

HB

297

<target><bill>HB 297</bill><subject>HB
297</subject><comm>HFIN26</comm></target>

FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

Fiscal Note Number: _____
 Bill Version: CSHB 297(EDC)
 () Publish Date: _____

Identifier (file name): HB297CS(EDC)-DOLWD-WIB-03-16-10 Dept. Affected: Labor and Workforce Development
 Title: Postsecondary Scholarships RDU: Business Partnerships
 Component: Workforce Investment Board
 Sponsor: Rules Committee
 Requester: House Finance Component Number: 2659

Expenditures/Revenues (Thousands of Dollars)

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

| | Appropriation Required | Information | | | | | | |
|-------------------------------|---------------------------|-------------|------------|------------|------------|------------|------------|------------|
| | | FY 2011 | FY 2011 | FY 2012 | FY 2013 | FY 2014 | FY 2015 | FY 2016 |
| OPERATING EXPENDITURES | | | | | | | | |
| Personal Services | | | | | | | | |
| Travel | | | | | | | | |
| Contractual | 25.0 | | | | | | | |
| Supplies | | | | | | | | |
| Equipment | | | | | | | | |
| Land & Structures | | | | | | | | |
| Grants & Claims | | | | | | | | |
| Miscellaneous | | | | | | | | |
| TOTAL OPERATING | 25.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

| | | | | | | | | |
|-----------------------------|--|--|--|--|--|--|--|--|
| CAPITAL EXPENDITURES | | | | | | | | |
|-----------------------------|--|--|--|--|--|--|--|--|

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| CHANGE IN REVENUES () | | | | | | | | |
|-------------------------------|--|--|--|--|--|--|--|--|

FUND SOURCE (Thousands of Dollars)

| | FY 2011 | FY 2011 | FY 2012 | FY 2013 | FY 2014 | FY 2015 | FY 2016 |
|----------------------------|-------------|------------|------------|------------|------------|------------|------------|
| 1002 Federal Receipts | | | | | | | |
| 1003 GF Match | | | | | | | |
| 1004 GF | 25.0 | | | | | | |
| 1005 GF/Program Receipts | | | | | | | |
| 1037 GF/Mental Health | | | | | | | |
| Other Interagency Receipts | | | | | | | |
| TOTAL | 25.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

Estimate of any current year (FY2010) cost: None

POSITIONS

| | | | | | | | |
|-----------|--|--|--|--|--|--|--|
| Full-time | | | | | | | |
| Part-time | | | | | | | |
| Temporary | | | | | | | |

ANALYSIS: (Attach a separate page if necessary)

These funds will be used to contract for services to assist in the drafting of regulations setting criteria for the career and technical school scholarship portion of the bill required under Section 14.43.835 of this legislation. This request presumes that the Alaska Workforce Investment Board's Education Specialist, who will oversee the promulgation and implementation of the regulations and coordination with the Department of Education and Early Development and the University of Alaska, will be funded in FY 11.

Prepared by: Guy Bell, Assistant Commissioner
 Division: Office of the Commissioner
 Approved by: Click Bishop, Commissioner
 Agency: Department of Labor and Workforce Development

Phone 465-2700
 Date/Time 3/16/10 10:31 AM
 Date 3/16/10

STATE CAPITOL
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Governor Sean Parnell
STATE OF ALASKA

January 15, 2010

The Honorable Mike Chenault
Speaker of the House
Alaska State Legislature
State Capitol, Room 208
Juneau, AK 99801-1182

Dear Speaker Chenault,

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

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

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

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

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

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

The Honorable Mike Chenault
January 15, 2010
Page 2

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

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

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

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

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

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

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

I urge your prompt and favorable action on this bill.

Sincerely,



Sean Parnell
Governor

Enclosure

STATE OF ALASKA

ALASKA COMMISSION ON POSTSECONDARY EDUCATION

SEAN PARNELL, GOVERNOR

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

March 3, 2010

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

Subject: CSHB 297 (ED) - An Act establishing the governor's performance scholarship...

Dear Representative Seaton:

At the February 26, 2010 committee meeting you asked that I provide information regarding potential programmatic impacts of a specific amendment to HB297. The amendment in question was to modify the provision within the bill that would require a student who is erroneously awarded a scholarship to return the erroneous amount. The amendment added the provision that the recipient would not have to refund the erroneous amount unless the error was "any fault of the student."

When asked to comment I did express my concern about the provision because it would prevent the Commission from recovering inappropriately disbursed state funds unless the student had engaged in some form of misconduct that contributed to the erroneous award. While I certainly understand the intention of the committee in adopting this change, it does establish an unusual student aid program provision. In general, student financial aid programs are operated with the understanding that should an error occur that results in an aid recipient receiving more funds than is received by any other similarly situated student, the aid recipient is expected to return the amount of the over award.

Members were interested in quantifying the frequency of such occurrences, and, although I did contact Director of Financial Aid Barbara Burnett at UAS, it does not appear that related statistics are available. Ms. Burnett and I did discuss the implications of the provision and she shared the following advice:

There are some scholarship/grant programs that say any aid awarded cannot exceed the cost of attendance (or the cost of tuition and/or some other budget item) - if the student got some of this money in addition to the GPS, then the other aid might have to be reduced if the total awards were greater than the cost of attendance. The Pell grant is an entitlement, as is the UA Scholars - the student would get those no matter how much other aid s/he was awarded... Need-based aid such as the SEOG would be reduced if the student got other aid in excess of

Representative Paul Seaton
March 3, 2010
Page - 2 -

the cost of attendance... The University's need based grant is awarded using equity packaging rules - the student does not get it if they have other grants and scholarships in excess of the equity level we are using - receipt of the GPS could likely reduce or eliminate the student's eligibility for this grant. If the student got only entitlements and other non-restrictive scholarships, then s/he could get the excess funds for personal use.

Based on this additional information, I must maintain my concerns regarding the unintended consequences of the referenced amendment. There are outcomes that I fear would be detrimental to the program. One is that, because we expect to package GPS awards fairly early in the financial aid award process, prior to distribution of other non-loan aid, we would lose the ability for financial aid officials at the institution to distribute subsequently received aid because it would result in an over award situation. In short, GPS would be supplanting rather than supplementing otherwise available financial aid. Another is that it appears to preclude Commission staff from recovering funds erroneously disbursed, regardless of the amount and regardless of the error, unless it was the student's fault.

I hope this information is helpful. Do not hesitate to contact me if there is other information I can provide.

Sincerely,



Diane Barrans
Executive Director

DB/dv

FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

Fiscal Note Number: 6
 Bill Version: CSHB 297(EDC)
 (H) Publish Date: 3/15/10

Identifier (file name): CSHB297(EDC)-EED-ACPE-03-15-10 Dept. Affected: Education
 Title: An Act establishing the governor's performance scholarship RDU: ACPE
program and relating to the program; establishing the... Component: Program Administration and
 Sponsor: Rules Operations
 Requester: (H)FIN Component Number: 2738

Expenditures/Revenues (Thousands of Dollars)

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

| | Appropriation Required | Information | | | | | |
|-------------------------------|---------------------------|-------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | | FY 2011 | FY 2011 | FY 2012 | FY 2013 | FY 2014 | FY 2015 |
| OPERATING EXPENDITURES | | | | | | | |
| Personal Services | | | | | | | |
| Travel | | | | | | | |
| Contractual | 275.0 | | | | | | |
| Supplies | | | | | | | |
| Equipment | | | | | | | |
| Land & Structures | | | | | | | |
| Grants & Claims | | | 14,480.0 | 25,623.4 | 33,252.8 | 37,169.6 | 37,169.6 |
| Miscellaneous | | | | | | | |
| TOTAL OPERATING | 275.0 | 0.0 | 14,480.0 | 25,623.4 | 33,252.8 | 37,169.6 | 37,169.6 |
| CAPITAL EXPENDITURES | | | | | | | |
| CHANGE IN REVENUES () | | | | | | | |

FUND SOURCE (Thousands of Dollars)

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

Estimate of any current year (FY2010) cost: _____

POSITIONS

| | | | | | | | |
|-----------|--|--|--|--|--|--|--|
| Full-time | | | | | | | |
| Part-time | | | | | | | |
| Temporary | | | | | | | |

ANALYSIS: (Attach a separate page if necessary)

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

Assumptions:

- 1) Baseline count of high school graduates (8,008) based on 2009 data.
- 2) Referenced utilization rate of 28.8% for similarly structured program in WY. While Alaska has lower college-going rates historically than WY, in recent years we have had a higher percentage of students who do continue on attend in Alaska.
- 3) Maximum GPS award at highest performance level is based upon the University of Alaska tuition for the 2010-11 school year (\$4,755).

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

Phone 465-6740
 Date/Time 3/15/10 10:30 AM
 Date 3/15/2010

FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

Fiscal Note Number: 5
 Bill Version: CSHB 297(EDC)
 (H) Publish Date: 3/15/10

Identifier (file name): CSHB297-EED-TLS-3-12-10 Dept. Affected: Education
 Title: "An Act establishing the governor's performance scholarship..." RDU: Teaching & Learning Support
 Sponsor: Rules at the request of the Governor Component: School & Student Achievement
 Requester: House Education Component Number: 2796

Expenditures/Revenues (Thousands of Dollars)

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

| | Appropriation Required | Information | | | | | | |
|-------------------------------|---------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | | FY 2011 | FY 2011 | FY 2012 | FY 2013 | FY 2014 | FY 2015 | FY 2016 |
| OPERATING EXPENDITURES | | | | | | | | |
| Personal Services | 87.3 | | 87.3 | 87.3 | 87.3 | 87.3 | 87.3 | 87.3 |
| Travel | | | | | | | | |
| Contractual | | | | | | | | |
| Supplies | 30.0 | | | | | | | |
| Equipment | | | | | | | | |
| Land & Structures | | | | | | | | |
| Grants & Claims | | | | | | | | |
| Miscellaneous | | | | | | | | |
| TOTAL OPERATING | 117.3 | 0.0 | 87.3 | 87.3 | 87.3 | 87.3 | 87.3 | 87.3 |

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| CAPITAL EXPENDITURES | | | | | | | | |
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| CHANGE IN REVENUES () | | | | | | | | |
|-------------------------------|--|--|--|--|--|--|--|--|

FUND SOURCE (Thousands of Dollars)

| | | | | | | | | |
|----------------------------|--------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 1002 Federal Receipts | | | | | | | | |
| 1003 GF Match | | | | | | | | |
| 1004 GF | 117.3 | | 87.3 | 87.3 | 87.3 | 87.3 | 87.3 | 87.3 |
| 1005 GF/Program Receipts | | | | | | | | |
| 1037 GF/Mental Health | | | | | | | | |
| Other Interagency Receipts | | | | | | | | |
| TOTAL | 117.3 | 0.0 | 87.3 | 87.3 | 87.3 | 87.3 | 87.3 | 87.3 |

Estimate of any current year (FY2010) cost: _____

POSITIONS

| | | | | | | | |
|-----------|-----|--|-----|-----|-----|-----|-----|
| Full-time | 1.0 | | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Part-time | | | | | | | |
| Temporary | | | | | | | |

ANALYSIS: (Attach a separate page if necessary)

Teaching and Learning Support will need to hire one staff member to oversee the promulgation and implementation of the department's regulations along coordination between EED, the University of Alaska, Department of Labor and Workforce Development and the Alaska Commission on Postsecondary Education (ACPE).

