section to read:

"* **Sec. 3.** AS 14.17.420(a), as amended by sec. 6, ch. 9, SLA 2008, and by sec. 2 of this Act, is amended to read:

(a) As a component of public school funding, a district is eligible for special needs funding and may be eligible for intensive services funding as follows:

(1) special needs funding is available to a district to assist the district in providing special education, gifted and talented education, vocational education, and bilingual education services to its students; a special needs funding factor of **1.23** [1.215] shall be applied as set out in AS 14.17.410(b)(1);

(2) in addition to the special needs funding for which a district is eligible under (1) of this subsection, a district is eligible for intensive services funding for each special education student who needs and receives intensive services and is enrolled on the last day of the count period; for each such student, intensive services funding is equal to the intensive student count multiplied by 13."

Renumber the following bill sections accordingly.

Page 2, line 13:

Delete "sec. 2"

Insert "sec. 4"

Page 2, line 16:

Delete "secs. 2 and 3"

Insert "secs. 4 and 5"

Page 2, line 22:

Delete "Sections 2 and 3"

Insert "Sections 2 and 4"

Page 2, line 23:

Delete "Section 4"

Insert "Sections 3 and 5"

Page 2, line 24:

Delete "Section 5"

Insert "Section 6"

Alaska State Legislature

Rep. Cathy Muñoz, Vice-Chair
Rep. Wes Keller
Rep. Bob Buch

Rep. Peggy Wilson
Rep. Bryce Edgmon
Rep. Berta Gardner

Rep. Paul Seaton, Chairman
HOUSE EDUCATION COMMITTEE

HB 317

Forward Funding of Education and
Increasing Funding for Vocational Education

Sponsor Statement

HB 317 forward funds education by setting in statue a $125 increase in the Base Student Allocation (BSA) for the next three years. The bill also increases block funding to School Districts by 1.5% and extends Consumer Price Index (CPI) adjustments to the formula for funding pupil transportation.

In 2008 the legislature instituted recommendations of the Joint Legislative Education Funding Task Force which included a 3 year increase in the BSA of $100 each year. HB 317 extends this concept for an additional 3 years by setting in statute an increase in the BSA of $125 each year. It also extends the Anchorage CPI adjustment to pupil transportation established in 2008 by the Education Funding Task Force and amends it from "changes" to "increases" to guard against any potential decrease in the CPI. The total increase in state funding to school districts for FY2012 is approximately $60 million which is consistent with the past three years of increases in education funding.

Letting School Districts know the amount of their budget in advance allows them to plan their budgets and avoids the destructive teacher layoff/re-hire cycle that has happened in the past.

The intent of the increase to special education, gifted and talented, vocational education and bilingual education services block funding is to allow school districts to direct more funds to career technical or vocational education. Alaska needs to prepare and engage our students who are interested in skilled labor for the developing needs of our state.

HB 317 confirms to Alaskans, educators and parents the legislature's commitment to fund education by forward funding education for the next three years. It also recognizes the responsibility of the State and school districts to develop vocational education resources in Alaska's schools.

Staff Contact, Katie Koester (907)-465-2028
HB 317/E
1/29/2010

State Capitol, Room 102, Juneau, AK 99801 - Phone: 465-3923 - Fax: 465-3472 - Toll Free (800) 665-2689
Representative_Paul_Seaton@legis.state.ak.us

Department of Education and Early Development
Updated 1/22/2010
At the request of Rep. Seaton for discussion purposes only.

Prepared by School Finance

School Districts	FY2012 - 1/4 increase of remaining 50% ISER	1.5% Career & Tech add-on	$125 Increase to BSA	Total Increase
ALASKA GATEWAY	157,381	94,155	150,186	**401,722**
ALEUTIAN REGION	21,075	21,531	33,627	**76,233**
ALEUTIANS EAST BOROUGH	237,579	98,371	147,715	**483,665**
ANCHORAGE	0	5,444,123	9,353,350	**14,797,473**
ANNETTE ISLAND	112,325	54,396	85,620	**252,341**
BERING STRAIT	1,089,473	532,177	816,229	**2,437,879**
BRISTOL BAY BOROUGH	50,295	38,960	61,104	**150,359**
CHATHAM	114,148	44,429	71,465	**230,042**
CHUGACH	25,063	12,259	29,877	**67,199**
COPPER RIVER	98,883	103,383	167,529	**369,795**
CORDOVA CITY	62,314	64,024	103,177	**229,515**
CRAIG CITY	81,681	54,739	127,619	**264,039**
DELTA/GREELY	127,989	135,452	234,145	**497,586**
DENALI BOROUGH	8,544	55,081	105,082	**168,707**
DILLINGHAM CITY	54,511	87,034	137,580	**279,125**
FAIRBANKS NORTH STAR BOROUGH	428,567	1,784,215	3,264,854	**5,477,636**
GALENA CITY	14,410	54,339	420,729	**489,478**
HAINES BOROUGH	73,307	52,289	91,985	**217,581**
HOONAH CITY	63,397	26,998	44,942	**135,337**
HYDABURG CITY	44,941	16,176	25,664	**86,781**
IDITAROD AREA	129,242	71,882	116,785	**317,909**
JUNEAU BOROUGH	682,153	646,723	1,151,651	**2,480,527**
KAKE CITY	61,232	20,392	35,157	**116,781**
KASHUNAMIUT	93,300	72,681	114,440	**280,421**
KENAI PENINSULA BOROUGH	1,475,778	1,221,280	2,052,639	**4,749,697**
KETCHIKAN GATEWAY BOROUGH	395,018	315,901	511,475	**1,222,394**
KLAWOCK CITY	54,567	27,796	46,125	**128,488**
KODIAK ISLAND BOROUGH	550,574	400,998	646,752	**1,598,324**
KUSPUK	182,841	112,781	170,719	**466,341**
LAKE AND PENINSULA BOROUGH	282,522	147,071	223,300	**652,893**
LOWER KUSKOKWIM	888,634	995,604	1,569,471	**3,453,709**
LOWER YUKON	1,120,517	548,468	838,836	**2,507,821**
MATANUSKA-SUSITNA BOROUGH	930,101	1,915,393	3,445,198	**6,290,692**
NENANA CITY	20,163	43,175	145,393	**208,731**
NOME CITY	112,098	134,426	210,430	**456,954**
NORTH SLOPE BOROUGH	552,967	399,061	607,198	**1,559,226**
NORTHWEST ARCTIC BOROUGH	655,097	491,622	769,026	**1,915,745**
PELICAN CITY	6,493	3,561	5,267	**15,321**
PETERSBURG CITY	160,286	90,794	154,364	**405,444**
PRIBILOF	42,607	29,620	44,013	**116,240**
SAINT MARY'S	67,498	45,227	72,040	**184,765**
SITKA BOROUGH	277,453	189,277	336,574	**803,304**
SKAGWAY CITY	4,727	16,916	28,379	**50,022**
SOUTHEAST ISLAND	91,021	62,656	98,402	**252,079**
SOUTHWEST REGION	248,630	184,778	288,998	**722,406**
TANANA	23,639	15,208	24,221	**63,068**
UNALASKA CITY	93,073	81,453	122,610	**297,136**
VALDEZ CITY	62,771	102,643	167,020	**332,434**
WRANGELL PUBLIC	65,504	53,997	96,535	**216,036**
YAKUTAT	62,143	25,632	38,024	**125,799**
YUKON FLATS	214,170	112,155	174,696	**501,021**
YUKON/KOYUKUK	175,095	105,489	276,543	**557,127**
YUPIIT	170,994	130,551	198,760	**500,305**
Mt. Edgecumbe	82,192	59,182	87,919	**229,293**
TOTAL	**12,900,983**	**17,648,524**	**30,341,439**	**60,890,946**

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Katie Koester

From: Rep. Paul Seaton
Sent: Friday, January 29, 2010 3:16 PM
To: Katie Koester
Subject: FW: HB 317

-----Original Message-----
From: Friedman_Jeff [mailto:Friedman_Jeff@asdk12.org]
Sent: Thursday, January 28, 2010 3:57 PM
To: Rep. Paul Seaton
Cc: Rep. Cathy Munoz; Rep. Bryce Edgmon; Representative_we_keller@legis.state.ak.us; represenative_peggy_wilson@legis.state.ak.us; Rep. Bob Buch; Rep. Berta Gardner; Comeau_Carol; Steele_Tim; Olson_Robin
Subject: HB 317

Chair Seaton and Committee Members:

I am writing to express my personal support of HB 317. This bill will increase the block grant funding for vocational education, gifted and talented, special education, and bilingual services by 1.5 percentage points. The current block grant is insufficient to cover all of our current costs, so this small increase is definitely needed.

HB 317 will also provide advance, programed increases to the Base Student Allocation. For the last three years, we have been able to count on known increases when planning our budget. This has been a huge success from my point of view.

Jeff Friedman
Anchorage School Board
1534 D Street
Anchorage, AK 99501
907-742-4699 (Home)

Department of Education and Early Development
Updated 2/5/2010
FY2012

Prepared by School Finance

School Districts	HB273 1/4 increase of remaining 50% ISER	HB317 FY2012 - SPED add on from 1.20 to 1.215	HB317 BSA Increased by $125 to $5805	FY2012 Total Increase
ALASKA GATEWAY	157,381	78,434	149,842	**385,657**
ALEUTIAN REGION	21,075	17,942	33,549	**72,566**
ALEUTIANS EAST BOROUGH	237,579	81,965	147,355	**466,899**
ANCHORAGE	0	4,536,807	9,333,439	**13,870,246**
ANNETTE ISLAND	112,325	45,283	85,420	**243,028**
BERING STRAIT	1,089,473	443,434	814,281	**2,347,188**
BRISTOL BAY BOROUGH	50,295	32,467	60,961	**143,723**
CHATHAM	114,148	37,024	71,302	**222,474**
CHUGACH	25,063	10,205	29,832	**65,100**
COPPER RIVER	98,883	86,181	167,151	**352,215**
CORDOVA CITY	62,314	53,372	102,944	**218,630**
CRAIG CITY	81,681	45,626	127,419	**254,726**
DELTA/GREELY	127,989	112,895	233,650	**474,534**
DENALI BOROUGH	8,544	45,910	104,881	**159,335**
DILLINGHAM CITY	54,511	72,567	137,263	**264,341**
FAIRBANKS NORTH STAR BOROUGH	428,567	1,486,828	3,258,327	**5,173,722**
GALENA CITY	14,410	45,283	420,530	**480,223**
HAINES BOROUGH	73,307	43,575	91,794	**208,676**
HOONAH CITY	63,397	22,499	44,843	**130,739**
HYDABURG CITY	44,941	13,498	25,605	**84,044**
IDITAROD AREA	129,242	59,921	116,523	**305,686**
JUNEAU BOROUGH	682,153	538,955	1,149,286	**2,370,394**
KAKE CITY	61,232	16,975	35,082	**113,289**
KASHUNAMIUT	93,300	60,605	114,175	**268,080**
KENAI PENINSULA BOROUGH	1,475,778	1,017,761	2,048,173	**4,541,712**
KETCHIKAN GATEWAY BOROUGH	395,018	263,270	510,320	**1,168,608**
KLAWOCK CITY	54,567	23,125	46,023	**123,715**
KODIAK ISLAND BOROUGH	550,574	334,184	645,286	**1,530,044**
KUSPUK	182,841	93,984	170,306	**447,131**
LAKE AND PENINSULA BOROUGH	282,522	122,579	222,763	**627,864**
LOWER KUSKOKWIM	888,634	829,736	1,565,831	**3,284,201**
LOWER YUKON	1,120,517	457,047	836,830	**2,414,394**
MATANUSKA-SUSITNA BOROUGH	930,101	1,596,132	3,438,192	**5,964,425**
NENANA CITY	20,163	35,998	145,235	**201,396**
NOME CITY	112,098	112,041	209,939	**434,078**
NORTH SLOPE BOROUGH	552,967	332,532	605,738	**1,491,237**
NORTHWEST ARCTIC BOROUGH	655,097	409,713	767,229	**1,832,039**
PELICAN CITY	6,493	2,979	5,254	**14,726**
PETERSBURG CITY	160,286	75,699	154,032	**390,017**
PRIBILOF	42,607	24,664	43,904	**111,175**
SAINT MARY'S	67,498	37,708	71,875	**177,081**
SITKA BOROUGH	277,453	157,722	335,881	**771,056**
SKAGWAY CITY	4,727	14,126	28,318	**47,171**
SOUTHEAST ISLAND	91,021	52,174	98,173	**241,368**
SOUTHWEST REGION	248,630	154,019	288,323	**690,972**
TANANA	23,639	12,701	24,167	**60,507**
UNALASKA CITY	93,073	67,897	122,313	**283,283**
VALDEZ CITY	62,771	85,497	166,644	**314,912**
WRANGELL PUBLIC	65,504	44,998	96,338	**206,840**
YAKUTAT	62,143	21,303	37,929	**121,375**
YUKON FLATS	214,170	93,529	174,288	**481,987**
YUKON/KOYUKUK	175,095	87,946	276,157	**539,198**
YUPIIT	170,994	108,850	198,283	**478,127**
Mt. Edgecumbe	82,192	49,384	87,704	**219,280**
TOTAL	**12,900,983**	**14,707,549**	**30,276,902**	**57,885,434**

G:\DistSup\$11Foundation\FiscalNotes\HB317\[FY12-FY13HB317&HB273_2-5-10.xlsx]FY12 Proj. Funding Increases

Department of Education and Early Development
Updated 2/5/2010
FY2013

Prepared by School Finance

School Districts	HB273 1/4 increase of remaining 50% ISER - final	HB317 FY2013 - SPED add on from 1.215 to 1.230	HB317 FY2013 - BSA Increased by $125 to $5930	FY2013 Total Increase
ALASKA GATEWAY	154,580	82,076	154,917	**391,573**
ALEUTIAN REGION	17,960	18,569	34,333	**70,862**
ALEUTIANS EAST BOROUGH	251,374	86,849	154,609	**492,832**
ANCHORAGE	0	4,636,310	9,432,999	**14,069,309**
ANNETTE ISLAND	115,804	47,732	88,928	**252,464**
BERING STRAIT	1,118,968	466,961	848,296	**2,434,225**
BRISTOL BAY BOROUGH	50,088	33,762	62,760	**146,610**
CHATHAM	115,279	39,234	74,616	**229,129**
CHUGACH	15,002	10,636	30,381	**56,019**
COPPER RIVER	87,932	89,178	170,951	**348,061**
CORDOVA CITY	65,482	55,299	105,535	**226,316**
CRAIG CITY	73,470	47,500	130,013	**250,983**
DELTA/GREELY	122,277	116,827	238,780	**477,884**
DENALI BOROUGH	0	46,918	105,888	**152,806**
DILLINGHAM CITY	45,072	74,684	139,833	**259,589**
FAIRBANKS NORTH STAR BOROUGH	346,653	1,523,705	3,298,479	**5,168,837**
GALENA CITY	8,163	46,394	421,701	**476,258**
HAINES BOROUGH	73,820	45,462	94,353	**213,635**
HOONAH CITY	59,068	23,750	46,619	**129,437**
HYDABURG CITY	38,426	14,261	26,735	**79,422**
IDITAROD AREA	129,798	62,809	120,654	**313,261**
JUNEAU BOROUGH	633,246	558,584	1,174,857	**2,366,687**
KAKE CITY	55,277	18,045	36,655	**109,977**
KASHUNAMIUT	88,340	62,983	117,421	**268,744**
KENAI PENINSULA BOROUGH	1,466,380	1,058,083	2,102,329	**4,626,792**
KETCHIKAN GATEWAY BOROUGH	418,258	274,227	525,175	**1,217,660**
KLAWOCK CITY	51,487	24,332	47,649	**123,468**
KODIAK ISLAND BOROUGH	503,390	347,689	663,544	**1,514,623**
KUSPUK	165,309	98,083	175,957	**439,349**
LAKE AND PENINSULA BOROUGH	277,555	128,702	231,476	**637,733**
LOWER KUSKOKWIM	837,448	858,249	1,602,213	**3,297,910**
LOWER YUKON	1,089,406	480,523	870,503	**2,440,432**
MATANUSKA-SUSITNA BOROUGH	746,368	1,640,416	3,489,417	**5,876,201**
NENANA CITY	15,744	36,964	146,366	**199,074**
NOME CITY	90,556	115,605	214,362	**420,523**
NORTH SLOPE BOROUGH	549,630	346,640	624,963	**1,521,233**
NORTHWEST ARCTIC BOROUGH	664,968	426,854	790,650	**1,882,472**
PELICAN CITY	3,539	3,044	5,396	**11,979**
PETERSBURG CITY	149,740	79,224	158,944	**387,908**
PRIBILOF	42,042	25,729	45,358	**113,129**
SAINT MARY'S	66,765	39,350	74,151	**180,266**
SITKA BOROUGH	245,252	164,210	344,665	**754,127**
SKAGWAY CITY	3,032	14,437	28,692	**46,161**
SOUTHEAST ISLAND	107,465	54,659	101,650	**263,774**
SOUTHWEST REGION	247,117	160,369	297,063	**704,549**
TANANA	22,274	13,214	24,928	**60,416**
UNALASKA CITY	91,313	70,491	125,784	**287,588**
VALDEZ CITY	42,684	87,897	169,446	**300,027**
WRANGELL PUBLIC	62,100	46,742	98,672	**207,514**
YAKUTAT	58,252	22,527	39,662	**120,441**
YUKON FLATS	210,673	98,142	180,912	**489,727**
YUKON/KOYUKUK	162,452	91,855	281,612	**535,919**
YUPIIT	165,251	113,218	204,258	**482,727**
Mt. Edgecumbe	76,678	51,400	90,451	**218,529**
TOTAL	**12,299,207**	**15,181,403**	**30,866,561**	**58,347,171**

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Mischel
2/4/10

AMENDMENT

OFFERED IN THE HOUSE BY REPRESENTATIVE SEATON

TO: HB 317

Page 2, following line 9:

Insert a new bill section to read:

"* **Sec. 3.** AS 14.17.420(a), as amended by sec. 6, ch. 9, SLA 2008, and by sec. 2 of this Act, is amended to read:

(a) As a component of public school funding, a district is eligible for special needs funding and may be eligible for intensive services funding as follows:

(1) special needs funding is available to a district to assist the district in providing special education, gifted and talented education, vocational education, and bilingual education services to its students; a special needs funding factor of **1.23** [1.215] shall be applied as set out in AS 14.17.410(b)(1);

(2) in addition to the special needs funding for which a district is eligible under (1) of this subsection, a district is eligible for intensive services funding for each special education student who needs and receives intensive services and is enrolled on the last day of the count period; for each such student, intensive services funding is equal to the intensive student count multiplied by 13."

Renumber the following bill sections accordingly.

Page 2, line 13:

Delete "sec. 2"

Insert "sec. 4"

Page 2, line 16:

Delete "secs. 2 and 3"
Insert "secs. 4 and 5"

Page 2, line 22:
Delete "Sections 2 and 3"
Insert "Sections 2 and 4"

Page 2, line 23:
Delete "Section 4"
Insert "Sections 3 and 5"

Page 2, line 24:
Delete "Section 5"
Insert "Section 6"

FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

Fiscal Note Number:
Bill Version: **HB317**
() Publish Date:

Identifier (file name): HB317-EED-AMYA-1-27-10
Dept. Affected: Education & Early Development
Title "An Act increasing the special needs funding and base student Allocation for public schools, and extending the adjustment for student...."
RDU K-12 Support
Component AK Challenge Youth Academy
Sponsor House Education Committee
Requester House Education Committee
Component Number 2837

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2011**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**
Personal Services							
Travel							
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims	0.0	0.0	187.7	187.7	187.7	0.0	0.0
Miscellaneous							
TOTAL OPERATING	**0.0**	**0.0**	**187.7**	**187.7**	**187.7**	**0.0**	**0.0**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES ( )							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	0.0	0.0	187.7	187.7	187.7	0.0	0.0
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**0.0**	**0.0**	**187.7**	**187.7**	**187.7**	**0.0**	**0.0**

Estimate of any current year (FY2010) cost:

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

HB 317 beginning in FY 2012 the following increases will affect the Alaska Challenge Youth Academy:
FY2012 BSA increase of $125 to $5,805.
FY2013 BSA increases of $125 to $5,930.
FY2014 BSA increases of $125 to $6,055.

Prepared by: Eddy Jeans, Director
Phone 465-8679
Division School Finance
Date/Time 1/27/10 12:00 AM
Approved by: Larry LeDoux, Commissioner
Date 1/27/2010

(Revised 10/13/2009 OMB)

Department of Education & Early Development
Prepared 1/27/2010

Prepared by School Finance

ALASKA MILITARY YOUTH ACADEMY

FY2011 Projection

189 x $5680 x 7 =	7,514,640
297 x $5680 x 60% =	1,012,176
less $2,700,000	(2,700,000)
TOTAL $	**5,826,816**

FY12 Projection

189 x $5805 x 7 =	7,680,015
297 x $5805 x 60% =	1,034,451
less $2,700,000	(2,700,000)
TOTAL $	**6,014,466**

FY12 Change over FY11	**$**	**187,650**

NOTES:

HB317 increases BSA from $5680 to $5805 in FY12

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Department of Education & Early Development
Prepared 1/27/2010

Prepared by School Finance

ALASKA MILITARY YOUTH ACADEMY

FY2012 Projection

189 x $5805 x 7 =	7,680,015
297 x $5805 x 60% =	1,034,451
less $2,700,000	(2,700,000)
TOTAL $	**6,014,466**

FY13 Projection

189 x $5930 x 7 =	7,845,390
297 x $5930 x 60% =	1,056,726
less $2,700,000	(2,700,000)
TOTAL $	**6,202,116**

FY12 Change over FY11	**$**	**187,650**

NOTES:

HB317 increases BSA from $5805 to $5930 in FY13

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Department of Education & Early Development
Prepared 1/27/2010

Prepared by School Finance

ALASKA MILITARY YOUTH ACADEMY

FY2013 Projection

189 x $5930 x 7 =	7,845,390
297 x $5930 x 60% =	1,056,726
less $2,700,000	(2,700,000)
TOTAL $	**6,202,116**

FY14 Projection

189 x $6055 x 7 =	8,010,765
297 x $6055 x 60% =	1,079,001
less $2,700,000	(2,700,000)
TOTAL $	**6,389,766**

FY12 Change over FY11	**$**	**187,650**

NOTES:

HB317 increases BSA from $5930 to $6055 in FY14

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FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

Fiscal Note Number:
Bill Version: **HB317**
() Publish Date:

Identifier (file name): HB317-EED-ESS-1-27-10
Title "An Act increasing the special needs funding and base student Allocation for public schools, and extending the adjustment for student...."
Sponsor House Education Committee
Requester House Education Committee

Dept. Affected: Education & Early Development
RDU K-12 Support
Component Foundation Program
Component Number 141

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2011**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**
Personal Services							
Travel							
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims	0.0	0.0	44,984.5	30,540.6	30,540.6	0.0	0.0
Miscellaneous							
TOTAL OPERATING	**0.0**	**0.0**	**44,984.5**	**30,540.6**	**30,540.6**	**0.0**	**0.0**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES ( )							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	0.0	0.0	44,984.5	30,540.6	30,540.6	0.0	0.0
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**0.0**	**0.0**	**44,984.5**	**30,540.6**	**30,540.6**	**0.0**	**0.0**

Estimate of any current year (FY2010) cost:

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

HB 317 beginning in FY 2012 the following increases will affect the foundation formula:
FY2012 special needs funding factor of 1.20 to 1.215; BSA increase of $125 to $5,805.
FY2013 BSA increases of $125 to $5,930.
FY2014 BSA increases of $125 to $6,055.

In addition the Pupil Transportation language has been altered to use only increases to the CPI-U for all urban consumers for the Anchorage metropolitan area rather than changes. If there is a reduction in the CPI-U then the pupil transportation grants will be unaffected.

Prepared by: Eddy Jeans, Director — Phone 465-8679
Division School Finance — Date/Time 1/27/10 12:00 AM
Approved by: Larry LeDoux, Commissioner — Date 1/27/2010

(Revised 10/13/2009 OMB)

Department of Education and Early Development
Prepared 1/27/2010
HB317

Prepared by School Finance

School Districts	FY2012 - SPED add on from 1.20 to 1.215	BSA Increased by $125 to $5805	Total Increase
ALASKA GATEWAY	78,434	149,842	**228,276**
ALEUTIAN REGION	17,942	33,549	**51,491**
ALEUTIANS EAST BOROUGH	81,965	147,355	**229,320**
ANCHORAGE	4,536,807	9,333,439	**13,870,246**
ANNETTE ISLAND	45,283	85,420	**130,703**
BERING STRAIT	443,434	814,281	**1,257,715**
BRISTOL BAY BOROUGH	32,467	60,961	**93,428**
CHATHAM	37,024	71,302	**108,326**
CHUGACH	10,205	29,832	**40,037**
COPPER RIVER	86,181	167,151	**253,332**
CORDOVA CITY	53,372	102,944	**156,316**
CRAIG CITY	45,626	127,419	**173,045**
DELTA/GREELY	112,895	233,650	**346,545**
DENALI BOROUGH	45,910	104,881	**150,791**
DILLINGHAM CITY	72,567	137,263	**209,830**
FAIRBANKS NORTH STAR BOROUGH	1,486,828	3,258,327	**4,745,155**
GALENA CITY	45,283	420,530	**465,813**
HAINES BOROUGH	43,575	91,794	**135,369**
HOONAH CITY	22,499	44,843	**67,342**
HYDABURG CITY	13,498	25,605	**39,103**
IDITAROD AREA	59,921	116,523	**176,444**
JUNEAU BOROUGH	538,955	1,149,286	**1,688,241**
KAKE CITY	16,975	35,082	**52,057**
KASHUNAMIUT	60,605	114,175	**174,780**
KENAI PENINSULA BOROUGH	1,017,761	2,048,173	**3,065,934**
KETCHIKAN GATEWAY BOROUGH	263,270	510,320	**773,590**
KLAWOCK CITY	23,125	46,023	**69,148**
KODIAK ISLAND BOROUGH	334,184	645,286	**979,470**
KUSPUK	93,984	170,306	**264,290**
LAKE AND PENINSULA BOROUGH	122,579	222,763	**345,342**
LOWER KUSKOKWIM	829,736	1,565,831	**2,395,567**
LOWER YUKON	457,047	836,830	**1,293,877**
MATANUSKA-SUSITNA BOROUGH	1,596,132	3,438,192	**5,034,324**
NENANA CITY	35,998	145,235	**181,233**
NOME CITY	112,041	209,939	**321,980**
NORTH SLOPE BOROUGH	332,532	605,738	**938,270**
NORTHWEST ARCTIC BOROUGH	409,713	767,229	**1,176,942**
PELICAN CITY	2,979	5,254	**8,233**
PETERSBURG CITY	75,699	154,032	**229,731**
PRIBILOF	24,664	43,904	**68,568**
SAINT MARY'S	37,708	71,875	**109,583**
SITKA BOROUGH	157,722	335,881	**493,603**
SKAGWAY CITY	14,126	28,318	**42,444**
SOUTHEAST ISLAND	52,174	98,173	**150,347**
SOUTHWEST REGION	154,019	288,323	**442,342**
TANANA	12,701	24,167	**36,868**
UNALASKA CITY	67,897	122,313	**190,210**
VALDEZ CITY	85,497	166,644	**252,141**
WRANGELL PUBLIC	44,998	96,338	**141,336**
YAKUTAT	21,303	37,929	**59,232**
YUKON FLATS	93,529	174,288	**267,817**
YUKON/KOYUKUK	87,946	276,157	**364,103**
YUPIIT	108,850	198,283	**307,133**
Mt. Edgecumbe	49,384	87,704	**137,088**
TOTAL	**14,707,549**	**30,276,902**	**44,984,451**

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School Districts	FY2013 - BSA Increased by $125 to $5930
ALASKA GATEWAY	153,155
ALEUTIAN REGION	33,934
ALEUTIANS EAST BOROUGH	152,744
ANCHORAGE	9,333,438
ANNETTE ISLAND	87,903
BERING STRAIT	838,269
BRISTOL BAY BOROUGH	62,035
CHATHAM	73,774
CHUGACH	30,153
COPPER RIVER	169,037
CORDOVA CITY	104,347
CRAIG CITY	128,994
DELTA/GREELY	236,271
DENALI BOROUGH	104,882
DILLINGHAM CITY	138,229
FAIRBANKS NORTH STAR BOROUGH	3,265,759
GALENA CITY	420,705
HAINES BOROUGH	93,376
HOONAH CITY	46,109
HYDABURG CITY	26,429
IDITAROD AREA	119,305
JUNEAU BOROUGH	1,162,862
KAKE CITY	36,267
KASHUNAMIUT	116,069
KENAI PENINSULA BOROUGH	2,079,608
KETCHIKAN GATEWAY BOROUGH	519,287
KLAWOCK CITY	47,126
KODIAK ISLAND BOROUGH	656,078
KUSPUK	173,850
LAKE AND PENINSULA BOROUGH	228,712
LOWER KUSKOKWIM	1,583,784
LOWER YUKON	860,184
MATANUSKA-SUSITNA BOROUGH	3,454,191
NENANA CITY	145,572
NOME CITY	211,880
NORTH SLOPE BOROUGH	617,520
NORTHWEST ARCTIC BOROUGH	781,484
PELICAN CITY	5,330
PETERSBURG CITY	157,242
PRIBILOF	44,805
SAINT MARY'S	73,307
SITKA BOROUGH	341,138
SKAGWAY CITY	28,383
SOUTHEAST ISLAND	100,476
SOUTHWEST REGION	293,620
TANANA	24,644
UNALASKA CITY	124,270
VALDEZ CITY	167,559
WRANGELL PUBLIC	97,669
YAKUTAT	39,178
YUKON FLATS	178,804
YUKON/KOYUKUK	279,640
YUPIIT	201,826
Mt. Edgecumbe	89,347
TOTAL	**30,540,560**

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School Districts	FY2014 - BSA Increased by $125 to $6055
ALASKA GATEWAY	153,155
ALEUTIAN REGION	33,934
ALEUTIANS EAST BOROUGH	152,743
ANCHORAGE	9,333,439
ANNETTE ISLAND	87,902
BERING STRAIT	838,268
BRISTOL BAY BOROUGH	62,035
CHATHAM	73,773
CHUGACH	30,153
COPPER RIVER	169,036
CORDOVA CITY	104,348
CRAIG CITY	128,993
DELTA/GREELY	236,271
DENALI BOROUGH	104,881
DILLINGHAM CITY	138,229
FAIRBANKS NORTH STAR BOROUGH	3,265,759
GALENA CITY	420,705
HAINES BOROUGH	93,377
HOONAH CITY	46,109
HYDABURG CITY	26,429
IDITAROD AREA	119,305
JUNEAU BOROUGH	1,162,861
KAKE CITY	36,268
KASHUNAMIUT	116,068
KENAI PENINSULA BOROUGH	2,079,607
KETCHIKAN GATEWAY BOROUGH	519,286
KLAWOCK CITY	47,127
KODIAK ISLAND BOROUGH	656,077
KUSPUK	173,850
LAKE AND PENINSULA BOROUGH	228,713
LOWER KUSKOKWIM	1,583,784
LOWER YUKON	860,184
MATANUSKA-SUSITNA BOROUGH	3,454,191
NENANA CITY	145,573
NOME CITY	211,880
NORTH SLOPE BOROUGH	617,520
NORTHWEST ARCTIC BOROUGH	781,484
PELICAN CITY	5,331
PETERSBURG CITY	157,243
PRIBILOF	44,805
SAINT MARY'S	73,306
SITKA BOROUGH	341,139
SKAGWAY CITY	28,382
SOUTHEAST ISLAND	100,477
SOUTHWEST REGION	293,620
TANANA	24,643
UNALASKA CITY	124,270
VALDEZ CITY	167,559
WRANGELL PUBLIC	97,668
YAKUTAT	39,177
YUKON FLATS	178,804
YUKON/KOYUKUK	279,640
YUPIIT	201,827
Mt. Edgecumbe	89,348
TOTAL	**30,540,556**

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HB 347

Alaska State Legislature

State Capitol, Suite 422
Juneau, AK 99801-1182
Phone: 465-4939
Fax: 465-2418
Toll Free: (800) 465-4939
Representative_Pete_Petersen@legis.state.ak.us

716 W. 4th Ave, Suite 380
Anchorage, AK 99501-2133
Phone: 269-0265
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Representative Pete Petersen

Serving Northeast Anchorage and Muldoon

Sponsor Statement

HB 347– Leave for Military Spouses

"An Act allowing certain teachers, public employees, and private sector employees to take leave without pay when their spouses are on leave from deployment in a combat zone."

House Bill 347 will require employers to grant leave without pay to spouses of military personnel who are deployed during a period of military conflict in a geographic area that is designated a combat zone by the President of the United States, and are on leave from military deployment.

This law will apply to school districts, state and local governments, and private sector employers with 20 or more employees. It will allow the employees to take up to ten days of unpaid leave to spend time with their spouses before they return to combat.

Current federal law allows some military spouses to take up to 12 weeks of job protected leave in similar situations, but it is limited to family members of the National Guard and Reserves. Spouses of service members in the Regular Armed Forces do not qualify for leave under the federal law.

Under this legislation, Alaska would join California, Illinois, Indiana, Maine, Minnesota, Nebraska, New York, Oregon and Washington in passing similar laws to protect the jobs of military spouses.

FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

Fiscal Note Number:
Bill Version: HB 347
() Publish Date:

Identifier (file name): HB347-DOA-DOPLR-03-02-10
Dept. Affected: Administration
Title "An Act allowing certain teachers, public employees, and private sector employees to take leave without pay ..."
RDU Central Administrative Services
Component Personnel
Sponsor Rep Petersen
Requester (H)EDC
Component Number 56

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2011**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**
Personal Services							
Travel							
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims							
Miscellaneous							
TOTAL OPERATING	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES ( )							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF							
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

Estimate of any current year (FY2010) cost:

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*
This bill will have no fiscal impact on the Division of Personnel and Labor Relations.

Prepared by: Nicki Neal, Director — Phone 465-4429
Division Personnel and Labor Relations — Date/Time 3/2/10 12:00 PM
Approved by: Kevin Brooks, Deputy Commissioner — Date 3/2/2010
Department of Administration

(Revised 11/6/2009 OMB)

HB 347
Sectional Summary

Section 1. Applies to teachers taking leave without pay under this Act. Establishes that leave taken under this Act is not an interruption of service for retirement or tenure purposes.

Section 2. Allows teachers to take 10 work days of unpaid leave when the teacher's spouse is a member of the armed forces on leave from deployment in a combat zone. Advance notice of a leave request is not required, and the request may not be denied.

This section allows the teacher to continue to receive medical benefits for the duration of leave taken, and protects the teacher from retaliation by the employer.

Section 3. Requires employers to post notice of this leave entitlement in the workplace. The state will provide copies of the notice free of charge upon request.

Section 4. Adds a new section to Title 23 which extends the leave entitlement described in section two of this summary to employees of private employers with 20 or more employees. Similarly, this section requires that an employer post notice of this entitlement, and provides a mechanism for enforcement.

Section 5. Amends the Alaska Family Leave Act to apply this spousal leave requirement to the executive, judicial, or legislative branch; state corporations or councils; and the University of Alaska.

Section 6. Clarifies that public officials who are otherwise exempt from the Alaska Family Leave act are eliglible for spousal combat leave under this act.

Please note: This sectional summary should not be considered an authoritative interpretation of the bill and the bill itself is the best statement of its contents.

Subject: FW: SB 278 - Mandatory time off

From: autotechofseward@yahoo.com [mailto:autotechofseward@yahoo.com]
Sent: Thursday, March 04, 2010 10:36 AM
To: Rep. Paul Seaton
Subject: SB 278 - Mandatory time off

Please reply to autotechofseward@yahoo.com

This bill mandates a new employee benefit on employers without consideration for the economic or logistic costs to the employer and other employees. It interjects the state into an area of employee benefits that should be left to the employment arrangements between employers and employees. By mandating this policy on employers, you limit the ability of an employer to structure the benefit package to fit the unique needs of its employees.

While we appreciate the concern for spouses of those serving as a members of the armed forces of the United States, legislation allowing an employee to take leave without prior notice to the employer presents a special difficulty to both Alaskan employers and employees. Such requirements cause others to work extra time with no prior notice. Depending on the position of the individuals and number of employees involved, it could disrupt the entire business operation.

Sincerely,

Mr. Richard Perea
Owner
Autotech Automotive LLC
33394 Bear Lake Rd.
Seward AK 99664
Email: autotechofseward@yahoo.com

U.S. Department of Labor
Wage and Hour Division

U.S. Wage and Hour Division
(Revised February 2010)

Fact Sheet #28A: The Family and Medical Leave Act Military Family Leave Entitlements

Notice: On October 28, 2009, the President signed the National Defense Authorization Act for Fiscal Year 2010 (2010 NDAA), Public Law 111-84. Section 565 of the 2010 NDAA amends the military family leave entitlements of the Family and Medical Leave Act (FMLA). These amendments expand coverage for "qualifying exigency" leave to eligible employees with covered family members in the Regular Armed Forces and coverage for "military caregiver leave" to eligible employees who are the spouse, son, daughter, parent, or next of kin of certain veterans with a "serious injury or illness". On December 21, 2009, the President signed the Airline Flight Crew Technical Corrections Act, Public Law 111-119, which modifies the FMLA eligibility requirements for flight crew members. This Fact Sheet does not incorporate these amendments to the FMLA.

The National Defense Authorization Act for Fiscal Year 2008 (2008 NDAA), Public Law 110-181, amended the FMLA to allow eligible employees to take up to 12 workweeks of job-protected leave in the applicable 12-month period for any "qualifying exigency" arising out of the active duty or call to active duty status of a spouse, son, daughter, or parent. The 2008 NDAA also amended the FMLA to allow eligible employees to take up to 26 workweeks of job-protected leave in a "single 12-month period" to care for a covered servicemember with a serious injury or illness. These two types of FMLA leave are known as the military family leave entitlements.

EMPLOYER COVERAGE

The FMLA applies to all public agencies, including state, local and federal employers, local education agencies (schools), **and** private-sector employers who employed 50 or more employees in 20 or more workweeks in the current or preceding calendar year, including joint employers and successors of covered employers.

EMPLOYEE ELIGIBILITY

To be eligible for FMLA benefits, an employee **must**:

- work for a covered employer;
- have worked for the employer for a total of 12 months;
- have worked at least 1,250 hours over the previous 12 months; and
- work at a location where at least 50 employees are employed by the employer within 75 miles.

MILITARY FAMILY LEAVE ENTITLEMENTS

Military Caregiver Leave: A covered employer must grant an eligible employee who is a spouse, son, daughter, parent, or next of kin of a covered servicemember with a serious injury or illness up to a total of **26 workweeks** of **unpaid** leave during a "single 12-month period" to care for the servicemember. A covered servicemember is a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness. A serious injury or illness is one that was incurred by a servicemember in the line of duty on active duty that may render the servicemember

medically unfit to perform the duties of his or her office, grade, rank, or rating. The "single 12-month period" for leave to care for a covered servicemember with a serious injury or illness begins on the first day the employee takes leave for this reason and ends 12 months later, regardless of the 12 month period established by the employer for other types of FMLA leave. An eligible employee is limited to a **combined** total of 26 workweeks of leave for any FMLA-qualifying reason during the "single 12-month period." (Only 12 of the 26 weeks total may be for a FMLA-qualifying reason other than to care for a covered servicemember.)

Qualifying Exigency Leave: A covered employer must grant an eligible employee up to a total of **12 workweeks** of **unpaid** leave during the normal 12-month period established by the employer for FMLA leave for qualifying exigencies arising out of the fact that the employee's spouse, son, daughter, or parent is on active duty, or has been notified of an impending call or order to active duty, in support of a contingency operation. Under the terms of the statute, qualifying exigency leave is available to a family member of a military member in the National Guard or Reserves; it does not extend to family members of military members in the Regular Armed Forces.

Qualifying exigencies include:

- Issue arising from a covered military member's short notice deployment (i.e., deployment on seven or less days of notice) for a period of **seven** days from the date of notification;
- Military events and related activities, such as official ceremonies, programs, or events sponsored by the military or family support or assistance programs and informational briefings sponsored or promoted by the military, military service organizations, or the American Red Cross that are related to the active duty or call to active duty status of a covered military member;
- Certain childcare and related activities arising from the active duty or call to active duty status of a covered military member, such as arranging for alternative childcare, providing childcare on a non-routine, urgent, immediate need basis, enrolling or transferring a child in a new school or day care facility, and attending certain meetings at a school or a day care facility if they are necessary due to circumstances arising from the active duty or call to active duty of the covered military member;
- Making or updating financial and legal arrangements to address a covered military member's absence;
- Attending counseling provided by someone other than a health care provider for oneself, the covered military member, or the child of the covered military member, the need for which arises from the active duty or call to active duty status of the covered military member;
- Taking up to **five** days of leave to spend time with a covered military member who is on short-term temporary, rest and recuperation leave during deployment;
- Attending to certain post-deployment activities, including attending arrival ceremonies, reintegration briefings and events, and other official ceremonies or programs sponsored by the military for a period of 90 days following the termination of the covered military member's active duty status, and addressing issues arising from the death of a covered military member;
- Any other event that the employee and employer agree is a qualifying exigency.

Spouses employed by the same employer are limited to a **combined** total of 26 workweeks in a "single 12-month period" if the leave is to care for a covered servicemember with a serious injury or illness, and for the birth and care of a newborn child, for placement of a child for adoption or foster care, or to care for a parent who has a serious health condition.

FMLA leave may be taken intermittently whenever **medically necessary** to care for a covered servicemember with a serious injury or illness. FMLA leave also may be taken intermittently for a qualifying exigency arising out of the active duty status or call to active duty of a covered military member. When leave is needed for planned medical treatment, the employee must make a reasonable effort to schedule treatment so as not to unduly disrupt the employer's operation.

Under certain conditions, employees **or** employers may choose to "substitute" (run concurrently) accrued **paid** leave (such as sick or vacation leave) to cover some or all of the FMLA leave. An employee's ability to substitute accrued paid leave is determined by the terms and conditions of the employer's normal leave policy.

NOTICE REQUIREMENTS

Employee Notice

Employees seeking to use military caregiver leave must provide 30 days advance notice of the need to take FMLA leave for planned medical treatment for a serious injury or illness of a covered servicemember. If leave is foreseeable but 30 days advance notice is not practicable, the employee must provide notice as soon as practicable – generally, either the same or next business day. An employee must provide notice of the need for foreseeable leave due to a qualifying exigency as soon as practicable. When the need for military family leave is not foreseeable, the employee must provide notice to the employer as soon as practicable under the facts and circumstances of the particular case. Generally, it should be practicable to provide notice for unforeseeable leave within the time prescribed by the employer's usual and customary notice requirements.

An employee does not need to specifically assert his or her rights under the FMLA, or even mention the FMLA, when providing notice. The employee must provide "sufficient information" to make the employer aware of the need for FMLA leave and the anticipated timing and duration of the leave. Depending on the situation, such information may include, as applicable:

- that the requested leave is for a particular qualifying exigency related to the active duty or call to active duty status of a covered military member and the anticipated duration of the leave;
- that the leave is for a qualifying family member who is a covered servicemember with a serious injury or illness and the anticipated duration of the leave.

When an employee seeks leave due to a FMLA-qualifying reason for which the employer has previously provided the employee FMLA-protected leave, the employee **must** specifically reference either the qualifying reason for leave or the need for FMLA leave.

Employer Notice

Covered employers must post a notice approved by the Secretary of Labor explaining rights and responsibilities under the FMLA. Additionally, employers must either include this general notice in employee handbooks or other written guidance to employees concerning benefits, or must distribute a copy of the notice to each new employee upon hiring. Employers may use the notice prepared by U.S. Department of Labor to meet this requirement.

When an employee requests FMLA leave or the employer acquires knowledge that leave may be for a FMLA purpose, the employer must notify the employee of his or her eligibility to take leave, including a reason for non-eligibility if the employee is determined not to be eligible. Such eligibility notice may be oral or written and should, generally, be given within five business days of the request for FMLA leave. Subsequent eligibility notice in the same 12-month leave period may be required when an employee's eligibility status changes. Employers also must inform employees of their rights and responsibilities under the FMLA, including giving specific written information on what is required of the employee.

When the employer has enough information to determine that leave is being taken for an FMLA-qualifying reason, the employer must notify the employee that the leave is designated and will be counted as FMLA leave. The employer must designate leave that qualifies as **both** leave to care for a covered servicemember with a serious injury or illness **and** leave to care for a qualifying family member with a serious health condition as leave to care for a covered servicemember in the first instance. The designation notice must be in writing and,

generally, must be given within five business days of the determination. An employer also must notify the employee of the number of hours, days, or weeks that will be counted against the employee's FMLA entitlement. Employers may use the optional forms WH-381 and WH-382 prepared by the U.S. Department of Labor to meet these notification requirements.

CERTIFICATION REQUIREMENTS

Employers may require that an employee's request for military family leave be supported by an appropriate certification. An employer may require that:

- leave for a qualifying exigency be supported by a copy of the covered military member's active duty orders and certification providing the appropriate facts related to the particular qualifying exigency for which leave is sought, including contact information if the leave involves meeting with a third party;
- leave to care for a covered servicemember with a serious injury or illness be supported by a certification completed by an authorized health care provider **or** by a copy of an Invitational Travel Order (ITO) or Invitational Travel Authorization (ITA) issued to any member of the covered servicemember's family.

Second and third opinions and recertification are not permitted for certification of a covered servicemember's serious injury or illness or of a qualifying exigency. An employer may use a health care provider, a human resource professional, a leave administrator, or a management official – but not the employee's direct supervisor – to authenticate or clarify a medical certification of a serious injury or illness, or an ITO or ITA. Additionally, an employer may contact the individual or entity named in a certification of leave for a qualifying exigency for purposes of verifying the existence and nature of the meeting. Employers may use the optional forms WH-384 and WH-385 prepared by the U.S. Department of Labor for obtaining certifications for qualifying exigencies and military caregiver leave, respectively.

UNLAWFUL ACTS

It is unlawful for any employer to interfere with, restrain, or deny the exercise of any right provided by the FMLA. It is also unlawful for an employer to discharge or discriminate against any individual for opposing any practice, or because of involvement in any proceeding, related to the FMLA.

ENFORCEMENT

The Wage and Hour Division investigates complaints. If violations cannot be satisfactorily resolved, the U.S. Department of Labor may bring action in court to compel compliance. Individuals may also be able to bring a private civil action against an employer for violations.

For additional information, visit our Wage and Hour Division Website: http://www.wagehour.dol.gov and/or call our toll-free information and helpline, available 8 a.m. to 5 p.m. in your time zone, 1-866-4-USWAGE (1-866-487-9243).

This publication is for general information and is not to be considered in the same light as official statements of position contained in the regulations.

U.S. Department of Labor
Frances Perkins Building
200 Constitution Avenue, NW
Washington, DC 20210

1-866-4-USWAGE
TTY: 1-866-487-9243
Contact Us

Why We Need a Military Family Leave Act:

Written Testimony

March 3, 2010

Submitted by:
Stacy Bannerman, Army National Guard Blue Star Wife
Medford, OR 97504

Author of *When the War Came Home: The Inside Story of Reservists and the Families They Leave Behind* (2006).
Founder/Director of Sanctuary Weekends™ for Women Veterans
Campaign Creator & Director of:

- Oregon State Military Family Leave Act (H.B. 2744; effective June 2009)
- Proposal to establish a Oregon State Military Family Advisory Council
- Federal Military Family Leave Act of 2009 (HR. 3257; S 1441)
- Federal Military Family Mental Health Care Improvement Act of 2010 (seeking sponsors)

Recipient of the Patriotic Employer Award, National Guard Commission for the Employer Support of the Guard & Reserve, April 2009.

Thank you to the Committee for considering this important bill to support the families of the troops who are serving or will serve in the war on terror, and other combat deployments. In a few short months, another 30,000 troops will be deploying for Afghanistan - again. The majority of those troops are married with children; most of the spouses left behind work outside the home. Many of us have to choose between work and family when our loved one deploys. It's an impossible choice, and one that military families should never be asked to make when America is at war.

My husband is a Sergeant First Class with the Army National Guard, and his Brigade spent several months training at Ft. McCoy, Wisconsin, more than a thousand miles away from home and family, prior to shipping out for a second tour in Iraq. I had recently moved to southern Oregon to accept a new position in order to implement programs to help military families and veterans. I had been on the job for a few months, and didn't have any sick leave or vacation time available. It would be more than one year before I saw my husband again.

If we support the troops, and by extension, military families, then passing the Military Family Leave Act should be at the top of this nation's to-do list. Because when the soldier goes to war, so does the family. And when the veteran comes home, family support is the single most critical factor in successful reintegration. The demands of the war on terror and the demographics of the 21st Century military are very different from the past, and adapting to those realities must, by definition, include expanding support for military families.

For the first years of the Vietnam War, married men were exempt from the draft, and for the duration of the war, married men with children were given deferments so that they wouldn't be deployed as it would constitute too much of a hardship on the families. During Vietnam, the majority of troops were single soldiers serving one tour, and comparatively few citizen soldiers served in combat. Today, the bulk of the boots on the ground in Iraq and Afghanistan are married. They have served, or are serving, multiple tours; and most of them have children. Around 40 percent are citizen soldiers.

The men and women in uniform are serving longer and more frequent tours than ever asked of the military in this nation's history. And so are their families.

March 1, 2010

AMERICAN CIVIL LIBERTIES UNION OF ALASKA
1057 W. Fireweed, Suite 207
Anchorage, AK 99503
(907) 258-0044
(907) 258-0288 (fax)
WWW.AKCLU.ORG

OFFICERS AND DIRECTORS
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JIM WHITAKER, Fairbanks
NADINE WINTERS, Fairbanks

ZACH FICK, Anchorage
NOELANI KAMAHELE, Anchorage
STUDENT ADVISORS

The Honorable Paul Seaton
Chair, House Education Committee
Alaska State House of Representatives
State Capitol, Room 102
Juneau, AK 99801

Re: House Bill 347
Inclusion of Domestic Partners: AkCLU v. Alaska

Chair Seaton:

Thank you for the opportunity to submit written testimony regarding House Bill 347.

The American Civil Liberties Union of Alaska ("ACLU) represents thousands of members and activists throughout the State of Alaska who seek to preserve and expand individual freedoms and civil liberties guaranteed under the United States and Alaska Constitutions.

From a constitutional rights perspective, we would request that the Committee make a minor amendment to this important legislation. HB 347 would sensibly and compassionately address the special needs of Alaska's military families.

Pursuant to the Alaska Supreme Court's ruling in *Alaska Civil Liberties Union, et al. v. State of Alaska, Municipality of Anchorage*, 122 P.3d 781 (Alaska 2005) (*"AkCLU v. State"*), the ACLU believes that those military families headed by same-sex domestic partners are also entitled to these benefits.

Equal Treatment of Domestic Partners

In *AkCLU v. State,* the Alaska Supreme Court found that the differential treatment of same-sex domestic partners and married couples by the state in conferring of benefits was unconstitutional. This ruling was premised on the fact that same-sex domestic partners are prohibited by law from marrying in Alaska. They are thus excluded from receiving benefits made available to spouses.

The Alaska Supreme Court established that same-sex domestic partners must be treated on equal footing with married couples in the provision of government benefits. The Court held that differential treatment violated the Equal Protection Clause of the Alaska State Constitution since individuals "in committed same-sex relationships are absolutely denied any opportunity to obtain [government] benefits, because [they] are barred by law from marrying their same-sex partners in Alaska or having any marriage performed elsewhere recognized in Alaska." *AkCLU v. State*, 122 P.3d at 788.

Please note that, in reaching this conclusion, the Court found that treating same-sex couples differently from heterosexual married couples with respect to employment benefits was unconstitutional ***and did not survive even the most minimal level of constitutional scrutiny***. *Id.* at 783, 786–87.

State's Conferral of Permissive Leave

Under HB 347, teachers, employees of non-governmental employers, and state employees are granted 10 days' leave without pay when the "employee's spouse is a member of . . . [the] armed forces," and is on leave from a combat zone during a military conflict.

Such permissive leave is a compassionate and thoughtful benefit which the state is conferring on our Alaska families where one member is serving in the military, and recognizes their special needs while honoring their service.

By amending the Bill to read, where applicable, an "employee's spouse or same-sex domestic partner," the Alaska State Legislature would avoid creating a constitutional conflict with the Alaska Supreme Court's ruling in *AkCLU v. State.* Moreover, the Legislature will appropriately recognize and honor ***all*** military families, including those headed by couples in committed same-sex partnerships.

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Thank you again for the opportunity to share our concerns.

Please feel free to contact the undersigned should you require any additional information.

Sincerely,

Jeffrey Mittman
Executive Director
ACLU of Alaska

cc: Representative Munoz, Vice Chair
Representative Petersen, Sponsor
Representative Edgmon
Representative Keller
Representative P.Wilson
Representative Buch
Representative Gardner
Representative Tuck, Co-Sponsor
Representative Kawasaki, Co-Sponsor
Representative Gruenberg, Co-Sponsor
Representative Buch, Co-Sponsor

ALASKA VETERANS FOUNDATION

March 3, 2010

Rep Pete Petersen
Alaska State House
Juneau, AK
REF: HB347

Representative Petersen:

How do we support our troops? Do we do it with ceremonies, political speeches, naming roads after veterans? Or do we stand with them and their families – even in those moments in hell.

For years now we have heard so many across America whine about not being asked to make a sacrifice in this war. Somehow many in our nation don't feel they can have a part in defending our country unless they are in this war. We are often asked, "What can I do?"

When a young woman comes to her boss and says, "My husband has been wounded in Iraq, can I get ten days off, even without pay, to go be by his side." And the boss says no, your job is too important?

When a young man shows up for work and tells his boss, "You know my wife has been serving in Afghanistan for almost a year now, and she called last night and told me she has a couple weeks off but she can't come home. Can I get ten days to go see her, even without pay?" And the boss says, "I just can't spare you right now."

How do we support those few, those very few men and women willing to volunteer to stand guard for America?

This is a moment of truth for each of you. This is the moment you can say, I stand with these men and women and we as a state, as a free people, are willing to suffer losing an employee for 10 days without pay, as a part of our contribution to this effort. As part of our "sacrifice" in this cause.

The Alaska Veterans Foundation, with its conferred membership of almost 80,000 veterans across our state, asks you to stand with our troops and their families as they stand at that door to hell in defense of human freedom and our nation.

We just don't think 10 days leave without pay is too much to ask, if we really are supporting our troops, their missions, and the families who serve with them.

It is an honor,

Ric Davidge
Chairman

3705 Arctic Blvd #415, Anchorage, AK 99503 907 222 6945 fax 907 222 6933
Ricdavidge.ak@gci.net

ALASKA STATE COUNCIL

February 24, 2010

Rep. Pete Petersen
Alaska State House
Juneau, Alaska

Representative Petersen:

On behalf of the members of Vietnam Veterans of America now living in Alaska we want to express our support for **HB347**. Vietnam Veterans now make up the largest community in our state veteran's population.

The motto of VVA is: ***"Never again will one generation of veterans abandon another."*** While some find this objectionable, it is a statement of truth based on what our generation of warriors experienced when we served and then came home. It is also our mission, and we take it very seriously.

We support HB347 because it is the right thing to do for those few men and women living in Alaska who volunteer to stand guard for America. It is also the right thing to do for their spouses and families.

When we became aware that spouses were having trouble getting even ten days of unpaid leave to fly to be at the bed side of their loved one after being notified that they had been wounded, or to embrace the one they love while they have a few days off from war, we were shocked. But then we remembered what it was like when we were at war and when we got time off from the rice paddies.

The passage of this bill and its House companion is a statement by our state that we will stand with these families as they fight these wars together in the defense of our nation and our way of life.

The passage of HB347 is a state legislative priority for VVA Alaska as expressed by AK VET PAC.

We ask each of the members of our state legislature to take a stand for what is right, what is noble, and what is in our own best interest and support this needed legislation.

With respect,

Albert Baffone
Vice President

3705 Arctic Blvd #415, Anchorage, Alaska 99503
907 222 6945 907 222 6933 fax 907 229 5328 Chairman's Cell 907 748 1722 Ex Dir

Pension Services Int'l., Inc.
520 E. 34TH AVENUE, SUITE 303, ANCHORAGE, ALASKA 99503-4116
PHONE: 907-562-3938 • FAX: 907-562-1366

Facsimile

To: Members of House Education Committee

Via: e-mail to Denny DeWitt of NFIB

From: Al Tamagni, Sr.

Date: 03/09/2010

Re: **Updated information from US Department of Labor Family and Medical Leave Act National Defense Authorization Act of FY 2010 Amendments**

Pages: 6 , including this

We have reviewed the back up data used in the current proposed House Bill #347 regarding leave without pay for employees when their spouses are on leave from deployment in a combat zone.

In reviewing the data, we find that virtually all of the concerns raised in the bill had been addresses in the Family and Medical Leave Act National Defense Authorization Act for FY 2010, which was signed by President Obama on October 28, 2009, Public Law 111-84.

Apparently the Sponsors and Supporters were not aware of this change. This Law and ERISA supersede any state action on this subject.

It is our opinion that the bill need not proceed as the Federal Action has addressed the Concerns in the Public and Private Sectors.

I have attached the following: Exhibit "A"
Exhibit "B1-B4"

A

Wage and Hour Division (WHD)

Family and Medical Leave Act National Defense Authorization Act for FY 2010 Amendments

(February 2010)

On October 28, 2009, the President signed into law the National Defense Authorization Act for Fiscal Year 2010 (2010 NDAA), Public La NDAA amends the Family and Medical Leave Act (FMLA). These amendments expand the military family leave provisions added to the Fl exigency and military caregiver leave for employees with family members who are covered military members.

The 2010 NDAA amendments to the FMLA provide that an eligible employee may take FMLA leave for any qualifying exigency arising ou son, daughter, or parent is on (or has been notified of an impending call to) "covered active duty" in the Armed Forces. "Covered active component of the Armed Forces means duty during deployment of the member with the Armed Forces to a foreign country. "Covered a components of the Armed Forces (members of the U.S. National Guard and Reserves) means duty during deployment of the member wi under a call or order to active duty in a contingency operation as defined in section 101(a)(13)(B) of title 10, United States Code. (Prior qualifying exigency leave did not apply to employees with family members serving in a regular component of the Armed Forces and ther the National Guard and Reserves be deployed with the Armed Forces to a foreign country.)

The 2010 NDAA also expands the military caregiver leave provisions of the FMLA. Military caregiver leave entitles an eligible employee w or next of kin of a "covered servicemember" to take up to 26 workweeks of FMLA leave in a single 12-month period to care for a "cover or illness". Under the 2010 NDAA amendments, the definition of "covered servicemember" is expanded to include a **veteran** "who is un recuperation, or therapy for a serious injury or illness" if the veteran was a member of the Armed Forces "at any time during the period the veteran undergoes that medical treatment, recuperation, or therapy." (Prior to the 2010 NDAA amendments, military caregiver leave of the Armed Forces, including regular components and National Guard and Reserves.)

In addition, the 2010 NDAA amends the FMLA's definition of a "serious injury or illness". For a current member of the Armed Forces the only a serious injury or illness that was incurred by the member in line of duty on active duty but also a serious injury or illness that "ex member's active duty and was aggravated by service in line of duty on active duty in the Armed Forces" that may render the member m member's office, grade, rank, or rating. For a veteran, a serious injury or illness is defined as "a qualifying injury or illness that was incur active duty in the Armed Forces (or existed before the beginning of the member's active duty and was aggravated by service in line of d and that manifested itself before or after the member became a veteran." The 2010 NDAA directs the Secretary of Labor to define "quali

Read more about the FMLA at www.dol.gov/whd/fmla.

B.P.-1

Wage and Hour Division (WHD)

(Revised February 2010) (PDF)

Fact Sheet #28: The Family and Medical Leave Act of 1993

See The CFR

Notice: On October 28, 2009, the President signed the National Defense Authorization Act for Fiscal Year 2010 (2010 NDAA), Public Law 111-84. Section 565 of the 2010 NDAA amends the military family leave entitlements of the Family and Medical Leave Act (FMLA). These amendments expand coverage for "qualifying exigency" leave to eligible employees with covered family members in the Regular Armed Forces and coverage for "military caregiver leave" to eligible employees who are the spouse, son, daughter, parent, or next of kin of certain veterans with a "serious injury or illness". On December 21, 2009, the President signed the Airline Flight Crew Technical Corrections Act, Public Law 111-119, which modifies the FMLA eligibility requirements for flight crew members. This Fact Sheet does not incorporate these amendments to the FMLA.

The U.S. Department of Labor's Employment Standards Administration, Wage and Hour Division, administers and enforces the Family and Medical Leave Act (FMLA) for all private, state and local government employees, and some federal employees. Most federal and certain congressional employees are also covered by the law and are subject to the jurisdiction of the U.S. Office of Personnel Management or the Congress.

The FMLA entitles eligible employees to take up to 12 workweeks of unpaid, job-protected leave in a 12-month period for specified family and medical reasons, or for any "qualifying exigency" arising out of the fact that a covered military member is on active duty, or has been notified of an impending call or order to active duty, in support of a contingency operation. The FMLA also allows eligible employees to take up to 26 workweeks of job-protected leave in a "single 12-month period" to care for a covered servicemember with a serious injury or illness. *See* Fact Sheet #28A: The Family and Medical Leave Act Military Family Leave Entitlements.

EMPLOYER COVERAGE

The FMLA applies to all public agencies, including state, local and federal employers, local education agencies (schools), **and** private-sector employers who employed 50 or more employees in 20 or more workweeks in the current or preceding calendar year, including joint employers and successors of covered employers.

EMPLOYEE ELIGIBILITY

To be eligible for FMLA benefits, an employee **must**:

- work for a covered employer;
- have worked for the employer for a total of 12 months;
- have worked at least 1,250 hours over the previous 12 months; and
- work at a location in the United States or in any territory or possession of the United States where at least 50 employees are employed by the employer within 75 miles.

While the 12 months of employment need not be consecutive, employment periods prior to a break in service of **seven** years or more need not be counted unless the break is occasioned by the employee's fulfillment of his or her National Guard or Reserve military obligation (as protected under the Uniformed Services Employment and Reemployment Rights Act (USERRA)), or a written agreement, including a collective bargaining agreement, exists concerning the employer's intention to rehire the employee after the break in service. *See* "FMLA Special Rules for Returning Reservists."

LEAVE ENTITLEMENT

A covered employer must grant an eligible employee up to a total of **12 workweeks** of **unpaid** leave during any 12-month period for one or more of the following reasons:

- for the birth and care of a newborn child of the employee;
- for placement with the employee of a son or daughter for adoption or foster care;
- to care for a spouse, son, daughter, or parent with a serious health condition;
- to take medical leave when the employee is unable to work because of a serious health condition; **or**
- for qualifying exigencies arising out of the fact that the employee's spouse, son, daughter, or parent is on active duty or call to active duty status as a member of the National Guard or Reserves in support of a contingency operation.

A covered employer also must grant an eligible employee who is a spouse, son, daughter, parent, or next of

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kin of a current member of the Armed Forces, including a member of the National Guard or Reserves, with a serious injury or illness up to a total of **26 workweeks** of **unpaid** leave during a "single 12-month period" to care for the servicemember. For specific information regarding military family leave, *see* "Fact Sheet #28A: The Family and Medical Leave Act Military Family Leave Entitlements."

Spouses employed by the same employer are limited in the **amount of** family leave they may take for the birth and care of a newborn child, placement of a child for adoption or foster care, or to care for a parent who has a serious health condition to a combined total of 12 workweeks (or 26 workweeks if leave to care for a covered servicemember with a serious injury or illness is also used). Leave for birth and care, or placement for adoption or foster care, must conclude within 12 months of the birth or placement.

Under some circumstances, employees may take FMLA leave intermittently – taking leave in separate blocks of time for a single qualifying reason – or on a reduced leave schedule – reducing the employee's usual weekly or daily work schedule. When leave is needed for planned medical treatment, the employee must make a reasonable effort to schedule treatment so as not to unduly disrupt the employer's operation. If FMLA leave is for birth and care, or placement for adoption or foster care, use of intermittent leave is subject to the employer's approval.

Under certain conditions, employees **or** employers may choose to "substitute" (run concurrently) accrued **paid** leave (such as sick or vacation leave) to cover some or all of the FMLA leave. An employee's ability to substitute accrued paid leave is determined by the terms and conditions of the employer's normal leave policy.

"**Serious health condition**" means an illness, injury, impairment, or physical or mental condition that involves either:

- Inpatient care (*i.e.*, an overnight stay) in a hospital, hospice, or residential medical-care facility, including any period of incapacity (*i.e.*, inability to work, attend school, or perform other regular daily activities) or subsequent treatment in connection with such inpatient care; **or**
- Continuing treatment by a health care provider, which includes:

  (1) A period of incapacity lasting more than three consecutive, full calendar days, and any subsequent treatment or period of incapacity relating to the same condition that **also** includes:

  - treatment two or more times by or under the supervision of a health care provider (*i.e.*, in-person visits, the first within 7 days and both within 30 days of the first day of incapacity); **or**
  - one treatment by a health care provider (*i.e.*, an in-person visit within 7 days of the first day of incapacity) with a continuing regimen of treatment (*e.g.*, prescription medication, physical therapy); **or**

  (2) Any period of incapacity related to pregnancy or for prenatal care. A visit to the health care provider is not necessary for each absence; **or**

  (3) Any period of incapacity or treatment for a chronic serious health condition which continues over an extended period of time, requires periodic visits (at least twice a year) to a health care provider, and may involve occasional episodes of incapacity. A visit to a health care provider is not necessary for each absence; **or**

  (4) A period of incapacity that is permanent or long-term due to a condition for which treatment may not be effective. Only supervision by a health care provider is required, rather than active treatment; **or**

  (5) Any absences to receive multiple treatments for restorative surgery or for a condition that would likely result in a period of incapacity of more than three days if not treated.

MAINTENANCE OF HEALTH BENEFITS

A covered employer is required to maintain group health insurance coverage for an employee on FMLA leave whenever such insurance was provided before the leave was taken and on the same terms as if the employee had continued to work. If applicable, arrangements will need to be made for employees to pay their share of health insurance premiums while on leave. In some instances, the employer may recover premiums it paid to maintain health coverage for an employee who fails to return to work from FMLA leave.

JOB RESTORATION

Upon return from FMLA leave, an employee must be restored to the employee's original job, or to an equivalent job with equivalent pay, benefits, and other terms and conditions of employment. An employee's use of FMLA leave cannot result in the loss of any employment benefit that the employee earned or was entitled to **before** using FMLA leave, nor be counted against the employee under a "no fault" attendance policy. If a bonus or other payment, however, is based on the achievement of a specified goal such as hours worked, products sold, or perfect attendance, and the employee has not met the goal due to FMLA leave,

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payment may be denied unless it is paid to an employee on equivalent leave status for a reason that does not qualify as FMLA leave.

An employee has no greater right to restoration or to other benefits and conditions of employment than if the employee had been continuously employed.

NOTICE AND CERTIFICATION

Employee Notice

Employees seeking to use FMLA leave are required to provide 30-day advance notice of the need to take FMLA leave when the need is foreseeable and such notice is practicable. If leave is foreseeable less than 30 days in advance, the employee must provide notice as soon as practicable – generally, either the same or next business day. When the need for leave is not foreseeable, the employee must provide notice to the employer as soon as practicable under the facts and circumstances of the particular case. Absent unusual circumstances, employees must comply with the employer's usual and customary notice and procedural requirements for requesting leave.

Employees must provide sufficient information for an employer reasonably to determine whether the FMLA may apply to the leave request. Depending on the situation, such information may include that the employee is incapacitated due to pregnancy, has been hospitalized overnight, is unable to perform the functions of the job, and/or that the employee or employee's qualifying family member is under the continuing care of a health care provider.

When an employee seeks leave for a FMLA-qualifying reason for the **first** time, the employee need not expressly assert FMLA rights or even mention the FMLA. When an employee seeks leave, however, due to a FMLA-qualifying reason for which the employer has previously provided the employee FMLA-protected leave, the employee **must** specifically reference either the qualifying reason for leave or the need for FMLA leave.

Employer Notice

Covered employers must post a notice approved by the Secretary of Labor explaining rights and responsibilities under the FMLA. An employer that willfully violates this posting requirement may be subject to a civil money penalty of up to $110 for each separate offense. Additionally, employers must either include this general notice in employee handbooks or other written guidance to employees concerning benefits, or must distribute a copy of the notice to each new employee upon hiring. Employers may use the notice prepared by U.S. Department of Labor to meet this requirement.

When an employee requests FMLA leave or the employer acquires knowledge that leave may be for a FMLA purpose, the employer must notify the employee of his or her eligibility to take leave, and inform the employee of his/her rights and responsibilities under the FMLA. When the employer has enough information to determine that leave is being taken for a FMLA-qualifying reason, the employer must notify the employee that the leave is designated and will be counted as FMLA leave. Employers may use the optional forms WH-381 and WH-382 prepared by the U.S. Department of Labor to meet these notification requirements.

Certification

Employers may require that an employee's request for leave due to a serious health condition affecting the employee or a covered family member be supported by a certification from a health care provider. An employer may require second or third medical opinions (at the employer's expense) and periodic recertification of a serious health condition. An employer may use a health care provider, a human resource professional, a leave administrator, or a management official – but not the employee's direct supervisor – to authenticate or clarify a medical certification of a serious health condition. An employer may have a uniformly-applied policy requiring employees returning from leave for their own serious health condition to submit a certification that they are able to resume work. If reasonable safety concerns exist, an employer may, under certain circumstances, require such a certification for employees returning from intermittent FMLA leave. Employers may use the optional forms WH-380-E and WH-380-F prepared by the U.S. Department of Labor for obtaining medical certifications of serious health conditions.

UNLAWFUL ACTS

It is unlawful for any employer to interfere with, restrain, or deny the exercise of any right provided by the FMLA. It is also unlawful for an employer to discharge or discriminate against any individual for opposing any practice, or because of involvement in any proceeding, related to the FMLA.

ENFORCEMENT

The Wage and Hour Division investigates complaints. If violations cannot be satisfactorily resolved, the U.S. Department of Labor may bring action in court to compel compliance. Individuals may also be able to bring a private civil action against an employer for violations.

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OTHER PROVISIONS

Special rules apply to employees of local education agencies. Generally, these rules apply to intermittent leave or when leave is required near the end of a school term.

Salaried executive, administrative, and professional employees of covered employers who meet the Fair Labor Standards Act (FLSA) criteria for exemption from minimum wage and overtime under Regulations, 29 CFR Part 541, do not lose their FLSA-exempt status by using any unpaid FMLA leave. This special exception to the "salary basis" requirements for FLSA's exemption extends only to an "eligible" employee's use of leave required by the FMLA.

For additional information, visit our Wage and Hour Division Website: http://www.wagehour.dol.gov and/or call our toll-free information and helpline, available 8 a.m. to 5 p.m. in your time zone,

1-866-4-USWAGE (1-866-487-9243).

This publication is for general information and is not to be considered in the same light as official statements of position contained in the regulations.

NFIB

The Voice of Small Business®

ALASKA

February 17, 2010

The Honorable Pete Peterson
State Capitol Building
Juneau, Alaska 99801-1182

RE: House Bill 347

Dear Representative Peterson:

On behalf of the National Federation of Independent Business/Alaska, I wish to express our opposition to House Bill 374. The National Federation of Independent Business is the largest small-business advocacy group in Alaska.

House Bill 374 mandates a new employee benefit on employers without consideration for the economic or logistic costs to the employer. It interjects the state into an area of employee benefits that should be left to the employment arrangements between employers and employees. By mandating this policy on employers, you limit the ability of an employer to structure the benefit package to fit the unique needs of its employees.

While we appreciate the concern for spouses of those serving as a member of the armed forces of the United States, legislation allowing an employee to take leave without notice to the employer presents a special difficulty to Alaskan employers. Such requirements cause others to work extra time with no prior notice. Depending on the position of the individual, it could disrupt the entire business operation.

Along with our general opposition to unfunded government mandates on employers, we would strongly suggest that this is not the time to add cost and disruption to businesses in Alaska. This is a time to assure that employers are able to stay in business and employ Alaskans.

Sincerely yours,

Dennis L. DeWitt
Alaska State Director

Cc: NFIB/AK Leadership Council
House Education Committee

ALASKA VETERANS POLITICAL ACTION COMMITTEE

Alaska Veterans 2010 Priorities (2/12/10 update)

Outlined below are the state legislative priorities as we see them for the 2010 session. If you have other issues or think there should be different priorities, or in anyway disagree with what is outlined below, please notify: ricdavidge.ak@gci.net

1. Outreach Fully implement HB44 which created the first volunteer veterans register on the PFD application.

This requires the Dept of Mil & Vet Affairs to craft a contract/agreement between the state and "Congressionally Chartered Veteran Service Organizations" as required by the act. The components of these agreements are critical. We DO NOT want service organizations using this list to "recruit". That was a part of the agreement we made with legislators that got this bill passed. Only Congressional Chartered Veteran Service Organizations can participate. That's VVA, VFW, Am Leg, Am Vets, MOPH.

We suggest that the AK Dept of Mil & Vet Affairs enter into an agreement with all Veteran Service Organizations to cooperate in the effort to reach our veterans with information about their rights, benefits, services, etc.

We also suggest that the AK Dept of Mil & Vet Affairs enter into a MOA/MOU with the US Dept of Veterans Affairs, Alaska to cooperatively do at least one general mailing a year to every veteran on this list. This mailing should advise each veteran of the rights, benefits, and services they MAY qualify for and how to access them through the services of a nationally accredited Veteran Service Officer. Status: House/Senate Joint Cmte on Mil & Vet Affairs needs to hold a hearing and request status, what are the problems, etc. This "law" should be fully implemented – it is the law. Wasup?

2. Immediate inclusion of all nationally accredited Veteran Service Officers (VSO) in state funding for veterans services under the Dept of Mil & Vet Affairs.

It is time the state recognized the work that all accredited veterans organization Service Officers are doing for our military, our veterans, and for their families.

For years a small number of Veteran Service Organizations have received exclusive financial support from the state in the state's Dept of Mil and Vet Affairs. **This is wrong.** All nationally accredited Veteran Service Officers should be included in this program under the Director of Veteran Services within the AK Dept of Mil & Vet Affairs. Additionally, the programs of these VSO's and their supportive organizations **must** be reviewed regularly to ensure the state's funds are being responsibly used to benefit Alaska's veterans and the state's interests. The new DMVA Director of Veterans Affairs is trying to provide appropriate oversight and accountability for the use of these state funds. He needs strong legislative and administrative support for his efforts. We strongly support his efforts.

We recommend a serious overhaul of this program, long supported by the state. It is our intention to bring this before our state legislators this 2010 session and every session until this program is made more inclusive and far more productive and responsive to the interests of our veterans and the state. We will also push for more funding in the program as we can clearly demonstrate such an investment is in the economic best interest of the state as well as thousands of Alaskan veterans and their families. Status: we have requested a formal update from the Commission of Military and Veterans Affairs. We have notified the House/Senate Finance Cmtes that VVA VSO's need to be included in the program. VVA requested this action over three years ago following the election of Gov Palin.

3. Immediate passage of HJR 16 now in House Rules **Cmte calls for Congressional oversight hearings** into why federal agencies **in Alaska** refuse or fail to meet their mandated 3% set a side for Service Disabled Veteran Owned Small Businesses (SDVOSB) in Alaska. This resolution is in direct support of the efforts of our Congressional Delegation to get federal agencies in Alaska to meet these and other federal contracting/procurement/and hiring requirements. Passage of this resolution will bolster efforts by a number of states to get Congress to give this long standing infraction of federal law and policy to the detriment of disabled veterans who start business that qualify for federal procurement preferences. Update: Sponsor/Gatto sent request to House Rules to schedule for House floor action

4. **Immediate passage of HB225** (alternative to HB24) which passed the state House w/out a dissenting vote last session. This bill **authorizes a 5% preference on all state procurements/contracts for Alaskan Veteran Owned Businesses**. Senate action should remove the arbitrary cap on the size of projects/procurements for which this preference can apply. Status: In House Finance since 4/14/09 We have requested Sponsor ask for Cmte Hearing

5. Immediate passage of SB151 which makes **it a class A misdemeanor for any "charity" to solicit donations if they are not in full compliance with state and federal laws and regulations**. It also requires that all donations be used for the purpose they are solicited for. This is in direct response to the national and Alaskan problem of bogus charities, especially veteran "charities" that are not in compliance with the law or use their donations for "other purposes". The definition of "soliciting" needs to be expanded to not just be limited to phone solicitations but all and any solicitation by any organization or group for veterans or other groups.

We also believe it timely to begin a serious discussion on what is an appropriate split between those who actually do the solicitation and the organizations that receive the benefits of these efforts. We suggest a split of 60% for the organization and 40% for compensation of solicitors.

Finally, we believe it essential that our State Attorney General open formal investigations and/or audits into charities who are not in full state/federal compliance and about whom the Attorney General receives formal complaints. This is beginning to happen in more and more states as policy makers become aware of the amount of "fraud" and misrepresentation that is taking place by some so called charities. Status: In Sen Finance since 3/18/09 Time to move it to Sen Rules with amendments as outlined above.

6. We need more "partnerships" in rural and remote Alaska to provide healthcare services to our veterans and their families across Alaska. (A report on Rural and Remote Healthcare Needs of our Veterans, developed for the National Conference of State Council Presidents is available upon request). Status: The AK VA is making real progress here, but we would like to see more.

7. Ending Homelessness for AK Veterans The Alaska Veterans Foundation, Inc. and a growing number of national veteran's organizations lead by the Vietnam Veterans of America are joining together with community service organizations and private corporations to end homelessness for Alaska's veterans in the next 5 years. This must be an active and visible partnership between the state, local governments, and these mentioned groups.

Status:

- The Alaska Veterans Foundation, Inc. has put forward a request for funds to do the pre-development work essential to start Alaska's first Housing First concept **for veterans** using a harm reduction model with priority for the chronic homeless veterans in Anchorage. We will update you on this proposal to Congress requested by Members of our delegation. If you want a copy of the proposal please email: rdavidge@cyalaska.com

- Legislatively, one critical key in moving in the right direction is by actually funding the **Alaska Housing Trust** as agreed years ago. Contact **Chairman Mike Hawker of the House Appropriations Committee** Rep_Mike_Hawker@legis.state.ak.us

The demographics of homelessness for our veterans are changing, but the groups who serve the homeless are not moving quickly enough to meet these new challenges.

1. The number of women new veterans' w/children who are homeless is increasing dramatically.
2. The number of veterans with families is increasing and now is about 1/3 of the total in AK.
3. We need new housing products that include Housing First models. They work and save communities tens of thousands of dollars in local taxes annually.
4. The State of Alaska has been actively studying this horrific cultural issue, but yet the number of new "doors" has not dramatically increased. We need a new approach.
5. We have serious cultural issues/conflicts that MUST be addressed when dealing with this issue.
6. 90+% of all public funds directed towards the homeless are for "services". **This will not solve this problem.** We need "Housing First" models in every major community across our state.

We have the means, method, plan, and proven solutions capable of accomplishing this in 5 years.

8. HB284/SB215 Requires the AK Department of Health and Social Services to accept federal prescription drug benefits or provide comparable benefits for residents of AK Pioneers' Home, including residents eligible for discount or free benefits from the US Dept of VA or the Indian Health Svc . . . Introduced by Rep Dahlstrom, Gara, Herron, Wilson in the House and Senators Wielechowski, in the Senate these bills are an attempt for formally codify the agreement worked out last year by Members of the Legislature, Veterans Organizations, the VA, the Commissioner HSS/and the Pioneers Homes/AK Vet Home on handling medications for veterans in resident. Although the current agreement appears to be working well, it is our belief, and one shared by these sponsors, that this agreement needs to be formally codified into law. Update: SB215 http://www.legis.state.ak.us/basis/get_bill.asp?bill=SB%20215&session=26 Out of Sen HSS w/Do Pass 0 fiscal note, now referred to Sen Finance.

9. SB278/NEW BILL – Allowing teachers, public employees, and private sector employees to take leave without pay when their spouses are on leave from deployment in a combat zone. Introduced by Senator Wielechowski, this bill is in direct response to problems military spouses have had trying to take time off from work to visit their spouse while on leave/R&R from combat locations. The bill has also been expanded to include leave without pay when a spouse wishes to spend time with a wounded warrior, again in response to problems some have had.

We were asked to review this bill during its formation and strongly support Sen. Wielechowski's efforts. Although one would think the Federal Family Leave Act would cover spouses visiting their wounded warriors, there appears to be a need for state law making this clear. The bill limits the time to 10 working days. Status: Just introduced this week

Other Issues:

- Need coordinated effort by State DMVA and Veteran Service Organizations to get Native Corps to hire and support their own NVSOs. VVA has offered to help train and support these VSOs and coordinate with our regional and village corporations to accomplish this.
- We need younger VSOs. AVVA is now approved by the VA, so we will begin finding, training and supporting younger VSOs to work with our new veterans.
- Fix the PFD process to be more workable with overseas deployments for Active Duty, Reserves, and National Guard. Amend the 72 hr every two years, fix the 180 day requirement, and fix the 5 year presumption.
- Alaska State veteran personnel/hire laws and regulations need to be updated and extended similar to federal preferences.
- Veteran Courts – need more development, focus on intake points that ensure we ask: "are you a veteran?"
- New Vet Transition Teams – needs more local community interface. Suggest a booklet by the State DMVA on state and local services and benefits. Should allow VSO's into system.

We hope this is helpful to our collective efforts to improve the lives of Alaska's veterans and their families.

Prepared by Ric Davidge 907 229 5328 ricdavidge.ak@gci.net rdavidge@cyalaska.com

- State Council President, Vietnam Veterans of America (VVA)
- Chairman, Alaska Veterans Foundation, Inc. (AKVF)
- Chairman, MOA Mil & Vet Affairs Commission
- Chairman, Alaska Veterans Political Action Committee (AK VET PAC)
- Chairman, Ending Chronic Homelessness for our veterans (National Conf of State Council Presidents, VVA)
- Chairman, Political Action Committee (National Conf of State Council Presidents, VVA)
- National Chairman, Economic Opportunities Committee, VVA

U.S. Department of Labor
Wage and Hour Division

U.S. Wage and Hour Division
(January 2009)

Fact Sheet #28A: The Family and Medical Leave Act Military Family Leave Entitlements

The National Defense Authorization Act for FY 2008 (NDAA), Public Law 110-181, amended the FMLA to allow eligible employees to take up to 12 weeks of job-protected leave in the applicable 12-month period for any "qualifying exigency" arising out of the active duty or call to active duty status of a spouse, son, daughter, or parent. The NDAA also amended the FMLA to allow eligible employees to take up to 26 weeks of job-protected leave in a "single 12-month period" to care for a covered servicemember with a serious injury or illness. These two new types of FMLA leave are known as the military family leave entitlements.

EMPLOYER COVERAGE

FMLA applies to all public agencies, including state, local and federal employers, local education agencies (schools), **and** private-sector employers who employed 50 or more employees in 20 or more workweeks in the current or preceding calendar year, including joint employers and successors of covered employers.

EMPLOYEE ELIGIBILITY

To be eligible for FMLA benefits, an employee **must**:

- work for a covered employer;
- have worked for the employer for a total of 12 months;
- have worked at least 1,250 hours over the previous 12 months; and
- work at a location where at least 50 employees are employed by the employer within 75 miles.

MILITARY FAMILY LEAVE ENTITLEMENTS

Military Caregiver Leave: A covered employer must grant an eligible employee who is a spouse, son, daughter, parent, or next of kin of a covered servicemember with a serious injury or illness up to a total of **26 workweeks** of **unpaid** leave during a "single 12-month period" to care for the servicemember. A covered servicemember is a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness. A serious injury or illness is one that was incurred by a servicemember in the line of duty on active duty that may render the servicemember medically unfit to perform the duties of his or her office, grade, rank, or rating. The "single 12-month period" for leave to care for a covered servicemember with a serious injury or illness begins on the first day the employee takes leave for this reason and ends 12 months later, regardless of the 12 month period established by the employer for other types of FMLA leave. An eligible employee is limited to a **combined** total of 26 workweeks of leave for any FMLA-qualifying reason during the "single 12-month period." (Only 12 of the 26 weeks total may be for a FMLA-qualifying reason other than to care for a covered servicemember.)

Qualifying Exigency Leave: A covered employer must grant an eligible employee up to a total of **12 workweeks** of **unpaid** leave during the normal 12-month period established by the employer for FMLA leave

for qualifying exigencies arising out of the fact that the employee's spouse, son, daughter, or parent is on active duty, or has been notified of an impending call or order to active duty, in support of a contingency operation. Under the terms of the statute, qualifying exigency leave is available to a family member of a military member in the National Guard or Reserves; it does not extend to family members of military members in the Regular Armed Forces.

Qualifying exigencies include:

- Issues arising from a covered military member's short notice deployment (i.e., deployment on seven or less days of notice) for a period of **seven** days from the date of notification;
- Military events and related activities, such as official ceremonies, programs, or events sponsored by the military or family support or assistance programs and informational briefings sponsored or promoted by the military, military service organizations, or the American Red Cross that are related to the active duty or call to active duty status of a covered military member;
- Certain childcare and related activities arising from the active duty or call to active duty status of a covered military member, such as arranging for alternative childcare, providing childcare on a non-routine, urgent, immediate need basis, enrolling or transferring a child in a new school or day care facility, and attending certain meetings at a school or a day care facility if they are necessary due to circumstances arising from the active duty or call to active duty of the covered military member;
- Making or updating financial and legal arrangements to address a covered military member's absence;
- Attending counseling provided by someone other than a health care provider for oneself, the covered military member, or the child of the covered military member, the need for which arises from the active duty or call to active duty status of the covered military member;
- Taking up to **five** days of leave to spend time with a covered military member who is on short-term temporary, rest and recuperation leave during deployment;
- Attending to certain post-deployment activities, including attending arrival ceremonies, reintegration briefings and events, and other official ceremonies or programs sponsored by the military for a period of 90 days following the termination of the covered military member's active duty status, and addressing issues arising from the death of a covered military member;
- Any other event that the employee and employer agree is a qualifying exigency.

Spouses employed by the same employer are limited to a **combined** total of 26 workweeks in a "single 12-month period" if the leave is to care for a covered servicemember with a serious injury or illness, and for the birth and care of a newborn child, for placement of a child for adoption or foster care, or to care for a parent who has a serious health condition.

FMLA leave may be taken intermittently whenever **medically necessary** to care for a covered servicemember with a serious injury or illness. FMLA leave also may be taken intermittently for a qualifying exigency arising out of the active duty status or call to active duty of a covered military member. When leave is needed for planned medical treatment, the employee must make a reasonable effort to schedule treatment so as not to unduly disrupt the employer's operation.

Under certain conditions, employees **or** employers may choose to "substitute" (run concurrently) accrued **paid** leave (such as sick or vacation leave) to cover some or all of the FMLA leave. An employee's ability to substitute accrued paid leave is determined by the terms and conditions of the employer's normal leave policy.

NOTICE REQUIREMENTS

Employee Notice

Employees seeking to use military caregiver leave must provide 30 days advance notice of the need to take FMLA leave for planned medical treatment for a serious injury or illness of a covered servicemember. If leave is foreseeable but 30 days advance notice is not practicable, the employee must provide notice as soon as practicable – generally, either the same or next business day. An employee must provide notice of the need for foreseeable leave due to a qualifying exigency as soon as practicable. When the need for military family leave is not foreseeable, the employee must provide notice to the employer as soon as practicable under the facts and circumstances of the particular case. Generally, it should be practicable to provide notice for unforeseeable leave within the time prescribed by the employer's usual and customary notice requirements.

An employee does not need to specifically assert his or her rights under FMLA, or even mention FMLA, when providing notice. The employee must provide "sufficient information" to make the employer aware of the need for FMLA leave and the anticipated timing and duration of the leave. Depending on the situation, such information may include, as applicable:

- that the requested leave is for a particular qualifying exigency related to the active duty or call to active duty status of a covered military member and the anticipated duration of the leave;
- that the leave is for a qualifying family member who is a covered servicemember with a serious injury or illness and the anticipated duration of the leave.

When an employee seeks leave due to a FMLA-qualifying reason for which the employer has previously provided the employee FMLA-protected leave, the employee **must** specifically reference either the qualifying reason for leave or the need for FMLA leave.

Employer Notice

Covered employers must post a notice approved by the Secretary of Labor explaining rights and responsibilities under FMLA. Additionally, employers must either include this general notice in employee handbooks or other written guidance to employees concerning benefits, or must distribute a copy of the notice to each new employee upon hiring.

When an employee requests FMLA leave or the employer acquires knowledge that leave may be for a FMLA purpose, the employer must notify the employee of his or her eligibility to take leave, including a reason for non-eligibility if the employee is determined not to be eligible. Such eligibility notice may be oral or written and should, generally, be given within five business days of the request for FMLA leave. Subsequent eligibility notice in the same 12-month leave period may be required when an employee's eligibility status changes. Employers also must inform employees of their rights and responsibilities under FMLA, including giving specific written information on what is required of the employee.

When the employer has enough information to determine that leave is being taken for an FMLA-qualifying reason, the employer must notify the employee that the leave is designated and will be counted as FMLA leave. The employer must designate leave that qualifies as **both** leave to care for a covered servicemember with a serious injury or illness **and** leave to care for a qualifying family member with a serious health condition as leave to care for a covered servicemember in the first instance. The designation notice must be in writing and, generally, must be given within five business days of the determination. An employer also must notify the employee of the number of hours, days, or weeks that will be counted against the employee's FMLA entitlement.

CERTIFICATION REQUIREMENTS

Employers may require that an employee's request for military family leave be supported by an appropriate certification. An employer may require that:

- leave for a qualifying exigency be supported by a copy of the covered military member's active duty orders and certification providing the appropriate facts related to the particular qualifying exigency for which leave is sought, including contact information if the leave involves meeting with a third party;
- leave to care for a covered servicemember with a serious injury or illness be supported by a certification completed by an authorized health care provider **or** by a copy of an Invitational Travel Order (ITO) or Invitational Travel Authorization (ITA) issued to any member of the covered servicemember's family.

Second and third opinions and recertification are not permitted for certification of a covered servicemember's serious injury or illness or of a qualifying exigency. An employer may use a health care provider, a human resource professional, a leave administrator, or a management official – but not the employee's direct supervisor – to authenticate or clarify a medical certification of a serious injury or illness, or an ITO or ITA. Additionally, an employer may contact the individual or entity named in a certification of leave for a qualifying exigency for purposes of verifying the existence and nature of the meeting.

UNLAWFUL ACTS

It is unlawful for any employer to interfere with, restrain, or deny the exercise of any right provided by FMLA. It is also unlawful for an employer to discharge or discriminate against any individual for opposing any practice, or because of involvement in any proceeding, related to FMLA.

ENFORCEMENT

The Wage and Hour Division investigates complaints. If violations cannot be satisfactorily resolved, the U.S. Department of Labor may bring action in court to compel compliance. Individuals may also be able to bring a private civil action against an employer for violations.

For additional information, visit our Wage and Hour Division Website: http://www.wagehour.dol.gov and/or call our toll-free information and helpline, available 8 a.m. to 5 p.m. in your time zone, 1-866-4USWAGE (1-866-487-9243).

This publication is for general information and is not to be considered in the same light as official statements of position contained in the regulations.

U.S. Department of Labor
Frances Perkins Building
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Washington, DC 20210

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Preventive Strategies and Positive Solutions for the Workplace

Growing Number of States Passing Family Military Leave Acts

July 30, 2007

With the continuing demands on the military Reserve and National Guard, a growing number of states have been passing Family Military Leave Acts giving soldiers' family members limited unpaid leave entitlements. In general, the acts allow the family members of active duty soldiers to take unpaid leave during periods leading up to or immediately following their family member's deployment and also during periods of leave while still on active duty. The new statutes vary, but employers should be cognizant of these new laws and prepared to adjust their leave procedures to comply. Currently, Illinois, Indiana, Maine, Minnesota, Nebraska, and New York have passed these laws.

Illinois

The Illinois Family Military Leave Act requires employers with 15 to 50 employees to provide up to 15 days of unpaid family military leave to the spouse or parent of a soldier called to military service lasting longer than 30 days. Employers with more than 50 employees must provide up to 30 days of unpaid leave. During the period of leave the employee's health benefits must be maintained at the expense of the employee. Additionally, the employer cannot take any adverse actions against the employee for exercising his or her rights under this act. The employer has some rights under this act, as well. The employee must provide the employer with 14 days of notice prior to taking 5 or more days of leave. Additionally, employees are not eligible for leave under this act unless they have exhausted all paid vacation, personal, or any other leave, except for sick or medical leave, that might be granted to the employee.

Indiana

The Indiana Military Family Leave Law went into effect July 1, 2007. Under this act, employers with 50 or more employees must provide 10 days of unpaid leave to the spouse, parent, grandparent, or sibling of the person who is ordered to active duty. To be eligible, the employee must have worked for the employer for the 12 months prior to the leave date, and must have worked at least 1,500 hours during those 12 months. Additionally, the employee can only take the leave during three periods: 1) the 30 days before active duty orders are in effect; 2) the 30 days following the termination of the person's active duty; or 3) while the person is still on active duty but is on leave. Additionally, the employer has the right to require verification from employees of their eligibility under this act, as well as 30 days' written notice of the requested leave, when it is possible. The employee's health benefits can continue during the leave period at the employee's expense. Finally, the employee must be restored to the same position or one of equal status when he or she has returned from leave.

Maine

The current Family Military Leave Law requires employers with 50 or more employees to provide up to 15 days of unpaid leave to the spouse, domestic partner, or parent of the person ordered to active duty for a period of 180 days or longer. The employee must have been working for the same employer for 12 months or longer and for a minimum of 1,250 hours during the previous 12 months. Employees currently are eligible to take leave under this act only during the 15 days immediately prior to deployment or during the 15 days immediately following deployment. An employee who requests leave for 5 days or longer must notify the employer in writing at least 14 days prior to the leave. Additionally, the employer has the right to require certification that the employee is in fact eligible for leave under this act. As of September 20, 2007, an amended Family Military Leave Law will become effective. The new law will make the Family Military Leave Law applicable to employers with 15 or more employees. Additionally, employees will be able to take leave not only during the 15 days prior to and following deployment, but also during periods when the person is on leave during active duty.

Minnesota

Employers must grant the parent, child, sibling, or spouse of a person killed or injured while on active duty in the military up to 10 days of unpaid leave. The employer has the right to require the employee to use any paid leave, except for sick or medical leave, prior to taking any unpaid leave under this act. The employee is required to give the employer only as much notice as is possible prior to taking the leave. Additionally, employers are required to provide up to 1 day unpaid leave for the parent, child, sibling, or spouse of the person ordered to or returning from active duty to attend the send-off ceremony or homecoming.

Nebraska

Employers in Nebraska with 15 to 50 employees are required to provide up to 15 days of unpaid family military leave to the parent or spouse of a person being called to active duty for longer than 179 days. Employers with more than 50 employees must provide up to 30 days of unpaid family military leave. To be eligible under this law, the employee must have worked for the employer for at least 12 months prior to the requested leave and must have worked for at least 1,250 hours during that time period. An employee who requests leave for longer than 5 days is required to give the employer at least 14 days' notice prior to the time the leave is going to begin. Additionally, employers are required to restore the employees to their original or equivalent positions when they return from their leave. While on leave, employees can continue to receive their health benefits at their own expense.

New York

When the New York Family Military Leave Law became effective in August of 2006, it was the first state to have a family military leave law requiring employers to provide unpaid time off to family members of those on active duty in the military. The law requires employers with 20 or more employees to provide the spouse of a person on active duty in a combat theater or zone of operations

up to 10 days of unpaid leave. Under the New York law, time off may only be taken while the person in the military is on leave from active duty. To be eligible for leave under this law, the employee must work for the employer from which leave is sought for at least 20 hours per week. This law does not require any minimum length of service for eligibility. Additionally, the employee is not required to give the employer notice prior to taking leave. Also, employers are not permitted to retaliate against employees taking this leave.

Jackson Lewis attorneys are available to answer inquiries regarding these new laws and assist employers in achieving compliance with their requirements.

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America's Newspapers

Senate looks at time off for spouse during leave

Olympian, The (WA) - Tuesday, February 19, 2008

Author: *Michael Gilbert, The News tribune*

There are few things as sacred for service members and their loved ones enduring a combat deployment as midtour leave.

Troops in Iraq and Afghanistan get up to 18 days of time out of the war zone. Most use the time to relax at home with their families.

The timing sometimes is unpredictable. Leaves are known to be postponed at the last minute because of the operational needs of the service member's unit. Flights out get diverted. But when the leave finally comes through, the last thing the spouse at home needs is trouble with the boss about getting time away from work.

That's the point of Senate Bill 6447, a measure being considered in Olympia that would require employers to give up to 15 days of unpaid leave to employees whose military spouses are home on leave from the war zone.

It's one of a couple dozen military and veterans-related bills still alive in the Legislature as lawmakers move toward today's cutoff deadline. Measures must pass out of the chamber in which they originated or they're considered dead for the session.

"It seems like a law that shouldn't even be necessary, but if it helps assure that people get their time off, that's one less thing to worry about," said Caedmon Cahill, a Seattle public defender whose husband, Leo, is a company commander with the 173rd Airborne Brigade in Afghanistan. "He's due home on leave in March."

Cahill heard from her mother-in-law about how other states had passed a similar law, and talking with a friend, learned about how she had to fight to get a mere two days off when her husband came home from Iraq.

"I realized Washington didn't have this law, and I was starting a new job at the time," Cahill said. "I thought this would make it easier for people to feel comfortable and safe in asking for the time off."

Cahill, a year out of law school, enlisted a friend who is a lobbyist, and the two drafted the bill - the Family Military Leave Act - at her kitchen table over a weekend. It cleared the Senate Government Operations & Elections Committee in late January and was waiting for a vote on the Senate floor.

The bill's sponsor, Sen. Steve Hobbs, a Lake Stevens Democrat and Army Iraq veteran, said he expects the measure will clear the Senate. No one spoke in opposition to the bill in committee.

"Our service members families gave pretty compelling testimony, and on top of that we have the 81st Brigade Combat Team getting ready to deploy," Hobbs said, referring to the Washington National Guard brigade that is expected to return to Iraq late this summer.

"This is really going to address their needs," he said.

Other bills

Other bills still alive include a number of technical fixes to correct the unforeseen complications that arise when state or local government employees are called up to full-time service in the National Guard or reserves. For instance, one would ensure that employees get credit toward their retirement, while another would see that they get paid on time, and another would extend military leaves of absence for government employees from 15 to 30 days.

There are also House and Senate bills to create a new state license plate for parents whose service-member children are killed in military service.

There are House and Senate versions of bills to protect the child-custody rights of service members when they're deployed overseas. The House passed a bill to allow service members who left high school before graduating in order to serve in Vietnam to receive their diplomas.

"They're definitely paying attention to veterans issues," said Heidi Audette, spokeswoman for the state Department of Veterans Affairs. "There are a lot of issues that are still moving, probably more than in past sessions."

More bills are still alive past the cutoff.

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Record Number: *story_20747347*
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The Oregon Biz Report - Business News from Oregon

Oregon Military Leave Act now in effect

August 9, 2009

BULLARD SMITH JERNSTEDT WILSON Bullard Smith Jernstedt Wilson
BULLARD eAlert

1. **Oregon Military Leave Act**
2. **Oregon Workplace Religious Freedom Act:**
3. **Annual Labor and Employment Law Briefing– 11/14/09:**

On June 25, 2009, the Oregon Military Family Leave Act went into effect, requiring all public, private, and not-for-profit employers of 25 or more employees in Oregon to provide up to 14 days of unpaid leave to "eligible" employees who are spouses of members of the armed forces during periods of military conflict. Click the following link to read the Bullard Alert describing the OMFLA in more detail: http://www.bullardlaw.com/Resources/BullardAlerts.html.

Oregon Workplace Religious Freedom Act:
Last week Governor Kulongoski signed the Oregon Workplace Religious Freedom Act, which goes into effect January 1, 2010. Among other things, absent "undue hardship" the Act prohibits an employer from "impos[ing] an occupational requirement that restricts the ability of an employee to wear religious clothing, to take time off for a holy day or to take time off to participate in a religious observance or practice." Further, the Act also requires that an employer permit an employee to use accrued "vacation leave, or other leave available to the employee, for the purpose of allowing the employee to engage in the religious observance or practices of the employee". While the Act applies to most workplaces, makes an exception for school districts, education service districts and public charter schools, which may prohibit teachers from wearing religious dress while engaged in the performance of duties as a teacher.

Annual Labor and Employment Law Briefing– October 14, 2009:
On October 14 we will be presenting our Annual Labor and Employment Law Briefing at the Oregon Convention Center. This continues our tradition of providing you with an annual update on current labor and employment law issues facing owners, executives, managers, in house counsel and human resources professionals, including review of recent case decisions, monitoring employee use of the internet and email, and employee wellness. Our guest speaker this year will be Brad Barton, a 1992 US Olympic Trials qualifier, master magician, and successful business person. MCLE and PHR credit is pending.

Registration: You may obtain more information about and register to attend the Annual Briefing by clicking on http://www.bullardlaw.com/Resources/SeminarsWorkshops.html or by contacting Coni Crone (503.248.1134 or ccrone@bullardlaw.com). We look forward to seeing you there.

At Your Service:
Please feel free to contact us with questions or for more information about the Oregon Military Family Leave Act, the Oregon Workplace Religious Freedom Act, or other developments affecting employment, labor relations and employee benefits. You may reach us anytime at 503/248-1134 or on the web at www.bullardlaw.com. Thank you.

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Lawyers Alliance *for* New York

Connecting lawyers, nonprofits, and communities

December 2007

New York Enacts the Military Spouse Leave Act

New York has become the first state to require employers[1] to grant unpaid leave to employees[2] that are spouses of service members, including members of the United States armed forces, national guard or reserves who have been deployed during a period of military conflict[3] to a combat zone. Section 202-i of the Labor Law (the "Act") mandates that employers must grant the spouse ten (10) days unpaid leave when the spouse serving in the military is on leave. An employer may not retaliate against an employee for requesting a leave of absence under the Act.

Where the Act can be found: NY Labor § 202-i.

When the Act became effective: The amendment is effective retroactive to August 16, 2006, the date Labor Law § 202-i was originally enacted.

Practice Guidelines: Employers must grant an employee's request for unpaid leave of absence if he or she: (i) works an average of twenty or more hours per week, regardless of length of employment; and (ii) has a spouse serving in the military who is on leave. An employer may not refuse a leave of absence due to potential adverse effects resulting from the leave. Employees are not required to give advance notice of their intention to take leave under the Act. An employee's vacation days will be unaffected by the decision to take unpaid leave.

The Act only applies to spouses, rather than family members or significant others of military personnel. However, employers offering domestic partner benefits to their employees should consider whether to allow domestic partners of service members to also receive unpaid leave under the Act. Additionally, employers should consider including information regarding the Act in their personnel handbook and/or policy manuals.

This alert is meant to provide general information only, not legal advice. Please contact Angela Cheng at Lawyers Alliance for New York at (212) 219-1800 x 278 or visit our website www.lawyersalliance.org for further information.

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[1] Employer means a person or entity that employs twenty or more employees in at least one location and includes an individual, corporation, the state, county, town, city, school district, public authority or other governmental subdivision of any kind.

[2] Employee means a person who performs service for hire for an employer for an average of twenty or more hours per week but does not include an independent contractor.

[3] Period of Military Conflict means a period of war declared by the United States Congress or in which a member of a reserve component of the armed forces is ordered to active duty.

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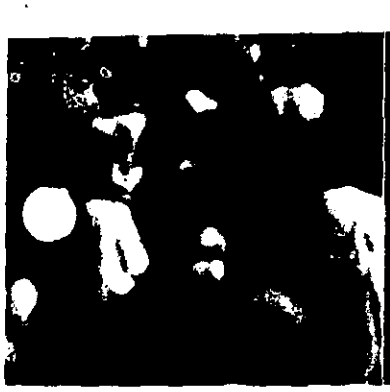

Employment Law Alert

Legal developments affecting human resource management

A publication of Nixon Peabody LLP

JULY 31, 2008

Rhode Island Military Family Relief Act Imposes New Leave Requirements on Large and Small Employers

By Neal J. McNamara and Jillian S. Folger-Hartwell

On June 23, 2008, Governor Carcieri signed into law the Rhode Island Military Family Relief Act, H.B. 7774, 2008 Leg. Sess. (R.I. 2008), S.B. 2760, 2008 Leg. Sess. (R.I. 2008) (to be codified at R.I. Gen. Laws §§ 30-33-1 et seq.)("Act"), which took effect immediately. This new leave law has important implications for Rhode Island employers, both small and large.

Under the Act, spouses or parents of individuals who are called to military service lasting longer than thirty (30) days may request family military leave. Businesses that employ between fifteen (15) and fifty (50) employees must provide up to fifteen (15) total days of leave to such an employee during the time the federal or state military orders are in effect. Employers who have more than fifty (50) employees must provide up to thirty (30) total days of family military leave.

This leave may be unpaid and may only be taken if the employee has exhausted all accrued vacation leave, personal leave, compensatory leave, or any other leave that may be granted to the employee, with the exception of sick or disability leave. In addition, if the leave will consist of five (5) consecutive workdays or more, at least fourteen (14) days' notice must be given to an employer. If the leave consists of less than five (5) consecutive days, the employee need only give as much advance notice as is "practicable." Employers may, however, require certification from the proper military authority to verify the employee's eligibility to take the requested family military leave.

During any family military leave, the employee must be permitted to continue their benefits at their own expense. The employer and employee, however, may negotiate for the employer to maintain benefits at the employer's expense for the duration of the leave. Upon return from leave, employees must be reinstated to the same position or a position with "equivalent seniority status, employee benefits, pay and other terms and conditions of employment."

The Act imposes several new requirements on employers. First, although businesses that employ fewer than fifty (50) employees are not required to provide leave under the Family and Medical Leave Act of 1993, 29 U.S.C. §§ 2601 et seq. (2008), or the Rhode Island Parental and Family Medical Leave Act ("RIPFMLA"), R.I. Gen. Laws §§ 28-48-1 et seq. (2008), businesses with as few as fifteen (15) employees are subject to the new Act's provisions. In addition, unlike the leave provisions of the FMLA and the RIPFMLA, an employee need not provide any reason for leave under the Act, but

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ATTORNEYS AT LAW

need only show that his or her spouse or child has been called to military service lasting longer than thirty (30) days. Moreover, unlike leave provided under the FMLA and/or RIPFMLA, an employee's eligibility for leave is not measured based on the number of days the employee has taken in a calendar year; rather, the employee is entitled to this leave "during the time the federal or state orders are in effect." Thus, an employee may be eligible for family military leave under the Act, even if he or she has exhausted his or her allotted FMLA or RIPFMLA leave time.

Like the FMLA and the RIPFMLA, the Act provides that an employee must be reinstated to the same or a similar position upon his or her return from leave. Thus, employers may need to fill some positions temporarily for up to thirty (30) days. In addition, the Act appears to contemplate, and certainly does not prohibit, that this leave may be taken intermittently. Thus, an employer could be faced with numerous absences of varying lengths during the time the employee's family member has active orders. Moreover, the Act's provision that benefits may be continued at the employee's expense has little practical value for an employer because the amount of leave time permitted under the Act amounts to no more than a total of thirty (30) days. It would likely be administratively cumbersome for an employer to attempt to have an employee pay for his or her benefits during such short periods of leave time.

Ultimately, employers who previously believed they were not required to comply with federal and state family leave laws because they have fewer than fifty (50) employees, may need to update or develop leave policies based on the Act's provisions. In addition, larger employers will need to review and update their leave policies to ensure their existing policies comply with the Act.

For more information on this or any other labor or employment law matter, please contact your regular Nixon Peabody attorney or:

- Neal J. McNamara at 401-454-1019 or nmcnamara@nixonpeabody.com
- Jillian S. Folger-Hartwell at 401-454-1046 or jfolgerhartwell@nixonpeabody.com

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Family Military Leave Act

LB 497 was passed by the Legislature, signed by the Governor and went into effect on April 5, 2007. Family Military Leave is leave requested by an employee who is the spouse or parent of a person called to military service lasting 179 days or longer, with the State or United States pursuant to the orders of the Governor or President of the United States.

Covered employers: If the employer employs between 15 and 50 employees, the employer shall provide up to 15 work days of unpaid leave. If the employer employs more than 50 employees, the employer shall provide up to 30 work days of unpaid leave. The State employs more than 50 employees, so employees may request up to 30 work days of leave. The number of days granted are at the discretion of the employer.

Eligible Employee: An eligible employee has been employed by the same covered employer for at least 12 months and has been employed for at least 1250 hours during that 12 month period immediately preceding the commencement of leave. Employee is the spouse or parent of a person called to military service lasting 179 calendar days or longer.

Notice: The employee shall give at least 14 calendar days of notice of taking leave if the leave will consist of five or more consecutive work days.

Employee Rights: When the leave ends, the employee must be restored to the position previously held or to a position with equivalent seniority status, benefits, pay, etc., except when the employer proves the employee is not restored due to reasons unrelated to taking leave.

The employee may continue benefits, during leave, at the employee's expense. The employee's service date will be adjusted after 14 calendar days of unpaid leave.

The Act provides that the employee may negotiate with the employer, for the employer to maintain benefits at the employer's expense during the leave period. As the State had concluded collective bargaining when this Act was passed, for the purpose of benefits, employees taking Family Military Leave will be treated the same as other employees taking non-Family Medical Leave Act unpaid leave. The State contribution to health insurance will continue for the first nine work days of the leave. Taking Family Military Leave shall not result in the loss of benefits accrued before the leave started (treated similar to a leave of absence).

For Additional Information Contact the DAS Employee Relations Division (William J. Wood 402-471-4106; Jeannie O'Meara 402-471-8292; or Gail Brolliar 402-471-4104.)

Public Act 094-0589

Bill Status Printer-Friendly Version PDF

Public Act 094-0589

SB1627 Enrolled LRB094 10133 RXD 40395 b

AN ACT concerning employment.

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. Short title. This Act may be cited as the Family Military Leave Act.

Section 5. Definitions. In this Act:

"Employee" means any person who may be permitted, required, or directed by an employer in consideration of direct or indirect gain or profit to engage in any employment. "Employee" does include an independent contractor. "Employee" includes an employee of a covered employer who has been employed by the same employer for at least 12 months, and has been employed for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave.

"Employee benefits" means all benefits, other than salary and wages, provided or made available to employees by an employer and includes group life insurance, health insurance, disability insurance and pensions, regardless of whether benefits are provided by a policy or practice of an employer.

"Employer" means (1) any person, partnership, corporation, association, or other business entity; and (2) the State of Illinois, municipalities and other units of local government.

"Family military leave" means leave requested by an employee who is the spouse or parent of a person called to military service lasting longer than 30 days with the State or United States pursuant to the orders of the Governor or the President of the United States.

Section 10. Family Military Leave Requirement.

(a) Any employer, as defined in Section 5 of this Act, that employs between 15 and 50 employees shall provide up to 15 days of unpaid family military leave to an employee during the time federal or State deployment orders are in effect, subject to the conditions set forth in this Section. Family military leave granted under this Act may consist of unpaid leave.

(b) An employer, as defined in Section 5 of this Act, that employs more than 50 employees shall provide up to 30 days of unpaid family military leave to an employee during the time

federal or State deployment orders are in effect, subject to the conditions set forth in this Section. Family military leave granted under this Act may consist of unpaid leave.

(c) The employee shall give at least 14 days notice of the intended date upon which the family military leave will commence if leave will consist of 5 or more consecutive work days. Where able, the employee shall consult with the employer to schedule the leave so as to not unduly disrupt the operations of the employer. Employees taking military family leave for less than 5 consecutive days shall give the employer advanced notice as is practicable. The employer may require certification from the proper military authority to verify the employee's eligibility for the family military leave requested.

(d) An employee shall not take leave as provided under this Act unless he or she has exhausted all accrued vacation leave, personal leave, compensatory leave, and any other leave that may be granted to the employee, except sick leave and disability leave.

Section 15. Employee benefits protection.

(a) Any employee who exercises the right to family military leave under this Act, upon expiration of the leave, shall be entitled to be restored by the employer to the position held by the employee when the leave commenced or to a position with equivalent seniority status, employee benefits, pay and other terms and conditions of employment. This Section does not apply if the employer proves that the employee was not restored as provided in this Section because of conditions unrelated to the employee's exercise of rights under this Act.

(b) During any family military leave taken under this Act, the employer shall make it possible for employees to continue their benefits at the employee's expense. The employer and employee may negotiate for the employer to maintain benefits at the employer's expense for the duration of the leave.

Section 20. Effect on existing employee benefits.

(a) Taking family military leave under this Act shall not result in the loss of any employee benefit accrued before the date on which the leave commenced.

(b) Nothing in this Act shall be construed to affect an employer's obligation to comply with any collective bargaining agreement or employee benefit plan that provides greater leave rights to employees than the rights provided under this Act.

(c) The family military leave rights provided under this Act shall not be diminished by any collective bargaining agreement or employee benefit plan.

(d) Nothing in this Act shall be construed to affect or diminish the contract rights or seniority status of any other employee of any employer covered under this Act.

Section 25. Prohibited acts.

(a) An employer shall not interfere with, restrain, or deny the exercise or the attempt to exercise any right provided under this Act.

(b) An employer shall not discharge, fine, suspend, expel, discipline or in any other manner discriminate against any employee that exercises any right provided under this Act.

(c) An employer shall not discharge, fine, suspend, expel, discipline or in any other manner discriminate against any employee for opposing any practice made unlawful by this Act.

Section 30. Enforcement. A civil action may be brought in the circuit court having jurisdiction by an employee to enforce this Act. The circuit court may enjoin any act or practice that violates or may violate this Act and may order any other equitable relief that is necessary and appropriate to redress the violation or to enforce this Act.

Section 99. Effective date. This Act takes effect upon becoming law.

Effective Date: 8/15/2005

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America's Newspapers

Various military leave laws

Monterey County Herald, The (CA) - Friday, December 4, 2009

Author: *Jacqueline McManus Workplace Law*

Q I have a fairly large company in Salinas, and I am revising the leave policies in our employee handbook. I am confused about the array of military-related leave laws.

I fully support our troops and want to provide time off as required by law, but I am having a hard time keeping track of the various military-related leaves.

A: It is prudent to review your handbook every few years to update it with new laws, and this year is no exception.

Leave laws are complicated, and the expansion of military-related leaves in the past few years present some challenges for employers.

The military leave laws to be aware of include:

California's new Military Leave Law. On Jan. 1, a new leave law will go into effect in California. The law is Assembly Bill 485, which creates the "Civil Air Patrol: California Wing: Employment Leave."

Under this law, employers are required to provide at least 10 days of unpaid leave per year to employees who are volunteer members of the California Wing of the Civil Air Patrol (the civilian auxiliary of the Air Force).

Employees are eligible if they have been employed 90 days or more at the time they are called to respond to "an emergency operational mission."

This law applies to companies with more than 15 employees. Eligible employees may take this leave in addition to any other leave benefits available.

Upon expiration of the Civil Air Patrol leave, employers are required to restore the employee to the position held when the leave began or to an equivalent position.

California Leave for Spouse or Registered Domestic Partner of Qualified Service member: This leave permits eligible employees to take up to 10 days unpaid leave during the time the employee's spouse or registered domestic partner is on leave from deployment during a period of military conflict.

To be eligible, the employee must be the spouse or registered domestic partner of a member of the U.S. Armed Forces who has been deployed during a period of military conflict to an area designated as a combat theater or combat zone by the president; or a member of the National Guard or Reserves who has been deployed during a period of military conflict.

Employees who work an average of 20 or more hours per week are eligible for this leave.

Federal Family Medical Leave Act (FMLA): The FMLA applies to employers with 50 or more employees.

To qualify for FMLA leave, the employee must have worked for the employer at least one full year (52 weeks). The employee must also have worked at least 1,250 hours during the 12-month period immediately before the leave would begin.

The FMLA provides two types of military leaves:

* Military caregiver leave: Eligible employees may take up to 26 weeks unpaid leave in a single 12-month period to care for a covered service member.

A covered service member is the employee's spouse, child, parent or next of kin (nearest blood relative) who is a member of the U.S. Armed Forces (including the National Guard or Reserve), who is undergoing medical treatment for a serious injury or illness that occurred any time during the five years preceding the date of treatment, or who is temporarily disabled because of a serious injury or illness incurred in the line of active duty.

This leave is measured from the first day an employee takes leave. Employee health insurance and other benefits must continue for the entire leave period, up to 26 weeks.

* Qualifying exigency leave: An employee may take up to 12 weeks unpaid leave for one of eight defined nonmedical "qualifying exigencies" arising out of the fact that the employee's parent, child (including an adult child) or spouse is on active duty or is called to active duty in the U.S. Armed Forces, National Guard or Reserves.

Federal and state military leave. Employees who serve in U.S. military organizations or state militia groups may take unpaid leave to fulfill their service obligations. Upon completion of their service, eligible employees are entitled to reinstatement to their position, or to an equivalent position.

When an employee requests leave, it is important to determine if the employee is eligible for leave, and then determine how many leave days the employee is qualified to take.

Jacqueline McManus is a lawyer with the Fenton & Keller law firm in Monterey. This column is intended to answer questions of general interest and should not be construed as legal advice. Mail queries to "Workplace Law," c/o The Monterey County Herald, P.O. Box 271, Monterey 93942.

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26-LS1489\A.3
Wayne
3/2/10

AMENDMENT

OFFERED IN THE HOUSE BY REPRESENTATIVE PETERSEN

TO: HB 347

Page 2, line 10:

Delete "not required to give advance"

Insert "required to give"

Page 2, line 11, following "section":

Insert "at least 48 hours in advance; however, if it is not practicable to give notice 48 or more hours in advance, the teacher shall given as much advance notice as is practicable"

Page 3, line 18:

Delete "not required to give advance"

Insert "required to give"

Page 3, line 19, following "section":

Insert "at least 48 hours in advance; however, if it is not practicable to give notice 48 or more hours in advance, the employee shall give as much advance notice as is practicable"

Page 5, line 9:

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Page 1, line 13, following "teacher":

Insert "who is employed by an employer that employs any combination of 20 or more full-time, part-time, and temporary employees"

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HB 350

Alaska State Legislature

Rep. Cathy Muñoz, Vice-Chair
Rep. Wes Keller
Rep. Bob Buch

Rep. Peggy Wilson
Rep. Bryce Edgmon
Rep. Berta Gardner

Rep. Paul Seaton, Chairman
HOUSE EDUCATION COMMITTEE

HB 350
Sponsor Statement
Required Local Effort – Uniform Mill Rate

HB 350 brings uniformity back into Alaska's public school funding formula's calculation of required local effort. It will continue a benefit of counting only half the assessed valuation growth over the previous year. This recognizes for one year the increased infrastructure burden experienced by areas undergoing economic growth.

Legislation enacted in 2001changed the funding formula to require that only half of the increased current year's property value over the base year's value be counted. However it added this to a fixed year (FY 99) to determine the property value for the purposes of calculating required local effort for education. Use of a fixed base year instead of the previous year to calculate full and true value and local effort contribution has lead to a growing disparity between districts.

HB 350 will address this problem by requiring the local contribution of a city or borough school district to be derived from a uniform rate of a 2.7 mill tax levy on the full and true value of the taxable property in the district as of January 1 of the second preceding fiscal year plus 50% of the increase in value to the following year.

Under the current formula, areas with growing populations are given an ever greater tax break than stable areas. Districts containing older communities are therefore required to pay higher taxes than expanding districts. HB 350 will apply an even method of taxation, one that is proportionally fair and economically sustainable. It has set a uniform mill rate at the lowest current rate so no municipality will have to pay more than its current local tax mill rate.

State Capitol, Room 102 Juneau, AK 9980 - Phone: 465-3923 - Fax: 465-3472 - Toll Free (800) 665-2689
Representative_Paul_Seaton@legis.state.ak.us

My name is George Troxel and I am Superintendent of the Matanuska Susitna Borough School District.

House Bill 350 reduces the revenue available to the Mat Su School District without increasing local taxes, and furthermore, that impact is exponential over coming years. I don't support HB 350 for that reason. The Mat-Su school District is experiencing financial hardships due to the general nature of expenses rising faster than revenues in these times. Given this scenario, the Mat-Su and two other Districts in the state are singled out by HB 350 to get a double whammy in the arena of revenue shortfalls.

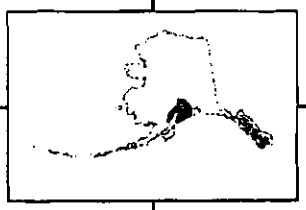
The Mat-Su School District has a growing enrollment, over 800 students in the last three years. The District did realize revenue enhancements generated by the growth. Revenue increases received because of increased enrollment take care of day-to-day expenses but not the expenses of more general support and infrastructure, such as buildings, grounds, furnishings, and equipment.

In the past 10 years as many new schools have been opened in the Valley. The opening of new schools has tremendous impact on annual budgets. In The Mat-Su we plan approximately a million dollars above the usual annual operating costs for that first year a school is open. Growth in the Valley is a good thing for the State of Alaska, growth has its costs, and while the Valley appreciates the State's support in handling this growth that help is also an expectation for which the state as a whole realizes dividends.

New schools are needed in the Valley. These new schools will further stress the property owners capacity to keep up with increasing demand for more tax dollars to build these schools. The District currently uses 61 portable buildings for classrooms. These house close to 2000 student full time equivalents. Bonds will need to be passed in the near future that will rely on subsequent tax increases to construct these needed schools.

House Bill 350 ultimately puts the askance for more dollars from property owners in the Mat-Su. The valley is not a home to major or great amounts of industry. Many of our taxpayers are those who can least afford more and more property tax increases. Median incomes for most who work in the Valley are on the low end of the scale. Multiply that by the fact that a sizable percentage of gross property value in the Valley is not a result of newly developed property resulting from growth, but rising property tax assessments on existing property. When higher tax assessments come about because of increased value of a property, the long term property owners become victims. Just because a property's value increases it does not follow that a property owner's ability to pay more in taxes increases.

All of us are in dire budgetary circumstances with more and more challenges. This is not the time to change formulas for funding where anyone loses while others are experiencing substantial gains.



KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Assistant Superintendent
Dave Jones
148 North Binkley Street Soldotna, Alaska 99669
Phone (907) 714-8888 Fax (907) 262-5867
Email djones2@kpbsd.k12.ak.us

3/3/2010

The Honorable Paul Seaton

House of Representatives

Alaska State Capitol

Juneau, Alaska 99801-1182

Dear Representative Seaton:

I am writing to you in regards to HB 350. The Kenai Peninsula Borough School Board discussed HB 350 in detail at their meeting on Monday night, March 1, 2010.

The Board recognized that the 2001 change in property valuation used in the state foundation formula has created a disparity in the amount of local effort in mill levy equivalents for school districts across the state. The Board is concerned that this disparity has created a serious equity issue for education in Alaska. HB 350 would resolve the equity issue and put all districts and taxpayers across the state back on even ground.

The Kenai Peninsula Borough has historically funded schools to the local maximum amount allowed by law. With the state funding increases that have occurred over the last few years, the local maximum amount allowed has increased significantly and the local taxpayers have continued to support their schools by increasing funding to meet the maximum amount allowed. However, the recent economic downturn has made it more difficult for local taxpayers to maintain the maximum effort. HB 350 would lower the local maximum amount allowed. This would provide local taxpayer relief while at the same time not causing an overall revenue loss to the district.

The Kenai Peninsula Borough School District fully supports the passage of HB 350.

Please let me know if you have any questions or need further information in regard to this matter.

Sincerely,

Dave Jones
Assistant Superintendent
KPBSD

Ketchikan Gateway Borough
1900 1st Avenue, Ketchikan, Alaska 99901 ♦ (907) 228-6625 Telephone ♦ (907) 228-6684 Fax

March 5, 2010

The Honorable Paul Seaton
Chairman, House Education Committee
State Capitol, Room 102
Juneau, AK 99801-1182

RE: House Bill No. 350 - Public School Funding: Local Contribution

Dear Representative Seaton:

Enclosed is a copy of Resolution Number 2224 of the Assembly of the Ketchikan Gateway Borough expressing *qualified* support for House Bill Number 350.

The Assembly favors provisions of the bill that would bring temporary and partial relief to the taxpayers of the Ketchikan Gateway Borough from the penalties and unfunded mandates imposed upon it by the State of Alaska with respect to education. However, there are elements of the bill that are of significant concern to the Assembly. In particular, these include the following:

- While the bill purports to promote uniformity in terms of required local contributions for schools, it only does so for little more than half of the districts in Alaska (31 of Alaska's 53 school districts, or 58 percent of districts); the bill completely ignores far greater disparities in terms of required local contributions among the remaining districts.
- After a projected period of seventeen years, House Bill Number 350 will increase penalties and unfunded mandates that the Ketchikan Gateway Borough would be obligated to pay thereafter.
- Several municipal governments would gain little or no fiscal relief from the bill. These include the Matanuska-Susitna Borough, City of Saint Mary's, City of Hoonah, Municipality of Anchorage, Kenai Peninsula Borough, Fairbanks North Star Borough, Denali Borough, and City and Borough of Sitka.

Resolution Number 2224 calls on elected State officials to make further efforts to repeal or mitigate AS 14.17.410(b)(2), the onerous and discriminatory State tax on municipalities that operate school districts. The resolution also urges elected State officials to address other disincentives relating to borough government.

Sincerely,

Dave Kiffer
Mayor

Enclosure: Resolution Number 2224

KETCHIKAN GATEWAY BOROUGH

RESOLUTION NO. 2224

A RESOLUTION OF THE ASSEMBLY OF THE KETCHIKAN GATEWAY BOROUGH EXPRESSING QUALIFIED SUPPORT FOR HOUSE BILL NUMBER 350 IN THE TWENTY-SIXTH ALASKA STATE LEGISLATURE, AND URGING ELECTED STATE OFFICIALS TO CONTINUE TO WORK TOWARD ELIMINATION OF BOTH INEQUITIES REGARDING RESPONSIBILITIES FOR LOCAL GOVERNMENT SERVICES AND BOROUGH INCORPORATION DISINCENTIVES

RECITALS

WHEREAS, AS 14.17.410(b)(2), in effect, imposes upon 31 of Alaska's 53 school districts a proportional annual tax or penalty in terms of State Aid for Education equivalent to 4 mills of the full and true value of taxable property within their respective boundaries as of January 1, 1999; and

WHEREAS, AS 14.17.510(c), in effect, imposes upon the same 31 school districts an additional proportional annual tax or penalty in terms of State Aid for Education equivalent to 2 mills of the increase in the full and true value of taxable property within their respective boundaries after January 1, 1999; and

WHEREAS, the blended mill-rate equivalent tax or penalty imposed on the 31 districts varies, as reflected below for Fiscal Year 2011, because of differing rates of growth of the full and true value after January 1, 1999 in each district; and

Matanuska-Susitna Borough: 2.66743 mills
City of Saint Mary's: 2.69597 mills
City of Hoonah: 2.71532 mills
Municipality of Anchorage: 2.89163 mills
Kenai Peninsula Borough: 2.99608 mills
Fairbanks North Star Borough: 3.01721 mills
Denali Borough: 3.06580 mills
City and Borough of Sitka: 3.07903 mills
Northwest Arctic Borough: 3.11826 mills
City and Borough of Juneau: 3.15047 mills
City of Hydaburg: 3.17170 mills
City of Galena: 3.18321 mills
City of Klawock: 3.20407 mills
Haines Borough: 3.20956 mills
City of Nome: 3.21953 mills
Aleutians East Borough: 3.24135 mills
City of Tanana: 3.30409 mills
City of Kake: 3.30939 mills
City and Borough of Yakutat: 3.32367 mills
City of Petersburg: 3.34583 mills
Ketchikan Gateway Borough: 3.35181 mills
City of Nenana: 3.38617 mills
Kodiak Island Borough: 3.45415 mills
City of Cordova: 3.47197 mills
City of Unalaska: 3.50810 mills
Wrangell Borough: 3.59132 mills
City of Dillingham: 3.65271 mills
Bristol Bay Borough: 3.72863 mills
City of Pelican: 3.79851 mills
Lake & Peninsula Borough: 3.88863 mills
City of Craig: 3.95580 mills

WHEREAS, the State House Education Committee of the Twenty-Sixth Alaska State Legislature introduced House Bill Number 350 amending AS 14.17.410(b)(2) to reduce the tax or penalty from 4 mills to 2.7 mills; but also amending AS 14.17.510(c) to raise the effective tax or penalty on increases in property values after January 1, 1999 from 2 mills to 2.7 mills (except for increases in the single most recent year, which would be taxed or penalized at 2 mills); and

WHEREAS, House Bill Number 350 would provide a measure of *temporary* relief in terms of the taxes and penalties imposed by AS 14.17.410(b)(2) and AS 14.17.510(c) on the Ketchikan Gateway Borough and many other city and borough school districts; however, that relief would diminish and be gradually replaced with even greater tax or penalty burdens over time as the value of taxable property increases (at the rate of growth in the value of taxable property in the Ketchikan Gateway Borough from 1999 to 2009, the benefit to the Ketchikan Gateway Borough from House Bill Number 350 would end around Fiscal Year 2027); and

WHEREAS, House Bill Number 350 will provide no temporary relief for municipal school districts whose blended mill-rate equivalent tax or penalty is currently at or near 2.7 mills (i.e., Matanuska-Susitna Borough; City of Saint Mary's and City of Hoonah), and will provide little temporary relief for a number of other districts whose blended mill-rate equivalent tax or penalty is currently slightly above 2.7 mills (e.g., Municipality of Anchorage, Kenai Peninsula Borough, Fairbanks North Star Borough, Denali Borough, and City and Borough of Sitka); those 8 districts will immediately or soon suffer greater taxes and penalties; and

WHEREAS, House Bill Number 350 would provide for greater uniformity in terms of the tax or penalty imposed by AS 14.17.410(b)(2) and AS 14.17.510(c) among the 31 districts listed above; however, the legislation does nothing to address far more glaring disparities among 22 other school districts in Alaska; and

WHEREAS, AS 14.17.410(b)(2) and AS 14.17.510(c) have a regressive element in that the annual tax or penalty is capped at 45 percent of basic need, which, in effect, results in lower mill-rate equivalent taxes or penalties for three municipal districts with higher per capita property tax bases, as reflected below, for Fiscal Year 2011:

North Slope Borough: 0.76020 mills
City of Valdez: 1.40990 mills
Municipality of Skagway: 1.99240 mills.

WHEREAS, AS 14.17.410(b)(2) and AS 14.17.510(c) impose no tax or penalty on the 19 districts (regional educational attendance areas or REAAs) as reflected below:

Alaska Gateway REAA
Aleutian Region REAA
Annette Island REAA
Bering Strait REAA
Chatham REAA
Chugach REAA
Copper River REAA
Delta/Greely REAA
Iditarod Area REAA
Kashunamiut REAA
Kuspuk REAA
Lower Kuskokwim REAA
Lower Yukon REAA
Pribilof REAA
Southeast Island REAA
Southwest Region REAA
Yukon Flats REAA
Yukon/Koyukuk REAA
Yupiit REAA

WHEREAS, since REAAs are not subject to the tax and penalty provisions of AS 14.17.410(b)(2) and AS 14.17.510(c), it is often incorrectly presumed that all REAAs are poor areas of Alaska that cannot afford to operate municipal school districts, while the 18 organized boroughs and 16 city governments that

operate municipal school districts are all relatively prosperous; in fact some REAAs are prosperous and many municipal school districts encompass economically "distressed" communities (as defined by the Alaska Department of Labor and Workforce Development); moreover, the proportional character of the taxes or penalties imposed by AS 14.17.410(b)(2) and AS 14.17.510(c) ensures that the burden imposed is directly in proportion to property values within the district; and

WHEREAS, the 1963 Alaska State Legislature passed, and Governor Egan signed into law, the "Mandatory Borough Act" (Chapter 52, SLA 1963), dictating that certain regions of Alaska – those encompassing Ketchikan, Juneau, Sitka, Kodiak Island, Kenai Peninsula, Anchorage, the Matanuska-Susitna valleys, and Fairbanks – form organized boroughs by January 1, 1964; and

WHEREAS, Section 1 of the Mandatory Borough Act promised that, "No area incorporated as an organized borough shall be deprived of state services, revenues, or assistance or be otherwise penalized because of incorporation;" and

WHEREAS, key State agencies have acknowledged that "contrary to the express intent of the 1963 Mandatory Borough Act, organized boroughs are being severely deprived of State services, revenues, or assistance and are being penalized because of incorporation" (See: *School Consolidation – Public Policy Considerations and a Review of Opportunities for Consolidation,* p. 54, February 2004, Department of Education and Early Development, Local Boundary Commission, with assistance by the Department of Commerce, Community and Economic Development); and

WHEREAS, the most fiscally onerous of the penalties imposed by the State of Alaska on boroughs is the "required local contribution" for schools dictated by AS 14.17.410(b)(2) and AS 14.17.510(c), which agencies have characterized as a State tax and which, under current law, will reduce FY 2011 State education funding to the Ketchikan Gateway Borough by $5,385,848; and

WHEREAS, Article I, Section 1 of the Constitution of the State of Alaska prescribes that "all persons are equal and entitled to equal rights, opportunities, and protection under the law; and that all persons have corresponding obligations to the people and to the State;" and

WHEREAS, Article X, Section 1 of Alaska's Constitution encourages the creation of borough governments (*See Mobil Oil Corporation v. Local Boundary Commission,* 518 P.2d 92, 101 (Alaska 1974)); yet, after more than 50 years of statehood, approximately 60 percent of the geographic area of Alaska lies outside organized boroughs; and

WHEREAS, multiple studies in the post-mandatory-borough era have indicated that the biggest deterrent to voluntary formation of boroughs is the financial penalties that result; the late Jay Hammond expressed the matter well when he wrote in *Tales of Alaska's Bush Rat Governor,* (page 149), that "Attractive enough on paper, in practice, the organized borough concept had little appeal to most communities. After all, why should they tax themselves to pay for services received from the state, gratis?;" and

WHEREAS, former State Senator Gary Wilken, on August 28, 2007, observed as follows with respect to the State's policies about borough formation and equal treatment of Alaskans:

> In a recent filing, the State Attorney General's Office pointed out that "the fiscal resources, particularly the value of taxable property, of the proposed Deltana Borough [Delta Greely

REAA] would be the envy of most organized boroughs in Alaska. . . .

Given the remarkable fiscal capacity of the region, the action by Deltana voters [by which 90.6% of the voters rejected a proposal to incorporate] shines a glaring spotlight on the State's long-standing irrational public policy regarding the extension of borough government in Alaska. The framework of government for our nation and our state rests on the fundamental principles that all people are treated equally and fairly and that all persons have corresponding obligations to the people and to the State. (Alaska Constitution, Article I, Section 1.) Regrettably, those principles have not carried forward . . . .

NOW, THEREFORE, IN CONSIDERATION OF THE ABOVE FACTS, IT IS RESOLVED BY THE ASSEMBLY OF THE KETCHIKAN GATEWAY BOROUGH, ALASKA as follows:

Section 1. The Ketchikan Gateway Borough Assembly hereby expresses its qualified endorsement of House Bill Number 350. The Assembly favors the measure largely because it can be reasonably expected to provide long overdue fiscal relief for the taxpayers of the Ketchikan Gateway Borough for the next seventeen years or so. However, the Assembly is concerned that some other municipal districts are afforded little or no immediate relief and, in the long-term, House Bill Number 350 will increase taxes or penalties on the Ketchikan Gateway Borough and most other municipal school districts.

Section 2. The Ketchikan Gateway Borough Assembly urges elected officials of the State of Alaska to recognize that House Bill Number 350 does not resolve the inequities regarding funding for education in Alaska. The Governor and legislators are urged to promote legislation to repeal or mitigate AS 14.17.410(b)(2), the onerous and discriminatory State tax on municipalities that operate school districts.

Section 3. The Ketchikan Gateway Borough Assembly urges elected officials of the State of Alaska to address other disincentives to borough incorporation.

Section 4. A copy of this resolution shall be provided to:

- The Honorable Sean Parnell, Governor;
- The Honorable Bert Stedman, Co-Chair of the Senate Finance Committee and State Senator, District A;
- The Honorable Kyle Johansen, House Majority Leader and State Representative, District 1;
- The Honorable Paul Seaton, Chairman, House Education Committee
- The Honorable Cathy Muñoz, Vice-Chair, House Education Committee
- The Honorable Peggy Wilson, Member, House Education Committee
- The Honorable Wes Keller, Member, House Education Committee
- The Honorable Bryce Edgmon, , Member, House Education Committee
- The Honorable Bob Buch, Member, House Education Committee
- The Honorable Berta Gardner, Member, House Education Committee
- The Honorable Emil Notti, Commissioner, Department of Commerce, Community, and Economic Development; and
- The Honorable Larry LeDoux, Commissioner, Dept. of Education and Early Development.

Section 5. This resolution is effective upon adoption.

ADOPTED this 1st day of March, 2010.

Dave Kiffer, Borough Mayor

ATTEST:

Kacie Paxton, Borough Clerk

Approved as to form:

Scott A. Brandt-Erichsen, Borough Attorney

EFFECTIVE DATE:	MARCH 1, 2010		
ROLL CALL	YES	NO	ABSENT
Moran	√		
Harrington	√		
Painter	√		
Phillips	√		
Salazar	√		
Shoemaker	√		
Thompson	√		
Mayor (tie votes only)			
4 AFFIRMATIVE VOTES REQUIRED FOR PASSAGE			

Department of Education and Early Development
Updated 10/22/09
Effects of SB174 on AS 14.17.410(b)(2)

STATE COST

Prepared by School Finance

District	FY02 Increased State Aid	FY03 Increased State Aid	FY04 Increased State Aid	FY05 Increased State Aid	FY06 Increased State Aid	FY07 Increased State Aid	FY08 Increased State Aid	FY09 Increased State Aid	Preliminary FY10 Increased State Aid	Projected FY11 Increased State Aid	CUMULATIVE STATE AID
Alaska Gateway	-	-	-	-	-	-	-	-	-	-	-
Aleutian Region	-	-	-	-	-	-	-	-	-	-	-
Aleutians East Borough	489	-	-	-	-	-	8,839	38,623	62,434	118,469	**228,854**
Anchorage	1,827,538	5,201,483	7,085,229	11,107,435	13,980,346	18,833,077	26,345,651	34,838,625	38,501,977	38,935,812	**196,657,173**
Annette Island	-	-	-	-	-	-	-	-	-	-	-
Bering Strait	-	-	-	-	-	-	-	-	-	-	-
Bristol Bay Borough	-	-	-	-	-	-	-	-	-	65,948	**65,948**
Chatham	-	-	-	-	-	-	-	-	-	-	-
Chugach	-	-	-	-	-	-	-	-	-	-	-
Copper River	-	-	-	-	-	-	-	-	-	-	-
Cordova	16,964	34,234	23,774	36,420	48,108	23,725	754	63,592	94,609	118,606	**460,786**
Craig	-	405	-	-	-	-	-	3,655	-	4,667	**8,727**
Delta/Greely	-	-	-	-	-	-	-	-	-	-	-
Denali Borough	-	60,663	60,156	73,214	73,214	73,214	149,562	212,649	211,954	215,179	**1,129,805**
Dillingham	3,763	26,086	780	-	15,811	-	85,618	48,030	46,718	61,472	**288,277**
Fairbanks North Star Bo	252,784	612,396	944,033	1,409,216	2,386,892	3,489,580	5,105,813	7,005,004	8,274,493	9,109,331	**38,589,542**
Galena	121	20	427	1,210	1,210	1,210	4,982	8,374	23,684	24,828	**66,067**
Haines Borough	11,922	37,397	37,144	42,500	45,171	94,243	149,855	207,498	289,472	258,865	**1,174,067**
Hoonah	-	24,328	23,014	21,546	21,546	21,546	22,965	36,378	37,754	90,953	**300,029**
Hydaburg	-	493	88	-	-	-	942	1,136	1,503	11,626	**15,788**
Iditarod Area	-	-	-	-	-	-	-	-	-	-	-
Juneau Borough	276,478	703,573	780,055	881,946	1,211,564	2,056,725	3,510,783	3,723,469	3,841,730	3,682,973	**20,669,296**
Kake	-	-	280	2,476	2,476	2,476	3,230	3,840	5,349	19,055	**39,183**
Kashunamiut	-	-	-	-	-	-	-	-	-	-	-
Kenai Peninsula Borou	396,460	955,598	1,639,406	2,584,199	2,921,957	3,431,335	4,244,039	5,596,202	6,988,799	8,165,514	**36,923,509**
Ketchikan Gateway Bor	61,700	170,635	144,661	47,551	62,446	184,837	338,196	659,278	915,009	1,041,551	**3,625,865**
Klawock	-	-	-	-	-	-	4,515	4,906	8,707	42,668	**60,796**
Kodiak Island Borough	82,466	82,088	133,940	116,664	190,535	317,507	394,848	510,004	606,712	703,258	**3,138,022**
Kuspuk	-	-	-	-	-	-	-	-	-	-	-
Lake & Peninsula Boro	-	2,012	-	-	-	-	-	-	2,845	8,166	**13,023**
Lower Kuskokwim	-	-	-	-	-	-	-	-	-	-	-
Lower Yukon	-	-	-	-	-	-	-	-	-	-	-
Mat-Su Borough	554,203	978,270	1,485,659	2,270,976	3,731,858	6,139,250	9,056,429	11,202,265	11,436,170	11,898,626	**58,753,706**
Nenana	-	-	-	877	356	7,668	9,285	19,738	23,601	16,009	**77,534**
Nome	38,395	32,004	30,436	40,749	28,726	58,717	121,599	120,446	187,995	245,658	**904,724**
North Slope Borough	-	-	-	-	-	-	-	-	-	-	-
Northwest Arctic Borou	-	-	2,024	1,906	1,906	1,906	8,903	570,611	580,813	601,128	**1,769,198**
Pelican	663	-	-	2,961	3,660	2,695	-	29	-	2,754	**12,762**
Petersburg	20,751	29,850	-	11,096	60,678	116,348	73,391	113,165	172,270	237,056	**834,605**
Pribilof	-	-	-	-	-	-	-	-	-	-	-
Saint Marys	71	443	-	786	786	786	1,157	1,014	16,562	16,865	**38,470**
Sitka Borough	45,060	85,149	134,767	194,084	269,304	338,359	619,866	860,734	1,061,249	1,085,266	**4,693,838**
Skagway	-	-	-	-	-	-	-	-	-	-	-
Southeast Island	-	-	-	-	-	-	-	-	-	-	-
Southwest Region	-	-	-	-	-	-	-	-	-	-	-
Tanana	-	-	-	-	-	-	266	281	4,582	6,227	**11,356**
Unalaska	-	-	-	-	5,742	57,658	146,325	175,794	171,587	245,178	**802,284**
Valdez	-	-	-	-	-	-	-	-	-	-	-
Wrangell	4,884	37,019	1,871	-	550	744	-	-	32,874	76,034	**153,976**
Yakutat	530	5,586	24,739	17,118	19,774	15,539	17,648	51,355	54,806	45,267	**252,362**
Yukon Flats	-	-	-	-	-	-	-	-	-	-	-
Yukon/Koyukuk	-	-	-	-	-	-	-	-	-	-	-
Yupiit	-	-	-	-	-	-	-	-	-	-	-
Mt. Edgecumbe HS	-	-	-	-	-	-	-	-	-	-	-
TOTAL	**$3,595,242**	**$9,079,732**	**$12,552,486**	**$18,864,929**	**$25,084,616**	**$35,269,145**	**$50,425,461**	**$66,076,695**	**$73,656,258**	**$77,155,009**	**$371,759,573**

G:\DistSup\FoundationOther\Foundation History\Local Effort History\[FY02-11LocalEffortAssessed&educationWithMills-2Pager_10-22-09.xlsx]State Cost

Department of Education and Early Development
Local Effort in Mill Equivalents
Updated 10/22/09

MILL EQUIVALENT CHANGE

Prepared by School Finance

District	FY02	FY03	FY04	FY05	FY06	FY07	FY08	FY09	Prelim. FY10	Proj. FY11
Alaska Gateway	-	-	-	-	-	-	-	-	-	-
Aleutian Region	-	-	-	-	-	-	-	-	-	-
Aleutians East Borough	4.0	4.0	4.0	4.0	4.0	4.0	3.9	3.7	3.5	3.2
Anchorage	3.9	3.7	3.6	3.5	3.4	3.2	3.1	2.9	2.9	2.9
Annette Island	-	-	-	-	-	-	-	-	-	-
Bering Strait	-	-	-	-	-	-	-	-	-	-
Bristol Bay Borough	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.7
Chatham	-	-	-	-	-	-	-	-	-	-
Chugach	-	-	-	-	-	-	-	-	-	-
Copper River	-	-	-	-	-	-	-	-	-	-
Cordova	3.9	3.8	3.9	3.8	3.7	3.9	4.0	3.7	3.6	3.5
Craig	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
Delta/Greely	-	-	-	-	-	-	-	-	-	-
Denali Borough	4.0	3.6	3.6	3.5	3.5	3.5	3.2	3.1	3.1	3.1
Dillingham	4.0	3.8	4.0	4.0	3.9	4.0	3.5	3.7	3.7	3.7
Fairbanks North Star Borough	3.9	3.9	3.8	3.7	3.6	3.5	3.3	3.1	3.1	3.0
Galena	4.0	4.0	4.0	3.9	3.9	3.9	3.8	3.6	3.2	3.2
Haines Borough	3.9	3.8	3.8	3.8	3.8	3.6	3.5	3.3	3.2	3.2
Hoonah	4.0	3.4	3.4	3.4	3.4	3.4	3.4	3.2	3.1	2.7
Hydaburg	4.0	3.9	4.0	4.0	4.0	4.0	3.9	3.9	3.8	3.2
Iditarod Area	-	-	-	-	-	-	-	-	-	-
Juneau Borough	3.9	3.8	3.7	3.7	3.6	3.4	3.2	3.1	3.1	3.2
Kake	4.0	4.0	4.0	3.9	3.9	3.9	3.8	3.8	3.7	3.3
Kashunamiut	-	-	-	-	-	-	-	-	-	-
Kenai Peninsula Borough	3.9	3.8	3.7	3.5	3.5	3.4	3.3	3.2	3.1	3.0
Ketchikan Gateway Borough	3.9	3.9	3.9	4.0	3.9	3.8	3.7	3.5	3.4	3.4
Klawock	4.0	4.0	4.0	4.0	4.0	4.0	3.9	3.9	3.8	3.2
Kodiak Island Borough	3.9	3.9	3.9	3.9	3.8	3.7	3.7	3.6	3.5	3.5
Kuspuk	-	-	-	-	-	-	-	-	-	-
Lake & Peninsula Borough	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.9
Lower Kuskokwim	-	-	-	-	-	-	-	-	-	-
Lower Yukon	-	-	-	-	-	-	-	-	-	-
Mat-Su Borough	3.8	3.7	3.6	3.4	3.2	3.0	2.8	2.7	2.7	2.7
Nenana	4.0	4.0	4.0	4.0	4.0	3.7	3.6	3.3	3.2	3.4
Nome	3.8	3.8	3.9	3.8	3.9	3.7	3.5	3.5	3.3	3.2
North Slope Borough	-	-	-	-	-	-		-	-	-
Northwest Arctic Borough	4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.1	3.1	3.1
Pelican	3.9	4.0	4.0	3.8	3.7	3.8	4.0	4.0	4.0	3.8
Petersburg	3.9	3.9	4.0	4.0	3.8	3.6	3.7	3.6	3.5	3.3
Pribilof	-	-	-	-	-	-	-	-	-	-
Saint Marys	4.0	3.9	4.0	3.8	3.8	3.8	3.8	3.8	2.7	2.7
Sitka Borough	3.9	3.9	3.8	3.7	3.7	3.6	3.3	3.2	3.1	3.1
Skagway	-	-	-	-	-	-		-	-	-
Southeast Island	-	-	-	-	-	-	-	-	-	-
Southwest Region	-	-	-	-	-	-	-	-	-	-
Tanana	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.4	3.3
Unalaska	-	-	4.0	4.0	4.0	3.9	3.7	3.6	3.6	3.5
Valdez	-	-	-	-	-	-		-	-	-
Wrangell	4.0	3.8	4.0	4.0	4.0	4.0	4.0	4.0	3.8	3.6
Yakutat	4.0	3.9	3.6	3.7	3.6	3.7	3.7	3.3	3.2	3.3
Yukon Flats	-	-	-	-	-	-	-	-	-	-
Yukon/Koyukuk	-	-	-	-	-	-	-	-	-	-
Yupiit	-	-	-	-	-	-	-	-	-	-
Mt. Edgecumbe HS	-	-	-	-	-	-	-	-	-	-

G:\DistSup\FoundationOther\Foundation History\Local Effort History\[FY02-11LocalEffortAssessed&educationWithMills-2Pager_10-22-09.xlsx]SummaryMill Equivalent Change

FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

Fiscal Note Number:
Bill Version: **HB350**
() Publish Date:

Identifier (file name): HB350-EED-ESS-2-18-2010
Dept. Affected: Education & Early Development
Title "An Act relating to the local contribution to public school funding; and providing for an effective date."
RDU K-12 Support
Component Foundation Program
Sponsor House Education Committee
Requester House Education Committee
Component Number 141

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2011**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**
Personal Services							
Travel							
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims	21,271.4	0.0	2,518.6	2,518.6	2,518.6	2,518.6	2,518.6
Miscellaneous							
TOTAL OPERATING	**21,271.4**	**0.0**	**2,518.6**	**2,518.6**	**2,518.6**	**2,518.6**	**2,518.6**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES ( )							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	21,271.4	0.0	2,518.6	2,518.6	2,518.6	2,518.6	2,518.6
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**21,271.4**	**0.0**	**2,518.6**	**2,518.6**	**2,518.6**	**2,518.6**	**2,518.6**

Estimate of any current year (FY2010) cost:

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

This legislation would change AS 14.17.410(b)(2) Public school funding, by reducing the four mill tax levy rate to 2.7 mills when calculating the required local effort .

In addition, AS14.17.410(c) which currently provides for 50% of the annual increase in assessed value in a city or borough over the 1999 base year, would change so the current assessed value would be compared to the prior year assessed value.

Prepared by: Eddy Jeans, Director — Phone 465-8679
Division School Finance — Date/Time 2/18/10 12:00 AM
Approved by: Larry LeDoux, Commissioner — Date 2/18/2010

(Revised 10/13/2009 OMB)

District	FY 11 Current Required Local	Proposed 2.7 Mills Required Local	Increased State Aid based 2.7mills	Increased State Aid based 50% of Assessed Value over PY	TOTAL
Alaska Gateway	-	-	-	-	-
Aleutian Region	-	-	-	-	-
Aleutians East Borough	506,163	421,627	84,536	37,824	**122,360**
Anchorage	101,579,642	94,847,932	6,731,710	292,839	**7,024,549**
Annette Island	-	-	-	-	-
Bering Strait	-	-	-	-	-
Bristol Bay Borough	906,132	656,154	249,978	55,909	**305,887**
Chatham	-	-	-	-	-
Chugach	-	-	-	-	-
Copper River	-	-	-	-	-
Cordova	779,867	606,469	173,398	16,198	**189,596**
Craig	417,683	285,086	132,597	8,301	**140,898**
Delta/Greely	-	-	-	-	-
Denali Borough	706,159	621,903	84,256	2,177	**86,433**
Dillingham	646,546	477,912	168,634	9,959	**178,593**
Fairbanks North Star Borough	27,966,016	25,025,859	2,940,157	563,515	**3,503,672**
Galena	96,761	82,073	14,688	773	**15,461**
Haines Borough	1,051,112	884,234	166,878	-	**166,878**
Hoonah	192,240	191,155	1,085	35,909	**36,994**
Hydaburg	44,519	37,898	6,621	6,833	**13,454**
Iditarod Area	-	-	-	-	-
Juneau Borough	13,658,159	11,705,264	1,952,895	-	**1,952,895**
Kake	91,313	74,499	16,814	9,252	**26,066**
Kashunamiut	-	-	-	-	-
Kenai Peninsula Borough	24,369,165	21,960,908	2,408,257	794,282	**3,202,539**
Ketchikan Gateway Borough	5,385,848	4,338,494	1,047,354	85,416	**1,132,770**
Klawock	171,762	144,740	27,022	22,924	**49,946**
Kodiak Island Borough	4,450,199	3,478,584	971,615	65,169	**1,036,784**
Kuspuk	-	-	-	-	-
Lake & Peninsula Borough	285,129	197,974	87,155	3,592	**90,747**
Lower Kuskokwim	-	-	-	-	-
Lower Yukon	-	-	-	-	-
Mat-Su Borough	23,817,761	24,108,561	(290,800)	312,157	**21,357**
Nenana	88,314	70,418	17,896	-	**17,896**
Nome	1,013,362	849,839	163,523	38,922	**202,445**
North Slope Borough		-	-	-	-
Northwest Arctic Borough	2,125,871	1,840,724	285,147	13,712	**298,859**
Pelican	51,915	36,901	15,014	2,834	**17,848**
Petersburg	1,212,452	978,418	234,034	43,731	**277,765**
Pribilof	-	-	-	-	-
Saint Marys	34,867	34,919	(52)	204	**152**
Sitka Borough	3,628,338	3,181,683	446,655	16,212	**462,867**
Skagway	-	-	-	-	-
Southeast Island	-	-	-	-	-
Southwest Region	-	-	-	-	-
Tanana	29,563	24,158	5,405	1,110	**6,515**
Unalaska	1,748,550	1,345,766	402,784	49,674	**452,458**
Valdez	-	-	-	-	-
Wrangell	668,150	502,324	165,826	29,133	**194,959**
Yakutat	222,452	180,710	41,742	-	**41,742**
Yukon Flats	-	-	-	-	-
Yukon/Koyukuk	-	-	-	-	-
Yupiit	-	-	-	-	-
Mt. Edgecumbe High School	-	-	-	-	-
TOTAL	**217,946,010**	**199,193,186**	**18,752,824**	**2,518,561**	**21,271,385**

History of How Required Local Effort Works...

CRAIG
$100,000 assessed
value in 1988
$100,000 * 4mil = $400

...no growth →

CRAIG
$100,000 assessed
value in 1999
$100,000 * 4mil = $400

no change.... →

CRAIG
$100,000 assessed
value in 2008
$100,000 + (no increase since 1999) * 4mil = $400

→ Craig taxpayer are still paying
4 mil rate
for required local effort
OUCH!

SB174 sets 1999 as the base year.

Only 50% of growth after 1999
Counts for calculating local effort

Is it Fair?

KPB
$100,000 assessed
value in 1988
$100,000 * 4mil = $400

wow! Development - in property values →

KPB
$200,000 assessed
value in 1999
$200,000 * 4mil = $800

sigh..... →

KPB
$300,000 assessed
value in 2008
Formula: (1999 value)+(50% increase 1999-2FY ago)
* 4mil = $ req. local effort
(200,000 + $50,000) * 4mil = $1,000

→ Because municipalities only count half the growth after 1999, this effectively decreases the rate for KPB taxpayers in our model to the equivalent of a **3.3 mil rate by 2010.** It will keep decreasing as the area grows and property values increase

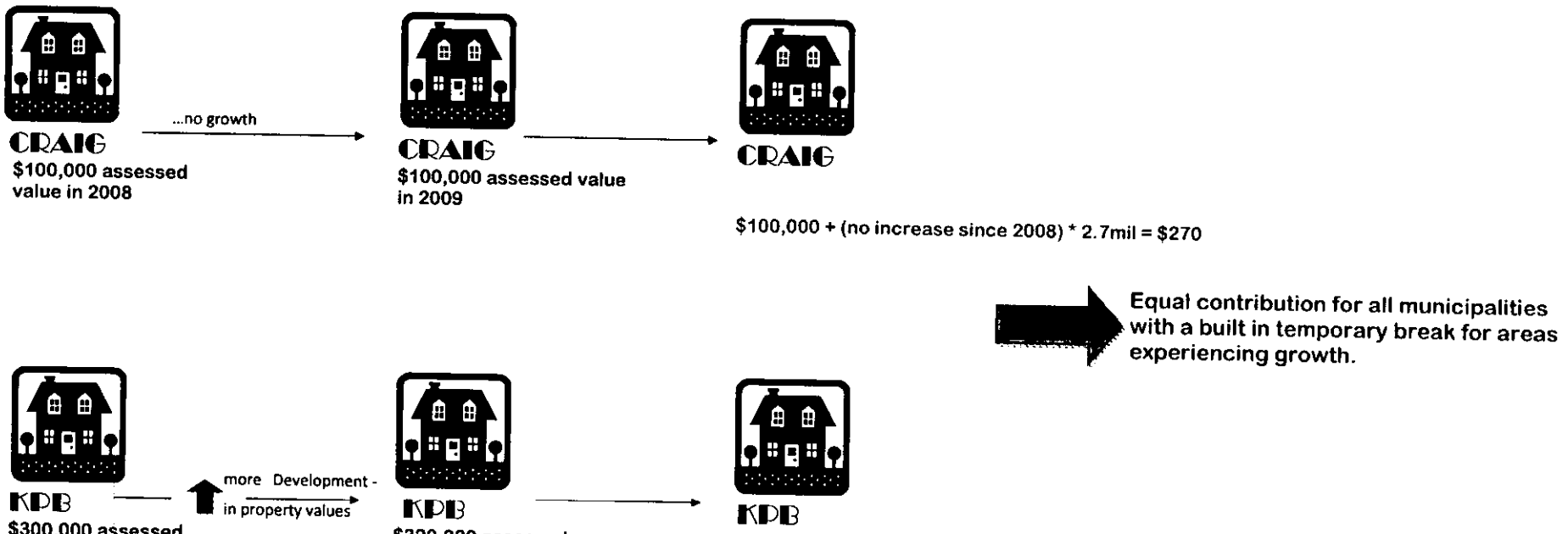
1990 **2001** July 1st **2001** **2010**

*examples of Craig and KPB are for illustrative purposes only and do not reflect actual shifts in property value or mil rates

Prepared by office of Rep. Seaton 2.19.2010 for HB350

Figure 1.

How Required Local Effort Works Under HB350...



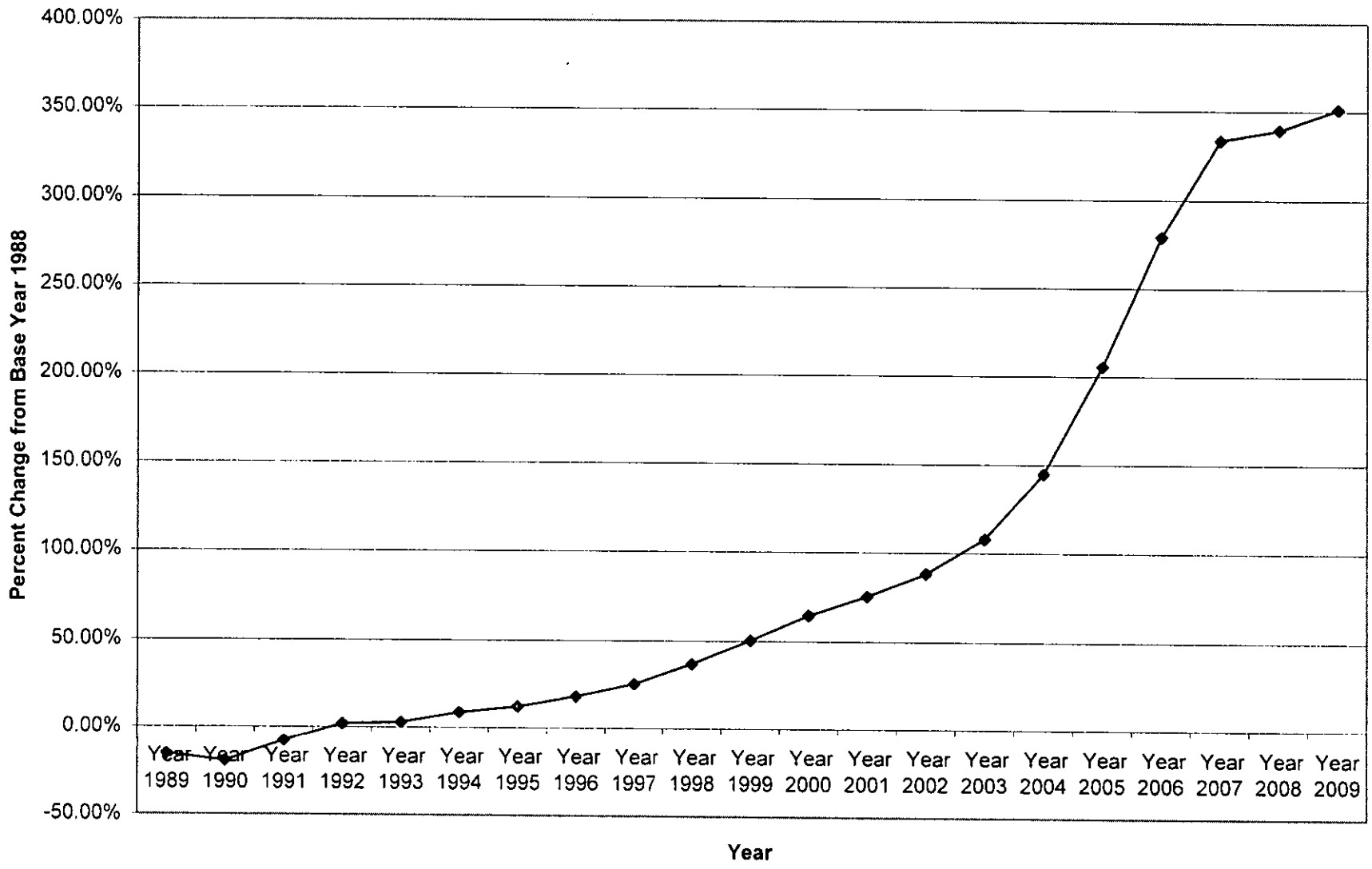
*examples of Craig and KPB are for illustrative purposes only and do not reflect actual shifts in property value or mil rates

Prepared by office of Rep. Seaton 2.19.2010 for HB350

Figure 2.

MATANUSKA-SUSITNA BOROUGH SCHOOLS DISTRICT
COMPARSION OF STATE-ASSESSED VALUATION OF BOROUGH PROPERTY

Percent Change is Assessed Valuation of Taxable Property in the Mat Su Borough

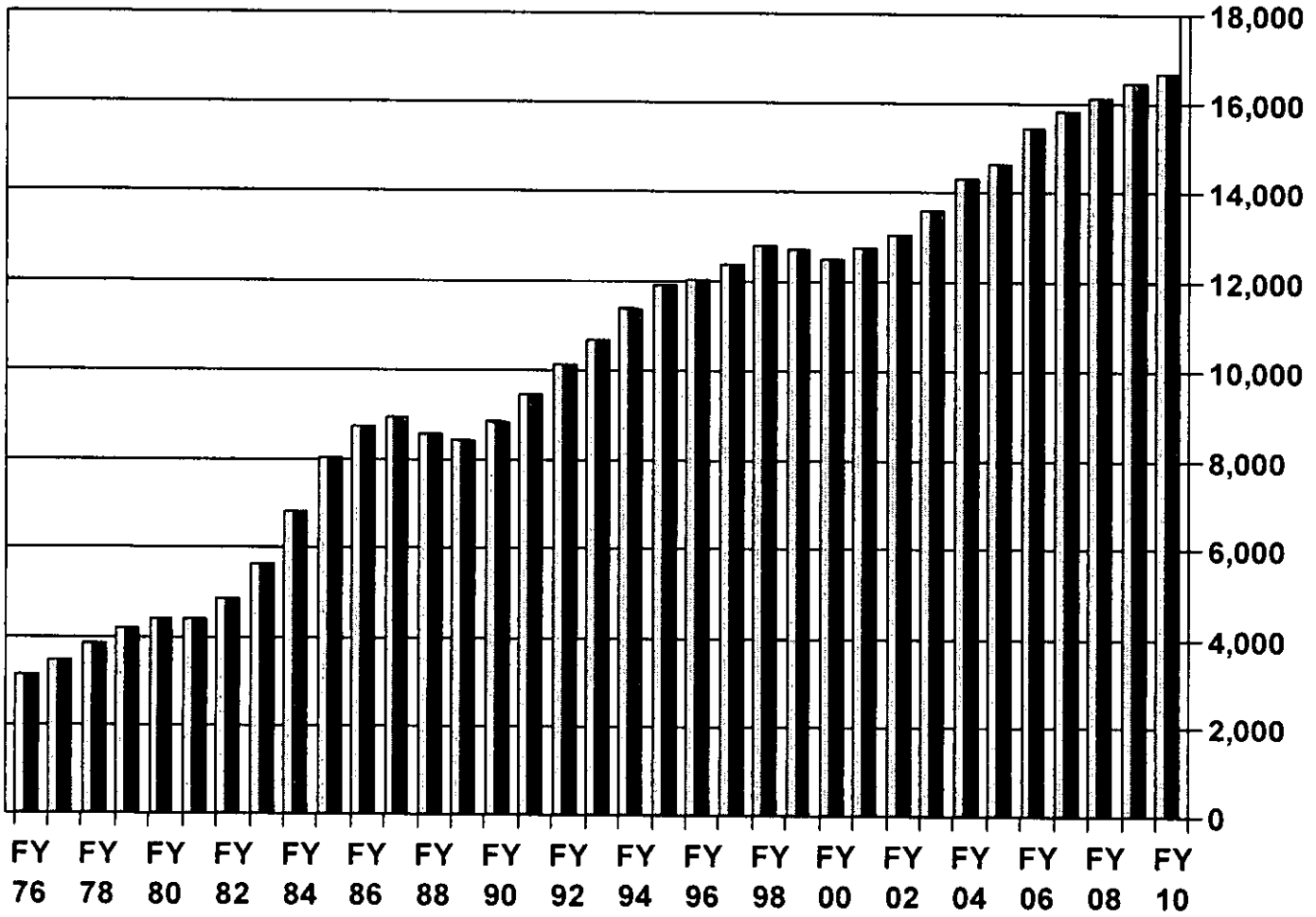


Updated:2/8/2010

Comparison of change from 1988 valuation.

SOURCE: State of Alaska/DCRA

History of Student Enrollment



HB 360

HOUSE COMMITTEE REPOI

(7)
Date Referred to Committee: February 19, 2010 **FURTHER REFERRALS:**

Date of Committee Action: 3/8/2010

The EDUCATION Committee considered: **HOUSE BILL NO. 360**

"An Act relating to the provision of information regarding a student by a school district to the Department of Military and Veterans' Affairs, Alaska Challenge Youth Academy."

HB 360-YOUTH ACADEMY: STUDENT RECORDS

Recommends it be replaced with [ ] HCS *or* [X] CS *for* HB 360 (EDC)
For Senate Bills with new title: [ ] Technical Title [ ] New Title: HCR_____ **[ ] Same Title [ ] New Title**

[ ] attach amendments
[ ] add new referral to _____Committee
[ ] Letter of Intent_____Committee

List of Abbrev for Depts.:
ADM
CED
COR
CRT
EED
DEC
DFG
GOV
DHS
LWF
LAW
LEG
MVA
DNR
DPS
REV
DOT
UA

NEW **FISCAL NOTES** *Assigned by Chief Clerk's Office				
List by Dept(s):	*FN#	Fiscal	Indet.	Zero
EED				X

PREVIOUS **FISCAL NOTES**				
List by Dept(s):	FN#	Fiscal	Indet.	Zero

Signing with recommendations	Printed Last Name	DP	DNP	NR	AM
Wm Keller	Keller	X			
Cathy Muñoz	Muñoz	X			
Bert Gardner	Gardner			X	
Peggy Wilson	WILSON	X			
Bryce Edgmon	Edgmon			X	
Chair: Paul K Seaton	Seaton	X			
Chair:					

26-LS1482\P
Mischel
3/3/10

CS FOR HOUSE BILL NO. 360( )

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SIXTH LEGISLATURE - SECOND SESSION

BY

Offered:
Referred:

Sponsor(s): REPRESENTATIVE DAHLSTROM

A BILL

FOR AN ACT ENTITLED

"An Act relating to the provision of information regarding a student by a school district to the Department of Military and Veterans' Affairs, Alaska Challenge Youth Academy."

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

*** Section 1.** AS 14.30 is amended by adding a new section to read:

Sec. 14.30.745. Provision of student information to academy. (a) Except as provided in (b) of this section, on or before January 15 and July 15 of each year, a school district shall provide to the director of the Alaska Challenge Youth Academy, operated by the Department of Military and Veterans' Affairs for the purpose of educating and training youth, a biannual report containing the name, last known address, and dates of attendance of a student who

(1) is at least 15 years of age but less than 19 years of age;

(2) was enrolled but is no longer enrolled in a school in the district;

(3) has not provided school transfer or graduation information to a

school in the district; and

(4) has not received a high school diploma or general educational development certificate.

(b) At the beginning of each school year, a school district shall provide a written notice to the parent or guardian of the student, or, if the student is at least 18 years of age, to the student, of the disclosure of the information under (a) of this section and provide an opportunity for objection to the disclosure.

(c) The official to whom the information in (a) of this section is provided shall certify in writing to the school district providing the information that the information will not be disclosed to any other party except as necessary to recruit and retain students.

(d) In this section, "district" has the meaning given in AS 14.17.990.

*** Sec. 2.** The uncodified law of the State of Alaska is amended by adding a new section to read:

ALASKA CHALLENGE YOUTH ACADEMY INFORMATION; APPLICABILITY. AS 14.30.745, added by sec. 1 of this Act, applies to students who were expelled from or who dropped out of school on or after September 1, 2010.

LEGAL SERVICES

DIVISION OF LEGAL AND RESEARCH SERVICES
LEGISLATIVE AFFAIRS AGENCY
STATE OF ALASKA

(907) 465-3867 or 465-2450
FAX (907) 465-2029
Mail Stop 3101

State Capitol
Juneau, Alaska 99801-1182
Deliveries to: 129 6th St., Rm. 329

MEMORANDUM March 3, 2010

SUBJECT: Consequences for failure of school district to comply with statute (CS HB 360( ); (Work Order No. 26-LS1482\P))

TO: Representative Nancy Dahlstrom
Attn: Laura Pierre

FROM: Jean M. Mischel
Legislative Counsel

You have asked about the consequences to a school district for failure to comply with the records provisions contained in HB 360. As in all education law compliance actions, the Department of Education and Early Development is authorized to withhold state funds for non-compliance. AS 14.07.070 states

> State funds may not be paid to a school district or teacher that fails to comply with the school laws of the state or with the regulations adopted by the department.

It is likely that the department would provide notice and an opportunity to take corrective action before withholding state funds to avoid a due process challenge under this section.

In addition, under the federal Family Educational Records Privacy Act, 20 U.S.C. 1232g, an act that recognizes privacy rights over education records, federal funding that is provided to the state may be similarly affected for a records handling violation.

If I may be of further assistance, please advise.

JMM:plm
10-122.plm

Enclosure

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If I may be of further assistance, please advise.

JMM:plm
10-122.plm

Enclosure

ALASKA STATE LEGISLATURE

Interim:
10928 Eagle River Road, Suite 238
Eagle River, Alaska 99577
Phone: (907) 622-3783
Fax: (907) 622-3784

Session:
Alaska State Capitol
Juneau, AK 99801-1182
Phone: (907) 465-3783
Fax: (907) 465-2293
Toll Free (877) 460-3783

REPRESENTATIVE NANCY DAHLSTROM

HOUSE RULES COMMITTEE

Sponsor Statement
House Bill 360: "An Act relating to the provision of information regarding a student by a school district to the Department of Military and Veterans' Affairs, Alaska Challenge Youth Academy."

A high school diploma is an essential first step for the youth of Alaska to become productive members in our communities. Children who drop out or are expelled from school are unlikely to return to the classroom on their own. It is essential that these at-risk children are presented with every opportunity to enroll in a program that will help them finish their high school diploma or complete their General Education Diploma (GED).

House Bill 360 requires school districts to provide the names, addresses, and dates of attendance of students who have dropped out of high school to the Director of the Alaska Challenge Youth Academy. The school districts would be required to provide this information biannually: January 15th and July 15th. These deadlines will allow ample opportunity for the Academy staff to reach out to potential students.

The Alaska Challenge Youth Academy is a great option for young people to finish their high school career. The Academy offers a 22-week program designed to help youth achieve their high school goals, but also teaches them life coping skills, job skills, leadership/followership, health and hygiene, physical fitness, and community service. Students can attend the Challenge program to catch up in their academic studies and upon completion return to a local high school for graduation.

According to the Center for Labor Market studies, the earning potential for an individual without a high school diploma is a mere $11,031 annually. Conversely, a student with a high school diploma or equivalent is $23,059 annually.

With the passage of House Bill 360 these young people will be given the chance to achieve success at an early age. Our youth are our future and they should be presented with every opportunity available to achieve their high school education. I believe this is one step in affording them this prospect.

I appreciate the committee's consideration of this legislation.

ALASKA STATE LEGISLATURE

Interim:
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REPRESENTATIVE NANCY DAHLSTROM

HOUSE RULES COMMITTEE

Sectional analysis
House Bill 360: "An Act relating to the provision of information regarding a student by a school district to the Department of Military and Veterans' Affairs, Alaska Challenge Youth Academy."

Section 1:

Amends AS 14.30 by adding a new section mandating the release of certain students' information to the Alaska Challenge Youth Academy. Students must meet the following requirements:

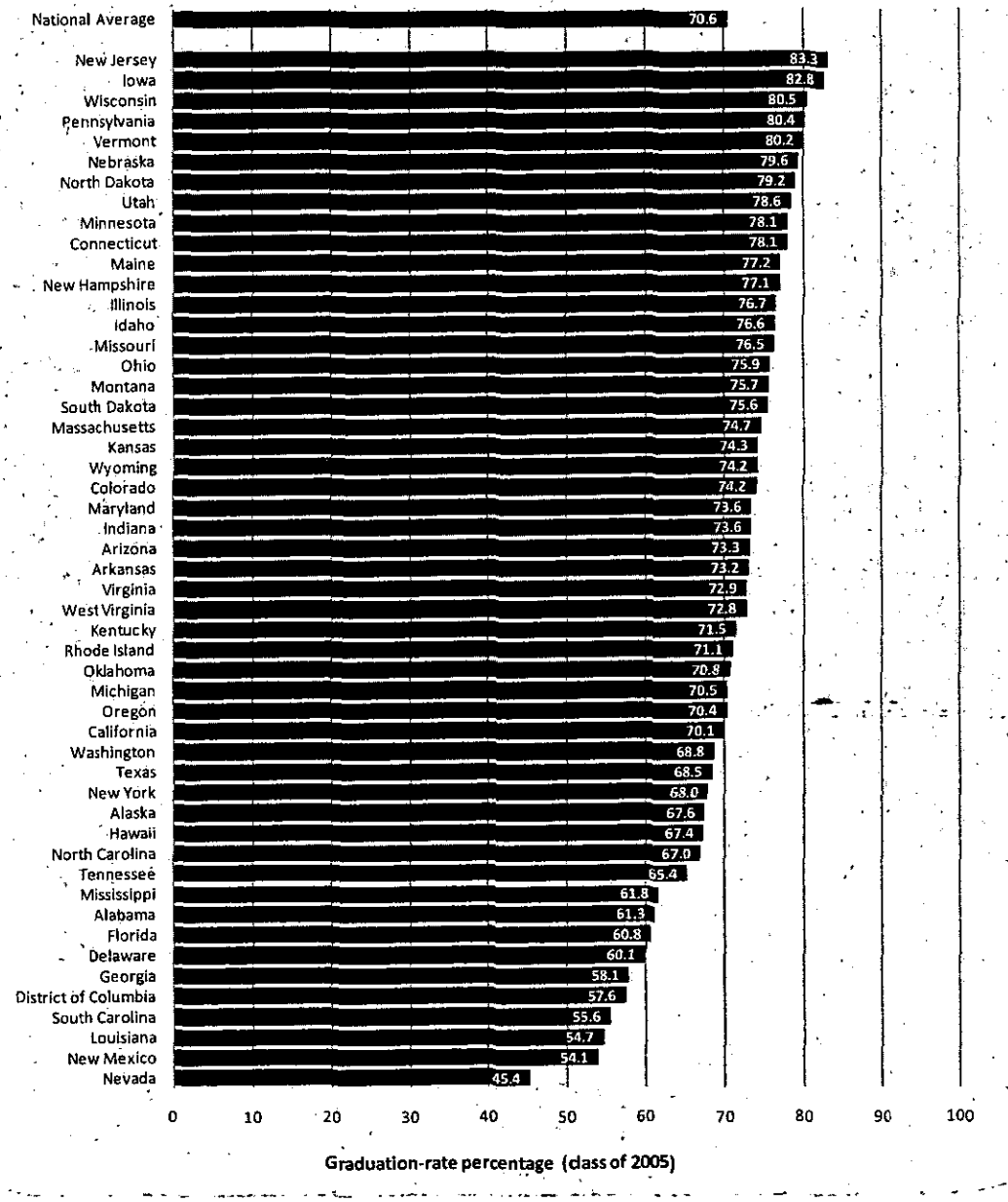
1) Between 15 and 19 years old
2) Previously enrolled in a school district
3) Plans to transfer or graduate were not provided to school
4) Have not earned a diploma or GED

Their contact information will be provided to the Alaska Challenge Youth Academy biannually, on or before January 15 and July 15.

The school will notify the parent in writing before the information is released to the academy. If the student is 18 years of age or older, the notification will be provided to the student. The parent or student has 10 days to object. If there is objection, the district may not release the information.
The school district will not provide the information to any other entities, and they will certify the confidentiality of the students' information in writing.

Graduation in the United States

About 71 percent of all public school students in the nation graduated from high school with a regular diploma in the class of 2005. Thirty-eight percentage points separate the graduation rates in the best-performing and worst-performing states. More than eight in 10 students graduate in Iowa, New Jersey, Pennsylvania, Vermont, and Wisconsin. But that proportion drops to fewer than six in 10 in the District of Columbia, Georgia, Louisiana, Nevada, New Mexico, and South Carolina. Results reported in *Diplomas Count 2008* show that between 2001 and 2005 the nation's graduation rate increased by 2.6 percentage points, signaling slow but steady progress.



EPE RC RESEARCH CENTER

STATE PROFILE 2004-05

Graduation Profile for the Class of 2005

Graduation Rate by Student Group

	Alaska State Average (%)	National Average (%)
All Students	67.6	70.6
By Gender		
Male	61.8	67.8
Female	71.7	75.3
By Race and Ethnicity		
American Indian/Alaska Native	46.8	50.6
Asian/Pacific Islander	67.8	81.3
Hispanic	24.4	57.8
Black (not Hispanic)	59.0	55.3
White (not Hispanic)	74.4	77.6
By Gender and Race and Ethnicity		
Male		
American Indian/Alaska Native	42.0	45.8
Asian/Pacific Islander	70.6	77.5
Hispanic	‡	52.0
Black (not Hispanic)	48.7	48.2
White (not Hispanic)	70.7	74.3
Female		
American Indian/Alaska Native	50.5	52.5
Asian/Pacific Islander	69.8	82.8
Hispanic	57.1	62.7
Black (not Hispanic)	65.9	61.3
White (not Hispanic)	77.7	79.8

† Value not calculated because necessary data field(s) not reported in the Common Core of Data, the U.S. Department of Education database used for this analysis.
‡ Value not reported because of insufficient data for reliable estimate.

Table 70: Reported Reasons for Dropping Out

Dropout Reason	Count	Percent
Grade 7		
Expelled	3	13.04%
Due to Illness	1	4.35%
Non-attendance	8	34.78%
Family problem	1	4.35%
Unknown	10	43.48%
Total Grade 7	**23**	**100.00%**
Grade 8		
Expelled	3	13.04%
Failing	1	4.35%
Non-attendance	7	30.43%
Non-district sponsored home school	5	21.74%
Administrative Drop	1	4.35%
Unknown	6	26.09%
Total Grade 8	**23**	**100.00%**
Grade 9		
Expelled	6	5.50%
Due to Illness	2	1.83%
Failing	1	0.92%
Non-attendance	71	65.14%
G.E.D.	2	1.83%
Enter Military	1	0.92%
Non-district sponsored home school	5	4.59%
Family problem	3	2.75%
Administrative Drop	2	1.83%
Unknown	16	14.68%
Total Grade 9	**109**	**100.00%**
Grade 10		
Expelled	16	9.82%
Due to Illness	1	0.61%
Failing	1	0.61%
Employment	1	0.61%
Non-attendance	98	60.12%
G.E.D.	11	6.75%
Enter Military	3	1.84%
Non-district sponsored home school	6	3.68%
Family problem	3	1.84%
Administrative Drop	9	5.52%
Pregnancy	1	0.61%
Unknown	13	7.98%
Total Grade 10	**163**	**100.00%**
Grade 11		
Expelled	15	7.35%
Due to Illness	1	0.49%
Employment	3	1.47%
Non-attendance	126	61.76%
G.E.D.	19	9.31%
Non-district sponsored home school	3	1.47%
Family problem	1	0.49%
Administrative Drop	16	7.84%
Pregnancy	1	0.49%
Unknown	19	9.31%
Total Grade 11	**204**	**100.00%**
Grade 12		
Expelled	8	2.14%
Due to Illness	4	1.07%
Employment	12	3.22%
Non-attendance	198	53.08%
G.E.D.	48	12.87%
Enter Military	2	0.54%
Non-district sponsored home school	8	2.14%
Family problem	4	1.07%
Administrative Drop	27	7.24%
Pregnancy	2	0.54%
Unknown	60	16.09%
Total Grade 12	**373**	**100.00%**
Grades 7-12		
Expelled	51	3.59%
Due to Illness	9	0.32%
Failing	3	1.69%
Employment	16	56.49%
Non-attendance	508	8.87%
G.E.D.	80	6.02%
Enter Military	6	1.37%
Non-district sponsored home school	27	6.23%
Family problem	12	0.42%
Administrative Drop	55	0.95%
Pregnancy	4	0.63%
Unknown	124	13.41%
Total Grades 7-12	**895**	**100.00%**

STATE OF ALASKA

Sean Parnell, GOVERNOR

DEPARTMENT OF MILITARY AND VETERANS AFFAIRS

OFFICE OF THE COMMISSIONER

P. O. BOX 5800
Ft Richardson, ALASKA 99505-5800
PHONE: (907) 428-6003
FAX: (907) 428-6019

February 26, 2010

Rep. Nancy Dahlstrom:

I offer this letter as my official statement of support for House Bill 360, "An act relating to the provision of information regarding a student by a school district to the Department of Military and Veterans Affairs, Alaska Challenge Youth Academy."

The Alaska Challenge Youth Academy, what we call the Alaska Military Youth Academy, is a last stop for teens to reset their life and get back on the track to be a productive member of our communities. Our school provides a military-style training and discipline environment to high school dropouts who voluntarily attend the 22-week residential course. The AMYA offers students the opportunity to: receive 7 high school credits that will allow the student to go back into the public school system, a General Education Diploma, and multiple job training certifications that, combined with internships, allow for quick job placement after the residential phase of the program.

Because the AMYA is a completely voluntary program, the Department of Military and Veterans Affairs must advertise to reach candidates for this program. By supporting HB 360, the legislature will allow the AMYA to send a recruitment brochure to each high school dropout showing one alternative that will help the teen get back on track to complete their high school education. We can narrow our focus by simply having the school districts send the AMYA the names and contact information of known dropouts.

Our goal is to help high school dropouts finish their basic education requirements and become positive members of our great state. Every school is designed to help students achieve the most out of life, let's allow our traditional high schools to work with the AMYA to help every student, especially the ones who have dropped out, achieve success.

Sincerely,

Thomas H. Katkus

Brigadier General Thomas H. Katkus
Commissioner

Louie Flora

Subject: FW: HB 360 Information request

From: Norman Eck [mailto:norman_eck@nwarctic.org]
Sent: Wednesday, March 03, 2010 5:03 PM
To: Louie Flora
Cc: Sen. Donny Olson; Rep. Reggie Joule; J.M. Walsh Company, Inc.; wendyc@gci.net; kdawson@alaska.com
Subject: Re: HB 360 Information request

Sir,

Thank you for requesting input on this proposed measure. the Northwest Arcdtic Borough School District feels that this would be an unfair burden to place upon our central office to fulfill the requirements of this bill. TH 360 is an unfunded mandate, and schools already have too many of these with NCLB and IDEA (special education).

We provide dropout information to the Department of Education at year's end. This is in the Report Card to the Public. It takes several weeks of work to compile this information and we have no time during the regual school year to do this work. Only after the school year is out do we have the several weeks that it takes up to complete the Report.

Again, let me say that this would place an expensive burden upon our district to comply with HB 360. HB 360 would become one more unfunded mandate taking resources away from out students.

Dr. Norman Eck
Superintendent
Northwest Arctic Borough School District

Louie Flora <Louie_Flora@legis.state.ak.us> on Sunday, February 28, 2010 at 5:30 PM -0800 wrote:
Hi,

Representative Seaton asked me send to each district a notice that HB 360 YOUTH ACADEMY: STUDENT RECORDS will be heard on Monday in House Education. HB 360 (text posted below) requires twice annual reports to the Alaska Challenge Youth Academy.

Representative Seaton would like to know if districts already screen their information in a way to easily accomplish the requirement or if this is a significant burden for any rural or urban district for compliance with the proposed new statute.

Thank you,

Louie Flora

House Education Committee Aide,

Representative Paul Seaton, Chairman

(907) 465-3923

HOUSE BILL NO. 360

"An Act relating to the provision of information regarding a student by a school district to the Department of Military and Veterans' Affairs, Alaska Challenge Youth Academy."

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

* **Section 1.** AS 14.30 is amended by adding a new section to read:

Sec. 14.30.745. Provision of student information to academy. (a) Except as provided in (b) of this section, on or before January 15 and July 15 of each year, a school district shall provide to the director of the Alaska Challenge Youth Academy, operated by the Department of Military and Veterans' Affairs for the purpose of

Louie Flora

Subject: FW: HB 360 Information request

From: Brad Allen [mailto:ballen@kuspuk.org]
Sent: Tuesday, March 02, 2010 1:15 PM
To: Louie Flora
Subject: Re: HB 360 Information request

Louie,
I've checked with my student records folks and they said it wouldn't be a huge impact on them to get this information to the Youth Academy, requiring a little more of their time depending on the number of times they would need to report this to the agency.
But remember that we are a small district (only 340 total students K-12) so we wouldn't have really large numbers to report so that makes it a little easier than some of the larger districts.

Thank you,
Brad Allen
Superintendent - Kuspuk School District

Louie Flora

From: David Means, Director of Administrative Services [david_means@jsd.k12.ak.us]
Sent: Tuesday, March 02, 2010 8:54 AM
To: Louie Flora
Cc: Glenn Gelbrich
Subject: HB 360

Hi

Superintendent Gelbrich asked me to respond to your inquiry.

This won't impose a difficult or impossible burden on the District, but it imposes an additional requirement that someone in the District will have to identify the students, send out information, and notify the Alaska Alaska Youth Challenge Academy. I estimate this will take roughly 8 hours twice a year.

By the way, you may want to add "death" of the student as a reason not to provide information.

Sincerely

David Means
Director of Administrative Services
Juneau School District

Louie Flora

From: Woody Wilson [wwilson@wrangellschools.org]
Sent: Monday, March 01, 2010 11:40 AM
To: Louie Flora
Subject: HB 360
Attachments: Drop out Report Card info.xlsx

Louie,

I have attached the information on drop outs that is already collected by DEED for the Report Card to the Public. We only do this once per year (goes out about the time school starts) and it is, of course, not the only thing in the Report Card. To have to do it all over in January would be more trouble. We could simply report who has been dropped administratively. It is not likely that most students will come in and let us know they are dropping. Most of them just don't show up and become truant. We call that an administrative drop. In Wrangell that is when we start looking for them and see if there is anything we can do to bring them back.

If an arm of DEED, the Alaska Challenge Youth Academy, wants this information, they already have it annually in the Report Card. It would be nice if you didn't bother us to give them something else that they already have.

As always, thanks for asking.

Woody Wilson, Superintendent
Wrangellschools.org
907-874-2347

Mr. Flora,

Our student record system could provide us with name and last known contact information without too much trouble. Getting a notice out to parents would be a bit of a burden.

Gary Baldwin
Superintendent
Lower Kuskokwim School District
Phone (907) 543-4912
Fax (907)543-4904
gary_baldwin@lksd.org

LEGAL SERVICES

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MEMORANDUM March 3, 2010

SUBJECT: Consequences for failure of school district to comply with statute (CS HB 360( ); (Work Order No. 26-LS1482\P))

TO: Representative Nancy Dahlstrom
Attn: Laura Pierre

FROM: Jean M. Mischel
Legislative Counsel

You have asked about the consequences to a school district for failure to comply with the records provisions contained in HB 360. As in all education law compliance actions, the Department of Education and Early Development is authorized to withhold state funds for non-compliance. AS 14.07.070 states

> State funds may not be paid to a school district or teacher that fails to comply with the school laws of the state or with the regulations adopted by the department.

It is likely that the department would provide notice and an opportunity to take corrective action before withholding state funds to avoid a due process challenge under this section.