Education Specialist I at \$87,306 plus start-up office supplies (computer, furniture, etc.) at \$30,000 = \$117,306

Prepared by: Eddy Jeans, Director
 Division: School Finance and Facilities
 Approved by: Larry LeDoux
Commissioner

Phone 465-8679
 Date/Time 3/12/10 12:00 AM
 Date 3/12/2010

FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

Fiscal Note Number: _____
Bill Version: CS HB 297
() Publish Date: _____

Identifier (file name): CSHB297(EDU)-REV-TRS-03-20-10
Title: An Act Establishing the Governor's Performance Scholarship
Sponsor: Governor
Requester: House Finance Committee
Dept. Affected: Revenue
RDU: Treasury and Taxation
Component: Treasury
Component Number: 121

Expenditures/Revenues (Thousands of Dollars)

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

| | Appropriation Required | Information | | | | | | |
|-------------------------------|---------------------------|-------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | | FY 2011 | FY 2011 | FY 2012 | FY 2013 | FY 2014 | FY 2015 | FY 2016 |
| OPERATING EXPENDITURES | | | | | | | | |
| Personal Services | 60.0 | | 60.0 | 60.0 | 60.0 | 60.0 | 60.0 | 60.0 |
| Travel | | | | | | | | |
| Contractual | 55.0 | | 55.0 | 55.0 | 55.0 | 55.0 | 55.0 | 55.0 |
| Supplies | | | | | | | | |
| Equipment | | | | | | | | |
| Land & Structures | | | | | | | | |
| Grants & Claims | | | | | | | | |
| Miscellaneous | | | | | | | | |
| TOTAL OPERATING | 115.0 | 0.0 | 115.0 | 115.0 | 115.0 | 115.0 | 115.0 | 115.0 |

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| CAPITAL EXPENDITURES | 400,000.0 | | | | | | | |
|-----------------------------|------------------|--|--|--|--|--|--|--|

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|-------------------------------|--|--|--|--|--|--|--|--|
| CHANGE IN REVENUES () | | | | | | | | |
|-------------------------------|--|--|--|--|--|--|--|--|

FUND SOURCE (Thousands of Dollars)

| | | | | | | | | |
|----------------------------|--------------|------------|--------------|--------------|--------------|--------------|--------------|--------------|
| 1002 Federal Receipts | | | | | | | | |
| 1003 GF Match | | | | | | | | |
| 1004 GF | | | | | | | | |
| 1005 GF/Program Receipts | | | | | | | | |
| 1037 GF/Mental Health | | | | | | | | |
| Other Interagency Receipts | 115.0 | | 115.0 | 115.0 | 115.0 | 115.0 | 115.0 | 115.0 |
| TOTAL | 115.0 | 0.0 | 115.0 | 115.0 | 115.0 | 115.0 | 115.0 | 115.0 |

Estimate of any current year (FY2010) cost: _____

POSITIONS

| | | | | | | | | |
|-----------|--|--|--|--|--|--|--|--|
| Full-time | | | | | | | | |
| Part-time | | | | | | | | |
| Temporary | | | | | | | | |

ANALYSIS: (Attach a separate page if necessary)

The bill provides for a separate fund to be established in the amount of \$400 million to be managed by the Commissioner of Revenue. It is anticipated the fund will be managed with asset allocation of 60% fixed income and 40% domestic equity in order to yield a real annual rate of return of 5%. These costs include investment management fees, audit, accounting and custody fees and are projected based on the assumptions provided by the division's investment advisor and the division's cost allocation plan.

The operating budget appropriation bill funding language was removed so it is included in this fiscal note as a "capital expenditure" to capitalize the Governor's Performance Scholarship program when the the scholarship program passes and the fiscal note approved is by the legislature.

Prepared by: Pamela Green, Comptroller
Division: Treasury Division
Approved by: Ginger Blaisdell, Director
Administrative Services Division

Phone 465-2300
Date/Time 11/25/09 12:00 AM
Date 03-20-10; 11:26am

FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

Fiscal Note Number: 3
 Bill Version: HB 297
 (H) Publish Date: 1/19/10

Identifier (file name): 0771-DOLWD-CO-12-09-09 Dept. Affected: Labor and Workforce Development
 Title Establishing the Governor's Performance Scholarship RDU Office of the Commissioner
Program Component Commissioner's Office
 Sponsor Rules Committee
 Requester Governor Component Number

Expenditures/Revenues (Thousands of Dollars)

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

| | Appropriation Required | Information | | | | | | |
|-------------------------------|---------------------------|-------------|------------|------------|------------|------------|------------|------------|
| | | FY 2011 | FY 2011 | FY 2012 | FY 2013 | FY 2014 | FY 2015 | FY 2016 |
| OPERATING EXPENDITURES | | | | | | | | |
| Personal Services | | | | | | | | |
| Travel | | | | | | | | |
| Contractual | 25.0 | | | | | | | |
| Supplies | | | | | | | | |
| Equipment | | | | | | | | |
| Land & Structures | | | | | | | | |
| Grants & Claims | | | | | | | | |
| Miscellaneous | | | | | | | | |
| TOTAL OPERATING | 25.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

| | | | | | | | | |
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| CAPITAL EXPENDITURES | | | | | | | | |
|-----------------------------|--|--|--|--|--|--|--|--|

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|-------------------------------|--|--|--|--|--|--|--|--|
| CHANGE IN REVENUES () | | | | | | | | |
|-------------------------------|--|--|--|--|--|--|--|--|

FUND SOURCE (Thousands of Dollars)

| | FY 2011 | FY 2011 | FY 2012 | FY 2013 | FY 2014 | FY 2015 | FY 2016 |
|----------------------------|-------------|------------|------------|------------|------------|------------|------------|
| 1002 Federal Receipts | | | | | | | |
| 1003 GF Match | | | | | | | |
| 1004 GF | 25.0 | | | | | | |
| 1005 GF/Program Receipts | | | | | | | |
| 1037 GF/Mental Health | | | | | | | |
| Other Interagency Receipts | | | | | | | |
| TOTAL | 25.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

Estimate of any current year (FY2010) cost: None

POSITIONS

| | | | | | | | |
|-----------|--|--|--|--|--|--|--|
| Full-time | | | | | | | |
| Part-time | | | | | | | |
| Temporary | | | | | | | |

ANALYSIS: (Attach a separate page if necessary)

These funds will be used to contract for services to assist in the drafting of regulations setting criteria for the career and technical school scholarship portion of the bill required under Section 14.43.835 of this legislation.

Prepared by: Guy Bell, Assistant commissioner
 Division: Office of the Commissioner
 Approved by: Click Bishop, Commissioner
 Agency: Department of Labor and Workforce Development

Phone 465-2700
 Date/Time 12/9/09 3:18 PM
 Date 12/9/09

FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

Fiscal Note Number: 2
Bill Version: HB 297
(H) Publish Date: 1/19/10

Identifier (file name): 0771-EED-TLS-12-1-09

Dept. Affected: Education
RDU: Teaching & Learning Support
Component: School & Student Achievement

Title: "An Act establishing the governor's performance scholarship..."

Sponsor: Rules at the request of the Governor
Requester: Governor

Component Number: 2796

Expenditures/Revenues

(Thousands of Dollars)

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

| OPERATING EXPENDITURES | Appropriation Required | Information | | | | | |
|------------------------|------------------------|-------------|------------|------------|------------|------------|------------|
| | FY 2011 | FY 2011 | FY 2012 | FY 2013 | FY 2014 | FY 2015 | FY 2016 |
| Personal Services | 87.3 | | | | | | |
| Travel | | | | | | | |
| Contractual | | | | | | | |
| Supplies | 30.0 | | | | | | |
| Equipment | | | | | | | |
| Land & Structures | | | | | | | |
| Grants & Claims | | | | | | | |
| Miscellaneous | | | | | | | |
| TOTAL OPERATING | 117.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

| | | | | | | | |
|-----------------------------|--|--|--|--|--|--|--|
| CAPITAL EXPENDITURES | | | | | | | |
|-----------------------------|--|--|--|--|--|--|--|

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|-------------------------------|--|--|--|--|--|--|--|
| CHANGE IN REVENUES () | | | | | | | |
|-------------------------------|--|--|--|--|--|--|--|

FUND SOURCE

(Thousands of Dollars)

| FUND SOURCE | FY 2011 | FY 2011 | FY 2012 | FY 2013 | FY 2014 | FY 2015 | FY 2016 |
|----------------------------|--------------|------------|------------|------------|------------|------------|------------|
| 1002 Federal Receipts | | | | | | | |
| 1003 GF Match | | | | | | | |
| 1004 GF | 117.3 | | | | | | |
| 1005 GF/Program Receipts | | | | | | | |
| 1037 GF/Mental Health | | | | | | | |
| Other Interagency Receipts | | | | | | | |
| TOTAL | 117.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

Estimate of any current year (FY2010) cost: _____

POSITIONS

| POSITIONS | FY 2011 | FY 2011 | FY 2012 | FY 2013 | FY 2014 | FY 2015 | FY 2016 |
|-----------|---------|---------|---------|---------|---------|---------|---------|
| Full-time | 1.0 | | | | | | |
| Part-time | | | | | | | |
| Temporary | | | | | | | |

ANALYSIS: (Attach a separate page if necessary)

Teaching and Learning Support will need to hire one staff member to oversee the promulgation and implementation of the department's regulations along coordination between EED, the University of Alaska, Department of Labor and Workforce Development and the Alaska Commission on Postsecondary Education (ACPE).

Education Specialist I at \$87,306 plus start-up office supplies (computer, furniture, etc.) at \$30,000 = \$117,306

Prepared by: Eddy Jeans, Director
Division: School Finance and Facilities
Approved by: Larry LeDoux
Commissioner

Phone 465-8679
Date/Time 12/1/09 12:00 AM
Date 12/1/2009

Responses to Questions from (H) EDC Members from 2/12/2010 Hearing
Submitted by EED

1. Rep. Seaton indicated that he would like additional information regarding home schooled students.

Response:

- Home school students who are not affiliated with a state sponsored program must:
 - a. Meet all Alaska graduation credit requirements
 - b. Successfully complete the GPS curriculum requirements
 - c. Achieve the GPS eligibility score on the ACT/SAT
 - d. Achieve the GPS GPA eligibility score.

- Home School students affiliated with a district sponsored distance program must:
 - a. Meet all graduation requirements for the State of Alaska and the sponsoring district
 - b. Successfully complete the GPS curriculum requirements
 - c. Achieve the GPS eligibility score on the ACT/SAT
 - d. Achieve the GPS GPA eligibility score.

- Homes school students must meet the same criteria used for high school students.

- All transcripts should include 9th to 12th grade courses, and the time frame of each course (academic year and semester). In addition, an assessment of performance (letter grade, percentage, standards rubric, etc.) is required.

- Home schooled graduates must meet and apply for the award and enroll at an eligible college prior to age 19.

- The Department of Education and Early Development will act as the certification office for non-affiliated home school students.

2. **REPRESENTATIVE MUNOZ** requested an analysis of the scoring matrix for SAT/ACT and how they compare to requirements of schools across the nation. She indicated that the samples indicated appeared high. What type of score is a competitive school in the Lower 48 in terms of average admission?

Response:

About 1.48 million of the 3.3 million members of the high school class of 2009 took the ACT, typically in their junior year.

Scoring matrix for SAT/ACT and how they compare to requirements of schools across the nation.

The ACT® test assesses high school students' general educational development and their ability to complete college-level work.

- The multiple-choice tests cover four skill areas: English, mathematics, reading, and science.
- The Writing Test, which is optional, measures skill in planning and writing a short essay.
- To develop the test, ACT incorporates the objectives for instruction for middle and high schools throughout the United States, reviews approved textbooks for subjects taught in Grades 7–12, and surveys educators on which knowledge skills are relevant to success in postsecondary education. ACT publishes a technical manual that summarizes studies conducted of its validity in predicting freshman GPA, equating different high school GPAs, and measuring educational achievement.^[8]
- Colleges use the ACT and the SAT Reasoning Test because there are substantial differences in funding, curricula, grading, and difficulty among U.S. secondary schools due to American, local control, and the prevalence of private, distance, home schooled students and, most importantly, lack of rigorous college entrance examination system like those used in other countries. ACT/SAT scores are used to supplement the secondary school record and help admission officers put local data—such as course work, grades, and class rank—in a national perspective.
- Most colleges use ACT scores as only one factor in their admission process.

ACT has identified the minimum score needed on each ACT test to indicate a **50% chance of obtaining a B** or higher or about a **75% chance of obtaining a C** or higher in the corresponding first-year college course.

| ACT Test | ACT Benchmark Score | College Course |
|----------|---------------------|----------------------------|
| English | 18 | English Composition |
| Math | 22 | Algebra |
| Reading | 21 | Social Sciences/Humanities |
| Science | 24 | Biology |

ACTstudent.org

State By State report of ACT performance

The chart below summarizes each section and the average test score based on graduating high school seniors in 2009.