In addition, under the federal Family Educational Records Privacy Act, 20 U.S.C. 1232g, an act that recognizes privacy rights over education records, federal funding that is provided to the state may be similarly affected for a records handling violation.

If I may be of further assistance, please advise.

JMM:plm
10-122.plm

Enclosure

26-LS1482\P
Mischel
3/3/10

CS FOR HOUSE BILL NO. 360( )

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SIXTH LEGISLATURE - SECOND SESSION

BY

Offered:
Referred:

Sponsor(s): REPRESENTATIVE DAHLSTROM

A BILL

FOR AN ACT ENTITLED

"An Act relating to the provision of information regarding a student by a school district to the Department of Military and Veterans' Affairs, Alaska Challenge Youth Academy."

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

*** Section 1.** AS 14.30 is amended by adding a new section to read:

Sec. 14.30.745. Provision of student information to academy. (a) Except as provided in (b) of this section, on or before January 15 and July 15 of each year, a school district shall provide to the director of the Alaska Challenge Youth Academy, operated by the Department of Military and Veterans' Affairs for the purpose of educating and training youth, a biannual report containing the name, last known address, and dates of attendance of a student who

(1) is at least 15 years of age but less than 19 years of age;

(2) was enrolled but is no longer enrolled in a school in the district;

(3) has not provided school transfer or graduation information to a

New Text Underlined [DELETED TEXT BRACKETED]

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952

school in the district; and

(4) has not received a high school diploma or general educational development certificate.

(b) At the beginning of each school year, a school district shall provide a written notice to the parent or guardian of the student, or, if the student is at least 18 years of age, to the student, of the disclosure of the information under (a) of this section and provide an opportunity for objection to the disclosure.

(c) The official to whom the information in (a) of this section is provided shall certify in writing to the school district providing the information that the information will not be disclosed to any other party except as necessary to recruit and retain students.

(d) In this section, "district" has the meaning given in AS 14.17.990.

*** Sec. 2.** The uncodified law of the State of Alaska is amended by adding a new section to read:

ALASKA CHALLENGE YOUTH ACADEMY INFORMATION; APPLICABILITY. AS 14.30.745, added by sec. 1 of this Act, applies to students who were expelled from or who dropped out of school on or after September 1, 2010.

More than **2,927**

at-risk youth have graduated from the Alaska Military Youth Academy's National Guard ChalleNGe program since its inception in 1994

Over **80%** of the program's graduates go on to become successful citizens by joining the work force, the military or contining their education

ALASKA MILITARY YOUTH ACADEMY
Admissions Office
PO Box 5727
Ft. Richardson, AK 99505

PLEASE PLACE POSTAGE HERE

For more information about the Alaska Military Youth Academy call:

Anchorage Office:
907.375.5556
907.375.5554

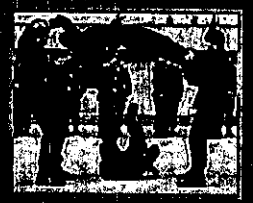
Toll Free: 877.242.5643

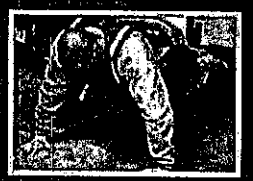
Fairbanks Office:
907.374.7960

"Before coming to AMYA everything was going down hill, all my dreams were falling away. AMYA changed everything, I felt like I could reach for my dreams again. It taught me how to be a better person"

Emmanuel Howes
AMYA Graduate
Class 2009-1

Dream,





FREE Tuition

Believe,

Alaska Military Youth Academy

The mission of the National Guard Alaska Military Youth Academy ChalleNGe Program is to intervene in and reclaim the lives of at-risk youth. We produce program graduates with the values, skills, education, and self-discipline necessary to succeed as adults

We want to assist you in completing your High School Education

ACHIEVE

"We are making a difference one life at a time."

The Alaska Military Youth Academy's Challe*NG*e Program is designed to provide life coping skills and meet the educational needs of 16 to 19-year-old Alaskans who will not turn 20 prior to graduation. The Youth Challe*NG*e program is a 22-week residential school with a 12-month post-residential aftercare follow-up phase.

Cadets are instructed in the following eight Core Components: Life Coping Skills, Academic Excellence, Job Skills, Responsible Citizenship, Leadership/Followership, Health & Hygiene, Physical Fitness, and Service to Community. In addition to these skills, cadets work toward the completion of a GED or High School Diploma.

Cadets enrolled in the Alaska Military Youth Academy's Challe*NG*e Program are required to complete all three phases of the Academy and to become successful, productive members of the community.

PRE-CHALLENGE PHASE

The program begins with the two-week Pre-Challe*NG*e phase during which Candidates are assessed to determine their potential for successfully completing the entire program. This phase allows Candidates an opportunity to adjust to the physical, mental and social discipline of the program. The focus is on teamwork, close order drill, leadership and followership practicums, code of conduct, and physical training. Those candidates who successfully complete this phase earn the distinction of becoming a Cadet.

RESIDENTIAL PHASE

The residential phase provides Cadets the opportunity to make basic lifestyle changes through a rigorous program of education, training, and service to community. During this phase, Cadets focus on the eight core components to develop the whole person in terms of mind, body and personal values. Emphasis is on self-discipline, self-esteem, education and development of healthy lifestyles.

POST-RESIDENTIAL PHASE

The post-residential phase begins when graduates return to their communities and implement their individual life plan as developed durning the residential program. Each graduate and their mentor maintain a caring and positive relationship for the 12 months following graduation. The link between mentoring and the academy's Eight Core Components make the Challe*NG*e program unique and increases the chances for the continued success of its graduates.

PLEASE SEND ME MORE INFORMATION ON THE ALASKA MILITARY YOUTH ACADEMY NATIONAL GUARD CHALLE*NG*E PROGRAM.

Name _____

Address _____

City _____ State _____ ZIP _____

Phone _____ E-mail _____

I am interested in: ☐ Applying ☐ Mentoring ☐ Donating ☐ Employment

Anchorage Admissions Offices:
907.375.5556
907.375.5554
Toll Free: 877.242.5643

Fairbanks Admissions Office:
907.374.7960

HB 367

26-LS1538\P
Bullock
3/22/10

CS FOR HOUSE BILL NO. 367( )

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SIXTH LEGISLATURE - SECOND SESSION

BY

Offered:
Referred:

Sponsor(s): REPRESENTATIVES MUÑOZ, Kelly, Peggy Wilson, Ramras

A BILL

FOR AN ACT ENTITLED

"An Act relating to tax credits for cash contributions by taxpayers that are accepted for certain educational purposes and facilities; and providing for an effective date."

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

*** Section 1.** AS 21.06.110 is amended to read:

Sec. 21.06.110. Director's annual report. As early in each calendar year as is reasonably possible, the director shall prepare and deliver an annual report to the commissioner, who shall notify the legislature that the report is available, showing, with respect to the preceding calendar year,

(1) a list of the authorized insurers transacting insurance in this state, with a summary of their financial statement as the director considers appropriate;

(2) the name of each insurer whose certificate of authority was surrendered, suspended, or revoked during the year and the cause of surrender, suspension, or revocation;

(3) the name of each insurer authorized to do business in this state

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against which delinquency or similar proceedings were instituted and, if against an insurer domiciled in this state, a concise statement of the facts with respect to each proceeding and its present status;

(4) a statement in regard to examination of rating organizations, advisory organizations, joint underwriters, and joint reinsurers as required by AS 21.39.120;

(5) the receipt and expenses of the division for the year;

(6) recommendations of the director as to amendments or supplementation of laws affecting insurance or the office of director;

(7) statistical information regarding health insurance, including the number of individual and group policies sold or terminated in the state; this paragraph does not authorize the director to require an insurer to release proprietary information;

(8) the annual percentage of health claims paid in the state that meets the requirements of AS 21.36.128(a) and (d); [AND]

(9) **the total amount of contributions reported and the total amount of credit claimed under AS 21.89.070 and 21.89.075; and**

(10) other pertinent information and matters the director considers proper.

*** Sec. 2.** AS 21.89.070(a) is amended to read:

(a) A taxpayer is allowed a credit against the tax due under AS 21.09.210 or AS 21.66.110 for cash contributions accepted

(1) for direct instruction, research, and educational support purposes, including library and museum acquisitions, and contributions to endowment, by an Alaska university foundation or by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association;

(2) for secondary school level vocational education courses, [AND] programs**, and facilities** by a school district in the state; [AND]

(3) **for vocational education courses, programs, and facilities** by a state-operated vocational technical education and training school**; and**

(4) for a facility by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association.

*** Sec. 3.** AS 21.89.070(b) is amended to read:

(b) The amount of the credit is [THE LESSER OF

(1)] an amount equal to

(1) [(A)] 50 percent of contributions of not more than $100,000;

(2) [AND (B)] 100 percent of the next $100,000 of contributions; **and**

(3) 50 percent of the amount of contributions that exceed $200,000

[OR

(2) 50 PERCENT OF THE TAXPAYER'S TAX LIABILITY UNDER THIS TITLE].

*** Sec. 4.** AS 21.89.070(d) is amended to read:

(d) A contribution claimed as a credit under this section may not

(1) be **the basis for a credit** claimed [AS A CREDIT] under more than one provision of this title; and

(2) when combined with **contributions that are the basis for** credits taken during the taxpayer's tax year under AS 21.89.075, AS 43.20.014, AS 43.55.019, AS 43.56.018, AS 43.65.018, AS 43.75.018, or AS 43.77.045, **result in the total amount of credits exceeding $5,000,000; if the taxpayer is a member of an affiliated group, then the total amount of credits may not exceed $5,000,000 for the affiliated group** [EXCEED $150,000].

*** Sec. 5.** AS 21.89.070(e) is amended by adding a new paragraph to read:

(3) "affiliated group" has the meaning given in AS 43.20.073.

*** Sec. 6.** AS 21.89.075(c) is amended to read:

(c) A contribution claimed by a taxpayer as a credit under this section may not

(1) be **the basis for a credit** claimed [AS A CREDIT] under more than one provision of this title;

(2) when combined with **contributions that are the basis for** credits taken during the taxpayer's tax year under AS 21.89.070, AS 43.20.014, AS 43.55.019, AS 43.56.018, AS 43.65.018, AS 43.75.018, or AS 43.77.045, **result in the total amount of credits exceeding $5,000,000; if the taxpayer is a member of an affiliated group, then the total amount of credits may not exceed $5,000,000 for the affiliated group; in this paragraph, "affiliated group" has the meaning**

given in AS 43.20.073 [EXCEED $150,000]; or

(3) be claimed as a credit unless the contribution qualifies for the credit under (d) of this section.

*** Sec. 7.** AS 43.05.010 is amended to read:

Sec. 43.05.010. Duties of commissioner. The commissioner of revenue shall

(1) exercise general supervision and direct the activities of the Department of Revenue;

(2) supervise the fiscal affairs and responsibilities of the department;

(3) prescribe uniform rules for investigations and hearings;

(4) keep a record of all departmental proceedings, record and file all bonds, and assume custody of returns, reports, papers, and documents of the department;

(5) adopt a seal and affix it to each order, process, or certificate issued by the commissioner;

(6) keep a record of each order, process, and certificate issued by the commissioner, and keep the record open to public inspection at all reasonable times;

(7) hold hearings and investigations necessary for the administration of state tax and revenue laws;

(8) except as provided in AS 43.05.405 - 43.05.499 and in AS 44.64.030, hear and determine appeals of a matter within the jurisdiction of the Department of Revenue and enter orders on the appeals that are final unless reversed or modified by the courts;

(9) issue subpoenas to require the attendance of witnesses and the production of necessary books, papers, documents, correspondence, and other things;

(10) order the taking of depositions before a person competent to administer oaths;

(11) administer oaths and take acknowledgments;

(12) request the attorney general for rulings on the interpretation of the tax and revenue laws administered by the department;

(13) call upon the attorney general to institute actions for recovery of unpaid taxes, fees, excises, additions to tax, penalties, and interest;

(14) issue warrants for the collection of unpaid tax penalties and interest and take all steps necessary and proper to enforce full and complete compliance with the tax, license, excise, and other revenue laws of the state;

(15) **report to the legislature before February 15 of each year the total amount of contributions reported and the total amount of credit claimed during the previous calendar year under AS 43.20.014, AS 43.55.019, AS 43.56.018, AS 43.65.018, AS 43.75.018, and AS 43.77.045** [REPEALED].

*** Sec. 8.** AS 43.20.014(a) is amended to read:

(a) A taxpayer is allowed a credit against the tax due under this chapter for cash contributions accepted

(1) for direct instruction, research, and educational support purposes, including library and museum acquisitions, and contributions to endowment, by an Alaska university foundation or by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association;

(2) for secondary school level vocational education courses, [AND] programs**, and facilities** by a school district in the state; [AND]

(3) **for vocational education courses, programs, and facilities** by a state-operated vocational technical education and training school**; and**

(4) for a facility by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association.

*** Sec. 9.** AS 43.20.014(b) is amended to read:

(b) The amount of the credit is

(1) 50 percent of contributions of not more than $100,000; [AND]

(2) 100 percent of the next $100,000 of contributions**; and**

(3) 50 percent of the amount of contributions that exceed $200,000.

*** Sec. 10.** AS 43.20.014(d) is amended to read:

(d) A contribution claimed as a credit under this section may not

(1) be **the basis for a credit** claimed [AS A CREDIT] under another provision of this title;

(2) also be allowed as a deduction under 26 U.S.C. 170 against the tax imposed by this chapter; and

(3) when combined with **contributions that are the basis for** credits taken during the taxpayer's tax year under AS 21.89.070, 21.89.075, AS 43.55.019, AS 43.56.018, AS 43.65.018, AS 43.75.018, or AS 43.77.045, **result in the total amount of credits exceeding $5,000,000; if the taxpayer is a member of an affiliated group, then the total amount of credits may not exceed $5,000,000 for the affiliated group** [EXCEED $150,000].

*** Sec. 11.** AS 43.20.014(e) is amended by adding new paragraphs to read:

(3) "affiliated group" has the meaning given in AS 43.20.073;

(4) "tax due under this chapter" means the tax due after application of the credit allowed under AS 43.20.043 and before the application of any other credit allowable under this chapter.

*** Sec. 12.** AS 43.55.019(a) is amended to read:

(a) A producer of oil or gas is allowed a credit against the tax due under this chapter for cash contributions accepted

(1) for direct instruction, research, and educational support purposes, including library and museum acquisitions, and contributions to endowment, by an Alaska university foundation or by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association;

(2) for secondary school level vocational education courses, [AND] programs**, and facilities** by a school district in the state; [AND]

(3) **for vocational education courses, programs, and facilities** by a state-operated vocational technical education and training school**; and**

(4) for a facility by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association.

*** Sec. 13.** AS 43.55.019(b) is amended to read:

(b) The amount of the credit is

(1) 50 percent of contributions of not more than $100,000; [AND]

(2) 100 percent of the next $100,000 of contributions**; and**

(3) 50 percent of the amount of contributions that exceed $200,000.

*** Sec. 14.** AS 43.55.019(d) is amended to read:

(d) A contribution claimed as a credit under this section may not

(1) be **the basis for a credit** claimed [AS A CREDIT] under another provision of this title; and

(2) when combined with **contributions that are the basis for** credits taken during the taxpayer's tax year under AS 21.89.070, 21.89.075, AS 43.20.014, AS 43.56.018, AS 43.65.018, AS 43.75.018, or AS 43.77.045, **result in the total amount of credits exceeding $5,000,000; if the taxpayer is a member of an affiliated group, then the total amount of credits may not exceed $5,000,000 for the affiliated group** [EXCEED $150,000].

*** Sec. 15.** AS 43.55.019(f) is amended by adding a new paragraph to read:

(3) "affiliated group" has the meaning given in AS 43.20.073.

*** Sec. 16.** AS 43.56.018(a) is amended to read:

(a) The owner of property taxable under this chapter is allowed a credit against the tax due under this chapter for cash contributions accepted

(1) for direct instruction, research, and educational support purposes, including library and museum acquisitions, and contributions to endowment, by an Alaska university foundation or by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association;

(2) for secondary school level vocational education courses, [AND] programs**, and facilities** by a school district in the state; [AND]

(3) **for vocational education courses, programs, and facilities** by a state-operated vocational technical education and training school**; and**

(4) for a facility by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association.

*** Sec. 17.** AS 43.56.018(b) is amended to read:

(b) The amount of the credit is

(1) 50 percent of contributions of not more than $100,000; [AND]

(2) 100 percent of the next $100,000 of contributions**; and**

(3) 50 percent of the amount of contributions that exceed $200,000.

*** Sec. 18.** AS 43.56.018(d) is amended to read:

(d) A contribution claimed as a credit under this section may not

(1) be **the basis for a credit** claimed [AS A CREDIT] under another

provision of this title; and

(2) when combined with **contributions that are the basis for** credits taken during the taxpayer's tax year under AS 21.89.070, 21.89.075, AS 43.20.014, AS 43.55.019, AS 43.65.018, AS 43.75.018, or AS 43.77.045, **result in the total amount of credits exceeding $5,000,000; if the taxpayer is a member of an affiliated group, then the total amount of credits may not exceed $5,000,000 for the affiliated group** [EXCEED $150,000].

*** Sec. 19.** AS 43.56.018(e) is amended by adding a new paragraph to read:

(3) "affiliated group" has the meaning given in AS 43.20.073.

*** Sec. 20.** AS 43.65.018(a) is amended to read:

(a) A person engaged in the business of mining in the state is allowed a credit against the tax due under this chapter for cash contributions accepted

(1) for direct instruction, research, and educational support purposes, including library and museum acquisitions, and contributions to endowment, by an Alaska university foundation or by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association;

(2) for secondary school level vocational education courses, [AND] programs, **and facilities** by a school district in the state; [AND]

(3) **for vocational education courses, programs, and facilities** by a state-operated vocational technical education and training school; **and**

(4) for a facility by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association.

*** Sec. 21.** AS 43.65.018(b) is amended to read:

(b) The amount of the credit is

(1) 50 percent of contributions of not more than $100,000; [AND]

(2) 100 percent of the next $100,000 of contributions; **and**

(3) 50 percent of the amount of contributions that exceed $200,000.

*** Sec. 22.** AS 43.65.018(d) is amended to read:

(d) A contribution claimed as a credit under this section may not

(1) be **the basis for a credit** claimed [AS A CREDIT] under another provision of this title; and

(2) when combined with **contributions that are the basis for** credits taken during the taxpayer's tax year under AS 21.89.070, 21.89.075, AS 43.20.014, AS 43.55.019, AS 43.56.018, AS 43.75.018, or AS 43.77.045, **result in the total amount of the credits exceeding $5,000,000; if the taxpayer is a member of an affiliated group, then the total amount of credits may not exceed $5,000,000 for the affiliated group** [EXCEED $150,000].

*** Sec. 23.** AS 43.65.018(e) is amended by adding a new paragraph to read:

(3) "affiliated group" has the meaning given in AS 43.20.073.

*** Sec. 24.** AS 43.75.018(a) is amended to read:

(a) A person engaged in a fisheries business is allowed a credit against the tax due under this chapter for cash contributions accepted

(1) for direct instruction, research, and educational support purposes, including library and museum acquisitions, and contributions to endowment, by an Alaska university foundation or by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association;

(2) for secondary school level vocational education courses, [AND] programs, **and facilities** by a school district in the state; [AND]

(3) **for vocational education courses, programs, and facilities** by a state-operated vocational technical education and training school; **and**

(4) for a facility by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association.

*** Sec. 25.** AS 43.75.018(b) is amended to read:

(b) The amount of the credit is

(1) 50 percent of contributions of not more than $100,000; [AND]

(2) 100 percent of the next $100,000 of contributions; **and**

(3) 50 percent of the amount of contributions that exceed $200,000.

*** Sec. 26.** AS 43.75.018(d) is amended to read:

(d) A contribution claimed as a credit under this section may not

(1) be **the basis for a credit** claimed [AS A CREDIT] under another provision of this title; and

(2) when combined with **contributions that are the basis for** credits

taken during the taxpayer's tax year under AS 21.89.070, 21.89.075, AS 43.20.014, AS 43.55.019, AS 43.56.018, AS 43.65.018, or AS 43.77.045, **result in the total amount of the credits exceeding $5,000,000; if the taxpayer is a member of an affiliated group, then the total amount of credits may not exceed $5,000,000 for the affiliated group** [EXCEED $150,000].

*** Sec. 27.** AS 43.75.018(e) is amended by adding a new paragraph to read:

(3) "affiliated group" has the meaning given in AS 43.20.073.

*** Sec. 28.** AS 43.77.045(a) is amended to read:

(a) In addition to the credit allowed under AS 43.77.040, a person engaged in a floating fisheries business is allowed a credit against the tax due under this chapter for cash contributions accepted

(1) for direct instruction, research, and educational support purposes, including library and museum acquisitions, and contributions to endowment, by an Alaska university foundation or by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association;

(2) for secondary school level vocational education courses, [AND] programs**, and facilities** by a school district in the state; [AND]

(3) **for vocational education courses, programs, and facilities** by a state-operated vocational technical education and training school**; and**

(4) for a facility by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association.

*** Sec. 29.** AS 43.77.045(b) is amended to read:

(b) The amount of the credit is

(1) 50 percent of contributions of not more than $100,000; [AND]

(2) 100 percent of the next $100,000 of contributions**; and**

(3) 50 percent of the amount of contributions that exceed $200,000.

*** Sec. 30.** AS 43.77.045(d) is amended to read:

(d) A contribution claimed as a credit under this section may not

(1) be **the basis for a credit** claimed [AS A CREDIT] under another provision of this title; and

(2) when combined with **contributions that are the basis for** credits

taken during the taxpayer's tax year under AS 21.89.070, 21.89.075, AS 43.20.014, AS 43.55.019, AS 43.56.018, AS 43.65.018, or AS 43.75.018, **result in the total amount of the credits exceeding $5,000,000; if the taxpayer is a member of an affiliated group, then the total amount of credits may not exceed $5,000,000 for the affiliated group** [EXCEED $150,000].

*** Sec. 31.** AS 43.77.045(e) is amended by adding a new paragraph to read:

(3) "affiliated group" has the meaning given in AS 43.20.073.

*** Sec. 32.** This Act takes effect January 1, 2011.

Noah Hanson

From: David Woodley [dswoodley@alaska.edu]
Sent: Thursday, March 25, 2010 12:38 PM
To: Noah Hanson
Subject: UA Foundation giving numbers
Attachments: Rep Gardner Numbers.xls; ATT00001.htm

Hi Noah,

attached is a short spreadsheet I have put together to hopefully answer some of your requests.

The spreadsheet shows three things:

1) Total Contributions by organizations

2) Total Contributions by oil companies

3) Needs funded by oil companies

A few caveats -

A) The data is only from FY93 forward. Anything earlier and the records in the database start looking very incomplete. The information exists, but only in a bunch of crates up in Fairbanks.

B) Likely not all oil companies were included in the data pull. As a general practice we don't always code every organization with some sort of NAICS code. We think we tagged all the big ones, but it's entirely possible that we missed some lesser known ones.

The needs of the university that were funded are arranged by designations for our 1400+ funds. Let me know if you have any questions regarding the classifications. In short…

Faculty Chairs = Endowments for Faculty Position Funding
Facilities = bricks and mortar
Non Foundation Gifts = gifts to the university directly (we don't know what they were used for)
Program Support = operating costs for programs
Scholarships = student support
Undesignated = donor gave no designation, gifts can be used for any purpose

Unfortunately we have no way of telling if gifts from organizations were specifically to take advantage of the Education Tax Credit. We have only 5 such donors identified as such in our database. Only the Department of Revenue can provide that info, which they say cannot be shared with us.

This about the best we can do on short notice, but if you have any other questions, we can certainly try to answer them.

-David

	Total Giving to UA from Organizations*	Approximate Total Giving By Petroleum Organizations**
FY93	$1,078,884	$64,800
FY94	$2,008,855	$40,200
FY95	$1,848,564	$51,700
FY96	$2,332,524	$35,991
FY97	$3,397,658	$62,175
FY98	$8,618,616	$143,040
FY99	$5,415,222	$104,158
FY00	$13,936,342	$151,450
FY01	$35,284,688	$6,943,805
FY02	$10,785,401	$4,036,560
FY03	$13,316,123	$3,512,800
FY04	$12,388,021	$4,451,850
FY05	$12,388,021	$5,587,827
FY06	$16,514,213	$7,177,425
FY07	$15,897,599	$7,809,600
FY08	$27,604,426	$17,377,405
FY09	$27,599,564	$8,980,616

*** Run using CASE standards (Cash Gifts, pledges, matching cash gifts)**

**** All Petroleum Organizations may not be represented**

Petroleum Organization Gifts Purposes (1993-2009)

Faculty Chairs	$1,100,000
Facilities	$4,000,000
Non-Foundation Gift (gift to the university)	$818,888
Program Support	$15,280,242
Scholarships	$258,475
Scholarships and Program Support	$84,866
Undesignated	$44,981,434

ANCSA REGIONAL ASSOCIATION
Bringing Together Regional Corporation Presidents and CEOs

PO Box 240766 • Anchorage, AK 99524 • 907 339 6052

December 22, 2008

Mr. Mark R. Hamilton, President
University of Alaska Statewide System
President's Office
Suite 202 Butrovich Building
Fairbanks, Alaska 99775

Dear President Hamilton:

On behalf of the ANCSA Regional Association, I am pleased to transmit the enclosed resolution.

The presidents and chief executive officers of the regional Alaska Native Corporations voted unanimously in support of this initiative to strengthen our corporations' ties with Alaska's university system. We appreciate your encouraging response to our invitation to discuss this initiative on November 18th, 2008 and we look forward to working closely with you and other university leaders to build on the good work already being done all across the state.

The opportunities afforded by this initiative to enhance our mutual interests are enormous. We stand ready to take the next step with you.

Sincerely yours,

William Anderson, Jr., President
ANCSA Regional Association

ANCSA Regional Association
Resolution 08-01

IN SUPPORT OF ALASKA NATIVE EDUCATION

WHEREAS: The ANCSA Regional Association (the Association) has as its members the Presidents and CEOs of the Alaska Native Regional Corporations; and

WHEREAS: The Regional Corporations represent Alaska Natives and their descendents enrolled with each individual organization who strive to provide meaningful benefits in the form of dividends, education and training, job opportunities, cultural preservation and land management as the largest private landowners in Alaska. The Regional Corporations collectively represent the economic interest of over 100,000 Alaska Native people; the Regional Corporations are among the largest Alaskan-owned businesses, employ thousands of Alaskans; and generate significant benefits to the Alaskan economy; and

WHEREAS: In a short period of 35 years since ANCSA was adopted, our people have developed the skills and vision to enable and empower current and future generations the ability to run these organizations successfully; and

WHEREAS: The University of Alaska—through its three universities and 13 community campuses—has been the sole provider of public higher education in Alaska since 1917 offering more than 500 academic programs ranging from certificates to doctoral degrees. These programs include training and research in subjects of special importance to Alaska Natives because of their cultural relevance and their contribution to political, social, and economic opportunity. And the University reaches out to encourage and to prepare young people to continue their education and career development. In 2007, the University enrolled over 4,000 Alaska Native Students; and

WHEREAS: The University of Alaska has created strong statewide initiatives in recent years to provide needed research, curriculum, and outreach programs in close partnership with the health, process technology, energy, mining, transportation, and other important Alaska industries. These programs meet critical workforce development needs, provide answers to Alaska's problems, and attract new students;

WHEREAS: Communication and collaboration with the University of Alaska will strengthen Alaska's Native Corporations and their shareholders—enhancing competitive capacity while increasing opportunities in high demand occupations in Alaska—as well as enrich the University of Alaska and its programs and services;

NOW THEREFORE BE IT RESOLVED that the Association recognizes the importance of education for our people and supports development of classes, programs and a better working relationship with the University of Alaska; and

BE IT FURTHER RESOLVED that the Association supports the formation of an Alaska Native Education and Research Council, which will:

- Develop—in partnership with the President of the University of Alaska—a program that identifies, prioritizes, and supports such activities as vocational and technical training, university academic curriculum, research, community outreach, endowed chairs, and other mutually determined activities that would meet the needs and serve the interests of the Alaska Native Corporations and the University;
- Provide funding in support of the program developed above; and
- Annually evaluate program progress and reprioritize activities as appropriate.

BE IT FURTHER RESOLVED that the following are examples of the activities that could be developed to promote current and future programs, classes, and an environment to enhance education of our Alaska Native people:

- A series of courses and areas of ANCSA emphasis within the University of Alaska's business management and public administration programs, including but not limited to MBA or MPA degree programs;
- Focused outreach programs using innovative technologies that improve student readiness for success in higher education and in their subsequent careers;
- Possible short courses for contracting (tribal and 8a and others);
- Degree completion and executive programs designed for working people which recognize academic credit for professional experience;
- Programs that support Alaska Native arts, culture, history, and languages;
- Facilities for housing ANCSA papers and historic documents;
- Endowed faculty chairs;
- Conferences for the exploration of the role of Alaska Natives in Statehood; and
- Research on the economic impact of ANCSA Corporations.

ADOPTED AND DATED December 17, 2008.

Board of Directors
ANCSA Regional Association

President

12/22/2008
Date

ALASKA NATIVE REGIONAL CORPORATIONS
HIGHER EDUCATION PRIORITIES
AUGUST 2009

Evaluation Criteria

- responding to ANC workforce needs
- strengthening ANC management and governance
- contributing to shareholder success
- increasing broader knowledge about ANCs
- serving ANC cultural interests
- maximizing impact through use of technology and other means

Project	Description	Priority
ANCSA course - web based	Inform students about ANCSA, increase visibility of ANCs • Content would include history, culture, politics, economics • Modify existing, already approved course • Preferably web-based, self-paced with rich content (video, archive documents) • Could be targeted to enrolled students or new employees of ANCs	**HIGH**
ANCSA course – GER	Inform students (degree seeking or not) about ANCSA, increase visibility of ANCs • Content would include history, culture, politics, economics • Face to face course, could be used as a General Education Requirement (GER) • Would expose a large number of undergraduates to ANCs	**HIGH**
Increase tax credit	Diversify funding, increase private funding, strengthen partnerships, increase exposure • Current tax credit value maximized at contribution of $150,000 • Increase tax credit to 50% of contribution	**HIGH**
Executive MBA	Enable working professionals to obtain MBAs without interrupting career or family life. Top business schools in the nation offer Executive MBA programs, which feature: • Top quality curriculum and faculty • A cohort model, resulting in high student success and career long networks • Schedule designed for working people • Use of guest faculty and practitioners, providing real world perspectives and networking opportunities	**HIGH**
ANCSA conferences	Expand knowledge of ANCSA history, issues, impacts, and opportunities • ANC leaders and scholars can provide learning opportunities for students and the broader public • UA scholars and students can use as forums for presentation and later publication • ANCs receive recognition, become familiar to students and potential employees	**HIGH**
High School outreach camps	Build on highly successful pre-college summer programs (RAHI, ANSEP) • Offer dual credit with high schools • Possibly link with sports programs and internships	**HIGH**
Self-paced develop-mental courses	Improve student preparedness and success through IT enabled self-paced courses • Faculty design courses for delivery in learning centers with long hours accessible to high school students (dual credit), working people, etc., through self-paced on-line technology, with advanced students serving as on-site course guides • Highly successful examples have improved student performance and reduced cost	**MEDIUM**
Alaska Native Arts	Expand course and program offerings • Focus on development of high value arts and crafts • Support the development of new accomplished Native artists	**MEDIUM**
Short courses for ANCs and tribes	Provide highly practical short training programs, e.g., grant writing and 8(a) • Could be delivered on-site • Tailored to each company's specific needs and interests	**MEDIUM**

ALASKA NATIVE REGIONAL CORPORATIONS
HIGHER EDUCATION PRIORITIES
AUGUST 2009 (2)

Project	Description	Priority
Political support	Provide support for University system priorities • State budget: program funding • Land grant legislation	MEDIUM
Cooperative education programs	Improve knowledge of employment opportunities for students and employers • E.g., UAF Management School has proposed a 4 year program in which students spend 3 full semesters with 3 different employers • Experience with employers is for credit and integrated with the academic program • Common in engineering and business programs	MEDIUM
Career Pathways	Show shareholders educational pathways for major job groups for each ANC • University staff will take occupational data from each ANC, focus on high demand job categories and create educational pathway materials • Materials can be distributed widely to shareholders and others about the tracks, in terms of education and training needed, increasing number of prepared applicants • Can be used as an effective advising tool to prepare shareholders for existing jobs	MEDIUM
ANCSA CEO in residence	Provide students and faculty insights on leadership of ANCs • CEO would be available for a certain time period (semester or year) • CEO would visit classes, make presentations, advise faculty and mentor students • CEO could be interviewed for ANCSA and/or ANC corporate history	MEDIUM
Visiting lecturers	Support visits of experts to campus • Bring new/outside perspectives to campus, students, and faculty • Draw members of the community onto campus	MEDIUM
Board of Directors' training	Strengthen leadership capabilities of board directors (Profit and non-profit) • UA experts provide training in fields such as governance, finance, strategy, human resources	MEDIUM
Histories of ANCSA Leaders and Corporations	Make available histories of ANCSA leaders for use in curriculum, research • University faculty and students would conduct and record interviews- likely in high definition video • Text, video, etc., could be used in web-based and face to face classes • Way to formally preserve history for future generations of shareholders, teachers and historians	MEDIUM
Collection of historic documents, images	Collect, preserve and archive papers and images of early land claims battles and development of the corporations • Collect this material before it is lost • Reposited in designated sections of libraries which create visibility for the collections	MEDIUM
Support Alaska Native Scholars	Provide support for Alaska Natives who are pursuing academic excellence in their disciplines • Increases the number of Alaska Natives with advanced degrees • Strengthens diversity among the faculty	MEDIUM
Provide scholarships in selected fields	Create an educated workforce in areas of importance to the ANCs • Provide funding in targeted fields, those of high priority to the ANCs • Flexible in terms of funding, from an annual contribution to an endowment • Can change fields as ANC needs change • Supports connection between scholarship and UA	MEDIUM
Facility purchase, construction, operation	Provide facilities (building, lecture halls, galleries, conference rooms, residence halls, labs) • Funding to provide facilities would support added capacity, services • Would provide alternative to public funding • Would provide opportunity for naming, outreach	LOW
Endow faculty chairs	Establish faculty positions with stable funding insulated from competing funding pressures • UA has very few compared to other universities • Provide funding stability, earnings off invested principal • Can be set up as a term appointment (1 year, 3 years, 5 years) • $4-5 million (approx, depending on academic field) required to establish	LOW

Chair and Secretary of the Board of Regents to sign the resolution. This motion is effective February 17, 2009."

The Board of Regents regularly passes a resolution specifying certain university officers as being authorized to execute investment and banking transactions for the University of Alaska. Because of changes in members of the board, a current resolution is necessary in order to execute timely investment and banking transactions.

I. Approval of Resolution in Support of Alaska Native Education

Regent Martin moved, seconded by Regent Cowell, and passed that:

PASSED
"The Board of Regents approves the resolution in support of Alaska Native Education as presented. This motion is effective February 18, 2009."

WHEREAS: The University of Alaska—through our three universities and 13 community campuses—has been the sole provider of public higher education in Alaska since 1917, offering more than 500 academic programs ranging from occupational endorsement certificates to doctoral degrees. These programs include training and research in subjects of special importance to Alaska Natives because of their contribution to economic, political, and social opportunity and their cultural relevance. As well, the University reaches out to encourage and to prepare young people to continue their education and career development. In fall 2008, the University enrolled more than 32,000 students, of which 4,300 were Alaska Natives; and

WHEREAS: The University has increased Alaska Native degree achievement by 108 percent this last decade and hopes to achieve another 100 percent increase in the decade ahead; and

WHEREAS: The University has created strong statewide initiatives in recent years to provide needed research, curriculum, and outreach programs in close partnership with the health, process technology, energy, mining, transportation, and other important Alaska industries. These programs meet critical workforce development needs, provide answers to Alaska's problems, and attract new students; and

WHEREAS: The Alaska Native Corporation Regional Association (the Association) has as its members the Presidents and CEOs of the Alaska Native Regional Corporations. These corporations represent Alaska Natives and their descendents enrolled with each individual organization

who strive to provide meaningful benefits in the form of dividends, education and training, job opportunities, cultural preservation and land management as the largest private landowners in Alaska; and

WHEREAS: The Regional Corporations collectively represent the economic interests of over 100,000 Alaska Native people; the Regional Corporations are among the largest Alaskan-owned businesses, employ thousands of Alaskans, and generate significant benefits to the Alaskan economy. In a short period of 35 years since ANCSA was adopted, Alaska Native people have developed the skills and vision to enable and empower current and future generations the ability to run these organizations successfully; and

WHEREAS: Communication and collaboration with Alaska's Native Corporations will enrich the University of Alaska and its programs and services while strengthening the Alaska Native Corporations' competitive capacity; and

WHEREAS: On December 17, 2008, the Association passed a unanimous resolution in support of the formation of an Alaska Native Education and Research Council, which will:

- Develop—in partnership with the Alaska Native Corporation CEOs—a program that identifies, prioritizes, and supports such activities as vocational and technical training, university academic curriculum, research, community outreach, endowed chairs, and other mutually determined activities that would meet the needs and serve the interests of the Alaska Native Corporations and the University;
- Provide funding in support of the program developed above; and
- Annually evaluate program progress and reprioritize activities as appropriate.

NOW THEREFORE BE IT RESOLVED that the Board of Regents appreciates the action taken by the Association and strongly supports the formation of an Alaska Native Education and Research Council as proposed by the Association; and

BE IT FURTHER RESOLVED that the President of the University should take what actions he determines appropriate to further the mutual interests of the University and the Alaska Native Corporations through this Council; and

BE IT FURTHER RESOLVED that this resolution be appropriately engrossed, with a copy to be incorporated in the official minutes of the February 17-19, 2009 meeting of the Board of Regents.

Hecla
GREENS CREEK

Hecla Greens Creek Mining Company
P.O. Box 32199
Juneau, Alaska 99803

March 19, 2010

To Whom It May Concern:

This letter will confirm the support of Hecla Greens Creek Mining Company for HB 367, a bill relating to education tax credit sponsored by Representative Cathy Munoz.

The Greens Creek Mine is located within the City and Borough of Juneau; and with 330 employees it is the city's largest private sector employer.

Private support of vocational and higher education helps provide a margin of excellence when preparing the Alaskan workforce of tomorrow. Partnerships between these learning centers and the private sector improve the quantity and quality of workers available to meet the present and future demands of Greens Creek and other employers in the state.

Vocational and higher education institutions are outstanding community resources that enhance and diversify Alaska's economy. The changes to tax credits as proposed in HB 367 further incentivize private donors to create additional opportunities for teaching, learning and services that would not otherwise be possible.

A trained and skilled Alaskan workforce is essential to meet the demands of a growing state economy. With the HB 367 tax credits in place, the private sector could provide even more help in meeting those demands. Please support Representative Munoz in her efforts to secure passage of this bill.

Sincerely,

Ron Plantz
Human Resources Manager

STATE OF ALASKA

DEPARTMENT OF REVENUE

Tax Division

Sean Parnell, Governor

State Office Building
PO Box 110420
Juneau, AK 99811-0420
907.465.2320

550 W Seventh, Suite 500
Anchorage, AK 99501-3566
907.269.6620

www.tax.state.ak.us

March 16, 2010

The Honorable Paul Seaton, Chair
House Education Committee
House of Representatives
Capitol Building Room 102
Juneau, Alaska 99811

Re: HB 367

Dear Chairman Seaton and Committee Members:

During the last meeting of the House Education Committee, we were asked to provide the following information regarding the Alaska Education Credit:

1. The tax effect of a contribution for which an Income Tax Education Credit may be claimed, under two scenarios:
    a. Charitable contribution is claimed
    b. Income Tax Education Credit is claimed

2. Two scenarios demonstrating the difference in ordering credits.

3. Alaska Education Tax Credits claimed in the Fiscal Years 2007--2009

4. Any technical suggestions

Please find attached several worksheets that answer the questions posed. On Attachment 1, we have provided a comparison of claiming a charitable contribution to claiming a credit for a contribution to university.

Attachments 2 and 3 are provided to show the difference resulting from alternatives in credit ordering. Attachment 2 assumes that the Income Tax Education Credit is prioritized over the

Film Production Tax Credit. Attachment 3 assumes that the Film Production Tax Credit is prioritized over the Income Tax Education Credit.

Ordering of credits is clearly a policy decision. From a technical standpoint, it is important that the policy be made clear. Alaska statute currently requires that the Gas Exploration & Development Credit (AS 43.20.043) be applied against the corporate income tax first, before all other credits. However, Alaska statute is silent on how other credits are applied. On Attachment 6, we have provided some alternative language for lawmakers to consider.

Our second suggestion concerns the application of the Education Credit. Current law restricts the credit to $150,000 per "taxpayer." In the area of income tax, it is unclear whether this refers to an individual corporation, or to the group of corporations where there is an affiliated group. AS 43.20.340(10) defines "taxpayer" as "a person [corporation] subject to a tax imposed by this chapter." Where there is an affiliated group of taxpayers, they may file one consolidated tax return. For example, if a multi-state oil company is doing business in Alaska, it commonly has separate corporations for its E&P operations, its marketing operations, and its transportation operations. Such a company commonly files a single consolidated Alaska tax return. It is unclear whether there is one $150,000 credit allowed for a consolidated tax return, or multiple $150,000 credits allowed for each member represented in the consolidated return. Hearing minutes from the year the credit was initially enacted indicate that the credit limit was intended to apply per corporate group and not to individual taxpayers within the group. It would be helpful to have this clarified in statute. Attachment 6 also presents some language to clarify this.

Attachment 4 shows the Education Credits claimed for the last three fiscal years. Please note that these statistics are provided based on tax returns filed during each fiscal year. Thus, the FY09 statistics include most of the income tax returns filed for the calendar year 2007 and any fiscal year tax returns filed during FY09.

Attachment 5 shows the contributions upon which the Education Credits were claimed for each respective fiscal year. Please note that these statistics are based on the tax returns, as filed, and do not include any similar contributions for which a taxpayer may have claimed a charitable contribution, rather than claiming a credit.

Thank you for the opportunity to provide this information.

Sincerely,

Johanna Bales
Deputy Director, Tax Division

Purpose: To compare the tax benefit of an income tax "deduction" to the benefit of a "credit for contribution of $50,000,000 to a university

A deduction is an expense taken to reduce total taxable income.
A credit reduces income tax directly.

		deduction		credit
Gross income	A	300,000,000		300,000,000
Expenses:				
Other epxenses		10,000,000		10,000,000
Deduction for contribution to university	B	50,000,000		
Total expenses	C	60,000,000		10,000,000
Taxable income	A - C	240,000,000		290,000,000
Tax rate		* 9.4%		* 9.4%
Tax		22,560,000		27,260,000
Credit		0	B * 50%	(25,000,000)
Tax after credit		22,560,000		2,260,000

This analysis examines the benefit of the next marginal contribution after $200,000.

Assumptions:
--charitable contribution is not limited by taxable income limit.
--highest marginal tax rate
--company does all of its business in Alaska

Purpose: to compare ordering of credits
Priority: Income Tax Education Credit

Assumptions:
company does business only in Alaska

		available credits	tax application limit	carryover
Income Tax Education Credit	AS 43.20.014	1,000,000	no limit	no carryover
Gas Exploration & Development Tax Credit	AS 43.20.043	1,000,000	50% tax	5 year carryover
Film Production Tax Credit	AS 43.98.030	1,000,000	no limit	3 year carryover
Total potential credits		3,000,000		

** AS 43.20.043(c) requires application first of Gas Exploration & Development Tax Credit

Scenario 1: apply Income Tax Education Credit next

Tax before credits	(assumed)	1,200,000
Gas Exploration & Development Tax Credit	(limited to 50% tax)	(600,000)
Income Tax Education Credit		(600,000)
Tax after credits:		0

Credits utilized	
Gas Exploration & Development Tax Credit	600,000
Income Tax Education Credit	600,000
Total credit utilized	1,200,000

Credits lost	
Income Tax Education Credit	400,000
Total credits lost	400,000

Credits available for future utilization	
Gas Exploration & Development Tax Credit	400,000
Film Production Tax Credit	1,000,000
Total credits available for future utilization	1,400,000

Purpose: to compare ordering of credits
Priority: Film Production Tax Credit

Assumptions:
company does business only in Alaska

		available credits	tax application limit	carryover
Income Tax Education Credit	AS 43.20.014	1,000,000	no limit	no carryover
Gas Exploration & Development Tax Credit	AS 43.20.043	1,000,000	50% tax	5 year carryover
Film Production Tax Credit	AS 43.98.030	1,000,000	no limit	3 year carryover
Total potential credits		3,000,000		

** AS 43.20.043(c) requires application first of Gas Exploration & Development Tax Credit

Scenario 2: apply Film Production Tax Credit next

Tax before credits	(assumption)	1,200,000
Gas Exploration & Development Tax Credit	(limited to 50% tax)	(600,000)
Film Production Tax Credit		(600,000)
Tax after credits:		0

Credits utilized/monetized	
Gas Exploration & Development Tax Credit	600,000
Film Production Tax Credit	600,000
Total credit utilized	1,200,000
Credits lost	
Income Tax Education Credit	1,000,000
Total credits lost	1,000,000
Credits available for future utilization	
Gas Exploration & Development Tax Credit	400,000
Film Production Tax Credit	400,000
Total credits available for future utilization	800,000

Alaska Education Tax Credit
Credits Claimed
FY 07--09

	FY 09	FY 08	FY 07
Tax Type			
Corporate Income Tax	1,064,019	1,314,499	1,196,972
Insurance Premiums Tax	450,000	425,000	300,000
Fishery Resource Landing Tax	150,000	1,050,000	1,200,000
Mining License Tax	0	10,814	250,626
Fisheries Business Tax	450,000	450,000	300,000
Total Education Tax Credit claimed	2,114,019	3,250,313	3,247,598

Contributions generating Alaska Education Tax Credit

FY 07--09

	FY 09	FY 08	FY 07
Tax Types			
Corporate Income Tax	1,624,326	5,197,425	5,047,485
Insurance Premiums Tax	600,000	575,000	400,000
Fishery Resource Landing Tax	200,000	1,400,000	1,600,000
Mining License Tax	0	21,628	391,802
Fisheries Business Tax	600,000	200,000	200,000
Total contributions for Education Tax Credit	3,024,326	7,394,053	7,639,287

** Note: These amounts do not include contributions that would have enjoyed the Education Tax Credit, but for which taxpayer did not claim a credit, but claimed a deduction instead.

Letter to House Education Committee
March 16, 2010
Attachment 6

Suggested edits for HB 367

If intent is to prioritize Education Credit before other credits:

A new paragraph:

AS 43.20.014(e)(2) "tax due under this chapter" means the tax liability after application of the credit under AS 43.20.043 and before application of any other credits allowable under this chapter.

To clarify taxpayer credit limit:

Amend AS 43.20.014(d)(3)

(3) when combined with credits taken during the taxpayer's tax year under AS 21.89.070, 21.89.075, AS 43.55.019, AS 43.56.018, AS 43.65.018, AS 43.75.018, or AS 43.77.045, exceed $150,000. **If the taxpayer is a member of an affiliated group, then the credit may not exceed $150,000 for the affiliated group.**

Add a new paragraph:

AS 43.20.014(e)(3) "affiliated group" means a group of two or more corporations in which 50 percent or more of the voting stock of each member of the group is directly or indirectly owned by one or more corporate or noncorporate common owners, or by one or more of the members of the group.

Similar language to be added in AS 21.89.070, 21.89.075, AS 43.55.019, AS 43.56.018, AS 43.65.018, AS 43.75.018, or AS 43.77.045

26-LS1538\E
Bullock
3/11/10

CS FOR HOUSE BILL NO. 367( )

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SIXTH LEGISLATURE - SECOND SESSION

BY

Offered:
Referred:

Sponsor(s): REPRESENTATIVES MUÑOZ, Kelly, Peggy Wilson, Ramras

A BILL

FOR AN ACT ENTITLED

"An Act relating to tax credits for cash contributions by taxpayers that are accepted for certain educational purposes and facilities; and providing for an effective date."

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

*** Section 1.** AS 21.06.110 is amended to read:

Sec. 21.06.110. Director's annual report. As early in each calendar year as is reasonably possible, the director shall prepare and deliver an annual report to the commissioner, who shall notify the legislature that the report is available, showing, with respect to the preceding calendar year,

(1) a list of the authorized insurers transacting insurance in this state, with a summary of their financial statement as the director considers appropriate;

(2) the name of each insurer whose certificate of authority was surrendered, suspended, or revoked during the year and the cause of surrender, suspension, or revocation;

(3) the name of each insurer authorized to do business in this state

New Text Underlined [DELETED TEXT BRACKETED]

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against which delinquency or similar proceedings were instituted and, if against an insurer domiciled in this state, a concise statement of the facts with respect to each proceeding and its present status;

(4) a statement in regard to examination of rating organizations, advisory organizations, joint underwriters, and joint reinsurers as required by AS 21.39.120;

(5) the receipt and expenses of the division for the year;

(6) recommendations of the director as to amendments or supplementation of laws affecting insurance or the office of director;

(7) statistical information regarding health insurance, including the number of individual and group policies sold or terminated in the state; this paragraph does not authorize the director to require an insurer to release proprietary information;

(8) the annual percentage of health claims paid in the state that meets the requirements of AS 21.36.128(a) and (d); [AND]

(9) **the total amount of contributions reported and the total amount of credit claimed under AS 21.89.070 and 21.89.075; and**

(10) other pertinent information and matters the director considers proper.

*** Sec. 2.** AS 21.89.070(a) is amended to read:

(a) A taxpayer is allowed a credit against the tax due under AS 21.09.210 or AS 21.66.110 for cash contributions accepted

(1) for direct instruction, research, and educational support purposes, including library and museum acquisitions, and contributions to endowment, by an Alaska university foundation or by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association;

(2) for secondary school level vocational education courses, [AND] programs**, and facilities** by a school district in the state; [AND]

(3) **for vocational education courses, programs, and facilities** by a state-operated vocational technical education and training school**; and**

(4) for a facility by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association.

* **Sec. 3.** AS 21.89.070(b) is amended to read:

(b) The amount of the credit is [THE LESSER OF

(1)] an amount equal to

(1) [(A)] 50 percent of contributions of not more than $100,000;

(2) [AND (B)] 100 percent of the next $100,000 of contributions; **and**

(3) 50 percent of the amount of contributions that exceed $200,000

[OR

(2) 50 PERCENT OF THE TAXPAYER'S TAX LIABILITY UNDER THIS TITLE].

* **Sec. 4.** AS 21.89.070(d) is amended to read:

(d) A contribution claimed as a credit under this section may not

(1) be **the basis for a credit** claimed [AS A CREDIT] under more than one provision of this title; and

(2) when combined with **contributions that are the basis for** credits taken during the taxpayer's tax year under AS 21.89.075, AS 43.20.014, AS 43.55.019, AS 43.56.018, AS 43.65.018, AS 43.75.018, or AS 43.77.045, **result in the total amount of credits exceeding $25,000,000** [EXCEED $150,000].

* **Sec. 5.** AS 21.89.075(c) is amended to read:

(c) A contribution claimed by a taxpayer as a credit under this section may not

(1) be **the basis for a credit** claimed [AS A CREDIT] under more than one provision of this title;

(2) when combined with **contributions that are the basis for** credits taken during the taxpayer's tax year under AS 21.89.070, AS 43.20.014, AS 43.55.019, AS 43.56.018, AS 43.65.018, AS 43.75.018, or AS 43.77.045, **result in the total amount of credits exceeding $25,000,000** [EXCEED $150,000]; or

(3) be claimed as a credit unless the contribution qualifies for the credit under (d) of this section.

* **Sec. 6.** AS 43.05.010 is amended to read:

Sec. 43.05.010. Duties of commissioner. The commissioner of revenue shall

(1) exercise general supervision and direct the activities of the Department of Revenue;

(2) supervise the fiscal affairs and responsibilities of the department;

(3) prescribe uniform rules for investigations and hearings;

(4) keep a record of all departmental proceedings, record and file all bonds, and assume custody of returns, reports, papers, and documents of the department;

(5) adopt a seal and affix it to each order, process, or certificate issued by the commissioner;

(6) keep a record of each order, process, and certificate issued by the commissioner, and keep the record open to public inspection at all reasonable times;

(7) hold hearings and investigations necessary for the administration of state tax and revenue laws;

(8) except as provided in AS 43.05.405 - 43.05.499 and in AS 44.64.030, hear and determine appeals of a matter within the jurisdiction of the Department of Revenue and enter orders on the appeals that are final unless reversed or modified by the courts;

(9) issue subpoenas to require the attendance of witnesses and the production of necessary books, papers, documents, correspondence, and other things;

(10) order the taking of depositions before a person competent to administer oaths;

(11) administer oaths and take acknowledgments;

(12) request the attorney general for rulings on the interpretation of the tax and revenue laws administered by the department;

(13) call upon the attorney general to institute actions for recovery of unpaid taxes, fees, excises, additions to tax, penalties, and interest;

(14) issue warrants for the collection of unpaid tax penalties and interest and take all steps necessary and proper to enforce full and complete compliance with the tax, license, excise, and other revenue laws of the state;

(15) **report to the legislature before February 15 of each year the total amount of contributions reported and the total amount of credit claimed during the previous calendar year under AS 43.20.014, AS 43.55.019, AS 43.56.018, AS 43.65.018, AS 43.75.018, and AS 43.77.045** [REPEALED].

* **Sec. 7.** AS 43.20.014(a) is amended to read:

(a) A taxpayer is allowed a credit against the tax due under this chapter for cash contributions accepted

(1) for direct instruction, research, and educational support purposes, including library and museum acquisitions, and contributions to endowment, by an Alaska university foundation or by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association;

(2) for secondary school level vocational education courses, [AND] programs, **and facilities** by a school district in the state; [AND]

(3) **for vocational education courses, programs, and facilities** by a state-operated vocational technical education and training school**; and**

(4) for a facility by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association.

* **Sec. 8.** AS 43.20.014(b) is amended to read:

(b) The amount of the credit is

(1) 50 percent of contributions of not more than $100,000; [AND]

(2) 100 percent of the next $100,000 of contributions**; and**

(3) 50 percent of the amount of contributions that exceed $200,000.

* **Sec. 9.** AS 43.20.014(d) is amended to read:

(d) A contribution claimed as a credit under this section may not

(1) be **the basis for a credit** claimed [AS A CREDIT] under another provision of this title;

(2) also be allowed as a deduction under 26 U.S.C. 170 against the tax imposed by this chapter; and

(3) when combined with **contributions that are the basis for** credits taken during the taxpayer's tax year under AS 21.89.070, 21.89.075, AS 43.55.019, AS 43.56.018, AS 43.65.018, AS 43.75.018, or AS 43.77.045, **result in the total amount of credits exceeding $25,000,000** [EXCEED $150,000].

* **Sec. 10.** AS 43.55.019(a) is amended to read:

(a) A producer of oil or gas is allowed a credit against the tax due under this chapter for cash contributions accepted

(1) for direct instruction, research, and educational support purposes, including library and museum acquisitions, and contributions to endowment, by an Alaska university foundation or by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association;

(2) for secondary school level vocational education courses, [AND] programs, **and facilities** by a school district in the state; [AND]

(3) **for vocational education courses, programs, and facilities** by a state-operated vocational technical education and training school**; and**

(4) for a facility by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association.

*** Sec. 11.** AS 43.55.019(b) is amended to read:

(b) The amount of the credit is

(1) 50 percent of contributions of not more than $100,000; [AND]

(2) 100 percent of the next $100,000 of contributions**; and**

(3) 50 percent of the amount of contributions that exceed $200,000.

*** Sec. 12.** AS 43.55.019(d) is amended to read:

(d) A contribution claimed as a credit under this section may not

(1) be **the basis for a credit** claimed [AS A CREDIT] under another provision of this title; and

(2) when combined with **contributions that are the basis for** credits taken during the taxpayer's tax year under AS 21.89.070, 21.89.075, AS 43.20.014, AS 43.56.018, AS 43.65.018, AS 43.75.018, or AS 43.77.045, **result in the total amount of credits exceeding $25,000,000** [EXCEED $150,000].

*** Sec. 13.** AS 43.56.018(a) is amended to read:

(a) The owner of property taxable under this chapter is allowed a credit against the tax due under this chapter for cash contributions accepted

(1) for direct instruction, research, and educational support purposes, including library and museum acquisitions, and contributions to endowment, by an Alaska university foundation or by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association;

(2) for secondary school level vocational education courses, [AND]

programs**, and facilities** by a school district in the state; [AND]

(3) **for vocational education courses, programs, and facilities** by a state-operated vocational technical education and training school**; and**

(4) for a facility by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association.

*** Sec. 14.** AS 43.56.018(b) is amended to read:

(b) The amount of the credit is

(1) 50 percent of contributions of not more than $100,000; [AND]

(2) 100 percent of the next $100,000 of contributions**; and**

(3) 50 percent of the amount of contributions that exceed $200,000.

*** Sec. 15.** AS 43.56.018(d) is amended to read:

(d) A contribution claimed as a credit under this section may not

(1) be **the basis for a credit** claimed [AS A CREDIT] under another provision of this title; and

(2) when combined with **contributions that are the basis for** credits taken during the taxpayer's tax year under AS 21.89.070, 21.89.075, AS 43.20.014, AS 43.55.019, AS 43.65.018, AS 43.75.018, or AS 43.77.045, **result in the total amount of credits exceeding $25,000,000** [EXCEED $150,000].

*** Sec. 16.** AS 43.65.018(a) is amended to read:

(a) A person engaged in the business of mining in the state is allowed a credit against the tax due under this chapter for cash contributions accepted

(1) for direct instruction, research, and educational support purposes, including library and museum acquisitions, and contributions to endowment, by an Alaska university foundation or by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association;

(2) for secondary school level vocational education courses**,** [AND] programs**, and facilities** by a school district in the state; [AND]

(3) **for vocational education courses, programs, and facilities** by a state-operated vocational technical education and training school**; and**

(4) for a facility by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association.

* **Sec. 17.** AS 43.65.018(b) is amended to read:

(b) The amount of the credit is

(1) 50 percent of contributions of not more than $100,000; [AND]

(2) 100 percent of the next $100,000 of contributions**; and**

(3) 50 percent of the amount of contributions that exceed $200,000.

* **Sec. 18.** AS 43.65.018(d) is amended to read:

(d) A contribution claimed as a credit under this section may not

(1) be **the basis for a credit** claimed [AS A CREDIT] under another provision of this title; and

(2) when combined with **contributions that are the basis for** credits taken during the taxpayer's tax year under AS 21.89.070, 21.89.075, AS 43.20.014, AS 43.55.019, AS 43.56.018, AS 43.75.018, or AS 43.77.045, **result in the total amount of the credits exceeding $25,000,000** [EXCEED $150,000].

* **Sec. 19.** AS 43.75.018(a) is amended to read:

(a) A person engaged in a fisheries business is allowed a credit against the tax due under this chapter for cash contributions accepted

(1) for direct instruction, research, and educational support purposes, including library and museum acquisitions, and contributions to endowment, by an Alaska university foundation or by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association;

(2) for secondary school level vocational education courses**,** [AND] programs**, and facilities** by a school district in the state; [AND]

(3) **for vocational education courses, programs, and facilities** by a state-operated vocational technical education and training school**; and**

(4) for a facility by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association.

* **Sec. 20.** AS 43.75.018(b) is amended to read:

(b) The amount of the credit is

(1) 50 percent of contributions of not more than $100,000; [AND]

(2) 100 percent of the next $100,000 of contributions**; and**

(3) 50 percent of the amount of contributions that exceed $200,000.

* **Sec. 21.** AS 43.75.018(d) is amended to read:

(d) A contribution claimed as a credit under this section may not

(1) be **the basis for a credit** claimed [AS A CREDIT] under another provision of this title; and

(2) when combined with **contributions that are the basis for** credits taken during the taxpayer's tax year under AS 21.89.070, 21.89.075, AS 43.20.014, AS 43.55.019, AS 43.56.018, AS 43.65.018, or AS 43.77.045, **result in the total amount of the credits exceeding $25,000,000** [EXCEED $150,000].

* **Sec. 22.** AS 43.77.045(a) is amended to read:

(a) In addition to the credit allowed under AS 43.77.040, a person engaged in a floating fisheries business is allowed a credit against the tax due under this chapter for cash contributions accepted

(1) for direct instruction, research, and educational support purposes, including library and museum acquisitions, and contributions to endowment, by an Alaska university foundation or by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association;

(2) for secondary school level vocational education courses, [AND] programs**, and facilities** by a school district in the state; [AND]

(3) **for vocational education courses, programs, and facilities** by a state-operated vocational technical education and training school**; and**

(4) for a facility by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association.

* **Sec. 23.** AS 43.77.045(b) is amended to read:

(b) The amount of the credit is

(1) 50 percent of contributions of not more than $100,000; [AND]

(2) 100 percent of the next $100,000 of contributions**; and**

(3) 50 percent of the amount of contributions that exceed $200,000.

* **Sec. 24.** AS 43.77.045(d) is amended to read:

(d) A contribution claimed as a credit under this section may not

(1) be **the basis for a credit** claimed [AS A CREDIT] under another provision of this title; and

(2) when combined with **contributions that are the basis for** credits taken during the taxpayer's tax year under AS 21.89.070, 21.89.075, AS 43.20.014, AS 43.55.019, AS 43.56.018, AS 43.65.018, or AS 43.75.018, **result in the total amount of the credits exceeding $25,000,000** [EXCEED $150,000].

*** Sec. 25.** This Act takes effect January 1, 2011.

26-LS1538\R
Bullock
3/9/10

CS FOR HOUSE BILL NO. 367( )

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SIXTH LEGISLATURE - SECOND SESSION

BY

Offered:
Referred:

Sponsor(s): REPRESENTATIVES MUÑOZ, Kelly, Peggy Wilson, Ramras

A BILL

FOR AN ACT ENTITLED

"An Act relating to tax credits for cash contributions by taxpayers that are accepted for certain educational purposes and facilities; and providing for an effective date."

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

*** Section 1.** AS 21.06.110 is amended to read:

Sec. 21.06.110. Director's annual report. As early in each calendar year as is reasonably possible, the director shall prepare and deliver an annual report to the commissioner, who shall notify the legislature that the report is available, showing, with respect to the preceding calendar year,

(1) a list of the authorized insurers transacting insurance in this state, with a summary of their financial statement as the director considers appropriate;

(2) the name of each insurer whose certificate of authority was surrendered, suspended, or revoked during the year and the cause of surrender, suspension, or revocation;

(3) the name of each insurer authorized to do business in this state

New Text Underlined [DELETED TEXT BRACKETED]

against which delinquency or similar proceedings were instituted and, if against an insurer domiciled in this state, a concise statement of the facts with respect to each proceeding and its present status;

(4) a statement in regard to examination of rating organizations, advisory organizations, joint underwriters, and joint reinsurers as required by AS 21.39.120;

(5) the receipt and expenses of the division for the year;

(6) recommendations of the director as to amendments or supplementation of laws affecting insurance or the office of director;

(7) statistical information regarding health insurance, including the number of individual and group policies sold or terminated in the state; this paragraph does not authorize the director to require an insurer to release proprietary information;

(8) the annual percentage of health claims paid in the state that meets the requirements of AS 21.36.128(a) and (d); [AND]

(9) **the total amount of contributions reported and the total amount of credit claimed under AS 21.89.070 and 21.89.075; and**

(10) other pertinent information and matters the director considers proper.

*** Sec. 2.** AS 21.89.070(a) is amended to read:

(a) A taxpayer is allowed a credit against the tax due under AS 21.09.210 or AS 21.66.110 for cash contributions accepted

(1) for direct instruction, research, and educational support purposes, including library and museum acquisitions, and contributions to endowment, by an Alaska university foundation or by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association;

(2) for secondary school level vocational education courses, [AND] programs**, and facilities** by a school district in the state; [AND]

(3) **for vocational education courses, programs, and facilities** by a state-operated vocational technical education and training school**; and**

(4) for a facility by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association.

*** Sec. 3.** AS 21.89.070(d) is amended to read:

(d) A contribution claimed as a credit under this section may not

(1) be **the basis for a credit** claimed [AS A CREDIT] under more than one provision of this title; and

(2) when combined with **contributions that are the basis for** credits taken during the taxpayer's tax year under AS 21.89.075, AS 43.20.014, AS 43.55.019, AS 43.56.018, AS 43.65.018, AS 43.75.018, or AS 43.77.045, **result in the total amount of credits exceeding $25,000,000** [EXCEED $150,000].

*** Sec. 4.** AS 21.89.070 is amended by adding a new subsection to read:

(f) The credit under this section may not reduce a person's tax liability under AS 21.09.210 or AS 21.66.110 to below zero for any tax year. An unused credit or portion of a credit not used under this section for a tax year may not be sold, traded, transferred, or applied in a subsequent tax year.

*** Sec. 5.** AS 21.89.075(c) is amended to read:

(c) A contribution claimed by a taxpayer as a credit under this section may not

(1) be **the basis for a credit** claimed [AS A CREDIT] under more than one provision of this title;

(2) when combined with **contributions that are the basis for** credits taken during the taxpayer's tax year under AS 21.89.070, AS 43.20.014, AS 43.55.019, AS 43.56.018, AS 43.65.018, AS 43.75.018, or AS 43.77.045, **result in the total amount of credits exceeding $25,000,000** [EXCEED $150,000]; or

(3) be claimed as a credit unless the contribution qualifies for the credit under (d) of this section.

*** Sec. 6.** AS 21.89.075 is amended by adding a new subsection to read:

(f) The credit under this section may not reduce a person's tax liability under AS 21.09.210 to below zero for any tax year. An unused credit or portion of a credit not used under this section for a calendar year may not be sold, traded, transferred, or applied in a subsequent calendar year.

*** Sec. 7.** AS 43.05.010 is amended to read:

Sec. 43.05.010. Duties of commissioner. The commissioner of revenue shall

(1) exercise general supervision and direct the activities of the

Department of Revenue;

(2) supervise the fiscal affairs and responsibilities of the department;

(3) prescribe uniform rules for investigations and hearings;

(4) keep a record of all departmental proceedings, record and file all bonds, and assume custody of returns, reports, papers, and documents of the department;

(5) adopt a seal and affix it to each order, process, or certificate issued by the commissioner;

(6) keep a record of each order, process, and certificate issued by the commissioner, and keep the record open to public inspection at all reasonable times;

(7) hold hearings and investigations necessary for the administration of state tax and revenue laws;

(8) except as provided in AS 43.05.405 - 43.05.499 and in AS 44.64.030, hear and determine appeals of a matter within the jurisdiction of the Department of Revenue and enter orders on the appeals that are final unless reversed or modified by the courts;

(9) issue subpoenas to require the attendance of witnesses and the production of necessary books, papers, documents, correspondence, and other things;

(10) order the taking of depositions before a person competent to administer oaths;

(11) administer oaths and take acknowledgments;

(12) request the attorney general for rulings on the interpretation of the tax and revenue laws administered by the department;

(13) call upon the attorney general to institute actions for recovery of unpaid taxes, fees, excises, additions to tax, penalties, and interest;

(14) issue warrants for the collection of unpaid tax penalties and interest and take all steps necessary and proper to enforce full and complete compliance with the tax, license, excise, and other revenue laws of the state;

(15) **report to the legislature before February 15 of each year the total amount of contributions reported and the total amount of credit claimed during the previous calendar year under AS 43.20.014, AS 43.55.019,**

AS 43.56.018, AS 43.65.018, AS 43.75.018, and AS 43.77.045 [REPEALED].

*** Sec. 8.** AS 43.20.014(a) is amended to read:

(a) A taxpayer is allowed a credit against the tax due under this chapter for cash contributions accepted

(1) for direct instruction, research, and educational support purposes, including library and museum acquisitions, and contributions to endowment, by an Alaska university foundation or by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association;

(2) for secondary school level vocational education courses, [AND] programs**, and facilities** by a school district in the state; [AND]

(3) **for vocational education courses, programs, and facilities** by a state-operated vocational technical education and training school**; and**

(4) for a facility by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association.

*** Sec. 9.** AS 43.20.014(d) is amended to read:

(d) A contribution claimed as a credit under this section may not

(1) be **the basis for a credit** claimed [AS A CREDIT] under another provision of this title;

(2) also be allowed as a deduction under 26 U.S.C. 170 against the tax imposed by this chapter; and

(3) when combined with **contributions that are the basis for** credits taken during the taxpayer's tax year under AS 21.89.070, 21.89.075, AS 43.55.019, AS 43.56.018, AS 43.65.018, AS 43.75.018, or AS 43.77.045, **result in the total amount of credits exceeding $25,000,000** [EXCEED $150,000].

*** Sec. 10.** AS 43.20.014 is amended by adding a new subsection to read:

(f) The credit under this section may not reduce a person's tax liability under this chapter to below zero for any tax year. An unused credit or portion of a credit not used under this section for a tax year may not be sold, traded, transferred, or applied in a subsequent tax year.

*** Sec. 11.** AS 43.55.019(a) is amended to read:

(a) A producer of oil or gas is allowed a credit against the tax due under this

chapter for cash contributions accepted

(1) for direct instruction, research, and educational support purposes, including library and museum acquisitions, and contributions to endowment, by an Alaska university foundation or by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association;

(2) for secondary school level vocational education courses, [AND] programs, **and facilities** by a school district in the state; [AND]

(3) **for vocational education courses, programs, and facilities** by a state-operated vocational technical education and training school**; and**

(4) for a facility by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association.

*** Sec. 12.** AS 43.55.019(d) is amended to read:

(d) A contribution claimed as a credit under this section may not

(1) be **the basis for a credit** claimed [AS A CREDIT] under another provision of this title; and

(2) when combined with **contributions that are the basis for** credits taken during the taxpayer's tax year under AS 21.89.070, 21.89.075, AS 43.20.014, AS 43.56.018, AS 43.65.018, AS 43.75.018, or AS 43.77.045, **result in the total amount of credits exceeding $25,000,000** [EXCEED $150,000].

*** Sec. 13.** AS 43.55.019 is amended by adding a new subsection to read:

(f) The credit under this section may not reduce a person's tax liability under this chapter to below zero for any tax year. An unused credit or portion of a credit not used under this section for a tax year may not be sold, traded, transferred, or applied in a subsequent tax year.

*** Sec. 14.** AS 43.56.018(a) is amended to read:

(a) The owner of property taxable under this chapter is allowed a credit against the tax due under this chapter for cash contributions accepted

(1) for direct instruction, research, and educational support purposes, including library and museum acquisitions, and contributions to endowment, by an Alaska university foundation or by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association;

(2) for secondary school level vocational education courses, [AND] programs, **and facilities** by a school district in the state; [AND]

(3) **for vocational education courses, programs, and facilities** by a state-operated vocational technical education and training school; **and**

(4) for a facility by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association.

*** Sec. 15.** AS 43.56.018(d) is amended to read:

(d) A contribution claimed as a credit under this section may not

(1) be **the basis for a credit** claimed [AS A CREDIT] under another provision of this title; and

(2) when combined with **contributions that are the basis for** credits taken during the taxpayer's tax year under AS 21.89.070, 21.89.075, AS 43.20.014, AS 43.55.019, AS 43.65.018, AS 43.75.018, or AS 43.77.045, **result in the total amount of credits exceeding $25,000,000** [EXCEED $150,000].

*** Sec. 16.** AS 43.56.018 is amended by adding a new subsection to read:

(f) The credit under this section may not reduce a person's tax liability under this chapter to below zero for any tax year. An unused credit or portion of a credit not used under this section for a tax year may not be sold, traded, transferred, or applied in a subsequent tax year.

*** Sec. 17.** AS 43.65.018(a) is amended to read:

(a) A person engaged in the business of mining in the state is allowed a credit against the tax due under this chapter for cash contributions accepted

(1) for direct instruction, research, and educational support purposes, including library and museum acquisitions, and contributions to endowment, by an Alaska university foundation or by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association;

(2) for secondary school level vocational education courses, [AND] programs, **and facilities** by a school district in the state; [AND]

(3) **for vocational education courses, programs, and facilities** by a state-operated vocational technical education and training school; **and**

(4) for a facility by a nonprofit, public or private, Alaska two-year

or four-year college accredited by a regional accreditation association.

*** Sec. 18.** AS 43.65.018(d) is amended to read:

(d) A contribution claimed as a credit under this section may not

(1) be **the basis for a credit** claimed [AS A CREDIT] under another provision of this title; and

(2) when combined with **contributions that are the basis for** credits taken during the taxpayer's tax year under AS 21.89.070, 21.89.075, AS 43.20.014, AS 43.55.019, AS 43.56.018, AS 43.75.018, or AS 43.77.045, **result in the total amount of the credits exceeding $25,000,000** [EXCEED $150,000].

*** Sec. 19.** AS 43.65.018 is amended by adding a new subsection to read:

(f) The credit under this section may not reduce a person's tax liability under this chapter to below zero for any tax year. An unused credit or portion of a credit not used under this section for a tax year may not be sold, traded, transferred, or applied in a subsequent tax year.

*** Sec. 20.** AS 43.75.018(a) is amended to read:

(a) A person engaged in a fisheries business is allowed a credit against the tax due under this chapter for cash contributions accepted

(1) for direct instruction, research, and educational support purposes, including library and museum acquisitions, and contributions to endowment, by an Alaska university foundation or by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association;

(2) for secondary school level vocational education courses, [AND] programs**, and facilities** by a school district in the state; [AND]

(3) **for vocational education courses, programs, and facilities** by a state-operated vocational technical education and training school**; and**

(4) for a facility by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association.

*** Sec. 21.** AS 43.75.018(d) is amended to read:

(d) A contribution claimed as a credit under this section may not

(1) be **the basis for a credit** claimed [AS A CREDIT] under another provision of this title; and

(2) when combined with **contributions that are the basis for** credits taken during the taxpayer's tax year under AS 21.89.070, 21.89.075, AS 43.20.014, AS 43.55.019, AS 43.56.018, AS 43.65.018, or AS 43.77.045, **result in the total amount of the credits exceeding $25,000,000** [EXCEED $150,000].

*** Sec. 22.** AS 43.75.018 is amended by adding a new subsection to read:

(f) The credit under this section may not reduce a person's tax liability under this chapter to below zero for any tax year. An unused credit or portion of a credit not used under this section for a tax year may not be sold, traded, transferred, or applied in a subsequent tax year.

*** Sec. 23.** AS 43.77.045(a) is amended to read:

(a) In addition to the credit allowed under AS 43.77.040, a person engaged in a floating fisheries business is allowed a credit against the tax due under this chapter for cash contributions accepted

(1) for direct instruction, research, and educational support purposes, including library and museum acquisitions, and contributions to endowment, by an Alaska university foundation or by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association;

(2) for secondary school level vocational education courses**,** [AND] programs**, and facilities** by a school district in the state; [AND]

(3) **for vocational education courses, programs, and facilities** by a state-operated vocational technical education and training school**; and**

(4) for a facility by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association.

*** Sec. 24.** AS 43.77.045(d) is amended to read:

(d) A contribution claimed as a credit under this section may not

(1) be **the basis for a credit** claimed [AS A CREDIT] under another provision of this title; and

(2) when combined with **contributions that are the basis for** credits taken during the taxpayer's tax year under AS 21.89.070, 21.89.075, AS 43.20.014, AS 43.55.019, AS 43.56.018, AS 43.65.018, or AS 43.75.018, **result in the total amount of the credits exceeding $25,000,000** [EXCEED $150,000].

*** Sec. 25.** AS 43.77.045 is amended by adding a new subsection to read:

(f) The credit under this section may not reduce a person's tax liability under this chapter to below zero for any tax year. An unused credit or portion of a credit not used under this section for a tax year may not be sold, traded, transferred, or applied in a subsequent tax year.

*** Sec. 26.** This Act takes effect January 1, 2011.

Amdmt #1 Adopted

Conceptual amendment to CS HB 367 Version R – applicable to all tax credit sections identified in CS HB 367 Version R:

The amount of the credit is

(1) 50 percent of contributions of not more than $100,000; and

(2) 100 percent of contributions of the next $100,000 of contributions; **and**

(3) 50 percent of the amount of contributions that exceed $200,000.

Louie Flora

Subject: FW: HB 367

From: Kendra Kloster
Sent: Thursday, March 11, 2010 3:05 PM
To: Louie Flora
Subject: FW: HB 367

Louie,

I have talked with Don Bullock about the CS and hoping to have it soon. Below is a response from Robynn Wilson with the Department of Revenue referencing the removal of language in sections throughout the bill I mentioned to you earlier.

The other change in the CS will just be adding the amendment that the committee adopted on Wednesday. Trying to get a cleaner version of the bill for the committee to review.

Kendra Kloster
Chief of Staff
Rep. Cathy Muñoz
907-465-4712

From: Wilson, Robynn J (DOR) [mailto:robynn.wilson@alaska.gov]
Sent: Thursday, March 11, 2010 12:12 PM
To: Kendra Kloster
Cc: Blaisdell, Ginger (DOR); Bales, Johanna D (DOR)
Subject: HB 367

Kendra,

Per our telephone conversation, our suggestion is as follows (based on version **A**):

Page 8, lines 22-26: delete section 19 (AS 43.20.014(f)) in its entirety.

The general rule in tax administration is that credits are not refundable, do not enjoy a carryforward, and cannot be transferred or sold unless this privilege is specifically written into the law. The "default" is that the credit is only good to apply to tax in that year. If this language is added to 43.20, then it suggests that credit sections that are silent somehow mean that those other credits can be refunded, carried forward, or transferred.

This comment would also apply to similar bill Sections on pages 4, 10, 12, 14, 16, and 18.

Thank you for the opportunity to comment.

Robynn J. Wilson
Corporate Income Tax Manager
Dept. of Revenue, Tax Division

SECURITY NOTICE: The state cannot guarantee the security of emails sent to or from a state employee outside the state email system. If you do not want to communicate with the Department of Revenue Tax Division via email, please contact the Tax Division in Anchorage at (907) 269-6620 or in Juneau at (907) 465-2320.

REPRESENTATIVE CATHY MUÑOZ

HB 367: Tax Credits for Educational Contributions

Under current law, tax payers that make cash contributions to an Alaskan educational or vocational institution receive a maximum tax credit allowable in any given year of $150,000.

House Bill 367 would increase the higher education tax credits to 50 percent for the first $100,000 contribution, 100 percent for contributions over $100,000 and up to $300,000, and 50 percent on contributions that exceed $300,000. A cap was placed in the amount of $25,000,000.

The current limitation has a constraining effect on corporate donations and investments in educational and vocational institutions. In 2008, only 11 donors contributed enough to the University of Alaska to maximize the current tax credit.

Many major employers in Alaska understand the importance of educating Alaskans to create a skilled workforce. These businesses want to hire Alaskans from vocational schools, colleges and universities. By expanding the educational tax credit companies can help Alaska's universities expand their existing research and development capacities, and help to maximize the potential for economic development.

By facilitating greater cooperation between Alaska's business and education sectors, and encouraging greater financial support, HB 367 will leverage important workforce and economic development goals. With Alaskans working together we can strengthen our workforce, increase collaboration between school and local business, diversify funding sources for Alaska's higher education institutions, enhance student activities and facilities, and develop research programs that contribute to the economic development of Alaska.

EDWARD B RASMUSON
MAC K3212-051
PO Box 196127
Anchorage, Alaska 99519

March 8, 2010

Dear Members of the House Education Committee:

I am writing in support of House Bill 367, an Act relating to tax credits for cash contributions by taxpayers that are accepted for certain educational purposes.

As a longtime Alaskan with success building businesses in our state, I know the importance of a highly skilled workforce, an engaged citizenry, and a vibrant culture. These qualities of Alaska's people are developed in our schools and in our vocational/technical institutes, colleges, and universities.

My family believes so strongly in the role of education in Alaska that we have supported such important institutions as the University of Alaska and Alaska Pacific University by providing financial resources and by serving as Regents and Trustees. Through these partnerships, we are contributing to our state's economic, cultural, and political development.

I support House Bill 367 because it addresses a concern about the current law, which caps tax credits at $150,000 per year. I think it is in the state's interest to increase the cap in order to generate more business support for our colleges and universities. By leveling the playing field with other state investment tax credits, we can strengthen workforce development and job opportunities for Alaskans, diversify funding sources for Alaska's higher education institutions, encourage community participation in funding new facilities, and develop research programs that contribute to economic development in Alaska.

I was a Regent of the University of Alaska in 1989 when this tax credit was first introduced. I supported it then and I support the proposed amendments in House Bill 367 now.

Thank you for considering my views on this important opportunity for Alaska.

Yours truly,

Edward Rasmuson

1 Doyon Place, Suite 300
Fairbanks, Alaska 99701

Toll free (888) 478-7788
in Fairbanks 459-2000

DOYON
Limited®

January 26, 2010

Dear Senate Education Committee Members:

On behalf of Doyon, Limited—a regional Alaska Native corporation with 17,500 shareholders and more than 3,000 employees in its family of companies—I am writing in strong support of Senate Bill 236, an Act relating to tax credits for cash contributions by taxpayers that are accepted for certain educational purposes or for a facility.

Under current law Alaska state income tax payers who make cash contributions to an Alaskan higher education institution (including vocational/technical programs) receive a tax credit of 50 percent of the contribution up to $100,000 and 100 percent of the contribution between $100,000 and $200,000. The maximum tax credit in any one year is $150,000.

While the current tax credit is helpful, the cap on the current tax credit does not encourage corporate donations to higher education institutions in Alaska. Senate Bill 236 would remove the cap, setting the stage for increased private funding for higher education in Alaska.

Our company operates more than a dozen businesses across the state. We are especially active in oil field services, government contracting, and natural resource development. We take pride in contributing to Alaska's economic development and diversification. We are committed to providing employment opportunities for Alaskans as we build our businesses in the future.

Our ability to continue to grow now and in the years to come requires a well trained workforce. While not all of our employees require a college degree, some certainly do, and the others require at least some training beyond high school. We want to hire Alaskans from Alaska's vocational schools, colleges and universities. In addition, we are interested in exploring opportunities for the commercialization of scientific research, a major source for economic development and diversification in other states.

Senate Bill 236 will level the playing field with other state investment tax credits and encourage business to partner with our state's educational institutions. With this critical partnership, we can achieve key workforce and economic development and diversification goals for Alaska.

Thank you for your consideration and support of this important legislation.

Sincerely,

Norman L. Phillips, Jr.
President and CEO

ALASKA NATIVE REGIONAL CORPORATIONS
HIGHER EDUCATION PRIORITIES
AUGUST 2009

Evaluation Criteria

- responding to ANC workforce needs
- strengthening ANC management and governance
- contributing to shareholder success
- increasing broader knowledge about ANCs
- serving ANC cultural interests
- maximizing impact through use of technology and other means

Project	Description	Priority
ANCSA course - web based	Inform students about ANCSA, increase visibility of ANCs • Content would include history, culture, politics, economics • Modify existing, already approved course • Preferably web-based, self-paced with rich content (video, archive documents) • Could be targeted to enrolled students or new employees of ANCs	**HIGH**
ANCSA course – GER	Inform students (degree seeking or not) about ANCSA, increase visibility of ANCs • Content would include history, culture, politics, economics • Face to face course, could be used as a General Education Requirement (GER) • Would expose a large number of undergraduates to ANCs	**HIGH**
Increase tax credit	Diversify funding, increase private funding, strengthen partnerships, increase exposure • Current tax credit value maximized at contribution of $150,000 • Increase tax credit to 50% of contribution	**HIGH**
Executive MBA	Enable working professionals to obtain MBAs without interrupting career or family life. Top business schools in the nation offer Executive MBA programs, which feature: • Top quality curriculum and faculty • A cohort model, resulting in high student success and career long networks • Schedule designed for working people • Use of guest faculty and practitioners, providing real world perspectives and networking opportunities	**HIGH**
ANCSA conferences	Expand knowledge of ANCSA history, issues, impacts, and opportunities • ANC leaders and scholars can provide learning opportunities for students and the broader public • UA scholars and students can use as forums for presentation and later publication • ANCs receive recognition, become familiar to students and potential employees	**HIGH**
High School outreach camps	Build on highly successful pre-college summer programs (RAHI, ANSEP) • Offer dual credit with high schools • Possibly link with sports programs and internships	**HIGH**
Self-paced develop-mental courses	Improve student preparedness and success through IT enabled self-paced courses • Faculty design courses for delivery in learning centers with long hours accessible to high school students (dual credit), working people, etc., through self-paced on-line technology, with advanced students serving as on-site course guides • Highly successful examples have improved student performance and reduced cost	**MEDIUM**
Alaska Native Arts	Expand course and program offerings • Focus on development of high value arts and crafts • Support the development of new accomplished Native artists	**MEDIUM**
Short courses for ANCs and tribes	Provide highly practical short training programs, e.g., grant writing and 8(a) • Could be delivered on-site • Tailored to each company's specific needs and interests	**MEDIUM**

ALASKA NATIVE REGIONAL CORPORATIONS
HIGHER EDUCATION PRIORITIES
AUGUST 2009 (2)

Project	Description	Priority
Political support	Provide support for University system priorities • State budget: program funding • Land grant legislation	MEDIUM
Cooperative education programs	Improve knowledge of employment opportunities for students and employers • E.g., UAF Management School has proposed a 4 year program in which students spend 3 full semesters with 3 different employers • Experience with employers is for credit and integrated with the academic program • Common in engineering and business programs	MEDIUM
Career Pathways	Show shareholders educational pathways for major job groups for each ANC • University staff will take occupational data from each ANC, focus on high demand job categories and create educational pathway materials • Materials can be distributed widely to shareholders and others about the tracks, in terms of education and training needed, increasing number of prepared applicants • Can be used as an effective advising tool to prepare shareholders for existing jobs	MEDIUM
ANCSA CEO in residence	Provide students and faculty insights on leadership of ANCs • CEO would be available for a certain time period (semester or year) • CEO would visit classes, make presentations, advise faculty and mentor students • CEO could be interviewed for ANCSA and/or ANC corporate history	MEDIUM
Visiting lecturers	Support visits of experts to campus • Bring new/outside perspectives to campus, students, and faculty • Draw members of the community onto campus	MEDIUM
Board of Directors' training	Strengthen leadership capabilities of board directors (Profit and non-profit) • UA experts provide training in fields such as governance, finance, strategy, human resources	MEDIUM
Histories of ANCSA Leaders and Corporations	Make available histories of ANCSA leaders for use in curriculum, research • University faculty and students would conduct and record interviews- likely in high definition video • Text, video, etc., could be used in web-based and face to face classes • Way to formally preserve history for future generations of shareholders, teachers and historians	MEDIUM
Collection of historic documents, images	Collect, preserve and archive papers and images of early land claims battles and development of the corporations • Collect this material before it is lost • Reposited in designated sections of libraries which create visibility for the collections	MEDIUM
Support Alaska Native Scholars	Provide support for Alaska Natives who are pursuing academic excellence in their disciplines • Increases the number of Alaska Natives with advanced degrees • Strengthens diversity among the faculty	MEDIUM
Provide scholarships in selected fields	Create an educated workforce in areas of importance to the ANCs • Provide funding in targeted fields, those of high priority to the ANCs • Flexible in terms of funding, from an annual contribution to an endowment • Can change fields as ANC needs change • Supports connection between scholarship and UA	MEDIUM
Facility purchase, construction, operation	Provide facilities (building, lecture halls, galleries, conference rooms, residence halls, labs) • Funding to provide facilities would support added capacity, services • Would provide alternative to public funding • Would provide opportunity for naming, outreach	LOW
Endow faculty chairs	Establish faculty positions with stable funding insulated from competing funding pressures • UA has very few compared to other universities • Provide funding stability, earnings off invested principal • Can be set up as a term appointment (1 year, 3 years, 5 years) • $4-5 million (approx, depending on academic field) required to establish	LOW

GREATER FAIRBANKS CHAMBER OF COMMERCE

Interior Alaska – The "Place" To Do Business

Introduced By: Governmental Relations Committee
Date Introduced: February 22, 2010
Date Passed: February 22, 2010
Date Transmitted: February 22, 2010 (Senate)
Date Transmitted: March 4, 2010 (House)

RESOLUTION 10-0222B
A RESOLUTION IN SUPPORT OF SENATE BILL 236 AND HOUSE BILL 367, AN ACT RELATING TO TAX CREDITS FOR CASH CONTRIBUTIONS BY CORPORATE TAXPAYERS THAT ARE ACCEPTED FOR CERTAIN EDUCATIONAL PURPOSES OR FOR A FACILITY

WHEREAS, under current law Alaska state corporate income tax payers who make cash contributions to an Alaskan higher education institution (including vocational/technical programs) receive a tax credit of 50 percent of the contribution up to $100,000 and 100 percent of the contribution between $100,000 and $200,000. The maximum tax credit in any one year is $150,000.

WHEREAS, limits on the current tax credit appear to constrain corporate donations to higher education institutions in Alaska.

WHEREAS, many major employers in Alaska understand that the future success of their businesses requires a highly skilled workforce. These businesses want to hire Alaskans from Alaska's vocational schools, colleges and universities. In addition, businesses are interested in increasing incentives for the commercialization of scientific research, a major source for economic development and diversification in other states. By leveling the playing field with other state investment tax credits, important workforce and economic development goals can be achieved.

WHEREAS, Alaska businesses and higher education institutions could partner to prepare workers skilled in specific areas of high demand, develop courses using advanced technology to increase access to important skills and employment opportunities, create academic and training programs with more flexible scheduling to accommodate working people, support innovative outreach programs for secondary students to increase participation in and preparation for higher education, strengthen the relevance of selected programs to Alaskan concerns and opportunities, and increase private sector participation in development of new facilities at vocational and college facilities across the state.

WHEREAS, the Alaska Senate Education Committee has proposed a bill— SB 236 and the Alaska House Education Committee has proposed a bill HB 367— to

INVESTORS

DIAMOND
BP Exploration
ConocoPhillips
ExxonMobil
Fairbanks Daily News-Miner
FMH & Denali Center
Flint Hills Resources Alaska

PLATINUM
Alyeska Pipeline Service Co.
Carlson Center
Doyon, Limited
Fred Meyer Stores
Golden Heart Utilities
Mt. McKinley Bank
Wells Fargo Bank Alaska

GOLD
Alaska USA FCU
Birchwood Homes
Denali State Bank
Design Alaska
Doyon Utilities LLC
First National Bank Alaska
GCI
Kinross-Fort Knox Mine
MAC Federal Credit Union
Pogo Gold Mine
The Boeing Co.
Usibelli Coal Mine

SILVER
ACS
Alaska Airlines
Alaska Railroad
AT&T
Denali – The Alaska Gas Pipeline
Everts Air Cargo, Everts Air AK
Exclusive Paving/Univ. Redi-Mix
Fairbanks Natural Gas
Flowline Alaska
Fountainhead Development
GVEA
Hale & Associates, Inc.
JL Properties, Inc.
Key Bank
Northrim Bank
Personnel Plus
Spirit of Alaska FCU
Tanana Valley Clinic
TDL Professional Staffing
TOTE
WAL-MART Stores, Inc.
Yukon Title Company

THEREFORE BE IT RESOLVED, that on this date, February 22, 2010, the Greater Fairbanks Chamber of Commerce strongly supports SB 236 and March 4, 2010 supports HB 367. The Greater Fairbanks Chamber of Commerce encourages their passage in this session of the Twenty-sixth Legislature.

BE IT FURTHER RESOLVED that this resolution be distributed to:

Senator Kevin Meyer, Senate Education Committee Chair
Senator Joe Thomas, Senate Education Committee Co-Chair
Representative Paul Seaton, House Education Committee Chair
Representative Cathy Munoz, House Education Committee Co-Chair

Dan Britton
Board Chair
Greater Fairbanks Chamber of Commerce

Lorna Shaw
Chair
Governmental Relations Committee

LEGAL SERVICES

DIVISION OF LEGAL AND RESEARCH SERVICES
LEGISLATIVE AFFAIRS AGENCY
STATE OF ALASKA

(907) 465-3867 or 465-2450
FAX (907) 465-2029
Mail Stop 3101

State Capitol
Juneau, Alaska 99801-1182
Deliveries to: 129 6th St., Rm. 329

MEMORANDUM March 5, 2010

SUBJECT: Sectional summary for HB 367 (Work Order No. 26-1538\A)

TO: Representative Cathy Muñoz
Attn: Kendra Kloster

FROM: Donald M. Bullock Jr.
Legislative Counsel

You have requested a sectional summary of the above-described bill.

As a preliminary matter, note that a sectional summary of a bill should not be considered an authoritative interpretation of the bill and the bill itself is the best statement of its contents. If you would like an interpretation of the bill as it may apply to a particular set of circumstances, please advise.

Section 1. Amends AS 21.06.110 to require the director of the division of insurance to include the total amount of contributions reported and the total amount of credit claimed under AS 21.89.070 and 21.89.075.

Section 2. Amends AS 21.89.070(a) to allow credits for cash contributions accepted for facilities and vocational education courses and programs. Credits are applied against the tax due under AS 21.09.210 or AS 21.66.110.

Section 3. Amends AS 21.89.070(a), as amended in sec. 2, to return the language of the subsection to its current form.

Section 4. Amends AS 21.89.070(b) to increase the amount of contributions eligible for the tax credit.

Section 5. Amends AS 21.89.070(b), as amended in sec. 4, to return the language of the subsection to its current form.

Section 6. Amends AS 21.89.070(d) to increase the total amount of credits allowed under AS 21.89.070, 21.89.075, AS 43.20.014, AS 43.55.019, AS 43.56.018, AS 43.65.018, AS 43.75.018, or AS 43.77.045 to $25,000,000.

Section 7. Amends AS 21.89.070(d), as amended in sec. 6, to reduce the total amount of credits allowed to the amount in current law, $150,000.

Section 8. Adds a new subsection to AS 21.89.070 to state that the credit may not reduce the tax liability below zero and that an unused credit may not be sold, traded, transferred, or applied in a subsequent tax year.

Section 9. Amends AS 21.89.075(c) to increase the total amount of credits allowed under AS 21.89.070, 21.89.075, AS 43.20.014, AS 43.55.019, AS 43.56.018, AS 43.65.018, AS 43.75.018, or AS 43.77.045 to $25,000,000.

Section 10. Amends AS 21.89.075(c), as amended in sec. 9, to reduce the total amount of credits allowed to the amount in current law, $150,000.

Section 11. Adds a new subsection to AS 21.89.075 to state that the credit may not reduce the tax liability below zero and that an unused credit may not be sold, traded, transferred, or applied in a subsequent tax year.

Section 12. Amends AS 43.05.010 to require the commissioner of revenue to report to the legislature the total amount of contributions reported and the total amount of credit claimed under AS 43.20.014, AS 43.55.019, AS 43.56.018, AS 43.65.018, AS 43.75.018, or AS 43.77.045.

Section 13. Amends AS 43.20.014(a) to allow credits for cash contributions accepted for facilities and vocational education courses and programs. Credits are applied against the tax due under AS 43.20.