| State | % of Graduates Tested | Average Composite Score | Average English Score | Average Math Score | Average Reading Score | Average Science Score |
|----------------------|-----------------------|-------------------------|-----------------------|--------------------|-----------------------|-----------------------|
| National | 45 | 21.1 | 20.6 | 21.0 | 21.4 | 20.9 |
| Alabama | 76 | 20.3 | 20.5 | 19.5 | 20.7 | 20.1 |
| Alaska | 29 | 21.0 | 20.1 | 21.1 | 21.7 | 20.7 |
| Arizona | 15 | 21.9 | 21.3 | 22.1 | 22.4 | 21.3 |
| Arkansas | 73 | 20.6 | 20.6 | 20.1 | 21.0 | 20.2 |
| California | 19 | 22.2 | 21.8 | 22.8 | 22.4 | 21.4 |
| Colorado | 100 | 20.8 | 20.1 | 20.5 | 21.1 | 20.8 |
| Connecticut | 21 | 23.5 | 23.6 | 23.5 | 24.0 | 22.6 |
| Delaware | 11 | 22.6 | 22.2 | 22.5 | 23.1 | 22.0 |
| District of Columbia | 30 | 19.4 | 19.1 | 19.5 | 19.7 | 18.6 |
| Florida | 62 | 19.5 | 18.7 | 19.7 | 20.2 | 19.0 |
| Georgia | 40 | 20.6 | 20.1 | 20.6 | 20.9 | 20.3 |
| Hawaii | 22 | 21.5 | 20.9 | 22.1 | 21.4 | 21.0 |
| Idaho | 58 | 21.6 | 20.9 | 21.3 | 22.3 | 21.4 |
| Illinois | 97 | 20.8 | 20.5 | 20.7 | 20.8 | 20.7 |
| Indiana | 24 | 22.2 | 21.6 | 22.4 | 22.6 | 21.6 |
| Iowa | 59 | 22.4 | 21.9 | 21.9 | 22.9 | 22.4 |
| Kansas | 74 | 21.9 | 21.4 | 21.7 | 22.4 | 21.8 |
| Kentucky | 100 | 19.4 | 18.8 | 19.0 | 19.8 | 19.7 |
| Louisiana | 89 | 20.1 | 20.3 | 19.6 | 20.2 | 20.0 |
| Maine | 9 | 23.1 | 23.0 | 23.0 | 23.6 | 22.3 |
| Maryland | 17 | 22.1 | 21.9 | 22.1 | 22.5 | 21.5 |

| | | | | | | |
|-----------------------|-----|------|------|------|------|------|
| <u>Massachusetts</u> | 18 | 23.9 | 23.9 | 24.3 | 24.3 | 22.8 |
| <u>Michigan</u> | 100 | 19.6 | 18.6 | 19.6 | 19.6 | 20.1 |
| <u>Minnesota</u> | 68 | 22.7 | 22.0 | 22.7 | 23.1 | 22.6 |
| <u>Mississippi</u> | 93 | 18.9 | 19.1 | 18.3 | 19.0 | 18.7 |
| <u>Missouri</u> | 67 | 21.6 | 21.5 | 20.9 | 22.1 | 21.5 |
| <u>Montana</u> | 54 | 22.0 | 21.2 | 21.7 | 22.7 | 21.7 |
| <u>Nebraska</u> | 72 | 22.1 | 21.9 | 21.8 | 22.5 | 22.0 |
| <u>Nevada</u> | 30 | 21.5 | 20.9 | 21.4 | 22.0 | 21.0 |
| <u>New Hampshire</u> | 15 | 23.5 | 23.3 | 23.4 | 24.1 | 22.6 |
| <u>New Jersey</u> | 16 | 23.1 | 22.9 | 23.5 | 23.2 | 22.1 |
| <u>New Mexico</u> | 65 | 20.0 | 19.3 | 19.6 | 20.7 | 20.0 |
| <u>New York</u> | 25 | 23.1 | 22.5 | 23.4 | 23.3 | 22.7 |
| <u>North Carolina</u> | 15 | 21.6 | 20.9 | 22.0 | 21.9 | 21.1 |
| <u>North Dakota</u> | 78 | 21.5 | 20.7 | 21.5 | 21.8 | 21.6 |
| <u>Ohio</u> | 64 | 21.7 | 21.1 | 21.4 | 22.2 | 21.7 |
| <u>Oklahoma</u> | 71 | 20.7 | 20.5 | 19.9 | 21.4 | 20.5 |
| <u>Oregon</u> | 33 | 21.4 | 20.5 | 21.5 | 21.9 | 21.1 |
| <u>Pennsylvania</u> | 14 | 22.1 | 21.7 | 22.2 | 22.4 | 21.5 |
| <u>Rhode Island</u> | 10 | 22.8 | 23.0 | 22.5 | 23.4 | 21.8 |
| <u>South Carolina</u> | 50 | 19.8 | 19.2 | 20.0 | 19.9 | 19.8 |
| <u>South Dakota</u> | 74 | 22.0 | 21.2 | 21.8 | 22.3 | 22.0 |
| <u>Tennessee</u> | 92 | 20.6 | 20.7 | 19.8 | 21.0 | 20.4 |
| <u>Texas</u> | 30 | 20.8 | 19.9 | 21.3 | 20.9 | 20.6 |
| <u>Utah</u> | 68 | 21.8 | 21.4 | 21.1 | 22.6 | 21.6 |

| | | | | | | |
|---------------|----|------|------|------|------|------|
| Vermont | 24 | 23.1 | 22.9 | 22.9 | 23.7 | 22.5 |
| Virginia | 20 | 21.9 | 21.7 | 21.8 | 22.3 | 21.4 |
| Washington | 18 | 22.8 | 22.4 | 22.9 | 23.5 | 22.1 |
| West Virginia | 62 | 20.7 | 20.8 | 19.6 | 21.4 | 20.5 |
| Wisconsin | 67 | 22.3 | 21.7 | 22.2 | 22.6 | 22.3 |
| Wyoming | 99 | 20.0 | 18.9 | 19.8 | 20.4 | 20.2 |

Totals for graduating seniors were obtained from *Knocking at the College Door—March 2008, Projections of High School Graduates by State and Race/Ethnicity, 1992–2022*, © March 2008 by the Western Interstate Commission for Higher Education.

Alaska SAT/ACT Scores

SAT / ACT scores are **not required** for **associate or certificate** admission at any UA campus.

SAT/ACT are **not required** for admission to UAA and UAS for baccalaureate admission.

UAF uses a more competitive admission standard for their baccalaureate programs. At UAF, ACT or SAT scores can be used in lieu of minimum HS GPA.

At UAF:

- 72% of students, who submit ACT scores, possess composite scores of 18 (or higher).
 - 85% of students, who submit SAT scores, possess composite scores of 400 or higher.
- The average GPA for entering freshman at UAF is 3.15.

SAT scores for Alaska: for the year 2009 (includes graduating seniors in the class of 2009): 3589 Alaskan high school students took and received scores on the SAT. The average scores were:

- Critical Reading: 520
- Math: 516
- Writing: 492

For the same year for all test takers: over 1.5 million test takers. The average scores were:

- Critical Reading: 501
- Math: 515
- Writing: 493

Alaska

University of Alaska, Fairbanks Admissions Requirements

Baccalaureate Degree

- Must have a high school diploma, **AND**
- Pass the 16-credit high school core curriculum with a GPA of at least 2.5, **AND**
- Submit results of the ACT Plus Writing (preferred) or SAT exam taken within the last two years, **AND**
Have a high school GPA of at least 3.0, **OR**
Have a high school GPA of at least 2.5 and ACT Plus Writing score of at least 18 or SAT score of at least 1290 (including writing skills section).
- Freshman and transfer applicants with fewer than 30 semester credit hours must submit the results of either the ACT Plus Writing (preferred) or the SAT examination. Test results must be less than two years old. These test scores are used to help place the student in English, mathematics and other first-year courses.

Certificate or Associate Degree

- Must have a high school diploma, or GED
- Students with fewer than 30 transferable semester hours, who will take English or mathematics course work must submit results of the ACCUPLACER test. Alternatively, SAT or ACT Plus Writing test results are accepted.

Distribution of high school units required and/or recommended*

| | Units Required | Units Recommended |
|--------------------|----------------|-------------------|
| English | 4 | N/A |
| Mathematics | 3 | N/A |
| Science | 3 | N/A |
| Lab | 1 | N/A |
| Foreign language | N/A | 2 |
| Social studies | 3 | N/A |
| History | N/A | N/A |
| Academic electives | 3 | N/A |

Total academic units 16

2006-2007 Freshman Class Profile

- Top 10 percent of high school class: 15%
- Top 25 percent of high school class: 35%
- Top 50 percent of high school class: 64%
- First-year students submitting high school class standing: 57%
- Average high school GPA: 3.2
- First-year students submitting GPA: 70%

- **First-year students submitting SAT scores: 52%**

SAT scores (25/75 percentile):

| | |
|-------------------|------------|
| Critical Reading: | 450 - 600 |
| Math: | 450 - 590 |
| Combined: | 900 - 1190 |

Percent of first-time, first-year students enrolled in Fall 2006 with scores in each range:

| | SAT Critical Reading | SAT Math |
|---------|-----------------------------|-----------------|
| 700-800 | 4.0% | 2.8% |
| 600-699 | 24.5% | 19.8% |
| 500-599 | 33.5% | 36.6% |
| 400-499 | 26.4% | 30.1% |
| 300-399 | 9.9% | 10.0% |
| 200-299 | 1.6% | 0.7% |

First-year students submitting ACT scores: 33%

ACT scores (25/75 percentile):

| | |
|------------|---------|
| English: | 16 - 24 |
| Math: | 17 - 25 |
| Composite: | 18 - 25 |

Percent of first-time, first-year students enrolled in Fall 2006 with scores in each range:

| | ACT Composite | ACT English | ACT Math |
|---------|----------------------|--------------------|-----------------|
| 30-36 | 2.4% | 4.1% | 4.4% |
| 24-29 | 32.7% | 25.1% | 29.8% |
| 18-23 | 41.2% | 40.0% | 37.0% |
| 12-17 | 22.8% | 25.8% | 28.8% |
| 6-11 | 1.0% | 5.1% | N/A |
| Below 6 | N/A | N/A | N/A |

University of Alaska, Anchorage Admissions Requirements

Admission Requirements Baccalaureate Degree

Qualifications (one of the following)

- Graduation from high school with GPA of at least 2.5 and completion of either SAT, ACT or a UAA-approved test (high school graduates with GPAs between 2.0 and 2.49 will be admitted on probation); or
- Successful completion of the GED, and completion of either SAT, ACT or a UAA-approved test.

Admission Requirements Certificate for Associate Degree (1-2 years)

Qualifications (one of the following)

- A high school diploma (no minimum GPA required); or
- GED; or
- Ability to Benefit Certificate (must be 18 years of age or older).

| | Units Required | Units Recommended |
|----------------------|-----------------------|--------------------------|
| English | N/A | 4 |
| Mathematics | N/A | 2 |
| Science | N/A | 3 |
| Lab | N/A | N/A |
| Foreign language | N/A | 1 |
| Social studies | N/A | 3 |
| History | N/A | 1 |
| Academic electives | N/A | N/A |
| Total academic units | N/A | N/A |

2006-2007 Freshman Class Profile

Top 10 percent of high school class: 12%
Top 25 percent of high school class: 31%
Top 50 percent of high school class: 61%
First-year students submitting high school class standing: 77%
Average high school GPA: N/A
First-year students submitting GPA: N/A
First-year students submitting SAT scores: 44%

SAT scores (25/75 percentile):

| | |
|-------------------|------------|
| Critical Reading: | 446 - 570 |
| Math: | 450 - 570 |
| Combined: | 896 - 1140 |

Percent of first time, first-year students enrolled in Fall 2006 with scores in each range:

| | SAT Critical Reading | SAT Math |
|---------|-----------------------------|-----------------|
| 700-800 | 2.5% | 2.1% |
| 600-699 | 14.9% | 15.7% |
| 500-599 | 37.4% | 37.6% |
| 400-499 | 34.1% | 33.5% |
| 300-399 | 10.3% | 9.9% |
| 200-299 | 0.7% | 1.2% |

First-year students submitting ACT scores: 21%

ACT scores (25/75 percentile):

English: 16 - 24
Math: 17 - 25
Composite: 18 - 25

Percent of first-time, first-year students enrolled in Fall 2006 with scores in each range:

| | ACT Composite | ACT English | ACT Math |
|---------|----------------------|--------------------|-----------------|
| 30-36 | 2.8% | 5.0% | 4.2% |
| 24-29 | 27.3% | 23.1% | 30.9% |
| 18-23 | 46.8% | 39.3% | 35.9% |
| 12-17 | 22.6% | 26.7% | 29.0% |
| 6-11 | 0.6% | 5.6% | 0.0% |
| Below 6 | 0.0% | 0.3% | 0.0% |

University of Alaska, Southeast Admissions Requirements

Alaska high school graduates must pass all sections of the High School Qualifying Exam to be admitted. If the cumulative GPA is below a 2.0 a student may be admitted on probation and will be required to maintain a minimum GPA of 2.0 during your first semester.

High school completion requirement: High school diploma is required and GED is accepted

2006-2007 Freshman Class Profile

Top 10 percent of high school class: 9%
Top 25 percent of high school class: 19%
Top 50 percent of high school class: 44%
First-year students submitting high school class standing: 76%
Average high school GPA: 3.0
First-year students submitting GPA: 75%
First-year students submitting SAT scores: 44%

SAT scores (25/75 percentile):

Critical Reading: 442 - 600
Math: 440 - 570
Combined: 882 - 1170

Percent of first-time, first-year students enrolled in Fall 2006 with scores in each range:

| | SAT Critical Reading | SAT Math |
|---------|-----------------------------|-----------------|
| 700-800 | 2.9% | 1.9% |
| 600-699 | 26.5% | 11.7% |

SAT Critical Reading SAT Math

| | | |
|---------|-------|-------|
| 500-599 | 8.8% | 40.3% |
| 400-499 | 44.1% | 34.6% |
| 300-399 | 17.6% | 11.5% |
| 200-299 | 0.0% | 0.0% |

First-year students submitting ACT scores: 18%

ACT scores (25/75 percentile):

| | |
|------------|---------|
| English: | 17 - 21 |
| Math: | 19 - 22 |
| Composite: | 20 - 23 |

Percent of first-time, first-year students enrolled in Fall 2006 with scores in each range:

ACT Composite ACT English ACT Math

| | | | |
|-------|-------|-------|-------|
| 30-36 | 15.8% | 15.8% | 15.8% |
| 24-29 | 72.7% | 57.9% | 74.0% |
| 18-23 | 11.5% | 26.3% | 10.2% |

Alaska Pacific University Admission Requirements

Admissions Requirements High school completion requirement: High school diploma is required and GED is accepted

2006-2007 Freshman Class Profile

- Top 10 percent of high school class: 11%
- Top 25 percent of high school class: 50%
- Top 50 percent of high school class: 68%
- First-year students submitting high school class standing: 60%
- Average high school GPA: 3.3
- First-year students submitting GPA: 83%
- First-year students submitting SAT scores: 50%

SAT scores (25/75 percentile):

| | |
|-------------------|------------|
| Critical Reading: | 450 - 610 |
| Math: | 470 - 610 |
| Combined: | 920 - 1220 |

Percent of first-time, first-year students enrolled in Fall 2006 with scores in each range:

SAT Critical Reading SAT Math

SAT Critical Reading SAT Math

| | | |
|---------|-------|-------|
| 700-800 | 0.0% | 0.0% |
| 600-699 | 26.0% | 26.0% |
| 500-599 | 46.0% | 37.0% |
| 400-499 | 22.0% | 31.0% |
| 300-399 | 6.0% | 6.0% |
| 200-299 | 0.0% | 0.0% |

First-year students submitting ACT scores: 36%

ACT scores (25/75 percentile):

| | |
|------------|---------|
| English: | 20 - 28 |
| Math: | 19 - 26 |
| Composite: | 21 - 26 |

Percent of first-time, first-year students enrolled in Fall 2006 with scores in each range:

| | ACT Composite | ACT English | ACT Math |
|---------|---------------|-------------|----------|
| 30-36 | 4.0% | 9.0% | 9.0% |
| 24-29 | 48.0% | 26.0% | 34.0% |
| 18-23 | 48.0% | 61.0% | 48.0% |
| 12-17 | 0.0% | 4.0% | 9.0% |
| 6-11 | 0.0% | 0.0% | 0.0% |
| Below 6 | 0.0% | 0.0% | 0.0% |

Ability-to-Benefit (Accuplacer question)

Degree-seeking individuals 18 years or older who have not earned a high school diploma or GED must take the ATB Test, in order to demonstrate that they have the ability to benefit from a college education. To demonstrate this ability, the individual must achieve the following federally determined Accuplacer scores:

- **Arithmetic:** 34
- **Reading Comprehension:** 55
- **Sentence Skills:** 60

If individual has already completed 60 college credits, the ATB test is not necessary. Individuals taking the ATB test on Accuplacer are permitted to retake the entire test after a 14-day waiting period. The ATB provision does not allow candidates to retake only a portion of the test: all three parts of Accuplacer must be completed in one sitting. It is very important to inform the test proctor if you are testing under Ability-to-Benefit, to insure you will be administered the correct tests. The regular Accuplacer test cannot be used to validate Ability-to-Benefit.

3. Rep. Seaton asked how will the residency requirements of the GPS interact with the university, private university or certificated programs in Alaska, i.e. AVTEC and resident programs?

Response:

- The GPS statute draft provides minimal guidance. Residency requirements will be defined by regulation.
- In addition to specific GPS eligibility requirements, a student must demonstrate Alaska residency, which is determined by the post-secondary institution.
- A student whose custodial parent or legal guardian is an Alaska resident at the time the student graduates from high school or is in active military service and maintains Alaska as their domicile state is considered an Alaska resident.
- This is an important point with regard to tuition. If the university considers a student a non-resident, they will charge higher tuition.

Alaska Residency for Tuition Purposes at UA

Students who qualify for resident status should file an application for residency for the term they plan to attend, with required documentation at the appropriate university office prior to the published end of the add/drop period for regular semester-length courses.

The following is a summary of the Board of Regents policy to determine whether you are eligible for resident tuition. Students eligible for Alaska resident tuition must be United States citizens or eligible non-citizens and include those who:

- Received or have been qualified to receive an Alaska Permanent Fund Dividend within the last 12 months.
- Have graduated in the last 12 months from a qualified Alaska high school.
- Have been physically present in Alaska for the past two years.
- Are active-duty military personnel or members of the National Guard, or their spouses or dependent children.
- Are students from foreign cities and provinces that have established sister city or sister province relationships with the state of Alaska or Alaska municipalities, and have been approved by the president.
- Are participants in the UA Scholars program.
- Are participants in the University of Alaska College Savings Plan program who meet eligibility criteria as established by the Education Trust of Alaska.
- Are dependent children of a person who holds an associate, baccalaureate, or graduate degree from the University of Alaska.

- Are dependent children of an Alaska resident, as evidenced by the most current federal income tax return filed within the past 16 months.
- Are participating in the Western Interstate Commission on Higher Education (WICHE) or Western Regional Graduate Program (WRGP).
- Are enrolled in four or fewer credit hours within the UA system.

4. REPRESENTATIVE GARDNER offered the question of the military families.

- A student whose custodial parent or legal guardian is an Alaska resident at the time the student graduates from high school or is in active military service and maintains Alaska as their domicile state is considered an Alaska resident.

5. CHAIR SEATON asked about the criteria for losing eligibility.

Response:

A student will lose edibility if the student:

- does not take advantage of the scholarship within the six year limit following graduation from high school. Military service may extend this timeline;
- completes eight semesters of eligibility;
- does not maintain a grade-point average of 2.5 at a qualified postsecondary institution;
- does not meet other minimum qualifications to apply or continue to be eligible for a governor's scholarship;
 - ✓ has not complied with the military selective service registration requirements imposed under 50 U.S.C. App. 453 (Military Selective Service Act), if those requirements apply to the student;
 - ✓ is currently in default or owes a refund on a federal financial aid loan under the federal guaranteed student loan program or financial aid awarded under this chapter; or
 - ✓ has been convicted of a felony in the state or another jurisdiction and has not qualified for a waiver under standards adopted by the department.
- does not maintain Satisfactory Academic Progress (SAP) -- 12 credits every regular semester (fall and spring). Students who are on a part-time schedule (4-11) are not required to maintain SAP.

Students may regain eligibility following the completion of one full-time semester that meets the eligibility requirement.

6. CHAIR SEATON requested a more detailed explanation of the role of GED's .

- The GPS does not include a pathway for a G.E.D.
- The language of 14.43.820 addresses the requirement for home school students to meet both the curricular requirements necessary to achieve a diploma and the rigorous curriculum demands of the GPS. It is not a pathway for a G.E.D.
- Some states have a GED pathway to a scholarship. The points on a G.E.D. are used to qualify a student's attendance.

Hathaway GED Criteria

A student who attended a Wyoming high school, did not graduate, took the GED, and whose class has graduated, may qualify for a Hathaway Scholarship. Below are ACT and GED score requirements for Hathaway Scholarships. Students below a 550 GED do not qualify for UW admission.

| | |
|--------------------|---|
| Opportunity | Minimum GED of 500, and minimum ACT of 19 |
| Performance | Minimum GED of 540, and minimum ACT of 21 |
| Honors | Minimum GED of 575, and minimum ACT of 25 |

Information on Taking the GED in Alaska

The GED (General Educational Development) test in Alaska is a 5-part national exam for the high school equivalency; the five GED tests cover reading, writing, science, social studies and mathematics, and are taken individually. The GED test may be taken by any adult over 18 who is not currently enrolled in a high school diploma program; persons 16 to 18 years old must have written documentation that they have withdrawn from school, such as a transcript or withdrawal slip, and legal emancipation documentation or a parent or guardian's signature before GED testing is allowed. Two retests, per test purchased, are available for each of the five sections; there are no limits to how many times a person can retake the test. Your total score on the GED in Alaska must be at least 2,250 points and no one test can have a lower score than 410. The GED test is submitted to the Alaska Department of Labor and Workforce Development, where the score is computed. All GED applicants must reside in the state of Alaska at the time of their GED testing application; tests must also be taken at an official GED testing center in Alaska. Testing sites for the GED in Alaska include, but are not limited to, Anchorage, Nome, Kenai Peninsula, Homer, Palmer, Juneau, Sitka, Fairbanks, Dillingham, Soldotna and Kodiak.

**UA Associate Vice President, Saichi Oba will follow up with the committee on G.E.D.'s administered by the outlying UA campuses.

7. Representatives Munoz and Wilson would like more information on the disparity between the cost of attending UA and technical schools. Why is the GPS set at \$3,000 per year for the CTE?

Response:

The CTE scholarship is an average. It could be increased to include room and board costs.

Estimated 2009-2010 UAF Annual Costs

| FRESHMEN and SOPHOMORES | Alaska Resident | Non-Resident | WUE** |
|---|------------------------|---------------------|-----------------|
| Tuition and Fees* (30 credits, 100-200-level classes) | \$5,138 | \$15,218 | \$7,298 |
| Room and Board (double room & 19 meals/week on campus) | \$6,802 | \$6,802 | \$6,802 |
| ANNUAL TOTAL | \$11,940 | \$22,020 | \$14,100 |

| JUNIORS and SENIORS | Alaska Resident | Non-Resident | WUE** |
|---|------------------------|---------------------|-----------------|
| Tuition and Fees* (30 credits, 300-400-level classes) | \$5,678 | \$15,788 | \$8,108 |
| Room and Board (double room & 19 meals/week on campus) | \$6,802 | \$6,802 | \$6,802 |
| ANNUAL TOTAL | \$12,480 | \$22,590 | \$14,910 |

| GRADUATE STUDENTS | Alaska Resident | Non-Resident |
|---|------------------------|---------------------|
| Tuition and Fees* (18 credits, 600-level classes) | \$6,536 | \$12,602 |
| Room and Board (double room & 19 meals/week on campus) | \$6,802 | \$6,802 |
| ANNUAL TOTAL | \$13,338 | \$19,404 |

| ALL STUDENTS | Living Off Campus | Living On Campus |
|------------------------|--------------------------|-------------------------|
| Books/Supplies | \$1,300 | \$1,300 |
| Miscellaneous/Personal | \$2,070 | \$2,070 |
| Transportation | \$1,800 | \$432 |

* Includes Wood Center student life, student government, technology, transportation, UA network, athletics, Student Recreation Center and health center fees. Does not include health insurance, books, supplies, travel, parking, miscellaneous expenses or special costs associated with international or exchange students. Costs are subject to change.

** Western Undergraduate Exchange

AVTEC Training Dates

Alaska Culinary Academy

- †**Professional Cooking & Baking**, 210 training days
Offered 01/05/10 to 12/16/10, 08/16/10 to 06/30/11

Alaska Maritime Training Center Courses

- †**Marine License Preparation - Master Mate**, 45 training days
TBA
- †**Qualified Member of the Engine Department (QMED) Oiler**, 60 training days
Offered 09/07/10 to 12/02/10
- †**See all AVTEC Maritime training dates and costs**
(Complete class listing)

Allied Health Department - Anchorage Training Facility

- †**Certified Nurse Assistant (CNA)**, 38 training days
Offered 01/04/10 to 02/26/10, 02/03/10 to 03/30/10, 03/08/10 to 04/28/10,
04/05/10 to 05/27/10, 05/05/10 to 06/29/10, 06/07/10 to 08/03/10, 07/12/10 to 09/01/10
- †**Licensed Practical Nurse (LPN)**, 176 training days
Offered 01/04/10 to 11/18/10, 08/16/10 to 07/01/11

Applied Technologies Department

- †**Automotive Technology**, 197 training days
Offered 01/05/10 to 12/17/10, 08/16/10 to 06/09/11
- †**Combination Welding**, 172 training days
Offered 01/25/10 to 12/17/10, 08/16/10 to 05/04/11
- †**Diesel/Heavy Equipment Technologies**, 197 training days
Offered 01/05/10 to 12/17/10, 08/16/10 to 06/09/11
- †**Industrial Electricity**, 197 training days
Offered 08/16/10 to 6/09/11
- †**Pipe Welding**, 75 training days
Offered 01/19/10 to 05/05/10, 09/01/10 to 12/17/10
- †**Power Plant Operation**, 40 training days
Offered 01/11/10 to 03/05/10, 03/17/10 to 05/11/10
- †**Structural Welding**, 97 training days
Offered 01/25/10 to 06/11/10, 08/16/10 to 01/17/11

Information Technology Department

- †**Business & Office Technology**, 183 training days
Offered 01/05/10 to 12/17/10, 08/16/10 to 05/19/11
- †**Information Technology**, 188 training days
Offered 08/16/10 to 05/26/11
- †**Web Development Technology**, 188 training days
Offered 08/16/10 to 07/12/11

Building Trades Technology

- †**Facility Maintenance Construction Trades**, 188 training days
Offered 08/16/10 to 05/26/11
- †**Plumbing & Heating**, 102 training days
Offered 01/05/10 to 05/28/10