Section 14. Amends AS 43.20.014(a), as amended in sec. 13, to return the language of the subsection to its current form.

Section 15. Amends AS 43.20.014(b) to increase the amount of contributions eligible for the tax credit.

Section 16. Amends AS 43.20.014(b), as amended in sec. 15, to return the language of the subsection to its current form.

Section 17. Amends AS 43.20.014(d) to increase the total amount of credits allowed under AS 21.89.070, 21.89.075, AS 43.20.014, AS 43.55.019, AS 43.56.018, AS 43.65.018, AS 43.75.018, or AS 43.77.045 to $25,000,000.

Section 18. Amends AS 43.20.014(d), as amended in sec. 17, to reduce the total amount of credits allowed to the amount in current law, $150,000.

Section 19. Adds a new subsection to AS 43.20.014 to state that the credit may not reduce the tax liability below zero and that an unused credit may not be sold, traded, transferred, or applied in a subsequent tax year.

Section 20. Amends AS 43.55.019(a) to allow credits for cash contributions accepted for facilities and vocational education courses and programs. Credits are applied against the tax due under AS 43.55.

Section 21. Amends AS 43.55.019(a), as amended in sec. 20, to return the language of the subsection to its current form.

Section 22. Amends AS 43.55.019(b) to increase the amount of contributions eligible for the tax credit.

Section 23. Amends AS 43.55.019(b), as amended in sec. 22, to return the language of the subsection to its current form.

Section 24. Amends As 43.55.019(d) to increase the total amount of credits allowed under AS 21.89.070, 21.89.075, AS 43.20.014, AS 43.55.019, AS 43.56.018, AS 43.65.018, AS 43.75.018, or AS 43.77.045 to $25,000,000.

Section 25. Amends AS 43.55.019(d), as amended in sec. 24, to reduce the total amount of credits allowed to the amount in current law, $150,000.

Section 26. Adds a new subsection to AS 43.55.019 to state that the credit may not reduce the tax liability below zero and that an unused credit may not be sold, traded, transferred, or applied in a subsequent tax year.

Section 27. Amends AS 43.56.018(a) to allow credits for cash contributions accepted for facilities and vocational education courses and programs. Credits are applied against the tax due under AS 43.56.

Section 28. Amends AS 43.56.018(a), as amended in sec. 27, to return the language of the subsection to its current form.

Section 29. Amends AS 43.56.018(b) to increase the amount of contributions eligible for the tax credit.

Section 30. Amends AS 43.56.018(b), as amended in sec. 29, to return the language of the subsection to its current form.

Section 31. Amends As 43.56.018(d) to increase the total amount of credits allowed under AS 21.89.070, 21.89.075, AS 43.20.014, AS 43.55.019, AS 43.56.018, AS 43.65.018, AS 43.75.018, or AS 43.77.045 to $25,000,000.

Section 32. Amends AS 43.56.018(d), as amended in sec. 31, to reduce the total amount of credits allowed to the amount in current law, $150,000.

Section 33. Adds a new subsection to AS 43.56.018 to state that the credit may not

reduce the tax liability below zero and that an unused credit may not be sold, traded, transferred, or applied in a subsequent tax year.

Section 34. Amends AS 43.65.018(a) to allow credits for cash contributions accepted for facilities and vocational education courses and programs. Credits are applied against the tax due under AS 43.65.

Section 35. Amends AS 43.65.018(a), as amended in sec. 34, to return the language of the subsection to its current form.

Section 36. Amends AS 43.65.018(b) to increase the amount of contributions eligible for the tax credit.

Section 37. Amends AS 43.65.018(b), as amended in sec. 36, to return the language of the subsection to its current form.

Section 38. Amends As 43.65.018(d) to increase the total amount of credits allowed under AS 21.89.070, 21.89.075, AS 43.20.014, AS 43.55.019, AS 43.56.018, AS 43.65.018, AS 43.75.018, or AS 43.77.045 to $25,000,000.

Section 39. Amends AS 43.65.018(d), as amended in sec. 38, to reduce the total amount of credits allowed to the amount in current law, $150,000.

Section 40. Adds a new subsection to AS 43.65.018 to state that the credit may not reduce the tax liability below zero and that an unused credit may not be sold, traded, transferred, or applied in a subsequent tax year.

Section 41. Amends AS 43.75.018(a) to allow credits for cash contributions accepted for facilities and vocational education courses and programs. Credits are applied against the tax due under AS 43.75.

Section 42. Amends AS 43.75.018(a), as amended in sec. 41, to return the language of the subsection to its current form.

Section 43. Amends AS 43.75.018(b) to increase the amount of contributions eligible for the tax credit.

Section 44. Amends AS 43.75.018(b), as amended in sec. 43, to return the language of the subsection to its current form.

Section 45. Amends As 43.75.018(d) to increase the total amount of credits allowed under AS 21.89.070, 21.89.075, AS 43.20.014, AS 43.55.019, AS 43.56.018, AS 43.65.018, AS 43.75.018, or AS 43.77.045 to $25,000,000.

Section 46. Amends AS 43.75.018(d), as amended in sec. 45, to reduce the total amount

of credits allowed to the amount in current law, $150,000.

Section 47. Adds a new subsection to AS 43.75.018 to state that the credit may not reduce the tax liability below zero and that an unused credit may not be sold, traded, transferred, or applied in a subsequent tax year.

Section 48. Amends AS 43.77.045(a) to allow credits for cash contributions accepted for facilities and vocational education courses and programs. Credits are applied against the tax due under AS 43.77.

Section 49. Amends AS 43.77.045(a), as amended in sec. 48, to return the language of the subsection to its current form.

Section 50. Amends AS 43.77.045(b) to increase the amount of contributions eligible for the tax credit.

Section 51. Amends AS 43.77.045(b), as amended in sec. 50, to return the language of the subsection to its current form.

Section 52. Amends As 43.77.045(d) to increase the total amount of credits allowed under AS 21.89.070, 21.89.075, AS 43.20.014, AS 43.55.019, AS 43.56.018, AS 43.65.018, AS 43.75.018, or AS 43.77.045 to $25,000,000.

Section 53. Amends AS 43.77.045(d), as amended in sec. 52, to reduce the total amount of credits allowed to the amount in current law, $150,000.

Section 54. Adds a new subsection to AS 43.77.045 to state that the credit may not reduce the tax liability below zero and that an unused credit may not be sold, traded, transferred, or applied in a subsequent tax year.

Section 55. Repeals the listed statutory subsections and paragraphs. Under sec. 57, the repeals take effect on January 1, 2014.

Section 56. Provides that secs. 1, 2, 4, 6, 8, 9, 11 - 13, 15, 17, 19, 20, 22, 24, 26, 27, 29, 31, 33, 34, 36, 38, 40, 41, 43, 45, 47, 48, 50, 52, and 54 take effect January 1, 2011.

Section 57. Provides that the sections not listed in sec. 56 take effect on January 1, 2014.

DMB:plm
10-143.plm

1020

House Bill 367

Tax Credits
for
Donations for Educational Purposes & Facilities

HB 367 Impacts 7 Different Tax Types:

- 5 Administered by Revenue
  - Oil & Gas Property Tax
  - Oil & Gas Production Tax
  - Corporate Income Tax
  - Mining License Tax
  - Fisheries Business Tax
- 2 Administered by Commerce
  - 2 sections under Health Insurance Providers Tax

How the Current Tax Credit Statutes Work

A contributor receives a 50% credit for the first $100,000 and a 100% credit for the second $100,000.

AlaskaCo contributes $500,000 to AKU:

Contribution	%	Credit
$100,000	50%	$50,000
$100,000	100%	$100,000
$100,000		
$100,000		
$100,000		
$500,000		$150,000*

*Maximum allowable credit per individual contributor per year

How Tax Credit work under HB 367

A contributor receives a 50% credit for the first $100,000, a 100% credit for the second $200,000 and a 50% credit for all dollars over $300,000.

AlaskaCo contributes $500,000 to AKU:

Contribution	%	Credit
$100,000	50%	$50,000
$100,000	100%	$100,000
$100,000	100%	$100,000
$100,000	50%	$50,000
$100,000	50%	$50,000
$500,000		**$350,000***

*Maximum one-year credit accrual: $25million

HB

393

HOUSE BILL NO. 393 (Amended)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SIXTH LEGISLATURE-FIRST SESSION

BY REPRESENTATIVE KELLER

Offered: 03/31/10
Referred:

A BILL

FOR AN ACT ENTITLED

"An Act relating to charter school approval and funding."

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

*** Section 1.** AS 14.03.250(a) is amended to read:

(a) A charter school may be established as provided under AS 14.03.250 - 14.03.290 upon the approval of the local school board and the state Board of Education and Early Development of an application for a charter school. [THE STATE BOARD OF EDUCATION AND EARLY DEVELOPMENT MAY NOT APPROVE MORE THAN 60 CHARTER SCHOOLS TO OPERATE IN THE STATE AT ANY ONE TIME.]

*** Sec. 2.** AS 14.11 is amended by adding new sections to read:

Article 2. Charter School Facilities.

Sec. 14.11.121. Supplemental charter school facilities construction, lease, and major maintenance grant program. (a) The department shall establish a charter school facilities construction, lease, and major maintenance grant program that supplements grant aid otherwise available under this chapter and that is based on a per

pupil funding formula.

(b) The department shall apply for available federal funding and award federal funding made available under the grant program established under (a) of this section for not more than five years [FOR APPROVED PROJECTS] for charter school facilities construction, lease, or major maintenance **projects for which an assumption of responsibilities has been made under AS 14.11.020** as follows:

(1) 90 percent of the allowable costs for the first fiscal year for the [APPROVED] project;

(2) 80 percent of the allowable costs for the second fiscal year for the [APPROVED] project;

(3) 60 percent of the allowable costs for the third fiscal year for the [APPROVED] project;

(4) 40 percent of the allowable costs for the fourth fiscal year for the [APPROVED] project; and

(5) 20 percent of the allowable costs for the fifth fiscal year for the [APPROVED] project.

(c) The grant program established in this section is subject to legislative appropriation and available funding and must be consistent with applicable [FEDERAL AND STATE] **federal, state, and local** requirements.

(d) A school district or regional educational attendance area that submits an application for a proposed project under [**AS 14.11.011**] for funding under this section that is [approved for funding by the department] **assumed under AS 14.11.020** shall provide a participating share that is equal to the difference between available federal funding and the state aid provided under AS 14.11.126. Allowable costs for a project [approved under this section shall be] **under this section shall be determined by the governing body of the school district and be** based on the adjusted student count for a charter school calculated under AS 14.17.450(a) and (c)[, as determined by the commissioner].

Sec. 14.11.126. State aid for costs of charter school construction, lease, and major maintenance. During each fiscal year, the state shall allocate to a school district and regional educational attendance area that [is approved] **submits an application** for a charter school

facilities construction, lease, or major maintenance grant under AS 14.11.121 an amount that is not less than one dollar for each pupil enrolled in the charter school.

* **Sec. 3.** AS 14.11.121 and 14.11.126, added by sec. 2 of this Act, are repealed July 1, 2015.

26-LS1550\A.2
Mischel
3/30/10

ADOPTED

Conceptual

AMENDMENT AS Amended

Delete P. 2, line 8

OFFERED IN THE HOUSE BY REPRESENTATIVE KELLER

TO: HB 393

Page 2, line 4:

Delete "for approved projects"

Page 2, line 5, following "maintenance":

Insert "projects for which an assumption of responsibilities has been made under AS 14.11.020"

Page 2, line 7:

Delete "approved"

Page 2, line 9:

Delete "approved"

Page 2, line 11:

Delete "approved"

Page 2, line 13:

Delete "approved"

Page 2, line 15:

Delete "approved"

Page 2, lines 17 - 18:

1028

Delete "federal and state"

Insert "federal, state, and local"

Page 2, line 20:

Delete "under AS 14.11.011"

Page 2, line 21:

Delete "approved for funding by the department" AM #1 to Am #1 Delete

Insert "assumed under AS 14.11.020"

Page 2, line 23:

Delete "approved under this section shall be"

Insert "under this section shall be determined by the governing body of the school district and be"

Page 2, line 25:

Delete ", as determined by the commissioner"

Page 2, line 28:

Delete "is approved"

Insert "submits an application"

* Sec. ⋗14.11.020⋖. Assumption of responsibilities.

(a) The assembly or council of a municipality that is a school district or a regional school board may, by resolution or majority vote of the body, assume the responsibilities relating to the planning, design, and construction of a school or an education-related facility located within the boundaries or operating area of the municipality or regional educational attendance area. After receipt of a request by an assembly or council under this subsection, the department shall provide for the assumption of the responsibilities requested. After receipt of a request by a regional school board under this subsection, the department may provide for the assumption of the responsibilities requested.

(b) If a municipality that is a school district or a regional educational attendance area assumes the responsibilities under this section, the department shall grant to the municipality or regional educational attendance area money appropriated for the school or education-related facility. The department may transfer the appropriations to a special construction account in the state treasury. Under the fiscal control of the department, a municipality or regional educational attendance area that assumes responsibilities for the project as provided in this section may draw on the account for costs of the project.

(c) The construction management costs of a project assumed under this section may not exceed four percent of the amount of appropriations for the facility if the amount of appropriations is $500,000 or less. The construction management costs of a project assumed under this section may not exceed three percent of the amount of appropriations for the facility if the amount of appropriations is over $500,000 but less than $5,000,000. The construction management costs of a project assumed under this section may not exceed two percent of the amount of appropriations for the facility if the amount of appropriations is $5,000,000 or more. For purposes of this subsection "construction management" means management of the project's schedule, quality, and budget during any phase of the planning, design, and construction of the facility by a private contractor engaged by the municipality or regional educational attendance area.

(d) The commissioner shall adopt necessary regulations implementing this section, and setting out the requirements for agreements between the department and a municipality or regional educational attendance area relating to the assumption by the municipality or regional educational attendance area of responsibilities for the planning, design, and construction of a project.

State approves new charter school

By Frontiersman staff

PALMER -- Birchtree Charter School has gotten a green light from the state and will be holding an informational meeting this week for interested parents.

The meeting, hosted by the Birchtree Parent's Guild, will start at 6 p.m. Thursday in the Palmer Library.

Birchtree aims to be a "Waldorf-inspired" school with a curriculum that takes into account a child's developmental stages and puts arts and handicrafts on an equal footing with the standbys of

math, science and reading.

Lori Berrigan, one of the parents organizing to create Birchtree, said in an e-mail that the school had recently cleared its final bureaucratic hurdle and won approval from the state.

"We are officially a school option in the Mat-Su Valley," she wrote.

In addition to Thursday's meeting, interested parents should save the date of April 21, when the school will hold its lottery to select its inaugural group of students.

For more information visit the school's website at birchtreecharterschool.org

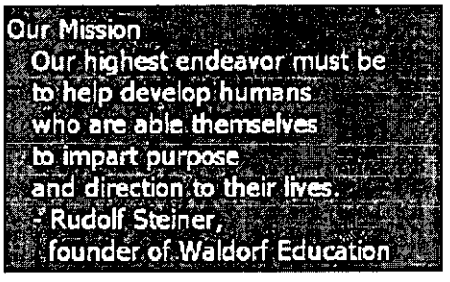
Applications for enrollment will be available April 1st! A lottery will take place April 21st. Location TBA.

Birchtree Charter School is slated to open during the 2010-2011 school year in the Matanuska-Susitna Valley, Alaska. Birchtree will be a Waldorf-inspired program.

Waldorf Education is based in a rich pedagogical tradition that both nurtures and respects the child. It is based on the work of Rudolf Steiner. The first Waldorf School was founded in Stuttgart, Germany in 1919. In Waldorf preschools and kindergartens, young children's days are framed with strong and balanced rhythms. Active and quiet times are weaved together throughout the day. A typical day might start with outdoor time, followed by story time and then snack. The children then have time for

unstructured creative play. From ages 0 to 7, children mostly live in their bodies and are exerting their will. This is a time when children learn primarily through example and imitation. Early academics are not part of Waldorf Education as we do not want to take children out of their bodies and into their heads until they are ready. This academic readiness usually happens by first grade.

In first grade, active and quiet times are weaved together throughout the day. From ages 7 to 14, children are thought to live primarily in their 'feeling life'. During these years, children hear the great myths and legends of various cultures. In these stories, the children's feelings are deeply affected. Math, science, history, art, language arts, music are weaved throughout the day and year. An artistic approach is used in all Waldorf schools, unlocking each child's artistic ability and deepening each child's feelings and experience for what he/she is studying. Textbooks are not used. Instead each child creates their own main lesson book. These are books each child creates, exerting their will to use care and their best handwriting while they are being created.



We want to help provide your child with a rich educational growth process. It is imperative that we, as parents and educators, understand and teach to our youth through sensory experience, both large and small motor movement, and through imitating and connecting with our environment. In your child, we hope to nurture a deep connection with nature, with each other, and with our community. In so doing, we aim to develop smart, imaginative, and compassionate stewards of the future.

Would you like your children to attend a Mat-Su Valley Waldorf-inspired Charter School, preschool, or daycare? We invite you to join us for our recreational activities and workshops to find out how you can get involved today. Come meet and play with us!

Check here for upcoming events!

EED's Program Specialist for correspondence and charter schools is a shared position within the Department of Education and Early Development (EED). The charter school duties were rolled into the correspondence school position after the U.S. Department of Education's grant ended.

The EED program specialist is assigned to act as a liaison between school districts and the department for school districts that operate statewide correspondence and charter school programs. In addition, the following is a list of duties, however not all inclusive:

- Provides and/or arranges for professional development and technical assistance to school districts in the design, implementation and evaluation of their statewide correspondence and charter school program;
- Develops and implements monitoring procedures for EED to conduct field audits of statewide correspondence and charter schools for compliance with state and federal laws and regulations;
- Conducts on-site program quality reviews as required, and interprets available data and state guidelines to determine compliance with state and federal laws and regulations;
- Develops procedures and timelines to communicate site visit findings to commissioner and school districts. Assist districts in the development of corrective action plans where required;
- Reviews and approves corrective action plans that address area identified as deficient;
- Develops procedures and timelines to communicate site visit findings to commissioner and school districts;
- Assist districts in the development of corrective action plans when required. Reviews and approves corrective action plans that address area identified as deficient;
- Develops revocation criteria and procedures should circumstances require EED to rescind a district's approval to operate a statewide correspondence school;
- Develop and recommend changes to regulations as a result of field audits to clarify intent of current laws and regulations;
- Develops the statewide correspondence and charter school application template used by school district staff to show operation will be in compliance with state and federal laws and regulations;
- Reviews applications and approves those that meet EED regulations for statewide correspondence schools;
- Provides guidance to school districts in preparing a compliant application;
- Communicates with statewide correspondence and charter schools, monitoring program fund expenditures to determine compliance with applicable requirements. Plans and conducts statewide, regional, or on-site trainings for educators and parents related to statewide correspondence and charter school implementation;
- Provides direct oversight of federal Charter School grant application, implementation and reporting requirements;
- Coordinates or facilitates curriculum and research-based strategies and identifies exemplary programs and practices to provide effective programs within the context of state guidelines for statewide correspondence and charter schools.
- Provides technical support and disseminate materials, information and resources on new developments and successful practices through newsletters, memos, the website and other electronic means.

State of Alaska
Department of Education and Early Development
Active and closed Charter Schools

Program	District	Enroll	Lease	Square'	Attendance	Open	Close
Alaska Native Cultural School	Anchorage	199	Leased Facility	10,000	Anchorage	2009	Open
Aquarian Charter School	Anchorage	359	Leased Facility		Anchorage	1997	Open
Eagle Academy Charter School	Anchorage	163	Leased Facility	17,500	Chugiak	2004	Open
Family Partnership Charter School	Anchorage	591	Leased Facility	2,330	Anchorage	1997	Open
Frontier Charter	Anchorage	326	Leased Facility	2,800	Anchorage	2003	Open
Highland Tech. Charter School	Anchorage	238	Leased Facility	30,000	Anchorage	2003	Open
Rilke School Charter School	Anchorage	266	Leased Facility	34,000	Anchorage	2007	Open
Winterberry Charter School	Anchorage	199	Leased Facility	16,000	Anchorage	2005	Open
Chinook Montessori Charter School	Fairbanks	153	Leased Facility		Fairbanks	1996	Open
Effie Kokrine Charter School	Fairbanks	156	District Owned	30,850	Fairbanks	2005	Open
Star of the North Charter School	Fairbanks	200	Leased Facility	Est. 5000	North Pole	2004	Open
Watershed Charter School	Fairbanks	172	Leased Facility		Fairbanks	2008	Open
Juneau Community Charter School	Juneau	86	Leased Facility	3,370	Juneau	1997	Open
Aurora Borealis Charter School	Kenai	182	District Owned		Kenai	1997	Open
Fireweed Academy	Kenai	74	District Owned		Homer	1997	Open
Kaleidoscope School of Arts & Sciences	Kenai	248	District Owned		Kenai	2004	Open
Soldotna Montessori Charter School	Kenai	159	District Owned		Soldotna	2002	Open
Ketchikan Charter School	Ketchikan	179	District Owned		Ketchikan	1997	Open
Tongass School of Arts and Sciences	Ketchikan	168	District Owned		Ketchikan	2003	Open
Ayaprun Elitnaurvik Yup'ik Immersion	Lower Kusokwim	169	District Owned		Bethel	1999	Open
Academy Charter School	MatSu	224	Owned	19,000	Palmer	1997	Open
Fronterias Charter School	MatSu'	202	District Owned	12,000	Wasilla	2005	Open
Midnight Sun Family Learning Center	MatSu	163	Leased Facility	16,500	Wasilla	1997	Open
Twindly-Bridge Charter School	MatSu	276	Leased Facility	3,000	Palmer	2005	Open
Anvil City Science Academy	Nome	44	District Owned	Diagram	Nome	1998	Open
Closed Schools							
Project Education	Galena	N/A	N/A	N/A	N/A	1996	1999
Bay View Charter School	Kenai	N/A	N/A	N/A	N/A	1997	1999
Walden Pond Charter School	Anchorage	N/A	N/A	N/A	N/A	1997	2000
Wiseman/Coldfoot School	Yukon Koyukuk	N/A	N/A	N/A	N/A	1998	2001
New Beginnings Charter School	Fairbanks	N/A	N/A	N/A	N/A		2002
Horizon	MatSu	N/A	N/A	N/A	N/A		2004
Village Charter School (2)	Anchorage	N/A	N/A	N/A	N/A	1998	2005
P.A.C.E. (Charter School)	Craig	N/A	N/A	N/A	N/A	2000	2005
Alaska Mandarin Chinese	Anchorage	N/A	N/A	N/A	N/A	1999	Never Opened
Do Something	Anchorage	N/A	N/A	N/A	N/A	1997	Never Opened
S.P.Y.D.E.R.	Anchorage	N/A	N/A	N/A	N/A	1997	Never Opened
Village Charter School (1)	Anchorage	N/A	N/A	N/A	N/A	1996	Never Opened
Chatham Traveling School	Angoon	N/A	N/A	N/A	N/A	1997	Never Opened
Copper River	Cordova	N/A	N/A	N/A	N/A	1998	Never Opened
Craig	Craig	N/A	N/A	N/A	N/A	1998	Never Opened
Y.E.S.S.	Fairbanks	N/A	N/A	N/A	N/A	1999	Never Opened
At Yatx'I Satu Kein Ax	Juneau	N/A	N/A	N/A	N/A	1999	Never Opened
Montessori Borealis	Juneau	N/A	N/A	N/A	N/A	2005	Never Opened
North Star Montessori	Juneau	N/A	N/A	N/A	N/A	1999	Never Opened
Northern Lights Charter High School	Kenai	N/A	N/A	N/A	N/A	2004	Never Opened
North Slope Montessori	North Slope	N/A	N/A	N/A	N/A	1999	Never Opened
S.I.S.D N.E.W.S.	Southeast Island	N/A	N/A	N/A	N/A	2001	Never Opened
Athabascan	Yukon Flats	N/A	N/A	N/A	N/A		Never Opened

these products, stakeholders have a better understanding of what NIDRR does and what new information and products are available.

V. References

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DEPARTMENT OF EDUCATION

Office of Innovation and Improvement; Overview Information: State Charter School Facilities Incentive Grants Program; Notice Inviting Applications for New Awards for Fiscal Year (FY) 2009

Catalog of Federal Domestic Assistance (CFDA) Number: 84.282D.

DATES: *Applications Available:* January 15, 2009.

Deadline for Transmittal of Applications: July 1, 2009.

Deadline for Intergovernmental Review: August 31, 2009.

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: This program provides grants to eligible States to help them establish or enhance, and administer, per-pupil facilities aid programs for charter schools. States eligible for these grants are those with per-pupil aid programs that assist charter schools with their school facility costs.

Priorities: In accordance with 34 CFR 75.105(b)(2)(ii), these priorities are from the regulations for this program (34 CFR 226.13 and 226.14).

Competitive Preference Priorities: For FY 2009 and any subsequent year in which we make awards from the list of unfunded applicants from this competition, these priorities are competitive preference priorities. Under 34 CFR 75.105(c)(2)(i) we award up to an additional 40 points to an application, depending on how well the application meets these priorities.

These priorities are:

Competitive Preference Priority 1. The Secretary will award up to 20 points to an application under competitive preference priority 1. The applicant must meet all of the following requirements ((a) through (d)) in order to receive the full 20 points. The requirements are:

(a) *Periodic Review and Evaluation.*

The State provides for periodic review and evaluation by the authorized public chartering agency of each charter school at least once every five years unless required more frequently by State law, to determine whether the charter school is meeting the terms of the school's charter and is meeting or exceeding the student academic performance requirements and goals for charter schools as set forth under State law or the school's charter.

(b) *Number of High-Quality Charter Schools.*

The State has demonstrated progress in increasing the number of high-quality charter schools that are held accountable in the terms of the schools' charters for meeting clear and measurable objectives for the educational progress of the students attending the schools, in the period prior to the period for which the State applies for a grant under this competition.

(c) *One Authorized Public Chartering Agency Other than an LEA, or an Appeals Process.*

The State—

(1) Provides for one authorized public chartering agency that is not a local educational agency (LEA), such as a State chartering board, for each individual or entity seeking to operate a charter school pursuant to State law; or

(2) In the case of a State in which LEAs are the only authorized public chartering agencies, allows for an appeals process for the denial of an application for a charter school.

(d) *High Degree of Autonomy.*

The State ensures that each charter school has a high degree of autonomy over the charter school's budgets and expenditures.

Competitive Preference Priority 2. The Secretary may award up to 10 points to an application under a competitive preference priority regarding the capacity of charter schools to offer public school choice in those communities with the greatest need for this choice based on—

(1) The extent to which the applicant would target services to geographic areas in which a large proportion or number of public schools have been identified for improvement, corrective action, or restructuring under title I of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB), 20 U.S.C. 7221a(e);

(2) The extent to which the applicant would target services to geographic areas in which a large proportion of students perform poorly on State academic assessments; and

(3) The extent to which the applicant would target services to communities with large proportions of low-income students.

Competitive Preference Priority 3. The Secretary may award up to 10 points to an application under a competitive preference priority for applicants that have not previously received a grant under the program.

Program Authority: 20 U.S.C. 7221d(b).

Applicable Regulations: (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 80, 81, 82, 84, 85, 97, 98, and 99. (b) The regulations for this program in 34 CFR part 226.

Note: The regulations in 34 CFR part 79 apply to all applicants except federally recognized Indian tribes.

II. Award Information

Type of Award: Discretionary grants.

Estimated Available Funds: The Administration has requested $14,782,000 for new awards for this program for FY 2009. The actual level of funding, if any, depends on final congressional action. However, we are inviting applications to allow enough time to complete the grant process before the end of the current fiscal year,

if Congress appropriates funds for this program.

Contingent upon the availability of funds and the quality of applications, we may make additional awards in FY 2010 from the list of unfunded applications from this competition.

Estimated Range of Awards: $2,000,000–$10,000,000.

Estimated Average Size of Awards: $3,695,500.

Estimated Number of Awards: 4.

Note: The Department is not bound by any estimates in this notice.

Project Period: Up to 60 months.

III. Eligibility Information

1. *Eligible Applicants:* States that have enacted a State law authorizing per-pupil facilities aid for charter schools.

2. a. *Cost Sharing or Matching:* Under section 5205(b)(2)(C) of the ESEA, as amended by the NCLB, States, or parties that are closely collaborating with them, are required to provide matching funds. The minimum non-Federal share of the total cost of the project increases each year of the grant, from 10 percent the first year to 80 percent in the fifth year.

Applicants that are initially selected to receive grants will not receive grant funds unless they demonstrate, by July 15, 2009, that they will be able to fund the non-Federal share of the matching funds required under this program. The Department reserves the right to reject an application if an initial recipient does not demonstrate that it will have the required non-Federal funding by this date.

b. *Supplement-Not-Supplant:* This program involves supplement-not-supplant funding requirements under section 5205(b)(3)(C) of the ESEA (20 U.S.C. 7221d(b)(3)(C)).

Funds under this program must be used to supplement, and not supplant, State and local public funds expended to provide per pupil facilities aid programs, operations, financing programs, or other programs, for charter schools. Therefore, the Federal funds provided under this program, as well as the matching funds provided by the grantee, must be in addition to the State and local funds that would otherwise be used for this purpose in the absence of this Federal program. The Department generally considers that State and local funds would be available for this purpose at least in the amount of the funds that was available in the preceding comparison year and that the Federal funds and matching funds under this program would supplement that amount.

3. *Other:* The charter schools that a grantee selects to benefit from this program must meet the definition of a charter school, as defined in the Charter Schools Program authorizing statute in section 5210(1) of the ESEA. The definitions of *charter school* and *authorized public chartering agency* are in the application package.

IV. Application and Submission Information

1. *Address To Request Application Package:* Valarie Perkins, U.S. Department of Education, 400 Maryland Avenue, SW., room 4W258, Washington, DC 20202–5970. Telephone: (202) 260–1924 or by e-mail: *Valarie.Perkins@ed.gov.*

If you use a telecommunications device for the deaf (TDD), call the Federal Relay Service (FRS), toll free, at 1–800–877–8339.

Individuals with disabilities can obtain a copy of the application package in an accessible format (*e.g.*, braille, large print, audiotape, or computer diskette) by contacting the program contact person listed in this section.

2. *Content and Form of Application Submission:* Requirements concerning the content of an application, together with the forms you must submit, are in the application package for this program.

Page Limit: We have found that reviewers are able to conduct the highest-quality review when applications are concise and easy to read. Applicants are encouraged to limit their applications to no more than 30 double-spaced pages (not including the required forms and tables), to use a 12-point or larger-size font with one-inch margins at the top, bottom, and both sides, and to number pages consecutively. Furthermore, applicants are strongly encouraged to include a table of contents that specifies where each required part of the application is located.

3. *Submission Dates and Times:*

Applications Available: January 15, 2009.

Deadline for Transmittal of Applications: July 1, 2009.

Applications for grants under this program must be submitted electronically using the Grants.gov Apply site (Grants.gov). For information (including dates and times) about how to submit your application electronically, or in paper format by mail or hand delivery if you qualify for an exception to the electronic submission requirement, please refer to section IV.6. *Other Submission Requirements* of this notice.

We do not consider an application that does not comply with the deadline requirements.

Individuals with disabilities who need an accommodation or auxiliary aid in connection with the application process should contact the person listed under **FOR FURTHER INFORMATION CONTACT** in section VII of this notice. If the Department provides an accommodation or auxiliary aid to an individual with a disability in connection with the application process, the individual's application remains subject to all other requirements and limitations in this notice.

Deadline for Intergovernmental Review: August 31, 2009.

4. *Intergovernmental Review:* This program is subject to Executive Order 12372 and the regulations in 34 CFR part 79. Information about Intergovernmental Review of Federal Programs under Executive Order 12372 is in the application package for this program.

5. *Funding Restrictions:* We specify unallowable costs in 34 CFR 75.533. We reference additional regulations outlining funding restrictions in the *Applicable Regulations* section of this notice.

6. *Other Submission Requirements:* Applications for grants under this program must be submitted electronically unless you qualify for an exception to this requirement in accordance with the instructions in this section.

a. *Electronic Submission of Applications.*

Applications for grants under the State Charter School Facilities Incentive Grants Program, CFDA number 84.282D, must be submitted electronically using the Governmentwide Grants.gov Apply site at *www.Grants.gov.* Through this site, you will be able to download a copy of the application package, complete it offline, and then upload and submit your application. You may not e-mail an electronic copy of a grant application to us.

We will reject your application if you submit it in paper format unless, as described elsewhere in this section, you qualify for one of the exceptions to the electronic submission requirement *and* submit, no later than two weeks before the application deadline date, a written statement to the Department that you qualify for one of these exceptions. Further information regarding calculation of the date that is two weeks before the application deadline date is provided later in this section under *Exception to Electronic Submission Requirement.*

You may access the electronic grant application for State Charter School Facilities Incentive Grants Program at

www.Grants.gov. You must search for the downloadable application package for this program by the CFDA number. Do not include the CFDA number's alpha suffix in your search (*e.g.*, search for 84.282, not 84.282D).

Please note the following:

- When you enter the Grants.gov site, you will find information about submitting an application electronically through the site, as well as the hours of operation.
- Applications received by Grants.gov are date and time stamped. Your application must be fully uploaded and submitted and must be date and time stamped by the Grants.gov system no later than 4:30:00 p.m., Washington, DC time, on the application deadline date. Except as otherwise noted in this section, we will not accept your application if it is received—that is, date and time stamped by the Grants.gov system—after 4:30:00 p.m., Washington, DC time, on the application deadline date. We do not consider an application that does not comply with the deadline requirements. When we retrieve your application from Grants.gov, we will notify you if we are rejecting your application because it was date and time stamped by the Grants.gov system after 4:30:00 p.m., Washington, DC time, on the application deadline date.
- The amount of time it can take to upload an application will vary depending on a variety of factors, including the size of the application and the speed of your Internet connection. Therefore, we strongly recommend that you do not wait until the application deadline date to begin the submission process through Grants.gov.
- You should review and follow the Education Submission Procedures for submitting an application through Grants.gov that are included in the application package for this program to ensure that you submit your application in a timely manner to the Grants.gov system. You can also find the Education Submission Procedures pertaining to Grants.gov at *http://e-Grants.ed.gov/help/GrantsgovSubmissionProcedures.pdf.*
- To submit your application via Grants.gov, you must complete all steps in the Grants.gov registration process (see *www.grants.gov/applicants/get_registered.jsp*). These steps include (1) registering your organization, a multi-part process that includes registration with the Central Contractor Registry (CCR); (2) registering yourself as an Authorized Organization Representative (AOR); and (3) getting authorized as an AOR by your organization. Details on these steps are outlined in the Grants.gov 3-Step Registration Guide (see *http://www.grants.gov/section910/Grants.govRegistrationBrochure.pdf*). You also must provide on your application the same D–U–N–S Number used with this registration. Please note that the registration process may take five or more business days to complete, and you must have completed all registration steps to allow you to submit successfully an application via Grants.gov. In addition you will need to update your CCR registration on an annual basis. This may take three or more business days to complete.
- You will not receive additional point value because you submit your application in electronic format, nor will we penalize you if you qualify for an exception to the electronic submission requirement, as described elsewhere in this section, and submit your application in paper format.
- You must submit all documents electronically, including all information you typically provide on the following forms: Application for Federal Assistance (SF 424), the Department of Education Supplemental Information for SF 424, Budget Information—Non-Construction Programs (ED 524), and all necessary assurances and certifications.
- You must attach any narrative sections of your application as files in a .DOC (document), .RTF (rich text), or .PDF (Portable Document) format. If you upload a file type other than the three file types specified in this paragraph or submit a password-protected file, we will not review that material.
- Your electronic application must comply with any page-limit requirements described in this notice.
- After you electronically submit your application, you will receive from Grants.gov an automatic notification of receipt that contains a Grants.gov tracking number. (This notification indicates receipt by Grants.gov only, not receipt by the Department.) The Department then will retrieve your application from Grants.gov and send a second notification to you by e-mail. This second notification indicates that the Department has received your application and has assigned your application a PR/Award number (an ED-specified identifying number unique to your application).
- We may request that you provide us original signatures on forms at a later date.

Application Deadline Date Extension in Case of Technical Issues With the Grants.gov System: If you are experiencing problems submitting your application through Grants.gov, please contact the Grants.gov Support Desk, toll free, at 1–800–518–4726. You must obtain a Grants.gov Support Desk Case Number and must keep a record of it.

If you are prevented from electronically submitting your application on the application deadline date because of technical problems with the Grants.gov system, we will grant you an extension until 4:30:00 p.m., Washington, DC time, the following business day to enable you to transmit your application electronically or by hand delivery. You also may mail your application by following the mailing instructions described elsewhere in this notice.

If you submit an application after 4:30:00 p.m., Washington, DC time, on the application deadline date, please contact the person listed under **FOR FURTHER INFORMATION CONTACT** in section VII of this notice and provide an explanation of the technical problem you experienced with Grants.gov, along with the Grants.gov Support Desk Case Number. We will accept your application if we can confirm that a technical problem occurred with the Grants.gov system and that that problem affected your ability to submit your application by 4:30:00 p.m., Washington, DC time, on the application deadline date. The Department will contact you after a determination is made on whether your application will be accepted.

Note: The extensions to which we refer in this section apply only to the unavailability of, or technical problems with, the Grants.gov system. We will not grant you an extension if you failed to fully register to submit your application to Grants.gov before the application deadline date and time or if the technical problem you experienced is unrelated to the Grants.gov system.

Exception to Electronic Submission Requirement: You qualify for an exception to the electronic submission requirement, and may submit your application in paper format, if you are unable to submit an application through the Grants.gov system because—

- You do not have access to the Internet; or
- You do not have the capacity to upload large documents to the Grants.gov system; *and*
- No later than two weeks before the application deadline date (14 calendar days or, if the fourteenth calendar day before the application deadline date falls on a Federal holiday, the next business day following the Federal holiday), you mail or fax a written statement to the Department, explaining which of the two grounds for an exception prevent you from using the Internet to submit your application.

If you mail your written statement to the Department, it must be postmarked

no later than two weeks before the application deadline date. If you fax your written statement to the Department, we must receive the faxed statement no later than two weeks before the application deadline date.

Address and mail or fax your statement to: Valarie Perkins, U.S. Department of Education, 400 Maryland Avenue, SW., room 4W258, Washington, DC 20202–5970. FAX: (202) 205–5630.

Your paper application must be submitted in accordance with the mail or hand delivery instructions described in this notice.

b. *Submission of Paper Applications by Mail.*

If you qualify for an exception to the electronic submission requirement, you may mail (through the U.S. Postal Service or a commercial carrier) your application to the Department. You must mail the original and two copies of your application, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education,
Application Control Center,
Attention: (CFDA Number 84.282D)
LBJ Basement Level 1, 400 Maryland Avenue, SW., Washington, DC 20202–4260.

You must show proof of mailing consisting of one of the following:

(1) A legibly dated U.S. Postal Service postmark.

(2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.

(3) A dated shipping label, invoice, or receipt from a commercial carrier.

(4) Any other proof of mailing acceptable to the Secretary of the U.S. Department of Education.

If you mail your application through the U.S. Postal Service, we do not accept either of the following as proof of mailing:

(1) A private metered postmark.

(2) A mail receipt that is not dated by the U.S. Postal Service.

If your application is postmarked after the application deadline date, we will not consider your application.

Note: The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office.

c. *Submission of Paper Applications by Hand Delivery.*

If you qualify for an exception to the electronic submission requirement, you (or a courier service) may deliver your paper application to the Department by hand. You must deliver the original and two copies of your application by hand, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education,
Application Control Center,
Attention: (CFDA Number 84.282D)
550 12th Street, SW., Room 7041,
Potomac Center Plaza, Washington, DC 20202–4260.

The Application Control Center accepts hand deliveries daily between 8:00 a.m. and 4:30:00 p.m., Washington, DC time, except Saturdays, Sundays, and Federal holidays.

Note for Mail or Hand Delivery of Paper Applications: If you mail or hand deliver your application to the Department—

(1) You must indicate on the envelope and—if not provided by the Department—in Item 11 of the SF 424 the CFDA number, including suffix letter, if any, of the competition under which you are submitting your application; and

(2) The Application Control Center will mail to you a notification of receipt of your grant application. If you do not receive this notification within 15 business days from the application deadline date, you should call the U.S. Department of Education Application Control Center at (202) 245–6288.

V. Application Review Information

1. *Selection Criteria:* The selection criteria for this program are from the program regulations in 34 CFR 226.12. The maximum score for all of the selection criteria is 100 points. The maximum score for each criterion is indicated in parentheses. Each criterion also includes the factors that the reviewers will consider to determine how well an application meets the criterion. We encourage applicants to make explicit connections to the selection criteria and factors in their applications.

(a) *Need for facility funding* (30 points).

(1) The need for per-pupil charter school facility funding in the State.

(2) The extent to which the proposal meets the need to fund charter school facilities on a per-pupil basis.

(b) *Quality of plan* (30 points).

(1) The likelihood that the proposed grant project will result in the State either retaining a new per-pupil facilities aid program or continuing to enhance such a program without the total amount of assistance (State and Federal) declining over a five-year period.

(2) The flexibility charter schools have in their use of facility funds for the various authorized purposes.

(3) The quality of the plan for identifying charter schools and determining their eligibility to receive funds.

(4) The per-pupil facilities aid formula's ability to target resources to charter schools with the greatest need and the highest proportions of students in poverty.

(5) For projects that plan to reserve funds for evaluation, the quality of the applicant's plan to use grant funds for this purpose.

(6) For projects that plan to reserve funds for technical assistance, dissemination, or personnel, the quality of the applicant's plan to use grant funds for these purposes.

(c) *The grant project team* (15 points).

(1) The qualifications, including relevant training and experience, of the project manager and other members of the grant project team, including employees not paid with grant funds, consultants, and subcontractors.

(2) The adequacy and appropriateness of the applicant's staffing plan for the grant project.

(d) *The budget* (15 points).

(1) The extent to which the requested grant amount and the project costs are reasonable in relation to the objectives, design, and potential significance of the proposed grant project.

(2) The extent to which the costs are reasonable in relation to the number of students served and to the anticipated results and benefits.

(3) The extent to which the non-Federal share exceeds the minimum percentages (which are based on the percentages under section 5205(b)(2)(C) of the ESEA), particularly in the initial years of the program.

(e) *State experience* (10 points).

The experience of the State in addressing the facility needs of charter schools through various means, including providing per-pupil aid, access to State loan or bonding pools, and the use of Qualified Zone Academy Bonds.

2. *Review and Selection Process:* Additional factors we consider in selecting an application for an award are in 34 CFR 226.13 and 226.14.

Note: As described in 34 CFR 226.14(c), the Secretary may elect to consider the points awarded under the competitive preference priorities only for proposals that exhibit sufficient quality to warrant funding under the selection criteria.

VI. Award Administration Information

1. *Award Notices:* If your application is successful, we notify your U.S. Representative and U.S. Senators and send you a Grant Award Notification (GAN). We may notify you informally, also.

If your application is not evaluated or not selected for funding, we notify you.

2. *Administrative and National Policy Requirements:* We identify administrative and national policy requirements in the application package and reference these and other requirements in the *Applicable Regulations* section of this notice.

We reference the regulations outlining the terms and conditions of an award in the *Applicable Regulations* section of this notice and include these and other specific conditions in the GAN. The GAN also incorporates your approved application as part of your binding commitments under the grant.

3. *Reporting:* At the end of your project period, you must submit a final performance report, including financial information, as directed by the Secretary. If you receive a multi-year award, you must submit an annual performance report that provides the most current performance and financial expenditure information as directed by the Secretary under 34 CFR 75.118. The Secretary may also require more frequent performance reports under 34 CFR 75.720(c).

4. *Performance Measures:* The performance measure for this program is the ratio of funds leveraged by States for charter school facilities to funds awarded by the Department under the State Charter School Facilities Incentive Program.

VII. Agency Contacts

FOR FURTHER INFORMATION CONTACT: Valarie Perkins or Ann Margaret Galiatsos, U.S. Department of Education, 400 Maryland Avenue, SW., room 4W258, Washington, DC 20202–5970. Telephone: (202) 260–1924 or by e-mail: *charter.facilities@ed.gov.*

If you use a TDD, call the FRS, toll free, at 1–800–877–8339.

VIII. Other Information

Accessible Format: Individuals with disabilities can obtain this document and a copy of the application package in an accessible format (*e.g.*, braille, large print, audiotape, or computer diskette) on request to the program contact persons listed under **FOR FURTHER INFORMATION CONTACT** in section VII of this notice.

Electronic Access to This Document: You can view this document, as well as all other documents of this Department published in the **Federal Register**, in text or Adobe Portable Document Format (PDF) on the Internet at the following site: *http://www.ed.gov/news/fedregister.*

To use PDF you must have Adobe Acrobat Reader, which is available free at this site. If you have questions about using PDF, call the U.S. Government Printing Office (GPO), toll free, at 1–888–293–6498; or in the Washington, DC, area at (202) 512–1530.

Note: The official version of this document is the document published in the **Federal Register**. Free Internet access to the official edition of the **Federal Register** and the Code of Federal Regulations is available on GPO Access at: *http://www.gpoaccess.gov/nara/index.html.*

Dated: January 9, 2009.

Amanda L. Farris,

Assistant Deputy Secretary for Innovation and Improvement.

[FR Doc. E9–772 Filed 1–14–09; 8:45 am]

BILLING CODE 4000–01–P

DEPARTMENT OF EDUCATION

Office of Innovation and Improvement; Women's Educational Equity Act Program

Catalog of Federal Domestic Assistance (CFDA) Number: 84.083A.

ACTION: Notice inviting applications for new awards for fiscal year (FY) 2009; correction.

SUMMARY: The Department of Education is correcting the notice inviting applications for new awards for FY 2009 for the Women's Educational Equity Act Program (WEEA) that was published in the **Federal Register** on January 2, 2009 (74 FR 101). On page 105, in the third column, second line, the e-mail address is corrected to read "*oii.weea@ed.gov.*"

FOR FURTHER INFORMATION CONTACT: Beverly A. Farrar, U.S. Department of Education, 400 Maryland Avenue, SW., Room 4W242, Washington, DC 20202–5950. *Telephone:* (202) 205–3145.

If you use a telecommunications device for the deaf (TDD), call the Federal Relay Service (FRS), toll free, at 1–800–877–8339.

Individuals with disabilities can obtain this document in an accessible format (e.g., braille, large print, audiotape, or computer diskette) on request to the contact person listed under this section.

Electronic Access to This Document: You can view this document, as well as all other documents of this Department published in the **Federal Register**, in text or Adobe Portable Document Format (PDF) on the Internet at the following site: *http://www.ed.gov/news/fedregister.*

To use PDF you must have Adobe Acrobat Reader, which is available free at this site. If you have questions about using PDF, call the U.S. Government Printing Office (GPO), toll free, at 1–888–293–6498; or in the Washington, DC, area at (202) 512–1530.

Note: The official version of this document is the document published in the **Federal Register**. Free Internet access to the official edition of the **Federal Register** and the Code of Federal Regulations is available on GPO Access at: *http://www.gpoaccess.gov/nara/index.html.*

Dated: January 8, 2009.

Amanda L. Farris,

Assistant Deputy Secretary for Innovation and Improvement.

[FR Doc. E9–744 Filed 1–14–09; 8:45 am]

BILLING CODE 4000–01–P

DEPARTMENT OF ENERGY

Federal Energy Regulatory Commission

[Docket No. IC09–587–000]

Commission Information Collection Activities (FERC–587); Comment Request; Extension

January 9, 2009.

AGENCY: Federal Energy Regulatory Commission, DOE.

ACTION: Notice of proposed information collection and request for comments.

SUMMARY: In compliance with the requirements of section 3506(c) (2) (a) of the Paperwork Reduction Act of 1995 (Pub. L. No. 104–13), the Federal Energy Regulatory Commission (Commission) is soliciting public comment on the specific aspects of the information collection described below.

DATES: Comments in consideration of the collection of information are due Monday, March 23, 2009.

ADDRESSES: An example of this collection of information may be obtained from the Commission's Web site (at *http://www.ferc.gov/docs-filing/elibrary.asp*). Comments may be filed either electronically or in paper format, and should refer to Docket No. IC09–587–000. Documents must be prepared in an acceptable filing format and in compliance with the Federal Energy Regulatory Commission submission guidelines at *http://www.ferc.gov/help/submission-guide.asp.*

Comments may be filed electronically via the eFiling link on the Commission's Web site at *http://www.ferc.gov.* First time users will have to establish a user name and password (*http://www.ferc.gov/docs-filing/eregistration.asp*) before eFiling. The Commission will send an automatic acknowledgement to the sender's e-mail address upon receipt of comments through eFiling.

these products, stakeholders have a better understanding of what NIDRR does and what new information and products are available.

V. References

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National Institute on Disability and Rehabilitation Research. (2006). *Long-range plan for fiscal years 2005 through 2009 [On-line].* Available: *http://www.ed.gov/legislation/FedRegister/other/2006-1/021506d.pdf.*

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[FR Doc. E9–741 Filed 1–14–09; 8:45 am]

BILLING CODE 4000–01–P

DEPARTMENT OF EDUCATION

Office of Innovation and Improvement; Overview Information: State Charter School Facilities Incentive Grants Program; Notice Inviting Applications for New Awards for Fiscal Year (FY) 2009

Catalog of Federal Domestic Assistance (CFDA) Number: 84.282D.

DATES: *Applications Available:* January 15, 2009.

Deadline for Transmittal of Applications: July 1, 2009.

Deadline for Intergovernmental Review: August 31, 2009.

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: This program provides grants to eligible States to help them establish or enhance, and administer, per-pupil facilities aid programs for charter schools. States eligible for these grants are those with per-pupil aid programs that assist charter schools with their school facility costs.

Priorities: In accordance with 34 CFR 75.105(b)(2)(ii), these priorities are from the regulations for this program (34 CFR 226.13 and 226.14).

Competitive Preference Priorities: For FY 2009 and any subsequent year in which we make awards from the list of unfunded applicants from this competition, these priorities are competitive preference priorities. Under 34 CFR 75.105(c)(2)(i) we award up to an additional 40 points to an application, depending on how well the application meets these priorities.

These priorities are:

Competitive Preference Priority 1. The Secretary will award up to 20 points to an application under competitive preference priority 1. The applicant must meet all of the following requirements ((a) through (d)) in order to receive the full 20 points. The requirements are:

(a) *Periodic Review and Evaluation.*

The State provides for periodic review and evaluation by the authorized public chartering agency of each charter school at least once every five years unless required more frequently by State law, to determine whether the charter school is meeting the terms of the school's charter and is meeting or exceeding the student academic performance requirements and goals for charter schools as set forth under State law or the school's charter.

(b) *Number of High-Quality Charter Schools.*

The State has demonstrated progress in increasing the number of high-quality charter schools that are held accountable in the terms of the schools' charters for meeting clear and measurable objectives for the educational progress of the students attending the schools, in the period prior to the period for which the State applies for a grant under this competition.

(c) *One Authorized Public Chartering Agency Other than an LEA, or an Appeals Process.*

The State—

(1) Provides for one authorized public chartering agency that is not a local educational agency (LEA), such as a State chartering board, for each individual or entity seeking to operate a charter school pursuant to State law; or

(2) In the case of a State in which LEAs are the only authorized public chartering agencies, allows for an appeals process for the denial of an application for a charter school.

(d) *High Degree of Autonomy.*

The State ensures that each charter school has a high degree of autonomy over the charter school's budgets and expenditures.

Competitive Preference Priority 2. The Secretary may award up to 10 points to an application under a competitive preference priority regarding the capacity of charter schools to offer public school choice in those communities with the greatest need for this choice based on—

(1) The extent to which the applicant would target services to geographic areas in which a large proportion or number of public schools have been identified for improvement, corrective action, or restructuring under title I of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB), 20 U.S.C. 7221a(e);

(2) The extent to which the applicant would target services to geographic areas in which a large proportion of students perform poorly on State academic assessments; and

(3) The extent to which the applicant would target services to communities with large proportions of low-income students.

Competitive Preference Priority 3. The Secretary may award up to 10 points to an application under a competitive preference priority for applicants that have not previously received a grant under the program.

Program Authority: 20 U.S.C. 7221d(b).

Applicable Regulations: (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 80, 81, 82, 84, 85, 97, 98, and 99. (b) The regulations for this program in 34 CFR part 226.

Note: The regulations in 34 CFR part 79 apply to all applicants except federally recognized Indian tribes.

II. Award Information

Type of Award: Discretionary grants.

Estimated Available Funds: The Administration has requested $14,782,000 for new awards for this program for FY 2009. The actual level of funding, if any, depends on final congressional action. However, we are inviting applications to allow enough time to complete the grant process before the end of the current fiscal year,

if Congress appropriates funds for this program.

Contingent upon the availability of funds and the quality of applications, we may make additional awards in FY 2010 from the list of unfunded applications from this competition.

Estimated Range of Awards: $2,000,000–$10,000,000.

Estimated Average Size of Awards: $3,695,500.

Estimated Number of Awards: 4.

Note: The Department is not bound by any estimates in this notice.

Project Period: Up to 60 months.

III. Eligibility Information

1. *Eligible Applicants:* States that have enacted a State law authorizing per-pupil facilities aid for charter schools.

2. a. *Cost Sharing or Matching:* Under section 5205(b)(2)(C) of the ESEA, as amended by the NCLB, States, or parties that are closely collaborating with them, are required to provide matching funds. The minimum non-Federal share of the total cost of the project increases each year of the grant, from 10 percent the first year to 80 percent in the fifth year.

Applicants that are initially selected to receive grants will not receive grant funds unless they demonstrate, by July 15, 2009, that they will be able to fund the non-Federal share of the matching funds required under this program. The Department reserves the right to reject an application if an initial recipient does not demonstrate that it will have the required non-Federal funding by this date.

b. *Supplement-Not-Supplant:* This program involves supplement-not-supplant funding requirements under section 5205(b)(3)(C) of the ESEA (20 U.S.C. 7221d(b)(3)(C)).

Funds under this program must be used to supplement, and not supplant, State and local public funds expended to provide per pupil facilities aid programs, operations, financing programs, or other programs, for charter schools. Therefore, the Federal funds provided under this program, as well as the matching funds provided by the grantee, must be in addition to the State and local funds that would otherwise be used for this purpose in the absence of this Federal program. The Department generally considers that State and local funds would be available for this purpose at least in the amount of the funds that was available in the preceding comparison year and that the Federal funds and matching funds under this program would supplement that amount.

3. *Other:* The charter schools that a grantee selects to benefit from this program must meet the definition of a charter school, as defined in the Charter Schools Program authorizing statute in section 5210(1) of the ESEA. The definitions of *charter school* and *authorized public chartering agency* are in the application package.

IV. Application and Submission Information

1. *Address To Request Application Package:* Valarie Perkins, U.S. Department of Education, 400 Maryland Avenue, SW., room 4W258, Washington, DC 20202–5970. Telephone: (202) 260–1924 or by e-mail: *Valarie.Perkins@ed.gov.*

If you use a telecommunications device for the deaf (TDD), call the Federal Relay Service (FRS), toll free, at 1–800–877–8339.

Individuals with disabilities can obtain a copy of the application package in an accessible format (*e.g.*, braille, large print, audiotape, or computer diskette) by contacting the program contact person listed in this section.

2. *Content and Form of Application Submission:* Requirements concerning the content of an application, together with the forms you must submit, are in the application package for this program.

Page Limit: We have found that reviewers are able to conduct the highest-quality review when applications are concise and easy to read. Applicants are encouraged to limit their applications to no more than 30 double-spaced pages (not including the required forms and tables), to use a 12-point or larger-size font with one-inch margins at the top, bottom, and both sides, and to number pages consecutively. Furthermore, applicants are strongly encouraged to include a table of contents that specifies where each required part of the application is located.

3. *Submission Dates and Times:*

Applications Available: January 15, 2009.

Deadline for Transmittal of Applications: July 1, 2009.

Applications for grants under this program must be submitted electronically using the Grants.gov Apply site (Grants.gov). For information (including dates and times) about how to submit your application electronically, or in paper format by mail or hand delivery if you qualify for an exception to the electronic submission requirement, please refer to section IV.6. *Other Submission Requirements* of this notice.

We do not consider an application that does not comply with the deadline requirements.

Individuals with disabilities who need an accommodation or auxiliary aid in connection with the application process should contact the person listed under **FOR FURTHER INFORMATION CONTACT** in section VII of this notice. If the Department provides an accommodation or auxiliary aid to an individual with a disability in connection with the application process, the individual's application remains subject to all other requirements and limitations in this notice.

Deadline for Intergovernmental Review: August 31, 2009.

4. *Intergovernmental Review:* This program is subject to Executive Order 12372 and the regulations in 34 CFR part 79. Information about Intergovernmental Review of Federal Programs under Executive Order 12372 is in the application package for this program.

5. *Funding Restrictions:* We specify unallowable costs in 34 CFR 75.533. We reference additional regulations outlining funding restrictions in the *Applicable Regulations* section of this notice.

6. *Other Submission Requirements:* Applications for grants under this program must be submitted electronically unless you qualify for an exception to this requirement in accordance with the instructions in this section.

a. *Electronic Submission of Applications.*

Applications for grants under the State Charter School Facilities Incentive Grants Program, CFDA number 84.282D, must be submitted electronically using the Governmentwide Grants.gov Apply site at *www.Grants.gov.* Through this site, you will be able to download a copy of the application package, complete it offline, and then upload and submit your application. You may not e-mail an electronic copy of a grant application to us.

We will reject your application if you submit it in paper format unless, as described elsewhere in this section, you qualify for one of the exceptions to the electronic submission requirement *and* submit, no later than two weeks before the application deadline date, a written statement to the Department that you qualify for one of these exceptions. Further information regarding calculation of the date that is two weeks before the application deadline date is provided later in this section under *Exception to Electronic Submission Requirement.*

You may access the electronic grant application for State Charter School Facilities Incentive Grants Program at

www.Grants.gov. You must search for the downloadable application package for this program by the CFDA number. Do not include the CFDA number's alpha suffix in your search (*e.g.*, search for 84.282, not 84.282D).

Please note the following:

- When you enter the Grants.gov site, you will find information about submitting an application electronically through the site, as well as the hours of operation.
- Applications received by Grants.gov are date and time stamped. Your application must be fully uploaded and submitted and must be date and time stamped by the Grants.gov system no later than 4:30:00 p.m., Washington, DC time, on the application deadline date. Except as otherwise noted in this section, we will not accept your application if it is received—that is, date and time stamped by the Grants.gov system—after 4:30:00 p.m., Washington, DC time, on the application deadline date. We do not consider an application that does not comply with the deadline requirements. When we retrieve your application from Grants.gov, we will notify you if we are rejecting your application because it was date and time stamped by the Grants.gov system after 4:30:00 p.m., Washington, DC time, on the application deadline date.
- The amount of time it can take to upload an application will vary depending on a variety of factors, including the size of the application and the speed of your Internet connection. Therefore, we strongly recommend that you do not wait until the application deadline date to begin the submission process through Grants.gov.
- You should review and follow the Education Submission Procedures for submitting an application through Grants.gov that are included in the application package for this program to ensure that you submit your application in a timely manner to the Grants.gov system. You can also find the Education Submission Procedures pertaining to Grants.gov at *http://e-Grants.ed.gov/help/GrantsgovSubmissionProcedures.pdf.*
- To submit your application via Grants.gov, you must complete all steps in the Grants.gov registration process (see *www.grants.gov/applicants/get_registered.jsp*). These steps include (1) registering your organization, a multi-part process that includes registration with the Central Contractor Registry (CCR); (2) registering yourself as an Authorized Organization Representative (AOR); and (3) getting authorized as an AOR by your organization. Details on these steps are outlined in the Grants.gov 3-Step Registration Guide (see *http://www.grants.gov/section910/Grants.govRegistrationBrochure.pdf*). You also must provide on your application the same D–U–N–S Number used with this registration. Please note that the registration process may take five or more business days to complete, and you must have completed all registration steps to allow you to submit successfully an application via Grants.gov. In addition you will need to update your CCR registration on an annual basis. This may take three or more business days to complete.
- You will not receive additional point value because you submit your application in electronic format, nor will we penalize you if you qualify for an exception to the electronic submission requirement, as described elsewhere in this section, and submit your application in paper format.
- You must submit all documents electronically, including all information you typically provide on the following forms: Application for Federal Assistance (SF 424), the Department of Education Supplemental Information for SF 424, Budget Information—Non-Construction Programs (ED 524), and all necessary assurances and certifications.
- You must attach any narrative sections of your application as files in a .DOC (document), .RTF (rich text), or .PDF (Portable Document) format. If you upload a file type other than the three file types specified in this paragraph or submit a password-protected file, we will not review that material.
- Your electronic application must comply with any page-limit requirements described in this notice.
- After you electronically submit your application, you will receive from Grants.gov an automatic notification of receipt that contains a Grants.gov tracking number. (This notification indicates receipt by Grants.gov only, not receipt by the Department.) The Department then will retrieve your application from Grants.gov and send a second notification to you by e-mail. This second notification indicates that the Department has received your application and has assigned your application a PR/Award number (an ED-specified identifying number unique to your application).
- We may request that you provide us original signatures on forms at a later date.

Application Deadline Date Extension in Case of Technical Issues With the Grants.gov System: If you are experiencing problems submitting your application through Grants.gov, please contact the Grants.gov Support Desk, toll free, at 1–800–518–4726. You must obtain a Grants.gov Support Desk Case Number and must keep a record of it.

If you are prevented from electronically submitting your application on the application deadline date because of technical problems with the Grants.gov system, we will grant you an extension until 4:30:00 p.m., Washington, DC time, the following business day to enable you to transmit your application electronically or by hand delivery. You also may mail your application by following the mailing instructions described elsewhere in this notice.

If you submit an application after 4:30:00 p.m., Washington, DC time, on the application deadline date, please contact the person listed under **FOR FURTHER INFORMATION CONTACT** in section VII of this notice and provide an explanation of the technical problem you experienced with Grants.gov, along with the Grants.gov Support Desk Case Number. We will accept your application if we can confirm that a technical problem occurred with the Grants.gov system and that that problem affected your ability to submit your application by 4:30:00 p.m., Washington, DC time, on the application deadline date. The Department will contact you after a determination is made on whether your application will be accepted.

Note: The extensions to which we refer in this section apply only to the unavailability of, or technical problems with, the Grants.gov system. We will not grant you an extension if you failed to fully register to submit your application to Grants.gov before the application deadline date and time or if the technical problem you experienced is unrelated to the Grants.gov system.

Exception to Electronic Submission Requirement: You qualify for an exception to the electronic submission requirement, and may submit your application in paper format, if you are unable to submit an application through the Grants.gov system because—

- You do not have access to the Internet; or
- You do not have the capacity to upload large documents to the Grants.gov system; *and*
- No later than two weeks before the application deadline date (14 calendar days or, if the fourteenth calendar day before the application deadline date falls on a Federal holiday, the next business day following the Federal holiday), you mail or fax a written statement to the Department, explaining which of the two grounds for an exception prevent you from using the Internet to submit your application.

If you mail your written statement to the Department, it must be postmarked

no later than two weeks before the application deadline date. If you fax your written statement to the Department, we must receive the faxed statement no later than two weeks before the application deadline date.

Address and mail or fax your statement to: Valarie Perkins, U.S. Department of Education, 400 Maryland Avenue, SW., room 4W258, Washington, DC 20202–5970. FAX: (202) 205–5630.

Your paper application must be submitted in accordance with the mail or hand delivery instructions described in this notice.

b. *Submission of Paper Applications by Mail.*

If you qualify for an exception to the electronic submission requirement, you may mail (through the U.S. Postal Service or a commercial carrier) your application to the Department. You must mail the original and two copies of your application, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education,
Application Control Center,
Attention: (CFDA Number 84.282D)
LBJ Basement Level 1, 400 Maryland Avenue, SW., Washington, DC 20202–4260.

You must show proof of mailing consisting of one of the following:

(1) A legibly dated U.S. Postal Service postmark.

(2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.

(3) A dated shipping label, invoice, or receipt from a commercial carrier.

(4) Any other proof of mailing acceptable to the Secretary of the U.S. Department of Education.

If you mail your application through the U.S. Postal Service, we do not accept either of the following as proof of mailing:

(1) A private metered postmark.

(2) A mail receipt that is not dated by the U.S. Postal Service.

If your application is postmarked after the application deadline date, we will not consider your application.

Note: The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office.

c. *Submission of Paper Applications by Hand Delivery.*

If you qualify for an exception to the electronic submission requirement, you (or a courier service) may deliver your paper application to the Department by hand. You must deliver the original and two copies of your application by hand, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education,
Application Control Center,
Attention: (CFDA Number 84.282D)
550 12th Street, SW., Room 7041,
Potomac Center Plaza, Washington, DC 20202–4260.

The Application Control Center accepts hand deliveries daily between 8:00 a.m. and 4:30:00 p.m., Washington, DC time, except Saturdays, Sundays, and Federal holidays.

Note for Mail or Hand Delivery of Paper Applications: If you mail or hand deliver your application to the Department—

(1) You must indicate on the envelope and—if not provided by the Department—in Item 11 of the SF 424 the CFDA number, including suffix letter, if any, of the competition under which you are submitting your application; and

(2) The Application Control Center will mail to you a notification of receipt of your grant application. If you do not receive this notification within 15 business days from the application deadline date, you should call the U.S. Department of Education Application Control Center at (202) 245–6288.

V. Application Review Information

1. *Selection Criteria:* The selection criteria for this program are from the program regulations in 34 CFR 226.12. The maximum score for all of the selection criteria is 100 points. The maximum score for each criterion is indicated in parentheses. Each criterion also includes the factors that the reviewers will consider to determine how well an application meets the criterion. We encourage applicants to make explicit connections to the selection criteria and factors in their applications.

(a) *Need for facility funding* (30 points).

(1) The need for per-pupil charter school facility funding in the State.

(2) The extent to which the proposal meets the need to fund charter school facilities on a per-pupil basis.

(b) *Quality of plan* (30 points).

(1) The likelihood that the proposed grant project will result in the State either retaining a new per-pupil facilities aid program or continuing to enhance such a program without the total amount of assistance (State and Federal) declining over a five-year period.

(2) The flexibility charter schools have in their use of facility funds for the various authorized purposes.

(3) The quality of the plan for identifying charter schools and determining their eligibility to receive funds.

(4) The per-pupil facilities aid formula's ability to target resources to charter schools with the greatest need and the highest proportions of students in poverty.

(5) For projects that plan to reserve funds for evaluation, the quality of the applicant's plan to use grant funds for this purpose.

(6) For projects that plan to reserve funds for technical assistance, dissemination, or personnel, the quality of the applicant's plan to use grant funds for these purposes.

(c) *The grant project team* (15 points).

(1) The qualifications, including relevant training and experience, of the project manager and other members of the grant project team, including employees not paid with grant funds, consultants, and subcontractors.

(2) The adequacy and appropriateness of the applicant's staffing plan for the grant project.

(d) *The budget* (15 points).

(1) The extent to which the requested grant amount and the project costs are reasonable in relation to the objectives, design, and potential significance of the proposed grant project.

(2) The extent to which the costs are reasonable in relation to the number of students served and to the anticipated results and benefits.

(3) The extent to which the non-Federal share exceeds the minimum percentages (which are based on the percentages under section 5205(b)(2)(C) of the ESEA), particularly in the initial years of the program.

(e) *State experience* (10 points).

The experience of the State in addressing the facility needs of charter schools through various means, including providing per-pupil aid, access to State loan or bonding pools, and the use of Qualified Zone Academy Bonds.

2. *Review and Selection Process:* Additional factors we consider in selecting an application for an award are in 34 CFR 226.13 and 226.14.

Note: As described in 34 CFR 226.14(c), the Secretary may elect to consider the points awarded under the competitive preference priorities only for proposals that exhibit sufficient quality to warrant funding under the selection criteria.

VI. Award Administration Information

1. *Award Notices:* If your application is successful, we notify your U.S. Representative and U.S. Senators and send you a Grant Award Notification (GAN). We may notify you informally, also.

If your application is not evaluated or not selected for funding, we notify you.

2. *Administrative and National Policy Requirements:* We identify administrative and national policy requirements in the application package and reference these and other requirements in the *Applicable Regulations* section of this notice.

We reference the regulations outlining the terms and conditions of an award in the *Applicable Regulations* section of this notice and include these and other specific conditions in the GAN. The GAN also incorporates your approved application as part of your binding commitments under the grant.

3. *Reporting:* At the end of your project period, you must submit a final performance report, including financial information, as directed by the Secretary. If you receive a multi-year award, you must submit an annual performance report that provides the most current performance and financial expenditure information as directed by the Secretary under 34 CFR 75.118. The Secretary may also require more frequent performance reports under 34 CFR 75.720(c).

4. *Performance Measures:* The performance measure for this program is the ratio of funds leveraged by States for charter school facilities to funds awarded by the Department under the State Charter School Facilities Incentive Program.

VII. Agency Contacts

FOR FURTHER INFORMATION CONTACT: Valarie Perkins or Ann Margaret Galiatsos, U.S. Department of Education, 400 Maryland Avenue, SW., room 4W258, Washington, DC 20202–5970. Telephone: (202) 260–1924 or by e-mail: *charter.facilities@ed.gov.*

If you use a TDD, call the FRS, toll free, at 1–800–877–8339.

VIII. Other Information

Accessible Format: Individuals with disabilities can obtain this document and a copy of the application package in an accessible format (*e.g.*, braille, large print, audiotape, or computer diskette) on request to the program contact persons listed under **FOR FURTHER INFORMATION CONTACT** in section VII of this notice.

Electronic Access to This Document: You can view this document, as well as all other documents of this Department published in the **Federal Register**, in text or Adobe Portable Document Format (PDF) on the Internet at the following site: *http://www.ed.gov/news/fedregister.*

To use PDF you must have Adobe Acrobat Reader, which is available free at this site. If you have questions about using PDF, call the U.S. Government Printing Office (GPO), toll free, at 1–888–293–6498; or in the Washington, DC, area at (202) 512–1530.

Note: The official version of this document is the document published in the **Federal Register**. Free Internet access to the official edition of the **Federal Register** and the Code of Federal Regulations is available on GPO Access at: *http://www.gpoaccess.gov/nara/index.html.*

Dated: January 9, 2009.

Amanda L. Farris,

Assistant Deputy Secretary for Innovation and Improvement.

[FR Doc. E9–772 Filed 1–14–09; 8:45 am]

BILLING CODE 4000–01–P

DEPARTMENT OF EDUCATION

Office of Innovation and Improvement; Women's Educational Equity Act Program

Catalog of Federal Domestic Assistance (CFDA) Number: 84.083A.

ACTION: Notice inviting applications for new awards for fiscal year (FY) 2009; correction.

SUMMARY: The Department of Education is correcting the notice inviting applications for new awards for FY 2009 for the Women's Educational Equity Act Program (WEEA) that was published in the **Federal Register** on January 2, 2009 (74 FR 101). On page 105, in the third column, second line, the e-mail address is corrected to read "*oii.weea@ed.gov.*"

FOR FURTHER INFORMATION CONTACT: Beverly A. Farrar, U.S. Department of Education, 400 Maryland Avenue, SW., Room 4W242, Washington, DC 20202–5950. *Telephone:* (202) 205–3145.

If you use a telecommunications device for the deaf (TDD), call the Federal Relay Service (FRS), toll free, at 1–800–877–8339.

Individuals with disabilities can obtain this document in an accessible format (e.g., braille, large print, audiotape, or computer diskette) on request to the contact person listed under this section.

Electronic Access to This Document: You can view this document, as well as all other documents of this Department published in the **Federal Register**, in text or Adobe Portable Document Format (PDF) on the Internet at the following site: *http://www.ed.gov/news/fedregister.*

To use PDF you must have Adobe Acrobat Reader, which is available free at this site. If you have questions about using PDF, call the U.S. Government Printing Office (GPO), toll free, at 1–888–293–6498; or in the Washington, DC, area at (202) 512–1530.

Note: The official version of this document is the document published in the **Federal Register**. Free Internet access to the official edition of the **Federal Register** and the Code of Federal Regulations is available on GPO Access at: *http://www.gpoaccess.gov/nara/index.html.*

Dated: January 8, 2009.

Amanda L. Farris,

Assistant Deputy Secretary for Innovation and Improvement.

[FR Doc. E9–744 Filed 1–14–09; 8:45 am]

BILLING CODE 4000–01–P

DEPARTMENT OF ENERGY

Federal Energy Regulatory Commission

[Docket No. IC09–587–000]

Commission Information Collection Activities (FERC–587); Comment Request; Extension

January 9, 2009.

AGENCY: Federal Energy Regulatory Commission, DOE.

ACTION: Notice of proposed information collection and request for comments.

SUMMARY: In compliance with the requirements of section 3506(c) (2) (a) of the Paperwork Reduction Act of 1995 (Pub. L. No. 104–13), the Federal Energy Regulatory Commission (Commission) is soliciting public comment on the specific aspects of the information collection described below.

DATES: Comments in consideration of the collection of information are due Monday, March 23, 2009.

ADDRESSES: An example of this collection of information may be obtained from the Commission's Web site (at *http://www.ferc.gov/docs-filing/elibrary.asp*). Comments may be filed either electronically or in paper format, and should refer to Docket No. IC09–587–000. Documents must be prepared in an acceptable filing format and in compliance with the Federal Energy Regulatory Commission submission guidelines at *http://www.ferc.gov/help/submission-guide.asp.*

Comments may be filed electronically via the eFiling link on the Commission's Web site at *http://www.ferc.gov.* First time users will have to establish a user name and password (*http://www.ferc.gov/docs-filing/eregistration.asp*) before eFiling. The Commission will send an automatic acknowledgement to the sender's e-mail address upon receipt of comments through eFiling.

4/6/2009

U.S. DEPARTMENT OF EDUCATION
OFFICE OF INNOVATION AND IMPROVEMENT
WASHINGTON, D.C. 20202

THE STATE CHARTER SCHOOL FACILITIES INCENTIVE GRANTS PROGRAM

CFDA Number: 84.282D

GUIDANCE

Purpose of the Guidance

The purpose of this guidance is to provide information to States, local educational agencies, and charter schools on the State Charter School Facilities Incentive Grants program. The guidance provides the U.S. Department of Education's interpretation of various statutory and regulatory provisions and does not impose any requirements beyond those included in the Elementary and Secondary Education Act of 1965, as amended, its implementing regulations, and other applicable laws and regulations. In addition, it does not create or confer any rights for or on any person.

This guidance supersedes the 2004 guidance on the State Charter School Facilities Incentive Grants Program.

If you are interested in commenting on this guidance, please send your comments to Ann Margaret Galiatsos at ann.galiatsos@ed.gov.

Purpose of the State Charter School Facilities Incentive Grants Program

The purpose of the State Charter School Facilities Incentive Grants program (the "program") is to provide matching funds to States to establish or enhance and administer per-pupil facilities aid programs in order to help charter schools obtain adequate facilities. These grants thus provide an incentive for States to share in the costs of funding charter school facilities, as they often do in funding the capital costs of regular public schools. The program is authorized under section 5205(b) of the Elementary and Secondary Education Act of 1965 (ESEA) 20 U.S.C. 7221d(b), as amended. The regulations for this program are in 34 CFR part 226.

The following Questions and Answers are designed to clarify different aspects of the program.

A. Eligible Grantees

A.1. Who is eligible to apply for and receive a grant under this program?

States are eligible to apply for and receive grants under this program if they have:

- enacted a State law authorizing per-pupil facilities aid for charter schools by the deadline for submitting applications indicated in the application notice; and

- funded, or contingently funded upon receipt of an award, the non-Federal share of the cost of a program that provides annual per-pupil aid for charter school facilities.

20 U.S.C. 7221d(b)(4)(B).

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A.2. What constitutes "annual per-pupil facilities funding"?

For a State to be eligible, the State's program of annual per-pupil facilities funding must provide funds to charter schools on a formula basis (although, as discussed in subsequent questions, the formula does not have to provide a flat amount per child or reach every charter school). The formula must take into account the number of pupils in a charter school. Applicants must assure in their applications that they intend to provide charter school facility funding on an annual basis. Grantees must provide the non-Federal funds in a given year in order to receive the Federal funds in that same year. The per-pupil facilities aid must be dedicated solely or have a portion of which is dedicated solely for charter school facilities. 20 U.S.C. 7221d(b).

A.3. How is a State selected to receive grants under the program?

Applicants are selected to receive a grant in accordance with 34 CFR 226.11-226.14 and based on any other requirements described in the application notice that is published in the Federal Register.

A.4. Must a State per-pupil facilities aid program serve every charter school in the State in order to be eligible for a grant?

No, a State does not need to serve every charter school in the State to be eligible for a grant. For instance, a State could choose not to fund charter schools that are on probation. As a second example, a State might provide funds only to schools with high proportions of students in poverty. (See discussion under B.1.)

A.5. Must every student have the same weight in the State formula?

No, every student need not be assigned the same weight in the formula. For instance, students with disabilities and students from low-income families might be assigned relatively higher weights than other students. Furthermore, applicants that assign greater weight to students in charter schools with high proportions of students with disabilities or students in poverty could potentially score higher under the selection criteria than applicants that do not.

A.6. May charter schools apply for these funds directly?

No, charter schools may not apply for these funds directly. Only States may apply.

A.7. May programs that provide funds for facilities to both charter schools and regular public schools qualify for Federal matching funds?

Yes, such a program can qualify for Federal matching funds. However, the Federal match would be based on the portion of non-Federal funds provided for charter school facilities.

A.8. If a State is newly creating a per-pupil facilities financing program, how far along in the legislative process must a State be to become eligible for these funds?

To be eligible to receive funds, a program must be authorized or enacted into law by the deadline for transmitting applications indicated in the application notice. In addition, a State applicant needs to demonstrate by July 15, 2009, for example, that its non-Federal match funds will be available for the upcoming State fiscal year in order for an applicant to be eligible to receive the ED grant funds in FY 2009.

B. Match

B.1. What funds can a State use that will qualify as matching funds?

A State has several options for what it may use to qualify as non-Federal matching funds. The types of funds that would qualify as matching funds are regular State appropriations, funds in an account generated by a State bonding agency, surplus funds from a prior year, or foundation funds.

The matching funds must be in addition to the State and local public funds that would otherwise be used to provide per-pupil facilities aid programs, operations, financing programs, or other programs, for charter schools in absence of this Federal program. 20 U.S.C. 7221d(b)(3)(C). The Department generally considers that State and local funds would be available for this purpose at least in the amount that was available in the preceding comparison year and that the Federal funds and matching non-Federal funds under this program would supplement that amount.

B.2. How is the match calculated?

The Federal share and Non-Federal share (State share) of each grant's requisite match must meet the following percentages for each year of the grant:

	Non-Federal share	Federal share (maximum)
Year 1	10%	90%
Year 2	20%	80%
Year 3	40%	60%
Year 4	60%	40%
Year 5	80%	20%

20 U.S.C. 7221d(b)(2)(C).

As noted in more detail in B.1, matching funds must be in addition to the State and local funds that would otherwise be used to provide per-pupil facilities aid programs. In order to calculate its match, the State needs to

determine which State fiscal year will serve as the base comparison year for all match calculations. The State will typically choose its most recent fiscal year for its comparison year, but in some circumstances may be able to use its current fiscal year.

Once the base year has been selected, the required match will be determined based on the increase in the facility funding from the base comparison year to the next appropriate corresponding year.

For example, if a State used its prior State fiscal year as its base comparison year for a FY 2009 ED grant, the State's facility funding for FY 2008 (July 1, 2007 to June 30, 2008) will be used in calculating the match in subsequent years. Once the match has been calculated, we will determine the percentage of the Federal grant award in each fiscal year (Federal share) in comparison to the available Non-Federal share (State share).

*Please note that the dates are only examples and will be dependent on the individual State's fiscal dates.

C. Eligible charter schools

C.1. What is a "charter school" for the purposes of this program?

The definition of a charter school under this program is the same as the definition used by the U.S. Department of Education's Charter Schools Program (CSP). 20 U.S.C. 7221i(1). Under that definition:

(1) A charter school is a public school that--

(A) in accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph [the paragraph in the statute that defines the term charter school];

(B) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;

(C) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;

(D) provides a program of elementary or secondary education, or both;

(E) is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school

or religious institution;

(F) does not charge tuition;

(G) complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and part B of the Individuals with Disabilities Education Act;

(H) is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;

(I) agrees to comply with the same Federal and State audit requirements as do other elementary and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program [the CSP] ;

(J) meets all applicable Federal, State, and local health and safety requirements;

(K) operates in accordance with State law; and

(L) has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school.

Charter schools must meet each element of this definition in order to be eligible to receive Federal and non-Federal funding under the State Charter School Facilities Incentive Grants Program. Consequently, a school that meets its State's definition of a charter school, but, for example, does not:

- provide an elementary or secondary education program (as defined under State law) or

- admit students based on a lottery if more students apply for admission than can be accommodated

cannot receive funding from a grantee under the program. For further information, consult the guidance for CSP at http://www.ed.gov/policy/elsec/guid/cspguidance03.doc.

C.2. Does a charter school need to have a charter or be operating to receive assistance from a grantee?

So long as the charter schools served meet the definition specified in C.1., applicants may determine the requirements a charter school must meet, such as the date by which charter schools must have a charter or be open, to receive assistance through their proposed grant projects.

C.3. Is the use of the facility limited to operation of a charter school?

Operating a charter school (or schools) must be the primary use of the facility. However, there may be cases where a charter school rents out either all of the facility for part of the time or a portion of its facility all of the time for other uses. After factoring in these other uses, the primary purpose of the facility must be for operating the charter school(s).

C.4. May a charter school use program funds to lease a religious organization's facility?

A charter school may use these grant funds to lease a religious organization's facility. Charter schools may use the facilities of a religious organization to the same extent that other public schools may use these facilities. Generally, this means that a charter school may lease space from a religious organization so long as the charter school remains non-religious in all its programs and operations. Therefore, the religious landlord may not exercise any control over what is taught in the charter school.

Space constraints can be a major challenge facing charter schools. A charter school should select space based on its logistical and educational needs, not because the space is located in or near a religious school or institution or because officials of the charter school are connected to a particular religious organization. On the other hand, it is important that charter school operators have the flexibility to examine a range of options in their community. The Department strongly recommends that any space used by a charter school be free of religious symbols and under the full control of the charter school during school hours and during all charter school activities.

D. Use of grant funds

D.1. How may a grantee use these funds?

Grantees may use these funds to:

- establish new per-pupil facilities aid programs;
- enhance (increase the funding level of) existing per-pupil facilities aid programs; and
- administer per-pupil facilities aid programs.

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20 U.S.C. 7221d(b)(3)(A); 34 CFR 226.1.

D.2. How may charter schools use these grant funds?

Charter schools that receive these Federal grant funds through their State must use the funds for their facilities. Allowable expenditures include:

- paying rent;
- purchasing a school building;
- purchasing land, subject to the restrictions described in D.4;
- constructing a school building;
- renovating an existing school facility;
- making leasehold improvements; and
- paying debt service on a school facility (see next question).

34 CFR 226.21(a).

D.3. May these grant funds be used for debt service? Can they be used to make payments to trustees?

Unless restricted by State or local law, yes, these funds may be used for debt service. Furthermore, they may be paid into the account of a third party or trustee who in turn makes debt service payments for facilities on behalf of charter schools.

D.4. May a charter school use grant funds under this program to purchase land?

Yes, if the land is included in an allowable building purchase or if the charter school has immediate plans to construct a building on the land. Because charter schools are permitted to use these grant funds for acquiring facilities, a charter school may use grant funds to purchase a building and the land on which it is located. However, charter schools may not use these grant funds for purchasing land when they have no immediate plans to construct a building on that land because land alone does not meet a charter school's building infrastructure needs. 34 CFR 226.21(b).

D.5. What costs may be included as administrative costs? Are they limited?

For States, administrative costs include indirect costs, evaluation, technical assistance, dissemination, personnel, and any other costs involved in administering the State's per-pupil facilities aid program. These costs may not exceed five percent of the grant award for each fiscal year for which funds are received. 34 CFR 226.22.

Please note however that 34 CFR 75.564 specifically prohibits grantees from charging indirect costs to construction grants. Therefore, to the extent that a

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charter school recipient uses these grant funds for renovation, remodeling, construction, or debt service, they may not charge indirect costs to the cost of that portion of their grant.

In addition, an approved restricted indirect cost rate is required in order to recover appropriate indirect costs.

D.6. How long do grantees and subgrantees have to obligate funds?

Grantees and their subgrantees both must obligate funds before the end of the grant funding period specified in the grant award documents. 34 CFR 80.23. For FY 2009 grantees, the funding period will be up to five years, which means that all funds must be obligated by grantees and subgrantees within five years from when a grant is awarded. Because subgrantees will often take longer to obligate their funds because they have State and local bidding procedures to follow before they can issue contracts for certain facilities construction or improvements, it is essential that State grantees obligate the funds to the charter schools as soon as possible. Our expectation is that States will obligate funds to charter schools within the first six months of their receipt of the Federal grant funds.

D.7. How long do grantees and subgrantees have to expend or liquidate funds?

States and local governments/charter schools must expend or liquidate all obligations not later than 90 days after the end of the funding period but no later than September 30 of the last year of the funding period. We anticipate that the funding period for this program will be up to five years. So, for FY 2009 State grantees, this means that all funds must be liquidated within 90 days after the conclusion of their grant funding period, which will be specified in the grant award documents and likely will be within calendar year 2014. However, for FY 2009 grants, all grant funds must be **obligated and liquidated** before September 30, 2014.

For example, if a State receives an FY 2009 grant and its grant period runs from August 30, 2009, to August 30, 2014, both the State and its charter school recipients must obligate their funds before the end of August 2014. States and charter schools must typically liquidate these funds within 90 days after the end of the grant period; however, in this case, grantees would need to liquidate all FY 2009 grant funds before September 30, 2014, after which time those funds for FY 2009 grants will no longer be available.

D.8. How does the "supplement not supplant" requirement work?

<u>At the State level</u>:

All State applicants, but in particular those that are enhancing existing charter school facilities programs, must ensure that neither they nor their charter school recipients violate this program's statutory non-supplanting

requirements. A State may use these grant funds only to the extent that the grant funds and the required non-Federal match would supplement the total amount of funding provided to charter schools for any type of cost, including operating and capital costs.

Example of supplanting: If a State has been providing $100 million per year on behalf of charter schools for their facility expenses and operating expenses and intends to continue that level of funding in future years, it would be supplanting if it reduced the level of its financial contribution to charter schools after it received the Federal grant.

At the local level:

At the local level, charter schools may use these grant funds only to the extent that the grant funds and the required non-Federal match would supplement the total amount of State and local funding provided to charter schools.

Example of supplanting: If a school district has been providing $1 million per year on behalf of a charter school for its facility expenses and operating expenses and intends to continue that level of funding in future years, it would be supplanting if it reduced the level of its financial contribution to the charter school after it received grant funds from the State.

E. Conflicts of Interest

E.1. What are the rules governing "conflicts of interest" in the administration of grants?

Grantees must avoid apparent and actual conflicts of interest when administering grants from the U.S. Department of Education. Department regulations at 34 CFR 75.525(a) prohibit a person from participating in an administrative decision regarding a project if (a) the decision is likely to benefit that person or his or her immediate family member; and (b) the person is a public official or has a family or business relationship with the grantee. 34 CFR 75.525(b) provides further that a grantee may not permit any person participating in a project to use his or her position for a purpose that is -- or gives the appearance of being -- motivated by a desire for a private or financial gain for that person or for others.

E.2. What procedures must a grantee follow in order to avoid a conflict of interest when making a procurement?

When using Federal funds to enter into a contract, a State or local entity receiving a grant must comply with 34 CFR 80.36. These standards require Federal grant recipients to develop written procurement procedures and to conduct all procurement transactions in a manner that provides, to the maximum extent possible, open and free competition. No employee, officer,

or agent of the grantee may participate in the selection, award, or administration of any contract supported by Federal funds if a real or apparent conflict of interest exists.

F. Federal requirements

Do Davis-Bacon prevailing wage requirements apply to these funds?

When funds under this program are used for construction-related activities costing over $2,000, such as constructing a school building, renovating an existing school facility, or making leasehold improvements, any laborers and mechanics employed by contractors or subcontractors on the projects assisted with these Federal funds must be paid in accordance with prevailing wage requirements as determined by the Secretary of Labor in accordance with subchapter IV of chapter 31 of title 40 of the United States Code (commonly called "Davis-Bacon and related acts"). (*See also* 20 U.S.C. 1232b Labor Standards). You can also find additional Davis-Bacon and other related acts prevailing wage information at http://www.gpo.gov/davisbacon/ and the following DOL website: http://www.dol.gov/esa/whd/programs/dbra/faqs.htm.

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UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF INNOVATION AND IMPROVEMENT

July 29, 2009

Paul Prussing
Acting Director
801 West 10th Street
Suite 200 / P.O. Box 110500
Juneau, AK 99811-0500

Dear Mr. Prussing:

Thank you for your application for funds under the Charter Schools Program (CSP) competition that closed on February 25, 2009. The CSP authorizes the Secretary to award grants to those States that have enacted a State charter law to enable them to conduct Charter School Programs in their States.

This letter is to inform you that your application under the Charter Schools Program (CSP) has not been recommended for funding.

A peer review of applications was conducted March 16 through March 24, 2009. The CSP CFDA No. 84.282A received 10 SEA applications for funding as e-Applications. Applications were reviewed using the selection criteria contained in the statute authorizing this program and published in the Federal Register on December 15, 2008. The top five (5) ranked applications were recommended for funding. Your application did not rank high enough to be included with those recommended for funding.

A copy of the reviewer's comments about your application is enclosed with this letter.

We appreciate the time and thought that went into the planning and preparation of this application. If you have any questions concerning the review, please feel free to contact me directly. Thank you.

Sincerely,

Dean Kern
Director
Parental Options and Information

Enclosures

RECEIVED

show names
show group subtotals

Status: Submitted
Last Updated: 04/03/2009 12:46 PM

Technical Review Coversheet

Applicant: State of Alaska Department of Education & Early Development - Alaska Department of Education Teaching and Learning Support (U282A090004)

Reader #1:

	POINTS POSSIBLE	POINTS SCORED
Summary Comments		
1. Summary Comments	N/A	N/A
Selection Criteria		
1. The contribution the charter schools grant program will make.....	30	20
2. The degree of flexibility afforded by the SEA	30	10
3. The number of high-quality charter schools to be created	30	12
4. The quality of the management plan...	30	15
5. The quality of the evaluation plan	30	16
TOTAL	150	73

Technical Review Form

Non Dissemination: 84.282A
Reader #1:
Applicant: State of Alaska Department of Education & Early Development - Alaska Department of Education Teaching and Learning Support (U282A090004)

Summary Comments

1. Summary Comments

Alaska's three main objectives of this grant to improve and increase the number of high-quality schools and secure financial stability for charter schools are clear, concise and necessary when looking at the state's demographics. The unique situation of Alaska when dealing with the spread out population and the large Native Alaskan population was not discussed enough in the application. These unique circumstances could have been incorporated in many sections and a program or meetings could have been created to really target this audience. Charters in Alaska have been successful academically, and this grant could help continue that improvement. The performance measures listed were clear and measurable, using various qualitative and quantitative data. While the application touched on all the various sections required, the management plan and evaluation could have been more detailed. Many of the sections to discuss dissemination or how charters are aware of funds were not addressed in a comprehensive way.

Selection Criteria

1. The contribution the charter schools grant program will make in assisting educationally disadvantaged and other students to achieve State academic content standards and State student academic achievement standards.

Note: The Secretary encourages the applicant to provide a description of the objectives for the SEA's charter school grant program and how these objectives will be fulfilled, including steps taken by the SEA to inform teachers, parents, and communities of the SEA's charter school grant program and how the SEA will disseminate best or promising practices of charter schools to each LEA in the State.

Strengths

On pages 24 through 26, the application clearly discusses the three unique objectives of the grant program. The performance measures, discussed in the evaluation section are clear, measurable and relevant to the overall objectives. The objectives are focusing heavily on improving student achievement for charter school students, and data is shown that demonstrates success they have had so far. Objective number three focusing on financial stability is important based on the demographics and unique issues the state of Alaska face regarding such a dispersed population (p. 26). Charters are performing at a

higher level than conventional public schools (p. 15).

Weaknesses

Some of the activities listed are very broad and encompass a few different activities. These could've been separated out into more concise activities for staff members. With a large population of Native Alaskans (p. 6), the applicant really did not take advantage of using this resource and research to its advantage. There was no real discussion of how the current and new charters will continue to help disadvantaged students, and there was no achievement data to highlight progress. Currently, only 3 of the 25 charters are targeting at-risk students (p. 9). There is a very weak discussion on how the SEA will inform others of the grant program, and doesn't go beyond posting information on their web site and making a few calls. No discussion of dissemination.

Reader's Score: 20

2. The degree of flexibility afforded by the SEA to charter schools under the State's charter school law.

Note: The Secretary encourages the applicant to include a description of how the State's law establishes an administrative relationship between the charter school and the authorized public chartering agency and exempts charter schools from significant State or local rules that inhibit the flexible operation and management of public schools.

The Secretary also encourages the applicant to include a description of the degree of autonomy charter schools have achieved over such matters as the charter school's budget, expenditures, daily operation, and personnel in accordance with their State's law.

Strengths

The state law gives charter schools the option of some flexibility in numerous categories, such as curriculum, employment, scheduling, and the formation of nonprofit status (p. 33). The charter does have control over their annual budget, in accordance with their contract.

Weaknesses

The degree of flexibility afforded to charter schools in Alaska is dependent on the written contract between the local school district and the charter school (p. 33). Depending on the attitude of the school board towards a charter, a charter's autonomy could be challenged and they might not be given autonomy. Charter schools are not their own LEA's and funding does go through the district to the school, which depending on the contract, could create problems.

Reader's Score: 10

3. The number of high-quality charter schools to be created in the State.

Note: The Secretary considers the SEA's reasonable estimate of the number of new charter schools to be authorized and opened in the State during the three-year period of this grant.

The Secretary also considers how the SEA will inform each charter school in the State about Federal funds the charter school is eligible to receive and ensure that each charter school in the State receives the school's commensurate share of Federal education funds that are allocated by formula each year, including during the first year of operation of the school and during a year in which the school's enrollment expands significantly.

Strengths

Opening approximately three new schools a year is in line with Alaska's previous charter history (p. 35), and given Alaska's population it is reasonable and would not flood the market. There is a comprehensive discussion on how the per pupil allocation is calculated (p. 23) and proposed enrollment drives funding for the first year.