AVTEC Training Cost * Costs Effective July 1, 2009

| Program | Tuition | Technology Fee ¹ | Security Deposit | Student Service Fee* | Meal Plan ⁴ | Dormitory Fees | Dorm Security Deposit ³ | Books/Supplies ² sold by AVTEC | Tools/Supplies Not sold by AVTEC | Total |
|--|---------|-----------------------------|------------------|----------------------|------------------------|----------------|------------------------------------|---|----------------------------------|----------|
| Qualified Member of the Engine Department (QMED) Oiler | \$1,650 | \$150 | \$50 | \$75 | \$1,573 | \$1,820 | \$200 | \$155 | \$655 | \$6,328 |
| Marine License Preparation - Master Mate | \$1,650 | \$150 | \$50 | \$75 | \$1,086 | \$1,260 | \$200 | \$302 | N/A | \$4,773 |
| Certified Nurse Assistant | \$1,320 | N/A | N/A | N/A | N/A | N/A | N/A | \$580 | N/A | \$1,900 |
| Licensed Practical Nurse | \$5,000 | \$150 | \$50 | N/A | N/A | N/A | N/A | \$360 | N/A | \$5,560 |
| Business & Office Technology | \$2,750 | \$150 | \$50 | \$75 | \$3,400 | \$4,400 | \$200 | \$1,800 | N/A | \$12,825 |
| Information Technology | \$2,750 | \$150 | \$50 | \$75 | \$3,400 | \$4,400 | \$200 | \$2,600 | N/A | \$13,625 |
| Web Development Technology | \$2,750 | \$150 | \$50 | N/A | N/A | N/A | N/A | \$2,400 | N/A | \$5,350 |
| Professional Cooking & Baking | \$2,750 | \$150 | \$50 | \$75 | \$3,400 | \$4,400 | \$200 | \$1,425 | \$300 | \$12,750 |
| Automotive Technology | \$2,750 | \$150 | \$50 | \$75 | \$3,400 | \$4,400 | \$200 | \$600 | \$3,600 | \$15,225 |
| Diesel/Heavy Equipment Technologies | \$2,750 | \$150 | \$50 | \$75 | \$3,400 | \$4,400 | \$200 | \$1,050 | \$3,700 | \$15,775 |
| Industrial Electricity | \$2,750 | \$150 | \$50 | \$75 | \$3,400 | \$4,400 | \$200 | \$950 | \$2,300 | \$14,275 |
| Pipe Welding | \$1,650 | \$150 | \$50 | \$75 | \$1,700 | \$2,100 | \$200 | \$570 | \$700 | \$7,195 |
| Power Plant Operation | \$1,320 | \$150 | \$50 | \$75 | \$975 | \$1,120 | N/A | N/A | \$420 | \$4,110 |
| Structural Welding | \$2,200 | \$150 | \$50 | \$75 | \$1,700 | \$2,200 | \$200 | \$920 | \$600 | \$8,095 |
| Combination Welding | \$2,750 | \$150 | \$50 | \$75 | \$3,400 | \$4,400 | \$200 | \$1,500 | \$800 | \$13,325 |
| Facility Maintenance/Construction Trades | \$2,750 | \$150 | \$50 | \$75 | \$3,400 | \$4,400 | \$200 | \$650 | \$2,000 | \$13,675 |
| Plumbing & Heating | \$2,200 | \$150 | \$50 | \$75 | \$1,700 | \$2,200 | \$200 | \$236 | \$1,700 | \$8,511 |

8. Rep. Seaton would like to know what the definition of a part-time student is.

Response:

- Part-time students carry between 6 and 11 credits during a semester. Full-time students carry 12 or more credits per semester.
- Students who attend part-time use up a semester of eligibility.
- Students who attend during a summer session use up a semester of eligibility.

9. Special Education and the GPS

Response:

AS 14.30.180 Purpose. It is the purpose of AS14.30.180 - 14.30.350 to provide an appropriate public education for each child with a disability in the state who is at least three years of age but less than 22 years of age; (2) allow procedures and actions necessary to comply with the requirements of federal law, including 20 U.S.C. 1400 – 1487 (Individuals with Disabilities Education Act.)

10. Representatives Edgmon and Buch asked about the Alternative Pathways: How will decisions be made pursuant to Section 14.43.830?

Response:

The Commissioner will develop in conjunction with the State Board of Education, a process to consider requests for a make-up procedure or alternative pathway for students who are not eligible for a scholarship to make up a deficit by alternative means if the deficit was caused by circumstances that would make it unfair not to allow the student to make up the deficit.

Regulations adopted by the State Board of Education require an opportunity for public hearing, comment and public discussion.

11. Rep. Seaton asked if a student is able to graduate from a high school out of state and then enroll in an Alaska high school in an effort to gain eligibility of the GPS; essentially graduating from high school twice?

Response:

Practice in Alaska is to request the student's transcripts from the sending school. This practice allows the receiving Alaska high school to verify whether or not the student has in fact already graduated from an out of state high school.

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

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

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

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

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

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

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

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

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

Arkansas: Academic Challenge Scholarship

Key requirements:

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

Award of up to \$3,500 annually.

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

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

California: The Cal Grant Program

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

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

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

Florida: Bright Futures Scholarship Program

3 levels:

1) Academic Scholars Award

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

2) Medallion Scholars Award

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

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

3) Gold Seal Vocational Scholars Award

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

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

Georgia: Helping Outstanding Pupils Educationally (HOPE)

Eligibility: must meet one:

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

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

http://www.gacollege411.org/Financial_Aid_Planning/HOPE_Program/Georgia's_HOPE_Scholarship_Program_Overview.aspx

Indiana: Twenty-first Century Scholars Program

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

Eligibility requirements:

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

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

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

Kentucky: Kentucky Education Excellence Scholarship (KEES)

Eligibility:

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

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

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

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

Louisiana: Taylor Opportunity Program for Students (TOPS)

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

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

There are 4 components:

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

Awards: based on TOPS level and University.

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

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

Maryland: Educational Excellence Awards Program

2 components:

- 1) Guaranteed Access (GA) Grant

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

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

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

- 2) Educational Assistance (EA) Grant

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

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

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

Missouri: Academic Bright Flight Scholarship Program

Eligibility:

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

Award: \$2,000 / year.

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

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

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

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

Eligibility:

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

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

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

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

Nevada: Millennium Scholarships

Eligibility:

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

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

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

New Mexico: New Mexico Scholars Program

Eligibility:

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

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

Award: covers tuition, fees, and books

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

North Carolina: Legislative College Opportunity Program

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

Eligibility:

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

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

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

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

Eligibility:

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

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

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

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

Rhode Island: Children's Crusade for Higher Education

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

Eligibility:

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

- Full-time student
- Are low-income

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

www.childrenscrusade.org

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

Eligibility: 2 of the 3 following:

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

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

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

Tennessee: Education Lottery Scholarship Program (TELS)

There are a few components under this program:

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

Eligibility:

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

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

Eligibility:

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

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

Eligibility:

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

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

Eligibility:

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

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

Eligibility:

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

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

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

Texas: Toward Excellence Access & Success

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

Eligibility:

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

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

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

Recommended High School Program:

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

Distinguished Achievement Program

[http://www.collegefortexans.com/index.cfm?ObjectID=D4D077EF-E089-7788-](http://www.collegefortexans.com/index.cfm?ObjectID=D4D077EF-E089-7788-D2CC15BB69A2494B)

[D2CC15BB69A2494B](http://www.collegefortexans.com/index.cfm?ObjectID=D4D077EF-E089-7788-D2CC15BB69A2494B)

Virginia: Virginia Guaranteed Assistance Program

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

Eligibility:

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

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

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

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

Eligibility:

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

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

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

x

Wyoming: Hathaway Scholarship Program

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

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

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

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

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

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

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

*Curriculum requirements:

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

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

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



Resolution of the State Board of Education & Early Development

The Governor's Performance Scholarship

Resolution 03-2010

WHEREAS, the proposed Governor's Performance Scholarship (GPS) invites Alaska's high school students to challenge themselves with a rigorous course of study;

WHEREAS, the GPS encourages high schools to offer four years of science and math courses as well as the currently required four years of language arts courses and three years of social studies courses;

WHEREAS, the GPS recognizes a variety of meritorious students by awarding technical and academic scholarships to students with grade point averages ranging from C+ to A;

WHEREAS, the GPS serves students in public schools, private schools and home schools;

WHEREAS, the GPS encourages parents and guardians to participate in planning their students' high school career;

WHEREAS, the GPS encourages students to complete high school and be better prepared to attend a postsecondary institution;

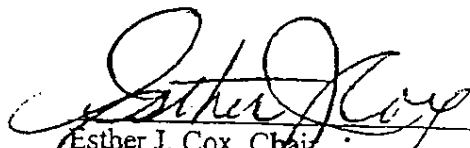
WHEREAS, the GPS helps Alaska's families afford postsecondary education;

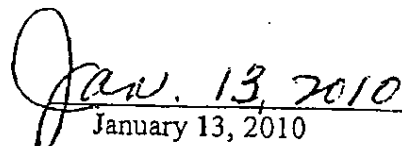
WHEREAS, the GPS encourages students to receive their postsecondary education in Alaska;

WHEREAS, the GPS recognizes the value and variety of Alaska's private and public postsecondary education institutions;

WHEREAS, the GPS will help Alaska to train its own highly skilled work force;

THEREFORE, BE IT RESOLVED, the State Board of Education & Early Development strongly supports the proposed Governor's Performance Scholarship to meet the academic and financial needs of Alaska's youth.


Esther J. Cox, Chair
Alaska State Board of Education & Early Development


January 13, 2010

A Resolution in Support of the Governor's Performance Scholarship

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

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

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

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

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

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

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



Interior Alaska – The "Place" To Do Business

Introduced By: Kurt Newman, Education Committee Chair
Date Introduced: January 4, 2010
Date Passed: January 11, 2010
Date Transmitted: January 12, 2010

RESOLUTION 10-0111
A RESOLUTION BY THE GREATER FAIRBANKS CHAMBER OF COMMERCE (GFCC)
SUPPORTING THE GOVERNOR'S PERFORMANCE SCHOLARSHIP, A MERIT-BASED
SCHOLARSHIP FOR ALASKA HIGH SCHOOL STUDENTS

INVESTORS

DIAMOND

- BP Exploration
ConocoPhillips
ExxonMobil
Fairbanks Daily News-Miner
FMH & Denali Center
Flint Hills Resources Alaska

PLATINUM

- Alyeska Pipeline Service Co.
Carlson Center
Fred Meyer
GCI
Golden Heart Utilities
Mt. McKinley Bank
Wells Fargo Bank Alaska

GOLD

- Alaska USA FCU
Birchwood Homes
Denali State Bank
Design Alaska
Doyon, Limited
First National Bank Alaska
Kinross-Fort Knox Mine
Laborers Union Local 942
MAC Federal Credit Union
The Boeing Co.
Usibelli Coal Mine

SILVER

- ACS
Alaska Airlines
Alaska Railroad
AT&T
Denali - The Alaska Gas Pipeline
Everts Air Cargo
Fairbanks Natural Gas
Flowline Alaska
Fountainhead Development
GVEA
Hale & Associates, Inc.
JL Properties, Inc.
Key Bank
K Janitorial Services, LLC
Northrim Bank
Operating Engineers Local 302
Personnel Plus
Pogo Mine
Santina's Flowers & Gifts
Split of Alaska FCU
Tanana Valley Clinic
TDL Professional Staffing
TOTE
WAL-MART Stores, Inc.

WHEREAS, the Greater Fairbanks Chamber of Commerce recognizes the need to encourage our Alaska high school students to attain the necessary core education to enable them to go onto higher education or vocational training, and remain in the State as productive citizens and future leaders; and

WHEREAS, we should work to keep our best and brightest students in Alaska after college, to position Alaska's economy for growth with a better prepared workforce; and

WHEREAS, only half of Alaskan students who receive a high school diploma are academically prepared for post-secondary education (Greene and Winters 2005) and are ready for college-level reading assignments in the core study areas like math, history, science, and English (ACT, 2006); and

WHEREAS, a more rigorous high school curriculum will prepare Alaska's high school students for entrance into higher education or vocational education, including the recommended four years of math, four years of science, four years of language arts, and three years of social studies; and

WHEREAS, at graduation, students will receive scholarships based on academic achievement and their hard work. For example, at graduation from high school, an 'A' student with a 3.5 GPA or better would be eligible for a 100% tuition scholarship award; a 'B' student with a 3.0 GPA or higher would be eligible for a 75% tuition award, and a 'C' student with at least a 2.5 GPA would be eligible for a 50% tuition scholarship award; and

WHEREAS, the Governor's performance Scholarship could be used at the University of Alaska, at any certified, in-state job training institution and at other certified post-secondary institutions in Alaska; and

WHEREAS, by giving more Alaskan students the opportunity to earn a scholarship like this and requiring it to be used at an in-state institution, we are preparing our youth as the future workforce leaders for Alaska.