Weaknesses

Opening only a total of six to nine schools over three years is not an ambitious goal. With a cap of 60 schools, there is room to push to open more schools in this time period. Local school boards and the state board both have to approve a charter school application (p. 20), and the state board will not approve without the local school board doing so first. There does also not seem to be any appeals process in place. The department has the final say. Because operating revenues are provided to the charter based on the contract, there is no assurance charters would receive all their funding. There also was not a strong discussion on how charters would be informed about funds for which they are eligible.

Reader's Score: 12

4. The quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Note: In addition to describing the proposed objectives of the SEA charter school grant program and how these objectives will be fulfilled, the Secretary encourages applicants to provide descriptions of the steps to be taken by the SEA to award subgrant funds to eligible applicants desiring to receive these funds, including descriptions of the peer review process the SEA will use to review applications for assistance, the timelines for awarding such funds, and how the SEA will assess the quality of the applications.

Strengths

The management plan chart on pages 37 through 39 contains sufficient details on the variety of activities that will be accomplished to meet each objective, a timeline, resources, responsibilities and milestones. With a main goal being to improve academic achievement, the applicant discusses the assistance the district and state will provide to

schools that fail to make AYP (p. 36). There is an overview of how the SEA will award subgrant funds, and the application attached shows how the SEA will measure the quality of applicants (p. 40-41).

Weaknesses

There could have been more activities in objective 2, because the applicant clearly considers academic achievement to be very important and there are only two main activities for an objective that is very broad. There was not enough detail about the peer review process as far as how they will be chosen, and there was not a strong timeline of when the awards will be funded.

Reader's Score: 15

5. The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

The Secretary encourages the applicant to include a strong evaluation plan in the application narrative and to use that plan, as appropriate, to shape the development of the project from the beginning of the grant period. The Secretary encourages the applicant to design the plan so that it includes (a) benchmarks to monitor progress toward specific project objectives and (b) outcome measures to assess the impact on teaching and learning or other important outcomes for project participants. In its plan, we encourage the applicant to identify the individual and/or organization that has agreed to serve as evaluator for the project and to describe the qualifications of that evaluator. We also encourage the applicant to describe, in its application, the evaluation design, indicating: (1) the types of data that will be collected; (2) when various types of data will be collected; (3) the methods that will be used; (4) the instruments that will be developed and when; (5) how the data will be analyzed; (6) when reports of results and outcomes will be available; and (7) how the applicant will use the information collected through the evaluation to monitor progress of the funded project and to provide accountability information both about success at the initial site and effective strategies for replication in other settings. Applicants are encouraged to devote an appropriate level of resources to project evaluation.

Strengths

The evaluation model contains a useful logic model, which shows the inputs, outputs and short, middle and long-term goals of each activity related to the three objectives. The performance measures attached to each objective are concise and measurable. The performance measures for academics are high to be attainable, but not easy, and were based on the current public school proficiency levels (p. 47). The evaluation also discusses the organization that has agreed to assist in the evaluation and the qualifications of potential reviewers. The applicant discusses each of the seven required sections of the evaluation in an organized manner. The section on type of data to be collected is very detailed and looks at more than just student achievement (p. 51). Surveys and focus groups will be a part of the evaluation and the applicant discusses how

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Status: Submitted
Last Updated: 04/03/2009 3:08 PM

Technical Review Coversheet

Applicant: State of Alaska Department of Education & Early Development - Alaska Department of Education Teaching and Learning Support (U282A090004)

Reader #2:

	POINTS POSSIBLE	POINTS SCORED
Summary Comments		
1. Summary Comments	N/A	N/A
Selection Criteria		
1. The contribution the charter schools grant program will make.....	30	18
2. The degree of flexibility afforded by the SEA	30	14
3. The number of high-quality charter schools to be created	30	10
4. The quality of the management plan...	30	10
5. The quality of the evaluation plan	30	14
TOTAL	150	66

Technical Review Form

Non Dissemination: 84.282A
Reader #2:
Applicant: State of Alaska Department of Education & Early Development - Alaska Department of Education Teaching and Learning Support (U282A090004)

Summary Comments

1. Summary Comments

Alaska provides clear and relevant objectives for the grant program and explicitly ties performance measures and outcomes to each objective. The number of schools Alaska proposes to open is reasonable and the state demonstrates a strong history of good charter school performance, which indicate the potential for increasing the number of high quality charter schools in the future.

The performance measures tend to focus more on the performance of schools without an adequate discussion of how the grant program will be used strategically to improve school performance, particularly for educationally disadvantaged students. In general, the management and evaluation plans contain vague activities that will be difficult to measure, and at times focus on inputs rather than outcomes

Selection Criteria

1. The contribution the charter schools grant program will make in assisting educationally disadvantaged and other students to achieve State academic content standards and State student academic achievement standards.

Note: The Secretary encourages the applicant to provide a description of the objectives for the SEA's charter school grant program and how these objectives will be fulfilled, including steps taken by the SEA to inform teachers, parents, and communities of the SEA's charter school grant program and how the SEA will disseminate best or promising practices of charter schools to each LEA in the State.

Strengths

The application states that it will encourage charter schools to increase opportunities for educationally disadvantaged students and improve access through the approval process, thereby addressing the grant's focus on these students. The application also outlines clear and relevant objectives for the grant program and describes strategies for notifying parents, teachers and community groups of the grant opportunity (p. 23 - 24). The application also provides objectives for strengthening the fiscal sustainability of Alaska's charter schools. The application provides compelling evidence of the strong performance

of current charter schools, indicating that future charter schools are also likely to be high-performing. It also provides evidence that these charter schools serve a larger proportion of native students

Weaknesses

The application relies on the standard charter application and review process to produce more charter schools focused on serving educationally disadvantaged students and to improve student achievement, without indicating that the Department of Education will engage in additional activities to promote these two goals. The objectives do not provide specific targets as to how many new charter schools will serve educationally disadvantaged students. There is little discussion of dissemination strategies beyond the hope that successful charter schools will spur additional success.

Reader's Score: 18

2. The degree of flexibility afforded by the SEA to charter schools under the State's charter school law.

Note: The Secretary encourages the applicant to include a description of how the State's law establishes an administrative relationship between the charter school and the authorized public chartering agency and exempts charter schools from significant State or local rules that inhibit the flexible operation and management of public schools.

The Secretary also encourages the applicant to include a description of the degree of autonomy charter schools have achieved over such matters as the charter school's budget, expenditures, daily operation, and personnel in accordance with their State's law.

Strengths

The application makes clear that charter schools are exempt from regulations in a few key areas, such as curriculum, textbooks, and scheduling. The charter school has control over principal hiring and the principal has control over other staffing decisions, addressing charter schools' flexibility over personnel decisions.

Weaknesses

Additional charter school flexibility must be negotiated with the LEA during charter review. The application does not give evidence of the extent to which existing charter schools have been able to negotiate freedom from regulations, leaving it unclear as to whether the ability to negotiate flexibility is useful. The regulations limiting a charter schools' ability to enter into long-term fiscal contracts without the approval of the district could potentially hinder charter schools' ability to invest in facilities or other infrastructure to support their educational program. The requirement that charter schools negotiate their annual budget with the district seems like it would be a hindrance to charter schools' autonomy over their budget and expenditures.

1064 **Reader's Score: 14**

3. The number of high-quality charter schools to be created in the State.

Note: The Secretary considers the SEA's reasonable estimate of the number of new charter schools to be authorized and opened in the State during the three-year period of this grant.

The Secretary also considers how the SEA will inform each charter school in the State about Federal funds the charter school is eligible to receive and ensure that each charter school in the State receives the school's commensurate share of Federal education funds that are allocated by formula each year, including during the first year of operation of the school and during a year in which the school's enrollment expands significantly.

Strengths

The application states that Alaska intends to continue its current trajectory of charter school growth by opening an additional 6 to 9 schools over the three-year grant period. The application also describes the reasoning behind the planning and implementation grant amounts.

Weaknesses

The goal of opening 6 to 9 charter schools is not particularly ambitious and seeks to only continue what Alaska has done previously. The application lists a few methods for informing charter schools of available grant funds later in the application (p. 40), but does not provide any detail, and there is no discussion of how charter schools will receive a commensurate share of funds.

Reader's Score: 10

4. The quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Note: In addition to describing the proposed objectives of the SEA charter school grant program and how these objectives will be fulfilled, the Secretary encourages applicants to provide descriptions of the steps to be taken by the SEA to award subgrant funds to eligible applicants desiring to receive these funds, including descriptions of the peer review process the SEA will use to review applications for assistance, the timelines for awarding such funds, and how the SEA will assess the quality of the applications.

Strengths

The application includes a clear management plan that directly addresses the objectives outlined at the beginning of the grant. The application states that certain criteria, such as geographic location, types of students served, and type of educational program will be considered in the grant review process, indicating an interest in supporting a diversity of charter schools. The application provides, in the appendix, additional details about the

charter review process through the rubric used to evaluate charter schools.

Weaknesses

The management plan does not include a specific timeline with months or dates when activities will be completed and many of the activities are listed as 'on-going' when there could be more specific information about completion. For example, the technical assistance workshops are listed as on-going, but there could be more clarity as to when in the grant administration process these will be offered. The milestones do not provide much additional information on how the Department of Education plans to achieve its activities and objectives. Some of the activities are not fully described in the grant narrative and are too vague to effectively assess outcomes. While the application lists certain priorities based on school type and students served, it does not provide sufficient detail to understand how these considerations might impact the outcomes of the charter school program.

Reader's Score: 10

5. The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

The Secretary encourages the applicant to include a strong evaluation plan in the application narrative and to use that plan, as appropriate, to shape the development of the project from the beginning of the grant period. The Secretary encourages the applicant to design the plan so that it includes (a) benchmarks to monitor progress toward specific project objectives and (b) outcome measures to assess the impact on teaching and learning or other important outcomes for project participants. In its plan, we encourage the applicant to identify the individual and/or organization that has agreed to serve as evaluator for the project and to describe the qualifications of that evaluator. We also encourage the applicant to describe, in its application, the evaluation design, indicating: (1) the types of data that will be collected; (2) when various types of data will be collected; (3) the methods that will be used; (4) the instruments that will be developed and when; (5) how the data will be analyzed; (6) when reports of results and outcomes will be available; and (7) how the applicant will use the information collected through the evaluation to monitor progress of the funded project and to provide accountability information both about success at the initial site and effective strategies for replication in other settings. Applicants are encouraged to devote an appropriate level of resources to project evaluation.

Strengths

The evaluation plan clearly links the outcomes to the stated objectives. Some performance measures include measurable goals that can be evaluated and provide a timeframe to monitor progress. The identification of the Northwest Regional Education Laboratory as an evaluator is a solid choice, with a qualified, independent evaluator. The application provides an overview of the type of data that will be included in the evaluation.

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Status: Submitted
Last Updated: 04/03/2009 7:32 PM

Technical Review Coversheet

Applicant: State of Alaska Department of Education & Early Development - Alaska Department of Education Teaching and Learning Support (U282A090004)

Reader #3:

	POINTS POSSIBLE	POINTS SCORED
Summary Comments		
1. Summary Comments	N/A	N/A
Selection Criteria		
1. The contribution the charter schools grant program will make.....	30	20
2. The degree of flexibility afforded by the SEA	30	14
3. The number of high-quality charter schools to be created	30	17
4. The quality of the management plan...	30	16
5. The quality of the evaluation plan	30	15
TOTAL	150	82

Technical Review Form

Non Dissemination: 84.282A
Reader #3:
Applicant: State of Alaska Department of Education & Early Development - Alaska Department of Education Teaching and Learning Support (U282A090004)

Summary Comments

1. Summary Comments

The state of Alaska has unique challenges and is committed to using charter schools as a strategy for meeting its needs. This proposal has a strong logic model linking its activities to its objectives. A more detailed management plan and a stronger evaluation plan would improve the proposal. Additionally more information about the state's technical assistance would be useful. Charter schools are held to a higher standard and may need more support.

Selection Criteria

1. The contribution the charter schools grant program will make in assisting educationally disadvantaged and other students to achieve State academic content standards and State student academic achievement standards.

Note: The Secretary encourages the applicant to provide a description of the objectives for the SEA's charter school grant program and how these objectives will be fulfilled, including steps taken by the SEA to inform teachers, parents, and communities of the SEA's charter school grant program and how the SEA will disseminate best or promising practices of charter schools to each LEA in the State.

Strengths

In general, charter schools in Alaska were better than traditional public schools (abstract) and an increase in their number is likely to increase the state's capacity to assist educationally disadvantaged students. For this program, the applicant has selected three clear goals supported by appropriate activities (p.24-25) The table on pages 44 through 49 clearly shows the applicant's logic model linking its activities with its outcomes.

Weaknesses

The application states that the program will encourage charter schools to increase opportunities for students in need of improvement, but does not state how it will do this (p.31).
The state has minimal outreach activities to encourage the opening of new schools that will serve educationally disadvantaged students.

Reader's Score: 20

2. The degree of flexibility afforded by the SEA to charter schools under the State's charter school law.

Note: The Secretary encourages the applicant to include a description of how the State's law establishes an administrative relationship between the charter school and the authorized public chartering agency and exempts charter schools from significant State or local rules that inhibit the flexible operation and management of public schools.

The Secretary also encourages the applicant to include a description of the degree of autonomy charter schools have achieved over such matters as the charter school's budget, expenditures, daily operation, and personnel in accordance with their State's law.

Strengths

In Alaska, charter schools are exempt from the school district's textbook, curriculum, and scheduling requirements (p.34). The charter school board has the liberty to hire a principal and the principal then hires and supervises other personnel (p.34).

Weaknesses

There are several features in the Alaska school law that appear to limit charter school flexibility. A charter school application must receive both state and local approval to open (p.21). The school's budget must be approved by the school district (p.22). It is not clear how much flexibility charter schools have over personnel regarding dismissal, contracts, unionization, or pay schedules. Charter schools have little flexibility in contracting.

Reader's Score: 14

3. The number of high-quality charter schools to be created in the State.

Note: The Secretary considers the SEA's reasonable estimate of the number of new charter schools to be authorized and opened in the State during the three-year period of this grant.

The Secretary also considers how the SEA will inform each charter school in the State about Federal funds the charter school is eligible to receive and ensure that each charter school in the State receives the school's commensurate share of Federal education funds that are allocated by formula each year, including during the first year of operation of the school and during a year in

which the school's enrollment expands significantly.

Strengths

The applicant estimates that the state will open six to nine charter schools during the grant period (p.35). This number seems reasonable given the state's history and experience opening charter schools.

The department notifies charter schools about grant opportunities through its website, e-mail
and direct mail (p.28).

Weaknesses

While the department identifies funding opportunities for charter schools, it does not appear to take a role in ensuring charter schools receive their commensurate level of federal funds from the district. For example, it does not appear to require assurances from the district or conduct monitoring.

The application states that the subgrant program will be competitive (p.40). With only two to three schools created each year, it is difficult to see how such a program could be competitive. Likewise the application states that consideration will be given for diversity and geographic location but with only two to three schools applying, it is difficult to imagine what that consideration would be.

The requirement that charter schools receive approval from both the district and the state could be an impediment to the opening schools.

Reader's Score: 17

4. The quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Note: In addition to describing the proposed objectives of the SEA charter school grant program and how these objectives will be fulfilled, the Secretary encourages applicants to provide descriptions of the steps to be taken by the SEA to award subgrant funds to eligible applicants desiring to receive these funds, including descriptions of the peer review process the SEA will use to review applications for assistance, the timelines for awarding such funds, and how the SEA will assess the quality of the applications.

Strengths

The management plan provides information about each activity including a basic timeline (p.37-39). The application provides information on how it will conduct its subgrant program including the amounts and process (p.40-41).

Weaknesses

The management plan is not sufficiently detailed. It does not provide details about responsibilities of individual staff. The timeline is very general. A more detailed management plan would provide a stronger roadmap and assurance that activities will be completed on time and result in the intended outcomes.

The proposal does not provide details about the technical assistance and guidance it intends to provide (p.36). Little attention is given to the financial technical assistance to support school fiscal viability.

Reader's Score: 16

5. The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

The Secretary encourages the applicant to include a strong evaluation plan in the application narrative and to use that plan, as appropriate, to shape the development of the project from the beginning of the grant period. The Secretary encourages the applicant to design the plan so that it includes (a) benchmarks to monitor progress toward specific project objectives and (b) outcome measures to assess the impact on teaching and learning or other important outcomes for project participants. In its plan, we encourage the applicant to identify the individual and/or organization that has agreed to serve as evaluator for the project and to describe the qualifications of that evaluator. We also encourage the applicant to describe, in its application, the evaluation design, indicating: (1) the types of data that will be collected; (2) when various types of data will be collected; (3) the methods that will be used; (4) the instruments that will be developed and when; (5) how the data will be analyzed; (6) when reports of results and outcomes will be available; and (7) how the applicant will use the information collected through the evaluation to monitor progress of the funded project and to provide accountability information both about success at the initial site and effective strategies for replication in other settings. Applicants are encouraged to devote an appropriate level of resources to project evaluation.

Strengths

The applicant has selected the Northwest Regional Educational Laboratory to conduct its evaluation (p.50). The application includes a description of the kinds of data the evaluator will collect and how (p.51-53).

Weaknesses

The evaluation plan is entirely focused on the performance of charter schools. It does not

address the goals of the application and the performance of the charter school office in accomplishing these tasks. While it is appropriate to focus some of the plan on charter school performance because there are multiple performance measures regarding school achievement, the evaluation plan should also measure how well the applicant performs its duties in the program. As written, it does not assess the success of the applicant in meeting goals, timetables and benchmarks. The evaluation plan does not describe how the applicant will use the evaluation to improve its performance.

Reader's Score: 15

Status: Submitted

Last Updated: 04/03/2009 7:32 PM

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Status: Submitted
Last Updated: 04/03/2009 12:20 PM

Technical Review Coversheet

Applicant: State of Alaska Department of Education & Early Development - Alaska Department of Education Teaching and Learning Support (U282A090004)

Reader #4:

	POINTS POSSIBLE	POINTS SCORED
Summary Comments		
1. Summary Comments	N/A	N/A
Selection Criteria		
1. The contribution the charter schools grant program will make.....	30	20
2. The degree of flexibility afforded by the SEA	30	15
3. The number of high-quality charter schools to be created	30	18
4. The quality of the management plan...	30	15
5. The quality of the evaluation plan	30	17
TOTAL	150	85

Technical Review Form

Non Dissemination: 84.282A
Reader #4:
Applicant: State of Alaska Department of Education & Early Development - Alaska Department of Education Teaching and Learning Support (U282A090004)

Summary Comments

1. Summary Comments

The applicant should concentrate on improving the recommended weaknesses of the application. Once the weaknesses are addressed the applicant will have a clearer picture of the overall grant application process needed to address the criteria listed in the application.

Selection Criteria

1. The contribution the charter schools grant program will make in assisting educationally disadvantaged and other students to achieve State academic content standards and State student academic achievement standards.

Note: The Secretary encourages the applicant to provide a description of the objectives for the SEA's charter school grant program and how these objectives will be fulfilled, including steps taken by the SEA to inform teachers, parents, and communities of the SEA's charter school grant program and how the SEA will disseminate best or promising practices of charter schools to each LEA in the State.

Strengths

The applicant has three secondary charter schools in Alaska that target and serve at-risk secondary students. pp-9

The applicant's Charter Expansion Program will continue to focus on increasing the numbers of secondary students served through the current application process. pp-9

The applicant state is one of 10 states that have been approved by the U.S. Department of Education to use a Student Growth Model in conjunction with the required AYP calculations. This allows the state to monitor student growth with a district, school, and subgroup on a yearly basis. pp 10

Weaknesses

The applicant's goals are reasonable but not innovative.

The applicant's activities were too broad to determine how much change would take place.

The goals and objective were not linked to performance measures of the project.

Reader's Score: 20

2. The degree of flexibility afforded by the SEA to charter schools under the State's charter school law.

Note: The Secretary encourages the applicant to include a description of how the State's law establishes an administrative relationship between the charter school and the authorized public chartering agency and exempts charter schools from significant State or local rules that inhibit the flexible operation and management of public schools.

The Secretary also encourages the applicant to include a description of the degree of autonomy charter schools have achieved over such matters as the charter school's budget, expenditures, daily operation, and personnel in accordance with their State's law.

Strengths

The applicant will use the Alaska Performance Incentive Program to determining individual student growth. The Performance Incentive Program is a new program authorized by Alaska statute and regulation in 2006.

The applicant's program will provide an incentive payment to the school employees where the students have demonstrated growth in academic achievement based on the Standards Based Assessments given annually in April. Essentially, the staff at schools which show the largest gains in student growth receive cash bonuses for achieving such growth. In 2007, six charter schools received PIP awards for outstanding, excellent, and high academic growth in student achievement.

The applicants program will track individual student growth from year to year. For the first time in the state's history, the department will be able report all student's yearly growth each year.

Weaknesses

The applicant does not clearly show all the ramifications of full autonomy in the state;s charter school.

The applicant does not detail how the State's charter school law establishes an administrative or board relationship between the charter school and the authorized public chartering agency.

The applicant does not clearly specify a description of the degree of autonomy charter

schools have achieved over such matters as the charter school's budget, expenditures, daily operation, and personnel in accordance with their State's law.

The district's regular public school's appear to have more autonomy than charter schools in the district.

Reader's Score: 15

3. The number of high-quality charter schools to be created in the State.

Note: The Secretary considers the SEA's reasonable estimate of the number of new charter schools to be authorized and opened in the State during the three-year period of this grant.

The Secretary also considers how the SEA will inform each charter school in the State about Federal funds the charter school is eligible to receive and ensure that each charter school in the State receives the school's commensurate share of Federal education funds that are allocated by formula each year, including during the first year of operation of the school and during a year in which the school's enrollment expands significantly.

Strengths

The applicant's Charter schools will be monitored on an individual basis by a site visits on a five year cycle, which is dependent upon the opening of the school. During site visits, EED staff will
meet with teachers, principles, and members of the Academic Policy Committee, the governing body of the charter school. Official documentation is requested in each monitoring visit. All
monitoring visits seek to evaluate the charter schools not just on student achievement but also by reference to statutory and regulatory adherence. pp15

Weaknesses

The applicant does not clearly detail how the SEA will inform the schools in the state about federal funds.

The applicant does not specify how the state's charter schools will expand their enrollment.

The applicant states that there are are tremendous accomplishments for the state however does not detail the accomplishments that have been made.pp 19

The applicant does not detail or clearly stipulate how the funds in the state's charter schools will be evenly distributed to increase the enrollment or expansion of charter schools in the district.

Reader's Score: 18

1076 **4. The quality of the management plan for the proposed project. In determining the quality of**

the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Note: In addition to describing the proposed objectives of the SEA charter school grant program and how these objectives will be fulfilled, the Secretary encourages applicants to provide descriptions of the steps to be taken by the SEA to award subgrant funds to eligible applicants desiring to receive these funds, including descriptions of the peer review process the SEA will use to review applications for assistance, the timelines for awarding such funds, and how the SEA will assess the quality of the applications.

Strengths

The applicant will Provide at least two technical assistance workshops as well as ongoing assistance for charter school operators on governance, leadership, and financial management. pp e-38

The applicant will Review annual performance reports,
audits, and grant progress reports, conduct visits, and provide recommendations for improvement.pp e-38

The applicant will Evaluate the program's effectiveness in supporting schools to become fiscally solvent for long-term sustainability.

Weaknesses

The applicant's school districts appears to have most of the control over the charter school' and appears to grant little autonomy as it relates to fiscal and academics matters to the charter schools in the district. pp19

The management plan does not specify how it will evaluate the effectiveness of the charter school program. pp 37

The applicant does not detail how they will evaluate the program's effectiveness in supporting schools to become fiscally solvent for long-term sustainability. pp e-38

The applicant does not clearly define the responsibilities, time lines, and milestones for accomplishing project tasks.

Reader's Score: 15

5. The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

The Secretary encourages the applicant to include a strong evaluation plan in the application narrative and to use that plan, as appropriate, to shape the development of the project from the beginning of the grant period. The Secretary encourages the applicant to design the plan so that it includes (a) benchmarks to monitor progress toward specific project objectives and (b) outcome measures to assess the impact on teaching and learning or other important outcomes for project participants. In its plan, we encourage the applicant to identify the individual and/or organization that has agreed to serve as evaluator for the project and to describe the qualifications of that evaluator. We also encourage the applicant to describe, in its application, the evaluation design, indicating: (1) the types of data that will be collected; (2) when various types of data will be collected; (3) the methods that will be used; (4) the instruments that will be developed and when; (5) how the data will be analyzed; (6) when reports of results and outcomes will be available; and (7) how the applicant will use the information collected through the evaluation to monitor progress of the funded project and to provide accountability information both about success at the initial site and effective strategies for replication in other settings. Applicants are encouraged to devote an appropriate level of resources to project evaluation.

Strengths

The applicant will enlist the Alaska Department of Education & Early Development Program to assist in seeking an outside entity to perform a solid evaluation of the effectiveness of the project, and activities, and expected outcomes. Northwest Regional Educational Laboratory has agreed to do the evaluation for Alaska's Department of Education & Early Development. pp e-49

The applicant will use both qualitative and quantitative data sources and the means to collect these data will be identified. pp 50

Weaknesses

The applicant did not provide adequate information on the roles, responsibilities, and qualifications of the evaluators for the project.

The overall evaluation plan was vague and lacked details that would have enhanced the project's accountability.

The applicant states that both qualitative and quantitative data will be used but does not identify the means by which this data will be collected. pp 50

The applicant does not specify in detail the benchmarks to be used or identify who will monitor the progress toward specific project objectives and outcome measures to assess and determine the impact on teaching and learning or other important outcomes for project participants.

The applicant did not detail which resources would be used to enhance the project's evaluation plan.

Reader's Score: 17

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Status: Submitted
Last Updated: 04/03/2009 12:58 PM

Technical Review Coversheet

Applicant: State of Alaska Department of Education & Early Development - Alaska Department of Education Teaching and Learning Support (U282A090004)

Reader #5:

	POINTS POSSIBLE	POINTS SCORED
Summary Comments		
1. Summary Comments	N/A	N/A
Selection Criteria		
1. The contribution the charter schools grant program will make.....	30	15
2. The degree of flexibility afforded by the SEA	30	10
3. The number of high-quality charter schools to be created	30	15
4. The quality of the management plan...	30	10
5. The quality of the evaluation plan	30	15
TOTAL	150	65

Technical Review Form

Non Dissemination: 84.282A
Reader #5:
Applicant: State of Alaska Department of Education & Early Development - Alaska Department of Education Teaching and Learning Support (U282A090004)

Summary Comments

1. Summary Comments

The application is complete and demonstrates good opportunities for charter school growth in the state. It would have been helpful to see more information about the existing student/parent/community demand for this growth, in order to determine how feasible and ambitious the state's goals for new charter opening might be. The limited amount of flexibility and autonomy for charter schools is a concern, as are the methods and plans for communicating about these schools and weaving them into the larger educational structure.

Overall the application is technically complete, but it would have been helpful to see more strategic thought incorporated.

Selection Criteria

1. The contribution the charter schools grant program will make in assisting educationally disadvantaged and other students to achieve State academic content standards and State student academic achievement standards.

Note: The Secretary encourages the applicant to provide a description of the objectives for the SEA's charter school grant program and how these objectives will be fulfilled, including steps taken by the SEA to inform teachers, parents, and communities of the SEA's charter school grant program and how the SEA will disseminate best or promising practices of charter schools to each LEA in the State.

Strengths

Alaska charter schools appear to be serving a large number of native populations, which have unique needs and concerns. The opportunity to create high-performing charters in service of these students is a positive.

The program objectives (found earlier in the application - on page 24) appear to be sound. It is especially interesting to see the development of five indicators of financial viability (page 27).

Activities to notify parents, teachers and communities are found later in the application

(page 37).

Weaknesses

Objectives related to academic growth and financial viability could include more explicity-stated targets and starting points. It is difficult to see how much growth will occur, or how much improvement is needed or how it will be attained in a measurable, meaningful way. Ambitiousness is difficult

The need among native populations is clear, but given the small student population statewide it is not immediately obvious where the charter schools would be placed or how badly they are needed/demanded by those to be served.

More evidence is needed to show that charters provide a substantially different approach to meeting student needs than the existing schools already in place. Given the structure of these schools and their relationship to the LEAs that authorize them, it is not obvious how these schools will provide a substantially different alternative.

It would be helpful for the applicant to include or reference all relevant information in the section in which it is requested, to prevent grant reviewers from having to search.

Reader's Score: 15

2. The degree of flexibility afforded by the SEA to charter schools under the State's charter school law.

Note: The Secretary encourages the applicant to include a description of how the State's law establishes an administrative relationship between the charter school and the authorized public chartering agency and exempts charter schools from significant State or local rules that inhibit the flexible operation and management of public schools.

The Secretary also encourages the applicant to include a description of the degree of autonomy charter schools have achieved over such matters as the charter school's budget, expenditures, daily operation, and personnel in accordance with their State's law.

Strengths

Charter schools are freed from specific district-level regulations and operate as separate non-profit entities.

Weaknesses

There is actually very little freedom in place here. The charter school is tied so closely to the district - even unable to enter into multi-year fiscal obligations without prior express written approval by the district - that no meaningful flexibility or autonomy appears to exist. No contracts may be entered into without approval of the authorizing district; this effectively gives control over many curriculum and programming decisions to the

authorizing district.

The charter school budget is established in the charter contract, which means that it must be negotiated and therefore is not in the complete and autonomous control of the school.

The administrative relationship between the district authorizer and the charter school is not described in such a way as to imply anything other than that the district has a tremendous amount of control over the charter school.

Little freedom appears to exist. No evidence of accountability for failure to perform is provided. It is curious, however, why a number of these schools have chosen to convert back to traditional schools.

Reader's Score: 10

3. The number of high-quality charter schools to be created in the State.

Note: The Secretary considers the SEA's reasonable estimate of the number of new charter schools to be authorized and opened in the State during the three-year period of this grant.

The Secretary also considers how the SEA will inform each charter school in the State about Federal funds the charter school is eligible to receive and ensure that each charter school in the State receives the school's commensurate share of Federal education funds that are allocated by formula each year, including during the first year of operation of the school and during a year in which the school's enrollment expands significantly.

Strengths

The state took time to research the national averages on planning and implementation grants.

Growth plans appear to be realistic based on past experience.

Federal funds questions are answered beginning on page 27 and appear to be consistent with the state's legal structure. Opportunities for verification exist.

Weaknesses

Growth targets do not appear to account for any evidenced levels of demand in the state. It would be helpful to have some stronger sense for parent and community interest in charter schools, or perhaps account for charter schools as part of a broader state plan for educational service delivery.

Growth levels do not appear to be particularly ambitious. Diversity is not realistically going to be ensured given the small number of schools to open.

It is not clear how the federal funds flow through the authorizing district. It would appear that the local district is responsible for equitable distribution to its charter schools,

which could prove problematic. Timing of the arrival of funds is also not addressed.

Reader's Score: 15

4. The quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Note: In addition to describing the proposed objectives of the SEA charter school grant program and how these objectives will be fulfilled, the Secretary encourages applicants to provide descriptions of the steps to be taken by the SEA to award subgrant funds to eligible applicants desiring to receive these funds, including descriptions of the peer review process the SEA will use to review applications for assistance, the timelines for awarding such funds, and how the SEA will assess the quality of the applications.

Strengths

The management plan is well organized and includes milestones.

Activities appear to be reasonable to accomplish the specified goals.

Weaknesses

No staffing descriptions are provided.

Inadequate methods of communications are described, particularly given the unique communications challenges posed by the enormous geographic size of the state. More is needed in this area.

Academic achievement improvement is an ambitious goal and needs a great deal more attention than two action steps. It would be useful for the state to discuss the approaches it will use, and how will they differ for charter schools than they do for all districts statewide.

There are similar concerns around the discussion of financial sustainability. A more complete and thorough description of how the state will work to encourage and sustain this effort is required. In addition, the five indicators of financial viability (page 27) was omitted from this list. This is an activity that deserves considerably more exploration.

Reader's Score: 10

5. The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

The Secretary encourages the applicant to include a strong evaluation plan in the application narrative and to use that plan, as appropriate, to shape the development of the project from the beginning of the grant period. The Secretary encourages the applicant to design the plan so that it includes (a) benchmarks to monitor progress toward specific project objectives and (b) outcome measures to assess the impact on teaching and learning or other important outcomes for project participants. In its plan, we encourage the applicant to identify the individual and/or organization that has agreed to serve as evaluator for the project and to describe the qualifications of that evaluator. We also encourage the applicant to describe, in its application, the evaluation design, indicating: (1) the types of data that will be collected; (2) when various types of data will be collected; (3) the methods that will be used; (4) the instruments that will be developed and when; (5) how the data will be analyzed; (6) when reports of results and outcomes will be available; and (7) how the applicant will use the information collected through the evaluation to monitor progress of the funded project and to provide accountability information both about success at the initial site and effective strategies for replication in other settings. Applicants are encouraged to devote an appropriate level of resources to project evaluation.

Strengths

The use of a logic model is a positive.

The external evaluator appears to be experienced and qualified.

Planning around the collection of data, the types of data to be used, and the timelines for each are provided.

Weaknesses

It would be helpful to include interim benchmarks to determine how progress is made throughout duration of project period.

Growth in all three objectives is not particularly ambitious. On page 49, for example, having fewer than 10% of schools in a financial emergency is not as strong as having zero schools in financial emergency. Fewer than ten percent could be incidental to the life of the schools themselves and is not tied directly back to the impact of the proposed project. Similarly, other measures could be strengthened to make the program evaluation more compelling. The AYP goals stated on page 45 are similarly situated; more ambition relative to these goals and a more clear relationship back to project activities would be useful.

on page 45 the applicant indicates 100% of students will be assessed. This is an input or tool relative to the evaluation itself, not a measurable outcome.

The state's performance is never really addressed according to its measures; only the school performance and outcomes are discussed. While it is important to consider the

outcomes of the grant project in terms of the school success being achieved, it is equally important for the state to assess and evaluate itself and its activities in a rigorous and objective fashion. This is a significant issue relative to the proposed evaluation plan.

Reader's Score: 15

Status: Submitted

Last Updated: 04/03/2009 12:58 PM

LEGAL SERVICES

DIVISION OF LEGAL AND RESEARCH SERVICES
LEGISLATIVE AFFAIRS AGENCY
STATE OF ALASKA

(907) 465-3867 or 465-2450
FAX (907) 465-2029
Mail Stop 3101

State Capitol
Juneau, Alaska 99801-1182
Deliveries to: 129 6th St., Rm. 329

MEMORANDUM March 30, 2010

SUBJECT: Effect of charter school construction aid on liabilities and local funding mechanisms (HB 393, Work Order No. 26-LS1550\A)

TO: Representative Paul Seaton
Chair, House Education Committee
Attn: Louie Flora

FROM: Jean M. Mischel
Legislative Counsel

You have asked whether the above bill allows for construction of a school without a vote and therefore violates requirements for issuing general obligation bonds. You have concerns about the various mandates in the bill. You have further asked for a description of the nature of the obligation for construction of a school in a regional educational attendance area (REAA) if the school is owned or leased by the REAA, the state, or another entity.

The bill as currently written does not presuppose the building, maintenance, or lease of a charter school by any particular local funding mechanism, including bonding. Further, the bill does not limit or eliminate a local funding mechanism. Instead, the bill requires the department to establish a grant program, to apply for available federal funding and to provide that funding, along with state aid on a $1 per pupil basis if appropriated by the legislature, for "approved projects for charter school facilities construction, lease, or major maintenance."

The district, including an REAA, must apply for the grant using the existing grant procedure at AS 14.11.011 and the application must be approved by the department under existing review procedures. The district must also provide a local contribution that is based on the difference between the combined available federal and state money and the allowable costs of the project.

The last sentence of Art. II, sec. 19 of the Alaska Constitution prohibits "local acts" that necessitate appropriations by a political subdivision without a majority vote of qualified voters. I know of no case interpretation of this provision but the bill's local contribution requirement could certainly be put to a vote. Nothing in the bill otherwise circumvents or "violates" bonding requirements or even specifies whether bonding may or may not be used as for state aid under AS 14.11.100 even if the district is a municipal school district.

As in other grant programs, the source of the local contribution is unspecified. In an REAA, the source of a participating share for school construction grants under AS 14.11.008(c) may be satisfied by money from federal impact aid or from "local or other sources."

With regard to the nature of the legal obligation for construction of a school in an REAA, the bill is also silent. In a general legal sense, the state is otherwise constitutionally obligated to construct and maintain a school if the school is found to be necessary to provide an adequate education in that REAA. An REAA may elect under AS 14.11.020 and the implementing regulations to assume all responsibility by vote of the assembly or council and acceptance by the department of the assumption.[1] If the school district does not make that election, the state retains all obligations associated with ownership. If the school is constructed or maintained under a lease agreement, the agreement will describe the obligations of the lessee. Normally, that does not release the state or district from liabilities associated with ownership and operation.

If I may be of further assistance, please advise.

JMM:lmb
10-016.lmb

[1] AS 14.11.020(a) provides:

> The assembly or council of a municipality that is a school district or a regional school board may, by resolution or majority vote of the body, assume the responsibilities relating to the planning, design, and construction of a school or an education-related facility located within the boundaries or operating area of the municipality or regional educational attendance area. After receipt of a request by an assembly or council under this subsection, the department shall provide for the assumption of the responsibilities requested. After receipt of a request by a regional school board under this subsection, the department may provide for the assumption of the responsibilities requested.

Charter Schools APPLICATION

for

FY 08-09

Alaska Department of Education & Early Development
801 W 10th Street, Suite 200
P.O. Box 110500
Juneau, AK 99811-0500

September 2008

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Application for Charter

This application may be filled in or used as a guideline.

This application must be used and all headings and subheadings addressed for approval by the State Board of Education. It contains all criteria that must be addressed.

After local school board approval, your application and signed charter contract with the district shall be sent to the Department of Education & Early Development for review. Upon receipt of the application, the Department's Charter School Technical Review Team will identify any deficiencies in the application, or determine if any modifications or additional information are necessary. Once the technical review team and the commissioner's office deem that the application is acceptable, it will be sent to the State Board of Education for approval.

The charter school will need to properly address the question(s) under each criterion. For instance, number "1." concerns the "Academic Policy Committee". There are two questions in this section that need to be addressed. Under the question in each section are guidelines regarding "what the reviewers will look for," followed by "suggested sources of evidence". These two review guidelines should assist the charter school in properly submitting information that the technical review team and State Board require for the state's review process. If this is a first application, there may not be enough data available to support an answer to certain questions. However, they must be addressed with comments for future plans to deal with the specific issue. These questions are highlighted in yellow.

Your application should not leave to the reader any responsibility for deciphering the explanation or interpreting the evidence presented. Successful applicants will also identify weaknesses, as well as strengths, and will explain why the weaknesses do not outweigh the school's strengths. The application is a response to questions about the school's performance and to questions about the school's future. In conclusion, the charter school's application should be looked upon favorably by the State Board of Education and Early Development if the fifteen criteria are adequately addressed.

If you have any questions related to matters of law, please check the Alaska Statutes and Alaska Administrative Code. Links to these laws can be found on the Charter Schools web page at: www.eed.state.ak.us/Alaskan_Schools/Charter/.

Requirements

Timeline:

(a) An initial charter application (after local school board approval) for a new or conversion school may not be submitted to the Department of Education & Early Development sooner than twelve (12) months prior to the start-up of the school.

(b) An existing charter school cannot apply for reapplication to the state sooner than twelve (12) months before the expiration date of their charter.

(c) The completed application materials shall be presented to the local school board, which will then forward the application to the Alaska Department of Education & Early Development's charter school program manager as required by AS 14.03.250(c).

(d) *Mail to:*

Alaska Department of Education & Early Development
Attn: Charter School Program Manager
801 W. 10th Street, Suite 200
P.O. Box 110500
Juneau, Alaska 99811-0500

(e) 4 AAC 33.110(g) states: "No later than 20 working days after a local school board's decision to approve or deny an application for a charter school, the local school board shall mail to the Department of Education & Early Development the application and the decision, including the supporting documents required by (a) of this section, and the minutes of the local school board meeting at which the charter school was approved or denied...."

(f) The completed application must be in the hands of the charter school program manager no later than 90 days before the next regular scheduled meeting of the State Board of Education & Early Development. See schedule at: www.eed.state.ak.us/State_Board/

Required Format:

1. Not more than 200 pages single-sided, *unbound*, in 12 point font.
2. ALL pages numbered in consecutive order (i.e. 1, 2, 3, ...200).
3. A table of contents.
4. Follow in numerical order the numbered headings of the application.
5. ALL numbered headings and subheadings must be addressed.

Application will not be read if any of the above five requirements are not met.

Charter Schools Application

Name of Charter School: _____

Date of Application: _____

District: _____

School Contact: _____

Phone Number: _____

E-Mail Address: _____

1. ACADEMIC POLICY COMMITTEE

(a) Has the school's independent academic policy committee operated at an acceptable level?

(b) Is there an independent academic policy on file?

What Reviewers Will Look For: *Evidence that the school is meeting the objectives as stated in the independent academic policy.*

Suggested Sources of Evidence: *The number of academic policy sessions and the minutes from those committee meetings.*

INSERT INFO HERE →

2. LAW PROVISIONS

(a) To be valid, the application must include a separate, signed, charter school contract with the district, addressing the fourteen provisions as listed under AS 14.03.255(c)(1 – 14).

(b) Have the responsibilities of the academic policy committee regarding provisions of the law been fully addressed?

(c) Is the charter school within the bounds of the most current applicable statutory and regulatory requirements?

What Reviewers Will Look For: *Evidence that the school complies with applicable federal, state, and local laws and regulations in regards to the academic policy.*

Suggested Sources of Evidence: *Charter contract, charter school bylaws, and minutes of meetings where committee has adopted bylaws, etc.*

INSERT INFO HERE ➔

3. EDUCATION PROGRAMS

(a) Has the school made reasonable progress in meeting its academic goals?

(b) Has the school demonstrated progress, where applicable, on the statewide assessment?

(c) Has the school demonstrated progress, where applicable, on other assessments?

(d) Does the school use its assessment data to drive decision-making in curriculum and instruction?

(e) Where performance-based assessments are used, does the school have clear criteria?

What Reviewers Will Look For: *Evidence that the school is providing an instructional program that meets or exceeds the academic standards, including assessments set by the state.*
Suggested Sources of Evidence: *Promotion & graduation requirements & results of assessments that determine whether students are achieving standards.*

INSERT INFO HERE →

4. PROGRAM ACHIEVEMENT

(a) Is the school implementing a well-conceived plan to ensure equal and bias-free access for all students, for all facilities, courses, programs, activities, and services?

(b) Is the school systematically addressing the needs of students who do not perform at acceptable levels of proficiency in the statewide assessment program?

(c) Is the school systematically informing parents of their child's performance and progress?

(d) Did the charter school provide student assessment participation rates?

(e) Has the charter school made a comparison between their assessment scores and the district's assessment data?

(f) Has the charter school made a comparison between their assessment scores and the state's assessment data?

(g) Has the charter school shown disaggregated scores across all categories?

(h) Does the school provide professional development that is goal-based and driven, in large part, by the student assessment data?

(i) Is the school implementing a well-conceived plan to demonstrate progress over time?

What Reviewers Will Look For: *Evidence that the school is meeting the objectives agreed to for program achievement, particularly assessment data comparisons, student assessment participation rates, and disaggregated scores across all categories.*

Suggested Sources of Evidence: *Implementation of approved plans for special education, relevant data regarding enrollment & services provided to special needs & bilingual students, school schedule & calendar, and student records of statewide assessment performance. Also, student report card/progress report & description of staff development activities.*

INSERT INFO HERE →

5. ADMISSION PROCEDURES

(a) Does the school have admission procedure criteria?
(b) Are eligible students specifically defined?
(c) What are the provisions for accommodating additional students, if necessary?
(d) Is there a lottery or other type of provision for random drawing for enrollment when applicants exceed the school's capacity?

What Reviewers Will Look For: *Evidence that the school is viable in terms of student admissions, and has adequate provisions for accommodating additional students and a plan for random drawing for enrollment when applicants exceed capacity.*

Suggested Sources of Evidence: *Enrollment data, turnover data, waiting list data, exit interviews or surveys, and written admissions enrollment procedures.*

INSERT INFO HERE →

6. ALTERNATIVE OPTION

(a) Is there a provision in place for students who do not wish to attend the charter school, even though it's the only option?

What Reviewers Will Look For: *Evidence through a local written provision that there are alternative choices for students who choose not to attend the local charter school, even though it is the only local school available.*

Suggested Sources of Evidence: *Check local provision.*

INSERT INFO HERE ➔

7. ADMINISTRATIVE POLICIES

(a) Is there an administrative policy that follows charter school law?

(b) Does the school present evidence that there is a full and abiding understanding of the obligations of the administration in providing for the control and supervision of the charter school?

(c) Is there compelling evidence that the school's leadership is strong?

(d) Is there compelling evidence that the school has handled organizational challenges effectively and competently?

(e) Are the mechanisms in place;(e.g. an advisory grievance committee) to respond to, and, where indicated, resolve complaints?

What Reviewers Will Look For: *Evidence that the school is administered in an efficient and effective manner. Evidence that there is clear governance and administrative structures and problems are addressed adequately when they arise*

Suggested Sources of Evidence: *Written evaluations, formal complaints, leadership changes, board turnover, and examples of governance issues & how they are addressed, and the administrative policy manual.*

INSERT INFO HERE →

8. FUNDING ALLOCATION

(a) Is a charter school budget summary in place that designates the funding allocation from the local school board in addition to a summary of the charter school budget?

(b) Is the school district going to implement indirect costs? If so, what services are provided to the charter school for this indirect fee?

(c) Will the charter school be eligible for the additional local revenue over the 4-mills required in the foundation program?

(d) Has the charter school met the requirement to achieve a positive or zero ending fund balance?

What Reviewers Will Look For: *Evidence of an understanding of the financial management and reporting requirements associated with operating a school per the charter school budget summary.*

Suggested Sources of Evidence: *A clear concise narrative statement providing sufficient evidence that the school has competently & effectively managed its finances. Evidence of an approved budget procedure for amending the budget, and procedures for amending budget minutes of meetings where the budget is adopted or amended.*

INSERT INFO HERE ➔

9. FISCAL SOLVENCY

(a) Has the charter school, over the course of the initial charter, implemented a well-conceived financial plan to ensure the fiscal solvency of the charter school?

(b) Do the audit reports to date indicate that the school has met its obligation to ensure the fiscal integrity of the school's financial operation?

(c) Has the school achieved efficiencies in its operation?

What Reviewers Will Look For: *Evidence of sound fiscal management and fiscal viability of the charter school as confirmed by a balanced budget.*

Suggested Sources of Evidence: *Financial audits & financial statements.*

INSERT INFO HERE ➔

10. FACILITY PLANS

(a) Does the school present a clear and detailed plan for maintaining the present site or, if indicated, acquiring a suitable and adequate education facility?

What Reviewers Will Look For: *Evidence of how the charter school is in compliance with and is meeting their detailed facility plan.*

Suggested Sources of Evidence: *A drawn schematic of the physical plant.*

INSERT INFO HERE ➔

11. TEACHER TO STUDENT RATIO

(a) Is there a plan which adequately addresses teacher-to-student ratio?

(b) Is the plan reasonably based on projected enrollment figures?

What Reviewers Will Look For: *Evidence that the school has a workable plan that addresses teacher to student ratio including projected enrollment figures.*

Suggested Sources of Evidence: *Minutes of board meeting where staffing ratio was approved and evidence of deployment for determining enrollment projections.*

INSERT INFO HERE ➔

12. ENROLLMENT

(a) Has the student enrollment been stable?

(b) Has the school's enrollment been at a maximum?

What Reviewers Will Look For: *Evidence that the school is viable in terms of student enrollment, has an adequate student recruitment process to attract students, and is successful enough to retain the number of students it projected in the charter application.*

Suggested Sources of Evidence: *A written statement that is a reflective self-appraisal of strengths & weaknesses of the school's charter with credible & compelling plans for building on success, maintaining or increasing student enrollment & momentum, & making necessary changes for improvement of the school.*

INSERT INFO HERE →

13. TEACHING METHOD/CURRICULUM

(a) Does the school have a plan that addresses explicit teaching methods that will benefit an age group, grade level, or specific type of student?

(b) Does the school have a systematic plan in place to monitor curriculum implementation and curriculum quality?

(c) Has the school undertaken curriculum review and revision?

(d) Is there evidence to support effective intervention with students who are "at risk?"

(e) Is the school addressing the needs of students with educational disabilities?

(f) Where applicable, does the school address the needs of students with limited English proficiency?

What Reviewers Will Look For: *Evidence that the school utilizes various teaching methods that would benefit specific age groups, grade levels, or explicit types of students. Evidence that the charter school has a written systematic plan to monitor curriculum implementation and quality, including curriculum review and revision. Evidence that the school is attracting and accommodating at-risk students and special education students and meeting their needs. Evidence that the school is complying with federal and state laws and regulations regarding these populations.*

Suggested Sources of Evidence: *Check written plans on monitoring curriculum implementation, check that laws regarding special needs students are being adhered to. Evidence of an adopted curriculum/course of study, regular monitoring and updating of curriculum/course of study.*

INSERT INFO HERE →

14. COLLECTIVE BARGAINING

(a) Where applicable, does a collective bargaining contract exist that alludes to contract exemptions that are agreed to by both the school district and bargaining unit?

(b) If no contract exemptions are agreed to, are the employees of the charter school subject to all provisions of the collective bargaining agreements enforced in the school district?

What Reviewers Will Look For: *Evidence that a written collective bargaining contract exists, if applicable, regarding contract exemptions. In the event of no contract exemptions, evidence that the employees of the charter school are subject to all provisions of the school district's collective bargaining agreements.*

Suggested Sources of Evidence: *Written collective bargaining unit contract, and board approval of exemptions from the collective bargaining agreement.*

INSERT INFO HERE →

15. CONTRACT TERMINATION

(a) Is there a charter school contract termination clause currently in effect?

What Reviewers Will Look For: *Evidence that a written charter school contract termination clause is present.*

Suggested Sources of Evidence: *Check for written charter school termination clause.*

INSERT INFO HERE →

Charter Schools Rating Template

for

FY 08 - 09

Alaska Department of Education & Early Development
801 W 10th Street, Suite 200
P.O. Box 110500
Juneau, AK 99811-0500

May 2008

1108

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Rating Template for Application

This Rating Template is a guideline of criteria to be addressed in an application for a charter. Please see the directions included in the application for more information.

Upon receipt of an application to operate a charter school, the Department's Charter School Technical Review Team will evaluate the application using this Rating Template. The team will identify any deficiencies in the application and determine if any modifications or additional information are necessary. Once the Technical Review Team deems that the application is acceptable, it will be sent to the State Board of Education for approval.

The rating template is in a scoring guide format and will be used by the EED Charter School Technical Review Team to evaluate applications received. Each item on the rating template corresponds to one of the fifteen criteria in the application.

The charter school will need to properly address the question(s) under each criterion. For instance, number "1." concerns the "Academic Policy Committee". There are two questions in this section that need to be addressed. Under the question in each section are guidelines regarding "what the reviewers will look for," followed by "suggested sources of evidence". These two review guidelines should assist the charter school in properly submitting what the technical review team and State Board want in the review process. If a question in one of the criteria is not applicable, please write that in your application. For example, if this is a first application (a new charter school), the shaded N/A check boxes indicate the question may not apply, but must be addressed with comments for future plans to deal with the specific issue.

The application should not leave to the reader any responsibility for deciphering the explanation or interpreting the evidence presented. Successful applicants will also identify weaknesses, as well as strengths, and will explain why the weaknesses do not outweigh the school's strengths. The application and rating template is a response to questions about the school's performance and to questions about the school's future. In conclusion, the charter school's application should be looked upon favorably by the State Board of Education and Early Development if the fifteen criteria are adequately addressed.

Requirements

Timeline:

(a) An initial charter application (after local school board approval) for a new or conversion school may not be submitted to the Department of Education & Early Development sooner than twelve (12) months prior to the start-up of the school.

(b) An existing charter school cannot apply for reapplication to the state sooner than twelve (12) months before the expiration date of their charter.

(c) The completed application materials shall be presented to the local school board, which will then forward the application to the Alaska Department of Education & Early Development's charter school program manager as required by AS 14.03.250(c).

(d) *Mail to:*

Alaska Department of Education & Early Development
Attn: Charter School Program Manager
801 W. 10th Street, Suite 200
P.O. Box 110500
Juneau, Alaska 99811-0500

(e) 4 AAC 33.110(g) states: "No later than 20 working days after a local school board's decision to approve or deny an application for a charter school, the local school board shall mail to the Department of Education & Early Development the application and the decision, including the supporting documents required by (a) of this section, and the minutes of the local school board meeting at which the charter school was approved or denied...."

(f) The completed application must be in the hands of the charter school program manager no later than 90 days before the next regular scheduled meeting of the State Board of Education & Early Development. See schedule at: www.eed.state.ak.us/State_Board/

Required Format:

1. Not more than 200 pages single-sided, *unbound*, in 12 point font.
2. ALL pages numbered in consecutive order (i.e. 1, 2, 3. ...200).
3. A table of contents.
4. Follow in numerical order the numbered headings of the application.
5. ALL numbered headings and subheadings must be addressed.

Application will not be read if any of the above five requirements are not met.

Charter Schools
Rating Template

A= Adequate
IA= Inadequate
N/A= Not Applicable

Name of Charter School: _____
Date of Application and Rating Template: _____
District: _____

1.	RATING			COMMENTS
ACADEMIC POLICY COMMITTEE	A	IA	N/A	
(a) Has the school's independent academic policy committee operated at an acceptable level?				
(b) Is there an independent academic policy on file?				
What Reviewers Will Look For: Evidence that the school is meeting the objectives as stated in the independent academic policy				
Suggested Sources of Evidence: *The number of academic policy sessions and the minutes from those committee meetings.*				

2.	RATING			COMMENTS
LAW PROVISIONS	A	IA	N/A	
(a) To be valid, the application must include a separate, signed, charter school contract with the district, addressing the fourteen provisions as listed under AS 14.03.255(c)(1 14).				
(b) Have the responsibilities of the academic policy committee regarding provisions of the law been fully addressed?				
(c) Is the charter school within the bounds of the most current applicable statutory and regulatory requirements?				
What Reviewers Will Look For: Evidence that the school complies with applicable federal, state, and local laws and regulations in regards to the academic policy				
Suggested Sources of Evidence: *Charter contract, charter school bylaws, and minutes of meetings where committee has adopted bylaws, etc*				

3.	RATING			COMMENTS
EDUCATION PROGRAMS	A	IA	N/A	
(a) Has the school made reasonable progress in meeting its academic goals?				
(b) Has the school demonstrated progress, where applicable, on the statewide assessment?				
(c) Has the school demonstrated progress, where applicable, on other assessments?				
(d) Does the school use its assessment data to drive decision-making in curriculum and instruction?				
(e) Where performance-based assessments are used, does the school have clear criteria?				
What Reviewers Will Look For: *Evidence that the school is providing an instructional program that meets or exceeds the academic standards, including assessments set by the state.*				
Suggested Sources of Evidence: *Promotion & graduation requirements & results of assessments that determine whether students are achieving standards.*				

4.	RATING			COMMENTS
PROGRAM ACHIEVEMENT	A	IA	N/A	
(a) Is the school implementing a well-conceived plan to ensure equal and bias-free access for all students, for all facilities, courses, programs, activities, and services?				
(b) Is the school systematically addressing the needs of students who do not perform at acceptable levels of proficiency in the statewide assessment program?				
(c) Is the school systematically informing parents of their child's performance and progress?				
(d) Did the charter school provide student assessment participation rates?				

4. (*CONT.*)	RATING			COMMENTS
PROGRAM ACHIEVEMENT	A	IA	N/A	
(e) Has the charter school made a comparison between their assessment scores and the district's assessment data?				
(f) Has the charter school made a comparison between their assessment scores and the state's assessment data?				
(g) Has the charter school shown disaggregated scores across all categories?				
(h) Does the school provide professional development that is goal-based and driven, in large part, by the student assessment data?				
(i) Is the school implementing a well-conceived plan to demonstrate progress over time?				
What Reviewers Will Look For: *Evidence that the school is meeting the objectives agreed to for program achievement, particularly assessment data comparisons, student assessment participation rates, and disaggregated scores across all categories*				
Suggested Sources of Evidence: *Implementation of approved plans for special education, relevant data regarding enrollment & services provided to special needs & bilingual students, school schedule & calendar, and student records of statewide assessment performance. Also, student report card progress report & description of staff development activities.*				

5.	RATING			COMMENTS
ADMISSION PROCEDURES	A	IA	N/A	
(a) Does the school have admission procedure criteria?				
(b) Are eligible students specifically defined?				
(c) What are the provisions for accommodating additional students, if necessary?				
(d) Is there a lottery or other type of provision for random drawing for enrollment when applicants exceed the school's capacity?				
(e) Is there a provision for accommodating vacancies that may occur mid year?				
What Reviewers Will Look For: *Evidence that the school is [illegible] of student admissions, and has adequate provisions for accommodating additional students, and a fair [illegible] when applicants exceed capacity*				
Suggested Sources of Evidence: *Enrollment data, turnover data, waiting list data, exit interviews or surveys, and written admissions enrollment procedures*				

6.	RATING			COMMENTS
ALTERNATIVE OPTION	A	IA	N/A	
(a) Is there a provision in place for students who do not wish to attend the charter school, even though it's the only option?				
What Reviewers Will Look For: Evidence through a local written provision that there are alternative choices for students who choose not to attend the local charter school, even though it is the only local school available				
Suggested Sources of Evidence: *Check local provision.*				

7.	RATING			COMMENTS
ADMINISTRATIVE POLICIES	A	IA	N/A	
(a) Is there an administrative policy that follows charter school law?				
(b) Does the school present evidence that there is a full and abiding understanding of the obligations of the administration in providing for the control and supervision of the charter school?				
(c) Is there compelling evidence that the school's leadership is strong?				
(d) Is there compelling evidence that the school has handled organizational challenges effectively and competently?				
(e) Are the mechanisms in place; (e.g. an advisory grievance committee) to respond to, and, where indicated, resolve complaints?				
What Reviewers Will Look For: Evidence that the school is administered in an efficient and effective manner. Evidence that there is clear governance and administrative structures and problems are addressed adequately when they arise.				
Suggested Sources of Evidence: *Written evaluations, formal complaints, leadership changes, board turnover, and examples of governance issues & how they are addressed, and the administrative policy manual.*				

8.	RATING			COMMENTS
FUNDING ALLOCATION	A	IA	N/A	
(a) Is a charter school budget summary in place that designates the funding allocation from the local school board in addition to a summary of the charter school budget?				
(b) Is the school district going to implement indirect costs? If so, what services are provided to the charter school for this indirect fee?				
(c) Will the charter school be eligible for the additional local revenue over the 4-mills required in the foundation program?				
(d) Has the charter school met the requirement to achieve a positive or zero ending fund balance?				
What Reviewers Will Look For: *Evidence of an understanding of the financial management and reporting requirements associated with operating a school per the charter school budget summary.*				
Suggested Sources of Evidence: *A clear concise narrative statement providing sufficient evidence that the school has competently & effectively managed its finances. Evidence of an approved budget procedure for amending the budget, and procedures for amending budget minutes of meetings where the budget is adopted or amended.*				

9.	RATING			COMMENTS
FISCAL SOLVENCY	A	IA	N/A	
(a) Has the charter school, over the course of the initial charter, implemented a well-conceived financial plan to ensure the fiscal solvency of the charter school?				
(b) Do the audit reports to date indicate that the school has met its obligation to ensure the fiscal integrity of the school's financial operation?				
(c) Has the school achieved efficiencies in its operation?				
What Reviewers Will Look For: *Evidence of sound fiscal management and fiscal viability of the charter school as confirmed by a balanced budget.*				
Suggested Sources of Evidence: *Financial audits & financial statements.*				

10.	RATING			COMMENTS
FACILITY PLANS	A	IA	N/A	
(a) Does the school present a clear and detailed plan for maintaining the present site or, if indicated, acquiring a suitable and adequate education facility?				
What Reviewers Will Look For: *Evidence of how the charter school is in compliance with and is meeting their detailed facility plan.*				
Suggested Sources of Evidence: *A drawn schematic of the physical plant.*				

11.	RATING			COMMENTS
TEACHER TO STUDENT RATIO	A	IA	N/A	
(a) Is there a plan which adequately addresses teacher to student ratio?				
(b) Is the plan reasonably based on projected enrollment figures?				
What Reviewers Will Look For: *Evidence that the school has a workable plan that addresses teacher to student ratio including projected enrollment figures.*				
Suggested Sources of Evidence: *Minutes of board meeting where staffing ratio was approved and evidence of deployment for determining enrollment projections.*				

12.	RATING			COMMENTS
ENROLLMENT	A	IA	N/A	
(a) Has the student enrollment been stable?				
(b) Has the school's enrollment been at a maximum?				
What Reviewers Will Look For: *Evidence that the school is stable in terms of student enrollment, has an adequate student recruitment process to attract students and is successful enough to retain the number of students it projected in the charter application.*				
Suggested Sources of Evidence: *A written statement that is a reflective self-appraisal of strengths & weaknesses of the school's charter with credible & compelling plans for building on success, maintaining or increasing student enrollment & momentum, & making necessary changes for improvement of the school.*				

13.	RATING			COMMENTS
TEACHING METHOD/CURRICULUM	A	IA	N/A	
(a) Does the school have a plan that addresses explicit teaching methods that will benefit an age group, grade level, or specific type of student?				
(b) Does the school have a systematic plan in place to monitor curriculum implementation and curriculum quality?				
(c) Has the school undertaken curriculum review and revision?				
(d) Is there evidence to support effective intervention with students who are "at risk?"				
(e) Is the school addressing the needs of students with educational disabilities?				
(f) Where applicable, does the school address the needs of students with limited English proficiency?				
What Reviewers Will Look For: *Evidence that the school utilizes various teaching methods that would benefit specific age groups, grade levels, or explicit types of students. Evidence that the charter school has a written systematic plan to monitor curriculum implementation and quality, including curriculum review and revision. Evidence that the school is attracting and accommodating at-risk students and special education students and meeting their needs. Evidence that the school is complying with federal and state laws and regulations regarding these populations.*				
Suggested Sources of Evidence: *Check written plans on monitoring curriculum implementation, check that laws regarding special needs students are being adhered to. Evidence of an adopted curriculum course of study, regular monitoring and updating of curriculum course of study.*				

14.	RATING			COMMENTS
COLLECTIVE BARGAINING	A	IA	N/A	
(a) Where applicable, does a collective bargaining contract exist that alludes to contract exemptions that are agreed to by both the school district and bargaining unit?				
(b) If no contract exemptions are agreed to, are the employees of the charter school subject to all provisions of the collective bargaining agreements enforced in the school district?				
What Reviewers Will Look For: *Evidence that a written collective bargaining contract exists if applicable regarding contract exemptions. In the event of no contract exemptions, evidence that the employees of the charter school are subject to all provisions of the school district's collective bargaining agreements.*				
Suggested Sources of Evidence: *Written collective bargaining unit contract, and board approval of exemptions from the collective bargaining agreement.*				

15.	RATING			COMMENTS
CONTRACT TERMINATION	A	IA	N/A	
(a) Is there a charter school contract termination clause currently in effect?				
What Reviewers Will Look For: *Evidence that a written charter school contract termination clause is present.*				
Suggested Sources of Evidence: *Check for written charter school termination clause.*				

ALASKA STATUTES

Article 2. Charter Schools

250. Establishment of charter schools

255. Organization and operation of a charter school

260. Funding for charter school

265. Admission

270. Teacher or employee transfers, evaluations, and negotiated agreements.

275. Contracts; duration

280. Regulations

290. Definitions

Sec. 14.03.250. Establishment of charter schools.

(a) A charter school may be established as provided under AS 14.03.250 - 14.03.290 upon the approval of the local school board and the state Board of Education and Early Development of an application for a charter school. The state Board of Education and Early Development may not approve more than 60 charter schools to operate in the state at any one time.

(b) A local school board shall prescribe an application procedure for the establishment of a charter school in that school district. The application procedure must include provisions for an academic policy committee consisting of parents of students attending the school, teachers, and school employees and a proposed form for a contract between a charter school and the local school board, setting out the contract elements required under AS 14.03.255 (c).

(c) A local school board shall forward to the state Board of Education and Early Development applications for a charter school that have been approved or denied by the local board.

Sec. 14.03.255. Organization and operation of a charter school.

(a) A charter school operates as a school in the local school district except that the charter school (1) is exempt from the local school district's textbook, program, curriculum, and scheduling requirements; (2) is exempt from AS 14.14.130 (c); the principal of the charter school shall be selected by the academic policy committee and shall select, appoint, or otherwise supervise employees of the charter school; and (3) operates under the charter school's annual program budget as set out in the contract between the local school board and the charter school under (c) of this section. A local school board may exempt a charter school from other local school district requirements if the exemption is set out in the contract. A charter school is subject to secondary school competency testing as provided in AS 14.03.075 and other competency tests required by the department.

(b) A charter school shall

(1) keep financial records of the charter school;

(2) oversee the operation of the charter school to ensure that the terms of the contract required by (c) of this section are being met;

(3) meet regularly with parents and with teachers of the charter school to review, evaluate, and improve operations of the charter school; and

(4) meet with the academic policy committee at least once each year to monitor progress in achieving the committee's policies and goals.

(c) A charter school shall operate under a contract between the charter school and the local school board. A contract must contain the following provisions:

(1) a description of the educational program;

(2) specific levels of achievement for the education program;

(3) admission policies and procedures;

(4) administrative policies;

(5) a statement of the charter school's funding allocation from the local school board and costs assignable to the charter school program budget;

(6) the method by which the charter school will account for receipts and expenditures;

(7) the location and description of the facility;

(8) the name of the teacher, or teachers, who, by agreement between the charter school and the teacher, will teach in the charter school;

(9) the teacher-to-student ratio;

(10) the number of students served;

(11) the term of the contract, not to exceed a term of 10 years;

(12) a termination clause providing that the contract may be terminated by the local school board for the failure of the charter school to meet educational achievement goals or fiscal management standards, or for other good cause;

(13) a statement that the charter school will comply with all state and federal requirements for receipt and use of public money;

(14) other requirements or exemptions agreed upon by the charter school and the local school board.

(d) A charter school may be operated in an existing school district facility or in a facility within the school district that is not currently being used as a public school, if the chief school administrator determines the facility meets requirements for health and safety applicable to public buildings or other public schools in the district.

Sec. 14.03.260. Funding for charter school.

(a) A local school board shall provide an approved charter school with an annual program budget. The budget shall be not less than the amount generated by the students enrolled in the charter school less administrative costs retained by the local school district, determined by applying the indirect cost rate approved by the Department of Education and Early Development. The "amount generated by students enrolled in the charter school" is to be determined in the same manner as it would be for a student enrolled in another public school in that school district.

(b) The program budget of a charter school is to be used for operating expenses of the educational program of the charter school, including purchasing textbooks, classroom materials, and instructional aids.

(c) The charter school shall provide the financial and accounting information requested by the local school board or the Department of Education and Early Development and shall cooperate with the local school district or the department in complying with the requirements of AS 14.17.910 .

(d) The expenses of housing nonresident students who attend the charter school, including room, board, and other reasonable housing expenses, may not be paid for with state money but may be paid for with funds contributed by sources other than the state.

Sec. 14.03.263. Charter school grant program. [Repealed, Sec. 1 ch 100 SLA 2003].

Repealed or Renumbered

Sec. 14.03.265. Admission.

(a) The program of a charter school may be designed to serve

(1) students within an age group or grade level;

(2) students who will benefit from a particular teaching method or curriculum; or

(3) nonresident students, including providing domiciliary services for students who need those services, if approved by the board.

(b) A charter school shall enroll all eligible students who submit a timely application, unless the number of those applications exceeds the capacity of the program, class, grade level, or building. In the event of an excess of those applications, the charter school and the local school board shall attempt to accommodate all of those applicants by considering providing additional classroom space and assigning additional teachers from the district to the charter school. If it is not possible to accommodate all eligible students who submit a timely application, students shall be accepted by random drawing. A school board may not require a student to attend a charter school.

(c) In addition to other requirements of law, a charter school shall be nonsectarian.

Sec. 14.03.270. Teacher or employee transfers, evaluations, and negotiated agreements.

(a) A teacher or employee may not be assigned to a charter school unless the teacher or employee consents to the assignment.

(b) All provisions of an existing negotiated agreement or collective bargaining agreement applicable to a teacher or employee of a district apply to that teacher or employee if employed at a charter school in that district, unless the district and the bargaining unit representing the teacher or employee agree to an exemption.

(c) A teacher in a charter school shall be evaluated in an equivalent manner as all other teachers in the district, except that if there is no administrator assigned to the charter school, the local school board, with the agreement of the charter school, shall designate a school district administrator in that district to evaluate a teacher in a charter school.

Sec. 14.03.275. Contracts; duration.
A contract for a charter school may be for a term of no more than 10 years.
Sec. 14.03.280. Regulations.
The state Board of Education and Early Development may adopt regulations under AS 44.62 (Administrative Procedure Act) necessary to implement AS 14.03.250 - 14.03.290.

Sec. 14.03.290. Definitions.
In AS 14.03.250 - 14.03.290
(1) "academic policy committee" means the group designated to supervise the academic operation of a charter school and to ensure the fulfillment of the mission of a charter school;
(2) "charter school" means a school established under AS 14.03.250 - 14.03.290 that operates within a public school district;
(3) "local school board" means a borough or city school board or a school board of a regional educational attendance area;
(4) "parent" means a biological, adoptive, or foster parent, or an adult who acts as guardian of a child and makes decisions related to the child's safety, education, and welfare;
(5) *[Repealed, Sec. 102 ch 21 SLA 2000].*
(6) "teacher" means a person who serves a school district in a teaching, counseling, or administrative capacity and is required to be certificated in order to hold the position.

4 AAC 33.110. Charter schools

(a) A local school board shall prescribe the application procedure described in AS 14.03.250 (b). 4 AAC 33.110. Charter schools

(a) A local school board shall prescribe the application procedure described in AS 14.03.250 (b). The procedure must be in writing and must be available upon request at the local school board's central office. The local school board shall include each document necessary to conduct a thorough review of the charter school, including

(1) a copy of the charter;

(2) a list of the members of the academic policy committee and their qualifications;

(3) the length of term of the charter;

(4) the charter school's bylaws;

(5) education programs to be offered at the charter school, including promotion and graduation requirements;

(6) a written instructional program that addresses academic standards, including the statewide student assessment system under 4 AAC 06.710 - 4 AAC 06.790;

(7) written objectives for program achievement, including assessment, staff development activities, and a school schedule and calendar;

(8) plans for serving special education, vocational education, gifted, and bilingual students;

(9) written admissions procedures;

(10) if the charter school is the only school in the community, an alternative option for students not wishing to attend the charter school;

(11) a written administrative policy manual;

(12) a written budget summary and financial plan;

(13) a written plan for the charter school's facility;

(14) a written plan that addresses the teacher-to-student ratio, including projected enrollment figures;

(15) a written student recruitment process, including a lottery or random drawing mechanism for enrollment if applicants exceed the school's capacity;

(16) any written collective bargaining contract with teachers or employees;

(17) the written termination clause that must appear in the contract between the charter school and the local school board; and

(18) proof of compliance with applicable law.

(b) Repealed 3/31/2002.

(c) Repealed 3/31/2002.

(d) Repealed 3/31/2002.

(e) Repealed 3/31/2002.

(f) Repealed 3/31/2002.

(g) No later than 20 working days after a local school board's decision to approve or deny an application for a charter school, the local school board shall mail to the commissioner the application and the decision, including the supporting documents required by (a) of this section, and the minutes of the local school board meeting at which the charter school was approved or denied. The State Board of Education and Early Development will not approve an application that contains insufficient information to determine compliance with applicable law.

(h) The State Board of Education and Early Development will review applications for charter schools in the order that they are received under (g) of this section.

(i) The State Board of Education and Early Development will approve an application for a charter school if the

(1) local school board has approved the application; and

(2) application and other information available to the State Board of Education and Early Development demonstrate, to the satisfaction of the State Board of Education and Early Development, that the local school board and the charter school have complied with, and will continue to comply with, state and federal law, including AS 14.03.250 - 14.03.290 and this section.

(j) Repealed 3/31/2002.

(k) A decision of the State Board of Education and Early Development under (i) of this section is a final agency action for purposes of an appeal to the superior court.

(l) The department may audit the charter school's program during the charter period, and may take any action necessary to ensure compliance with federal and state law, including the withholding of money under AS 14.07.070 .

(m) Complaints involving the operation of a charter school shall be initially referred to the local school board for investigation. The local school board shall provide any relevant document concerning the complaint to the commissioner upon request.

(n) Repealed 8/6/2004.

(o) In this section,

(1) "charter school" has the meaning given that term in AS 14.03.290 ;

(2) "commissioner" means the commissioner of education and early development;

(3) "department" means the Department of Education and Early Development;

(4) "local school board" has the meaning given that term in AS 14.03.290 .

History: Eff. 4/27/96, Register 138; am 3/31/2002, Register 161; am 7/26/2002, Register 163; am 8/6/2004, Register 171

Authority: AS 14.03.250
AS 14.03.280
AS 14.07.020
AS 14.07.060

Editor's note: The address for mailing the application and decision described in 4 AAC 33.110(g) is Commissioner, Department of Education and Early Development, 801 West Tenth Street, Suite 200, P.O Box 110500, Juneau, Alaska 99811-0500.

As of Register 151 (October 1999), the regulations attorney made technical revisions under AS 44.62.125 (b)(6) to reflect the name change of the Department of Education to the Department of Education and Early Development made by ch. 58, SLA 1999, and the corresponding title change of the commissioner of education.

Article 2. CHARTER SCHOOLS

Section
250. Establishment of charter schools.
255. Organization and operation of a charter school.
260. Funding for charter school.
263. Charter school grant program. [Repealed, 1 ch 100 SLA 2003.]
265. Admission.
270. Teacher or employee transfers, evaluations, and negotiated agreements.
275. Contracts; duration.
280. Regulations.
290. Definitions.

Administrative Code. - For regulation relating to charter schools, see 4 AAC 3.110.

Sec. 14.03.250. Establishment of charter schools.

(a) A charter school may be established as provided under AS 14.03.250 - 14.03.290 upon the approval of the local school board and the state Board of Education and Early Development of an application for a charter school. The state Board of Education and Early Development may not approve more than 60 charter schools to operate in the state at any one time.

(b) A local school board shall prescribe an application procedure for the establishment of a charter school in that school district. The application procedure must include provisions for an academic policy committee consisting of parents of students attending the school, teachers, and school employees and a proposed form for a contract between a charter school and the local school board, setting out the contract elements required under AS 14.03.255(c).

(c) A local school board shall forward to the state Board of Education and Early Development applications for a charter school that have been approved or denied by the local board.

((1 ch 77 SLA 1995; am 1 ch 70 SLA 2001))

Revisor's notes. Enacted as 1, ch. 77, SLA 1995 and codified in 1995, at which time "AS 14.03.250 - 14.03.290" was substituted for "this Act" in subsection (a), and "AS 14.03.255(c)" was substituted for "sec 2(c) of this Act" in subsection (c).

In 2000, "state Board of Education and Early Development" was substituted for "state Board of Education" in accordance with sec. 104, ch. 21, SLA 2000.

Administrative Code. - For special schools, see 4 AAC 33, art. 1.

Sec. 14.03.255. Organization and operation of a charter school.

(a) A charter school operates as a school in the local school district except that the charter school (1) is exempt from the local school district's textbook, program, curriculum, and scheduling requirements; (2) is exempt from AS 14.14.130(c); the principal of the charter school shall be selected by the academic policy committee and shall select, appoint, or otherwise supervise employees of the charter school; and (3) operates under the charter school's annual program budget as set out in the contract between the local school board and the charter school under (c) of this section. A local school board may exempt a charter school from other local school district requirements if the exemption is set out in the contract. A charter school is subject to secondary school competency testing as provided in AS 14.03.075 and other competency tests required by the department.

(b) A charter school shall

(1) keep financial records of the charter school;

(2) oversee the operation of the charter school to ensure that the terms of the contract required by (c) of this section are being met;

(3) meet regularly with parents and with teachers of the charter school to review, evaluate, and improve operations of the charter school; and

(4) meet with the academic policy committee at least once each year to monitor progress in achieving the committee's policies and goals.

(c) A charter school shall operate under a contract between the charter school and the local school board. A contract must contain the following provisions:

(1) a description of the educational program;

(2) specific levels of achievement for the education program;

(3) admission policies and procedures;

(4) administrative policies;

(5) a statement of the charter school's funding allocation from the local school board and costs assignable to the charter school program budget;

(6) the method by which the charter school will account for receipts and expenditures;

(7) the location and description of the facility;

(8) the name of the teacher, or teachers, who, by agreement between the charter school and the teacher, will teach in the charter school;

(9) the teacher-to-student ratio;

(10) the number of students served;

(11) the term of the contract, not to exceed a term of 10 years;

(12) a termination clause providing that the contract may be terminated by the local school board for the failure of the charter school to meet educational achievement goals or fiscal management standards, or for other good cause;

(13) a statement that the charter school will comply with all state and federal requirements for receipt and use of public money;

(14) other requirements or exemptions agreed upon by the charter school and the local school board.

(d) A charter school may be operated in an existing school district facility or in a facility within the school district that is not currently being used as a public school, if the chief school administrator determines the facility meets requirements for health and safety applicable to public buildings or other public schools in the district.

((2 ch 77 SLA 1995; am 2 - 4 ch 70 SLA 2001))

Revisor's notes. Enacted as 2, ch. 77, SLA 1995. Codified in 1995.

Sec. 14.03.260. Funding for charter school.

(a) A local school board shall provide an approved charter school with an annual program budget. The budget shall be not less than the amount generated by the students enrolled in the charter school less administrative costs retained by the local school district, determined by applying the indirect cost rate approved by the Department of Education and Early Development. The "amount generated by students enrolled in the charter school" is to be determined in the same manner as it would be for a student enrolled in another public school in that school district.

(b) The program budget of a charter school is to be used for operating expenses of the educational program of the charter school, including purchasing textbooks, classroom materials, and instructional aids.

(c) The charter school shall provide the financial and accounting information requested by the local school board or the Department of Education and Early Development and shall cooperate with the local school district or the department in complying with the requirements of AS 14.17.910.

(d) The expenses of housing nonresident students who attend the charter school, including room, board, and other reasonable housing expenses, may not be paid for with state money but may be paid for with funds contributed by sources other than the state.

((3 ch 77 SLA 1995; am 1 ch 113 SLA 1997; am 11 ch 83 SLA 1998))

Revisor's notes. Enacted as 3, ch. 77, SLA 1995. Codified in 1995.

In 1999, "Department of Education" was changed to "Department of Education and Early Development" in (a) and (c) of this section in accordance with 89, ch. 58, SLA 1999.

Cross references. For provisions relating to funding of charter schools having small student population counts, with average student memberships of not more than 150 students, see AS 14.17.450(c), (d), and (f).

Sec. 14.03.263. Charter school grant program. [Repealed, 1 ch 100 SLA 2003.].

Sec. 14.03.265. Admission.

(a) The program of a charter school may be designed to serve

(1) students within an age group or grade level;

(2) students who will benefit from a particular teaching method or curriculum; or

(3) nonresident students, including providing domiciliary services for students who need those services, if approved by the board.

(b) A charter school shall enroll all eligible students who submit a timely application, unless the number of those applications exceeds the capacity of the program, class, grade level, or building. In the event of an excess of those applications, the charter school and the local school board shall attempt to accommodate all of those applicants by considering providing additional classroom space and assigning additional teachers from the district to the charter school. If it is not possible to accommodate all eligible students who submit a timely application, students shall be accepted by random drawing. A school board may not require a student to attend a charter school.

(c) In addition to other requirements of law, a charter school shall be nonsectarian.

((4 ch 77 SLA 1995; am 2 ch 113 SLA 1997))

Revisor's notes. Enacted as 4, ch. 77, SLA 1995. Codified in 1995.

Editor's notes. Under 9, ch. 77, SLA 1995, this section would have been repealed July 1, 2005; however, 9, ch. 77, SLA 1995, was itself repealed by 8, ch. 70, SLA 2001, effective July 1, 2001, which had the effect of continuing AS 14.03.265 in effect.

Sec. 14.03.270. Teacher or employee transfers, evaluations, and negotiated agreements.

(a) A teacher or employee may not be assigned to a charter school unless the teacher or employee consents to the assignment.

(b) All provisions of an existing negotiated agreement or collective bargaining agreement applicable to a teacher or employee of a district apply to that teacher or employee if employed at

a charter school in that district, unless the district and the bargaining unit representing the teacher or employee agree to an exemption.

(c) A teacher in a charter school shall be evaluated in an equivalent manner as all other teachers in the district, except that if there is no administrator assigned to the charter school, the local school board, with the agreement of the charter school, shall designate a school district administrator in that district to evaluate a teacher in a charter school.
((5 ch 77 SLA 1995))

Revisor's notes. Enacted as 5, ch. 77, SLA 1995. Codified in 1995.

Sec. 14.03.275. Contracts; duration.

A contract for a charter school may be for a term of no more than 10 years.
((6 ch 77 SLA 1995; am 6 ch 70 SLA 2001))

Revisor's notes. Enacted as 6, ch. 77, SLA 1995. Codified in 1995.

Sec. 14.03.280. Regulations.

The state Board of Education and Early Development may adopt regulations under AS 44.62 (Administrative Procedure Act) necessary to implement AS 14.03.250 - 14.03.290.
((7 ch 77 SLA 1995))

Revisor's notes. Enacted as 7, ch. 77, SLA 1995. Codified in 1995, at which time "AS 14.03.250 - 14.03.290" was substituted for "this Act."

In 2000, "state Board of Education and Early Development" was substituted for "state Board of Education" in accordance with sec. 104, ch. 21, SLA 2000.

Administrative Code. - For special schools, see 4 AAC 33, art. 1.

Sec. 14.03.290. Definitions.

In AS 14.03.250 - 14.03.290,

(1) "academic policy committee" means the group designated to supervise the academic operation of a charter school and to ensure the fulfillment of the mission of a charter school;

(2) "charter school" means a school established under AS 14.03.250 - 14.03.290 that operates within a public school district;

(3) "local school board" means a borough or city school board or a school board of a regional educational attendance area;

(4) "parent" means a biological, adoptive, or foster parent, or an adult who acts as guardian of a child and makes decisions related to the child's safety, education, and welfare;

(5) "teacher" means a person who serves a school district in a teaching, counseling, or administrative capacity and is required to be certificated in order to hold the position.
((8 ch 77 SLA 1995; am 102 ch 21 SLA 2000))

Revisor's notes. Enacted as 8, ch. 77, SLA 1995. Codified in 1995, at which time "AS 14.03.250 - 14.03.290" was substituted for "this Act" in the introductory language and paragraph (2) to reflect the codification, and "school board of a regional educational attendance area" was substituted for "regional school board" in paragraph (3) to correct a manifest error in ch. 77, SLA 1995.

Paragraph (5) was formerly (6); renumbered in 2008 to reflect the repeal of former paragraph (5).

Administrative Code. - For correspondence study programs, see 4 AAC 33, art. 4.

AAC 33.110. Charter schools

(a) A local school board shall prescribe the application procedure described in AS 14.03.250(b). The procedure must be in writing and must be available upon request at the local school board's central office. The local school board shall include each document necessary to conduct a thorough review of the charter school, including

(1) a copy of the charter;

(2) a list of the members of the academic policy committee and their qualifications;

(3) the length of term of the charter;

(4) the charter school's bylaws;

(5) education programs to be offered at the charter school, including promotion and graduation requirements;

(6) a written instructional program that addresses academic standards, including the statewide student assessment system under 4 AAC 06.710 - 4 AAC 06.790;

(7) written objectives for program achievement, including assessment, staff development activities, and a school schedule and calendar;

(8) plans for serving special education, vocational education, gifted, and bilingual students;

(9) written admissions procedures;

(10) if the charter school is the only school in the community, an alternative option for students not wishing to attend the charter school;

(11) a written administrative policy manual;

(12) a written budget summary and financial plan;

(13) a written plan for the charter school's facility;

(14) a written plan that addresses the teacher-to-student ratio, including projected enrollment figures;

(15) a written student recruitment process, including a lottery or random drawing mechanism for enrollment if applicants exceed the school's capacity;

(16) any written collective bargaining contract with teachers or employees;

(17) the written termination clause that must appear in the contract between the charter school and the local school board; and

(18) proof of compliance with applicable law.

(b) Repealed 3/31/2002.

(c) Repealed 3/31/2002.

(d) Repealed 3/31/2002.

(e) Repealed 3/31/2002.

(f) Repealed 3/31/2002.

(g) No later than 20 working days after a local school board's decision to approve or deny an application for a charter school, the local school board shall mail to the commissioner the application and the decision, including the supporting documents required by (a) of this section, and the minutes of the local school board meeting at which the charter school was approved or denied. The State Board of Education and Early Development will not approve an application that contains insufficient information to determine compliance with applicable law.

(h) The State Board of Education and Early Development will review applications for charter schools in the order that they are received under (g) of this section.

(i) The State Board of Education and Early Development will approve an application for a charter school if the

(1) local school board has approved the application; and

(2) application and other information available to the State Board of Education and Early Development demonstrate, to the satisfaction of the State Board of Education and Early Development, that the local school board and the charter school have complied with, and will continue to comply with, state and federal law, including AS 14.03.250 - 14.03.290 and this section.

(j) Repealed 3/31/2002.

(k) A decision of the State Board of Education and Early Development under (i) of this section is a final agency action for purposes of an appeal to the superior court.

(*l*) The department may audit the charter school's program during the charter period, and may take any action necessary to ensure compliance with federal and state law, including the withholding of money under AS 14.07.070.

(m) Complaints involving the operation of a charter school shall be initially referred to the local school board for investigation. The local school board shall provide any relevant document concerning the complaint to the commissioner upon request.

(n) Repealed 8/6/2004.

(o) In this section,

(1) "charter school" has the meaning given that term in AS 14.03.290;

(2) "commissioner" means the commissioner of education and early development;

(3) "department" means the Department of Education and Early Development;

(4) "local school board" has the meaning given that term in AS 14.03.290.

History: Eff. 4/27/96, Register 138; am 3/31/2002, Register 161; am 7/26/2002, Register 163; am 8/6/2004, Register 171

Authority: AS 14.03.250

AS 14.03.280

AS 14.07.020

AS 14.07.060

Editor's note: The address for mailing the application and decision described in 4 AAC 33.110(g) is Commissioner, Department of Education and Early Development, 801 West Tenth Street, Suite 200, Juneau, Alaska 99801-1894.

As of Register 151 (October 1999), the regulations attorney made technical revisions under AS 44.62.125(b)(6) to reflect the name change of the Department of Education to the Department of Education and Early Development made by ch. 58, SLA 1999, and the corresponding title change of the commissioner of education.

Charter School Reapplication

Is your charter about to expire? If your answer to this question is yes, then please read carefully. Your charter needs to be reapplied for BEFORE it expires. This means you need to go through the reapplication process both locally and on the state level before your charter expires.

There are several steps that need to be taken to complete the reapplication process. First, you must obtain approval from your local school board. This process is identical to the initial application process (see 'Thinking of Becoming a Charter School'). It was the decision of the State Board of Education & Early Development that this process is not a renewal but a reapplication process, meaning you are not renewing your school's charter, but you are reapplying for a new charter. Obtain approval from local school board with the contract/negotiated agreement that is required by your district. (This may or may not be the same application required by the state.)

Once you have obtained local approval, the completed information as listed in the EED Charter Schools Application must be submitted to the Department of Education & Early Development within 20 working days. The application will be reviewed by a technical review committee, forwarded to the commissioner's office and then a recommendation is made to the State Board of Education & Early Development.

Important factors to keep in mind when going through the reapplication process:

- Present your application to the local school board for approval (via a simple majority vote).
- Then use the "Charter Schools Application" as a guide to submit your reapplication packet to the Department. The application may be filled out or used as a guide but all headings must be addressed.
- The critical point is to complete the entire process before your charter expires. This means you have to plan accordingly.
- Plan for enough time for the reapplication to be reviewed by the local school board, the technical review committee and commissioner and put on the State Board of Education & Early Development docket.
- Please review the Charter Schools Application.
- The Rating Template is used during the review process of the application by the review committee. It is posted on the web for your information only.

Timeline:

(a) *Anytime during the process of planning the application, technical assistance is available from the charter school program office at the Department of Education & Early Development.*

(b) *After local school board approval of contract/negotiated agreement with the district, an existing charter school must send the state's application (including required documents with original signatures where necessary) and the approved school board minutes to the department within 20 working days. This is required by AS 14.03.250(c) and 4 AAC 33.110(g).*

(c) *Mail to: Alaska Department of Education & Early Development, Attn: Charter School Program Manager, 801 W. 10th Street, Suite 200, P.O. Box 110500, Juneau, Alaska 99811-0500.*

(d) *The completed application must be in the hands of the charter school program manager no later than 90 days before the next regular scheduled meeting of the State Board of Education & Early Development. See schedule at: http://www.eed.state.ak.us/State_Board/*

If you have any questions please feel free to contact:
Paul Prussing at (907) 465-8689, e-mail *paul.prussing@alaska.gov*

FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

Fiscal Note Number:
Bill Version: **HB 393**
() Publish Date:

Identifier (file name): HB393-EED-ESS-3-09-10
Title "An Act relating to charter school approval and funding"
Sponsor Representative Keller
Requester House Education Committee

Dept. Affected: Education and Early Development
RDU Education Support Services
Component School Finance & Facilities
Component Number 2737

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2011**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**
Personal Services	300.0		150.0	154.5	159.1	163.9	168.8
Travel							
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims							
Miscellaneous							
TOTAL OPERATING	**300.0**	**0.0**	**150.0**	**154.5**	**159.1**	**163.9**	**168.8**
CAPITAL EXPENDITURES	**1.0**		**1.0**	**1.0**	**1.0**	**1.0**	
CHANGE IN REVENUES ( )							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	301.0		151.0	155.5	160.1	164.9	168.8
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**301.0**	**0.0**	**151.0**	**155.5**	**160.1**	**164.9**	**168.8**

Estimate of any current year (FY2010) cost:

POSITIONS

Full-time	**1.0**		1.0	1.0	1.0	1.0	1.0
Part-time	0.5		0.5	0.5	0.5	0.5	0.5
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

Sec. 1, removes limit on number of charter schools that can operate in the state. As there are only 25 operating charter schools in the state currently, there is no anticipated fiscal impact resulting from this provision.

Sec. 2, Establishes charter school construction program based on charter school enrollment. Establishing regulations will require an estimated $150,000. Management of the program will require 1.5 FTE, one full-time grant administrator (Range 17), and a half-time administrative assistant (Range 14), to assist with the required reporting paperwork. The personnel costs are escalated at 3% per year to approximate cost of living increases. While it is difficult to say how much state funding might be required, the department has estimated that the program will impact 40% of the Charter schools in each year of the program. The bill reqiures the legislature to appropriate at least a dollar for each pupil enrolled in the charter school recieving funding which amounts to approximately $1,000 per year.

Sec. 3, Sunsets the charter school construction grant program on July 1, 2015, however, the department's finanical reporting and project oversight obligations will continue beyond sunset of the program.

Prepared by: Sam Kito III, P. E. , School Facilities Engineer
Phone (907) 465-6906
Division School Finance/Facilities Section
Date/Time 3.9.2010
Approved by: Larry LeDoux, Commissioner
Date 3/9/2010

(Revised 10/13/2009 OMB)

From: Kern, Dean [Dean.Kern@ed.gov]

To: barbara.gerard@matsuk12.us

Subject: Charter Facilities Programs

Hi Barbara,

It was great talking with you today. Information about the State Charter School Facilities Incentive grant program can be found at http://www2.ed.gov/programs/statecharter/index.html. As you are aware, States that have enacted a state law authorizing per-pupil facilities aid for charter schools may apply. The program provides grants to eligible states to help them establish or enhance, and administer, per-pupil facilities aid programs for charter schools. States eligible for these grants are those with per-pupil aid programs to assist charter schools with their school facility costs. Federal funds are used to match programs funded with nonfederal dollars that make payments, on a per-pupil basis, to provide charter schools with facilities financing.

Priority is given to states that meet the criteria in section 5202(e) which include states that provide for a periodic review and evaluation by the authorized public chartering agency, at least once every 5 years and do all of the following: demonstrate progress in increasing the number of high-quality charter schools; provide for an authorized public chartering agency that is not a local educational agency or, if local educational agencies are the only authorized pubic chartering agencies, allow for an appeals process; and ensure that charter schools have a high degree of autonomy over the charter school's budget and expenditures.

This program is a five-year program and conducted a competition during FY09 for a new five-year cohort. The next competition is not scheduled until FY13.

State and local officials have the responsibility for determining per pupil funding and facilities funding formulas and the administration of these programs. We strongly encourage all states to provide equitable facilities funding and participation for all students attending public schools, including public charter schools, for purposes of construction, modernization, renovation, or repair of public schools.

Please feel free to contact me if you have questions or need further assistance.

Dean Kern
Director, Office of Charter Schools Program
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Ave., SW
LBJ-4W231
Washington, D.C. 20202

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Funding Status

2009

Appropriation: $216,031,000
Number of New Awards Anticipated: 6-10 for SEAs; 20-25 for non-SEAs
Average New Award: $5,000,000 for SEAs; $150,000 for non-SEAs
Range of New Awards: $500,000-$10,000,000 for SEAs; $10,000-$150,000 for non-SEAs
Number of Continuation Awards: 41
Average Continuation Award: $5,410,000 for SEAs; $137,342 for non-SEAs

2008

Appropriation: $190,000,000
Number of New Awards Anticipated: 10-12 for SEAs; 20-25 for non-SEAs
Average New Award: $5,000,000 for SEAs; $150,000 for non-SEAs
Range of New Awards: $500,000-$20,000,000 for SEAs; $10,000-$150,000 for non-SEAs
Number of Continuation Awards: 41
Average Continuation Award: $5,410,000 for SEAs; $137,342 for non-SEAs

2007

Appropriation: $200,000,000
Number of New Awards Anticipated: 10-12 for SEAs; 20-25 for non-SEAs
Average New Award: $5,000,000 for SEAs; $150,000 for non-SEAs
Range of New Awards: $500,000-$20,000,000 for SEAs; $10,000-$150,000 for non-SEAs
Number of Continuation Awards: 54
Average Continuation Award: $5,410,000 for SEAs; $137,342 for non-SEAs

2006

Appropriation: $214,782,480

2005

Appropriation: $216,952,384

2004

Appropriation: $218,702,000

2003

Appropriation: $198,700,000

2002

Appropriation: $200,000,000

2001

Appropriation: $190,000,000

2000

Appropriation: $145,000,000

Note: The Department is not bound by any estimates in this Guide.

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2010

C							D													F		
A	OH	OR	NV	NM	SC	ID	TX	IL	OK	TN	NC	NH	AR	MD	RI	AK	CT	HI	WY	KS	VA	IA
3	97	99	97	93	96	98	95	96	99	02	96	95	95	03	95	95	96	94	95	94	98	02
	9	3	4	4	5	5	3	2	2	2	3	2	2	1	2	1	2	2	1	1	1	1
	1	10	6	5	10	4	2	4	2	4	2	5	2	4	2	5	1	2	10	10	10	1
	3	2	2	2	4	3	2	3	2	1	2	3	1	1	1	1	1	3	2	0	0	0
	4	1	2	3	2	3	2	2	2	1	3	2	2	2	1	1	2	2	0	0	0	0
	3	5	5	5	3	5	3	3	5	5	3	5	3	1	0	0	3	0	0	1	0	0
	6	5	8	5	3	5	7	5	5	5	4	2	5	5	7	4	3	2	2	0	0	0
5	0	0	0	1	0	0	0	0	0.5	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	-1	0	-2	0	0	0	0	0	0	-3	0	0	0	0	0	0	-5	-3	-3	0
5	**26**	**26**	**26**	**25**	**25**	**25**	**19**	**19**	**18.5**	**18**	**17**	**16**	**15**	**14**	**13**	**12**	**12**	**11**	**10**	**9**	**8**	**2**
3	**19**	**20**	**21**	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**	**31**	**32**	**33**	**34**	**35**	**36**	**37**	**38**	**39**	**40**
5	26	26	23	30	25	25	9	16	18.5	16	17	16	15	14	13	12	12	11	10	9	8	2
	19	20	24	14	21	22	25	28	26	29	27	30	31	32	33	34	35	36	37	38	39	40
	336	108	26	72	38	35	387	98	7	21	92	11	34	38	13	27	21	32	4	39	4	10

department of education interpretation and actual implementation have all been factored into the rankings. The total amount of points a state could veness of their law and the number of schools currently operating. Produced and published by The Center for Education Reform, December 2009.

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Purpose

CFDA Number: 84.282D
Program Type: Discretionary/Competitive Grants
Also Known As: Per-Pupil Facilities Aid Program

ED PROGRAMS

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MORE RESOURCES

Summaries of State Charter School Facility Laws

PROGRAM DESCRIPTION

This program provides grants to eligible states to help them establish or enhance, and administer, per-pupil facilities aid programs for charter schools. States eligible for these grants are those with per-pupil aid programs to assist charter schools with their school facility costs. Federal funds are used to match programs funded with nonfederal dollars that make payments, on a per-pupil basis, to provide charter schools with facilities financing. States pay an increasing share of the cost of the program.

ADDITIONAL INFORMATION

The purpose of the State Charter School Facilities Incentive Grants program is to assist charter schools with school facility costs by providing Federal funds to states to establish or enhance and administer per-pupil facilities aid programs. The program is intended to encourage states to develop and expand per-pupil facilities aid programs and to share in the costs associated with charter schools facilities funding. The program was created under section 5205 (b) of the Elementary and Secondary Education Act as amended by the No Child Left Behind Act of 2001.

Charter Schools often have a difficult time financing charter school facilities. A 2000 National Study of Charter Schools found that inadequate facilities are one of the major obstacles to implementation. Charter schools, unlike traditional public schools, do not typically receive facilities funding and generally cannot raise funds through taxes. Furthermore, charter schools have difficulty securing funding because they are considered risky by conventional lenders.

Some states have established per-pupil facilities aid programs that provide charter schools with facilities funding based on a per-pupil basis. These programs have the potential to help eliminate the facility problems charter schools typically face.

Under the State Charter School Facilities Incentive Grants program, the Department can award competitive grants of up to 5-years to states. States can use these funds to establish or enhance and administer per-pupil facilities aid programs for charter schools.

The term "per-pupil facilities aid program" refers to a program in which a state makes payments, on a formula basis that takes into account the number of pupils, to charter schools to provide the schools with financing that must include, or be dedicated solely for, the funding of facilities. For a state to be eligible to receive a grant, the state's program must be specified in state law and provide annual funding on a per-pupil basis for charter school facilities.

The maximum Federal share of funds decreases each year (from 90 percent in the first year to 20 percent in year 5) and phases out entirely after 5 years. The state may reserve up to 5 percent of its grant to carry out evaluations, to provide technical assistance, and to disseminate information.

Priority is given to states that meet the criteria in section 5202(e) which include states that provide for a periodic review and evaluation by the authorized public chartering agency, at least once every 5 years and do all of the following: demonstrate progress in increasing the number of high-quality charter schools; provide for an authorized public chartering agency that is not a local educational agency or, if local educational agencies are the only authorized pubic chartering agencies, allow for an appeals process; and ensure that charter schools have a high

degree of autonomy over the charter school's budget and expenditures.

Funding for this program is made available when the total appropriation for the Public Charter Schools program exceeds $200,000,000. When the program receives more than $200,000,000 but less than $300,000,000, all funds over $200,000,000 support the per-pupil facilities financing program. Of funds appropriated in excess of $300 million, 50 percent must be used for the State Charter School Facilities Incentive Grants program and 50 percent for other authorized activities.

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Last Modified: 01/22/2010

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Purpose

CFDA Number: 84.282
Program Type: Discretionary/Competitive Grants
Also Known As: Charter Schools, Public Charter Schools Program, CSP

PROGRAM DESCRIPTION

This program provides financial assistance for the planning, program design, and initial implementation of charter schools, and the dissemination of information on charter schools. Grants are available, on a competitive basis, to SEAs in states that have charter school laws; SEAs in turn make subgrants to developers of charter schools who have applied for a charter. If an eligible SEA elects not to participate or if its application for funding is not approved, the Department can make grants directly to charter school developers.

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MORE RESOURCES

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A Commitment to Quality National Charter School Policy Forum Report
PDF (1.28MB)

TYPES OF PROJECTS

An eligible applicant that receives a grant or subgrant may use the funds only for post-award planning and design of the education program of a charter school. It may carry out such activities as the refinement of the desired education results, the refinement of the methods for measuring progress toward achieving those results, and the initial implementation of the charter school. Implementation may include informing the community about the charter school and acquiring necessary equipment, materials, and supplies. Other eligible operational costs that cannot be met by state and local sources also may be covered. A state may reserve up to 10 percent of its allocation to support eligible charter schools for dissemination activities.

ADDITIONAL INFORMATION

The Public Charter Schools Program supports the planning, development, and initial implementation of charter schools. Charter schools provide enhanced parental choice and are exempt from many statutory and regulatory requirements. In exchange for increased flexibility, charter schools are held accountable for improving student academic achievement. The objective is to replace rules-based governance with performance-based accountability, thereby stimulating the creativity and commitment of teachers, parents, and citizens.

States--and specifically their State educational Agencies (SEAs)-- are eligible to compete for grants if they have a charter school law in place. If an eligible SEA does not participate, charter schools from the State may apply directly to the U.S. Department of Education. Grantees receive up to 3 years of assistance, of which the charter school may use not more than 18 months for planning and program design and not more than 2 years for the initial implementation of a charter school.

In awarding grants, the Department must give preference to States that have multiple chartering agencies (or an appeals process for prospective charter schools that initially fail to be approved by a single agency), that ensure accountability of public charter schools for reaching clear and measurable objectives, and that give public charter schools a high degree of autonomy over their budgets and expenditures.

In addition, States may reserve up to 10 percent of their grant for dissemination sub-grants to spread lessons learned form high-quality charter schools with a demonstrated history of success to other public schools, including other public charter schools, about how to create and sustain high-quality, accountable schools.

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Eligibility

Who May Apply: (by category) State Education Agencies

Who May Apply: (specifically) SEAs in states with a state statute specifically authorizing the establishment of charter schools may apply. After SEAs receive awards, they make competitive grants to charter schools. If an eligible SEA chooses not to compete for PCSP funding, then charter schools in that state may apply directly to the secretary.

(a) State educational agencies (SEAs) in States with a specific State statute authorizing the establishment of charter schools may apply for funding. The Secretary awards grants to SEAs to enable them to conduct charter school programs in their States. SEAs use their PCSP funds to award sub-grants to "eligible applicants," as defined in this notice, for planning, program design, and initial implementation of a charter school; and to support the dissemination of information about, including successful practices in, charter schools. A charter school may apply to an SEA for funds to carry out dissemination activities, whether or not the charter school has applied for or received funds under the PCSP for planning or implementation, if the charter school has been in operation for at least three consecutive years and has demonstrated overall success, including--

1. Substantial progress in improving students achievement;
2. High levels of parent satisfaction; and
3. The management and leadership necessary to overcome initial start-up problems and establish a thriving, financially viable charter school.

(b) Non-SEA eligible applicants may apply for funding directly from the U.S. Department of Education (Department) if the SEA in the State elects not to participate in the PCSP or does not have an application approved under the program. An "eligible applicant" is defined as a developer that has applied to an authorized public chartering authority to operate a charter school and has provided to that authority adequate and timely notice, and a copy of its PCSP application, except that the Secretary or the SEA may waive these requirements in the case of a pre-charter planning grant. If an SEA's application is approved in this competition, applications received from non-SEA eligible applicants in that State will be returned to the applicants. In such a case, the non-SEA eligible applicant should contact the SEA for information related to the State's subgrant competition.

Note: The Department plans to hold separate competitions for non-SEA eligible applicants under CFDA # 84.282B and # 84.282C.

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Awards

Number of New Awards Anticipated
4-6 for SEAs; 50-75 for others.

Average Award
$3,000,000 for SEAs; $150,000 for others.

Range of Awards
$500,000 - $8,000,000 for SEAs; $10,000 - $150,000 for others.

STATES WITH CURRENT APPROVED APPLICATIONS

The following States currently have approved applications under this program:

- Arkansas
- California
- Colorado
- Connecticut
- Delaware
- District of Columbia
- Florida
- Georgia
- Hawaii
- Idaho
- Illinois
- Indiana
- Louisiana
- Massachusetts
- Michigan
- Minnesota
- Missouri
- Nevada
- New Jersey
- New York
- North Carolina
- Ohio
- Oklahoma
- Oregon
- Rhode Island
- Tennessee
- Texas
- Utah
- Wisconsin

Charter schools and charter school planning groups in these states may not apply directly to the U.S. Department of Education for funds, but must apply to the SEA in their state.

EXAMPLES OF FUNDED PROGRAM ABSTRACTS

These abstracts are taken from the grant applications submitted to the U.S. Department of Education in 2002.

State Education Agencies

New Jersey--New Jersey's Charter School Program Act of 1995 became the nation's twentieth charter school law, thereby stimulating development of an important model for innovation in the State's system of public education. As amended in November 2000, the Charter School Program Act has enabled a flourishing charter school movement to take hold in New Jersey by providing a balance of flexibility, autonomy, and accountability. The number of charter schools in the state has grown from 13 in the first cohort to 50 charter schools currently in operation, serving nearly 13,000 students. Six additional charter schools are scheduled to open in September 2002. Forty of these 56 schools, or 71 percent of New Jersey's charter schools are located in the poorest urban districts in the state and provide service to educationally disadvantaged students. Forty-eight percent of all students in charter schools meet the definition of economically disadvantaged (eligible for free lunch). This percentage is equal to the percentage of students who are economically disadvantaged in the districts in which they are located, and is significantly higher than in New Jersey's traditional public schools. Charter schools serve predominantly minority students. Overall, minority students account for 89 percent of the students in the 50 operating schools.

The New Jersey Charter Schools Grant Program seeks to promote high student academic achievement and attainment of New Jersey's Core Curriculum Content Standards through the design and implementation of viable new charter schools, and the dissemination of successful charter school practices and innovations that show promise of effecting broader reforms in our traditional system of public education. The goals of this grant program parallel the state's overall objectives for the charter school initiative.

- To improve student learning and achievement;
- To increase the availability of choice to parents and students when selecting a learning environment;
- To establish a new system of accountability for schools; to make the school the unit for educational improvement;
- To establish new professional opportunities for teachers and school leaders.

Assessing the achievement of the objectives of the charter school grant program is closely aligned with evaluating the success of our charter school initiative as a whole. Specific assessment tools have been developed for both programs: required quarterly program and fiscal reports and on-site monitoring to track achievement of charter school grant program objectives; and a three-phase evaluation procedure consisting of the Annual Report, Program Review, and Renewal Process for tracking the success and viability of operating charter schools.

New Jersey's charter school program has a proven track record of success beginning with the first cohort of schools that commenced operations in the 1997-98 school year. The New Jersey Charter School Grant Program, by supporting the planning and implementation of new charter schools, has significantly contributed to this success. Going forward, the New Jersey Department of Education anticipates improved results based on refinement of programs as we incorporate lessons learned in the first six years of the charter school initiative.

New Jersey Charter School Grant Program awards will be made in two categories: Planning and Implementation Grants targeted to new charter schools; and Dissemination Grants, aimed at assisting "veteran" charter schools in adapting and sharing their successful programs with other schools, and enabling the dissemination of information about the charter school. The New Jersey Department of Education anticipates providing assistance to an estimated 30-35 new charter schools over the next 3 years through the New Jersey Charter Schools Grant Program. Dissemination grants are expected to become an increasingly important component of New Jersey's charter school initiative, and are projected at 6 grants per year over the next 3 years. The Office of Innovative Programs and Schools, Charter School Unit, is dedicated to providing administrative oversight of the charter school grant program to ensure that objectives are achieved in a timely and efficient manner.

Wisconsin--Wisconsin has 101 operating charter schools and anticipates an increase of 40 percent by the year 2005. Wisconsin Charter School growth is the result of a strong and flexible Wisconsin charter school law and the Wisconsin Charter School Program (WCSP) subgrant awards for planning, start up, implementation, and dissemination activities. Our charter schools are exempt from most state regulations. There is no limit on the number of schools to be chartered, the chartering authority and planners are given great flexibility in designing the schools, and our state law has recently expanded chartering authority. No state approval is required. However, an appeal process for denied charters is in place for a portion of our state. Our law works in concert with federal charter school statutes. The WCSP Dissemination grant program that was begun in 1999-2000, has enhanced the growth of and interest in charter schools by sharing best practices and by providing innovative models and ideas for charter school planners and developers.

The Wisconsin Charter School Program is aligned to our state content standards, the state accountability system and our state plan. The New Wisconsin Promise, which promotes early learning opportunities, educator quality, career and technology education, increased parent and community involvement, and building reading skills to close the achievement gap for minorities, children in poverty, and other children at-risk of school failure. The goals of this project are to increase the number of high quality charter schools, increase the availability of and access to resources and expertise for operators, planners and authorizers, and to award planning subgrants to groups establishing strong, innovative charter schools which support state priorities; by awarding implementation subgrants to new charter schools, and by expanding our dissemination program to share best and promising practices.

Local Education Agency

Avondale Learning, located in the suburbs of Maricopa County west of Phoenix, is a college preparatory high school for 150 students of all backgrounds and learning abilities in grades 9-12. It is based on a program the charter holder created and led for three years for a Phoenix-based charter school. Under this program, upper class students successfully attended nearby community colleges and did exceptionally well on the state's writing test Avondale Learning is a Local Educational Agency according to Arizona State law.

Avondale Learning features instruction that is student-centered. Extended lectures and worksheets are discouraged; rather, students do various projects, many of which are interdisciplinary. Required courses include four years each of English and Social Studies and three years each of Math and Science. Also, students take the sequences of career and Life Success, Leadership, and Internship courses. Leadership includes two hours minimum per week of community service, and Internship enables students to practice professional skills in a paid or nonpaid off-campus job. Students also study speech, fine arts, technology, a second language, and College Prep. College Prep improves reading comprehension and vocabulary, reduces the unknown about college life, and prepares students for standardized tests.

The mission of Avondale Learning is to help students prepare for postsecondary education and entry into careers. Our

goals are to have a strong instructional focus for all students; help establish a positive school climate; meet individual student needs; offer ongoing, relevant staff development, vary school assessment, and encourage strong parental involvement. Being accredited by North Central Association is a priority.

Juniors and seniors are encouraged to take one course each semester at nearby community colleges. Advisors and instructors from the colleges will visit our campus to ease the students' way into the college environment. Our school will provide tuition reimbursement and set the calendar to accommodate the colleges' schedule of classes.

Print Close Window

Sponsored by: Assemblymember Colver
Adopted: 12/15/09

MATANUSKA-SUSITNA BOROUGH
RESOLUTION SERIAL NO. 09-123

A RESOLUTION OF THE MATANUSKA-SUSITNA BOROUGH ASSEMBLY SUPPORTING CHANGES IN STATE LAW TO ALLOW CHARTER SCHOOLS IN ALASKA TO APPLY FOR FEDERAL FACILITY GRANTS.

WHEREAS, Alaska has many successful charter schools excelling in academics; and

WHEREAS, charter schools in Alaska have not been able to apply for Federal grants to provide for charter school classrooms and facilities; and

WHEREAS, the limit on the number of charter schools in Alaska needs to be repealed to be eligible to apply for Federal grants; and

WHEREAS, the State of Alaska needs to establish a matching fund with a minimal amount of funding per pupil to be eligible to apply for Federal charter school facility grants; and

WHEREAS, a matching fund will have a minimal fiscal impact;

WHEREAS, without the charter schools in the Mat-Su School District, the District would not have adequate space to house all of the students; and

WHEREAS, the Matanuska Susitna Borough Assembly supports legislation to change state law to allow Alaskan charter schools to comply with federal requirements to apply for facility grant.

NOW, THEREFORE, BE IT RESOLVED, the Matanuska-Susitna Borough Assembly respectfully requests of Governor Parnell and the Alaska State Legislature a change in State law allowing charter schools in Alaska to apply for federal facility grants.

ADOPTED by the Matanuska-Susitna Borough Assembly this 15 day of December, 2009.

TALIS J. COLBERG, Borough Mayor

ATTEST:

LONNIE MCKECHNIE, CMC, Borough Clerk

(SEAL)

PASSED UNANIMOUSLY: Woods, Houston, Arvin, Ewing, Bettine, Colver, and Halter.

Academy Charter School Advisory Board

Palmer, Alaska

A Resolution from Academy Charter School's Advisory Board Supporting new Alaska State Charter School Law ✠ Sec. 14.03.250. Establishment of charter schools to eliminate caps on the number of charter schools allowed and to include language for a per pupil allotment for facility funding.

WHEREAS, the Academy Charter School Advisory Board invites support of changing Alaska State Law and

WHEREAS, removing language from the state law that limits the number of charter schools allowed in the state.

WHEREAS, charter schools give opportunities outside of traditional public schools for innovative programs to be implemented; and

WHEREAS, charter schools gain momentum and interest to meet the needs of the children of the community; and

WHEREAS, removing caps limiting the number of charter schools will allow the state of Alaska to pursue other avenues for federal funding not previously allowed due to limits.

WHEREAS adding per-pupil facility funding for charter schools,

WHEREAS, recognizing charter schools operate using funds allocated for use with students to pay for facilities,

WHEREAS, Charter schools allotted a per pupil facility fund gives economic relief by bringing a great dollar amount to the school allowing for adequate funding for students,

WHEREAS, adding an allotment for per pupil facility funding will allow the state of Alaska to pursue other avenues for federal funding not previously allowed due to lack of language.

THEREFORE BE IT RESOLVED that the Advisory Board of Academy Charter School, supports changing ✠ Sec. 14.03.250. Establishment of charter schools to remove caps on charter schools and adds state mandated per pupil facility funding.

David Dahms, Advisory Board President

Loretta Nardi 12-2-09

Loretta Nardi, Advisory Board Secretary

Thunderbird Early College Charter School, Inc.

A Resolution from Thunderbird Early College Charter School, Inc, APC Directors, supporting new Alaska State Charter School Law ✣ Sec. 14.03.250.

WHEREAS, Thunderbird Early College Charter School, Inc. was organized as a nonprofit entity in 2008, to establish, develop, and oversee a Grade 5-12 public early college charter school in compliance with a five year contract with Matanuska Susitna Borough School District and the State of Alaska, proposing to open for the 2011-2012 School Year;

NOTING THAT, charter schools are nonsectarian public schools of choice that operate with freedom from many of the regulations that apply to traditional public schools. The "charter" establishing each such school is a performance contract detailing the school's mission, program, goals, students served, methods of assessment, and ways to measure success;

FURTHER NOTING, charter schools are accountable to their sponsor, usually a state and local school board, to produce positive academic results and adhere to the charter contract ;

FURTHER NOTING, the basic concept of charter schools is that they exercise increased autonomy in return for this accountability and they are accountable for both academic results and fiscal practices to several groups: the sponsor that grants them, the parents who choose them, and the public that funds them;

EXPRESSING APPRECIATION, that charter schools increase new opportunities for learning and quality education for all students; they are established for a variety of reasons and have many benefits; they create choice for parents and students within the public school system; they provide a system of accountability for results in public education; they encourage innovative teaching practices; they create new professional opportunities for teachers and encourage community and parent involvement in public education;

WHEREAS, Thunderbird Early College Charter School, Inc., APC Directors support the changing of Alaska State Law and removing caps limiting the number of charter schools as it will allow the state of Alaska to pursue other avenues for federal funding not previously allowed due to limits;

NOTING WITH REGRET, that charter schools in our state currently operate using funds allocated for use with students to pay for facilities;

APPROVING, that if Charter schools are allotted a per pupil facility fund it provides economic relief by bringing a great dollar amount to the school allowing for adequate funding for students;

FURTHER APPROVING, that by adding an allotment for per pupil facility funding the state of Alaska will be able to pursue other avenues for federal funding not previously allowed due to lack of language;

THEREFORE BE IT RESOLVED that Thunderbird Early College Charter School, Inc. APC Directors,

1 .Support the changing ✣ Sec. 14.03.250. Establishment of charter schools, by removing language from the state law that limits the number of charter schools allowed in the state and adding language requiring state mandated per pupil facility funding.

electronic signatures on file

Anna Wilbur Roys, President

Heather Pelletier, Treasurer

Partnership for Alaska Charter Schools

Dear Education Committee,

I ask for your support of SB 235. Charter schools throughout Alaska offer families a choice in public school education. While charter schools differ from one to the other, from curriculum to immersion in different languages, we all share a common issue: facilities. SB 235 offers solutions to our facility issues because it will provide an avenue for eligibility in federal charter school facility grants. Alaska charter schools are currently eliminated from consideration for federal charter school facility grants due to the current language in the law. The new language in SB 235 that removes the caps and allows a per pupil facility allotment would allow Alaska charter schools to compete nationally for the numerous federal charter school grants.

Generally, charter schools are relegated to leasing their facilities. Often times, our charter schools use their Basic Needs funds allocated by the state for use with students to pay for their leased facilities. When charter schools can start participating in federal facility grants, the money intended for the students can go to the students. The new language of SB 235 removes the road blocks and allows the State of Alaska to pursue other avenues of federal funding to provide facilities to charter schools.

Everyone wins with the new language of SB 235. These changes in the charter school law rates high on federal grading rubrics thereby allowing for higher scores for other School District's projects. So, not only will charter schools benefit, but Alaska's local School Districts will have a higher success in seeking federal grants for traditional public schools. The language of SB 235 also creates a funding stream for new charter schools allowing for eligibility for federal start up grants. Currently, new charter schools do not receive any additional funding to open their doors. SB 235 would meet criteria for $400,000 of federal grant start up money.

On behalf of the members of Partnership for Alaskan Charter Schools, we support SB 235. It's essential for the growth and success of Alaska's charter schools. It's good for Alaska.

Sincerely,

Loretta Nardi
Partnership for Alaskan Charter Schools (PACS)
President

Jomo Stewart

From: Josh Applebee
Sent: Friday, February 05, 2010 8:28 AM
To: Jomo Stewart
Subject: FW: SB 235, please add to public testimony for Feb. 8th

-----Original Message-----
From: Roger & Contessa Gossett [mailto:messa@gci.net]
Sent: Friday, February 05, 2010 8:33 AM
To: Sen. Kevin Meyer
Subject: Re: SB 235, please add to public testimony for Feb. 8th

Dear Senator Meyer, we am writing you regarding SB 235 that is being considered.

Alaska Charter Schools are currently eliminated from consideration for federal charter school facility grants due to caps on the number of charter schools and no language for per pupil facility funding.

The new language proposed in SB 235 will remove the caps and allow a per pupil facility allotment. With that new language, Alaska charter schools will be able to compete nationally for the numerous federal facility grants that are available to charter schools.

Please consider these proposed changes. This will remove the road bloaks and allow the State of Alaska to pursue other avenues of federal funding.

In addition, this new language will open the door to eligibility in 90/10 splits where the federal government would pay 90 % of the costs for facilities for charter schools.

As parents of a charter school 5th grader, we respectfully request that SB 235 be considered.

Thank you, Roger and Contessa Gossett, Palmer, Alaska

Jomo Stewart

From: Josh Applebee
Sent: Monday, February 08, 2010 7:21 AM
To: Jomo Stewart
Subject: FW: SB 235

From: Kim & Brent Taylor [mailto:taylorkb@gci.net]
Sent: Sunday, February 07, 2010 6:02 PM
To: Sen. Kevin Meyer
Subject: SB 235

Dear Sir,
I am writing this letter to ask for your support of SB 235. As a parent of two charter school children, I can attest to the need for better facilities. I believe investing in successful educational programs benefits us all.

Sincerely,

Brent Taylor

Jomo Stewart

From: Josh Applebee
Sent: Monday, February 08, 2010 7:23 AM
To: Jomo Stewart
Subject: FW: Senate Bill 235

-----Original Message-----
From: clph28@gci.net [mailto:clph28@gci.net]
Sent: Sunday, February 07, 2010 9:42 PM
To: Sen. Kevin Meyer
Subject: Senate Bill 235

Greetings Senator Meyer,

I am writing to you in support of Senate Bill 235 and beneficial charter school legislation. Currently, starting and running a charter school in Alaska is a very challenging task with the limited funding
available from school districts and other government agencies.
Charter schools need access to state and federal financial support and start up grants, which will be instrumental in the growth and sustenance of healthy charter school options. Charter schools provide a unique educational format and/or curriculum, allowing students and their families a choice in the scope of their education. The roadblocks for charter school education need to be removed. Our public education system should encourage new models to reach the greatest number of students with quality education that meets student needs as well as public demand.

I urge you to pass this Bill and show the state and the country that we all can benefit from charter schools as a part of our public education system. Without the ability to use the money that is out there for this purpose, charter schools now in existence, are not able to operate to their fullest potentials. In addition, it is much more difficult for new charter schools to begin.

Thank you for your careful consideration of the positive impact this Bill can have.
Sincerely,

Alysia Loughlin-Bushey
Wasilla, Alaska

Please include this letter in the public testimony packet. Thank you.

Jomo Stewart

From: Josh Applebee
Sent: Monday, February 08, 2010 7:25 AM
To: Jomo Stewart
Subject: FW: SB 235
Attachments: image001.gif

From: Ryan and Erin [mailto:eleaders@mtaonline.net]
Sent: Sunday, February 07, 2010 11:12 PM
To: Sen. Kevin Meyer
Subject: SB 235

Senator Meyer,

I would like to request my name be added to the Public Testimony packet in support of SB 235.

Regards,

Erin Leaders
eleaders@mtaonline.net

From: Nancy Hiney [mailto:hineynancy@gmail.com]
Sent: Monday, February 08, 2010 6:38 PM
To: Sen. Kevin Meyer
Subject: Senate Bill 235

Dear Kevin
I apologize for not having researched your position on this bill. I am a teacher who works for Family Partnership and was informed recently about this bill. I believe that the benefits of passing this bill will allow ASD to apply for federal money which will directly benefit those of us who work for homeschooled students. As you may or may not know the face of homeschooled students is vast. It is often the traditional stay at home mom but more often than we would like, it is a child who really likes regular school but because they had a broken leg or the H1N1 virus and missed two months of school can no go to school because they are too far behind and are brought home to catch up for the year. Sometimes bringing these students together for a small class can be a life-saver for them. This is just one example of why being able to access facilities would be helpful for our school.
Thanks.
Nancy Hiney
522-2838

Jomo Stewart

From: Josh Applebee
Sent: Thursday, February 04, 2010 12:54 PM
To: Jomo Stewart
Subject: FW: In support of SB 235

From: Monica G. [mailto:wisdomak@hotmail.com]
Sent: Thursday, February 04, 2010 12:54 PM
To: Sen. Joe Thomas; Sen. Kevin Meyer
Subject: In support of SB 235

Dear Sirs:
My name is Monica Gilpin of Wasilla and I am in support of SB235. Charter schools are critical in providing exceptional educational opportunities to the public at large. Thank you for considering my testimony.

Hotmail: Powerful Free email with security by Microsoft. Get it now.

Jomo Stewart

From: rustyandliz@gci.net on behalf of rustyandliz [rustyandliz@gci.net]
Sent: Wednesday, February 03, 2010 12:35 AM
To: Jomo Stewart
Subject: Expediting SB 235

Dear Senators and Representatives,

I would greatly appreciate your help in expediting SB 235 passage through the committees and on to final approval.

Please put this attached letter in the file as public testimony.

Sincerely,

Elizabeth D. Thatcher

Dear Senators and Representatives,

February 3, 2010

I am the Father of two charter school students. Charter Schools provide an important parent choice option in public school education! The education my children are receiving is very impressive. After 13 years, the majority of Academy's students still attend class in old, worn out portables. I would greatly appreciate your help in expediting SB 235 passage through the committees and on to final approval. Successful passage of SB 235 will give Alaska charter schools a chance to compete for grants to obtain funding for a permanent facility.

Thank you for your support and assistance.

Please put this in the file as public testimony.

Sincerely,

Russell R. Thatcher

Russell R. Thatcher
1950 N. Spruce Dr.
Wasilla, Alaska 99654

Jomo Stewart

From: Josh Applebee
Sent: Tuesday, February 02, 2010 2:29 PM
To: Jomo Stewart
Subject: FW: SB 235
Attachments: image001.jpg; image002.gif

From: Heather R.S. Oberholtzer [mailto:heather@crystalcreeklodge.com]
Sent: Tuesday, February 02, 2010 1:33 PM
To: Sen. Kevin Meyer
Subject: SB 235

Hello Senator Meyer,

I am writing to you today to state my support for SB 235. Currently, charter schools in Alaska use their Basic Needs funds allocated by the state for use with students to pay for leased facilities. When charter schools start participating in federal facility grants, the money intended for the students can go to the students.

Federal Facility grants were created for this reason.

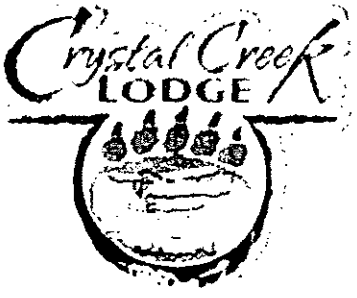
Please take my voice into consideration when you vote.
Thank you.

Heather Oberholtzer
Palmer, Alaska

Sincerely,

Heather R. S. Oberholtzer
Guest Relations Manager
907.357.3153

Please save my new email address to your Address Book and Spam filter
heather@crystalcreeklodge.com



If you are actively reducing your environmental footprint, we are happy to send all invoices receipts brochures and trip information electronically

Jomo Stewart

From: Josh Applebee
Sent: Tuesday, February 02, 2010 12:45 PM
To: Jomo Stewart
Subject: FW: Please support SB 235

-----Original Message-----
From: Lisa Leeper [mailto:lleeper@nomeschools.com]
Sent: Tuesday, February 02, 2010 11:33 AM
To: Sen. Kevin Meyer
Subject: Please support SB 235

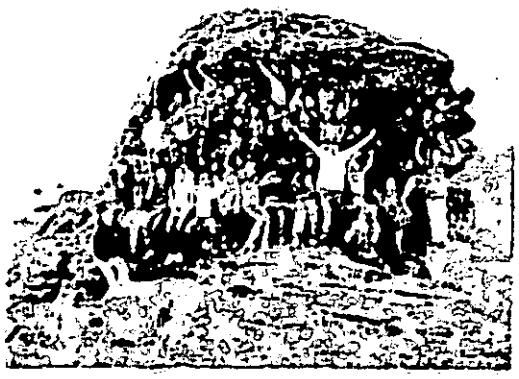
Dear Senator Meyer,

I am a teacher at Anvil City Science Academy. Our school is over ten years old and is offering a unique program for 5th through 8th grade students. The program is project based learning with an emphasis in math and science. It is proven that we have helped most students increase their scores in all areas on the Standards Based Assessments.

Our school is housed in facility that needs major upgrades. We've been provided spare space, but we have a vision of building our own school to better fit our basic needs. We do not have the funds to build or relocate, but federal assistance could change this.

Please support SB235 so that we may be eligible to access federal grants for charter schools. In addition, having new charter schools throughout the state is good for kids. More options means more kids will succeed in school.

Thank you for considering my request and for your dedicated service, Lisa Leeper Teacher, Anvil City Science Academy



Anvil City Science Academy

Nome, Alaska

Senator Meyer,

On behalf of the Anvil City Science Academy's Academic Policy Committee, I would like to express our thanks for your support for SB 57 during the last legislative session. At this time, we would request your support for the passage of SB 235. Currently, charter schools all over Alaska are using a substantial portion of their funding from the student based allocation to pay for the facilities they use, since they are unable to compete for federal grants due to the cap on the number of charter schools that can operate in Alaska. SB 235 would eliminate this restriction, allowing charter schools to compete for the grants, thus getting more dollars into the classroom.

The Charter School Act has allowed parents, community members, and teachers to take the lead in developing unique educational programs and to be involved in the decision making for school policies. The result of which is a flexible education process, which provides for the needs of students and parents alike. Charter schools can create a distinctive school culture in which everyone takes ownership in the program.

Anvil City Science Academy was created twelve years ago by parents, teachers, and community members interested in a family oriented school characterized by high academic standards and a well-rounded curriculum, with an emphasis in science and math. In that time, ACSA has been able to meet the needs of its fifth through eighth grade students who come to the program with a wide variety of backgrounds, learning styles, experiences, and needs.

ACSA is currently housed in a building, which is over forty years old. The building has a roof that leaks and has past issues with Radon. If we chose to remodel, asbestos abatement could be an issue. Passage of SB 235 would allow our APC to pursue federal dollars to help finance the construction of a safe, new, permanent facility, a benefit to the students and families we serve.

In a small community such as Nome, a program such as ACSA is valuable resource to the city by providing an alternative education program. A safe, new, permanent facility would be a guarantee that our dedicated staff and parent volunteers would be able to continue serving the community of Nome for years to come.

Thank you for you time and consideration on this matter,

Todd Hindman, Lead Teacher
Anvil City Science Academy
Nome, Alaska

Jomo Stewart

From: Josh Applebee
Sent: Tuesday, February 02, 2010 9:40 AM
To: Jomo Stewart
Subject: FW: support of SB 235

-----Original Message-----
From: Greg Miller [mailto:Greg.Miller@matsuk12.us]
Sent: Tuesday, February 02, 2010 9:35 AM
To: Sen. Kevin Meyer
Subject: support of SB 235

Senator Meyer,
I wanted to convey my support for SB 235.....an important step in securing charter school facilities for our students. Because Districts do not provide funding or facilities, most of our charter schools must lease. At Twindly Bridge Charter School we lease an old strip mall with nine separate exit doors for our students., not the best environment for teaching our kids. Also, the fact that we lease means we will never have our own building....and that lease money from our budget always goes to a landlord instead of our students' education.

Thanks for your support of this bill.
Greg Miller
Palmer, Alaska

Jomo Stewart

From: Josh Applebee
Sent: Tuesday, February 02, 2010 9:39 AM
To: Jomo Stewart
Subject: FW: I support SB 235

-----Original Message-----
From: Janigo_Melissa [mailto:janigo_melissa@asdk12.org]
Sent: Tuesday, February 02, 2010 9:25 AM
To: Sen. Kevin Meyer
Subject: I support SB 235

Dear Senator Meyer,
My name is Melissa Janigo, I live in Anchorage and I am one of the four founders of Winterberry Charter School. I am writing to you to pledge my support of SB 235. Winterberry Charter School is currently in its fifth year. The birth and growth of Winterberry has been a very difficult but worthwhile endeavor, it's success is due to the devotion and hard work of many volunteer parents and teachers. Our biggest challenge has been, and continues to be in finding and funding adequate space to house our school. We are currently outgrowing our space and are having great difficulty in finding an adequate facility that is affordable and does not compromise the integrity of our educational program. I believe SB 235 is a step forward in supporting the success of Charter Schools. Please add my pledge of support to the public testimony.

Sincererly,
Melissa Janigo
Founder and Board Chair of
Winterberry Charter School
Anchorage, Alaska

Jomo Stewart

From: Josh Applebee
Sent: Monday, February 01, 2010 3:49 PM
To: Jomo Stewart
Subject: FW: SB 235

From: Tom Adams [mailto:tomisty@mtaonline.net]
Sent: Monday, February 01, 2010 2:49 PM
To: Sen. Kevin Meyer
Subject: SB 235

Dear Senator Meyer,
As a registered voter, and parent of two children who have attended a Charter school from k-8th grade and one child who will attend a Charter school in two years, I am writing to you asking that you work hard to push through SB235. This is a huge opportunity for Alaska Charter Schools that have proven to be successful an avenue to secure a permanent facility at minimal cost to the state. While my first two children received an excellent educational opportunity, I can only imagine what it could be like if our school no longer had to worry about maintaining a poor facility and focus only on education. I appreciate your support.
Misty Adams

Jomo Stewart

From: Lanissa Grogan [lilsu@mtaonline.net]
Sent: Monday, February 01, 2010 2:49 PM
To: Jomo Stewart
Subject: SB235

Dear Senators and Representatives,

I am a parent of 3 charter school students. Charter Schools provide an important parent choice option in public school education! After 13 years, the majority of Academy's students still attend class in old, worn out portables. I would greatly appreciate your help in expediting SB 235 passage through the committees and on to final approval. Successful passage of SB 235 will give Alaska charter schools a chance to compete for grants to obtain funding for a permanent facility.

Thank you for your support and assistance.

Please put this in the file as public testimony.

Sincerely,

Rob and Lanissa Grogan
961 E McAdoo Way
Wasilla, Alaska 99654

Jomo Stewart

From: Dawn Robinson [Dawn.Robinson@matsuk12.us]
Sent: Monday, February 01, 2010 2:16 PM
To: Jomo Stewart

Dear Senators and Representatives,

I am a parent of a charter school student. My daughter Claire has attended Academy Charter school for 3 years now. Charter Schools provide an important parent choice option in public school education! After 13 years, the majority of Academy's students still attend class in old, worn out portables. I would greatly appreciate your help in expediting SB 235 passage through the committees and on to final approval. Successful passage of SB 235 will give Alaska charter schools a chance to compete for grants to obtain funding for a permanent facility. They have done a wonderful job in getting a gym and main building but it sure would be nice for my 2nd grade daughter to be walking in the halls of a real school instead of running from portable to portable in all kinds of weather.

Thank you for your support and assistance.

Please put this in the file as public testimony.

Sincerely,

Dawn Robinson
1100 W. Granville St.
Palmer, AK 99645
907-746-3430

Jomo Stewart

From: Donna Button [donna@travelservicesinc.com]
Sent: Monday, February 01, 2010 1:45 PM
To: Jomo Stewart
Subject: SB 235

Dear Senators and Representatives,

I am a parent of a charter school student, for 12 years. Charter Schools provide an important parent choice option in public school education! After 13 years, the majority of Academy's students still attend class in old, worn out portables. I would greatly appreciate your help in expediting SB 235 passage through the committees and on to final approval. Successful passage of SB 235 will give Alaska charter schools a chance to compete for grants to obtain funding for a permanent facility.

Thank you for your support and assistance.

Please put this in the file as public testimony.

Sincerely,

Donna Button

POBox 1892

Palmer, AK 99645

Thank you,
Donna Button
Travel Services, Inc.
PO Box 1147
WE Moved our office! Please note our new Location!
1931 N. Hemmer Rd.
Palmer, AK 99645
907-745-2148
800-478-2148
907-745-6051/FAX
www.travelservicesinc.com

Without a travel agent, you are on your own!

Jomo Stewart

From: lorettanardi@gci.net on behalf of Loretta Nardi [lorettanardi@gci.net]
Sent: Monday, February 01, 2010 1:30 PM
To: Murray Richmond; Jomo Stewart
Subject: Support SB 235 Public Testimony

To: Senate Education Committee
Re: SB 235
Note: Please add to the Public Testimony Packet

Dear Senator Meyers and Senator Thomas,

My children attend a k-8 charter school in Palmer. My daughter graduated from 8th grade after attending Academy Charter School since kindergarten. My youngest son just started at Academy in the fall. His class room is the same old temporary portable class room that was my daughter's old temporary portable class room in the fall of 2000. This is the case for all the grades at Academy Charter School. My husband and I drive our children almost 15 miles to school each day where they attend class in old temporary portable class rooms. We do this because we love the education that our children receive.

SB 235 will answer our prayers. SB 235 would enable Alaska charter schools to be eligible for federal charter school facility grants for the first time in 13 years, since Alaska first allowed charter schools. Changing the language of the current Alaska Charter School Law and adopting SB 235 will open doors to a funding stream of federal grants that were previously closed to us.

I urge your support for SB 235 so our state can pursue federal charter school facility grants that will give my kindergartner the chance to attend classes in a real school with inside doors and hallways.

Thank you,

Loretta Nardi
Palmer, Alaska
907-373-6032

Jomo Stewart

From: Tracy Adams [tadams@mta-telco.com]
Sent: Monday, February 01, 2010 1:17 PM
To: Jomo Stewart
Subject: SB 235
Attachments: image002.gif; image001.gif

Dear Senators and Representatives,

I am a parent of a charter school student. Charter Schools provide an important parent choice option in public school education! After 13 years, the majority of Academy's students still attend class in old, worn out portables. I would greatly appreciate your help in expediting SB 235 passage through the committees and on to final approval. Successful passage of SB 235 will give Alaska charter schools a chance to compete for grants to obtain funding for a permanent facility.

Thank you for your support and assistance.

Please put this in the file as public testimony.

Sincerely,

Tracy Adams
1750 E Scotwood Dr
Wasilla, AK 99654
(907)841-1345

Jomo Stewart

From: Harmon_Jennifer [harmon_jennifer@asdk12.org]
Sent: Monday, February 01, 2010 11:54 AM
To: Jomo Stewart
Subject: SB 235

Dear Representative Cissna,

I am one of your constituents in Anchorage. Thank you for your service! I am a teacher at a local charter school, and I am writing in regards to SB 235.

I am so excited to see that the charter school bill, SB 235, has been calendared in the Senate. I would greatly appreciate your help in facilitating something similar from the House. Thank you for your help in this matter.

Sincerely,

Jennifer Harmon (teacher, Winterberry Charter School)

Jomo Stewart

From: Josh Applebee
Sent: Monday, February 01, 2010 10:16 AM
To: Jomo Stewart
Subject: FW: SB 235

-----Original Message-----
From: Mall_Shanna [mailto:Mall_Shanna@asdk12.org]
Sent: Monday, February 01, 2010 10:12 AM
To: Sen. Kevin Meyer
Subject: SB 235

Dear Senator Meyer,

Please support SB 235. Charter School's greatest challenge is finding and maintaining safe, viable facilities. Please be a strong voice in Juneau helping to lead the way in passage of this charter school bill. I greatly appreciate your help in this matter.

The State of Alaska is currently ranked 34 out of 40 states in its interpretation and practice of National Charter Law. It is within your power to assure that our great State becomes a forerunner in charter school legislation.

Sincerely,

Shanna Mall

Principal
Winterberry Charter School
508 W 2nd Avenue
Anchorage, AK 99501
907.301.1201

"I hope it will be said we taught them to stand tall and proud, even in the face of history and the future was made whole for us all,
one child at a time" -Brian Andreas

Jomo Stewart

From: Josh Applebee
Sent: Monday, February 01, 2010 8:17 AM
To: Jomo Stewart
Subject: FW: Support of SB235

-----Original Message-----
From: Joe Kennedy [mailto:kennedyfish@gmail.com]
Sent: Sunday, January 31, 2010 7:20 PM
To: Sen. Kevin Meyer
Subject: Support of SB235

Dear Senator Meyer: I am writing in support of proposed SB235. I am the parent of three elementary-school age children attending school in Nome, Alaska. One child attends a public charter school and the other two will follow in the near future. I am in favor of eliminating the caps on the number of charter schools allowed in the state of Alaska and a state appropriation to be allotted for charter school facilities. Thank you for your consideration. I look forward to hearing from you. Sincerely, Paula Kennedy, PO Box 1128, Nome, AK 99762.

Sec. 14.11.011. Grant applications.

(a) A municipality that is a school district or a regional educational attendance area may submit a request to the department for a grant under this chapter.

(b) For a municipality that is a school district or a regional educational attendance area to be eligible for a grant under this chapter, the district shall submit

(1) a six-year capital improvement plan that includes a description of the district's fixed asset inventory system and preventive maintenance program no later than September 1 of the fiscal year before the fiscal year for which the request is made; the six-year plan must contain for each proposed project a detailed scope of work, a project budget, and documentation of conditions justifying the project;

(2) evidence that the district has secured and will maintain adequate property loss insurance for the replacement cost of all facilities for which state funds are available under AS 14.11.005 or 14.11.007 or has a program of insurance acceptable to the department;

(3) evidence acceptable to the department that the proposed project should be a capital improvement project and not part of a preventive maintenance program or regular custodial care program; and

(4) evidence acceptable to the department that the district

(A) has a preventive maintenance plan that

(i) includes a computerized maintenance management program, cardex system, or other formal systematic means of tracking the timing and costs associated with planned and completed maintenance activities, including scheduled preventive maintenance;

(ii) addresses energy management for buildings owned or operated by the district;

(iii) includes a regular custodial care program for buildings owned or operated by the district;

(iv) includes preventive maintenance training for facility managers and maintenance employees;

(v) includes renewal and replacement schedules for electrical, mechanical, structural, and other components of facilities owned or operated by the district; and

(B) is adequately adhering to the preventive maintenance plan.

((6 ch 5 SLA 1990; am 5 ch 78 SLA 1993; am 1 ch 98 SLA 1998; am 4, 5 ch 3 SSSLA 2002))

Administrative Code. - For planning and construction, see 4 AAC 31, art. 1.
For loss protection, see 4 AAC 31, art. 2.

Effect of amendments. The 2002 amendment by 4, ch. 3, SSSLA 2002 effective November 29, 2002, inserted "eligible under AS 14.11.008(a)" in subsection (a). The amendment by 5, ch. 3, SSSLA 2002 effective January 1, 2005, rewrote subsection (a).

Sec. 14.17.450. School size factor.

(a) For purposes of calculating a school's ADM to determine state aid, the ADM of each school in a district shall be computed by applying the following formula:

If the student count in a school is				The	adjusted student count		The number of students in		is of
At least		But less than		Base	Multiplier		excess		
10		-			20				39.6
20	-	30		39.6	+	(1.62	x		20)
30	-	75		55.8	+	(1.49	x		30)
75	-	150		122.85	+	(1.27	x		75)
150	-	250		218.1	+	(1.08	x		150)
250	-	400		326.1	+	(0.97	x		250)
400	-	750		471.6	+	(0.92	x		400)
750 or over			793.6	+	(0.84	x	750).		

(c) Except as provided in (d) of this section, if the student count in a charter school is less than 150, the adjusted student count for the school shall be calculated by multiplying the student count by the student rate for a school that has a student count of 400.

CHARTER SCHOOLS

written by Christopher J. Klicka, Esq.

It seems that everyone with school-aged children is talking about charter schools. Many are thinking, "This deal is too good to pass up: I can have my children educated outside of the public school system and have the government still pay the bill!" Charter schools along with educational vouchers appear to be harmless, since parents are only reclaiming their tax money.

Is it really that simple? Let's look at charter schools--especially virtual charter schools--and vouchers more closely, examining them from the perspective of freedom rather than asking, "What 'freebies' we can receive from the government?"

To accurately understand this issue, we must first define the terms.

What are charter schools?

Public schools establish a "charter" listing the school's mission, educational program, and methods of assessment. Charter schools answer to the state or local school board for assessing students and verifying academic progress. Charter schools are completely government funded.

Charter schools now exist in 37 states, the District of Columbia, and Puerto Rico. The Center for Education Reform estimates on its website that there are over 2,000 charter schools operating with more that 500,000 enrolled in these schools.1

Supporters of charter schools claim that creating competition in the education marketplace will result in more options and a higher quality education. The idea is that if public charter schools draw enough students away from regular public schools, the resulting lack of funds will force public schools to come up with creative alternatives to bring students (and the funding that comes with them) back into the system.

Additionally, proponents claim that charter schools provide an innovative alternative to traditional schooling, allowing creative approaches to teaching, free from the strict rules and regulations of the public school system. They point out that charter and virtual charter schools provide a protective environment, i.e., a smaller "private" school or home environment, where students can pursue their own styles of learning.

Charter schools operate on taxpayer dollars, so there is virtually no cost to students. Other often cited advantages are an accredited high school diploma, free computer, Internet access, software, and support by certified teachers.

So what's the problem?

With government vouchers and virtual charter schools and public schools offering all of these benefits, Home School Legal Defense Association often gets questions as to why we oppose such excellent educational options.

I believe the soul of the home schooling movement is at stake. How we respond to virtual charter schools and vouchers will determine the extent home schooling remains free from government controls in the future.

Freedom is the answer

For more than 18 years, HSLDA has been helping to win the right of families to home school with minimal regulations. Many of these battles took place in the courts and legislatures throughout the country. Many families faced fines, jail, and even the threat of the state's removing their children from the home. The families held onto their convictions and God honored them in an incredible way. It is now legal to home school in every state.

The battle to maintain this freedom continues as some school officials harass home schooling families with illegal requirements and teachers' unions and other professional education organizations have legislation introduced to restrict home school freedoms. A survey by the American School Board Journal, published in February 1997, of over 1000 public school executives found that 71% of superintendents whose state or district set standards for home schoolers did not believe home schoolers were regulated enough! Ninety-five percent of all the superintendents and principals in the survey believed anything else is better than home schooling.2

The National Education Association passes a resolution each year condemning home schooling and urging for legislation to be enacted in each state to require that home schooled children be taught by certified teachers and have their curriculum approved by the state.3 Prejudice against home schooling has not disappeared.

Despite these efforts, private home schooling, with no help from the government, is thriving. Research shows that home schoolers on average are academically above average from the elementary level all the way through college. All of this success has been achieved without government money. We have had many victories before Congress and the state legislatures because we are not asking for a handout, but simply to be left alone.

This liberty is at risk, however, if home schoolers begin drinking from the public trough. These are the same state governments that once heavily restricted or prohibited home schooling altogether. If home schooling families take government money or services through virtual charter schools, they will become dependent on government money and subject to increasing government regulation. Public schools and the state will once again acquire power to dictate home schoolers' curriculum, teacher qualifications, and methods.

This is not idle conjecture. It is already happening.

Government home schooling in Alaska

The old adage "There is no such thing as a free government service" is true. Government money always comes with strings. Governments will demand accountability for funding. States want to be assured that no fraud is involved and that the monies are not used for an improper purpose. The government has the responsibility to spend taxpayers' money frugally. For officials to give money to home schoolers to participate in charter schools without any conditions would be irresponsible.

Virtual charter schools must be accountable to the state or local school authorities. In addition to dictating the curriculum and teaching styles, virtual charter schools can impose requirements on the parents beyond that which is required by state home school laws, in order to assure that the parents are teaching the children "appropriately."

Take, for example, an Alaska program that typifies many virtual charter school programs springing up throughout the country.

On June 4, 1997, Alaska enacted the best home school law in the nation. Alaska's law has no teaching qualifications for parents, no regulation at any level of government, no notice to anyone of the parents' decision to conduct the home education, no registration with the state, no reporting to anyone of any information about the home education program, no testing of the children, no required subjects, and no evaluation of the program by anyone.

In the same month, the Galena School District launched a statewide correspondence study program known as the Interior Distance Education of Alaska (IDEA). According to Galena, school officials want "to provide educational, emotional, intellectual, and financial support to those who would like to work in partnership with a public school district."4 Despite having more freedom than any other state, a majority of home schooling families are choosing to enroll their children in IDEA.

Carol Simpson, current Alaska Department of Education home school program coordinator, said IDEA was "wildly successful, going from 0 students in mid-June 1997 to 1157 students 10 weeks later."

Families who enroll their children in IDEA are provided curriculum materials, use of a computer with access to the Internet and assistance from a certified teacher, among other services. However, public funds may not be used to purchase curriculum materials for teaching core subjects if the materials are distinctively religious in content.5

The dangers of these types of government home school programs are apparent in a September 11, 2001, letter from Carol Simpson:

When IDEA started in summer of 1997, we began from the premise that homeschooling parents know their kids best and should be free to use any curricular materials that they deemed most appropriate. We bought nearly anything anyone wanted, including Bob Jones, Alpha Omega, A

Beka, etc. By November of that year, the Department of Education (DOE) made a new regulation prohibiting school districts from purchasing religious curricular materials. . . .

The Attorney General of the State of Alaska advised us that we could not purchase anything that is an advocacy of a sectarian or denominational doctrine. . . .

Simpson then proceeded to tell a home school speaker IDEA had invited to speak at their five government home school conferences that the speaker could not sell her books at the conferences. Simpson explained,

I realize that your books are not "Christian books" and that any religious expression in them is incidental, not the focus of the book. However, we must be strict in our obedience to the letter and spirit of the law, honoring our governmental authorities . . . we must be careful not to give the appearance of promoting sectarian materials. As such, we cannot allow you to sell or promote these books in workshops that we are paying for . . . . Also, we want to avoid the appearance of promoting sectarian materials through your workshops as well. Please do not include references to faith or an emphasis on the inclusion of Biblical teaching in your presentations.

Alaska is in the process of creating an approved list of secular home school books. Notice also from the letter how gradual the changes have been. At first, the government paid for Christian home school textbooks. When 75% of home schoolers in Alaska became dependent on the government funds, the rules changed.

Simpson's letter plainly explains the danger to home schoolers' freedom posed by these government home school programs.

Some parents have told me they circumvent this in various ways and still use the state government's money to buy Christian textbooks. Dependence on government money is encouraging people to be deceptive.

Refusal to reimburse for any religious curriculum is not the only problem. Additionally, students in grades 4, 5, 7, and 9 must take the standardized tests that Alaska uses for public school students at a test site designated by public school officials, and the tests must be administered by a certified teacher approved by the Galena School District. All IDEA students are required to take the Alaska Benchmark Examination in grades 3, 6, and 8.6 As further evaluation of the student, each parent must report to Galena School District the progress of all students each semester.7

In final analysis, the 'freebies' are not free after all. The price is too high--a gradual but steady loss of freedom, control, and independence.

Home schooling in name only

Despite all of the attractions for home schoolers, virtual charter schools are supporting home schooling in name only. Parents who enroll their children in these virtual charter schools are actually creating small public schools in their home.

Recently, a Christian teacher in a large "brick and mortar" charter school program in Colorado told me that many Christian families are using the program and enrolling their children in the school. I asked her if the teachers could teach the Bible. She said, "No, but we can teach virtues."

"Are you allowed to teach the children about salvation?" I inquired.

"We are not supposed to," she replied.

In Milwaukee, Wisconsin, an educational voucher program that has been operating for several years has been touted as one of the best examples of a successful government educational program. What many do not realize is that any Christian school that enrolls students who are using the government vouchers must comply with over 300 additional regulations. Two requirements even prohibit the Christian school from mandating that these children with vouchers attend chapel or Bible class!8

Home school parents originally fought to be separate from the public schools in order to have the right to choose the curriculum that they believe would be best for their children. Many parents removed their children from the public school system because of the non-Christian curriculum. So why would they want to go back to the same humanistic material? But this is happening with home schoolers who enroll in charter schools or public school programs for home schooling.

With significant restrictions on curriculum choices, parents in charter schools also face limited ability to incorporate creative teaching methods. The specific curriculum requirements often demand parents to "stick to the schedule" dictated by the public school, rather than use creativity in complimenting their child's learning style.

HSLDA members who have participated in virtual charter schools complain of this very thing. As one California home schooler shared:

Having been in a car accident and having been limited in my physical capabilities, I found myself not as able of getting my kids out as much as I felt they needed. Home educating independently for 3 years, I was reluctant to try a charter school but I thought, "How bad could it be? I'd have access to educational materials and my children would have an opportunity to meet other home educated children." At first it was exciting, though enrolling was very institutional. Then it came time to meeting with a teacher. We sat and talked and I stated that I had been home educating independently for 3 years and was not interested in meeting weekly and that I would bring their work in monthly as they are required to turn in work at least monthly. That worked out great the first month. The next month, however, the teacher wanted to plan out what we'd be doing for the following month. After being independent, I was not interested in being told what my kids would be learning, so we agreed we'd do the work we wanted and would write up the plans retrospectively. This was not ideal, but do-able since the kids enjoyed the Monday co-op (classes) and fieldtrips.

The next time we met, I took the kids' work but left the children behind. I never read or signed anything stating that my children had to be present. To me, turning in the work was the requirement. It soon became apparent that the teachers were required to talk to the children at these visits and assess them not only on their academics, but also on their physical appearance . . . looking for signs of abuse and/or neglect at their discretion. . . .

Make no doubt about it, a charter school is a public school . . . it's home schooling in technical terms only. Enrolling in a charter school will give you more freedom than the traditional public schools, but still strips you of the independent responsibility of educating our own children. It is still an institution, which believes we need interference from trained government agents, that we are incapable of educating our own children.

When this mother finally tried to remove her children from the charter school program, she was contacted repeatedly by child welfare services, demanding that she place her children in public school!

Is government money worth it? Aren't these the same types of controls home schoolers cast off with much sacrifice and risk in the 1980s? Are we willing forge new chains to limit our liberty?

Most home school parents want to be free to educate their children without this kind of government oversight.

Top education officials have warned against vouchers

Although we differ with the philosophy of many of the former federal secretaries of education, their statements are valuable since they evidence the intent behind government funding of private education. Lamar Alexander, Secretary of Education under former President George H.W. Bush explained the transformation of private education that was publicly funded when he said, "a public school would become any school that receives students who brought with them public monies . . ."9

Richard Riley, who served as former Secretary of Education under Bill Clinton, had strong reservations about vouchers and government funding of private education. No doubt, his reason for opposing government funding of private education was mainly to protect the current public school system, but he has some interesting warnings for private schools:

You have to be accountable with public tax dollars . . . when it comes to taking federal tax dollars and giving those to parents and then having the absence of accountability as far as their children's education . . . If you have accountability, then you lose the private and parochial nature of those schools . . . It's bad, we think, for private schools and parochial schools. It takes away from them the private and parochial strength, which is being totally free from any federal regulations . . .10

[Vouchers] threaten the very nature of private and parochial schools. It makes them less private and less parochial.11

Chester Finn Jr., former Assistant Secretary of Education under Ronald Reagan, declared that government controls were inevitable: "There is no doubt in my mind that there will be some new regulations with voucher plans."12

If the highest public school bureaucrats in the nation recognize the loss of freedom government funding brings to private education, how can we deny it?

The experience of other nations

Other nations have experienced the effects of government funding. Private education has almost completely disappeared overseas.

For example, in Australia, over a period of 10 years, private school and Christian schools took more and more government funds. The regulations gradually increased until today the differences between public schools and private schools have become non-existent. Home schooling is the last bastion of educational freedom in Australia.

In South Africa, the 1996 National Education Act officially transformed all publicly funded private schools into public schools.13

In Alberta, Canada, home schoolers enjoyed more liberty than almost any of the other provinces. Then several years ago, legislation was passed giving home schoolers $500 per child in government funds. The very next year, one of the most restrictive legislative bills was passed, implementing regulations for home schoolers. When asked why, the Minister of Education stated that if they were giving money to home schoolers, they had to know who they are and have certain standards. These regulations apply to all home schoolers--not only those who receive the government funding.

Many European countries have experienced similar scenarios with government-funded private schools.

Charter schools increase government spending

Charter school proponents claim that the resulting competition between educational providers will drive education costs down, while increasing the quality of education offered.

Charter schools do not charge tuition, but are funded according to their enrollment. Charter school students may be eligible for both state and federal funding. There are over 8 million children who do not attend public schools in this country. If these children suddenly began using money from the state's treasury for their schooling, taxes would have to be raised to generate the additional revenue. It is highly unlikely that public schools would reduce their budgets in order

to provide funds for private schools. Today, non-public school parents are being double taxed--they pay tuition for both public school children and their own children. With virtual charter schools, these parents would be triple taxed. In addition to footing the bill for their own children's tuition, they would pay for the public school students and the students participating in charter schools.

According to Eddy Jeans, Finance Director at the Alaska Department of Education, Galena School District received $15,020,053 in state funds for fiscal year 2000. Of this amount, $14,093,136, or $4,104 per pupil, was received for the 3,434 students in IDEA. The balance of the funds in the amount of $926,917 was intended for the 226 students who receive classroom instruction as regular on-site students.14

Each student enrolled in IDEA receives an allotment averaging $1,600 per year to cover curriculum and related expenses. Considering the $4,104 per pupil received from the state, Galena School District enjoys a gross profit of over $2,500 per pupil in IDEA for a total of $8,585,000 for fiscal year 2000. What amount of this profit is reduced by IDEA administrative expenses is unknown, but there is no question that this is a moneymaking enterprise for Galena School District.15

In Texas, a two-year pilot virtual charter school is being established. Texas Virtual Charter School would receive the tax dollars as a subcontractor to Houston Gateway Academy, a charter school. This home school component of Gateway Academy will serve students in kindergarten, first and second grades. By September 26, 2001, the virtual charter school had so far enrolled about 300 in central and southeast Texas, including Houston and Austin. The virtual charter school could receive $5,000 for each home schooled student.16

Yet research has found the median cost for a home school program is only about $400.17 This sounds like a major waste of our tax dollars.

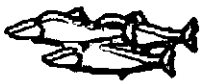
Let's choose freedom

Government schools are failing in many places. They are not providing students with the moral training necessary in any society, and students continue to fall short of academic standards. Why would home school parents wish to support this system by accepting funding to participate in it?

In spite of the enticements offered by charter schools, parents should realize that charter school programs are simply creating little public schools in our homes. The teaching may take place in a private home, but the government is pulling the strings.

The soul of home schooling has its foundation built on the incredible sacrifices of many parents who risked all in order to win the right to be free from suffocating government control and to be free to teach their children according to God's ways and in obedience to His commands. God honors those who honor Him and who trust in His sovereign love and power.

We do not need the government's "free" money. The price is too high.



Alaska Native Cultural Charter School

110 Muldoon Road, Anchorage, AK 99504 (907) 742-1370

Our Mission

Alaska Native Cultural Charter School builds student excellence through traditional cultural learning.

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Academic Policy Committee

FAQs

What are Charter Schools?

Charter schools are public schools of choice that operate with freedom from many of the regulations that apply to traditional public schools. They exercise increased autonomy in return for increased responsibility.

Who Funds a Charter School?

The Alaska Native Cultural Charter School will open the fall of 2007. It will be funded with state funds, grants, and endowments.

Why should I choose Alaska Native Cultural Charter School (ANCCS)?

Alaska Native Cultural Charter School is an option for parents seeking a different school program and environment for their children. The school incorporates active engagement

Guiding Native Values

Respect for elders

Honor the ancestors

Respect for family, self and others

Preserve and pass on traditional ways of knowing

Responsibility, hard work, and endurance

Compassion, dignity and humility

Humor, cooperation and caring

Knowledge of and respect for nature

School Committees
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Employment

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Site Map

Much of the clipart on this site is courtesy of the Alaska Native Knowledge Network and will be indicated as so when you hover over the clipart with your mouse.

with today's Alaska Native community. The school offers students a curriculum focused on Alaska Native culture and a rigorous academic program that develops academic achievement.

Family members and elders are an important part of every aspect of the program.

Knowledge of language

Wisdom

Self-sufficiency

adn.com
Anchorage Daily News

Award sends local teachers to White House ceremony

Anchorage Daily News

(01/08/10 08:30:02)

WASHINGTON, D.C. -- Two Alaska teachers were honored this week at the White House for their innovative math and science instruction.

They are Laura Ann Hulsebus, who has taught fourth- through sixth-grade math at Eagle River's Alpenglow Elementary School since 2006, and **Cheryl Silcox, who teaches at Anchorage's Winterberry Charter Waldorf School.**

Hulsebus and Silcox were among 87 teachers invited to Washington after winning the Presidential Award for Excellence in Mathematics and Science Teaching last summer. The award came with a $10,000 prize from the National Science Foundation.

President Barack Obama used the event on Wednesday to announce five new public-private partnerships as part of the "Educate to Innovate" program that will prepare 10,000 new math and science teachers over the next five years as well as support professional development for 100,000 current teachers. The program also encourages the federal government's 200,000 scientists and engineers, including those at NASA, to volunteer.

The president praised the award winners for their role in training the next generation of inventors, scientists and mathematicians. Everyone remembers the teacher or mentor who showed them something about the world that made a difference in their lives, Obama said.

"It could be a word of encouragement, a helping hand, a lesson that sparked a question, that ignited a passion, and ultimately may have propelled a career," he said.

City charter schools aren't just better - they cost less

BY Marcus Winters

Monday, March 1st 2010, 4:00 AM

Once again, facts are getting in the way of those who would question the success of charter schools. Critics often claim that charter schools are more effective than district-run public schools only because they are better funded. In fact, according to a new report, New York City's charter schools are thriving despite receiving fewer public dollars than other public schools get.

The New York City Independent Budget Office, a nonpartisan agency, compared public funding of traditional public schools and charters. The analysis accounted for not only direct school funds but also for in-kind resources provided to charters by the city Education Department - for example, about two-thirds of Gotham's charter schools are located in public facilities and pay little to no rent.

According to the budget office, charter schools receive fewer public dollars, directly or indirectly, than do public schools. The funding difference is negligible for charters that receive public space, about $305 a pupil. Charters that pay for their own facilities, however, receive about $3,017 less per student than traditional public schools.

That charter schools receive fewer public dollars only makes their success more notable. The findings in a recent study by Stanford University economist Caroline Hoxby remain unchallenged: Children attending New York City charter schools make dramatic academic improvements. Now, the Independent Budget Office report shows that these educational gains come at a lower public price tag.

Predictably, teachers union President Michael Mulgrew has already started griping. Though he rightly points out that charter schools typically use private grants to supplement the public funds they receive (the budget office report looked only at public funding), the influence of philanthropic giving on charter school budgets is exaggerated. A recent analysis of publicly reported documents by Kim Gittleson found that the average charter school in the city received about $1,656 per pupil in philanthropic funds in 2009.

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DAILY NEWS

differences found by Hoxby. (Full disclosure: Gittleson is a research assistant for Ken Hirsh, a donor to the Manhattan Institute.)

Someday, critics must be forced to admit that New York's charter schools outperform the traditional public schools not because they bring in more money and not because they "cream" the best students - that myth has also been disproved - but because they do more with the resources they have. Freedom from the often preposterous restrictions imposed by state law and collective bargaining agreements allows charters to focus on student learning.

Charter school principals can fire teachers, while the legally mandated tenure system ensures that just about everyone who teaches in a public school is guaranteed a job for life. Charter schools can push teachers to work longer hours and attend frequent staff meetings. By contrast, the United Federation of Teachers contract with the city details everything that a public school teacher can't be required to do. Charter schools are free to utilize data to

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That amount doesn't make up the funding disparity for charters that pay for their own facilities - and it's not nearly enough money to account for the dramatic achievement

Stanford University's Dr. Caroline Hoxby

WBHM **Birmingham** -- There are nearly 5,000 charter schools across the country. They educate more than 1.5 million students. And President Obama wants more. But do they work? There are a handful of charter schools in wealthy communities and, perhaps not surprisingly, they tend to have high test scores. But most charter schools are in low-income, often minority neighborhoods. How do they fare? WBHM's Tanya Ott has our report.

Caroline Hoxby graduated from Harvard, Oxford and MIT, so she knows a bit about good education. As an economist at Stanford University she also studies education outcomes, and for the past few years she's had her eye on Charter Schools.

But before we get to **Hoxby's research**, a reminder about what a charter is. It's a public school that operates free from many of the constraints of traditional public schools. Charter schools can hire and fire teachers and administrators at will. Those teachers and administrators have a lot more flexibility. They can choose what textbooks they want to use and how they teach the material. At some charter schools students attend class 9 hours a day, 6 days a week. At others they may offer non-traditional hours to accommodate the work schedules of high schoolers. The point is no two charter schools are alike. And that can make studying them kind of difficult.

But back Caroline Hoxby, the Stanford economist. She compared the test scores of New York City students who applied for and got into charter schools with those of their peers who applied for, but didn't get into charter schools. And she found that charter school students improved significantly more in math and reading than their counterparts. To be precise, they closed the achievement gap by 87% in math and 67% in reading.

"Those are really big numbers, but it isn't a silver bullet. It's not that you send a student for one year to a charter school and all of the sudden they're performing at the same level as students from an affluent background."

In fact, Hoxby tracked students from kindergarten through 8th grade. She says at the high school level, attending a charter school raised the probability of graduating by an average of 7% a year per year. Meaning student who attended a charter high school for four years were 28% more likely to graduate than their peers at a traditional public high school.

"In many big cities, like the one we're sitting in Washington DC, the public charter schools are the best schools. Same with Boston, New York, Denver, Houston."

Washington Post reporter Jay Mathews

Jay Mathews is an education reporter for the Washington Post. He's written a book called Work Hard, Be Nice - about a specific charter school program called Knowledge is Power or KIPP. There are more than 60 KIPP charter schools across the country. Mathews talked about KIPP with Michelle Martin of the NPR program Tell Me More.

"I look at schools in one parameter which schools are doing the best job in raising the achievement of kids. Which schools have kids coming in, as the KIPP schools do, at about the 30 percentile in the 5th grade and they leave in the 8th grade in the 70th or 80th percentile in math or reading. That rarely happens, but in some of these charter groups, particularly KIPP they've made that happen. And it's really unleashing the power of great teachers."

But, Mathews warns, that's when charter schools are done right. Another group of Stanford researchers - a group called CREDO - or the **Center for Research on Education Outcomes** -- examined the standardized test scores of more than a half million kids attending charter schools in 16 states. They compared their results to kids from traditional public schools like the ones the charter school kids would have attended. Ken Surratt is CREDO's assistant director.

"Charter school students lagged compared to their traditional public school peers in both math and reading."

CREDO's study found that 17% of charter schools outperformed the traditional public schools. But 46% performed about the same at the traditional public schools, and 37% performed worse. Some of them much worse. In the south, Florida and Texas charter schools showed significantly lower learning gains.

CREDO's Ken Surratt

CREDO also studied New York City school in-depth, and like Caroline Hoxby, they found that charter school students in New York perform better than their peers at traditional public schools. Surratt says that's because of the way the charters are managed.

"They are assessing performance. They have clear performance criteria that they use. There's a Charter School Support Center. And it's been embraced by the mayor, by the head of the schools so it has that buy-in."

Buy-in is not something that comes easy in Alabama. Last month the legislature killed a proposal to legalize charter schools. Governor Bob Riley says that was a major reason the state didn't get any of the recently announced Race to the Top federal education money. Tomorrow on our program we examine the politics behind the fight over charter schools in Alabama.

~ Tanya Ott, March 10, 2010.

From: Vikki Deadrick [vdeadrick@spbhs.org]
Sent: Thursday, February 25, 2010 2:06 PM
To: Rep. Paul Seaton
Subject: Charter Schools Support PLS!

Importance: High
Sensitivity: Confidential

Categories: Read Only

We want you to support charter school legislation that will level the playing field so Alaskan charter schools can apply for federal funds to meet our building needs, PLEASE! I especially want this because here in Homer, Fireweed Academy ends this year, grade 6th, and my grandson needs what this Charter School offers for Middle & High School. He is diagnosed with O.C.D. and the Public Schools will NOT hire an Aide for him, so far, for next year at the Middle School.

Vikki M. Deadrick
299-0818
PO Box 3224
Homer, AK 99603

This message is intended only for the use of the individual or entity to which it is addressed, and may contain confidential information which may be protected by Federal Law, and/or privileged, confidential and exempt from disclosure under applicable law. If the reader of this message is not the intended recipient, or the employer or agent responsible for delivering the message to the intended recipient, you are hereby notified that any dissemination, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please notify the sender immediately by telephone or reply & delete the material from your computer.

From: Robert Shawnisty Webber [webbers007@yahoo.com]
Sent: Thursday, February 25, 2010 2:10 PM
To: Rep. Paul Seaton
Subject: support charter school legislation

Dear Representative Seaton and members of the House Education Committee,

First, sincere thanks for all your efforts to deal with education BSA and local contributions.

Second: Please initiate discussion in the House Education committee and draft a House companion bill to SB 235.

Due to the Federal Department of Education's applicant eligibility requirements, Alaska charter schools cannot even apply for the Federal funds because:

1. We have a cap of 60 on the number of charter schools, and...
2. We have no state charter school facilities program.

1. 60 Cap: SB 235 amends the current law by removing the current cap of 60 charter schools. The law originated in 1995 and only 26 charter schools are in existence. As the only authorizer, local school boards thoroughly examine and evaluate charter applications prior to agreeing to accept the charter for their district.

2. Facilities program: SB235 amends the current law by adding language to establish a per-pupil facilities program. With this amendment, Alaska Charter Schools will be eligible to compete for the Federal Charter School Facility Grant Program. (average grant award 3.7 million)

These two simple improvements to Alaska's Charter School Law would also make Alaskan charter schools eligible to apply for start up grant funding (approx. $450,000 per charter school)

SB 235 seeds the in-state aid program with a nominal $1 dollar per pupil per year. It doesn't require local school boards and districts to provide the 10% local contribution necessary to achieve the 90% federal match, but gives communities the opportunity to work with their district to apply for federal funds to meet school

facility needs.

Are charter schools Alaskan public schools? If so should there be a cap? Shouldn't charter schools have equitable access to public school facilities? In true charter innovative fashion, through this bill we are only asking that you clear the path so we can go after federal funds to meet our building needs.

Please initiate this discussion in the House Education committee and draft a House companion bill to SB 235.

Sincerely,

Shawnisty Webber

APC Community Rep. Fireweed Academy Homer, AK

From: TOM BECK [tomandjanebeck@gmail.com]
Sent: Friday, February 26, 2010 11:13 AM
To: Rep. Paul Seaton
Subject: Alaskan charter schools

Dear Representative Seaton and members of the House Education Committee,

First, sincere thanks for all your efforts to deal with education BSA and local contributions.
Second: Please initiate discussion in the House Education committee and draft a House companion bill to SB 235.

Due to the Federal Department of Education's applicant eligibility requirements, Alaska charter schools cannot even apply for the Federal funds because:

1. We have a cap of 60 on the number of charter schools, and…
2. We have no state charter school facilities program.

1. 60 Cap: SB 235 amends the current law by removing the current cap of 60 charter schools. The law originated in 1995 and only 26 charter schools are in existence. As the only authorizer, local school boards thoroughly examine and evaluate charter applications prior to agreeing to accept the charter for their district.

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Are charter schools Alaskan public schools? If so should there be a cap? Shouldn't charter schools have equitable access to public school facilities? In true charter innovative fashion, through this bill we are only asking that you clear the path so we can go after federal funds to meet our building needs.

Please initiate this discussion in the House Education committee and draft a House companion bill to SB 235.

Thank you,

Jane Beck
Parent of a charter school student

From: Alan and Mindy Parks [amparks@xyz.net]
Sent: Friday, February 26, 2010 7:30 AM
To: 'Representative_Paul_Seaton@legis.state.ak.us
Cc: Kiki Abrahamson; Louie Flora
Subject: Charter school Support

Importance: High

Hi Paul,

As you know Ella and Hoxie both go to Fireweed and are receiving an excellent education.

I fully support Kiki Abrahamson in her efforts to provide the highest quality of education to Ella and Hoxie and to all the kids who attend Fireweed, this includes Kiki's efforts in obtaining a new facility.

We want you to support charter school legislation that will level the playing field so Alaskan charter schools can apply for federal funds to meet the building needs of Fireweed and all charter schools in Alaska

Thank you Paul for your full attention to this matter.

Dear Representative Seaton and members of the House Education Committee,

First, sincere thanks for all your efforts to deal with education BSA and local contributions.
Second: Please initiate discussion in the House Education committee and draft a House companion bill to SB 235.

Due to the Federal Department of Education¹s applicant eligibility requirements, Alaska charter schools cannot even apply for the Federal funds
because:
1. We have a cap of 60 on the number of charter schools, andŠ

2. We have no state charter school facilities program.

1. 60 Cap: SB 235 amends the current law by removing the current cap of 60 charter schools. The law originated in 1995 and only 26 charter schools are in existence. As the only authorizer, local school boards thoroughly examine and evaluate charter applications prior to agreeing to accept the charter for their district.

2. Facilities program: SB235 amends the current law by adding language to establish a per-pupil facilities program. With this amendment, Alaska Charter Schools will be eligible to compete for the Federal Charter School Facility Grant Program. (average grant award 3.7 million)

These two simple improvements to Alaska¹s Charter School Law would also make Alaskan charter schools eligible to apply for start up grant funding (approx. $450,000 per charter school)

SB 235 seeds the in-state aid program with a nominal $1 dollar per pupil per year. It doesn¹t require local school boards and districts to provide the 10% local contribution necessary to

achieve the 90% federal match, but gives communities the opportunity to work with their district to apply for federal funds to meet school facility needs.

Are charter schools Alaskan public schools? If so should there be a cap?
Shouldn't charter schools have equitable access to public school facilities?
In true charter innovative fashion, through this bill we are only asking that you clear the path so we can go after federal funds to meet our building needs.

Please initiate this discussion in the House Education committee and draft a House companion bill to SB 235. As always, I am willing to discuss this with you any time.

Thank you.

Alan and Mindy Parks
65055 Nearly level Ave
Homer AK 99603
235-5680

From: Rep. Paul Seaton
Sent: Friday, February 26, 2010 9:15 AM
To: Louie Flora
Subject: FW: charter schools

From: susan edwards [mailto:mikeandsueedwards@yahoo.com]
Sent: Thursday, February 25, 2010 3:51 PM
To: Rep. Paul Seaton
Subject: charter schools

Please Mr. Seaton,

We want you to support charter school legislation that will level the playing field so Alaskan charter schools can apply for federal funds to meet our building needs.

Thank you,
Susan Edwards

From: earthacres@acsalaska.net
Sent: Friday, February 26, 2010 6:39 AM
To: Rep. Paul Seaton
Subject: charter school funding

Dear Paul,
I am writing to ask you to please support any and all charter school legislation that will help charter schools be on equal footing with other public schools when it comes to finances. Our charter school is currently growing and needing to build or purchase a new building to move into.

Thank you!
Evelyn Seguela
53845 Kilcher rd
Homer, AK 99603

From: Betsy [eawolf@alaska.net]
Sent: Friday, February 26, 2010 6:33 AM
To: Rep. Paul Seaton
Subject: House Companion Bill to SB 235

Dear Representative Seaton and members of the House Education Committee,

First, sincere thanks for all your efforts to deal with education BSA and local contributions.
Second: Please initiate discussion in the House Education committee and draft a House companion bill to SB 235.

Due to the Federal Department of Education's applicant eligibility requirements, Alaska charter schools cannot even apply for the Federal funds because:

1. We have a cap of 60 on the number of charter schools, and...
2. We have no state charter school facilities program.

1. 60 Cap: SB 235 amends the current law by removing the current cap of 60 charter schools. The law originated in 1995 and only 26 charter schools are in existence. As the only authorizer, local school boards thoroughly examine and evaluate charter applications prior to agreeing to accept the charter for their district.

2. Facilities program: SB235 amends the current law by adding language to establish a per-pupil facilities program. With this amendment, Alaska Charter Schools will be eligible to compete for the Federal Charter School Facility Grant Program. (average grant award 3.7 million)

These two simple improvements to Alaska's Charter School Law would also make Alaskan charter schools eligible to apply for start up grant funding (approx. $450,000 per charter school)

SB 235 seeds the in-state aid program with a nominal $1 dollar per pupil per year. It doesn't require local school boards and districts to provide the 10% local contribution necessary to achieve the 90% federal match, but gives communities the opportunity to work with their district to apply for federal funds to meet school facility needs.

Are charter schools Alaskan public schools? If so should there be a cap? Shouldn't charter schools have equitable access to public school facilities? In true charter innovative fashion, through this bill we are only asking that you clear the path so we can go after federal funds to meet our building needs.

Please initiate this discussion in the House Education committee and draft a House companion bill to SB 235. As always, I am willing to discuss this with you any time.

Thank you.

From: Kiki Abrahamson [kabrahamson@kpbsd.k12.ak.us]
Sent: Wednesday, February 10, 2010 3:06 PM
To: Rep. Paul Seaton; Rep. Wes Keller; Rep. Cathy Munoz; Rep. Bryce Edgmon; Rep. Bob Buch; Rep. Berta Gardner; Rep. Peggy Wilson
Cc: Louie Flora; Barbara Gerard
Subject: Charter School Legislation

Dear Representative Seaton and members of the House Education Committee,

First, sincere thanks for all your efforts to deal with education BSA and local contributions.
Second: Please initiate discussion in the House Education committee and draft a House companion bill to SB 235.

Due to the Federal Department of Education's applicant eligibility requirements, Alaska charter schools cannot even apply for the Federal funds because:

1. We have a cap of 60 on the number of charter schools, and...

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Are charter schools Alaskan public schools? If so should there be a cap? Shouldn't charter schools have equitable access to public school facilities? In true charter innovative fashion, through this bill we are only asking that you clear the path so we can go after federal funds to meet our building needs.

Please initiate this discussion in the House Education committee and draft a House companion bill to SB 235. As always, I am willing to discuss this with you any time.

Thank you.

Kiki Abrahamson
Administrator

Fireweed Academy
907-235-9728
907-235-8561 FAX

1205

From: Rep. Paul Seaton
Sent: Monday, March 08, 2010 4:36 PM
To: Louie Flora
Subject: FW: Charter Schools

From: Pamela Baltzer [mailto:pamelakim@hotmail.com]
Sent: Monday, March 08, 2010 3:18 PM
To: Rep. Paul Seaton
Subject: Charter Schools

Dear Representative Seaton,

I support charter school legislation that will encourage growth and development for our students and community. Please level the playing field so Alaskan Charter Schools can apply for federal funds. This and other positive changes will allow us to meet our growth and building needs.
We have been trying to expand our school for several years now and seem to encounter road block after road block. Between the KPB school board and current legislation it is an uphill battle. We continue to obtain student wait lists; providing the proof that many families are supporting this change. Please help us obtain our goal of meeting the needs of students.
Thank you for your past support of charter schools.

Pamela Baltzer
Parent / Fireweed Academy Charter School

Hotmail: Trusted email with Microsoft's powerful SPAM protection. Sign up now.

From: Sharon gorman [johannarockon@hotmail.com]
Sent: Monday, March 01, 2010 11:49 AM
To: Rep. Paul Seaton
Subject: Charter school parent in HOmer

Dear Representative Seaton and members of the House Education Committee,

First, sincere thanks for all your efforts to deal with education BSA and local contributions.
Second: Please initiate discussion in the House Education committee and draft a House companion bill to SB 235.

Due to the Federal Department of Education's applicant eligibility requirements, Alaska charter schools cannot even apply for the Federal funds because:

1. We have a cap of 60 on the number of charter schools, and...
2. We have no state charter school facilities program.

1. 60 Cap: SB 235 amends the current law by removing the current cap of 60 charter schools. The law originated in 1995 and only 26 charter schools are in existence. As the only authorizer, local school boards thoroughly examine and evaluate charter applications prior to agreeing to accept the charter for their district.

2. Facilities program: SB235 amends the current law by adding language to establish a per-pupil facilities program. With this amendment, Alaska Charter Schools will be eligible to compete for the Federal Charter School Facility Grant Program. (average grant award 3.7 million)

These two simple improvements to Alaska's Charter School Law would also make Alaskan charter schools eligible to apply for start up grant funding (approx. $450,000 per charter school)

SB 235 seeds the in-state aid program with a nominal $1 dollar per pupil per year. It doesn't require local school boards and districts to provide the 10% local contribution necessary to achieve the 90% federal match, but gives communities the opportunity to work with their district to apply for federal funds to meet school facility needs.

Are charter schools Alaskan public schools? If so should there be a cap? Shouldn't charter schools have equitable access to public school facilities? In true charter innovative fashion, through this bill we are only asking that you clear the path so we can go after federal funds to meet our building needs.

Please initiate this discussion in the House Education committee and draft a House companion bill to SB 235. As always, I am willing to discuss this with you any time.

Thank you.

Sharon Gormah and Joe Spaeder from HOmer

Hotmail: Free, trusted and rich email service. Get it now.

600 E Railroad Ave Wasilla, Alaska 99654
Phone: (907) 376-3704 Fax (907) 376-6180

Mat-Su Legislative Information Office

Fax

To: HESC Committee **From:**

Fax: **Pages:**

Phone: **Date:**

Re: **CC:**

☐ Urgent ☐ For Review ☐ Please Comment ☐ Please Reply ☐ Please Recycle

• **Comments:**

Although the following written testimony pages refer to SB 235 the testifiers asked that these be passed onto your committee for consideration regarding HB 393 and HB 382.

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated 3/4/10
Bill/Subject

I STRONGLY SUPPORT SB235.

I URGE THIS COMMITTEE TO PASS SB 235 SO THAT CHARTER SCHOOLS MAY GAIN ACCESS TO FUNDING FOR PERMANENT SITES.

PLEASE PASS SB 235

Signed: Hayley Beck Warren
Testifier

Representing (Optional)

1718 N. Fanciful Pl Apt B Wasilla, AK 99654
Address

907-357-1718 h 775-1811 cell
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated
Bill/Subject

I STRONGLY SUPPORT SB 235.

HAVING ACCESS TO A PERMANENT LOCATION WILL ALLOW MY CHILD'S SCHOOL TO BETTER SERVE THEIR STUDENTS.

I BELIEVE THAT THE MONEY THE SCHOOL COULD SAVE ON RENT AND TAXES COULD BETTER SERVE CHILDREN, AND THAT SB 235 SUPPORTS EDUCATION.

Signed: MARYCARMEN HERNANDEZ
Testifier

Representing (Optional)

2050 E. TOTEM WASILLA AK 99654
Address

907 631 0833
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235 , dated
Bill/Subject

I STRONGLY SUPPORT SB 235.

PLEASE HELP SUPPORT ALASKA'S EDUCATION SYSTEM BY PASSING SB 235. CHARTER SCHOOLS SHOULD BE ALLOWED TO APPLY FOR GRANTS FOR PERMANENT SCHOOL SITES.

THANK YOU FOR SUPPORTING SB 235

Signed: Amy French
Testifier

Representing (Optional)

4023 N. Preston Ave, Wasilla AK 99654
Address

864-1092
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated
Bill/Subject

I STRONGLY SUPPORT SB 235.
CHARTER SCHOOL CHILDREN DESERVE
ACCESS TO FEDERAL FUNDING FOR
THEIR SCHOOLS TO ESTABLISH
PERMANENT LOCATIONS.
PLEASE SUPPORT THIS BILL.

Signed: Dan Klauder
Testifier

Representing (Optional)

PO Box 870516 Wasilla AK 99687
Address

355-8929
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated
Bill/Subject

I STRONGLY SUPPORT SB 235.

IT WILL REMOVE CURRENT BARRIERS WHICH PREVENT MY CHILD'S SCHOOL FROM APPLYING FOR FEDERAL MONEY FOR A PERMANENT SITE. I BELIEVE THAT OUR SCHOOL COULD BE BETTER SERVED BY A PERMANENT LOCATION.

PLEASE PASS SB 235.

Signed: Victoria K. Thompson
Testifier

Representing (Optional)

HC 38 Box 2700, Wasilla, AK 99654
Address

907-892-0718
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated
Bill/Subject

I STRONGLY SUPPORT SB 235.

MY CHILD'S CHARTER SCHOOL SHOULD BE ELIGIBLE TO APPLY FOR FEDERAL FUNDING FOR A PERMANENT SITE.

I LOOK FORWARD TO YOUR SUPPORT OF THIS BILL AND THE PASSING OF SB 235.

Signed: Paul Thomas
Testifier

Representing (Optional)

2362 E. Ridgeview Dr Wasilla, AK
Address

907-376-1339
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION Committee name

Committee on SB 235 Bill/Subject, dated

I STRONGLY SUPPORT SB 235. CHARTER SCHOOLS STRIVE TO MAKE A POSITIVE DIFFERENCE IN ALASKA'S FUTURE. HAVING ACCESS TO FEDERAL FUNDING FOR PERMANENT SITES HELPS TO SUPPORT OUR SCHOOLS, OUR STUDENTS AND ALASKA'S FUTURE.

PLEASE SUPPORT SB235.

Signed: Qadim Logan
Testifier

Representing (Optional)

7297 N. Highlander Lp Palmer, AK 99645
Address

746-4030
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated
Bill/Subject

I STRONGLY SUPPORT THIS LEGISLATION.
THE SENATE HAS A WONDERFUL OPPORTUNITY
TO GREATER SERVE ALASKA'S CHILDREN
BY GIVING THEIR SCHOOLS THE OPPORTUNITY TO
APPLY FOR FEDERAL FUNDING FOR PERMANEN
LOCATIONS FOR THEIR SCHOOLS.
PLEASE DO ALL THAT YOU CAN TO
SUPPORT AND PASS THIS BILL

Signed:
Testifier

Representing (Optional)

19838 E Kwik View drive
Address

907 746 6697
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated
Bill/Subject

I STRONGLY SUPPORT SB 235. ALASKA'S CHARTER SCHOOLS SHOULD HAVE ACCESS TO FEDERAL FUNDING FOR PERMANENT FACILITIES. PLEASE PASS SB 235.

Signed: Melissa Dale
Testifier

Representing (Optional)

7620 E. Woodview Way Palmer, AK 99645
Address

746-7462
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated
Bill/Subject

+ STRONG SCHOOLS SUPPORTIVE TO MAKE
CHARACTER
POSITIVE HAVING DIFFERENT ACCESS TO
FUNDING FOR ALASKAS FUTURE
STUDENTS AND
PLEASE SUPPORT SB235.

Signed: COSRUTA MORGAN Cosruta Morgan
Testifier

Representing (Optional)

HC 35 5420 L WASILLA AK 99654
Address

907 - 357 6874
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235 dated
Bill/Subject

I STRONGLY SUPPORT SB 235.

I ENCOURAGE YOU TO PASS THIS BILL. I BELIEVE IT IS IMPORTANT TO ALLOW OUR CHARTER SCHOOLS ACCESS TO FEDERAL FUNDING FOR PERMANENT LOCATIONS.

PLEASE PASS SB 235.

Signed: Sara Wise
Testifier

Representing (Optional)

3624 Greywolf Dr. Wasilla AK 99654
Address

907-373-6243
number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated
Bill/Subject

I STRONGLY SUPPORT SB 235.

SB 235 SUPPORTS ALASKAN CHILDREN BY ALLOWING TAGIR SCHOOLS TO APPLY FOR FEDERAL FUNDING NEEDED TO SECURE PERMANENT SCHOOL SITES.

PLEASE JOIN ME IN SUPPORTING ALASKAN CHILDREN BY PASSING SB 235 THIS SESSION

Signed: Veronica Wolf
Testifier

Representing (Optional)

3613 E Serendipity Loop Wasilla, AK 99654
Address

841-9221
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235 dated
Bill/Subject

I SUPPORT SB 235. I WOULD HOPE THAT THE SENATE EDUCATION COMMITTEE WOULD DO ALL THAT IS NECESSARY TO PASS SB 235. SB 235 IS GOOD FOR ALASKA'S FUTURE.

PLEASE PASS SB 235.

Signed: Jennifer Fullmer
Testifier

Representing (Optional)

P.O. Box 982 Palmer AK 99645
Address

907-232-0853
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235 dated
Bill/Subject

I AM A STRONG SUPPORTER OF SB 235

I BELIEVE THAT THIS BILL WOULD GREATLY SUPPORT ALASKA'S SCHOOLS AND HELP MEET THE NEEDS OF ALASKA'S STUDENTS.

PLEASE PASS SB 235

Signed: Wendy E. Taylor
Testifier

Representing (Optional)

570 S. Warmwood Way Palmer Alaska 99645
Address

907-746-7671
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated
Bill/Subject

I STRONGLY SUPPORT SB 235.

OUR CHARTER SCHOOLS SHOULD BE OPEN TO FUNDING FOR ESTABLISHING PERMANENT FACILITIES. PLEASE PASS SB 235 AND SUPPORT OUR SCHOOLS.

Signed: Kelly Dyal
Testifier

Representing (Optional)

5350 E Meadow Dr.
Address

907-357-0740
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated
Bill/Subject

I STRONGLY SUPPORT SB 235.

I BELIEVE IT WILL BENEFIT ALASKA VIA SUPPORTING OUR EDUCATIONAL SYSTEM.

PLEASE PASS SB 235

Signed: Carol Mauch
Testifier

Representing (Optional)

1535 Firth Rd Wasilla 99654
Address

357-5854
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated
Bill/Subject

I STRONGLY SUPPORT SB235.

I URGE THIS COMMITTEE TO DO ALL THAT IS WITHIN IT'S POWER TO SUPPORT THIS BILL AND ALLOW CHARTER SCHOOLS ALLESS TO FEDERAL FUNDING FOR THAR PERMANENT SITES.

PLEASE PASS SB 235

Signed:
Testifier

Representing (Optional)

9071 E. Westside Dr. Palmer AK 99645
Address

745-8085
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235 . dated
Bill/Subject

I STRONGLY SUPPORT SB 235.

LEGISLATORS WHO SUPPORT EDUCATION IN ALASKA ARE GOOD FOR ALASKA'S FUTURE. BY SUPPORTING THIS BILL, YOU SUPPORT OUR SCHOOLS AND OUR CHILDREN.

PLEASE PASS SB 235

Signed: [signature]
Testifier

Representing (Optional)

17455 E. Three Sisters Dr.
Address

746-7323
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235 dated 3/4/10
Bill/Subject

I STRONGLY SUPPORT SB 235.

PLEASE HELP SUPPORT ALASKA'S EDUCATION SYSTEM BY PASSING SB 235. CHARTER SCHOOLS SHOULD BE ALLOWED TO APPLY FOR GRANTS FOR PERMANENT SCHOOL SITES.

THANK YOU FOR SUPPORTING SB 235

Signed: Kari Kaecher
Testifier

Representing (Optional)

P.O. BOX 877593, Wasilla, AK 99687
Address

376-1215
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated
Bill/Subject

I STRONGLY SUPPORT SB 235.

OFFERING CHARTER SCHOOLS IN ALASKA ACCESS TO FEDERAL FUNDING FOR PERMANENT LOCATIONS IS A GREAT WAY TO SUPPORT EDUCATION.