NOW THEREFORE BE IT RESOLVED, in recognizing the importance of affordable and accessible higher education, and the need to encourage our youth to stay in Alaska and to provide for future workforce and leadership roles, the Greater Fairbanks Chamber of Commerce supports the Alaska Governor's Performance Scholarship Initiative.

BE IT FURTHER RESOLVED that this resolution be distributed to:
Governor Sean Parnell, State of Alaska
Alaska State Legislature

Dan Britton
Board Chair
Greater Fairbanks Chamber of Commerce

Kurt Newman
Chair
Education Committee

ALASKA COMMISSION ON POSTSECONDARY EDUCATION
SECTIONAL ANALYSIS
 LL0771/Slotnick 12/9/2009

Establishing the governor's performance scholarship program and fund and relating to the program; establishing mandatory curriculum counseling in the public schools; relating to student records; making conforming amendments.

| BILL SECTION | AK STATUTE SECTION TITLE | PAGE | LINE | PURPOSE OF SECTION | Impact Notes | Questions | EFF. DATE |
|--------------|--|--------|---------------|--|---|---|-----------|
| 1 | 14.03.107 - Mandatory curriculum counseling. | 1 2 | 7-13 1-2 | Provides that school district must ensure students entering public high school are aware of the curriculum required for scholarship eligibility. | DEED - Public Schools Generally | Communication for home schooled students? | 9/1/10 |
| 2 | 14.03.113 - District determination of scholarship eligibility. | 2 | 3-10 | Provides that school district will determine and include in a student's permanent record their level of GPS eligibility, if any, and provide for opportunity to dispute determination. | DEED - Public Schools Generally | | |
| 3 | 14.07.020(a) (Duties of the Department.) | 2 | 11-13 | Provides that DEED will perform duties as assigned under GPS. | Administration of Public Schools | | |
| 4 | 14.42.030(e) (Functions, duties, and powers of the commission.) | 2 3 | 14-31 1-21 | Authorizes ACPE to adopt regulations for the GPS program. | Postsecondary Education Commission and Loan Corporation | | |
| 5 | Article 11 A. Governor's Performance Scholarship added in Chapter 43 Financial Aid Programs for Postsecondary Students | | | | New Article | | |
| 5 | 14.43.810 - Governor's performance scholarship established; Alaska residency | 3 4 | 22-31 1-27 | Describes the GPS program to provide merit-based academic (three tiers) or technical school (one tier) scholarships for qualifying Alaska residents. Provides that DEED is responsible for program standards [included in 14.43.820 and 14.43.825] and ACPE is responsible for administering the program to advance specific goals in Alaska's higher education, including <ul style="list-style-type: none"> • Increase high school graduation rates • Improve academic performance of kindergarten through 12 • Improve preparedness for postsecondary education • Improve quality of high school educational programs • Improve college entrance examination scores • Increase job training opportunities | ACPE - Financial Aid Programs for Postsecondary Students Direction to DEED page 3, line 31 | | |

| BILL SECTION | AK STATUTE SECTION TITLE | PAGE | LINE | PURPOSE OF SECTION | Impact Notes | Questions | EFF. DATE |
|--------------|---|--------|---------------|--|--|---|-----------|
| 5 | 14.43.815 – Qualifications of applicants | 4 5 | 28-31 1-27 | <ul style="list-style-type: none"> • Improve postsecondary academic achievement and graduation rates • Increase in students that pursue postsecondary education <p>Students are required to apply for other non-loan financial aid. DEED and the commission will consult on terms and conditions to be set out in regulation.</p> <p>Provides that, unless outside the state due to military service, to be eligible an applicant must</p> <ul style="list-style-type: none"> • be an Alaska resident • be an Alaska high school graduate attending a qualified Alaska institution • meet other minimum qualifications • must comply with Selective Service Act • be current on federal and state loans, and • not be a felon. | ACPE - Financial Aid Programs for Postsecondary Students | In (b) of this section, should we change "student" to "applicant?" | |
| 5 | 14.43.820 – Eligibility for an academic scholarship | 5 6 | 28-31 1-17 | <p>Directs the commission to award academic scholarships to eligible applicants, described as having met program standards [as designed by DEED per Sec. 5], including</p> <ul style="list-style-type: none"> • four-year core high school academic curriculum • minimum high school grade-point average • minimum score on college entrance exam • enrolled in degree or certificate program in accredited Alaska institution. <p>Program standards include a process for regaining eligibility and for home-schooled and private-schooled students to qualify.</p> | ACPE - Financial Aid Programs for Postsecondary Students | | |
| 5 | 14.43.825 – Eligibility for a career and technical school scholarship | 6 7 | 18-31 1-6 | <p>Directs the commission to award career and technical school scholarship to eligible applicants, described as having met program standards, including core academic curriculum, minimum grade-point average, minimum score achieved on college entrance exam or standardized exam measuring level of preparedness, enrollment in qualifying program at certified institution. Must also provide for method to regain lost eligibility once in college.</p> | ACPE - Financial Aid Programs for Postsecondary Students | p.7, line 5 should conform to language at p.6, line 12; regarding regaining eligibility | |

| BILL SECTION | AK STATUTE SECTION TITLE | PAGE | LINE | PURPOSE OF SECTION | Impact Notes | Questions | EFF. DATE |
|--------------|---|---------|---------------|--|--|--|-----------|
| 5 | 14.43.827 -- Maximum awards and allowable uses | 7 8 | 7-31 1-6 | Provides for three award levels, with award amount based on a percentage of UA 2010/2011 tuition, with percent determined by average grade point and college entrance exam score. Student must be enrolled at least half-time, and remains eligible for eight semesters. Career and technical award is actual cost up to \$3,000, and student remains eligible for two years. Eligibility terminates six years from graduation, unless extended for military service. A student may qualify for only one GPS type. | ACPE - Financial Aid Programs for Postsecondary Students | What happens if an academic award qualifier elects to attend a career/tech program or school? | |
| 5 | 14.43.830 -- Programmatic standards | 8 | 7-25 | Directs DEED to develop programmatic standards [listed in 14.43.820 and 14.43.825] to include a procedure for alternate means of qualifying, relative to unavailability of curriculum, and rare circumstances beyond student's control. | ACPE - Financial Aid Programs for Postsecondary Students Direction to DEED p. 8, line 7. | | |
| 5 | 14.43.835 -- Qualified postsecondary institutions | 8 9 | 26-31 1-27 | Defines qualified academic institution as Alaska institution authorized by the state or exempt from authorization and regionally accredited; a qualified career and technical program in the state certified by the DOLWD, with agreement from DEED, with criteria outlined in regulation to include <ul style="list-style-type: none"> • Job-training program quality • Employability of certificate or license recipient • Fulfill a job need in the state. | ACPE - Financial Aid Programs for Postsecondary Students Direction to DOLWD and DEED to establish criteria for career and technical school programs, p. 9 (b) | How often will list of qualified career and technical programs be updated; what is their deadline for providing to us? | |
| 5 | 14.43.840 -- Application and award | 9 10 | 28-31 1-4 | Directs the commission to develop application and award procedures, based on appropriation; an award made in error shall be refunded. | ACPE - Financial Aid Programs for Postsecondary Students | | |
| 5 | 14.43.845 -- Governor's performance scholarship fund income account | 10 | 5-10 | Provides for the commission to make awards from the GPS fund account created in the general fund; expendable earnings from the fund (37.14.750 -- 37.14.790) may be appropriated to the account. | ACPE - Financial Aid Programs for Postsecondary Students | | |
| 5 | 14.43.850 -- Report to the legislature | 10 | 11-25 | Directs the commission, DEED, Revenue and DOLWD, and UA to share information and report | ACPE - Financial Aid Programs for Postsecondary | | |

| BILL SECTION | AK STATUTE SECTION TITLE | PAGE | LINE | PURPOSE OF SECTION | Impact Notes | Questions | EFF. DATE |
|--------------|--|----------|---------------|--|---|---------------------------|-----------|
| | | | | within 10 days of the start of each legislature, information on the GPS, to include number of applicants and number of awards of each type scholarship in current and past years and anticipate in the following year, and trends in data reflecting goals in 14.43.810. | Students DEED, Revenue, Labor and UA directed to report on program | | |
| 5 | 14.43.890 – Definitions | 10 11 | 26-31 1-11 | Defines commission, commissioner, department, grade-point average, military service, program and school district. | ACPE - Financial Aid Programs for Postsecondary Students | | |
| 6 | 14.45.130(a) - Records | 11 | 12-17 | Directs secondary schools exempt under 14.45.100 to maintain records of GPS eligibility. | ACPE – Private and denominational schools | | |
| 7 | 23.05.060 – Powers of the department | 11 12 | 18-31 1-5 | Authorizes DOLWD to perform duties assigned under the GPS program. | Labor & Workforce Development - Administration | | |
| 8 | Article 8A. Governor's Performance Scholarship Fund added in Chapter 14. Trust Funds | | | | New Article | | |
| 8 | 37.14.750 Governor's Performance Scholarship fund established | 12 | 6-19 | Creates the GPS fund and directs commissioner of Revenue to invest fund assets with a 5% return target to prevent diminishment over time; the fund consists of appropriations, donations and income on investments. Specifies no dedication of funds. | Dept of Revenue – Trust Funds | | |
| 8 | 37.14.755 – Powers and duties of the commissioner of revenue. | 12 | 20-25 | Authorizes the commissioner of Revenue to perform investment duties for the GPS fund and directs the commissioner to report on its performance to DEED, DOLWD, and the commission. | Dept of Revenue – Trust Funds | | |
| 8 | 37.14.760 – Use of fund. | 12 13 | 36-31 1-4 | Directs the Revenue commissioner to calculate an amount to be appropriated to the GPS fund after July 1 based on the average month-end market value for the preceding three years. | Dept of Revenue – Trust Funds | | |
| 8 | 37.14.790 – Definitions. | 13 | 5-9 | Defines commissioner and fund. | Dept of Revenue – Trust Funds | | |
| 9 | Uncodified law | 13 | 10-24 | Transition language authorizes DEED and DOLWD, after conferring with the commission, to adopt | Dept of Revenue – Trust Funds | Extra space before "fund" | |

| BILL SECTION | AK STATUTE SECTION TITLE | PAGE | LINE | PURPOSE OF SECTION | Impact Notes | Questions | EFF. DATE |
|--------------|--------------------------|------|-------|---|--------------|-----------|-----------|
| 10 | Uncodified law | 13 | 25-31 | regulations that provide that, in school years 9/1/2010 through 8/31/2013, students may be eligible under the GPS even though core academic curriculum has not been met; and eligible students may apply for GPS awards beginning 7/1/2011. | | | |
| 11 | | 14 | 1 | Provides that state agencies may proceed to adopt regulations to implement Act, but their effective date is no earlier than 9/1/2010. | | | |
| 12 | | 14 | 2 | Section 10 takes effect immediately Except as in Sec. 11, Act is effective 9/1/2010 | | | |

STATE OF ALASKA

Department of Education & Early Development

Office of the Commissioner

SEAN PARNELL, GOVERNOR

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

Dear Alaskans,

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

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

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

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

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

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

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

Sincerely,



Larry LeDoux
Commissioner

FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

Fiscal Note Number: _____
 Bill Version: CS HB 297
 () Publish Date: _____

Identifier (file name): CSHB297(EDU)-REV-TRS-03-22-10 Dept. Affected: Revenue
 Title An Act Establishing the Governor's Performance Scholarship RDU Treasury and Taxation
 Component Treasury
 Sponsor Governor
 Requester House Finance Committee Component Number 121

Expenditures/Revenues (Thousands of Dollars)

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

| | Appropriation Required | Information | | | | | | |
|-------------------------------|---------------------------|-------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | | FY 2011 | FY 2011 | FY 2012 | FY 2013 | FY 2014 | FY 2015 | FY 2016 |
| OPERATING EXPENDITURES | | | | | | | | |
| Personal Services | 60.0 | | 60.0 | 60.0 | 60.0 | 60.0 | 60.0 | 60.0 |
| Travel | | | | | | | | |
| Contractual | 55.0 | | 55.0 | 55.0 | 55.0 | 55.0 | 55.0 | 55.0 |
| Supplies | | | | | | | | |
| Equipment | | | | | | | | |
| Land & Structures | | | | | | | | |
| Grants & Claims | | | | | | | | |
| Miscellaneous | | | | | | | | |
| TOTAL OPERATING | 115.0 | 0.0 | 115.0 | 115.0 | 115.0 | 115.0 | 115.0 | 115.0 |

| | | | | | | | | |
|-----------------------------|------------------|--|--|--|--|--|--|--|
| CAPITAL EXPENDITURES | 400,000.0 | | | | | | | |
|-----------------------------|------------------|--|--|--|--|--|--|--|

| | | | | | | | | |
|-------------------------------|--|--|--|--|--|--|--|--|
| CHANGE IN REVENUES () | | | | | | | | |
|-------------------------------|--|--|--|--|--|--|--|--|

FUND SOURCE (Thousands of Dollars)

| | | | | | | | | |
|----------------------------|--------------|------------|--------------|--------------|--------------|--------------|--------------|--------------|
| 1002 Federal Receipts | | | | | | | | |
| 1003 GF Match | | | | | | | | |
| 1004 GF | | | | | | | | |
| 1005 GF/Program Receipts | | | | | | | | |
| 1037 GF/Mental Health | | | | | | | | |
| Other Interagency Receipts | 115.0 | | 115.0 | 115.0 | 115.0 | 115.0 | 115.0 | 115.0 |
| TOTAL | 115.0 | 0.0 | 115.0 | 115.0 | 115.0 | 115.0 | 115.0 | 115.0 |

Estimate of any current year (FY2010) cost: _____

POSITIONS

| | | | | | | | | |
|-----------|--|--|--|--|--|--|--|--|
| Full-time | | | | | | | | |
| Part-time | | | | | | | | |
| Temporary | | | | | | | | |

ANALYSIS: (Attach a separate page if necessary)

The bill provides for a separate fund to be established in the amount of \$400 million to be managed by the Commissioner of Revenue. It is anticipated the fund will be managed with asset allocation of 60% fixed income and 40% domestic equity in order to yield a real annual rate of return of 5%. These costs include investment management fees, audit, accounting and custody fees and are projected based on the assumptions provided by the division's investment advisor and the division's cost allocation plan.

The operating budget appropriation bill funding language was removed so it is included in this fiscal note as a "capital expenditure" to capitalize the Governor's Performance Scholarship program when the the scholarship program passes.

Prepared by: Pamela Green, Comptroller
 Division: Treasury Division
 Approved by: Ginger Blaisdell, Director
Administrative Services Division

Phone 465-2300
 Date/Time 11/25/09 12:00 AM
 Date 03-22-10; 2:55pm

STATE OF ALASKA

ALASKA COMMISSION ON POSTSECONDARY EDUCATION

SEAN PARNELL, GOVERNOR

P. O. Box 110505
Juneau, Alaska 99811-0505
PHONE (907) 465-6740
FAX (907) 465-3293

March 23, 2010

The Honorable Bill Stolze
The Honorable Mike Hawker
Co-Chairs, Finance Committee
Alaska House of Representatives
State Capitol, Rooms 515, 505
Juneau, Alaska 99801

Subject: CSHB 297(EDC) - An Act establishing the governor's performance scholarship program...

Dear Representatives Stolze and Hawker:

During the committee's initial hearing on CSHB 297(EDC), members asked for additional information and clarification on relevant issues. The issues raised included:

- What does the current version of the bill provide for in terms of award amounts at various scholarship tiers when taking into consideration family income levels?
- Pursuant to Sec. 14.43.815. (Qualifications of applicants) (Page 7, Lines 17-18), which requires that a scholar "meets other minimum qualifications to apply or continue to be eligible for a governor's performance scholarship," what, if any, "academic grace period" will there be to mitigate negative grade impacts a scholar may experience as a student transitioning from a secondary to postsecondary educational setting?

In response to the first question, please find attached sample schedules which estimate the value of the scholarship awards at each of the three merit-based academic award tiers and at several levels of annual family income.

Relative to the second question, as Commissioner LeDoux testified, the bill does not contain any specific allowance for a drop in a scholar's grade performance upon entry into their postsecondary program of study. In fact, the bill does not contain a specific postsecondary performance standard. This is an area in which further program requirements will be set out in regulation. Pursuant to Section 4 of the legislation, both the Department of Education and Early Development and the Alaska Commission on

Representatives Stolze and Hawker
March 23, 2010
Page - 2 -

Postsecondary Education are authorized to set specific programmatic standards including to maintain eligibility and to regain eligibility once it is lost by a student. While regulations have yet to be drafted, one possible model would be for students in credit-based programs to have the continuing eligibility criteria set relative to class standing. Using that approach, there could be a more modest grade point average required for the first two semesters, and a more rigorous standard to be met subsequent to the completion of the third semester or end of the sophomore year.

I hope this information is helpful to you. Please do not hesitate to contact me if I can be of further assistance.

Sincerely,



Diane Barrans
Executive Director

DB/dv

Attachment

Sample GPS Academic and Unmet Need Award Amounts

Assumes: Minimal net assets; family size of four/one in college; dependent student, attending full-time and residing on campus. Cost of attendance is averaged between UAA/UAF for 2009-10 year. Actual award results will vary based on family size, net assets, enrollment level, eligibility for additional non-loan aid, dependency status of student and whether the student resides: at home, on campus, or off campus, but independent from parental household.

A-level GPS Award Amounts by Family Income Level

| Family income | \$25,000 | \$50,000 | \$75,000 | \$100,000 |
|---------------------------|----------|----------|-----------|-----------|
| Cost of Attendance | \$18,500 | \$18,500 | \$18,500 | \$18,500 |
| Less Pell Grant | -\$5,550 | -\$0 | -\$0 | -\$0 |
| Remaining Costs | \$12,950 | \$18,500 | \$18,500 | \$18,500 |
| Less Academic GPS | -\$4,775 | -\$4,775 | -\$4,775 | -\$4,775 |
| Remaining Costs | \$8,175 | \$13,725 | \$13,725 | \$13,725 |
| Less EFC | -\$2,000 | -\$6,772 | -\$14,157 | -\$15,401 |
| Unmet Need | \$6,175 | \$6,953 | \$0 | \$0 |
| Less Needs GPS @ 50% | -\$3,088 | -\$3,476 | \$0 | \$0 |
| Remaining Family Costs | \$3,088 | \$3,477 | \$0 | \$0 |
| Total State Aid | \$7,862 | \$8,251 | \$4,775 | \$4,775 |
| Total Student/Family Paid | \$5,087 | \$10,249 | \$13,725 | \$15,401 |

B-level GPS Award by Family Income Level

| Family income level | \$25,000 | \$50,000 | \$75,000 | \$100,000 |
|-----------------------------|----------|----------|-----------|-----------|
| Cost of Attendance | \$18,500 | \$18,500 | \$18,500 | \$18,500 |
| Less Pell Grant | -\$5,550 | -\$0 | -\$0 | -\$0 |
| Remaining Costs | \$12,950 | \$18,500 | \$18,500 | \$18,500 |
| Less Academic GPS | -\$3,566 | -\$3,566 | -\$3,566 | -\$3,566 |
| Remaining Costs | \$9,384 | \$14,934 | \$14,934 | \$14,934 |
| Less EFC | -\$2,000 | -\$6,772 | -\$14,157 | -\$15,401 |
| Unmet Need | \$7,384 | \$8,212 | \$777 | \$0 |
| Less Needs GPS @ 50% | -\$3,692 | -\$4,106 | -\$388 | \$0 |
| Remaining Family Costs | \$3,692 | \$4,106 | \$389 | \$0 |
| Total State Aid | \$7,258 | \$7,672 | \$3,954 | \$3,566 |
| Total Student & Family Paid | \$5,692 | \$10,878 | \$14,546 | \$15,401 |

C-level GPS Awards by Family Income Level

| Family income level | \$25,000 | \$50,000 | \$75,000 | \$100,000 |
|-----------------------------|----------|----------|-----------|-----------|
| Cost of Attendance | \$18,500 | \$18,500 | \$18,500 | \$18,500 |
| Less Pell Grant | -\$5,550 | -\$0 | -\$0 | -\$0 |
| Remaining Costs | \$12,950 | \$18,500 | \$18,500 | \$18,500 |
| Less Academic GPS | -\$2,378 | -\$2,378 | -\$2,378 | -\$2,378 |
| Remaining Costs | \$10,572 | \$16,122 | \$16,122 | \$16,122 |
| Less EFC | -\$2,000 | -\$6,772 | -\$14,157 | -\$15,401 |
| Unmet Need | \$8,572 | \$9,350 | \$1,965 | \$721 |
| Less Needs GPS @ 50% | -\$4,286 | -\$4,675 | -\$982 | -\$360 |
| Remaining Family Costs | \$4,286 | \$4,675 | \$983 | \$361 |
| Total State Aid | \$6,664 | \$7,053 | \$3,360 | \$2,738 |
| Total Student & Family Paid | \$6,286 | \$11,447 | \$15,140 | \$15,762 |

Prepared by Diane Barrans, March 23, 2010

Helen Phillips

From: Ben Mulligan
Sent: Friday, March 26, 2010 5:49 PM
To: House Finance Legislation
Subject: FW: Math and Science Offerings

Please include this email in the packet for HB:297 and let them know DEED has sent follow up information for the committee.

From: Herman, Marcy J (EED) [mailto:marcy.herman@alaska.gov]
Sent: Friday, March 26, 2010 5:48 PM
To: Ben Mulligan
Subject: Math and Science Offerings

Ben,

Below is an updated chart of information. The original information was submitted earlier this week on Tuesday. Deputy Commissioner Morse did a review of the data and asked me to submit this update.

Could you please make sure that the House Finance Committee members are aware that this is available?

Let me know if you have any questions. Thank you.

Marcy Herman

Special Assistant

Office of the Commissioner

Alaska Department of Education & Early Development

P.O. Box 110500

Juneau, AK 99811-0500

907-465-2803 (voice)

907-465-4156 (fax)

2. **How many schools do not currently offer the four years of math and science required in the GPS bill?**

School Course Offering Counts for Mathematics and Science

339 schools were considered because they enroll high school students.

- Offer less than four years of mathematics -33 32
- 2 math courses -12 16

- 3 math courses -21 16

- Offer less than four years of science -72 65

- 2 science courses -34 32

- 3 science courses -41 33

Of the total 97 schools listed above 16 are the same schools, from 7 districts, that do not offer either four years of math and science.

STATE OF ALASKA

Department of Education & Early Development

Office of the Commissioner

SEAN PARNELL, GOVERNOR

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Juneau, Alaska 99811-0500
(907) 465-2800
(907) 465-4156 Fax

March 23, 2010

The Honorable Bill Stoltze
The Honorable Mike Hawker
Co-Chairs, Finance Committee
Alaska House of Representatives
State Capitol, Room 515, 505
Juneau, Alaska 99801

Subject: CSHB297(EDC) - An Act establishing the governor's performance scholarship program...

Dear Representatives Stoltze and Hawker:

During the committee's initial hearing on CSHB297(EDC), members asked for additional information and clarification on relevant issues. The issues included:

1. **Provide correspondence school analysis offered by Commissioner LeDoux.**

23 out of 53 public school districts offer correspondences courses. Of those 23, ten offer correspondence courses on a statewide basis.
2. **How many schools do not currently offer the four years of math and science required in the GPS bill?**

School Course Offering Counts for Mathematics and Science

339 schools were considered because they enroll high school students.

- Offer less than four years of mathematics 33
 - 2 math courses 12
 - 3 math courses 21
- Offer less than four years of science 72
 - 2 science courses 31
 - 3 science courses 41

a) What is in place to help those schools?

Distance-delivered instruction has evolved dramatically in the last ten years as access to Internet technology and bandwidth have increased. Traditional distance delivery, where a lone student struggles on his/her own to learn complicated concepts with a book and a distantly connected adult proctor, is very rare. Today, a number of innovative program options and strategies are used by districts and colleges in Alaska to provide quality core and elective coursework for students. Strategies may include:

Learning Centers: Students using distance courses are commonly centralized into a learning center and actively supervised by a teacher who monitors course progress, learning focus, and technology utilization. Learning Center staff provide individual encouragement, instructional assistance and access to highly qualified teachers. Students are encouraged to work collaboratively and to assist one another.

Access to Highly Qualified Teachers: Some districts contract with off-site content teachers to provide remote assistance for students engaged in distance coursework. Students are encouraged to contact their assigned specialists as necessary. E-mail is usually the form of contact but voice contact is also common.

Asynchronous Distance Learning: Coursework that allows students to engage in high school or college-level learning activities at their own pace in any place that has Internet connectivity. While the quality of distance delivery options may vary, significant progress has been made to design and develop quality distance coursework. Many real-time options are embedded into distance delivery including interactive e-mail or voice discussions with other students or instructors. Asynchronous distance learning is popular in Alaska because it does not require extensive bandwidth to operate. Colleges and universities around the country are using this technology to offer college courses.

Synchronous Distance Learning: Synchronous learning connects teachers to students in real time through the use of internet-based, interactive videoconferencing. Synchronous learning technology allows students from multiple sites to receive instruction directly from a teacher. Some districts are even using this technology to teach band. While synchronous delivery holds real promise, it is limited in use because it is a heavy user of bandwidth and sensitive to inclement weather.

Alternative Education Programming: The sophistication of distance courseware has evolved to a point where many districts allow students in brick and mortar schools to select distance-learning courses as an alternative to classroom instruction.

Districts that provide asynchronous learning courseware for their students have several options to select courseware:

- District-designed
- State-approved distance delivery schools
- Commercial
- College and University

3. Please speak to the reallocation of funding to districts in an effort to achieve the realignment of resources that would create the GPS curriculum, virtual school, etc.