THANK YOU FOR SUPPORTING SB 235

Signed: Jacqualine Schaefer
Testifier

Representing (Optional)

Box 4077 Palmer AK 99645
Address

907 355-1424
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB235, dated
Bill/Subject

I STRONGLY SUPPORT SB 235.

CHARTER SCHOOLS SHOULD HAVE ACESS TO THE SAME FEDERAL FUNDING OPPORTUNITIES THAT OUR PUBLIC SCHOOLS ENJOY. I URGE YOU TO PASS SB 235.

Signed: Rachel Walker
Testifier

Representing (Optional)

4582 E. Big Rock Dr. Wasilla, AK 99654
Address

(907) 376-4584
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated
Bill/Subject

I STRONGLY SUPPORT SB235.

I URGE THIS COMMITTEE TO PASS SB 235 SO THAT CHARTER SCHOOLS MAY GAIN ACCESS TO FUNDING FOR PERMANENT SITES.

PLEASE PASS SB 235

Signed: Shirley Smith
Testifier

Representing (Optional)

Address

Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated 3-3-10
Bill/Subject

I STRONGLY SUPPORT SB 235.

PLEASE PASS SB 235 AND CONTINUE TO SUPPORT CHARTER SCHOOLS IN ALASKA. THIS BILL SUPPORTS ALASKAN CHILDREN AND EDUCATORS. IT WILL MAKE A DIFFERENCE IN MY CHILDS LIFE.

Signed: Cindy Butts
Testifier

Representing (Optional)

5000 N. Moose St. Wasilla, AK 99654
Address

907-841-9292
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated
Bill/Subject

I STRONGLY SUPPORT SB235.
I BELIEVE IT WILL HAVE A POSITIVE IMPACT ON ALASKA'S CHARTER SCHOOLS. I AM PROUD OF THE LEGISLATORS FOR SUPPORTING ALASKA'S CHILDREN IN THIS MANNER.

PLEASE PASS SB 235.

Signed:
Testifier

Representing (Optional)

2050 E TOTEM WASILLA AK
Address

6310833
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated 4 Mar 2010
Bill/Subject

I STRONGLY SUPPORT SB 235.

MY CHILD'S CHARTER SCHOOL SHOULD BE ABLE TO APPLY FOR FEDERAL FUNDING FOR A PERMANENT LOCATION.

I BELIEVE THIS BILL SUPPORTS STUDENTS AND ALASKA'S SCHOOLS.

PLEASE PASS SB 235.

Signed: _____
Testifier

_____
Representing (Optional)

3001 N Banner Way
Address

907 360 1948
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated
Bill/Subject

I STRONGLY SUPPORT SB 235.
CHARTER SCHOOL CHILDREN DESERVE
ACCESS TO FEDERAL FUNDING FOR
THEIR SCHOOLS TO ESTABLISH
PERMANENT LOCATIONS.
PLEASE SUPPORT THIS BILL.

Signed: Gwen Schneider
Testifier

Representing (Optional)

PO Box 294 Palmer AK 99645
Address

746-1684
Phone number

1234

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated
Bill/Subject

I STRONGLY SUPPORT SB 235.

CHARTER SCHOOLS SHOULD HAVE ACESS TO THE SAME FEDERAL FUNDING OPPORTUNITIES THAT OUR PUBLIC SCHOOLS ENJOY. I URGE YOU TO PASS SB 235.

Signed:
Testifier

Representing (Optional)

1748 Lake Lucille Dr Wasilla AK 99654
Address

907 357-8006
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated
Bill/Subject

I STRONGLY SUPPORT SB 235.

My CHILD'S CHARTER SCHOOL SHOULD BE ELIGIBLE TO APPLY FOR FEDERAL FUNDING FOR A PERMANENT SITE.

I LOOK FORWARD TO YOUR SUPPORT OF THIS BILL AND THE PASSING OF SB 235.

Signed: [signature]
Testifier

Representing (Optional)

PO Box 871615 Wasilla AK 99687
Address

746-2805
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated
Bill/Subject

I STRONGLY SUPPORT THIS LEGISLATION.
THE SENATE HAS A WONDERFUL OPPORTUNITY
TO GREATER SERVE ALASKA'S CHILDREN
BY GIVING THEIR SCHOOLS THE OPPORTUNITY TO
APPLY FOR FEDERAL FUNDING FOR PERMANENT
LOCATIONS FOR THEIR SCHOOLS.
PLEASE DO ALL THAT YOU CAN TO
SUPPORT AND PASS THIS BILL

Signed:
Testifier

Representing (Optional)

4640 N. McKenzie PALMER, AK 99645
Address

746-4769
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated 3/3/10
Bill/Subject

I STRONGLY SUPPORT SB 235.

SB 235 SUPPORTS ALASKAN CHILDREN BY ALLOWING THEIR SCHOOLS TO APPLY FOR FEDERAL FUNDING NEEDED TO SECURE PERMANENT SCHOOL SITES.

PLEASE JOIN ME IN SUPPORTING ALASKAN CHILDREN BY PASSING SB 235 THIS SESSION

Signed: Jody Soeder
Testifier

Representing (Optional)

5000 E Pine St Wasilla, AK 99654
Address

907-376-7049
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated 3/3/2010
Bill/Subject

I AM A STRONG SUPPORTER OF SB 235

I BELIEVE THAT THIS BILL WOULD GREATLY SUPPORT ALASKA'S SCHOOLS AND HELP MEET THE NEEDS OF ALASKA'S STUDENTS.

PLEASE PASS SB 235

Signed: _____
Testifier

_____
Representing (Optional)

4608 N. Bailey Street Palmer Ak 99645
Address

907-746-1659
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235 dated March 2, 2010
Bill/Subject

I SUPPORT SB 235. I WOULD HOPE THAT THE SENATE EDUCATION COMMITTEE WOULD DO ALL THAT IS NECESSARY TO PASS SB 235. SB 235 IS GOOD FOR ALASKA'S FUTURE.

PLEASE PASS SB 235.

Signed: [signature]
Testifier

Representing (Optional)

6525 W. Rashelle Cir. Wasilla, AK 99654
Address

376-2618
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated _____
Bill/Subject

I STRONGLY SUPPORT SB235.

I URGE THIS COMMITTEE TO DO ALL THAT IS WITHIN IT'S POWER TO SUPPORT THIS BILL AND ALLOW CHARTER SCHOOLS ALLESS TO FEDERAL FUNDING FOR THER PERMANENT SITES.

PLEASE PASS SB 235

Signed: Deanna D Bell
Testifier

Representing (Optional)

3000 NO Moose
Address

907-373-4852
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235 dated
Bill/Subject

I STRONGLY SUPPORT SB235.

I URGE THIS COMMITTEE TO DO ALL THAT IS WITHIN IT'S POWER TO SUPPORT THIS BILL AND ALLOW CHARTER SCHOOLS ALLESS TO FEDERAL FUNDING FOR THAR PERMANENT SITES.

PLEASE PASS SB 235

Signed: Nina Shaw
Testifier

Fronteras Spanish Immersion Charter School
Representing (Optional)

P.O Box 2295 Palmer, Ak 99645
Address

373-7086
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated
Bill/Subject

I STRONGLY SUPPORT THIS LEGISLATION.
THE SENATE HAS A WONDERFUL OPPORTUNITY
TO GREATER SERVE ALASKA'S CHILDREN
BY GIVING THEIR SCHOOLS THE OPPORTUNITY TO
APPLY FOR FEDERAL FUNDING FOR PERMANEN
LOCATIONS FOR THEIR SCHOOLS.
PLEASE DO ALL THAT YOU CAN TO
SUPPORT AND PASS THIS BILL

Signed: Alicia Kulleck
Testifier

Representing (Optional)

HC34 Box 2174 Wasilla AK 99654
Address

907- 841- 9841
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235 , dated 3/1/10
Bill/Subject

I STRONGLY SUPPORT SB 235.

SB 235 SUPPORTS ALASKAN CHILDREN BY ALLOWING TAGR SCHOOLS TO APPLY FOR FEDERAL FUNDING NEEDED TO SECURE PERMANENT SCHOOL SITES.

PLEASE JOIN ME IN SUPPORTING ALASKAN CHILDREN BY PASSING SB 235 THIS SESSION

Signed: Michelle Niland
Testifier

Representing (Optional)

1801 N LAKEVIEW DR WASILLA 99654
Address

715 1540
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated
Bill/Subject

I STRONGLY SUPPORT SB235.

PLEASE PASS SB 235 AND CONTINUE TO SUPPORT CHARTER SCHOOLS IN ALASKA. THIS BILL SUPPORTS ALASKAN CHILDREN AND EDUCATORS. IT WILL MAKE A DIFFERENCE IN MY CHILDS LIFE.

Signed: S Endsley
Testifier

Representing (Optional)

PO Box 877545 Wasilla AK 99687
Address

907-357-1843
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated
Bill/Subject

I STRONGLY SUPPORT THIS LEGISLATION. THE SENATE HAS A WONDERFUL OPPORTUNITY TO GREATER SERVE ALASKA'S CHILDREN BY GIVING THEIR SCHOOLS THE OPPORTUNITY TO APPLY FOR FEDERAL FUNDING FOR PERMANENT LOCATIONS FOR THEIR SCHOOLS.
PLEASE DO ALL THAT YOU CAN TO SUPPORT AND PASS THIS BILL

Signed: [signature]
Testifier

Frontiers
Representing (Optional)

po box 879507, Wasilla AK 99687
Address

376-6568 / 727-9942
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235 , dated
Bill/Subject

I STRONGLY SUPPORT SB 235.

SB 235 SUPPORTS ALASKAN CHILDREN BY ALLOWING THEIR SCHOOLS TO APPLY FOR FEDERAL FUNDING NEEDED TO SECURE PERMANENT SCHOOL SITES.

PLEASE JOIN ME IN SUPPORTING ALASKAN CHILDREN BY PASSING SB 235 THIS SESSION

Signed: Christopher Lauth
Testifier

Representing (Optional)

1865 N. Kentucky Derby Dr. Palmer, AK
Address

746-3210
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated
Bill/Subject

I SUPPORT SB 235. I WOULD HOPE THAT THE SENATE EDUCATION COMMITTEE WOULD DO ALL THAT IS NECESSARY TO PASS SB 235. SB 235 IS GOOD FOR ALASKA'S FUTURE.

PLEASE PASS SB 235.

Signed: Steven Merritt
Testifier

Representing (Optional)

4973 S. Sailors Loop - Wasilla, AK 99654
Address

376-0893
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235 , dated
Bill/Subject

I AM A STRONG SUPPORTER OF SB 235

I BELIEVE THAT THIS BILL WOULD GREATLY SUPPORT ALASKA'S SCHOOLS AND HELP MEET THE NEEDS OF ALASKA'S STUDENTS.

PLEASE PASS SB 235

Signed: Jennifer Burton
Testifier

Representing (Optional)

PO Box 877781
Address

376-4314
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated
Bill/Subject

I STRONGLY SUPPORT SB 235.

OUR CHARTER SCHOOLS SHOULD BE OPEN TO FUNDING FOR ESTABLISHING PERMANENT FACILITIES. PLEASE PASS SB 235 AND SUPPORT OUR SCHOOLS.

Signed:
Testifier

Representing (Optional)

17800 E Norman Ave Palmer AK. 99645
Address

907.745.1798
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235 dated
Bill/Subject

I STRONGLY SUPPORT SB 235.

I BELIEVE IT WILL BENEFIT ALASKA VIA SUPPORTING OUR EDUCATIONAL SYSTEM.

PLEASE PASS SB 235

Signed: Phillip Z Beatty
Testifier

Representing (Optional)

205 E. Dimond #240 Anchorage AK
Address

907-244-0122
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated
Bill/Subject

I STRONGLY SUPPORT SB 235.

HAVING ALLESS TO A PERMANENT LOCATION WILL ALLOW MY CHILD'S SCHOOL TO BETTER SERVE THEIR STUDENTS.

I BELIEVE THAT THE MONEY THE SCHOOL COULD SAVE ON RENT AND TAXES COULD BETTER SERVE CHILDREN, AND THAT SB 235 SUPPORTS EDUCATION.

Signed: Tiffany Olson
Testifier

Representing (Optional)

9325 E. Santa Fe Circle Palmer, AK 99645
Address

907-715-0901
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

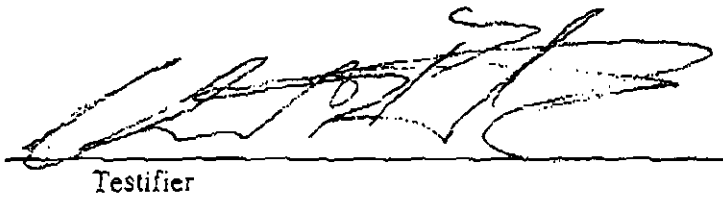
Committee on SB 235, dated
Bill/Subject

I STRONGLY SUPPORT SB 235.

MY CHILD'S CHARTER SCHOOL SHOULD BE ABLE TO APPLY FOR FEDERAL FUNDING FOR A PERMANENT LOCATION.

I BELIEVE THIS BILL SUPPORTS STUDENTS AND ALASKA'S SCHOOLS.

PLEASE PASS SB 235.

Signed: 
Testifier

Representing (Optional)

950 W. Lone Cut Drive Wasilla AK 99654
Address

907-376-7307
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235 , dated
Bill/Subject

I AM A STRONG SUPPORTER OF SB 235. I ASK FOR YOUR SUPPORT IN PASSING THIS BILL INTO LAW SO THAT CHARTER SCHOOLS IN ALASKA MAY RECIEVE FUNDING FOR PERMANENT FACILITIES.

PLEASE SUPPORT SB 235

Signed Carol Mitchell
Testifier

Representing (Optional)

3270 N. Parkview Circle Wasilla, AK 99654
Address

(907) 864-0348
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated
Bill/Subject

I STRONGLY SUPPORT SB235.
I BELIEVE IT WILL HAVE A POSITIVE IMPACT ON ALASKA'S CHARTER SCHOOLS. I AM PROUD OF THE LEGISLATORS FOR SUPPORTING ALASKA'S CHILDREN IN THIS MANNER.

PLEASE PASS SB 235.

Signed: Tiffanie Robinson
Testifier

Representing (Optional)

PO Box 4805 PALMER AK 99645
Address

746 1364
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated
Bill/Subject

I STRONGLY SUPPORT SB 235.

OFFERING CHARTER SCHOOLS IN ALASKA ACCESS TO FEDERAL FUNDING FOR PERMANENT LOCATIONS IS A GREAT WAY TO SUPPORT EDUCATION.

THANK YOU FOR SUPPORTING SB 235

Signed: Tony Brooke
Testifier

Representing (Optional)

2700 N. Heather Way Wasilla AK 99654
Address

907-631-3071
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated
Bill/Subject

I STRONGLY SUPPORT SB235.

I HOPE THAT THE ALASKA STATE LEGISLATURE WILL PASS THIS BILL. AND HELP SUPPORT ALASKA'S CHARTER SCHOOLS.

PLEASE PASS SB 235.

Signed: Trina Jackson
Testifier

Representing (Optional)

PO BOX 871670 Wasilla, Alaska 99687
Address

357-4297
Phone number

Alaska State Legislature

Please enter into the record my testimony to the HOUSE EDUCATION + SENATE EDUCATION
Committee name

Committee on SB 235 / HB 393 / HB 382, dated
Bill/Subject

I STRONGLY SUPPORT SB 235.

SB 235 SUPPORTS ALASKAN CHILDREN BY ALLOWING TAGR SCHOOLS TO APPLY FOR FEDERAL FUNDING NEEDED TO SECURE PERMANENT SCHOOL SITES.

PLEASE JOIN ME IN SUPPORTING ALASKAN CHILDREN BY PASSING SB 235 THIS SESSION

Signed: James A. Davis
Testifier

Representing (Optional)

307 N. Cul KANA ST.
Address

230 1528
Phone number

Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated
Bill/Subject

I STRONGLY SUPPORT SB 235. ALASKA'S CHARTER SCHOOLS SHOULD HAVE ACCESS TO FEDERAL FUNDING FOR PERMANENT FACILITIES. PLEASE PASS SB 235.

Signed: DERRICK DILLEY
Testifier

Representing (Optional)

7543 N. GROUSE LOOP WASILLA, AK 99654
Address

(907) 357-7597
Phone number

HB 413

Alaska State Legislature

Rep. Cathy Muñoz, Vice-Chair
Rep. Wes Keller
Rep. Bob Buch

Rep. Peggy Wilson
Rep. Bryce Edgmon
Rep. Berta Gardner

Rep. Paul Seaton, Chairman
HOUSE EDUCATION COMMITTEE

Sponsor Statement HB 413
Funding for the Alaska Challenge Youth Academy

HB 413 restructures the funding mechanism for the Alaska Challenge Youth Academy to more accurately reflect the needs of the Academy.

The Alaska Challenge Youth Academy is a residential high school for students who have dropped out of regular school. The Academy is highly successful with a 70% graduation rate and works closely with the National Guard following a strict model that gives students structure, challenge, and discipline. The Academy is located in Anchorage and has two sessions a year where students live on campus for 5 months while going through the rigorous program. After they graduate from the program, staff continues to track their behavior through a mentorship program. Students are considered a success if a year after graduation they are enrolled in a postsecondary program, the military, or in full time employment.

Funding for the Academy is based the following formula: 7 times the Base Student Allocation (BSA) times all residential students plus .6 times the BSA times all non-residential students. When the Academy was formed in 2002 this reflected the dollars they needed to operate. However, as the BSA has grown over the years to cover retirement costs and other increases in education this has resulted in a windfall and is no longer reflective of the true cost of the program.

HB 413 would set a per child amount for state dollars in statute, $11,990 and multiply that by the number of residential and non-residential students enrolled. The Academy and the Department of Education and Early Development both agree this would give them sufficient dollars to run the program. Under HB 413 the projected total state dollars they would receive in fiscal year 2011 would be approximately $5.2 million, within $300 of the amount they would get under the current formula. Alaska Military Youth Academy also receives separate federal funds that supplement this amount ($2.7 million for FY2011).

The Academy is a valuable alternative that requires higher funding as a residential program for at-risk youth than other boarding schools. HB 413 identifies an appropriate and transparent way to fund this important educational institution.

Staff Contact: Katie Koester 465-2028

Prepared by the office of Rep. Seaton
March 12, 2010
HB 413 v.A

State Capitol, Room 102 Juneau, AK 9980 - Phone: 465-3923 - Fax: 465-3472 - Toll Free (800) 665-2689
Representative_Paul_Seaton@legis.state.ak.us

FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

Fiscal Note Number:
Bill Version: **HB413**
() Publish Date:

Identifier (file name): HB413-EED-ESS-3-10-2010
Title "An Act relating to the Alaska Challenge Youth Academy"
Sponsor House Education Committee
Requester Education, Finance

Dept. Affected: Education & Early Development
RDU K-12 Support
Component AK Challenge Youth Academy
Component Number 2837

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2011**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**
Personal Services							
Travel							
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims	0.3						
Miscellaneous							
TOTAL OPERATING	**0.3**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES ( )							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	0.3	0.0	0.0	0.0	0.0	0.0	0.0
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**0.3**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

Estimate of any current year (FY2010) cost:

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

This legislation would rewrite the state formula in AS14.30.740 so the Alaska Challenge Youth Academy would be paid at a flat rate of $11,990 per full-time residential and non-residential student. The number of students enrolled is to be provided by October 1st.

Prepared by: Eddy Jeans, Director — Phone 465-8679
Division School Finance — Date/Time 3/10/10 12:00 AM
Approved by: Larry LeDoux, Commissioner — Date 3/10/2010

(Revised 10/13/2009 OMB)

ALASKA MILITARY YOUTH ACADEMY

FY2011 Projection	
189 x $5680 x 7 =	7,514,640
297 x $5680 x 60% =	1,012,176
less $2,700,000	(2,700,000)
TOTAL $	**5,826,816**

HB413	
189 x $11,990 =	2,266,110
297 x $11,990 =	3,561,030
TOTAL $	**5,827,140**

HB413 Change over FY11	**$**	**324**

Alaska Military Youth Academy Overview

Training schedules:

2 classes offered each year, consisting of:

- 2 week pre-challenge phase
- 20 week residential course
- 12 month non-residential tracking period

Education options:

A cadet may receive a GED or a high school diploma from the AMYA. The AMYA is an accredited high school, through the Northwest Association of Accredited Schools and offers a maximum of 7 credits during the residential phase of the program.

There are also work place certificate programs offered as well as internship opportunities for the cadets during the residential course to include:

- National Center for Construction Education and Research certificate, foundation training for any student going into vocational trades
- Carpentry proficiency certificate
- UPS store customer service certified training
- Culinary ServeSafe certification (required by the cabaret association that at least one employee on shift must have this certification)
- Emergency Trauma Tech certification
- Emergency Medical Tech certification
- Win and Work Keys, career readiness certificate (national program administered through the Department of Labor that shows baseline employee skill level)
- First aid and CPR certification

Success:
Success is determined by the ChalleNGe program national office located in Washington DC under the control of National Guard Bureau, which oversees all 33 ChalleNGe programs nationwide. A cadet is considered a successful graduate of the ChalleNGe program if at the end of the 12-month non-residential period he or she is:

- Working at least 30 hours per week
- Enrolled in college taking at least 12 semester hour credits
- Enrolled in a vocational training/ apprentice program
- A member of the United State's military

Alaska Military Youth Academy Budget details

Q: Do we expend funds on the mentorship program? If so what are they used for?
A: No funds are given to the mentors or the cadets for being mentored. Funds are used to pay staff to coordinate the mentor program. One staff member is dedicated full-time to running the mentor program and two other staff members spend about half of their time supporting the mentor program.

Q: How will doing away with the stipend affect the mentorship program?
A: There is an indication the stipends were an incentive for cadets to be more responsible in self-reporting. AMYA staff has invested twice as much time to contact Cadets for post-residential information than with previous classes that received the benefit.

Q: How do we plan to use the stipend money if it remains in the budget?
A: The funds will be used to replace educational equipment and material for the cadets. This includes outdated classroom resources, replacing 25% of computers yearly, adding software licenses with the Microsoft programs, replacing barracks furnishings, increasing the enrollment of additional students, and office supplies.

There has **not** been any DEED funding in the past three years that has gone towards capital projects. The only situation where this was possible was with the infrastructure money we received. However, we did not use any DEED funding as match against the infrastructure projects.

In the past three years there **has** been DEED funding that was used to pay for maintenance to the AMYA facilities. The info. is as follows:

SY08 – spent $441.72 in "repair parts & supplies". It was coded against FFY09 DEED allowable.
SY09 – spent $399.00 in "repair guardrail supplies". It was coded to FFY08 DEED allowable.
SY10 – nothing has been spent on maintenance so far.

60/40 maintenance dollars
SY08 - $118,959.25
SY09 - $93,199.28
SY10 - $15,137.88 so far this year

As for the stipends, they weren't clear on whether they were talking about graduation stipends or aftercare stipends so I provided both just in case. It was not possible to break stipends down by class without going through a labor intensive exercise. I summarized the total graduation and aftercare stipends by fund source for each SY, and

also broke out each fund source by FFY (if applicable) and what type of stipend it was. In the past three years we have paid the following in stipends:

SY08 – $79,000 Total graduation stipends paid ($47,400 FED/$31,600 GFM)
$168,600 Total aftercare stipends paid (DEED I/A)
$247,600 Total graduation & aftercare stipends paid in SY08

60/40
FFY07 Graduation Stipend $42,000
FFY08 Graduation Stipend $37,000
Total graduation stipends paid in SY08 $79,000 ($47,400 FED/$31,600 GFM)

I/A (DEED)
Aftercare Stipend $168,600

SY09 – $91,200 Total graduation stipends paid ($54,720 FED/$36,480 GFM)
$120,700 Total aftercare stipends paid (DEED I/A)
$211,900 Total graduation & aftercare stipends paid in SY09

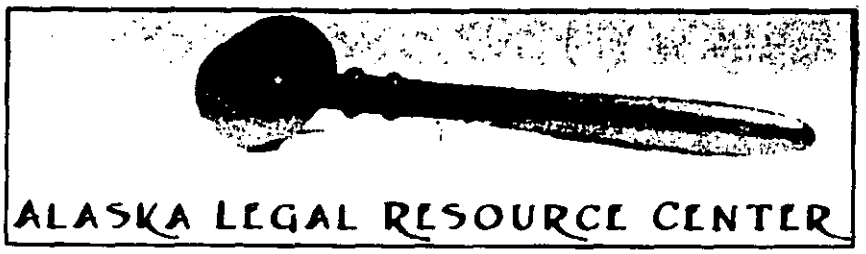
60/40
FFY08 Graduation Stipend $42,900
FFY09 Graduation Stipend $48,300
Total graduation stipends paid in SY09 $91,200 ($54,720 FED/$36,480 GFM)

I/A (DEED)
Aftercare Stipend $120,700

SY10 – $81,600 Total graduation stipends paid ($48,960 FED/$32,640 GFM)
$58,900 Total aftercare stipends paid (DEED I/A)
$140,500 Total graduation & aftercare stipends paid so far in SY10

60/40
FFY09 Graduation Stipend $40,800
FFY10 Graduation Stipend (estimated) $40,800
Total graduation stipends paid so far in SY10 $81,600 ($48,960 FED/$32,640 GFM)

I/A (DEED)
Aftercare Stipend (there should be no more) $58,900



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Touch N' Go Desktop In/Out Board

Alaska Statutes.
Title 14. Education, Libraries, and Museums
Chapter 30. Pupils and Educational Programs For Pupils
Section 740. Funding For Alaska Challenge Youth Academy Program.

previous: Section 720. Definitions.
next: Section 750. Alaska School Counseling Program Grant Fund. [Repealed, Sec. 12 Ch 42 SLA 1997].

AS 14.30.740. Funding For Alaska Challenge Youth Academy Program.

(a) Each fiscal year, the department shall allocate funding for the Alaska Challenge Youth Academy program in an amount equal to the base student allocation multiplied by seven for each residential student and the base student allocation multiplied by 6/10 for each nonresidential student, minus the amount received by the program in federal matching grant funds. The determination of the number of residential and nonresidential students shall be made by the department on October 1 of the prior year.

(b) In this section,

(1) "base student allocation" means the amount established under AS 14.17.470;

(2) "nonresidential student" means a student who receives services but does not reside at the program site;

(3) "program" means the Alaska Challenge Youth Academy program;

(4) "residential student" means a student who resides at the program site.

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Note to HTML Version:

This version of the Alaska Statutes is current through December, 2007. The Alaska Statutes were automatically converted to HTML from a plain text format. Every effort has been made to ensure their accuracy, but this can not be guaranteed. *If it is critical that the precise terms of the Alaska Statutes be known, it is recommended that more formal sources be consulted.* For statutes adopted after the effective date of these statutes, see, Alaska State Legislature If any errors are found, please e-mail Touch N' Go systems at E-mail. We hope you find this information useful.

This page has been updated: 01/05/2009 15:56:11

Alaska Military and Youth Academy

Class	Start Date	Residential Grad Date	# Registered (Intake Day)	# Enrolled (After 1st Two Wks)	Graduated (end of 22 Wks)	Post Residential Compl Date	Number Receiving Stipends
2006/2007							
2006-1	4/3/2006	9/1/2006	162	140	109	10/1/2007	92
2006-2	10/1/2006	3/2/2007	257	194	154	4/1/2008	116
2007/2008							
2007-1	4/2/2007	8/31/2007	210	177	140	9/1/2008	108
2008-1	10/1/2007	3/1/2008	206	154	123	4/1/2009	91
2008/2009							
2008-2	4/1/2008	8/29/2008	206	160	143	9/1/2009	106
2009-1	10/1/2008	2/27/2009	209	184	161	4/1/2010	This is the last class to receive Post-Residential stipends
2009/2010							
2009-2	4/1/2009	8/29/2009	197	176	136	9/1/2010	Not eligible
2010-1	10/1/2009	2/27/2010	192	155	TBD	4/1/2011	Not eligible

Provided by the Department of Military and Veterans Affairs

SB 57

Louie Flora

From: Linda Newman [newman@alaska.net]
Sent: Tuesday, April 07, 2009 11:10 PM
To: Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Bryce Edgmon; Rep. Wes Keller; Rep. Peggy Wilson; Rep. Berta Gardner; Rep. Bob Buch
Subject: Thank you for promptly scheduling SB 57!

Dear Representatives of the House Education Committee:

Thank you so very much for promptly scheduling SB 57. It is a good bill. It will aid so many schools by providing them equitable funding to meet the needs of the children whose families have chosen them as the right fit for their child's learning styles and strengths.

I currently have 2 children at the Juneau Community Charter School and a third entering kindergarten this fall. I, along with countless others, have spent so much of their precious early years fundraising to keep this magical community-based school, that integrates the arts, Spanish and music into it, afloat. We are passionate about what it is doing for our children. This school meets all the "best practice" guidelines one could come up with. The small overall school size creates a setting where EVERY child has a known name, face, and value in the school setting. Research tells us that it is the social emotional groundwork that needs to be in place before the academic achievements can blossom. JCCS has consistently done well academically for its students.

Passing SB 57 will demonstrate the value of each child by providing equitable funding for them, independent of the school setting that suits their individual needs. SB 57 would aid JCCS with a bus to help more children and families have access to it, help fund a counselor, a part-time Indian para educator, and simply make it possible to keep the doors open.

I so appreciate that SB 57 has been scheduled so quickly by your committee and I hope that it will continue to move through the House rapidly. The support is truly needed now.

Sincerely,

Linda Newman

1270

	134	57	34	14	205	07/01/2005
PUERTO VALLARTA						
	162	79	45	19	260	05/01/2008
QUERETARO						
	113	48	29	11	172	12/01/2000
SAN CARLOS						
	111	41	26	10	162	07/01/1999
SAN JOSE DEL CABO						
	170	60	35	15	245	06/01/2001
SAN MIGUEL DE ALLENDE						
	120	48	29	11	179	12/01/2000
TAPACHULA						
	94	46	28	11	151	12/01/1993
TIJUANA						
	119	54	32	14	187	09/01/2002
VERACRUZ						
	120	57	34	14	191	12/01/2000
ZACATECAS						
	134	50	30	13	197	09/01/2005
[OTHER]						
	102	52	31	13	167	12/01/2000
MICRONESIA						
AIR FORCE SCAT POHNPEI ISLAND						
AIR FORCE SUPPORT FOR CIVIC ACTION TEAM (POHNPEI ISLAND)						
	85	28	19	7	120	12/01/2002
AIR FORCE SUPPORT FOR CAT CHUUK						
AIR FORCE SUPPORT FOR CIVIC ACTION TEAM (CHUUK (TRUK) ISLAND						
	97	28	19	7	132	06/27/1997
ARMY SUPPORT FOR CAT POHNPEI ISL						
ARMY SUPPORT FOR CIVIC ACTION TEAM (POHNPEI ISLAND)						
	85	28	19	7	120	12/01/2002
CHUUK						
	105	59	35	15	179	07/01/2008
KOSRAE						
	116	58	34	15	189	07/01/2008
NAVY SUPPORT FOR CAT POHNPEI ISL						
NAVY SUPPORT FOR CIVIC ACTION TEAM (POHNPEI ISLAND)						
	85	28	19	7	120	12/01/2002
POHNPEI						
	98	48	29	11	157	09/01/2008
YAP						
	167	68	39	17	252	07/01/2008
[OTHER]						
	105	59	35	15	179	07/01/2008
MIDWAY ISLANDS						
MIDWAY ISLANDS						
INCL ALL MILITARY						
	125	36	23	9	170	07/01/2008
MOLDOVA						
CHISINAU						
	140	52	31	13	205	09/01/2008
[OTHER]						
	140	52	31	13	205	09/01/2008
MONACO						
MONACO						
05/01 - 09/30	267	109	60	27	403	02/01/2009
10/01 - 04/30	213	104	57	26	343	02/01/2009
MONGOLIA						
ULAANBAATAR						
	113	42	26	11	166	06/01/2006
[OTHER]						
	58	35	23	9	102	10/01/1998
MONTENEGRO						
PODGORICA						
	269	90	50	22	381	08/01/2008
[OTHER]						
	269	90	50	22	381	08/01/2008
MOROCCO						
AGADIR						
	172	59	35	15	246	03/01/2009
CASABLANCA						
	215	80	45	20	315	03/01/2009
FES						
	228	81	46	20	329	03/01/2009
MARRAKECH						
	220	80	45	20	320	03/01/2009
RABAT						
	169	66	38	17	252	03/01/2009
TANGIER						
	187	71	41	18	276	03/01/2009
TAROUDANT						
	175	59	35	15	249	03/01/2009
[OTHER]						
	148	65	38	16	229	03/01/2009
MOZAMBIQUE						
MAPUTO						

Louie Flora

From: fourlarue@aol.com
Sent: Tuesday, April 07, 2009 9:31 PM
To: Rep. Paul Seaton
Subject: support for sb 57

HI Paul---

just wanted to request your support for sb 57--the small charter school equitablity bill....it is a very important piece of legislation that will positively affect over 100 of your neighbors, friends,constituents....

our charter school here in Homer has set a high standard of excellence for children...please help us survive as a school.

Bonnie Powell
po box 3306
homer, ak 99603

New Deals on Dell Netbooks - Now starting at $299

Louie Flora

From: amcooney@gci.net on behalf of Alison and Mike Cooney [amcooney@gci.net]

Sent: Tuesday, April 07, 2009 8:43 PM

To: Rep. Paul Seaton

Cc: Rep. Cathy Munoz; Rep. Bryce Edgmon; Rep. Wes Keller; Rep. Peggy Wilson; Rep. Berta Gardner; Rep. Bob Buch

Subject: Please support SB 57

Dear House Education Committee,
The Juneau Community Charter School (JCCS) has been carefully watching SB 57 as it moves through the legislative process. We are grateful that you have scheduled the SB 57 hearing so soon and we hope that it will be quickly passed on to the Finance Committee. This bill provides more equitable funding to charter schools and supports educational options for families. Please support SB 57!

Respectfully,
Alison Cooney
JCCS parent

Louie Flora

From: campalaska@gci.net on behalf of peter otsea [campalaska@gci.net]
Sent: Tuesday, April 07, 2009 8:29 PM
To: Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Bryce Edgmon; Rep. Wes Keller; Rep. Peggy Wilson; Rep. Berta Gardner; Rep. Bob Buch
Subject: Charter School funding

Dear Members of the House Education Committee, It would be a dream come true if the Juneau Community Charter School (JCCS), and other small charter schools, could be free of the ever- present threat of closure due to insufficient funding. How wonderful it would be if all the parent fundraising energy that goes into keeping our doors open (lights on, copier machine working, teachers' salaries paid . . .) could be directed towards enrichment opportunities for students like after-school clubs or travel opportunities! Or if those very active parents in our midst who come to school in the evenings to do janitorial chores (one way we save money) could instead use their volunteer hours supporting students whose families cannot afford the kind of time needed for homework help, tutoring, transportation . . .

Current data about education seems to confirm that "one size does not fit all". All the knowledge we have about multiple intelligences, learning styles and the intertwinedness of social/emotional growth with academic success points the way to offering variety within our school systems in order to meet all students' needs. One form of variety, especially in larger school districts like Juneau, is the small, intimate, family-like school model. For many students, this environment makes an enormous difference in their educational success. For many families, this environment makes an enormous difference in their attitude towards "the system" and assures a closer tie between home and school for their children. It has been this way for my children and my family.

However in Alaska, state statutes make it nearly impossible for small charter schools to survive. Without some sort of funding change, it is predicted that our very successful school will have to close in 3 or 4 years. And it is impossible to supply small schools like ours with all the supports and services that can be so critical for students. At JCCS we go without a school counselor, a gymnasium, an Indian Studies program, on-site before or after school care, bus transportation . . . For many families, this means our school cannot be a choice they can make, even if it would be the best fit for their child.

I am so pleased that your committee has scheduled a hearing on SB 57 so soon and I hope the bill will pass quickly on to it's next stop in the process of becoming law. Thank you for supporting choice in education and looking out for the best educational fit for ALL children in our state.

Sincerely,
Margie Hamburger
Administrative Assistant at JCCS and parent of one JCCS graduate (now a 9th grader at Juneau Douglas High School) and two current JCCS students (5th and 2nd grades)

26-LS0238\S.2
Mischel
4/7/09

AMENDMENT

OFFERED IN THE HOUSE BY REPRESENTATIVE MUÑOZ

TO: CSSB 57(FIN)

Page 2, line 8:

Delete "175"

Insert "150"

Page 2, line 9:

Delete "175"

Insert "150"

Page 2, line 11:

Delete "175"

Insert "150"

Page 2, line 29:

Delete "**175**"

Insert "**150**"

1275

Senator Joe Thomas
February 27, 2009

The Role of the "Adjusted Student Count" in School Funding

The adjusted student count of each school is the root of state funding for school districts. The number of students enrolled in a school is increased or decreased according to the formula in AS 14.17.450, to determine the school's adjusted student count. That adjusted student count is then multiplied by the district cost factor, the special needs factor and, finally, by the base student allocation, to determine the amount of funding.

Student Count		---------- *Becomes* ----------					**Adjusted Student Count** *Equals*		**Student Rate** Neighborhood vs. Charter	
At least	**But less than**	**Base**	**plus**	**(Multiplier**	**times**	**Students in Excess of Column 1)**				
10 students to 20 students		39.6	+	0			10 students = 39.6 adjusted student count	=	3.96 /student	.84 /student
							19 students = 39.6 adjusted student count	=	2.08 /student	.84 /student
20 students to 30 students		39.6	+	(1.62	x	students over 20)	20 students = 39.6 adjusted student count	=	1.98 /student	.84 /student
							29 students = 54.18 adjusted student count	=	1.87 /student	.84 /student
30 students to 75 students		55.8	+	(1.49	x	students over 30)	30 students = 55.8 adjusted student count	=	1.86 /student	.84 /student
							74 students = 121.36 adjusted student count	=	1.64 /student	.84 /student
75 students to 150 students		122.85	+	(1.27	x	students over 75)	75 students = 122.85 adjusted student count	=	1.64 /student	.84 /student
							149 students = 216.83 adjusted student count	=	1.46 /student	.84 /student
150 students to 250 students		218.1	+	(1.08	x	students over 150)	150 students = 218.1 adjusted student count	=	1.45 /student	1.45 /student
							249 students = 325.02 adjusted student count	=	1.31 /student	1.31 /student
250 students to 400 students		326.1	+	(0.97	x	students over 250)	250 students = 326.1 adjusted student count	=	1.30 /student	1.30 /student
							399 students = 470.63 adjusted student count	=	1.18 /student	1.18 /student
400 students to 750 students		471.6	+	(0.92	x	students over 400)	400 students = 471.6 adjusted student count	=	1.18 /student	1.18 /student
							749 students = 792.68 adjusted student count	=	1.06 /student	1.06 /student
750 or more students		793.6	+	(0.84	x	students over 750).	750 students = 793.6 adjusted student count	=	1.06 /student	1.06 /student
							1,000 students = 1003.6 adjusted student count	=	1.00 /student	1.00 /student

Senator Joe Thomas
April 6, 2009

Charter School Funding: CSSB 57 (FIN)

- SB 57 is about supporting school choice and doing away with the charter school penalty.
- Current law results in charter schools, with fewer than 50 students, receiving 30% to 45% less state funding than neighborhood schools of their same size.
- The root of the problem is the way the foundation formula calculates the "adjusted student count" for charter and alternative schools versus neighborhood schools. Almost all schools have their enrollment adjusted upward by a formula in the state education law that is based on the size of the school.
- The adjusted student count is the basis of school funding. The adjusted count is multiplied by the BSA, the area cost differential and other factors to determine funding.
- Charter schools with an enrollment of fewer than 150 students, and alternative schools with fewer than 200 students, are not treated as separate schools, and the result is their enrollment is adjusted downward. Neighborhood schools are always funded as separate schools, regardless of their enrollment.
- Senate Bill 57 fixes the funding problem in an equitable, fiscally responsible manner.
- SB 57 funds charter schools with fewer than 150 students at the same per-student rate as neighborhood schools with 400 students. This requires charter schools to be significantly more efficient than other schools, but it is a manageable funding level.
- SB 57 also addresses the problem created for school districts, when their charter and alternative schools unexpectedly enroll fewer students than the number required for the state to fund them as separate schools.
- Today, when charter and alternative schools fall just one student below their separate-school threshold, the state cuts funding by $500,000 - $700,000. This is a disaster for the school and its district.
- SB 57 contains a one-year, hold-harmless provision for charter schools and alternative schools that unexpectedly fall below the threshold, and are either in their first year of operation or were above the threshold the previous year. For one year, these schools will receive 95% of the per-student rate they would have received at the threshold.
- Finally, SB 57 lowers the separate-school threshold for alternative schools from 200 to 175.
- Alaska has a serious problem with school achievement and high school graduation. One type of school is not best for all students. Charter schools and alternative schools offer parents choice within the public school system.
- SB 57 has received strong support from around the state. The Alaska Association of School Boards, and representatives of the Fairbanks, Nome, Juneau, Anchorage, Lower Kuskokwim, Ketchikan and Mat-Su school districts, as well as numerous parents have testified in favor of SB 57.
- Our school funding system has limited communities' ability to create and sustain innovative programs. It is essential that this legislature take action this session.

Sectional Analysis
CSSB 57(FIN)

Section 1

Subsection (c) states that charter schools with fewer than 150 students will have their student count adjusted by the same per-student rate as neighborhood schools with 400 students.

Under the school size factor statute, AS 14.17.450(a), the per-student rate of adjustment for 400-student neighborhood schools is 1.18, which means their student enrollment is multiplied by 1.18 to determine their "adjusted student count." The adjusted student count is the basis for the calculation of state funding provided to school districts.

Subsection (d) is an exception to subsection (c) for charter schools that are either in their first year of operation or had more than 150 students the previous year. It grants these charter schools a one-year hold-harmless period, during which they will receive 95% of the per-student rate of neighborhood schools with 150 students.

Under the school size factor statute, the per-student rate of adjustment for 150-student neighborhood schools is 1.45, and 95% of that rate is 1.38. Charter schools in the hold-harmless year will have their enrollment multiplied by 1.38 to determine their adjusted student count.

Subsection (d) requires charter schools that are in the hold-harmless year to submit a plan for the following year to their local school board. The plan must describe what will happen the following year if the school again has fewer than 150 students and no longer qualifies for the hold-harmless provision.

Subsection (e) creates a one-year hold-harmless period for alternative schools similar to the subsection (d) provision for charter schools. Alternative schools that enroll 121-174 students, but are either in their first year of operation or had at least 175 students the previous year, will receive 95% of the per-student rate of neighborhood schools with 175 students.

Under the school size factor statute, the per-student rate of adjustment for 175-student neighborhood schools is 1.40, and 95% of that rate is 1.33. Alternative schools in the hold-harmless year will have their enrollment multiplied by 1.33 to determine their adjusted student count.

Subsection (f) defines the term "student rate." The student rate is the base plus the multiplier under AS 14.17.450(a) divided by the student count.

Section 2: lowers the number of students that an alternative school must enroll, in order to be funded as a separate school, from 200 students to 175 students.

This section also makes a technical amendment creating the exception from the existing requirement that charter schools have at least 150 students to have their own adjusted student count calculation. Without this amendment, the Department of Education would continue to calculate school funding as if the students at charter schools under 150 attended the largest school in their district.

FISCAL NOTE

STATE OF ALASKA
2009 LEGISLATIVE SESSION

Fiscal Note Number: 1
Bill Version: SB 57
(S) Publish Date: 2/2/09

Identifier (file name): SB057-EED-ESS-01-22-09
Title: An Act realting to charter school funding.
Sponsor: Senator Thomas
Requester: Education, Finance

Dept. Affected: Education & Early Development
RDU: K-12 Support
Component: Foundation Program
Component Number: 141

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2010**	**FY 2010**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**
Personal Services							
Travel							
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims	714.3	0.0					
Miscellaneous							
TOTAL OPERATING	**714.3**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES ( )							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	714.3	0.0					
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**714.3**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

Estimate of any current year (FY2009) cost:

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

This bill would increase funding for those charter schools with an Average Daily Membership [ADM] under 150 through the school size adjustment mechanism.

There are two methods to determine eligibility:

1) If the charter school is under 150 ADM, then the ADM count will be multiplied by 1.18.

OR

2) If the charter school has an ADM of 120 but less than 150 and in the 1st year of operation; or had an ADM count of 150 in the prior year but fell below in the current fiscal year, then the ADM count will be multiplied by 1.38.

The GF appropriation capitalizes on the Public Education Fund [PEF].

Prepared by: Eddy Jeans, Director — Phone 465-8679
Division: School Finance — Date/Time 1/22/09 12:00 AM
Approved by: Larry LeDoux, Commissioner — Date 1/22/2009

(Revised 9/10/2008 OMB)

Department of Education & Early Development
Prepared 1/22/09

Prepared by School Finance

District/School Name	FY09 Charter School ADM	FY10 Charter School ADM	x 1.18 Cost if Eligible under Sec. 1 ('c)	x 1.38 Cost if Eligible under Sec. 1 (d)
ANCHORAGE				
Alaska Native Charter School [Eff. FY09]	160.70	180.00		
Aquarian Charter	361.15	360.00		
Highland Tech Charter	240.20	260.00		
Winterberry Charter	184.50	200.00		
Eagle Academy Charter	164.00	165.00		
Rilke Schule Charter	209.90	240.00		
FAIRBANKS				
Chinook Montessori Charter School	153.20	153.00		
Star of the North Secondary School (charter)	200.55	201.00		
Effie Kokrine Charter School	140.65	145.00	$ 350,590	
Watershed Charter School [to open in FY10]	-	155.00		
JUNEAU				
Juneau Community Charter School	68.00	78.00	$ 194,684	
KENAI				
Aurora Borealis Charter (soldotna)	184.00	185.00		
Kaleidoscope Charter School	233.00	248.00		
Fireweed Academy Charter (Homer)	72.75	76.00	$ 147,231	
Soldotna Montessori Charter	161.60	161.00		
KETCHIKAN				
Tongass School of Arts & Sciences Charter	152.40	150.00		
Ketchikan Charter School	173.30	170.00		
LOWER KUSKOKWIM				
Ayaprun Elitnaurvik Yup'ik Immersion (bethel)	172.05	172.00		
MAT-SU				
Academy Charter School	228.95	231.00		
Fronteras Charter School	186.85	187.00		
Midnight Sun Charter School	165.00	165.00		
NOME				
Anvil City Science Academy	44.00	44.00	$ 21,796	
Total Revenue			**$ 714,301**	

FISCAL NOTE

STATE OF ALASKA
2009 LEGISLATIVE SESSION

Fiscal Note Number: 2
Bill Version: CSSB 57(FIN)
(S) Publish Date: 4/1/09

Identifier (file name): SB057-EED-ESS-3-31-09
Dept. Affected: Education & Early Development
Title: An Act realting to charter and alternative school funding.
RDU: K-12 Support
Component: Foundation Program
Sponsor: Senator Thomas
Requester: Senate Finance
Component Number: 141

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2010**	**FY 2010**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**
Personal Services							
Travel							
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims	1,314.3	0.0	1,314.3	1,314.3	1,314.3	1,314.3	1,314.3
Miscellaneous							
TOTAL OPERATING	**1,314.3**	**0.0**	**1,314.3**	**1,314.3**	**1,314.3**	**1,314.3**	**1,314.3**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES ( )							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	1,314.3	0.0	1,314.3	1,314.3	1,314.3	1,314.3	1,314.3
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**1,314.3**	**0.0**	**1,314.3**	**1,314.3**	**1,314.3**	**1,314.3**	**1,314.3**

Estimate of any current year (FY2009) cost:

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

This bill would increase funding for charter and alternative schools.

Alternative schools with an Average Daily Membership [ADM] of 175 or greater will adjust through the school size table independently.

If the alternative school has an ADM of 120 but less than 175 and in the 1st year of operation; or had an ADM count of 175+ in the prior year but fell below 175 in the current fiscal year, then the ADM count will be multiplied by 1.33.

If the charter school is under 150 ADM, then the ADM count will be multiplied by 1.18.

Otherwise if the charter school has an ADM of 120 but less than 150 and in the 1st year of operation; or had an ADM count of 150+ in the prior year but fell below in the current fiscal year, then the ADM count will be multiplied by 1.38.

The GF appropriation capitalizes on the Public Education Fund [PEF].

Prepared by: Eddy Jeans, Director — Phone 465-8679
Division: School Finance — Date/Time 4/1/09 12:00 AM
Approved by: Larry LeDoux, Commissioner — Date 4/1/2009

(Revised 9/10/2008 OMB)

Department of Education & Early Development
4/1/2009

Prepared by School Finance

District/School Name	FY09 Charter School ADM	FY10 Charter School ADM	x 1.18 Cost if Eligible under Sec. 1 ('c)	x 1.38 Cost if Eligible under Sec. 1 (d)
ANCHORAGE				
Alaska Native Charter School [Eff. FY09]	160.70	180.00		
Aquarian Charter	361.15	360.00		
Highland Tech Charter	240.20	260.00		
Winterberry Charter	184.50	200.00		
Eagle Academy Charter	164.00	165.00		
Rilke Schule Charter	209.90	240.00		
FAIRBANKS				
Chinook Montessori Charter School	153.20	153.00		
Star of the North Secondary School (charter)	200.55	201.00		
Effie Kokrine Charter School	140.65	145.00	$ 350,590	
Watershed Charter School [to open in FY10]	-	155.00		
JUNEAU				
Juneau Community Charter School	68.00	78.00	$ 194,684	
KENAI				
Aurora Borealis Charter (soldotna)	184.00	185.00		
Kaleidoscope Charter School	233.00	248.00		
Fireweed Academy Charter (Homer)	72.75	76.00	$ 147,231	
Soldotna Montessori Charter	161.60	161.00		
KETCHIKAN				
Tongass School of Arts & Sciences Charter	152.40	150.00		
Ketchikan Charter School	173.30	170.00		
LOWER KUSKOKWIM				
Ayaprun Elitnaurvik Yup'ik Immersion (bethel)	172.05	172.00		
MAT-SU				
Academy Charter School	228.95	231.00		
Fronteras Charter School	186.85	187.00		
Midnight Sun Charter School	165.00	165.00		
NOME				
Anvil City Science Academy	44.00	44.00	$ 21,796	
Total Revenue			**$ 714,301**	

FISCAL NOTE # 2

BILL NO. CSSB 57(FIN)

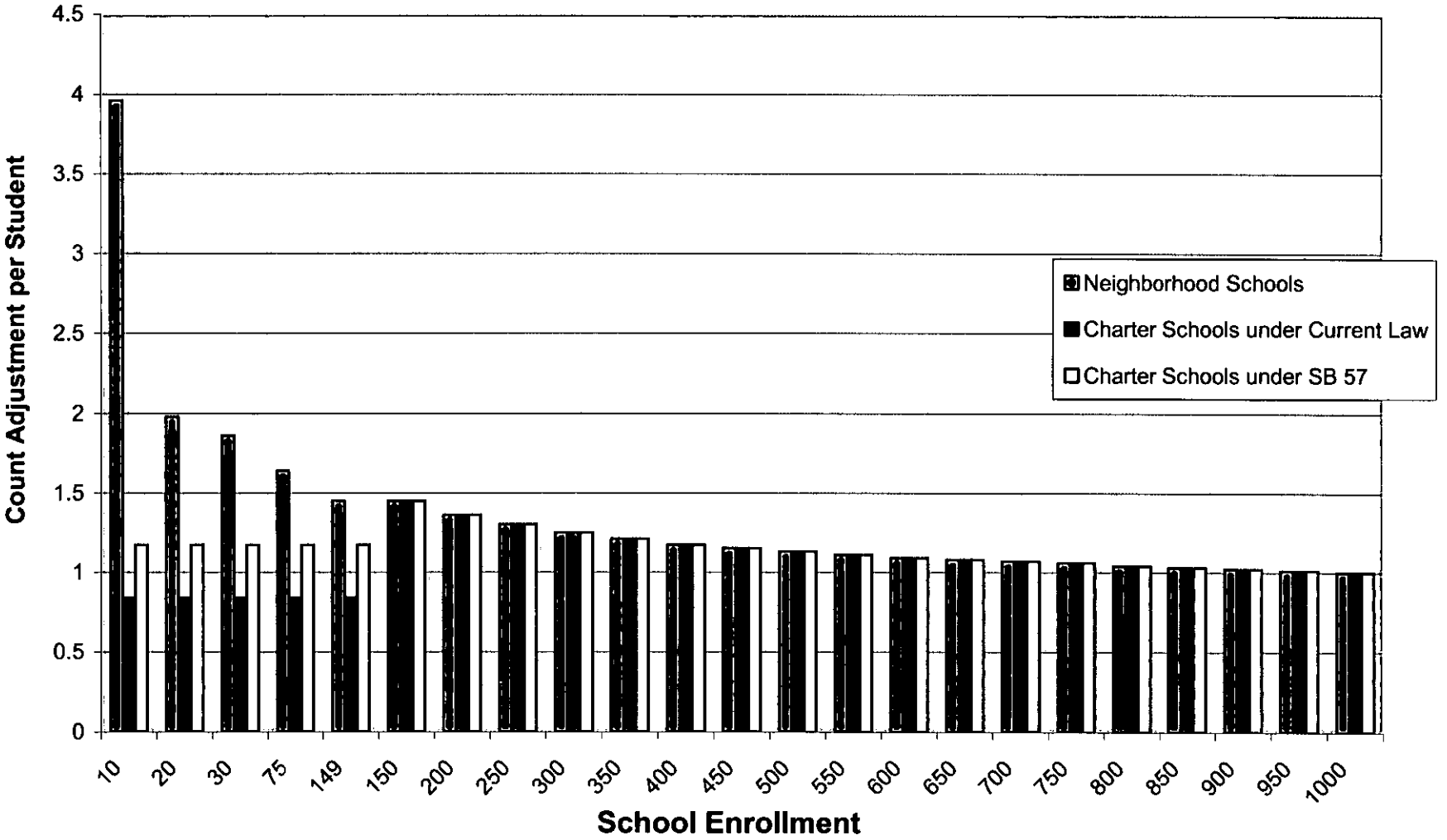
Department of Education & Early Development
Prepared 4/1/09

Prepared by School Finance

			x 1.33	175-200 ADM
District & Alternative School Name	**FY09 Alternative School ADM**	**FY10 Alternative School ADM**	**Cost if Eligible under Sec. 1 (d)**	**Cost if Eligible under Sec. 2**
ANCHORAGE				
A.V.A.I.L.	59.10	54.00		
Polaris K-12	479.00	480.00		
Steller Secondary	293.25	292.00		
Continuation Program	32.20	26.00		
COHO	40.05	35.00		
Whaley Center	468.83	485.25		
Benny Benson Secondary/S.E.A.R.C.H.	232.75	230.00		
Crossroads School	52.65	51.00		
S.A.V.E.	237.85	227.00		
CRAIG				
PACE Alternative High School	8.50	8.50		
DELTA/GREELY				
New Horizons High School	24.80	24.00		
FAIRBANKS				
Alternative Learning Systems	105.60	107.00		
JUNEAU				
Yaakoozge Daahakidi Alt High School	140.35	150.00		
KENAI				
Homer Flex	36.30	31.00		
Kenai Alternative School	98.20	67.00		
Peninsula Optional HS	37.05	38.00		
KETCHIKAN				
Revilla High School (Alt.)	66.55	86.00		
LOWER KUSKOKWIM				
Bethel Alternative Boarding School	33.80	33.00		
MAT-SU				
Mat-Su Day School	37.55	40.00		
Valley Pathways Alternative School	205.90	204.00		
Burchell Alternative High School	220.75	211.00		
Mid-Valley Alternative High School	193.55	174.00	$ 600,002	
NORTH SLOPE				
Kiita Learning Community	57.50	53.00		
SITKA				
Pacific Alternative	37.75	35.00		
Total Revenue			**$ 600,002**	

Adjusted Student Count for Charter Schools vs. Neighborhood Schools

The adjusted student count of each school is the basis of state funding. The number of students enrolled in a school is increased or decreased according to the formula in AS 14.17.450, to determine the school's adjusted student count. That adjusted student count is then multiplied by the district cost factor, the special needs factor and, finally, by the base student allocation to determine the amount of funding.



* This chart assumes that a charter school with fewer than 150 students has a student count adjustment of .84 under current law, because it is located in a district that contains a school with over 750 students, such as Anchorage, Fairbanks, Mat-Su or Juneau. A charter school in a community such as Kenai, Bethel, Ketchikan or Nome would have a student count adjustment of .92 or .97.

Senator Thomas
April 6, 2009

Example Adjusted Student Count Calculations

100 Students in a Neighborhood School have an Adjusted Student Count of **154.6**
And a per student adjustment of 1.55.

122.85 base + 1.27 multiplier X (100 – 75 = 25) 122.85 + 31.75 = 154.6
154.6/ 100 = 1.55

100 Students in a Charter School under Current Law have an Adjusted Student Count of **84**
And a per student adjustment of .84

No base + .84 multiplier X all 100 students 0 + 84 = 84
84/100 = .84

100 Students in a Charter School under SB 57 have an Adjusted Student Count of **118**
And a per student adjustment of 1.18.

No base + 1.18 multiplier X all 100 students 0 + 118 = 118
118/100 = 1.18

The adjusted student count of each school is the root of state funding for school districts. The number of students enrolled in a school is increased or decreased according to the formula in AS 14.17.450, to determine the school's adjusted student count. The adjusted student count is then multiplied by the district cost factor, the special needs factor and by the base student allocation, to determine the amount of funding.

Charter School Funding Statutes

Sec. 14.03.260. Funding for charter school.

(a) A local school board shall provide an approved charter school with an annual program budget. The budget shall be not less than the amount generated by the students enrolled in the charter school less administrative costs retained by the local school district, determined by applying the indirect cost rate approved by the Department of Education and Early Development. The "amount generated by students enrolled in the charter school" is to be determined in the same manner as it would be for a student enrolled in another public school in that school district.

Sec. 14.17.905. Facilities constituting a school.

(a) For purposes of this chapter, the determination of the number of schools in a district is subject to the following:

(1) a community with an ADM of at least 10, but not more than 100, shall be counted as one school;

(2) a community with an ADM of at least 101, but not more than 425, shall be counted as

(A) one elementary school, which includes those students in grades kindergarten through six; and

(B) one secondary school, which includes students in grades seven through 12;

(3) in a community with an ADM of greater than 425, each facility that is administered as a separate school shall be counted as one school, except that each alternative school with an ADM of less than 200 shall be counted as a part of the school in the district with the highest ADM.

(b) Notwithstanding (a)(3) of this section, a charter school shall be counted as a separate school if the charter school has an ADM of at least 150 students.

Sec. 14.17.450. School size factor.

(a) For purposes of calculating a school's ADM to determine state aid, the ADM of each school in a district shall be computed by applying the following formula:

If the student count In a school is			The adjusted student count is		
At least	But less than	Base	Multiplier		The number of Students in excess of
10 -	20	39.6			
20 -	30	39.6 +	(1.62	x	20)
30 -	75	55.8 +	(1.49	x	30)
75 -	150	122.85 +	(1.27	x	75)
150 -	250	218.1 +	(1.08	x	150)
250 -	400	326.1 +	(0.97	x	250)
400 -	750	471.6 +	(0.92	x	400)
750 or over		793.6 +	(0.84	x	750).

(b) If the ADM in a school is less than 10, those students shall be included in the ADM of the school in that district with the lowest ADM as determined by the most recent student count data for that district.

ASSOCIATION OF ALASKA SCHOOL BOARDS

ADVOCATES FOR ALASKA'S YOUTH

Position Statement on SB 57
Charter School Funding

In 1995, AASB supported the creation of charter schools in statute. Over the years, school boards have subsidized and otherwise assisted local charter schools in providing Alaska families with a viable choice in public education.

AASB encourages the Legislature to amend AS 14.17.450 as outlined in SB 57 to establish a more equitable means of funding charter schools.

School boards find themselves caught between local citizen initiatives to create choices within public schools and an inadequate funding stream in statutes that require supplemental funding from local districts.

1111 West 9th Street, Juneau, AK 99801

(907) 586-1083 (907) 586-2995 aasb@aasb.org http://www.aasb.org

MATANUSKA-SUSITNA BOROUGH SCHOOL DISTRICT
501 N. GULKANA
PALMER, ALASKA 99645
Office of the School Board
(907) 746-9272 Fax (907) 761-4076

MATANUSKA-SUSITNA BOROUGH SCHOOL DISTRICT
RESOLUTION NO. 09-002

A RESOLUTION OF THE MATANUSKA-SUSITNA BOROUGH SCHOOL BOARD IN SUPPORT OF SENATE BILL NO. 57 "AN ACT RELATING TO CHARTER SCHOOL FUNDING."

WHEREAS, the Matanuska-Susitna Borough School Board invites support of Senate Bill No. 57 "An Act Relating To Charter School Funding"; and

WHEREAS, charter schools give opportunities outside of the traditional public schools for innovative programs to be implemented; and

WHEREAS, charter schools gain momentum and interest from a broader larger audience as a program is developed in the initial year of operation; and

WHEREAS, charter schools like all schools have fluctuations in enrollment and losing program gravity because of a slight drop in enrollment below 150 students for one year could have a longer term detrimental impact on the school; and

WHEREAS, a school that is not recognized as a school site for funding purposes receives a reduced financial allocation; and

WHEREAS, being recognized as a school site gives economic relief by bringing a greater dollar amount to the school allowing for more comprehensive and adequate funding; and

WHEREAS, this Bill offers the initial year of operation for a charter school as an opportunity to build community support and student numbers and ultimately strengthens the quality of the program and the potential for program and student accomplishment; and

WHERAS, encouragement is offered to add language to this Bill to lower the enrollment for alternative school's recognition as a school site from 200 students to 175 as a measure to support an alternative school's need for a smaller learning community.

THEREFORE BE IT RESOLVED that the Matanuska-Susitna Borough School Board supports Senate Bill No. 57 "An Act Relating to Charter School Funding."

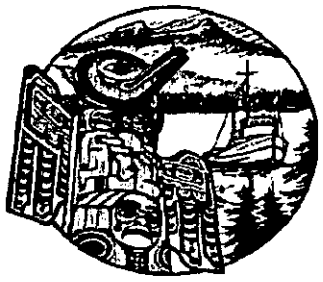
ADOPTED by the Matanuska-Susitna Borough School Board this 18th day of February, 2009.

Jim Colver, Board President

George Troxel, Superintendent

ATTEST:

Stacy Escobedo, Board Secretary



Ketchikan Gateway Borough School District
Robert Boyle, Superintendent
333 Schoenbar Road
Ketchikan, AK 99901
phone 907-247-2109; fax 907-225-3870
boyler@kgbsd.org

February 13, 2009

Senator Joe Thomas
1292 Sadler Way, Suite 313
Fairbanks, Alaska 99701

Dear Senator Thomas:

I am sending you a resolution by the Ketchikan Gateway Borough School District Board of Education in support of Senate Bill 57, an Act relating to charter school funding.

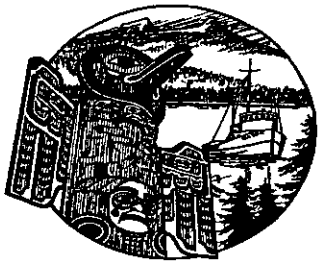
We believe charter schools are public schools that provide valuable education options to Alaska families in addition to encouraging parent and community involvement in our schools. The current funding system results in a significant decrease in funding for charter schools as compared to other neighborhood schools of their same size, should small changes in student enrollment take place.

The Ketchikan Gateway Borough School District supports the passage of Senate Bill 57 in modifying the current school funding law as it applies to charter schools.

Thank you for your time and consideration.

Sincerely,

Robert Boyle
Superintendent



KETCHIKAN GATEWAY BOROUGH SCHOOL DISTRICT
RESOLUTION #09-04

A RESOLUTION OF SUPPORT OF SENATE BILL NO. 57, WHICH IS AN ACT RELATING TO CHARTER SCHOOL FUNDING

WHEREAS, Senate Bill 57 will modify the current school funding law as it applies to charter schools with fewer than 150 students; and

WHEREAS, charter schools provide valuable education options to Alaska families and encourage parent and community involvement; and

WHEREAS, the current funding system results in a dramatic decrease in funding for charter schools as compared to neighborhood schools of their same size ; and

WHEREAS, adjusted student count as determined under AS 14.17.450 is the basis of state funding for all schools in Alaska; and

WHEREAS, Senate Bill 57 funds charter schools with fewer than 150 students to an adjusted student count by the same per-student rate as neighborhood schools with 400 students; and

NOW THEREFORE BE IT RESOLVED, the Board of Education of the Ketchikan Gateway Borough School District supports passage of Senate Bill 57.

Adopted by the Ketchikan Gateway Borough School District on this 11th day of February, 2009

Karen Eakes

Karen Eakes, Board President

Michael Fitzgerald, Vice President

Doyon, Limited

1 Doyon Place, Suite 300
Fairbanks, Alaska 99701-2941
(907) 459-2000
www.doyon.com

Norm Phillips, Jr.
President and CEO
E-mail: phillipsn@doyon.com
Direct Dial: (907) 459-2004
Fax: (907) 459-2060

March 25, 2009

Senator Joe Thomas
State Capitol, Room 510
Juneau, AK 99801-1182

Dear Senator ~~Thomas~~ Joe:

Thank you for introducing SB 57, this bill directly aligns with Doyon, Limited's mission statement, which includes promoting the economic and social well-being of our shareholders and future shareholders. The Effie Kokrine Charter School is important to the Alaska Native community in the interior. With almost 25% of our 17,500 shareholders residing in the Fairbanks community we believe that a culturally sensitive school is essential to the well-being of our shareholders.

Therefore, on behalf of our shareholders, Doyon, Limited supports SB 57.

Thank you again and please let me know if we can do anything else to help. I can be reached at (907) 459-2000 or by e-mail at phillipsn@doyon.com.

Sincerely,

Norman L. Phillips, Jr.
President and CEO

cc: Linda Evans, Principal, Effie Kokrine Charter School

TONGASS SCHOOL OF ARTS AND SCIENCES RESOLUTION

Urging the Governor of Alaska and the Alaska State Legislature to pass Senate Bill 57, "An Act relating to charter school funding."

BE IT RESOLVED BY THE ACADEMIC POLICY COMMITTEE OF THE TONGASS SCHOOL OF ARTS AND SCIENCES:

WHEREAS the Constitution of the State of Alaska and other laws and policies of the State require educational opportunities for all children; and
WHEREAS Charter schools are public schools that provide valuable education options to Alaska families; and
WHEREAS Charter schools increase learning opportunities and encourage parent and community involvement in our schools; and
WHEREAS the current state funding system limits communities' ability to create and sustain these innovative programs; and
WHEREAS current state law results in charter schools receiving 30% to 45% less state funding than neighborhood schools of their same size; and
WHEREAS Senate Bill 57 funds charter schools with fewer than 150 students at a per-child rate closer to that of average, urban elementary schools; and
WHEREAS Senate Bill 57 solves the funding problem in an equitable, fiscally responsible manner; and
WHEREAS Senate Bill 57 will support our schools and districts as they carry out the legislature's intent in creating the charter school law;
BE IT RESOLVED that the Tongass School of Arts and Sciences Academic Policy Committee supports the passage of Senate Bill 57; and
BE IT FURTHER RESOLVED the Tongass School of Arts and Sciences Academic Policy Committee urges the Governor of Alaska and the Alaska State Legislature to pass Senate Bill 57, "An Act relating to charter school funding."
COPIES of this resolution shall be sent to the Honorable Sara Palin, Governor of Alaska; the Honorable Gary Stevens, Senate President; the Honorable Mike Chenault, House Speaker; the Honorable Senators Hoffman and Stedman, Senate Finance Committee Co-Chairs; the Honorable Senators Ellis, Elton, Huggins, Olson, and Thomas, Senate Finance Committee Members; the Honorable Kyle Johansen, Representative, House District 1; and members of the Ketchikan Gateway Borough School Board.

Michelle Johnston
President, Academic Policy Committee

February 10, 2009
Date

Dana Owen

From: Comeau_Carol [Comeau_Carol@asdk12.org]
Sent: Wednesday, January 28, 2009 3:00 PM
To: Dana Owen
Cc: Sen. Kim Elton; Comeau_Carol
Subject: RE: SB 57

Dana,
Thanks for taking my call just now. I am sorry I am unable to testify tomorrow as I had planned due to participation in a conference call with the new Secretary of Education, Arne Duncan. I would appreciate it if you could distribute these comments to the Senate Education Committee members tomorrow.

Dear Senate Education Committee:

The Anchorage School Board does not have a position on SB 57 specifically, but we strongly support our charter schools. We have much concern on the "draconian" funding situation for a charter school that does not make the 151 student count through the count period, particularly in the first year of operation. Many of our charter schools have struggled with this issue and the funding problems that ensue.

The Anchorage School District would like to work with your committee on this important issue. Last year, I suggested that maybe a working group could work on this issue over this session and into the summer. If that was ever possible, I would like to ask that the ASD participate. We have participated on many groups over the years and have some good suggestions on how to resolve funding and facility issues for charter schools. We believe that the public school choices, including charters, are important for parents and students.

I appreciate your commitment to education and the opportunity to provide input.
Carol Comeau, Superintendent
Anchorage School District

Joe Hardenbrook

From: Vickie Erickson [mitchvicky@gci.net]
Sent: Tuesday, February 24, 2009 9:46 AM
To: Sen. Lyman Hoffman; Sen. Bert Stedman; Sen. Johnny Ellis
Cc: Sen. Kim Elton; Sen. Charlie Huggins; Sen. Donny Olson; Sen. Joe Thomas
Subject: SB 57

Dear Senators,

I would like to thank all of you in your past support of for schools in Alaska, especially those that are small in numbers and therefore needing more support when it comes to funding issues. I am requesting your support for the passage of SB 57.

Charter Schools allow parents, community members, and teachers to be in charge of developing unique educational programs and to be involved in decision making for school policies. As a parent of three Charter School children and two more that will soon be in Charter schools, it means a lot to me to be involved in school policies and the operations of our school. Our educational process is very flexible, which provides for the needs of our children and parents alike.

The Anvil City Science Academy has been in operation for eleven years now, it was created by parents, teachers, and many community members who were interested in a family oriented school characterized by high academic standards and a well-rounded curriculum, with an emphasis in science and math. The Science Academy serves 5th through 8th grade students who come to the school with a wide variety of backgrounds, learning styles, experiences, and needs. We are able to address the individual differences and learning styles, and creativity we see an increase in learning and creativety for all students. Our students at this time are involved in a salmon habitate restoration project grant from the Department of the Interior, and are working with Charlie Lean of Norton Sound Economic Development Company ,because of this project the Academy students were nominated and won the "Spirit of Youth" award in the catagory of Science . Another project that is noteworthy is the
Artist in Schools project in which students are interviewing Nome residents in preparation for writing a play about the last 50 years in Nome.

Anvil City Science Academy has 44 students, with two and half certified teachers, no support personnel. This gives the school the needed flexibility to provide opportunities to the studetns to go beyond the traditional classroom walls in order to utilize community and environmental resources. In addition, in a small community such as Nome, a program like ACSA cann't reach a student count of 150 students, without having an adverse affect on the other public schools in the district. Therefore, a smaller program like ACSA is beneficial to the community by providing an alternative education program, while minimizing the possible impact on other schools.

Respectfully submitted,

Vickie Erickson

Sen. Kim Elton

From: payroll@ci.nome.ak.us on behalf of Dana Handeland [dhandeland@nomealaska.org]
Sent: Wednesday, January 28, 2009 8:29 AM
To: Sen. Donny Olson; Sen. Kim Elton; Sen. Bettye Davis; Sen. Charlie Huggins; Sen. Gary Stevens
Subject: supporter of SB 57

Donny,
I want to thank you any your fellow Senators for supporting Charter Schools in Alaska. We have actively worked for the past several years to provide a more permanent "fix" to the funding dilemma that we face due to the typical charter school enrollment and the current method of funding. We believe that great strides have been taken with SB 57.

Our school here in Nome has an enrollment of 44 which is capped due to space constraints at the current facility. We are paired with the largest school in our district causing concerns each year of whether we still can continue to provide the Nome community with optional educational opportunities. We have a proven program and a waiting list each year.

We work hand in hand with our district, many times providing a venue to try new methods that can later be implemented into the larger district.
Providing a more equitable funding formula for charter schools only furthers the endless opportunities that our Alaskan education system can provide all Alaskan children especially in the future.

Thank you again for your continued support. The community of Nome appreciates this most important work for our children.

Dana Handeland
Anvil City Science Academy, APC member

Joe Hardenbrook

From: Lisa Leeper [lleeper@nomeschools.com]
Sent: Sunday, February 22, 2009 9:02 PM
To: Sen. Joe Thomas
Subject: Support for SB 57

Dear Senator Thomas,

I teach at Anvil City Science Academy in Nome. I hope that you will consider the following points in order to help SB 57 pass this stage with the Finance Committee in order that it may be heard by all and voted upon.

Respectfully,
Lisa Leeper
Teacher, Anvil City Science Academy

- Charter schools are public schools that provide valuable education options to Alaska families.
- The existing school funding law results in charter schools that enroll fewer than 150 students receiving 30% to 45% less state funding than neighborhood schools of their same size.
- Inequitable funding limits communities' ability to create and sustain these schools.
- There is a dramatic decrease in funding ($500,000 - $700,000 loss) when a charter school's enrollment drops from 150 students to 149, which creates a financial crisis for both the school and its host district.
- Senate Bill 57 solves the funding problem in an equitable, fiscally responsible manner.
- SB 57 funds charter schools with fewer than 150 students at the same per-student rate as neighborhood schools with 400 students.
- SB 57 contains a one-year, hold-harmless provision for charter schools that are either in their first year of operation or had more than 150 students the previous year, reducing the financial damage to their district.
- SB 57 will allow school districts to carry out the intent of the legislature in creating the charter school law, by increasing quality education options available to Alaska families.
- SB 57 is supported by the Alaska Association of School Boards, and superintendents and parents of charter school students from across the state. The bill has been co-sponsored by Senators Thomas, Stevens, Elton, and Davis.

Dana Owen

From: Sen. Kim Elton
Sent: Thursday, January 29, 2009 7:45 AM
To: Dana Owen
Subject: FW: Support for SB 57

-----Original Message-----
From: Hubert Angaiak [mailto:hangaiak@gci.net]
Sent: Thursday, January 29, 2009 7:40 AM
To: Sen. Kim Elton; Sen. Bettye Davis; Sen. Charlie Huggins; Sen. Donny Olson; Sen. Gary Stevens
Subject: Support for SB 57

Honorable Senators,

I would like to thank you for your continued support in providing the best education for Alasks's children. I fully support SB 57 and I urge you to pass it.
Charter Schools provides a positive alternative in eduaction for our children. We are always looking for solutions in providing whats best in education for our children and Charter Schools are part of the solution.

Thank you.

kind regards,
Hubert Angaiak
Bethel, Alaska 99559
907-543-3074

Sen. Kim Elton

From: Linda Newman [newman@alaska.net]
Sent: Wednesday, January 28, 2009 12:35 AM
To: Sen. Bettye Davis; Sen. Charlie Huggins; Sen. Donny Olson; Sen. Gary Stevens
Cc: Catherine Reardon; Sen. Kim Elton
Subject: Fwd: Thank you for Senate Bill 57

Dear Members of the Senate Education Committee: My wife and I are forwarding a copy of this email that we sent to Senator Kim Elton earlier this week. We are sending this to you so that you can see how much we appreciate his co-sponsorship of Senate Bill 57, and so that you will know that we are grateful to you for considering this bill. Thank you for the support you've provided charter schools in the past; we hope you will support this effort to assist Alaska's small charter schools, which currently operate under an inequitable and unsustainable funding scheme. We look forward to the discussion about the bill at your Thursday meeting.

Sincerely,

Tony and Linda Newman
newman@alaska.net

Begin forwarded message:

> **From:** Linda Newman <newman@alaska.net>
> **Date:** January 25, 2009 11:11:53 PM AKST
> **To:** Senator_Kim_Elton@legis.state.ak.us
> **Subject: Thank you for Senate Bill 57**
>
> Senator Elton: Every year for the past several we've written to you to ask for your help in trying to fund Alaska's small charter schools, including Juneau's, in a more equitable way. We're extremely pleased and excited to be able to write to you tonight and thank you for taking leadership on this issue right away this session, by cosponsoring Senate Bill 57.
>
> If this bill successfully makes it through the legislative process and passes into law this year it will provide relief to the Juneau Community Charter School just in the nick of time. We know that we've said in my prior letters to you that the situation is already urgent, but this year, for the first year in the seven years that we've been involved as parents of JCCS students, we are operating at a budget deficit and drawing down the school's savings. We probably have less than two years of funding left at the rate we're depleting the savings. The Charter School simply can't operate indefinitely on the unfair funding formula that leaves charter schools funded at a per-student rate that is significantly lower than other similar-sized schools in the district. We've all but resigned ourselves to the fact that our kids' school will likely need to close in a year or two because it will simply run out of money. (Believe us, we've exhausted ourselves trying to fundraise out of this mess.)
>
> The importance of this bill for all of Juneau's kids is demonstrated by the fact that the Juneau School District has made more equitable small charter school funding one of its legislative priorities this year, and has resolved to support us in our efforts to correct the current funding inequity. We've just reviewed the bill and have exchanged a few emails with our fellow Charter School parents, and we are in agreement that the approach outlined

through this bill may be the best one yet. This bill makes it possible for small schools to operate, but still maintains the legislature's intent to encourage the formation of larger schools.

In our prior-year emails and letters to you on this issue we've taken much time and space to tell you about our kids and how much they--our whole family--gain from our participation in Juneau's Charter School. All of those things remain true. Our kids are learning so much and so well, but best of all, the Charter School has become an important part of all our lives because of the community that's grown around it.

Let us know what you would like us to do to assist you in securing passage of this bill this year.

Sincerely,

Tony and Linda Newman
308 Distin Avenue
Juneau, AK 99801
586-2172
newman@alaska.net

Sen. Kim Elton

From: jodi [jodiwynne@verizon.net]
Sent: Tuesday, January 27, 2009 1:25 PM
To: Sen. Kim Elton
Subject: Support for our school

Dear Senator Elton,

My name is Jodi Scolamiero. My husband David and I have our 1st grade son at Juneau Community Charter School (JCCS) this year and hope to have our 2nd son start there next year.

First, we would like to thank you for all your past support for our wonderful school.
We are thrilled to have the opportunity to send our children to a school such as JCCS. Without an option such as JCCS we fear our child would not be thriving as he has this past year. Due to his personality and learning style we have determined that the type of education JCCS offers is best suited for our children in that the school is smaller, therefore giving a more secure atmosphere. With the class size remaining the same as the district average, children are able to experience learning in smaller groups as well as giving a multi-grade class situation where each child can benefit from student mentoring as well as being a student mentor.

Next, I would like to add to the collective voice asking for your further support for the upcoming bill SB 57 giving smaller Charter schools the same funding as larger neighborhood schools. Without this increase in funding we fear our beloved school will not survive more than a couple of more years. The JCCS is a valuable addition to Juneau's wonderful elementary educational system. The school has proven itself academically with students ranking high on standardized testing scores, and also in that there is a high success rate for students transitioning back into the neighborhood school setting.

SB 57 would not only benefit our existing Charter school but give opportunity for more schools such as JCCS to establish and thrive. This would give parents even more choices when choosing what setting would be best for their individual children. In my opinion giving each child the type of education that works best for him or her is in essence ensuring our future as well as theirs.

Thank you so much for your time and support,
Jodi Scolamiero

Sen. Kim Elton

To: Larry Johansen
Subject: RE: Charter school Bill

Larry--

Thanks. As chair of the education committee, I'm holding a committee hearing on the bill in a half hour and am co-sponsor of the bill.

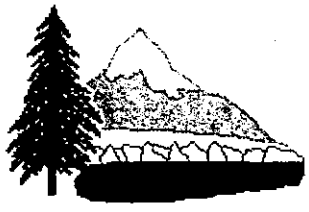
Kim

From: Larry Johansen [mailto:rowdydog@gci.net]
Sent: Thursday, January 29, 2009 8:05 AM
To: Sen. Kim Elton
Subject: Charter school Bill

Senator Elton,

I quick word in support of the funding formula equalization bill. I am a charter school parent. We do school jobs to save our school money to make our program happen. My wife and I perform janitorial service and recess duty to save cost. Its not that we mind doing these jobs but we would like to be able to spend our volunteer efforts on jobs that would directle lead to improving oue children's educational experience. AS it is the Juneau charter school is an educational success meeting core standards and for all social classes. Please help us help our kids.

-Larry Johansen
3010 Foster
Juneau, AK
--



Sen. Kim Elton

From: Jeri Kohlin [jeri_kohlin@hotmail.com]
Sent: Tuesday, January 27, 2009 1:35 PM
To: Sen. Kim Elton; Sen. Bettye Davis; Sen. Charlie Huggins; Sen. Donny Olson; Sen. Gary Stevens
Subject: Senate Bill 57

To: The Senate Education Committee

Dear Senators,
First of all, I would like to thank each of you for your past support to increase charter school funding. Secondly, I would like to ask the Education Committee to, please, support SB 57 making it possible for charter schools of 150 or less to receive funding based on the same per student rate as larger schools. Our school, Juneau Community Charter School, offers an educational program that isn't available elsewhere in the school district. Although the overall school size is small, class size is no smaller than elsewhere in the school district. JCCS is able to support *every* child's attitude and enthusiasm towards learning, provides highly enriched curriculum while developing strong thinking skills while implementing increased parental involvement, multi-age classes, trips into the community, teacher autonomy, more opportunities for parent/teacher interaction than if he attended a larger neighborhood school. JCCS is a good "fit" for the needs of my child and family specifically because the curriculum is individualized to challenge each child at their skill level, in all domains, while supporting positive self esteem, diversity, and community involvement.

JCCS has proven itself educationally. Its students perform well on standardized tests and do well when they transition back into the neighborhood school settings. The Juneau school district supports this bill and has included increased charter school funding in its list of legislative priorities as well.

Education isn't one size fits all. It's important for families to have choice. Different settings are a better fit for some children and their families than others. All children should be allowed the opportunity to learn and succeed in a way that reaches their own unique learning style. We value our school, how it impacts our family, and the community of families (which includes staff and volunteers) that make it happen and strongly feel our children should not be penalized by inadequate funding. Currently, the funding situation is so inadequate that our school will have to close within 2-3 years.

Please, support our students and schools by authorizing same per student rate as larger schools receive. If we as parents felt the local neighborhood schools were the best fit for meeting the individual needs of our children, they would be attending those schools now and receiving the funds we are asking for now. But that is not the case, please, support our children now where they are excelling.

Thank you for your consideration and support,
Jeri Kohlin

Sen. Kim Elton

From: jgeselle@gci.net on behalf of Jon Geselle [jgeselle@gci.net]
Sent: Tuesday, January 27, 2009 2:47 PM
To: Sen. Kim Elton; Sen. Bettye Davis; Sen. Charlie Huggins; Sen. Donny Olson; Sen. Gary Stevens
Cc: Catherine Reardon
Subject: In support of SB 57

Dear Senators,

We are writing to thank you for your past support for charter schools. Your support is critical to providing educational options for the next generation of Alaskans.

We are also writing to express our support of SB 57. Should this bill pass it would allow smaller school districts across the state to offer charter school options to the families they serve. This is important for many reasons, but foremost is the fact that not all students thrive in a traditional academic setting.

To this, we speak from experience. Our son Ezra has excelled at the Juneau Community Charter School because of the arts integrated curriculum and small overall school size. In this environment his social confidence has steadily grown allowing him to experience successes he did not have in a larger school setting.

I hope that you too will support SB 57, thus providing educational options for the future of Alaska.

Thank you,

Annie & Jon Geselle

Sen. Kim Elton

From: Diane Cathcart [Diane_Cathcart@ci.juneau.ak.us]
Sent: Tuesday, January 27, 2009 2:53 PM
To: Sen. Kim Elton; Sen. Bettye Davis; Sen. Charlie Huggins; Sen. Donny Olson; Sen. Gary Stevens
Cc: Catherine Reardon
Subject: Support for SB57

Dear Senators and Staff,

Thank you for taking a moment out of your busy schedules to read this email.

I am writing to request your full support of SB57-An Act Relating to Charter School Funding.

As you are well aware; education is not a one size fits all. It is important for families to have a choice and different settings are a better fit for different children and their families. By creating more equitable funding it helps ensure small charter schools will continue to exist. Small Charter Schools are constantly trying to reach out to families with diverse needs for their children; whether it is a smaller overall school size so children don't feel "lost" in the crowd or children that have special learning needs. Small Charter Schools have the ability to help more children that are in danger of falling through the cracks, *if* they are properly funded. In my humble opinion this also helps relieve the stress larger schools may feel from trying to help children in need while maintaining the needs of the general school populous.

Full funding for ALL our children and schools should be every Alaskans priority; we owe it to our children and their future.
Thank you for your time and your service to our State.

Sincerely,

Diane Cathcart (Juneau Community Charter School 4/5/6 Class parent)
310 Irwin St Apt B
Juneau, AK 99801
907-523-2166

Sen. Kim Elton

From: Tim and Jeannie [tjmaxa@gmail.com]
Sent: Tuesday, January 27, 2009 9:44 PM
To: Sen. Kim Elton
Subject: SB 57 - Charter school funding

January 27, 2009

Dear Senator Elton,

I am writing to express my support for SB57. I believe legislation like this will provide more equitable funding for small charter schools. I like SB 57 because it is comprehensive and effectively addresses the very different needs of different types of small charter schools and their host school districts.

I currently have two children attending the Juneau Community Charter School. My eleven year old son has attended the charter school for all 6 years of his education and my youngest son is in first grade.

I believe Charter schools are an important way to provide for school choice in Alaska and support parent involvement in education. We are very happy that the Juneau Community Charter School exists to provide a small school environment (a total of 66 children in the school) and involve parents in the school in meaningful ways. I want my children to be educated in a small environment and want to be involved in their education. We like the multi-age classrooms, the daily interaction between children of different ages, and the whole child view of education.

Since home schooling is not an option for our family due to employment obligations we are happy to have a charter school available to address many of our needs. My older son was born with a serious congenital heart defect that has required many open heart surgeries and has had special physical needs. We have greatly appreciated him being able to attend a small school where his needs are known and met within the regular classroom.

I believe Charter Schools have an important place in Alaska's education system. I hope that through your efforts, solutions to the challenges faced especially by small charter schools can be addressed. The current funding situation means it is very difficult for a charter school with under 150 students to operate. Alaska is a state of small numbers and we need legislation that will allow charter schools of all sizes to thrive. Without this legislation our charter school may have to close in the next 2-3 years. SB57 will make a big difference and allow small charter schools to survive in Alaska and offer valuable educational alternatives throughout the state.

Please support more equitable funding of charter schools to allow educational options around the state. Thanks very much for your attention to this important issue.

Sincerely,

Jeannie Monk
Juneau Community Charter school parent

--
Tim, Jeannie, Max and Aaron

Sen. Kim Elton

From: aukebaybetty@alaska.net
Sent: Wednesday, January 28, 2009 8:06 AM
To: Sen. Kim Elton; Sen. Charlie Huggins; Sen. Gary Stevens; Sen. Bettye Davis; Sen. Donny Olson
Cc: Catherine Reardon
Subject: SB 57

Attachments: Dear Senator Elton.docx

Dear Senator Elton.docx (136 K...

Dear Senate Education Committee Members: Senator Elton, Senator Davis, Senator Huggins, Senator Stevens and Senator Olson,

Attached is a letter in support of SB 57. Please share your support with other Senators and House Members to help pass this bill.

Thank you very much for your support.

Beth Rivest

January 26, 2009

Dear Senator Elton, Senator Davis, Senator Olson, Senator Huggins and Senator Stevens; members of the Senate Education Committee:

I am writing in support of Senate Bill 57. It is a well written piece of legislation that would help small charter schools continue to serve students all across Alaska. These students' schools are in need of more equitable funding to support salaries and supplies. I am grateful you support charter schools as an option for parents to meet their child's needs.

I have three children in the Juneau School District public school system. I chose to enroll in the lottery when my eldest child was in the first grade. Luckily she got in the charter school and since the second grade it has been a wonderful educational and social environment for her and her siblings.

While I attended Arizona State University as a college student, I took almost every math class offered. I have always loved math and the sciences. The methods used to teach math at the charter school are rigorous, build solid understandings of number patterns and such strong flexibility in solving problems that I sincerely wished I had had the opportunity to be exposed to and to learn math in such a progressive, skill-building, visual way. It is exciting to see students experience this type of meaningful math.

I attended public school throughout my life and I loved school, however I believe my children are far more comfortable and intensely involved in their projects while also thoroughly enjoying attending school. They are being given an exceptional chance to become all they can. The projects that incorporate writing, research, art, social studies/science and teambuilding are solid methods of fun and learning. The parents of these students become involved as well and work hard to support this small charter school.

The Juneau Community Charter School is in need of financial support. Parents contribute by supporting teachers in the classroom, helping teachers prep for the week to come, we work around the school facility to build shelves, clean and make it work efficiently. Parents also work very hard to fundraise to meet the financial commitments it takes to run the charter school. It is sorely underfunded at present.

The charter school has been part of the Juneau School District, serving a wide array of students for over ten years. It sets high standards and builds leadership, competence and love of our environment in such a compassionate manner.

To be very honest, if it were not for the charter school, I know I would begin a small child-care business and home school my children.

It has been stated, from President Obama to our Governor's State of the State, that education is one of the top legislative priorities. I sincerely hope that funding small

charter schools, through creative use of resources, educate children in a way that many children need, to become successful is also a priority within your committee.

In Alaska, small charter schools are funded dramatically lower per student compared to district counterparts. This bill recognizes charter schools as important options and is an attempt to balance educational funding per student at a reasonable percentage.

Please continue your support and know that small charter schools are doing important works on behalf of students all across Alaska, in particular here in Juneau. Please know that besides the many, many parents and educators who believe in the success of small charter schools and its' students high achievement, test scores and critical thinking skills we have no lobbying force to help other Senators or House members understand this issue. Please I ask each of you to help by sharing your support for SB 57.

Thank you for your work on behalf of Senate Bill 57.

Sincerely,

Beth Rivest, wife of a hard-working, small business owner; loving and caring parent of three wonderful children; and a member of the Juneau Community.

Sen. Kim Elton

From: Rhonda Vaughan [rhonda.vaughan@gmail.com]
Sent: Wednesday, January 28, 2009 9:38 AM
To: Sen. Kim Elton
Subject: Supporting Charter Schools

Dear Mr. Elton,

I'm a parent at Juneau Community Charter School. I'm writing to you to express my hope that the Charter School funding bill be passed.

If this bill is passed, it would mean a lot to the Charter School families. One major improvement would be the benefit of having buses for the children. Currently, all families drive the children to Charter School. Driving downtown twice a day to Charter School adds many miles to our car and uses a lot gasoline; both have an impact on the environment. In this time of economic and environmental crisis, a small thing like buses would make a great change!

Safety would also be improved if the Charter School received bus service. Students who live downtown can walk to school, but with snow covered sidewalks, they have to walk on the street, which presents a safety hazard. Parking is very limited at the Charter School, making drop off and picks up potentially dangerous. Parents have to find a parking spot that allows space for a car, yet not get hit. Children have to use extra caution when crossing the street, and as is common with young children, they sometimes don't look before they leap.

Thank you for your time in reading this, Sen. Elton. The families at Juneau Community Charter School are eager to see the Charter School funding bill passed.

Regards,

--
Rhonda Vaughan

209-8950

Dana Owen

From: Sen. Kim Elton
Sent: Thursday, January 29, 2009 7:55 AM
To: Dana Owen
Subject: FW: SB57

-----Original Message-----
From: sarah hopkins [mailto:hopkins_sarah@yahoo.com]
Sent: Wednesday, January 28, 2009 5:07 PM
Subject: SB57

January 28, 2009

Dear Senators,

This letter is in regards to Senate Bill 57 which will have its first hearing in front of the Senate Education Committee on Thursday January 29th. The bill addresses funding for small (charter) schools.

I support this bill because it will benefit the Juneau Community Charter School. My son is currently enrolled at JCCS. I believe that ALL students can be the most successful in school when they are in an environment that best fits their educational and social needs. This is the case for my son, and daughter, and as parents my husband and I try to find our children's best "fit" educationally. I hope to enroll by daughter as a 7th grader next year at JCCS. If Bill 57 is passed, this may be more possible.

With the funds that Bill 57 would provide, JCCS could be more accessible (in terms of growth) and serve a greater number of Juneau families. A community is more enriched when families have as many educational choices as possible for their children. Students are more successful when they are in an environment where they feel safe and are motivated and interested in their own education. No child is alike, and providing Juneau's students with a choice of educational environments addresses the educational needs of all our children. Juneau Community Charter School plays a vital roll in the school district in meeting these needs.

The Juneau Community Charter School APC members (made up of parent volunteers), other JCCS families, and teachers, have put in many hours of research and work in coming up with a plan of how JCCS can offer additional classrooms and serve a greater number of families. Bill 57 will support these efforts. Please give your support for this bill. Thank-you for your time.

Sincerely,
Sarah Hopkins

Dana Owen

From: Sen. Kim Elton
Sent: Thursday, January 29, 2009 7:55 AM
To: Dana Owen
Subject: FW: Please Support Charter School Legislation

From: Elise and Jay Boyer [mailto:ejez_2000@yahoo.com]
Sent: Wednesday, January 28, 2009 5:16 PM
To: Sen. Kim Elton
Subject: Please Support Charter School Legislation

Dear Chairman Elton:

I understand that you will be considering a bill this week to correct the funding inequities that hamper small charter schools in Alaska. I heartily encourage you to pass this bill. My husband and I have been so happy with our sons' charter school experiences, both in Homer (Fireweed Academy), and in Juneau, at the Juneau Community Charter School. Although these schools are different in many ways, they are wonderful examples of how the charter school law can enable our public school system to reach students in ways the traditional programs may not. I have learned that "one size" does not fit all in education, and our children benefit from choices in program. When those choices can be made available to all, regardless of income or test scores, then our state is truly doing them a service.

Treating small programs as if they have the economies of scale of the largest schools in the state has always been an unfortunate glich in the current law (although there are some who see it as a deterrent to the explosion of small schools). The proposed bill will correct that problem, and enable our students to continue to share in the promise of the charter school system. In fact, in our case in Juneau, it will enable us to achieve even more diversity than we already enjoy, by making it possible to hire employees who can serve students with special needs and to provide bus service to children who need it.

I know times are tough. I hope you will see that this bill is worth the investment.

Thank you for your consideration.

Sincerely,

Elise Nacht Boyer
780-2528

Dana Owen

From: Catherine Reardon
Sent: Wednesday, January 28, 2009 4:38 PM
To: Dana Owen
Subject: FW: Support for our school

From: jodi [mailto:jodiwynne@verizon.net]
Sent: Tuesday, January 27, 2009 1:25 PM
To: Sen. Kim Elton
Subject: Support for our school

Dear Senator Elton,

My name is Jodi Scolamiero. My husband David and I have our 1st grade son at Juneau Community Charter School (JCCS) this year and hope to have our 2nd son start there next year.

First, we would like to thank you for all your past support for our wonderful school.
We are thrilled to have the opportunity to send our children to a school such as JCCS. Without an option such as JCCS we fear our child would not be thriving as he has this past year. Due to his personality and learning style we have determined that the type of education JCCS offers is best suited for our children in that the school is smaller, therefore giving a more secure atmosphere. With the class size remaining the same as the district average, children are able to experience learning in smaller groups as well as giving a multi-grade class situation where each child can benefit from student mentoring as well as being a student mentor.

Next, I would like to add to the collective voice asking for your further support for the upcoming bill SB 57 giving smaller Charter schools the same funding as larger neighborhood schools. Without this increase in funding we fear our beloved school will not survive more than a couple of more years. The JCCS is a valuable addition to Juneau's wonderful elementary educational system. The school has proven itself academically with students ranking high on standardized testing scores, and also in that there is a high success rate for students transitioning back into the neighborhood school setting.

SB 57 would not only benefit our existing Charter school but give opportunity for more schools such as JCCS to establish and thrive. This would give parents even more choices when choosing what setting would be best for their individual children. In my opinion giving each child the type of education that works best for him or her is in essence ensuring our future as well as theirs.

Thank you so much for your time and support,
Jodi Scolamiero

Louie Flora

From: Brad Faulkner [bradalaska08@yahoo.com]
Sent: Tuesday, April 07, 2009 11:49 AM
To: Rep. Paul Seaton
Subject: Charter School Funding

Dear Paul,
The Senate passed out a good bill on Charter School funding. It goes a long way toward improving real structural inequities in the funding formula. I realize you understand this issue as well as anyone in the House. I am hoping you will push this as one of your priorities.
Respectfully,
Brad Faulkner

Louie Flora

From: Kiki Abrahamson [kabrahamson@kpbsd.k12.ak.us]

Sent: Tuesday, April 07, 2009 10:53 AM

To: Rep. Paul Seaton; Rep. Wes Keller; Rep. Cathy Munoz; Rep. Berta Gardner; Rep. Bob Buch; Rep. Bryce Edgmon; Rep. Peggy Wilson

Subject: Education Committee Hearing Wednesday

Members of the House Education Committee

This week students all over the state will be taking Standards Based Assessments. Students with various needs, abilities and backgrounds will be held accountable to the same measure. Yet one group of public school students will be held to that standard in spite of the double handicap of being members of public schools in our state that have substantially lower funding and no guaranteed access to a facility because of a flawed state statute. Wednesday you will have the opportunity to consider Senate Bill 57 that moves Alaska one step closer to equitable funding for all of its diverse students.

Charter schools and alternative schools are public schools open to anyone who enrolls. They are formed by caring educators who see a specific need in addressing a certain population, philosophy or program. They follow all Federal, State and district laws and regulations. Teachers in charter and alternative schools follow the same requirements for certification, employment, and negotiated agreements. Currently, charter schools and alternative schools are making a tremendous positive difference in educating students all over Alaska. They provide opportunities for innovation and choice, yet the development of new charter schools is hampered by the inequitable funding in AS 14.17.450.

I have never understood why the statute for establishing charter schools Article 2; AS 14.03.260 (a) says: *The "amount generated by students enrolled in the charter school" is to be determined in the same manner as it would be for a student enrolled in another public school in that school district*; yet AS 14.17.450 does not support that intent. In a fiscally responsible manner, Senate Bill 57 seeks to remedy that by funding small charter schools as if they were a school of 400. This provides incentives for educators and school districts to support innovation, choice and equity for Alaskan students.

Please work to pass this bill through the House and on to the Governor.

Kiki Abrahamson
Fireweed Academy
Alaska Charter School Association.

Louie Flora

From: sarah hopkins [hopkins_sarah@yahoo.com]
Sent: Monday, April 06, 2009 7:21 PM
To: Paul_Seaton@legis.state.ak.us
Subject: support SB 57

April 6, 2009

Dear Mr. Seaton,

My name is Sarah Hopkins and I am writing to you in hopes that you will support SB 57 with a "yes" vote on Wednesday April 8th, and pass this bill out of committee as soon as possible. SB 57 provides more equitable funding for small charter/alternative schools. This bill directly affects the Juneau Community Charter School where my son attends kindergarten.

With the funds that would come from SB 57, JCCS could expand its program to provide bus services, a part-time counselor and para-educators, thus making our program available to more families in Juneau. I think it is important that parents have a choice in where they want their children educated. The more choices families have when it comes to educating their children, the richer and more fulfilling that education will be. No two children learn the same way, and our schools should reflect that. JCCS provides another educational choice for families. Thank-you for your time and effort.

Sincerely,
Sarah Hopkins

Item Number 4

F. Incorrect. *Alice Anderson.* Although Alice Anderson represents the East Central region, New York is in the Northeast region.
G. Incorrect. *Lars Larson.* Although Lars Larson represents the Great Lakes region, New York is in the Northeast region.
H. Incorrect. *Kelly Carney.* Although Kelly Carney represents the Midwest region, New York is in the Northeast region.
J. Correct. *Thurmond Salkick.* First locate "New York" in the "States Assigned" column. It is in the fourth row that begins with "Connecticut, Maine..." Then follow that row to the left to see that Thurmond Salkick is the Account Executive for the Northeast region.
K. Incorrect. *Dan Elizondo.* Although Dan Elizondo represents the Southeast region, New York is in the Northeast region.

Item Number 5

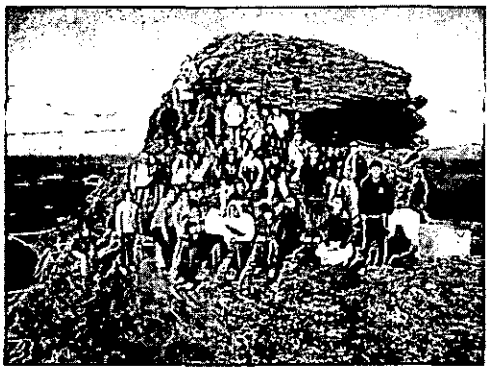
A. Correct. *A ding on the hood and a scratch on the driver's side.* The form graphically indicates this damage. The handwritten text "ding" has a line pointing to the hood, and the handwritten text "scratch" has a line pointing to the driver's side.
B. Incorrect. *A ding on the hood and a scratch on the passenger's side.* The form does show a ding on the hood, but the scratch is on the driver's side rather than on the passenger's side.
C. Incorrect. *A ding on the hood only.* The form does show a ding on the hood, but this is not the **only** damage indicated; there is also a scratch on the driver's side.
D. Incorrect. *A scratch on the hood and a ding on the driver's side.* This is the reverse of what is shown on the form. The ding is on the hood and the scratch is on the driver's side.
E. Incorrect. *A scratch on the hood only.* While a **scratch** and the **hood** are present in the graphic, a ding is on the hood and a scratch is on the driver's side.

Item Number 6

F. Incorrect. *5.* Although 5 is close to the correct answer, the line is at 6½.
G. Incorrect. *6.* Six inches is a rounded down measurement; the line is at 6½.
H. Correct. *6½.* The line is drawn and the tape matches halfway between 6 and 7, so the line is at 6½.
J. Incorrect. *7.* Although 7 is halfway between the line and the edge of the board, the line is at 6½.
K. Incorrect. *7½.* This is the measurement to the end of the board; the question asks for the measurement at the line drawn, which is 6½.

Item Number 7

A. Incorrect. *7–9AM only.* The form states that the patient is unavailable at 2–4PM in addition to 7–9AM.
B. Correct. *7–9AM and 2–4PM.* According to the handwritten text ("7–9am, 2–4pm") to the right of the space labeled "Unavailable Times" on the form, the patient is unavailable at 7–9AM and 2–4PM.
C. Incorrect. *2–4PM only.* The form states that the patient is unavailable at 7–9AM in addition to 2–4PM.
D. Incorrect. *5–6PM only.* "5–6" is part of the phone number (555-6268) shown on the form; however, the form states that the patient is unavailable at 7–9AM and 2–4PM.
E. Incorrect. *This week.* The form indicates that the appointment should be scheduled "within 1 week," not that the patient is unavailable this week. According to the form, the patient is unavailable at 7–9AM and 2–4PM.



Anvil City Science Academy

Nome, Alaska

Representative Seaton,

On behalf of the Anvil City Science Academy Academic Policy Committee, I would like to express our thanks for your past support for schools in Alaska. At this time we would request your support for the passage of SB 57. Small charter schools throughout Alaska are in need of equitable funding to meet the needs of the diverse students and families they serve. Schools like ACSA offer specialized educational programs that provide choice in education, while promoting public education.

The Charter School Act has allowed parents, community members, and teachers to take the lead in developing unique educational programs and to be involved in the decision making for school policies. The result of which is a flexible education process, which provides for the needs of students and parents alike. This is particularly true in small charter schools, which can create a distinctive school culture in which everyone takes ownership in the program.

Anvil City Science Academy was created eleven years ago by parents, teachers, and community members interested in a family oriented school characterized by high academic standards and a well-rounded curriculum, with an emphasis in science and math. In that time, ACSA has been able to meet the needs of its fifth through eighth grade students who come to the program with a wide variety of backgrounds, learning styles, experiences, and needs. By addressing individual differences and learning styles, there is an increase in the potential for learning and creativity of each student.

The Academy's small size is one of the key factors in its success. ACSA has a student population of 44, with two and a half certified teachers, and no support personnel. This gives the school the needed flexibility to provide opportunities to the students to go beyond the traditional classroom walls in order to utilize community and environmental resources. In addition, in a small community such as Nome, a program like ACSA can't reach a student count of 150 students, without having an adverse affect on the other public schools in the district. Therefore, a smaller program like ACSA is beneficial to the community by providing an alternative education program, while minimizing the possible impact on other schools.

Thank you for your time and consideration on this matter,

Todd Hindman, Lead Teacher
Anvil City Science Academy
Nome, Alaska

Nome Public Schools
PO Box 131~Nome, Alaska 99762~Phone: (907)443-2231~Fax: (907)443-5144

NOME BOARD OF EDUCATION
RESOLUTION #09-02
In Support of Senate Bill 57
Increased Funding for Small Charter Schools

WHEREAS, the legislature passed the law authorizing the creation of charter schools in Alaska and

WHEREAS, the legislature has realized the importance of providing varied and excellent educational opportunities for all students and;

WHEREAS, charter schools have proven themselves to be an effective educational alternative and;

WHEREAS, the Anvil City Science Academy located in Nome Alaska has provided quality service to the students of Nome for over ten years and;

WHEREAS, the population of Anvil City Science Academy is less than 50 students

NOW, THEREFORE BE IT RESOLVED that the Nome Board of Education supports the passage of Senate Bill 57.

ADOPTED by the Nome Board of Education this 10th of February 2009

Gloria Ann Karmun
President, Nome Board of Education

Elisabeth "Betsy" Brennan
Treasurer, Nome Board of Education

Louie Flora

From: payroll@ci.nome.ak.us on behalf of Dana Handeland [dhandeland@nomealaska.org]
Sent: Monday, April 06, 2009 11:25 AM
To: Rep. Richard Foster
Cc: Rep. Paul Seaton; Rep. Cathy Munoz; Edgmon@legis.state.ak.us; Keller@legis.state.ak.us; Wilson@legis.state.ak.us; Gardner@legis.state.ak.us; Rep. Mike Hawker; Stoltze@legis.state.ak.us; Thomas@legis.state.ak.us; Rep. Alan Austerman; Rep. Anna Fairclough; Joule@legis.state.ak.us; Kelly@legis.state.ak.us; Rep. Harry Crawford; Rep. Les Gara; Chenault@legis.state.ak.us; Salmon@legis.state.ak.us
Subject: Supporter of SB 57

Richard,
Thank you for your support over the years for education of choice for Alaska's children. For many years Charter schools have struggled with the existing funding formula and have worked diligently with the legislature to provide a more permanent fix. SB 57 addresses this funding dilemma by providing equitable funding for charter and alternative schools with enrollment under 150.

I have been an avid supporter of Charter Schools in Alaska because they offer alternative educational models. What does this mean to Alaskan children? Options!

Charter schools across the state have demonstrated their worth: Test score achievement, community involvement, unique educational projects, and an educational model targeted directly to the student. As you know not all regions in Alaska can meet an enrollment quota of 150 in a charter school without creating an adverse affect on the local community schools. Anvil City Science Academy in Nome is a perfect example. Our charter school is capped, by the district, at 44 students due to space constraints at the current facility.. This unfortunately creates a waiting list of students wishing to participate in the program who cannot be accommodated.

SB 57 will provide the relief to the annual threat of funding shortages that charter schools under 150 face. Please continue to support educational options for our children and help create the necessary momentum to make SB 57 law.

Thank you for putting Alaskan children first!!

Dana Handeland
APC-Anvil City Science Academy, Nome Alaska

Anvil City Science Academy

Nome, Alaska

My name is Todd Hindman and I am the lead teacher at Anvil City Science Academy in Nome.

I am speaking in support of SB57 on behalf of Nome Public Schools' Board of Education and the Academic Policy Committee of Anvil City Science Academy.

In a small community such as Nome, a charter school with a student population of 150 is highly unlikely and if it were able to achieve that enrollment, it would most likely have an adverse effect on the other public schools.

The small size of ACSA is one of its strengths. It allows for flexibility in its daily operation to provide unique educational opportunities to its students. This allows students to easily get out in the community and environment to use it as a resource in their education, providing a more meaningful learning experience. Our small size also creates a culture around family values to ensure student success through daily engagement of parents.

Thank you for your efforts at providing support for small charter schools, which are identifying and meeting specific needs in the communities they serve.

Chair Seaton and Members of the Education Committee

My name is Jeff Friedman, President of the Anchorage School Board

Our board has discussed this charter school funding several times in the past and I believe the board and the administration are fully supportive of SB 57.

The 150 student cut off has caused problems with two anchorage charter schools since I have been on the board and at least one charter school before that. Two of those schools ended up closing. The other struggled for a year, but has since been very successful.

The changes in SB 57 will provide a safety net for schools that drop slightly below the 150 student level, and will provide a more equitable funding method for alternative schools and charter schools.

Charter schools and other alternative schools provide choice for those students who don't fit well into a traditional neighborhood schools. They are a vital part of our district. I urge you to support SB 57

Louie Flora

From: Friedman_Jeff [Friedman_Jeff@asdk12.org]
Sent: Wednesday, April 08, 2009 9:29 AM
To: Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Bryce Edgmon; Rep. Wes Keller; Rep. Peggy Wilson; Rep. Bob Buch; Rep. Berta Gardner
Cc: Comeau_Carol; Siegfried_Robin; Bensler_Connie
Subject: SB 57

Attachments: SB 57 Testimony.doc

SB 57
estimony.doc (24 KE

I wanted to mention add point about the testimony today that wasn't particularly relevant to SB 57, but is something I think the Education Committee should be aware of. There was testimony that Charter Schools do not receive any local funding. Charter Schools do receive local tax dollars from the school district.

The funding formula sets a funding level for each charter school. All the state funding for each school in the district is added together and that is the total amount of the district's basic need from the Sate. Before the state writes a check, however, the local contribution amount is subtracted. The difference between each charter school's formula funding level and the lower amount actually received by each district is made up from local tax dollars.

I have attached a copy of my written testimony.

Jeff Friedman
Anchorage School Board
1534 D Street
Anchorage, AK 99501
907-742-4699 (Home)

Louie Flora

From: Rep. Paul Seaton
Sent: Wednesday, April 08, 2009 8:36 AM
To: Louie Flora
Subject: FW: support for sb 57

From: fourlarue@aol.com [mailto:fourlarue@aol.com]
Sent: Tuesday, April 07, 2009 9:31 PM
To: Rep. Paul Seaton
Subject: support for sb 57

HI Paul---

just wanted to request your support for sb 57--the small charter school equitablity bill....it is a very important piece of legislation that will positively affect over 100 of your neighbors, friends,constituents....

our charter school here in Homer has set a high standard of excellence for children...please help us survive as a school.

Bonnie Powell
po box 3306
homer, ak 99603

New Deals on Dell Netbooks - Now starting at $299

Matanuska Susitna Borough School District
Assistant Superintendent of Administration
501 N. Gulkana
Palmer, Alaska 99645
907-761-4001 907-761-4091 Fax

"Developing citizens for a global society by inspiring students to think, learn, achieve, and care".

April 8, 2009
Testimony on Senate Bill 57

Good Morning, my name is **John Weetman** and I am the Assistant Superintendent of Administration for the Mat-Su Borough School District. Thank you for this opportunity to testify in favor of Senate Bill 57.

The Mat-Su Borough School District supports Senate Bill 57 and is supportive of school choice and currently hosts 4 charter schools and 3 alternative schools, which enroll approximately 1500 students.

I do believe that Senate Bill 57 will correct the funding problem in an impartial and fiscally dependable manner.

By lowering the threshold for alternative schools from 200 to 175 Senate Bill 57 will address a financial setback that occurred this year for MSBSD, one of our alternative schools unexpectedly dropped below the required 200 number by 6 students, resulting in a $780K deficit to the school district.

The one-year, hold-harmless provision for charter schools and alternative schools that unexpectedly fall below the threshold, allows charter and alternative schools to focus student education and not financial deficit created by the current funding.

Charter schools and alternative schools offer parents choice within the public school system that provides smaller learning communities, drop out prevention and increased graduation rates.

In conclusion Senate Bill 57 creates a sustainable funding system for innovative programs. I thank you for your time and effort that all of you put in for the students of Alaska.

Sincerely,

John Weetman
Assistant Superintendent of Administration

SB 209

FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

Fiscal Note Number:
Bill Version: **SB209**
() Publish Date:

Identifier (file name): SB209-EED-CAB-2-12-10
Dept. Affected: Education & Early Develo
Title "An Act providing the Alaska State Council on the Arts the authority to adopt regulations to its statutory powers..."
RDU Commissions and Boards
Component Alaska State Council on the Arts
Sponsor Senator Menard
Requester Senate Education Committee
Component Number 192

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2011**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**
Personal Services							
Travel							
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims							
Miscellaneous							
TOTAL OPERATING	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES ( )							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF							
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

Estimate of any current year (FY2010) cost:

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

This legislation has no fiscal impact on the Alaska State Council on the Arts.

Prepared by: Eddy Jeans, Director — Phone 465-8679
Division School Finance — Date/Time 2/12/10 12:00 AM
Approved by: Larry LeDoux — Date 2/12/2010
Commissioner

(Revised 10/13/2009 OMB)

Senator Linda Menard

Session
State Capitol, Room 9
Juneau, Alaska 99801
Phone: (907) 465-6600
Fax: (907) 465-3805

Interim
600 E. Railroad Ave.
Wasilla, Alaska 99654
Phone: (907) 376-3370
Fax: (907) 376-3157

Alaska State Legislature

SB 209 Sponsor Statement

Senate Bill 209 will provide the Alaska State Council on the Arts the authority to adopt regulations relating to its statutory powers and duties.

The bill has been introduced at the request of the Alaska State Council on the Arts (ASCA), which is the Last Frontier's state arts agency, created over 40 years ago. The council works in partnership with the National Endowment for the Arts (NEA) to foster the development of the arts for all Alaskans through education, partnerships, grants and services.

Several of ASCA's programs are governed by regulations, which ASCA has promulgated and updated over the years. Recently ASCA has sought to improve and streamline its grant-making policies, procedures, and regulations. In the course of this effort, ASCA was informed by the Department of Law that ASCA technically does not have statutory authority to adopt regulations under the Administrative Procedures Act (APA). While this legal opinion is at odds with long-standing practice, ASCA considered the advice from the Attorney General's office, and determined that the best way to rectify the current anomalous situation is to amend its enabling statute to allow ASCA the explicit statutory authority to adopt regulations.

This legislation will in essence codify existing practice and will enable ASCA to continue to administer and oversee its existing programs. Any and all regulations adopted in the future will have to comply with the review and public-notice provisions of the APA. This bill has a zero fiscal note and will help ASCA continue performing its long-standing mission of helping more Alaskans appreciate, create, and enjoy the arts and having regulatory authority will directly contribute to ASCA's ability to do so.

Senator_Linda_Menard@legis.state.ak.us

LEGAL SERVICES

DIVISION OF LEGAL AND RESEARCH SERVICES
LEGISLATIVE AFFAIRS AGENCY
STATE OF ALASKA

(907) 465-3867 or 465-2450
FAX (907) 465-2029
Mail Stop 3101

State Capitol
Juneau, Alaska 99801-1182
Deliveries to: 129 6th St., Rm. 329

MEMORANDUM February 8, 2010

SUBJECT: Sectional summary; regulatory authority for the Alaska Council on the Arts (SB 209; Work Order No. 26-LS1236\A)

TO: Senator Linda Menard
Attn: Mike Rovito

FROM: Dennis C. Bailey
Legislative Counsel

You have requested a sectional summary of the above-described bill.

As a preliminary matter, note that a sectional summary of a bill should not be considered an authoritative interpretation of the bill and the bill itself is the best statement of its contents.

Section 1. Gives the Alaska State Council on the Arts the authority to adopt regulations relating to its statutory powers and duties.

Section 2. Provides an immediate effective date for the measure.

If I may be of further assistance, please advise.

DCB:plm
10-057.plm

Senator Linda Menard

Session
State Capitol, Room 9
Juneau, Alaska 99801
Phone: (907) 465-6600
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600 E. Railroad Ave.
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Alaska State Legislature

Senate Bill 209
List of Witnesses

In person testimony:

Ben Brown, chair, Alaska State Council on the Arts

Senator_Linda_Menard@legis.state.ak.us

The Hon. Kevin Meyer and Joe Thomas
Co-Chairmen, Senate Education Committee
State Capitol, Rooms 101 & 504
Juneau, Alaska 99811

Dear Senators Meyer and Thomas:

I am writing on behalf of the Alaska State Council on the Arts (ASCA) to express our support for Senate Bill 209. I hope to ensure that all members of the Senate Education Committee and, indeed, the full Senate, will support this simple yet important piece of legislation.

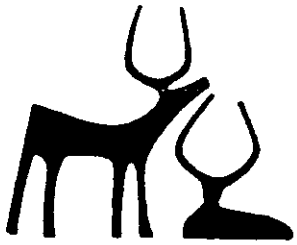
SB 209 was necessitated by a determination of the Alaska Department of Law that ASCA does not possess statutory authority to adopt regulations, although ASCA had been so doing for many years. When this technical lack of authority came to our attention, the members of the State Council weighed our options, and decided that simply adding the missing language from the statute would be the best way to remedy the situation.

ASCA's work is vitally important to the cultural well-being of Alaskans, and we could not operate our regrant program in accordance with federal standards without the state regulations that implement our enabling statutes. Giving ASCA the explicit power to adopt simple regulations subject to the same scrutiny that applies to all other regulations adopted in Alaska will allow Alaska's state arts agency to continue to do its job to the benefit of all Alaskans.

Please don't hesitate to let me know if I can answer any questions about this legislation or ASCA, and thank you for you consideration of this bill.

Yours sincerely,

Benjamin Brown, Chairman
Alaska State Council on the Arts



Senator Linda Menard
Alaska State Legislature
State Capitol Building
Juneau, Alaska
Sent via email

January 24, 2010

Dear Senator Menard:

I would like to lend the support of myself and the Alaska State Council on the Arts, a division of the Department of Education, to Senate Bill 209, which will at long last provide our agency the authority to adopt regulations.

While, in many respects, this legislation is a housekeeping matter, it is a critical bill for our agency. We need the ability to update and amend our regulations over time, and without the statutory authority to do so, the Alaska State Council on the Arts will remain static and unable to respond to changes in the field.

Thank you, Senator Menard, for carrying this legislation. I look forward to working with you and your office.

Sincerely,

Charlotte A. Fox
Executive Director

Alaska State Council on the Arts
411 West 4th Avenue, Suite 1E, Anchorage, Alaska 99501-2343 • (907) 269-6610 • Fax: (907) 269-6601
Toll Free: 1-888-278-7424 • TTY: 1-800-770-8973 • Website: www.eed.state.ak.us/aksca

SB 221

Music - other organizations supports travel; funds their own travel. No objections to date.

ALASKA STATE LEGISLATURE

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Fax (907) 465-3517

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Kodiak, AK 99615
(907) 486-4925
Fax (907) 486-5264

Senator Gary Stevens
President of the Senate

SECTIONAL ANALYSIS
CS for Senate Bill 221(EDU)

SECTION 1:
Establishes an advisory task force on higher education and career readiness for the purpose of compiling data and advising the legislature on matters pertaining to college or career readiness of students who graduate from public secondary schools in Alaska.

It's composed of 18 members representing the Governor, the Alaska Commission on Postsecondary Education, the University of Alaska, the Alaska School Board Association, the superintendents, career and technical training centers, the Alaska Federation of Natives, the National Education Association, Alaskan private colleges or universities, other public (non-UA) postsecondary institutions in Alaska, relevant faculty from around the UA system, both secondary and post-secondary students, and the chairpersons of the respective House and Senate Education Committees.

The respective entity that each task force member represents is expected to pay for their share of the expenses of participating in the task force.

The staff of the legislative members of the task force shall serve as staff for the task force.

The members of the task force shall elect a chair from among its members.

The task force shall compile research and summarize data regarding remediation, retention, and graduation rates in the state. There shall be developed a definition of remediation. The task force shall identify contributing causes for lack of college readiness, and best practices to reduce the need for remediation, and prepare a report to the legislature outlining strategies and recommendations to reduce remediation, improve college readiness, and increase college graduation rates. The report is to be submitted by March 1, 2011.

SECTION 2:
Repeals the act and dissolves the task force on July 1, 2011.

SECTION 3:
Makes the act take effect the day after the governor signs it.

26-LS1309\C.2
Mischel
3/25/10

Accepted

AMENDMENT #1 adopted

OFFERED IN THE HOUSE BY REPRESENTATIVE PEGGY WILSON

TO: CSSB 221(EDC)

Page 4, following line 1:

Insert a new paragraph to read:

"(7) determine the availability of broadband and Internet capabilities and the effect of the use of electronic, Internet, and virtual instruction on student learning and success in schools located in ~~regional educational attendance~~ rural areas;"

AM 1 to AM - withdrawn

Renumber the following paragraphs accordingly.

AM #2 to AM #1 - line five delete everything after the word "schools" passes

~~AM #3 (Keller) to AM #1 withdrawn~~

1335

26-LS1309\C.5
Mischel
3/26/10

AMENDMENT #2 Adopted

OFFERED IN THE HOUSE BY REPRESENTATIVE SEATON

TO: CSSB 221(EDC)

Page 4, line 11:

Delete "March 1, 2011"

Insert "April 1, 2011"

L

1336

26-LS1309\C.4
Mischel
3/26/10

AMENDMENT #3 Adopted as amended

OFFERED IN THE HOUSE BY REPRESENTATIVE SEATON

TO: CSSB 221(EDC)

Page 3, lines 6 - 10:

Delete "The chair of the house committee having jurisdiction over education shall call the first meeting of the task force not later than 30 days after the effective date of this Act and shall serve as chair of the first meeting. The members of the task force shall elect a chair from among the members of the task force and other officers as needed to conduct the business of the task force."

Insert "The chair of the house committee having jurisdiction over education and the chair of the senate committee having jurisdiction over education shall serve as co-chairs of the task force. The co-chairs shall call the first meeting of the task force not later than 30 days after the effective date of this Act. The members of the task force shall elect other officers as needed to conduct the business of the task force."

Conceptual AM #1 to AM 3 - Adopted

"If chair of either committee of jurisdiction is unable to serve, the President of the Senate may appoint another Legislative member to serve as Co-chair"

1337

26-LS1309\C.3
Mischel
3/26/10

Conf Ad

AMENDMENT #4 Adopted

OFFERED IN THE HOUSE BY REPRESENTATIVE SEATON

TO: CSSB 221(EDC)

Page 1, line 11:

Delete "18"

Insert "20"

Page 2, following line 19:

Insert new paragraphs to read:

"(13) one member of the house of representatives, appointed by the speaker of the house;

(14) one member of the senate, appointed by the president of the senate;"

Renumber the following paragraphs accordingly.

AMENDMENT #5 Adopted

OFFERED IN THE HOUSE

TO: CSSB 221(EDU)

Conceptual amendment to specify that the chair of the Education committees at the time of the effective date of the bill may retain their seats on the Task Force through the term of the Task Force

---

Amendment 6 - Conceptual (Keller) Adopted

P 4, line 7 add new sub

(9) review completion rates for career skill certificate programs ~~disaggregated~~ by program + post secondary campus.

Amendment #7 - Adopted

P. 1, line 10 after "State" insert "and non-traditional students"

HB221 1309\C

PAGE 4, Line 7

(9) review completion rates for career skill certification programs ~~desegregated~~ disaggregated by program & postsecondary campus

26-LS1309\C.6
Mischel
3/26/10

AMENDMENT

OFFERED IN THE HOUSE BY REPRESENTATIVE SEATON

TO: CSSB 221(EDC)

Page 2, line 18, following "chair":

Insert ", on the effective date of this Act,"

Page 2, line 19, following "chair":

Insert ", on the effective date of this Act,"

1341 L

Louie Flora

From: Elizabeth Downing [eadowning@gmail.com]
Sent: Friday, March 26, 2010 7:52 AM
To: Rep. Paul Seaton; Sen. Gary Stevens
Cc: Louie Flora
Subject: SB 221/CSSB221 Legislative Task Force on Higher Education - missing membership

Senator Stevens and Representative Seaton,

I wanted to whole-heartedly share my support for SB 221 Legislative Task Force on Higher Education which brings together key education experts to look at secondary and postsecondary education and career readiness. I am wondering, however, why the composition of the task force does not include higher education professionals who have their boots on the ground addressing these concerns. I am speaking of college student services professionals who recruit, assess, advise, and provide an array of academic and student success strategies for retention from Adult Basic Education through graduation. Student Services professionals focus on the barriers to access (financial aid, remediation, study skills) and provide career planning and job placement services. While on a large campus, these roles are specialized, many of our community campuses have expert generalists who could provide real-time information and recommendations. Similarly, there are no high school guidance counselors on the task force.

If the size of the task force cannot be increased, perhaps the section listing three faculty who work in remediation can be changed to one expert in ABE, remediation, and developmental studies, one college student services professional, and one secondary guidance professional.

Thank you,
Liz Downing
Homer, AK

--
"Work, Solve Problems, Get Things Done"

Ref: CS for SB 221 (EDU) March 26, 2010

Nebraska Summit on Career Readiness, Sponsored by the NE Dept. Education, and Dept. of Labor, November 2009

Nebraska group developed this definition for Career Readiness:

A Career Ready person is one who capitalizes on their personal strengths, talents, education, & experiences to bring value to the workplace and the community through their performance, diligence, ethics, and responsible behavior.

They also developed the following list of eleven areas of knowledge, skills, and behaviors, and then went on to define the attributes of these in considerable detail.
Inter- and Intra-Personal Skills
Creativity and Innovation
Critical Thinking and Problem Solving
Work Ethic and Personal Responsibility
Core Knowledge and Core Standards
Communication Skills
Technology
Adaptability and Life Long Learning
Exposure to the Work Environment
Collaboration and Teamwork
Global and Social Awareness

Alternate Definition 1:
Possess core academic, technical, and communication skills sufficient for transition to post-secondary education, gainful employment, or business creation without the need for remedial education.

Alternate Definition 2:
To be capable of completing a credit-bearing course of study at a qualifying post-secondary institution that will apply toward the award of a degree, without the need for remedial coursework.

HB221 1309\C

PAGE 4, Line 7

(9) review completion rates for career skill certification programs desegregated by program & postsecondary campus

Educators debate aligning standards

UNIQUE POPULATION: Alaska's schools compared with lower 48.

By MEGAN HOLLAND
mholland@adn.com

Published: March 25th, 2010 11:22 PM
Last Modified: March 25th, 2010 11:22 PM

Should Alaska's kindergartners be expected to learn to count to 20 or 100?

Should fourth graders be expected to identify plot, settings and character? Or should they read at a level above, as well as know about words and phrases from Greek mythology?

Should teens be expected to read John Keats by the 11th grade?

As 48 other states are participating in a national re-writing of their state education standards, Alaska is taking a look at its own and wondering if it should get on board and raise the bar for the state's students. But while some educators say Alaska kids deserve to be held to the same standard as the rest of the country, others are saying we are different and the current, laxer standards are just fine.

Earlier this month, the National Governors Association and the Council of Chief State School Officers released the draft of sweeping new school standards that could lead to students across the country using the same math and English textbooks.

The idea is to replace the patchwork of state and local systems in an attempt to educate all American kids better. The federal government is watching the process.

In February, educators from across Alaska examined differences between the national draft and the state's required curriculum. Overall, they believe Alaska's standards should stay where they are. The State Board of Education will get its first presentation on the differences today at its Juneau meeting.

"Alaska has unique variances that other states do not have," wrote one group that reviewed elementary school reading standards.

"The (national proposed standard) is rigorous but not necessarily reasonable for Alaska's population," another group wrote. "Our 'at-risk' population would not benefit by increased rigor."

Opponents say Alaska's kids and schools, especially those in the Bush, are different. The state's dropout rate is double the national average, and the state rates last in the number of ninth graders who will likely have a bachelor's degree in 10 years, according to the Alaska Commission on Postsecondary Education.

READY FOR STEINBECK?

Among the things that the national standards would call for: middle-schoolers will be ready to read "The Adventures of Tom Sawyer" and letters from John Adams; 10th graders will be up to mastering John Steinbeck's "The Grapes of Wrath."

The state standards don't mention specific reading material. Instead they say that middle schoolers should be able to identify foreshadowing in literature, and that by the 10th grade a student should be able to do things like identify syntax and fill out a Permanent Fund dividend application.

Unlike the national standards, Alaska has no state standards for how proficient 11th and 12th graders should be in reading and math, although to get a diploma they must pass an exit exam that they start taking in 10th grade.

Some think adopting the national standards is the right thing to do.

"If we do make the switch, we think parents would have a better grasp of student expectations, so conversations between schools and home may be more clear," wrote one of the few groups that reviewed the national standards and supported adopting them.

TOUGHER IN ANCHORAGE

The Anchorage School Board supports drafting national standards. It says students and parents deserve to know how Anchorage schools compare to those around the United States.

"We are feeling very strongly that 50 different state standards is really not getting where we need to get as a country," said Anchorage Superintendent Carol Comeau.

Even though Anchorage's standards are higher than the state's when it comes to reading and math, it wants to know how its students measure up to those in other states. Students take just two national tests, in the fifth and seventh grades. In high school, tests like the SAT or ACT are not required and tend to be taken by only the college-bound. In the end, it's impossible to see how Anchorage's 50,000 public-school students are doing compared with students in, say, Seattle or New York.

What are they learning? At what pace? Educators don't know.

The State Board of Education will make the decision on whether to take on the more rigorous standards.

What the seven members will grapple with: Are the standards supposed to be minimum to allow the most kids to pass? Or are they meant to be rigorous and prepare kids for careers and four-year colleges? Is the state misleading kids by setting the bar too low? Or is it discouraging too many kids by setting the bar too high?

WATCH AND WAIT

Les Morse, deputy education commissioner, said the state is watching to see what the rest of the country does. Not all 48 states that signed up to help draft the standards are necessarily going to adopt them, he said. Some educators in Massachusetts want to keep their own standards because they consider them higher, according to media reports.

Morse said the State Board of Ed wants to take a look at what states like Massachusetts require to see if there is anything Alaska can adopt, in part or in whole.

The state is also waiting to see if the Obama administration takes action on implementing national standards, Morse said.

"It's Alaskans who should decide what their standards should be," said Eric Fry, spokesman for the state Education Department.

- **nanuq** wrote on 03/26/2010 08:27:49 AM:

  A more rigorous standard, with increased funding, is not the answer. Please read this study: http://tinyurl.com/yakllzx paying special attention to the section "What Federal and State Policymakers Should Do" and the paragraph before it.

  skunkcabbage wrote on 03/26/2010 08:25:56 AM:

  By all means, lets continue to educate parents and support those children with developmental and emotional disabilities stemming from their dysfunctional backgrounds (which occurs both in the city and in the bush, among all races), but lets not stymi the growth of those kids who are able to succeed. Alaska needs to be able to compete not only with the rest of the nation, but the rest of the world. The US is sadly very far behind the rest of the developed world in educational standards. If we want to compete on the global market, our kids needs a strong base to build from.

  I say this from experience, my child is far above his "peers" at his school. This is a small rural school which allows each child to proceed at their own pace. No real grades, no real grade levels. I worry that my child won't have the impetuous outside of what we encourage to motivate him to strive harder. Therefore we intend to supplement what he recieves at his bush school with home schooling and outside activities and trips to give him that base. But not many parents are able to do that.

  M_Gagnon_57 wrote on 03/26/2010 08:19:17 AM:

  Why would anyone in Alaska want to put the children of this state at a disadvantage right from the start? We live in a global economy and the federal government is trying to insure that American graduates can compete with those from all other countries. Alaskan parents should not accept a "laxer standard" for their children. Schools in this state should gradually, but steadily, move to the more rigorous curriculum.

  dirtydetoxdotcom4 wrote on 03/26/2010 08:08:35 AM:

  Some commentators seem to be ignoring the most important aspects of modern educational values systems.

  As an Alaskan, I think our value systems requires us to promote politicians who really DO have a chance of "turning things around". (in a good way).

The Forum for America's Ideas

National Conference of State Legislatures

Presentation to the Alaska State Legislature
Improving Higher Education
January 27, 2010

How does Alaska compare to other states and the nation?

RETENTION AND GRADUATION RATES

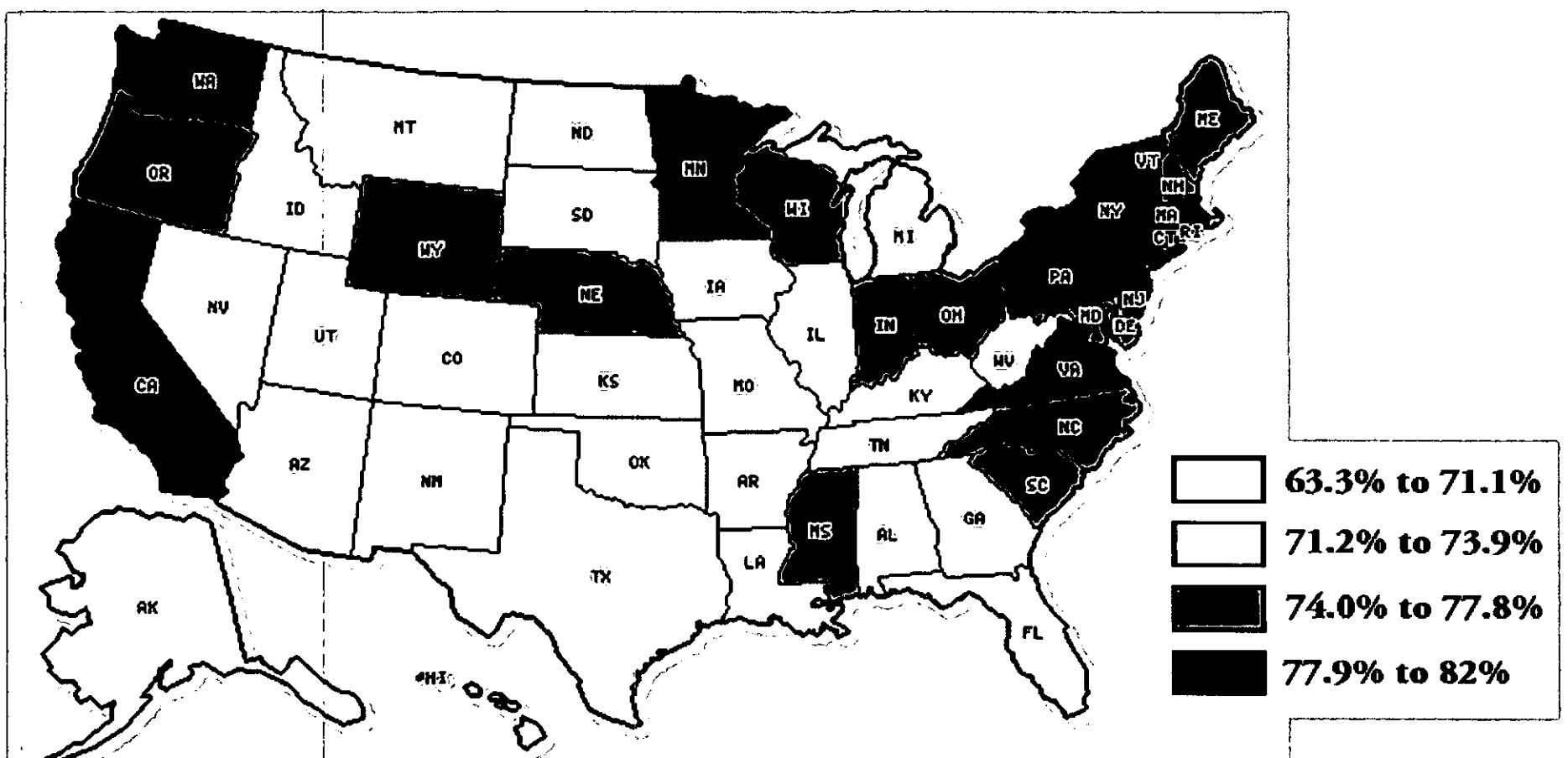
Non-Traditional Student Population

University of Alaska, Anchorage

- **55% of** students **are full-time, 45%** are **part-time**
- 10% are American Indian or Alaska Native
- 44% are age 25 or older
- Open access university - serves students that do not have sufficient academic preparation and need remedial coursework

Retention Rates: First-Time College Freshmen Returning Their Second Year

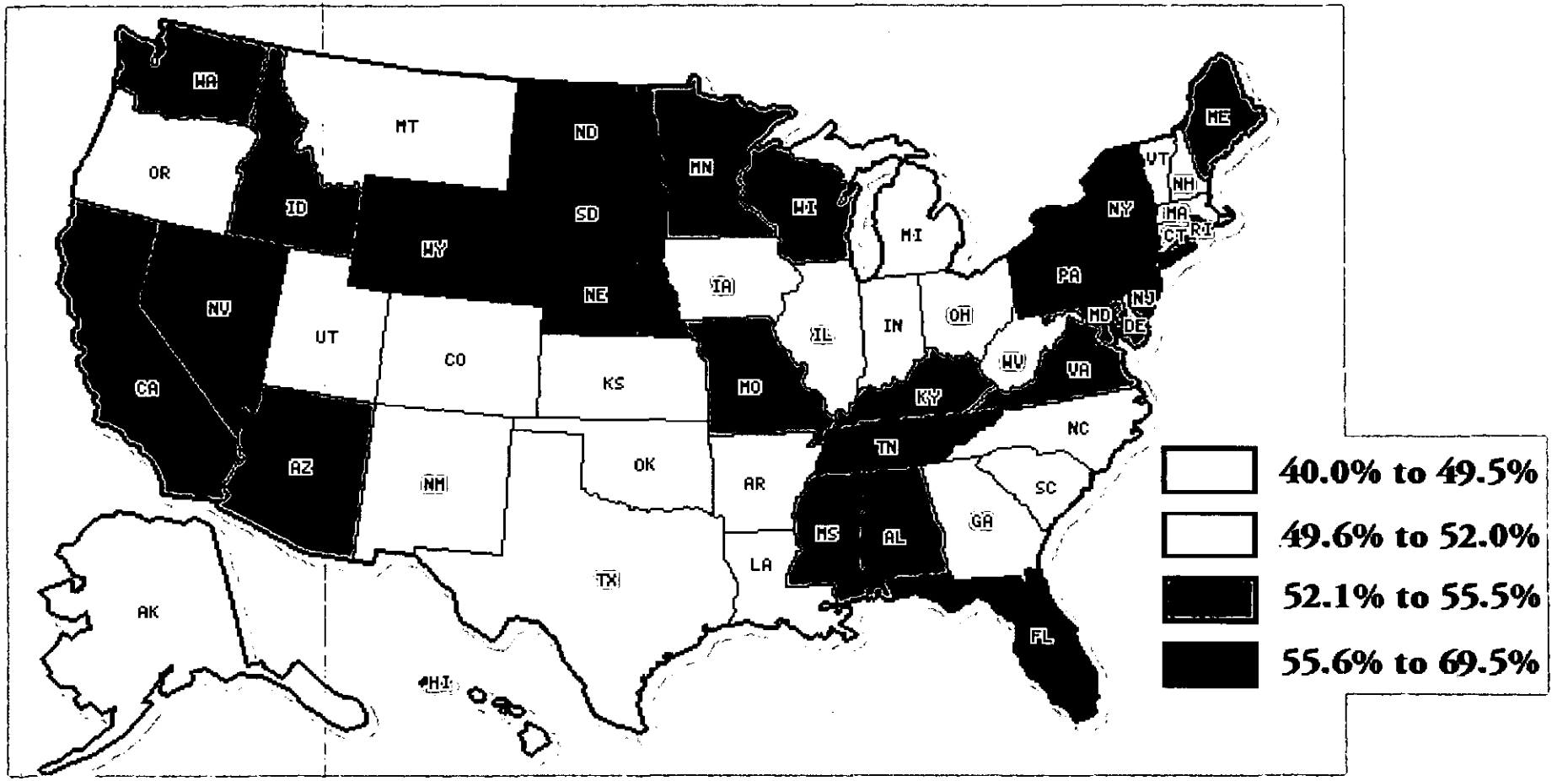
Rates for full- and part-time students attending four-year institutions, 2007
US Average = 75.5% Alaska Average = 66.6% (5th from bottom)



Source: The National Center for Higher Education Management Systems; National Center for Education Statistics, IPEDS Enrollment Survey

Retention Rates: First-Time College Freshmen Returning Their Second Year

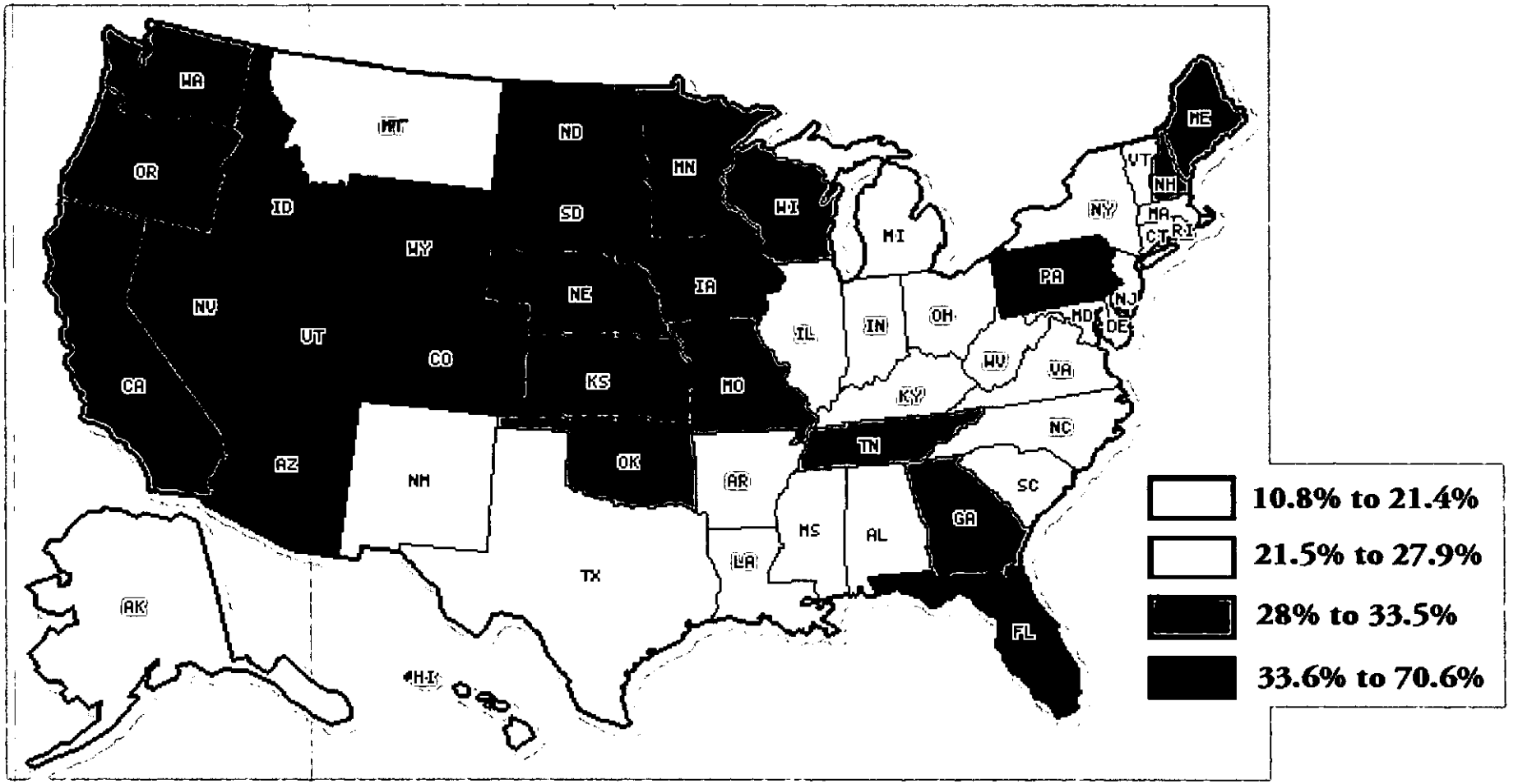
Rates for full- and part-time students attending two-year institutions, 2007
US Average = 53% **Alaska Average = 47.6% (6th from bottom)**



Source: The National Center for Higher Education Management Systems; National Center for Education Statistics, IPEDS Enrollment Survey

Graduation Rates: Three-Year Graduation Rates for Associate Students

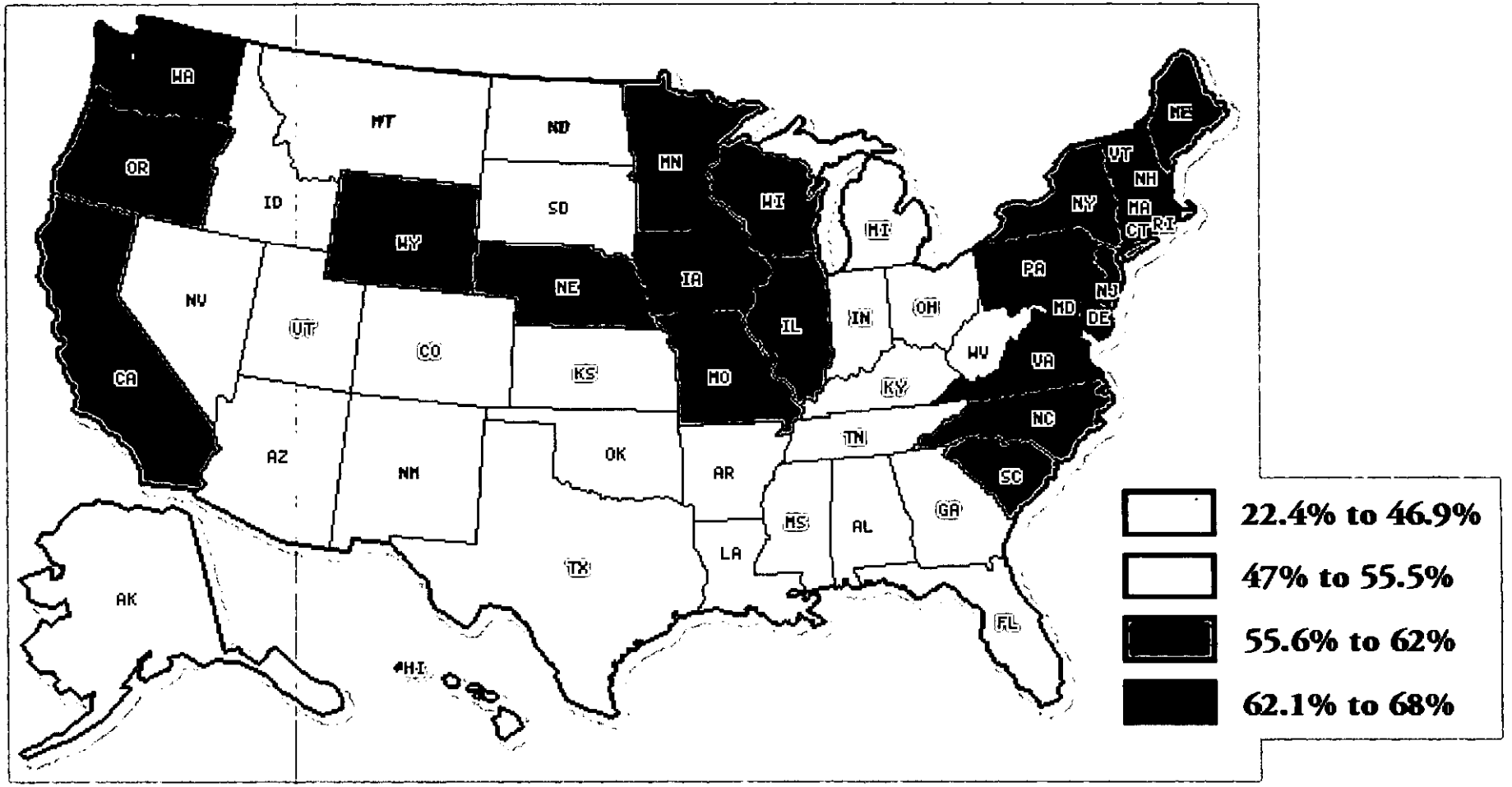
Rates for first-time, full-time associate degree-seeking students, 2007
US Average = 27.8% Alaska Average = 24.1%



Source: The National Center for Higher Education Management Systems; National Center for Education Statistics, IPEDS Enrollment Survey

Graduation Rates: Six-Year Graduation Rates for Bachelor's Students, 2007

Rates for first-time, full-time bachelor's degree-seeking students, 2007
US Average = 56.1% Alaska Average = 22.4% (The bottom)



Source: The National Center for Higher Education Management Systems; National Center for Education Statistics, IPEDS Enrollment Survey

HIGHER EDUCATION TASK FORCES

Examples of Recent Legislative Higher Education Task Forces

- **Arizona**: 2009 Task Force on Assessments to Measure College and Career Readiness
- **Arkansas**: 2007 Legislative Task Force on Higher Education Remediation, Retention and Graduation Rates
- **Illinois**: 2007 Public Agenda Task Force
- **Massachusetts**: 2005 Senate Task Force on Public Higher Education
- **Minnesota**: 2005 Task Force on Public Postsecondary Funding
- **South Carolina**: 2007 Higher Education Study Committee
- **NCSL**: 2006 Blue Ribbon Commission on Higher Education

Arkansas

Legislative Task Force on Higher Education Remediation, Retention and Graduation Rates

- **Final report released August 2008**
- Task Force Chair, Representative Johnnie Roebuck, keeps track of actions that have resulted from task force recommendations
  - 22 Acts have been signed
  - Several policies and programs not requiring legislation have been implemented

Excerpt from Arkansas Spreadsheet: Efforts Addressing Task Force Recommendations

Recommendation from Task Force Report	Bill Number	Bill Title	Sponsor	Bill Status
3.2. Mandate that *colleges and universities* set clear, measurable exit standards for remedial courses, to be reviewed by ADHE, that correlate with the ACT 19 threshold and send results of how students do in meeting these standards to ADHE in a biennial report that should also include student success rates in subsequent courses.	HB1808	An act to require clear *exit standards for all* remedial courses taken at state-supported institutions of higher education; to improve the teaching techniques of remedial courses	Roebuck	Signed as Act 971
	HB1764	An act to expand reporting of postsecondary remediation	Hutchinson	Signed as Act 970

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The Path to a Degree

A Legislator's Guide to College Access and Success

Overview: The Path to a Degree

By Brenda Bautsch

November 2009

America is no longer the world leader in education. U.S. performance at the K-12 and postsecondary levels is falling behind other countries. According to the Organisation for Economic Co-operation and Development (OECD), America and Germany are the only two OECD countries where the younger generation is actually less educated than the older generation. In February 2009, President Obama declared the lack of educational attainment in the United States a "prescription for economic decline, because we know the countries that out-teach us today will out-compete us tomorrow," and he set a goal for the United States to reclaim its position as the leader in college graduates by 2020. To accomplish that, states need to set their own college completion goals; study and diagnose where and why students are dropping out of the education system; and target state policy to those problem areas. Effective state policy can help more students obtain college degrees, be successful in life and contribute to the economy.

According to the Bureau of Labor Statistics, 54 percent of all new jobs and 75 percent of the fastest-growing jobs require some form of postsecondary education. In addition, people with bachelor's degrees earn 60 percent more over their lifetime than those with only a high school diploma, which translates into higher tax revenues for states and the federal government. College graduates also live healthier and longer lives and rely less on social programs such as welfare or Medicaid, saving states a significant amount of money. College graduates participate more in civic activities, such as voting, and in charitable activities, such as donating blood. States that improve college access and success increase these individual, economic and societal benefits.

College enrollment and completion rates will not alter significantly unless policymakers focus on nontraditional students, particularly low-income, minority and first-generation students, who are underrepresented and underserved in the education system. These students are the fastest growing populations and the least likely to finish high school, enroll in college or earn a degree. The result is a significant and serious achievement gap that threatens states and the nation.

To meet President Obama's college completion goal and to preserve America's status as a world leader in education, state policy will need to focus on closing the achievement gap. State legislators have the power to design and implement policies that help prepare all students academically and financially for college and effectively support them to ensure they complete a degree.

The Path to a Degree: A Legislator's Guide to College Access and Success contains five briefs that provide an overview of key issues, discuss research findings, and offer examples of specific state action that can improve college access and success for underrepresented students.

Raising Awareness: College Planning Strategies focuses on early awareness and preparation as an essential component of college access. The brief discusses two strategies to increase early college planning among low-income, minority and first-generation students: information dissemination and student support services, both beginning no later than middle school.

Increasing College and Workforce Readiness discusses policies that can improve college and workforce readiness, such as aligning high school standards, adjusting graduation requirements, and using college-ready assessments. College readiness is a key component of both college access and success; students who take college preparatory courses in high school, for example, are more likely to enroll in and graduate from college.

Improving College Affordability for Underrepresented Students: Financial Aid Strategies discusses the three components of the higher education finance system: tuition, financial aid and state appropriations. The brief fo-

cuses on financial aid as a policy option to increase college affordability for low-income, minority and first-generation students and provides examples of effective financial aid programs.

Engaging Students Academically and Socially: College Success Strategies highlights evidence-based college success programs that help more students remain in college and graduate. Programs that increase student academic and social engagement have the greatest effect on completion rates. The brief provides examples of legislative action that encourages and supports college success programs.

What You Need to Know About Minority-Serving Institutions provides an overview of historically black colleges and universities, Hispanic-serving institutions, and tribal colleges and universities—known collectively as minority-serving institutions. The brief highlights why an increasing number of students choose to attend these institutions; their effect on the educational attainment of underrepresented students; and the challenges such institutions face.

Higher education can improve individual lives, bolster state economies, fill workforce needs, and sustain America's economic competitiveness. Now is the time for states to act to improve the path to a degree for all students.

Acknowledgments

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This publication was written by Brenda Bautsch as a Policy Specialist in the NCSL Education Program. Brenda works on issues regarding college access and success.

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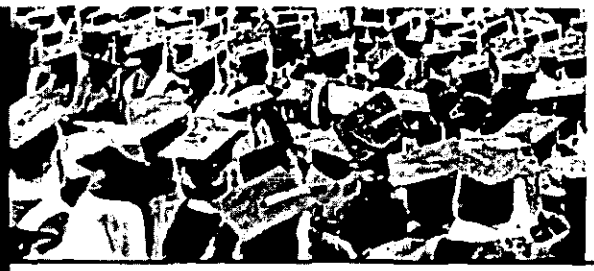


Engaging Students Academically and Socially: College Success Strategies

By Brenda Bautsch

November 2009

America is losing its lead as the country with the highest percentage of college-educated citizens. According to the Organisation for Economic Co-operation and Development (OECD), America and Germany are the only two OECD countries with a younger generation that is less educated than the older generation. While college access for underrepresented students is still a concern, overall, America ranks high in the world for the proportion of high school graduates that enroll in college. The problem is that too few of America's college students complete their degrees.

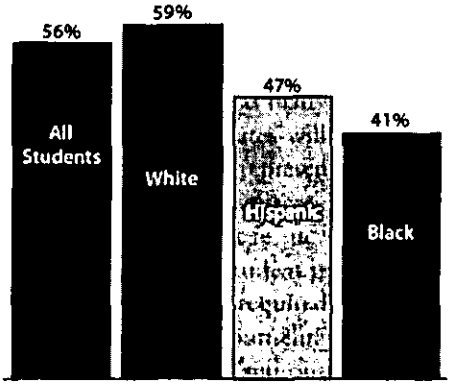
Just over half—56 percent—of students that enroll in a four-year institution earn a bachelor's degree within six years. Only 28 percent of associate degree-seeking students earn their degree within three years.[1] The statistics for students of color are even worse—just 41 percent of black and 47 percent of Hispanic college students attain their bachelor's degree in six years, compared to 59 percent of white students (Figure 1).[2] Just over one third of students who are both low-income and first-generation earn a bachelor's degree within six years at public four-year institutions, compared to 66 percent of their more advantaged peers.[3] These low graduation rates translate into missed economic opportunities for states and for the nation.

People with bachelor's degrees earn 61 percent more during their lifetime than those with only a high school diploma, and 42 percent more than those with some college but no degree.[4] Students who leave college without completing a degree lose money spent on tuition and fees and may incur loan debt. The gaps in completion across groups of students have implications that go beyond the individual. Federal and state governments incur losses when money spent on higher education appropriations and financial aid supports a student who does not complete college. Moreover, college graduates bolster state economies. Not only do college graduates pay more in taxes, they also save states money because they rely less on social programs such as welfare or Medicaid. College graduates participate in more civic activities, such as voting, and in charitable activities, such as donating blood. In addition, children of college graduates are more likely to achieve higher levels of education, so society continues to reap benefits generation after generation.[5]

College success programs are designed to help at-risk students graduate from postsecondary education. Given their vested interest in having as many college-going students as possible graduate, states will want to consider which programs and policies represent the soundest investment for their limited resources. Various programs that focus on improving college success differ with respect to structure, identified student population, and the amount of financial support required. College success programs include academic counseling and student support services administered in and out of the classroom. These programs are usually targeted to students who are most at-risk of dropping out of college—low-income, minority and first-generation students, and those students who score low on placement exams.

Consensus has emerged that students who are academically and socially engaged during college are more likely

Figure 1. Six-Year Graduation Rates for Four-Year Institutions, By Race



Sources: National Center for Higher Education Management Systems, 2009; National Center for Public Policy and Higher Education, 2008.

to graduate. A student is academically engaged when he or she interacts with faculty and finds learning meaningful. Social engagement refers to participation in campus activities and multiple connections with other students. Programs that increase academic and social engagement improve the degree attainment of underrepresented students.

Many postsecondary institutions design and implement college success programs, but state legislators can play an important role by providing incentives, funding and reporting requirements. Several states—such as Arkansas, Illinois and South Carolina—have created task forces to develop a state agenda on college success, set state goals, and provide recommendations for increasing degree attainment. Legislatures can require institutions of higher education to report student data on enrollment, retention and graduation so the legislature can track and monitor progress. In Massachusetts, for example, public two-year and four-year colleges are required by law to report annually to the governor and the legislature on a variety of higher education performance measures, including student success.

Successful state policies and programs recognize and address the factors that cause students to drop out of college.

This brief describes barriers to graduation for underrepresented students, highlights college success programs that researchers have found to have the most effect on increasing retention and graduation rates, and provides examples of legislative action that encourages and supports such programs.

Barriers to College Graduation

Several factors increase the likelihood that a student will drop out of college. For example, full-time employment, dependent children, weak academic preparation, off-campus residency and college affordability can negatively affect student retention and graduation. Low-income, minority and first-generation students likely face one or more of these factors. Low-income students are more likely to work full-time during college. This places them at a disadvantage, since research shows that working more than 20 hours per week hurts student academic performance.[6] Some estimates suggest that as few as 25 percent of low-income youth are academically well-prepared for college, compared to 60 percent of high-income youth.[7]

It is important to note that the issue of academic preparation can lead to discussion of inadequate high school preparation and remedial education. Those discussions are covered in the brief *Increasing College and Workforce Readiness.*

In particular, many community college students face barriers to graduation. The Community College Survey of Student Engagement found that 75 percent of students at public two-year colleges face at least one risk factor, compared to 14 percent of students at four-year universities. The survey also found that 25 percent of community college students had children living with them, 25 percent were not native English speakers, and 50 percent worked more than 20 hours per week.[8]

Successful state policies and programs recognize and address the multiple factors that cause students to drop out of college. Factors such as full-time employment, off-campus residency and family responsibilities keep students from having time to engage in campus activities or receive needed academic help. By not integrating with the larger campus community, students do not make the personal connections with peers or with faculty that often motivate them to stay in school. College success programs that work with a student's over-loaded schedule by using class time to promote academic engagement or that have flexible hours for support services can be helpful. Such programs can be most effective if they reach out to at-risk students during their first year of college.

First-Year Retention Strategies

Research indicates that students who return for their second year of college have a higher chance of graduating. Twenty-five percent of students who enroll at four-year colleges and one-half of those at two-year colleges do not continue to their second year on campus.[9] Six in 10 low-income and first-generation students who do not complete their college education drop out after their first year.[10] Because of this, many colleges focus success programs on retaining first-year students through bridge and orientation programs, first-year seminars and learning communities. These programs help underrepresented students engage academically and socially, increasing the chance that they will persist to graduation.[11]

Summer Bridge and Orientation Programs To help high school graduates prepare for their first year of college, summer bridge and orientation programs take place before classes convene. They vary in length; orientations usually last a day or two, and bridge programs unfold over a one- to

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eight-week period. The goal is to better equip students for their first year in college by helping them build the necessary academic and personal skills. Bridge and orientation programs administer remedial coursework, teach study skills, and provide opportunities to adjust to campus life and meet other students.

Many programs specifically target low-income, first-generation and minority students. Colorado State University's Bridge Scholars program, for example, hosts underrepresented students on campus for eight weeks. Students take classes, learn study skills, and become familiar with the campus and its support services. The Bridge Scholars program recognizes the special needs of underrepresented students and provides them with the opportunity to catch up or even get a head start for college.

Some research indicates that summer bridge and orientation programs can increase retention rates and student participation in campus activities. According to the Pell Institute, bridge programs at Georgia State University, the University of California-San Diego, the University of Maryland-College Park, and California State University contributed to retention gains from freshman to sophomore year. Other studies indicate that bridge and orientation programs increase the likelihood that community college students will become academically engaged. The Community College Survey of Student Engagement found that 40 percent of students have participated in an orientation program.[12]

First-Year Seminars Another retention strategy is first-year seminars, which are small classes, typically of 10 to 25 students, that usually are taught by a faculty member. Since most freshmen enroll in large introductory courses with a lecture format and little interaction with faculty members, the seminars give students an opportunity to connect with faculty and receive personal attention and frequent feedback. The small class setting encourages participation in group discussion and fosters development of critical thinking and collaborative learning skills. The relationships with faculty and other students increase the level of academic and social integration for students who participate.[13]

According to the National Resource Center's 2006 survey on first-year seminars, 43 percent of the responding institutions credited the first-year seminar with increasing student persistence to sophomore year. About one third of the institutions indicated that the seminars increased the students' satisfaction with the school and faculty, and reported higher levels of student participation in campus activities. Seminars also have been linked to better chances of graduation; some research suggests that students who complete freshman seminar courses are 5 percent to 15 percent more likely to earn their bachelor's degrees in four years.[14]

Other research, such as that conducted by the Policy Center on the First Year of College, makes the case that seminars are most effective if they are linked to one or more other courses, a practice commonly referred to as a learning community.

Learning Communities Like first-year seminars, the learning community concept is based on the notion that small class size promotes academic and social engagement.

Students take two or more classes together as a group, often with an overarching theme that connects the classes. By keeping the same group of students together for multiple classes, learning communities create more opportunities for social integration. Creating opportunities for social and academic engagement during class time when students are already on campus is an effective retention strategy for low-income and minority students.

There are various examples of the positive effects of learning communities. At the University of Southern Maine, a commuter school, the learning communities have had positive results for at-risk students. The students who participate in learning communities have higher persistence rates than students who participate in other retention programs. Similarly, students who participate in the Seattle Central Community College learning community exhibit higher rates of retention than do nonparticipants. The students in the Seattle Central learning communities also tend to express higher levels of social and academic satisfaction. The research organization MDRC conducted an experimental program at Kingsborough Community College in which some freshmen participated in a learning community that included remedial English. Students who participated in the learning community were more likely than nonparticipants to take and pass the English skills assessment tests necessary to enroll in college-level English.[15]

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In both first-year seminars and learning communities, a major focus is on giving the student personal attention, which translates into small class sizes. However, many required introductory courses are taught in lecture format to large numbers of students, a format in which students can easily feel lost. To ensure that students receive the attention and support they need to be successful in larger courses, many colleges and universities have redesigned their introductory classes.

Redesigning Courses for Success

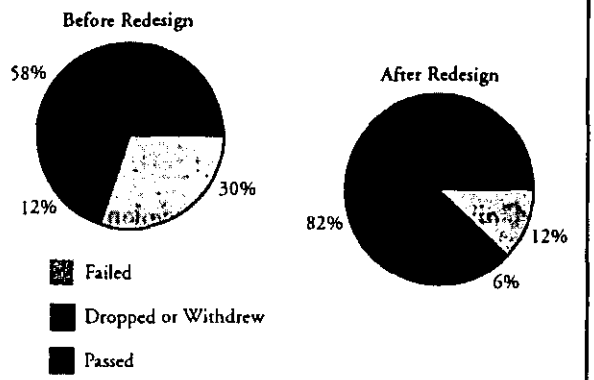
Not surprisingly, large and often impersonal introductory courses have high failure and dropout rates. About 25 introductory courses serve half the student population at community colleges and one third of the students at four-year colleges. These 25 courses have high drop, failure and withdrawal rates, and the rates can vary dramatically across institutions. At four-year institutions the drop, failure and withdrawal rates average from 22 percent to 45 percent, while at community colleges the rates average 40 to 50 percent, but can be much higher. Since these few courses affect such a large proportion of college students, restructuring them to improve student success can significantly affect retention and graduation rates.[16]

The National Center for Academic Transformation (NCAT) conducted research to redesign one introductory course at 30 postsecondary institutions. After evaluating the newly designed courses, the center found that 25 of the 30 colleges showed significant improvement in student performance in class, and all 30 cut costs by an average of 37 percent. According to the project report, "Collectively, the 30 redesigned courses affect more than 50,000 students nationwide and produce a savings of $3.1 million in operating expenses each year."[17] Half of the institutions were studied closely to evaluate the effect on low-income and minority students; of those, 90 percent demonstrated positive effects on student learning.

University of New Mexico At the University of New Mexico, 47 percent of students are minorities, most of whom commute to school and work more than 30 hours per week. The introductory psychology course, one of the largest classes, had one of the highest failure rates. This course is taken by more than 2,000 students each year; of those students, 30 percent failed and another 12 percent dropped out or withdrew. To increase student success, the University of New Mexico worked with the National Center for Academic Transformation to redesign the course.

The new psychology course employed the main NCAT strategies: reduced lecture time and increased time for activities and group work, frequent quizzes, and computer-based learning techniques. The results from the newly designed course were positive—the failure rate dropped 18 percentage points and the drop/withdrawal shrunk by half (Figure 2). At the same time, due to the weekly quizzes and in-class study time, students covered the material more thoroughly than before. Student grades rose, and the learning quality improved. Yet another positive result was the cost savings. The redesigned course cost almost 50 percent less, from $72 per student to $37 per student.

Figure 2. Redesigning the University of New Mexico's General Psychology Course: Student Success Rates



Source: The National Center for Academic Transformation, 2005.

The cost savings realized by the University of New Mexico—and the 29 other institutions that participated in the redesign project—demonstrate that improving student success need not cost more money, but can be accomplished by changing how courses are taught to be more relevant and more effective for today's generation of students. Further, by using technology, some tasks become more efficient. Quizzes and assignments can be administered and graded through automated computer programs, thus increasing feedback to students and freeing time for faculty and teaching assistants.[18]

Technology in Redesigned Math Courses Computer-based practices can be used to redesign a wide range of courses—from psychology and literature to statistics and math. *MyMathLab* is an example of a computer program used in math courses. The software allows students to do as many math problems as they need and receive instant feedback on their answers. The program also sends faculty detailed information on student progress. The University of Alabama uses *MyMathLab* in its redesigned intermediate algebra course. Students are required to spend time working on problems

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in the math computer center using the software. Faculty or graduate students staff the center to help students when needed.

Within four years, the University of Alabama saw a significant increase—from 44 percent to 80 percent—in the number of students who receive a C- or better in the class. In the redesigned algebra course, African Americans, who comprise 14 percent of the undergraduate population, scored significantly higher than their peers in the traditional course. As in the University of New Mexico example, the gains did not come at a higher cost; rather the cost-per-student dropped 33 percent, saving the university about $60,000 per year.[19]

Effective support services help students stay enrolled in college by targeting those in need before they drop out.

First-year retention strategies such as redesigned courses, summer bridge and orientation programs, first-year seminars and learning communities are key to helping underrepresented students continue to their second year of college. Legislators can provide important support and incentives for institutions to implement such practices. Although the focus on first-year retention programs is crucial, it is not sufficient. An effective state strategy also requires that programs and activities be in place to move students from the second year of college to graduation.

From Second Year to Graduation: Practices to Increase Degree Attainment

For college students to persist to graduation, they need to remain engaged academically and socially beyond their first year. Students who participate in activities such as internships, faculty-guided research, and service learning are more likely to remain engaged. If students receive the information and support they need when they need it, they have a greater chance of attaining a degree. Support services can provide students with needed help through academic advising, career counseling, mentoring, tutoring, and financial aid guidance. One program that includes all these services is the federally funded TRIO Student Support Services program.

Federal TRIO Program: Student Support Services The federal TRIO Student Support Services program helps low-income, first-generation and disabled students attain a college degree. Of the students participating in TRIO, two-thirds must be both low-income and first generation. Institutions of higher education can apply to the Student Support Services program for competitive grants to fund student support projects on campus.

Recognizing that students who are both first-generation and low-income are more at-risk of dropping out of college, Student Support Services program staff meet often with participating students to monitor their academic progress and track their use of available services. For many students, the Student Support Services office is a "home base" for them on campus—a place they can go at any time and receive needed help or guidance, whether for academic or personal reasons. For those in need of academic help, the program provides supplementary instruction through tutoring, workshops, group study sessions and computer-based exercises.

Research indicates that Student Support Services programs have had positive results on student retention and persistence. Overall, the 950 programs nationwide serve more than 200,000 students. According to the U.S. Department of Education's analysis of the program, those students are more likely to persist through college and attain a degree than other low-income and first-generation students. The more involved the students are—by spending more time in the program or using more services—the more likely they are to complete college.[20]

State Educational Opportunity Programs Legislators can encourage colleges to apply for federal Student Support Services grants or can provide state funding for institutions to provide similar services. California and New York, for example, have state-funded Educational Opportunity Programs to help low-income, academically disadvantaged youth succeed in college through financial aid and comprehensive student support. Implementation varies by college; while some require participants to enroll in summer bridge programs or orientations, others require a specific course load. Institutions provide Educational Opportunity Program students with individual attention and extensive academic and personal counseling. Nyack College in New York testifies that it has seen noticeable positive effects from the program. Many of its program students have become leaders on campus, have made the dean's list and have graduated with honors.[21]

Early Warning Systems Effective support services help students stay enrolled in college by proactively targeting those in need before they drop out. Many postsecondary institutions have early warning systems to identify students who are struggling academically and provide them with immediate help. At Hudson Valley Community College, for

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example, faculty use the early warning system to alert academic counselors of students who are struggling in class, are misbehaving or are frequently absent. Faculty members notify counselors early in the semester to give students ample time to improve. The early warning system provides training and support to help faculty identify at-risk students.

High-Impact Practices In addition to providing support services for students, colleges and universities can promote other practices that increase degree attainment. Student research, service-learning courses, and internships have proven to help students remain in college and graduate.

The Association of American Colleges and Universities considers research with faculty, service learning and internships "high-impact practices" because of their positive results. Students that participate in these activities not only have higher rates of persistence and graduation, but also gain more personally, intellectually and culturally from their education. These positive results apply to all students, but appear to be even more evident in minorities and low-income students. Compared to non-Hispanic students, Hispanic students that participated in "high-impact" activities had better grade point averages, and African American students had higher chances of persisting in college than whites.[22]

Research Experience Undergraduate research opportunities give students the chance to work closely with faculty. Research experience can motivate students to continue their education toward advanced degrees. According to the *High-Impact Educational Practices* report, "Students who do research with faculty also are more likely to persist, gain more intellectually and personally, and choose a research-related field as a career."[23] The report also indicates that students have positive and supportive relationships with the faculty.

Service Learning Service learning courses require that students apply what they are learning in class to a community service experience. For example, a public policy course on women as leaders could have its students mentor at-risk girls at local middle schools. The students then would reflect on their mentoring experiences in class. By connecting the classroom with the community, learning becomes more meaningful and engaging—the students integrate what they learn in school into their lives and careers. They also learn the importance of civic responsibility and giving back to their communities. Further, by having a service project that classmates work and reflect on together, service learning courses can increase the social connection among students.

Internships Internships embed students in a job in a career field of interest and enable them to see how their degree can help them. These experiences can lead to greater persistence because students see a tangible result of their educational efforts. Internships also allow students to encounter a work environment with which they may not be familiar, increasing student confidence that they can do the job. If the internship leads them to see that job is not something they want to do after college, students still have time to change their major.

Encouraging underrepresented students to participate in activities such as research with faculty, service learning and internships can be an effective strategy for increasing graduation rates and overall student success. Although most institutions develop and implement their own programs, legislators can offer funding or other incentives to promote high-impact activities. A state plan or agenda on higher education is a good place for legislators to encourage institutions to provide and promote high-impact practices.

Creating State Agendas that Promote College Success

State legislators can take leadership to improve college completion by letting institutions know that student retention and success are state priorities and that the institutions will be held accountable for results. A state agenda on college success can send that signal. These agendas identify priorities, set goals, and recommend policies and practices to improve college completion. Several legislatures have created task forces that bring together policymakers and higher education stakeholders to articulate state agendas.

Arkansas In 2007, the Arkansas General Assembly passed Act 570, creating the Legislative Task Force on Higher Education Remediation, Retention and Graduation Rates. The task force consisted of the governor, legislative leaders, college administrators, faculty and state education board members. The task force was charged with researching and analyzing Arkansas trends and data on student success, and creating a plan to decrease remedial education and increase student retention and graduation. The task force held 16 meetings, during which outside stakeholders presented members with comprehensive testimony and information.

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In 2008, the task force released a report of its findings with a set of recommendations, incorporating many of the practices highlighted in this brief.

For example, the task force suggests requiring colleges and universities to use an early warning system to identify students struggling academically. The report also encourages colleges to increase student support services and recommends appropriating $500,000 for the expanded services. Specifically, the task force mentions such strategies as learning communities, academic help measures and personal support services. Another recommendation is for colleges to take into special consideration the needs of underrepresented students and the fact that they are most likely to drop out during their first year. The task force suggests that colleges offer first-year experiences and evaluate how introductory courses could be redesigned to improve student success. Finally, the task force proposes an annual statewide conference where two- and four-year institutions could share strategies on retention and graduation. The conference could be valuable in continuing reform efforts and providing an opportunity for collaboration.[24]

Illinois In 2007, the Illinois General Assembly adopted House Joint Resolution 69, which created the Public Agenda Task Force and directed it to study higher education challenges and opportunities. As in Arkansas, the task force consisted of policymakers, state education leaders, and administrators and faculty from postsecondary institutions. The task force held six formal meetings and conducted regional forums and special briefings. The task force developed a state plan for higher education, taking into consideration input from a wide range of stakeholders. The final report, the *Public Agenda for College and Career Success*, lays out the state plan and serves as a guide for policymakers and higher education institutions as they consider policies, priorities and funding. It defines four main goals for Illinois: to increase access to postsecondary education; to make affordability a priority; to increase the number of degree holders in the state; and to use education, research and innovation to meet economic needs.

Legislators played an integral part in developing the public agenda, and also have a key role in implementing it and monitoring institutional progress. To facilitate institutional accountability to the legislature, the public agenda report advocates more robust state data systems that can accurately track retention and graduation rates.[25]

South Carolina In South Carolina, the Higher Education Study Committee was formed by the General Assembly to create a state agenda to improve the higher education system. To accomplish that task, the study committee developed a project plan involving participants from the education, business and government sectors. Subcommittees and additional task forces were formed to study specific issues in depth. The result, a comprehensive report titled *Leveraging Higher Education for a Stronger South Carolina*, includes detailed analysis and recommendations. The report provides information regarding cost, priority, timeline and responsibility for each recommendation.[26]

The report highlights the need for redesigning introductory courses that currently have high failure rates. Another recommendation urges institutions to develop early warning systems to provide students with immediate academic help, particularly during their first year. The report also advises continuing and expanding support for retention programs such as "academic support services, new student orientation, service learning, academic advisement, counseling, tutoring, cultural enrichment, 'freshman year' and 'sophomore year' programs."[27] Summer transition and bridge programs also are mentioned as useful to help students adapt to college.

Conclusion

To maximize a state's investment in higher education and reach state goals for higher college completion rates, state legislators will want to understand the array of college success programs and know which are effective. Students who are supported in their classes and involved on campus are more likely to graduate. Therefore, student success programs should aim to increase the academic and social engagement of the students beginning in the first year of college and continuing until graduation.

As policymakers work to improve college success for underrepresented students, some points to consider include the following.

- Recognize the common risk factors that underrepresented students face and consider them in developing success programs.
- Use funding or other incentives to encourage institutions to target programs to first-year students.
- Encourage institutions to promote first-year programs such as learning communities, bridge and orientation programs, and first-year seminars to help students remain in school.

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- Press institutions to measure the comparative effectiveness of the success programs.
- Support the redesign of introductory courses that have high failure rates to help students be more successful, and use technology to lower costs and improve efficiency.
- Consider funding or incentives to help institutions expand student support services that help students progress from first year to graduation.
- Fully leverage federal funding such as the TRIO programs, which award grants to institutions for student support.
- Recommend that institutions expand programs that keep students engaged academically and socially, such as research with faculty, service learning and internships.
- Create legislative task forces to bring together various stakeholders to develop a state agenda on student success. Institutions need clear signals from state legislatures that retention and success are priorities and that they will be held accountable for results.

Notes

1. National Center for Higher Education Management Systems, "Progress and Completion: Graduation Rates" (Boulder: NCHEMS, 2009); www.higheredinfo.org/dbrowser/index.php?measure=19; Statistics refer to first-time, full-time students.

2. Patrick Callan, *The 2008 National Report Card: Modest Improvements, Persistent Disparities, Eroding Global Competitiveness* (San Jose: National Center for Public Policy and Higher Education, 2008).

3. Jennifer Engle and Vincent Tinto, *Moving Beyond Access: College Success for Low- Income, First-Generation Students* (Washington, D.C.: The Pell Institute, 2008), 2.

4. Sandy Baum and Jennifer Ma, *Education Pays: The Benefits of Higher Education for Individuals and Society* (Washington, D.C.: The College Board, 2007), 10.

5. Baum and Ma, *Education Pays*, 2.

6. Engle and Tinto, *Moving Beyond Access*, 21

7. Vincent Tinto, *Student Retention and Graduation: Facing the Truth, Living with the Consequences* (Washington, D.C.: The Pell Institute, 2004), 6.

8. Engle and Tinto, *Moving Beyond Access*, 9; Joe Smydo, "First-year college students often fail as 'life intervenes,'" *Pittsburgh Post-Gazette*, Sept. 2, 2008; www.post-gazette.com/pg/08246/908705-298.stm.

9. Bill Schackner, "Colleges on 'early alert' to help frosh," *Pittsburgh Post-Gazette*, Sept. 3, 2008; www.post-gazette.com/pg/08247/908848-298.stm.

10. Engle and Tinto, *Moving Beyond Access*, 12.

11. Ibid., 25.

12. Lana Muraskin, John Lee, Abigail Wilner, and Watson Scott Swail, *Raising the Graduation Rates of Low-Income College Students* (Washington, D.C.: The Pell Institute, 2004), 18; Mary Beth Marklein, "Report: Community colleges must expect more," *USA Today*, Nov. 21, 2008; www.usatoday.com/news/education/2008-11-16-CCSSE_N.htm.

13. Engle and Tinto, *Moving Beyond Access*, 26.

14. Kathleen Goodman and Ernest T. Pascarella, "First-Year Seminars Increase Persistence and Retention: A Summary of the Evidence from *How College Affects Students*," *Peer Review* 8, no. 3 (Summer 2006): 27.

15. Muraskin, Lee, Wilner, and Swail, *Raising the Graduation Rates*, 21; Susan Scrivener, et al., *A Good Start: Two-Year Effects of a Freshman Learning Community Program at Kinsborough Community College* (New York: MDRC, 2008), ES-5 - ES-6.

16. Carol A. Twigg, *Increasing Success for Underserved Students: Redesigning Introductory Courses* (Saratoga Springs, N.Y.: The National Center for Academic Transformation, 2005), 2.

17. Ibid., 3.

18. Ibid., 5, 8, 30.

19. Ibid., 7-8, 28.

20. Engle and Tinto, *Moving beyond Access*, 7, 27.

21. Center for Student Opportunity, *College Access and Opportunity Guide* (Dubuque, Iowa: Kendall/Hunt Publishing Company, 2008), 199.

22. George D. Kuh, *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter* (Washington, D.C.: Association of American Colleges and Universities, 2008), 9, 11, 17-19, 25-27.

23. Ibid.,14.

24. Arkansas Task Force on Higher Education Remediation, Retention, and Graduation Rates, *Access to Success: Increasing Arkansas's College Graduates Promotes Economic Development* (Little Rock: Arkansas Association of Public Universities, 2008); arkapu.org/wp-content/uploads/2008/08/task-force-report.pdf, 8-9, 33.

25. Illinois Board of Higher Education and Public Agenda Task Force, *Public Agenda for College and Career Success* (Springfield: IBHE, 2008); www.ibhe.state.il.us/masterPlanning/materials/010909_PublicAgenda.pdf, 3-5, 7, 16.

26. Higher Education Study Committee, *Leveraging Higher Education for a Stronger South Carolina*, (Columbia: SCCHE, 2009); www.che.sc.gov/InfoCntr/HESC_Files/che_2169_Leverage_Report_web.pdf, 4, 19-20.

27. Ibid., 17.

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Senator Gary Stevens
President of the Senate

SECTIONAL ANALYSIS
CS for Senate Bill 221(EDU)

SECTION 1:
Establishes an advisory task force on higher education and career readiness for the purpose of compiling data and advising the legislature on matters pertaining to college or career readiness of students who graduate from public secondary schools in Alaska.

It's composed of 18 members representing the Governor, the Alaska Commission on Postsecondary Education, the University of Alaska, the Alaska School Board Association, the superintendents, career and technical training centers, the Alaska Federation of Natives, the National Education Association, Alaskan private colleges or universities, other public (non-UA) postsecondary institutions in Alaska, relevant faculty from around the UA system, both secondary and post-secondary students, and the chairpersons of the respective House and Senate Education Committees.

The respective entity that each task force member represents is expected to pay for their share of the expenses of participating in the task force.

The staff of the legislative members of the task force shall serve as staff for the task force.

The members of the task force shall elect a chair from among its members.

The task force shall compile research and summarize data regarding remediation, retention, and graduation rates in the state. There shall be developed a definition of remediation. The task force shall identify contributing causes for lack of college readiness, and best practices to reduce the need for remediation, and prepare a report to the legislature outlining strategies and recommendations to reduce remediation, improve college readiness, and increase college graduation rates. The report is to be submitted by March 1, 2011.

SECTION 2:
Repeals the act and dissolves the task force on July 1, 2011.

SECTION 3:
Makes the act take effect the day after the governor signs it.

FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

Fiscal Note Number: 1
Bill Version: CSSB 221(EDC)
(S) Publish Date: 2/1/10

Identifier (file name): SB221-EED-ACPE-01-25-10
Dept. Affected: Education
Title: An Act establishing an advisory task force on higher education in the legislative branch of government;...
RDU: ACPE
Component: Program Administration and Operations
Sponsor: Senator Stevens
Requester: (S)EDC
Component Number: 2738

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2011**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**
Personal Services							
Travel							
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims							
Miscellaneous							
TOTAL OPERATING	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES ( )							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF							
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

Estimate of any current year (FY2010) cost:

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

Participation in higher education related working groups, advisory bodies, etc. are within the regular duties of ACPE's executive. As currently drafted, ACPE costs related to quarterly meetings would be diminimus and absorbed within existing budget authority.

Prepared by: Diane Barrans, Executive Director
Phone 907-465-6740
Division: Alaska Commission on Postsecondary Education
Date/Time 1/25/10 9:00 AM
Approved by: Diane Barrans, Executive Director
Date 1/25/2010
Alaska Commission on Postseconary Education

(Revised 11/6/2009 OMB)

FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

Fiscal Note Number: 2
Bill Version: CSSB 221(EDC)
(S) Publish Date: 2/1/10

Identifier (file name): SB221-LEG-LOB-01-25-10
Dept. Affected: Legislature
Title "An Act establishing an advisory task force on higher education in education in the legislative branch of government;..."
RDU Legislative Operating Budget
Component Legislative Operating Budget
Sponsor Senators Stevens, McGuire
Requester Senate Education Committee
Component Number 796

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2011**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**
Personal Services							
Travel	14.0						
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims							
Miscellaneous							
TOTAL OPERATING	**14.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES ( )							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	14.0						
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**14.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

Estimate of any current year (FY2010) cost:

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

SB 221 establishes an Advisory Task Force on Higher Education in the Legislative Branch of government. The Task Force consists of 13 members from various education and government entities. Members serve without compensation but are entitled to per diem and travel expenses. The legislation provides that per diem and travel expenses shall be paid from the budget of the agency or institution the member represents on the Task Force. The agency or institution can opt out of participating to avoid payment of per diem and travel expenses. The Legislature has two members on the Task Force, the Chairs of the Senate and House Education Committees.

It is anticipated that the Task Force will hold six meetings. Travel costs for the Legislators and staff are included in this fiscal note for two meetings in Anchorage and two meetings in Fairbanks. The other two meetings will be teleconferenced. The costs for employees of the Education Committee Chairs to staff the Task Force, costs for teleconferencing meetings, and printing the final the report which is due March 1, 2011 will be absorbed within existing budgets.

Prepared by: Karla Schofield, Deputy Director
Phone 465-6626
Division Legislative Affairs Agency
Date/Time 1/25/10 1:43 PM
Approved by: Pamela Varni, Executive Director
Date 1/25/2010
Legislative Affairs Agency

(Revised 11/6/2009 OMB)

FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

Fiscal Note Number: 3
Bill Version: CSSB 221(EDC)
(S) Publish Date: 2/1/10

Identifier (file name): SB221-EED-ESS-1-22-10
Title "An Act establishing an advisory task force on higher education in the legislative branch of government..."
Sponsor Senators Stevens & McGuire
Requester Education, Finance

Dept. Affecte Education & Early Development
RDU Education Support Services
Component Executive Administration
Component Number 2736

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2011**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**
Personal Services							
Travel							
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims							
Miscellaneous							
TOTAL OPERATING	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES ( )							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF							
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

Estimate of any current year (FY2010) cost: _____

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

There is no fiscal impact on the Department of Education and Early Development

Prepared by: Eddy Jeans
Division School Finance
Phone 465-8679
Date/Time 1/22/10 12:00 AM

Approved by: Larry LeDoux
Commissioner
Date 1/22/2010

(Revised 10/13/2009 OMB)

FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

Fiscal Note Number: 4
Bill Version: **CSSB 221(EDC)**
(S) Publish Date: 3/10/10

Identifier (file name):
Dept. Affected: Legislature
Title: Legislative Task Force on Higher Education
RDU: Legislative Operating Budget
Component: Legislative Operating Budget
Sponsor: Stevens
Requester: Senate Finance Committee
Component Number: 796

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2011**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**
Personal Services							
Travel							
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims							
Miscellaneous							
TOTAL OPERATING	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES ( )							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF							
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

Estimate of any current year (FY2010) cost:

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

SB 221 establishes an Advisory Task Force on Higher Education in the Legislative Branch. The Task Force consists of 13 members from various entities. Members serve without compensation but are entitled to per diem and travel expenses paid from the budget of the agency or institution the member represents. It is anticipated that the Task Force will hold six meetings; two in Anchorage, two in Fairbanks and two via teleconference. The Legislature has two members on the Task Force, the Chairs of the Senate and House Education Committees Travel and support costs for the Legislators and staff will be absorbed within the Legislature's existing budget.

Prepared by: Senate Finance Committee
Co-Chair Bert Stedman
Phone 465-3873
Date/Time 3/5/10 12:50 PM

Approved by:
Date 3/5/2010

(Revised 11/6/2009 OMB)

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Senator Gary Stevens
President of the Senate

SPONSOR STATEMENT
Senate Bill 221

Excerpt from NCSL's "The Path to a Degree" by Brenda Bautsch, November 2009:

"America is no longer the world leader in education. U.S. performance at the K-12 and postsecondary levels is falling behind other countries. According to the Organization for Economic Co-operation and Development (OECD), America and Germany are the only two OECD countries where the younger generation is actually less educated than the older generation. In February 2009, President Obama declared the lack of educational attainment in the United States a 'prescription for economic decline, because we know the countries that out-teach us today will out-compete us tomorrow,' and he set a goal for the United States to reclaim its position as the leader in college graduates by 2020. To accomplish that, states need to set their own college completion goals; study and diagnose where and why students are dropping out of the education system; and target state policy to those problem areas. Effective state policy can help more students obtain college degrees, be successful in life and contribute to the economy. "

Alaska has seen this problem growing for many years. There is a disconnect in our education system. If enrollment in and completion of some form of higher education is the goal, then we must clearly identify why our students are failing to perform and devise a means to help them succeed. There are several challenges that must be faced. We have the resources to improve the situation, and Senate Bill 221 calls for the stakeholders to assemble and devise a plan to do so.

This task force will serve to identify ways to strengthen the education pipeline, improve student preparation for college, decrease the need for remediation in college, improve access to financial aid, increase retention and graduation rates in postsecondary education, provide enhanced funding and governance for our education system, address data and tracking needs, and ultimately to support economic development vis-à-vis a better trained, better educated citizenry.

Thank you for your consideration of this worthwhile legislation.