In Moore v. State of Alaska, Judge Gleason determined that districts do in fact have adequate resources to address students' educational needs. Districts will have to determine how to reallocate those resources in order to meet the scholarship program requirements.

Districts that offer distance options are responsible for the cost of the program. A number of commercial vendors are available. The vast majority of districts, if not all, support some form of distance delivery for students. The most commonly used correspondence vendors are Brigham Young University and University of Nebraska; both charge \$125 per credit hour. In addition, districts may contract with other Alaska districts to provide distance delivered courses.

4. Does EED know how much work must be done technologically to deliver GPS curriculum?

As part of a federal report for Title II, Part D, all districts reported by school the Internet access for their unduplicated number of instructional computers in spring of 2009, with updates in the fall 2010. This report shows that all districts' schools have computers with Internet connectivity listed as high speed. Two schools in the Aleutian Region school district have *only* computers with dial-up capability. All Alaska schools would have the ability to participate in distance education with their current Internet capability. It is important to note that there will be a four-year phase-in of the program's requirements. This will allow time for districts to implement delivery strategies.

Over twenty districts have videoconferencing available to each of their school sites. About a half dozen of these districts are offering synchronous classes taught by district staff including Aleutian East, Bering Strait, Kodiak, Kuspuk, Lower Kuskokwim, and Yukon-Koyukuk school districts. In addition, other school districts are offering online courses, mostly asynchronous, including Anchorage, Craig, Delta Greely, Kenai, Petersburg and Wrangell. Most districts offer CTE and dual-credit courses as needed. Commissioner LeDoux has spoken to nearly all Superintendents and each one believes that he or she can implement the required curriculum for this program.

5. Explain how the residency requirements will work.

An option for residency requirement could be phrased as follows:

For purposes of the program, a student

- (1) must have been physically present in this state for one year before claiming Alaska residency status that qualifies the student for the program;
- (2) does not forfeit Alaska residency status by traveling outside this state after graduation from high school if the student
 - (A) does not claim residency in another state; and
 - (B) at all times maintains an intent to remain in this state indefinitely.

6. Why won't students be allowed to take the scholarship out of state if Alaska does not provide the training necessary?

Currently the program goals do not provide for a student to attend school out-of-state with the Governor's Performance Scholarship. The goals of the Governor's Performance Scholarship include:

1. increasing high school graduation rates in the state;
2. improving academic performance of students in kindergarten through grade 12 in the state;
3. improving preparedness of Alaska students for postsecondary education;
4. improving the quality of the educational programs offered by high schools in the state;
5. increasing the scores of high school students in the state on college entrance examinations;
6. increasing job training opportunities in the state;
7. improving the postsecondary academic achievement and graduation rates of students in the state;
8. expanding the pool of high school students in the state who pursue postsecondary opportunities;
9. providing a rigorous curriculum in all high schools in the state;
10. increasing participation of Alaska high school students in Alaska postsecondary institutions.

7. How will EED provide for extensions outside of military service?

The extensions outside of military service will be regulated by the State Board of Education. The Department of Education and Early Development will recommend an appeal process that will take into consideration each student's specific circumstance.

8. Members were seeking information on potential costs of CTE programs.

The cost of attendance at career and technical schools varies considerably. The highest cost of tuition at AVTEC is \$5,000 for the Licensed Practical Nurse program (176 training days) and \$1,320 for the Certified Nurse Assistant (38 training days). The cost of tools for the Automotive Technology (197 training days) and the Diesel/Heavy Equipment (197 training days) programs are both higher than the cost of tuition. The tuition for the majority of programs at AVTEC are below \$3,000. Many of the programs at AVTEC are between 9-12 months. The scholarship program provides tuition for up to two years.

Students who qualify for one of the academic performance scholarships may carry that award to an approved technical school program. This is significant in that the majority of the career and technical school programs in Alaska are offered by the University of Alaska. Students who earn a career and technical scholarship may use it at the University of Alaska towards a program that leads to a certificate.

The unmet financial need proposed by the GPS will assist those students who qualify for a career and technical education GPS award and have unmet financial need. Unmet need includes the cost of room and board, tools and other costs of attendance.

AVTEC Training Dates

Alaska Culinary Academy

Professional Cooking & Baking, 210 training days
Offered 01/05/10 to 12/16/10, 08/16/10 to 06/30/11

Alaska Maritime Training Center Courses

† Marine License Preparation - Master Mate, 45 training days
 of the Engine Department (QMED) Oiler, 60 training days
 Offered 09/13/10 to 12/08/10

Allied Health Department - Anchorage Training Facility

† Certified Nurse Assistant (CNA), 38 training days
 Offered 01/04/10 to 02/26/10, 02/03/10 to 03/30/10, 03/08/10 to 04/28/10,
 04/05/10 to 05/27/10, 05/05/10 to 06/29/10, 06/07/10 to 08/03/10, 07/12/10 to 09/01/10
 † Licensed Practical Nurse (LPN), 176 training days
 Offered 01/04/10 to 11/18/10, 08/16/10 to 07/01/11

Applied Technologies Department

† Automotive Technology, 197 training days
 Offered 01/05/10 to 12/17/10, 08/16/10 to 06/09/11
 † Combination Welding, 172 training days
 Offered 01/25/10 to 12/17/10, 08/16/10 to 05/04/11
 † Diesel/Heavy Equipment Technologies, 197 training days
 Offered 01/05/10 to 12/17/10, 08/16/10 to 06/09/11
 † Industrial Electricity, 197 training days
 Offered 08/16/10 to 6/09/11
 † Pipe Welding, 75 training days
 Offered 01/19/10 to 05/05/10, 09/01/10 to 12/17/10
 † Power Plant Operation, 40 training days
 Offered 01/11/10 to 03/05/10, 03/17/10 to 05/11/10
 † Structural Welding, 97 training days
 Offered 01/25/10 to 06/11/10, 08/16/10 to 01/17/11

Information Technology Department

† Business & Office Technology, 183 training days
 Offered 01/05/10 to 12/17/10, 08/16/10 to 05/19/11
 † Information Technology, 188 training days
 Offered 08/16/10 to 05/26/11
 † Web Development Technology, 188 training days
 Offered 08/16/10 to 07/12/11

Building Trades Technology

† Facility Maintenance Construction Trades, 188 training days
 Offered 08/16/10 to 05/26/11
 † Plumbing & Heating, 102 training days
 Offered 01/05/10 to 05/28/10

AVTEC Training Cost * Costs Effective July 1, 2009

| Program | Tuition | Technology Fee ¹ | Security Deposit | Student Service Fee ² | Meal Plan ⁴ | Dormitory Fees | Dorm Security Deposit ³ | Books/Supplies ² sold by AVTEC | Tools/Supplies Not sold by AVTEC | Total |
|--|---------|-----------------------------|------------------|----------------------------------|------------------------|----------------|------------------------------------|---|----------------------------------|---------|
| Qualified Member of the Engine Department (QMED) Oiler | \$1,650 | \$150 | \$50 | \$75 | \$1,573 | \$1,820 | \$200 | \$155 | \$655 | \$6,328 |
| Marine License Preparation -Master Mate | \$1,650 | \$150 | \$50 | \$75 | \$1,086 | \$1,260 | \$200 | \$302 | N/A | \$4,773 |
| Certified Nurse Assistant | \$1,320 | N/A | N/A | N/A | N/A | N/A | N/A | \$580 | N/A | \$1,900 |

| | | | | | | | | | | |
|--|---------|-------|------|------|---------|---------|-------|---------|---------|----------|
| Licensed Practical Nurse | \$5,000 | \$150 | \$50 | N/A | N/A | N/A | N/A | \$360 | N/A | \$5,560 |
| Business & Office Technology | \$2,750 | \$150 | \$50 | \$75 | \$3,400 | \$4,400 | \$200 | \$1,800 | N/A | \$12,825 |
| Information Technology | \$2,750 | \$150 | \$50 | \$75 | \$3,400 | \$4,400 | \$200 | \$2,600 | N/A | \$13,625 |
| Web Development Technology | \$2,750 | \$150 | \$50 | N/A | N/A | N/A | N/A | \$2,400 | N/A | \$5,350 |
| Professional Cooking & Baking | \$2,750 | \$150 | \$50 | \$75 | \$3,400 | \$4,400 | \$200 | \$1,425 | \$300 | \$12,750 |
| Automotive Technology | \$2,750 | \$150 | \$50 | \$75 | \$3,400 | \$4,400 | \$200 | \$600 | \$3,600 | \$15,225 |
| Diesel/Heavy Equipment Technologies | \$2,750 | \$150 | \$50 | \$75 | \$3,400 | \$4,400 | \$200 | \$1,050 | \$3,700 | \$15,775 |
| Industrial Electricity | \$2,750 | \$150 | \$50 | \$75 | \$3,400 | \$4,400 | \$200 | \$950 | \$2,300 | \$14,275 |
| Pipe Welding | \$1,650 | \$150 | \$50 | \$75 | \$1,700 | \$2,100 | \$200 | \$570 | \$700 | \$7,195 |
| Power Plant Operation | \$1,320 | \$150 | \$50 | \$75 | \$975 | \$1,120 | N/A | N/A | \$420 | \$4,110 |
| Structural Welding | \$2,200 | \$150 | \$50 | \$75 | \$1,700 | \$2,200 | \$200 | \$920 | \$600 | \$8,095 |
| Combination Welding | \$2,750 | \$150 | \$50 | \$75 | \$3,400 | \$4,400 | \$200 | \$1,500 | \$800 | \$13,325 |
| Facility Maintenance/Construction Trades | \$2,750 | \$150 | \$50 | \$75 | \$3,400 | \$4,400 | \$200 | \$650 | \$2,000 | \$13,675 |
| Plumbing & Heating | \$2,200 | \$150 | \$50 | \$75 | \$1,700 | \$2,200 | \$200 | \$236 | \$1,700 | \$8,511 |

The Department of Labor and Workforce Development is happy to provide additional information as necessary.

9. Requested information on the Hathaway GED language.

Hathaway GED Criteria

A student who attended a Wyoming high school, did not graduate, took the GED, and whose class has graduated, may qualify for a Hathaway Scholarship. Below are ACT and GED score requirements for Hathaway Scholarships. Students below a 550 GED do not qualify for UW admission.

| | |
|-------------|---|
| Opportunity | Minimum GED of 500, and minimum ACT of 19 |
| Performance | Minimum GED of 540, and minimum ACT of 21 |
| Honors | Minimum GED of 575, and minimum ACT of 25 |

10. Information on Mt. Edgecumbe's admission requirements.

4 AAC 33.080. Admission to Mount Edgecumbe High School

(a) The superintendent of Mount Edgecumbe High School shall appoint an admissions committee of at least three persons to make recommendations for students to be admitted to the school.

(b) A student residing in any school district in the state may submit to the admissions committee an application for admission to Mount Edgecumbe High School, on forms prescribed by the department, at the following address: Mount Edgecumbe High School, Admissions Committee, Alaska Department of Education and Early Development, 1330 Seward Avenue, Sitka, Alaska 99835.

(c) An application under (b) of this section must include statements by the student and the student's parent or guardian explaining why admission is sought and why the student should be accepted, a

copy of the student's school records, including attendance records, transcripts, and achievement test results, at least two recommendations from teachers or other adults who are not members of the student's family and who know the student well, and such other information as the admissions committee requests.

(d) The number of available openings at each grade level shall be established by the superintendent in advance of each semester, based upon the school's capacity, the number of returning students, and other relevant factors.

(e) The admissions committee shall recommend students for the available openings from among the applicants, and the superintendent shall make the final admissions decisions, based upon consideration of the following factors:

(1) the availability of a high school program in the student's home community adequate to meet the academic and social needs of the student;

(2) the degree to which the student is expected to benefit from the academic and social program at Mount Edgecumbe High School;

(3) the degree to which the student will bring background experiences, skills, and abilities that will enhance the diversity or academic potential of the student body;

(4) any particular school, family, or social situations that make the structured, residential setting of Mount Edgecumbe High School especially advisable for the student.

(f) Preference shall be given to students whose educational, emotional, or family requirements warrant attendance in a domiciliary environment.

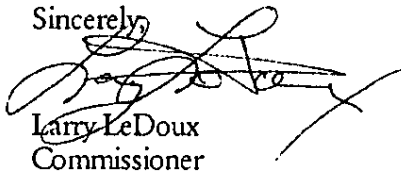
(g) The admissions committee and superintendent may not discriminate in favor of or against any resident based on race, sex, creed, national origin, or location or type of residence in the state.

(h) Admissions at mid-semester may be made only upon consideration of the effects of transfer on the continuity of the student's education and on the Mount Edgecumbe High School program.

(i) Once admitted, a student may continue to attend Mount Edgecumbe High School from semester to semester until the student graduates, so long as the student remains in good standing under school rules governing academic and social performance.

I hope that this information is helpful to the committee. Please do not hesitate to contact me if you have any questions or need additional information.

Sincerely,



Larry LeDoux
Commissioner